**OCR-set Assignment**

**Sample Assessment Material**

OCR Level 1/Level 2 Cambridge National in Child Development Sample Set Assignment

Unit R059: Understand the development of a child from one to five years

Scenario Title: OCR Day Nursery

This is a sample OCR-set assignment which should only be used for practice**.**

This assignment **must not** be used for live assessment of students.

The live assignments will be available on our secure website, ‘Teach Cambridge’.

**The OCR administrative codes associated with this unit are:**

* unit entry code R059
* certification code J809

**The regulated qualification number associated with this unit is:**

603/7114/6

**Duration: Approximately 10-12 hours**

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# **Information for Teachers**

# **Using this Assignment**

You **must**:

* Make sure you are familiar with the Assessment Guidance relating to the tasks. This is with the unit content in [Section 4](https://www.ocr.org.uk/Images/610941-specification-cambridge-nationals-child-development-j809.pdf) of the Specification.
* Make sure that you have read and understood **all** the rules and guidance provided in [Section 6](https://www.ocr.org.uk/Images/610941-specification-cambridge-nationals-child-development-j809.pdf) of the Specification **before** your students complete and you assess the set assignments.
* Make sure that completion and assessment fully adhere to the rules and guidance provided in [Section 6](https://www.ocr.org.uk/Images/610941-specification-cambridge-nationals-child-development-j809.pdf) of the Specification.
* Provide students with the Child Development [Student guide to NEA assignments](https://www.ocr.org.uk/Images/620503-student-guide-to-nea-assignments.pdf) before they start the assignments.
* Allow students approximately 10-12 guided learning hours (GLH) to complete all tasks.

You **must not**:

* Change or modify this assignment in any way.

## Scenario for the assignment

You are on a placement at OCR Day Nursery. Your supervisor asks you to:

* observe a child aged between 1-2 years and record your findings
* use your findings to choose, plan and evaluate a suitable play activity for the child’s age and area of development.

**Read through all of the tasks carefully, so that you know what you will need to do to complete this assignment.**

**Important:**

* You will need to refer to the marking criteria grid. Your teacher can explain the marking criteria if you need further clarification.
* You will need to draw upon relevant skills/knowledge/understanding from other units you have studied in this qualification.
* You can use the [template](#Template)s provided for Task 1.

## Your Tasks and Marking Grids

### Task 1 – Observe a child aged 1-2 years and compare them to developmental norms

Topic Areas 1 and 3 are assessed in this task.

In this task you will:

* Investigate the expected development norms for a child aged between 1-2 years.
* Complete an observation of a child aged between 1-2 years.
* Compare your findings with the developmental norms for the social development area.

You could observe a child in person or remotely. You should speak to your teacher to agree the child you will observe and how you will do this task.

You will observe your child and record your findings.

You will then compare **your** child to the development norms for the social development area.

You **must**:

* Explain, using examples, the expected physical, intellectual and social developmental norms for a child aged 1-2 years.
* Choose an observation and recording method for the child you are observing and explain the reasons for your choice.
* Complete your observation and record your findings.
* Use your findings to identify the stage of development your child has reached and compare the child with the expected developmental norms for their age against the **social development** area.
* Include examples to support your comparisons of developmental norms.

 Total marks for Task 1: 27 marks

**Task 1 Tips**

* Make sure you have the right permission to observe the child. You **must** speak to your teacher about this before you start.
* [Observation templates](https://ocr.org.uk/qualifications/cambridge-nationals/child-development-level-1-2-j809/assessment/) are provided. You can select a template from these **or** you can design your own template, which may take any appropriate format.
* When investigating the expected physical, intellectual and social developmental norms, remember to focus on the specific age of the child you are observing.
* Use appropriate examples for the age of the child you are observing in your explanation of development norms.
* Make sure your observation is anonymised for confidentiality.
* You only need to compare your **observation findings** with the social development area.
* Use your own words to describe or explain something.
* If you copy information from books, websites or course notes, to support your own evidence, make sure it is referenced.

**Topic Area 1: Physical, intellectual and social developmental norms from one to five years**

|  |  |  |
| --- | --- | --- |
| **MB1: 1-3 marks** | **MB2: 4-6 marks** | **MB3: 7-9 marks** |
| **Brief** explanation of the physical, intellectual and social development norms for the age of the child being observed. **Basic** examples given. | **Adequate** explanation of the physical, intellectual and social development norms for the age of the child being observed.**Sound** examples given. | **Comprehensive** explanation of the physical, intellectual and social development norms for the age of the child being observed.**Detailed** examples given. |

If your work does not meet Mark Band 1 criteria, you will be awarded zero marks for this task.

**Topic Area 3: Observe the development of a child aged one to five years**

|  |  |  |
| --- | --- | --- |
| **MB1: 1-4 marks** | **MB2: 5-8 marks** | **MB3: 9-12 marks** |
| **Brief** explanation of the suitability of the observation method chosen.Produces a record of an observation that gives **limited** detail about the development of the child. | **Sound** explanation of the suitability of the observation method chosen.Produces a record of an observation that gives **sound** detail about the development of the child.  | **Comprehensive** explanation of the suitability of the observation method chosen. Produces a record of an observation that gives **comprehensive** detail about the development of the child. |
| **MB1: 1-2 marks** | **MB2: 3-4 marks** | **MB3: 5-6 marks** |
| Identifies the stage of development the child has reached with a **brief** explanation of the comparisons to the expected developmental norms.**Basic** examples given for the comparisons.  | Identifies the stage of development the child has reached with a **sound** explanation of the comparisons to the expected developmental norms.**Sound** examples given for the comparisons.  | Identifies the stage of development the child has reached with a **comprehensive** explanation of the comparisons to the expected developmental norms.**Detailed** examples given for the comparisons.  |

If your work does not meet Mark Band 1 criteria, you will be awarded zero marks for this task.

### Task 2 – Plan and evaluate a suitable play activity

Topic Areas 1, 2 and 4 are assessed in this task.

You will use your observation findings of the child from task 1 to choose and plan a suitable play activity for the **social development** area.

**Task 2a**

You **must**:

* Choose a suitable play activity and explain:
	+ Why this activity is appropriate for the area of development
	+ The stage and type of play
	+ The benefits of the activity to the child.
* Produce a plan for your play activity to include:
	+ Developmental area covered
	+ Aim of the activity
	+ Description of the activity
	+ Timing for the activity
	+ Safety considerations
	+ Resources needed
	+ How the activity will be introduced to the child.

 Total marks for Task 2a: 21 marks

**Task 2a Tips**

* Remember to use your observation findings when explaining your choice of play activity.
* Make sure your plan includes all the requirements listed.
* Think about the best ways to gather feedback on the plan so that it can be used in your evaluation in task 2b.
* Use your own words to describe or explain something.

**Topic Area 1: Physical, intellectual and social developmental norms from one to five years**

**Topic Area 2: Stages and types of play and how play benefits development**

|  |  |  |
| --- | --- | --- |
| **MB1: 1-3 marks** | **MB2: 4-6 marks** | **MB3: 7-9 marks** |
| **Brief** explanation of the suitability of the chosen play activity considering:* Area of development
* The stage and type of play
* The benefits to the child.
 | **Sound** explanation of the suitability of the chosen play activity considering:* Area of development
* The stage and type of play
* The benefits to the child.
 | **Comprehensive** explanation of the suitability of the chosen play activity considering:* Area of development
* The stage and type of play
* The benefits to the child.
 |

**Topic Area 4: Plan and evaluate play activities for a child aged one to five years for a chosen area of development**

|  |  |  |
| --- | --- | --- |
| **MB1: 1-4 marks** | **MB2: 5-8 marks** | **MB3: 9-12 marks** |
| Produces a **basic** plan for the play activity.Demonstrates a **limited** understanding of: * Developmental area covered
* Aim of the activity
* Description of the activity
* Timing for the activity
* Safety considerations
* Resources needed
* How the activity will be introduced to the child
 | Produces a **sound** plan for the play activity.Demonstrates a **partial** understanding of: * Developmental area covered
* Aim of the activity
* Description of the activity
* Timing for the activity
* Safety considerations
* Resources needed
* How the activity will be introduced to the child
 | Produces a **comprehensive** plan for the play activity.Demonstrates a **full** understanding of: * Developmental area covered
* Aim of the activity
* Description of the activity
* Timing for the activity
* Safety considerations
* Resources needed
* How the activity will be introduced to the child
 |

If your work does not meet Mark Band 1 criteria, you will be awarded zero marks for this task.

**Task 2b**

You have now gathered feedback on your planned play activity.

You **must**:

* Use self-reflection and the findings from your feedback to evaluate your planned play activity.
* For your planned play activity consider:
	+ if the aims are clear and relevant
	+ the areas of success, strength and weakness
	+ changes or recommendations for improvements.

 Total marks for Task 2b: 12 marks

**Task 2b Tips**

* Use your own words for your evaluation.
* Remember to use self-reflection as well as feedback gathered.

**Topic Area 4: Plan and evaluate play activities for a child aged one to five years for a chosen area of development**

|  |  |  |
| --- | --- | --- |
| **MB1: 1-4 marks** | **MB2: 5-8 marks** | **MB3: 9-12 marks** |
| Consideration of aims being clear and relevant is **basic**.**Basic** evaluation of the areas of success, strength and weakness of the planned play activity. **Limited** suggestions for changes or recommendations for improvements.**Limited** use of findings from feedback and self-reflection. | Consideration of aims being clear and relevant is **sound**.**Sound** evaluation of the areas of success, strength and weakness of the planned play activity. **Adequate** suggestions for changes or recommendations for improvements.**Partial** use of findings from feedback and self-reflection. | Consideration of aims being clear and relevant is **comprehensive**.**Comprehensive** evaluation of the areas of success, strength and weakness of the planned play activity. **Detailed** suggestions for changes or recommendations for improvements.**Full** use of findings from feedback and self-reflection. |

If your work does not meet Mark Band 1 criteria, you will be awarded zero marks for this task.

## Marking Criteria Command Words

The tables below show the command words that will be used in the NEA Marking Criteria grids. They explain the type of evidence that you should expect to see to meet each command word.

**Mark Band (MB1) Words:**

|  |  |
| --- | --- |
|  **Command word**  |  **Meaning**  |
|  **Basic**  | * Work includes the minimum required. It is a starting point but is simplistic and not developed.
* Understanding and skills are applied in a way that partly achieves the wanted or intended result, but it would not be useable without further input or work.
 |
|  **Brief/Briefly**  | * Work includes a small number of relevant facts or concepts but lacks detail, contextualisation or examples.
 |
|  **Dependent**  | * The student can perform a task when given regular assistance or help.
 |
|  **Few**  | * Work produced is restricted or narrow. It includes less than half of the information or examples expected for a full response.
 |
|  **Inefficient**   | * Outputs are produced but with great expense or effort because of poor organisation or design and not making the best use of available resources.
 |
|  **Limited**  | * Work produced is restricted in range or scope and includes only some of the information required. It evidences partial rather than full understanding.
* Work produced is a starting point rather than a developed process, concept or output.
 |
|  **Minimal**  | * Includes very little in amount or quantity required.
 |
|  **Simple**  | * Includes a small number of relevant parts, which are not related to each other.
 |
|  **Superficial**  | * Work completed lacks depth and detail.
 |

**Mark Band (MB2) Words:**

|  **Command word**  |  **Meaning**  |
| --- | --- |
|  **Adequate(ly)**  | * Work includes the appropriate number of relevant facts or concepts but does not include the full detail, contextualisation or examples.
 |
|  **Assisted**  | * The student can perform a task with occasional assistance or help.
 |
|  **Part(ly)/Partial**  | * To some extent but not completely.
* Work produced is inclusive in range and scope. It evidences a mainly developed application of understanding, performance or output needed.
* Work produced results in a process, concept or output that would be useable for its purpose.
 |
|  **Some**  | * Work produced is inclusive but not fully comprehensive. It includes over half the information or examples expected for a full response.
 |
|  **Sound**  | * Valid, logical, shows the student has secured most of the relevant understanding, but points or performance are not fully developed.
* Applies understanding and skills to produce the wanted or intended result in a way that would be useable.
 |

**Mark Band (MB3) Words:**

|  **Command word**  |  **Meaning**  |
| --- | --- |
|  **Accurate(ly)**  | * Acting or performing with care and precision.
* Correct in all details.
 |
|  **All**  | * Work produced is fully comprehensive and wide-ranging. It includes almost all, or all the information or examples expected for a full response.
 |
|  **Clear(ly)**  | * Focused and accurately expressed, without ambiguity.
 |
|  **Complex**  | * Includes many relevant parts, all of which relate to each other logically.
 |
|  **Comprehensive(ly)**  | * The work produced is complete and includes everything required to show depth and breadth of understanding.
* Applies the understanding and skills needed to successfully produce the wanted or intended result in a way that would be fully fit-for-purpose.
 |
|  **Consistent(ly)**  | * A level of performance which does not vary in quality over time.
 |
|  **Critical**  | * Objective analysis and evaluation in order to form: a judgement, evaluation of the evidence or effective trouble shooting/fault finding.
 |
|  **Detailed**  | * Gives point by point consideration of all the key information.
 |
|  **Effective**  | * Applies the skills required to the task and is successful in producing the desired or intended result.
* The work produced is effective in relation to a brief.
 |
|  **Efficient**   | * Able to produce results or outputs with the minimum expense or effort, because of good organisation or design and making the best use of available resources.
 |
|  **Full(y)**  | * Work produced is comprehensive in range and scope. It evidences a fully developed application of understanding, performance or output needed.
* Work produced results in a process, concept or output that would be fully fit-for-purpose.
 |
|  **Independent(ly)**  | * The student can perform a task without assistance or reliance on others.
 |
|  **Justify/Justified**  | * The reasons for doing something are explained in full.
 |
|  **Most(ly)**  | * Includes nearly all of what is expected to be included.
 |
|  **Wide (ranging)**  | * Includes many relevant details, examples or contexts; all of which are fully detailed, contextualised or exemplified.
 |

## Templates for observation methods

### Narrative/Non-participative

|  |  |
| --- | --- |
| **Student name:** |  |
| **Qualification:** | OCR Level 1/Level 2 Cambridge National in Child Development  |
| **Unit number:** | R059 |
| **Unit title:** | Understand the development of a child from one to five years |
| Name of child (Use initials or first name): | Age: |
| Date:  | Time:  |
| Aim:  |
| **Record of observation** | **Comments** |
|  |  |

### Checklist

|  |  |
| --- | --- |
| **Student name:** |  |
| **Qualification:** | OCR Level 1/Level 2 Cambridge National in Child Development  |
| **Unit number:** | R059 |
| **Unit title:** | Understand the development of a child from one to five years |
| Name of child (Use initials or first name): | Age: |
| Date: | Time: |
| Aim: |
| **Skill being observed:** | **Achieved (✓)** | **Not seen (✓)** | **Comments** |
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### Time sample

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| --- | --- |
| **Student name:** |  |
| **Qualification:** | OCR Level 1/Level 2 Cambridge National in Child Development  |
| **Unit number:** | R059 |
| **Unit title:** | Understand the development of a child from one to five years |
| Name of child (Use initials or first name): | Age: |
| Date: |  |
| Aim: |
| **Time** | **Observation** |
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### Snapshot

|  |  |
| --- | --- |
| **Student name:** |  |
| **Qualification:** | OCR Level 1/Level 2 Cambridge National in Child Development  |
| **Unit number:** | R059 |
| **Unit title:** | Understand the development of a child from one to five years |
| Name of child (Use initials or first name): | Age: |
| Date: | Time: |
| **Observation** |
|  |
| Date: | Time: |
| **Observation** |
|  |
| Date: | Time: |
| **Observation** |
|  |
| Date: | Time: |
| **Observation** |
|  |
| Date: | Time: |
| **Observation** |
|  |

### Participative

|  |  |
| --- | --- |
| **Student name:** |  |
| **Qualification:** | OCR Level 1/Level 2 Cambridge National in Child Development  |
| **Unit number:** | R059 |
| **Unit title:** | Understand the development of a child from one to five years |
| Name of child (Use initials or first name): | Age: |
| Date: |
| Aim: |
| **Activity** | **Can do (date)** | **Attempts** | **Does not yet attempt** | **Comments** |
|  |  |  |  |  |
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