

Reviser and Scrutineer Exercise

Before you begin this task, make sure that you have read the task requirements and guidance below.

This task gives you the opportunity to show that you can:

- proof-read documents to identify typographical or grammatical errors
- review consistency of information and approaches in and across documents
- review content against relevant qualification-related information (teaching content, marking criteria words, OCR-provided guidance) to make sure it is fit-for-purpose and relevant to the assessment

These will all be essential skills for the role of a reviser or scrutineer.

The Task

- 1) Review the Child Development assignment for Unit R058 provided to identify:
 - Typographical errors
 - Grammatical and punctuation errors
 - Inconsistency of information:
 - within the assignment
 - between the assignment tasks and unit content in Appendix A
 - Whether:
 - all areas of each task's information correlate with each other (i.e. task context, task requirements, task tips, task marking criteria, task marks)
 - all task bullets make clear to the student what they need to do
 - all content assessed in the assignment is included in the Specification content in Appendix A
 - mark band descriptor words used in the assignment correspond with the agreed descriptor words lists in Appendix A
 - words included align with the 'plain English' words provided in Appendix A
- 2) Identify all issues as comments on the Assignment you are reviewing.

Guidance

- 1) Key words from the Descriptor Words tables in marking criteria grids will be presented in **bold**.

Example:

Brief explanation of the suitability of each piece of equipment chosen is provided.

- 2) Quantity/Number of items needed in a task will be presented in bold.

Example:

Observe **two** different children completing play activities.

- 3) The total number of marks for each task is given after the task. This should equate to the marks available across the corresponding sections of each task marking grid.

- 4) Appendix A contains:

- The Topic and sub-topic areas from the Specification content to which this assignment relates.
- The descriptor words that can be used in each mark band statement.
- A list of 'plain English' words to consider and their recommended replacements.

- 5) You do **NOT** need to:

- follow the links in the Information for Teachers section of the assignment
- proof-read the text in the Appendix document

OCR-set Assignment

Sample Assessment Material

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

Unit R058: Create a safe environment and understand the nutritional needs of children from birth to five years

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'.

This OCR-set assignment is to be used to provide evidence for the unit identified above.

The OCR administrative codes associated with this unit are:

- unit entry code R058
- 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**:

- Use this OCR-set assignment for summative assessment of students.
- Make sure you are familiar with the Assessment Guidance relating to the tasks. This is with the unit content in [Section 4](#) of the Specification
- Make sure that you have read and understood **all** the rules and guidance provided in [Section 6](#) 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](#) of the Specification.
- Provide students with the Child Development [Student guide to NEA assignments](#) before they commence the assignment
- Allow students approximately 12-14 guided learning hours (GLH) to complete all tasks.
- Complete the [Teacher Observation Record](#) provided for Task 4. You **must** adhere to the [guidance](#) given when completing it.

You **must not**:

- Change or modify those assignment in any way

Scenario for the assignment

Work placement in a day nursery

You are on a work placement in Cambridge Day Nursery for babies and young children aged one month to five years. The nursery wants to improve their provision for a nurturing, safe and fun environment. They want to:

- buy new equipment
- reviewed areas in the nursery to make sure they are safe
- make sure the food prepared at the nursery is healthy.

You have been asked to help with these improvement.

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.

Your Tasks and Marking Grids

Task 1 – Choose essential equipment for OCR Day Nursery

Topic Area 2 is assessed in this task.

The manager of OCR Day Nursery wants to buy some new equipment for the nursery.

They need you to research and recommend what to buy.

The equipment is for children aged 1 to 2 years old.

You **must**:

- Research **three** pieces of the same equipment type for **one** of the following purposes at the nursery:
 - ☐ Sleeping
 - ☐ Indoor play
- For each piece of equipment, explain its suitability by considering these **three** factors:
 - ☐ Safety
 - ☐ Design
 - ☐ Cost
- Choose the piece of equipment you consider is the most suitable.
- Evaluate your choice. Say why you have chosen it and include reasons why the other pieces of equipment have been rejected.

Total marks for Task 1: 14 marks

Task 1 Tips

- Decide how you will present your findings to the nursery manager, for example in a presentation, booklet or as a display.
- Your choice of equipment should be made by researching three different pieces of the **same** equipment type, for example, three different types of sand and water table for indoor play.
- Remember to say why you are rejecting the other pieces of equipment. Think about why they might not be suitable for the nursery and 2-4 years age group.
- Use your own words to describe or explain something.
- If you research and use information from books, websites or course notes, to support your own evidence, make sure it is referenced.

Topic Area 2: Choose suitable equipment for a childcare setting

MB1: 1-2 marks	MB2: 3-4 marks	MB3: 5-6 marks
Brief explanation of the suitability of each piece of equipment chosen considering three factors.	Sound explanation of the suitability of each piece of equipment chosen considering three factors.	Comprehensive explanation of the suitability of each piece of equipment chosen considering three factors.
MB1: 1-2 marks	MB2: 3-4 marks	MB3: 5-6 marks
Basic evaluation to include why equipment is selected. No rejections considered.	Sound evaluation to include why equipment is selected and others are rejected.	Comprehensive evaluation to include why equipment is selected and others are rejected.

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

Task 2 – Identify and prevent accidents and illness in OCR Day Nursery

Topic Area 1 is assessed in this task.

The manager at OCR Day Nursery want to change the feeding area used by children aged 1-2 years. The feeding area has stairs leading to the first floor.

The nursery manager wants you to design a plan for the feeding area and justify how it is a safe environment for the children that use it.

You **must**:

- Consider the items that will be in the area.
- Consider the potential accidents that could happen in the area and why they **could** happen.
- Consider how different illness spreads and how you can help prevent this.
- Justify how your design plan prevents these accidents and illnesses and creates a safe environment.

This should be in a format that could be presented to the nursery manager.

Total marks for Task 2: 12 marks

Task 2 Tips

- Think about the best way to present the information in your design plan so it is clear for the nursery manager.
- Remember your design plan needs to consider how the area is used at the day nursery.
- Make sure you identify **three** research methods used.
- Remember to include and clearly label all items in your design plan.
- Use your own words within your justification and when you describe or explain something.
- If you copy information from books, websites or course notes, to support your own evidence, ensure it is referenced.

Topic Area 1: Create a safe environment in a childcare setting

MB1: 1-4 marks	MB2: 5-8 marks	MB3: 9-10 marks
<p>Undeveloped understanding of the potential accidents and why they happen in the area of the childcare setting.</p> <p>Basic justification of how to prevent accidents and illness and create a safe environment in the area of the childcare setting.</p>	<p>Adequate understanding of the potential accidents and why they happen in the area of the childcare setting.</p> <p>Sound justification of how to prevent accidents and illness and create a safe environment in the area of the childcare setting.</p>	<p>Comprehensive understanding of the potential accidents and why they happen in the area of the childcare setting.</p> <p>Comprehensive justification of how to prevent accidents and illness and create a safe environment in the area of the childcare setting.</p>

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

Task 3 – Recommend healthy meal choices

Topic Area 3 is assessed in this task.

OCR Day Nursery has its own kitchen where staff can cook and prepare hot and cold food for the children.

You've been asked to recommend healthy meal choices for the babies and young children at the nursery. The meals you recommend **must** meet Government dietary recommendations.

In task 2 you will either prepare a feed or one of your meal choices.

You **must**:

- Compare these two different milk formulas for babies:
 - ☐ Hungry baby milk
 - ☐ Goat milk
- How each formula meets the nutritional needs of babies aged 0-6 months.
- Recommend a breakfast and snack for the children aged 1-2 years old.
- Describe how your meal choices:
 - ☐ meet the nutritional needs of the children aged 1-2 years old.
- Explain how your meal choices:
 - ☐ meet the Government dietary recommendations.

Total marks for Task 3:

18 marks

Task 2 Tips

- Decide how you will present your findings to the nursery manager, for example in a presentation, booklet or as a display.
- 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 4: Nutritional needs of children aged from birth to five years

MB1: 1-2 marks	MB2: 3-4 marks	MB3: 5-6 marks
Brief description of how the two milk formulas meet the nutritional needs for babies from birth to six months.	Sound description of how the two milk formulas meet the nutritional needs for babies from birth to six months	Comprehensive description of how the two milk formulas meet the nutritional needs for babies from birth to six months.
MB1: 1-3 marks	MB2: 5-8 marks	MB3: 9-12 marks
Brief description of how the meal choices meet the nutritional needs for children of the relevant age. Brief explanation of how the meal choices meet the government dietary recommendations.	Sound description of how the meal choices meet the nutritional needs for children of the relevant age. Sound explanation of how the meal choices meet the government dietary recommendations.	Comprehensive description of how the meal choices meet the nutritional needs for children of the relevant age. Comprehensive description of how the meal choices meet the nutritional needs for children of the relevant age.

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

Task 4 – Plan, prepare and evaluate a feed or meal for children from birth to five years

Topic Area 3 is assessed in this task.

You've been asked to plan and prepare a feed or one of your meal choices from task 3.

You **must**:

- Make a bottle feed suitable for a baby aged 0-6 months

Or

- Make **one** of your meal choices from task 3.

Your teacher will need to observe you when you make the feed or meal.

You **must**:

- Produce a plan for preparing your feed or meal to include:
 - ☐ equipment
 - ☐ ingredients and quantities
 - ☐ safety
 - ☐ hygiene.
- Make the feed or meal following safety and hygiene practices.
- Ask your teacher to complete a Teacher Observation Record when observing you make the feed or meal.

After you have made the feed or meal.

You **must**:

- Evaluate your own performance. You should consider:
 - ☐ strengths and weaknesses of your planning and preparation
 - ☐ suggestions for improvements or changes.

Total marks for Task 4: 18 marks

Task 4 Tips

- Use annotated photos or a video to show step-by step how you made the feed or meal and followed safety and hygiene practices.
- Follow your plan when making the feed or meal.
- Remember to measure the correct amounts of ingredients.
- Use your own words in your plan and evaluation

Topic Area 3: Nutritional needs of children from birth to five years

MB1: 1-4 marks	MV2: 5-8 marks	MB3: 9-12 marks
<p>Produces a basic plan for preparing feed/meal.</p> <p>Demonstrates a limited understanding of:</p> <ul style="list-style-type: none"> • equipment • ingredients and quantities. <p>Few safety and hygiene practices are followed.</p> <p>Dependent on assistance to complete the practical task.</p>	<p>Produces a sound plan for preparing feed/meal.</p> <p>Demonstrates a partial understanding of:</p> <ul style="list-style-type: none"> • equipment • ingredients and quantities. <p>Some safety and hygiene practices are followed.</p> <p>Assisted to complete the practical task.</p>	<p>Produces a comprehensive plan for preparing feed/meal.</p> <p>Demonstrates full understanding of:</p> <ul style="list-style-type: none"> • equipment • ingredients and quantities. <p>All safety and hygiene practices are followed.</p> <p>Independently completed the practical task.</p>
MB1: 1-2 marks	MB2: 3-4 marks	MB3: 5-6 marks
<p>Basic evaluation of strengths and weaknesses of planning and preparation of feed/meal.</p> <p>Limited suggestions for improvements or changes.</p>	<p>Sound evaluation of strengths and weaknesses of planning and preparation of feed/meal.</p> <p>Adequate suggestions for improvements or changes.</p>	<p>Comprehensive evaluation of strengths and weaknesses of planning and preparation of feed/meal.</p> <p>Sound suggestions for improvements or changes.</p>

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

Teacher Observation Record

Please read the **guidance notes** on the following page before completing this form.

Student name:	
Qualification:	OCR Level 1/Level 2 Cambridge National in Child Development
Unit number and title:	R058 Create a safe environment and understand the needs of children from birth to five years
Activity observed:	Making the feed or meal Task 2
Date activity completed:	
Additional evidence attached:	

TEACHER SECTION:			
How did the student complete the activity? Your response must provide details of what the student did and how this relates to the relevant marking.			
STUDENT SECTION:			
I agree with my teacher's description of how I completed this activity.			Yes <input type="checkbox"/>
Additional student comments:			
Student signature		Date: (DD/MM/YYYY)	
Teacher name:			
Teacher signature:		Date: (DD/MM/YYYY)	

Teacher observing record guidance notes

The class teacher and student being observed are responsible for completing this form.

The Teacher Observation Record is used by the teacher to detail their observation of a student completing an activity. In order to provide sufficient evidence, the completed form **must** give contextualised details of what the student did and how this relates to the marking criteria. Simply providing statements from the marking criteria is not acceptable. The evidence provided **must** be individual to the student.

The Teacher Observation Record is also used to show that the student agrees with the teachers assessment of this activity.

The information given by the teacher **must** be shared with the student for the student to agree, or otherwise. If the student does not agree with the teacher's comments and links to the marking criteria, they **must** have the chance to talk about these further with the teacher to reach an agreed outcome **before** the work is submitted for moderation.

Both the teacher and student **must** sign and date the form to provide evidence of this agreement.

Additional evidence of the student completing the activity **must** also be provided with the form. The types of additional evidence that are acceptable are detailed in Task 4.

Teacher observation records must:

- describe what the teacher observed the student doing
- include how well the activity was completed and the reasons for this evaluation
- include confirmation from the student that they agree with the comments and reasons
- be accompanied by additional evidence as required of Task 4.

Teacher observation records must not:

- be a simple repeat of the grading criteria
- be completed by anyone but the teacher observing the activity and the student completing the activity
- be written by the student for the teacher to sign
- contain just a list of skills
- be used to evidence the achievement of a whole unit or task in isolation.

Appendix A – Child Development Proof-reading task

This is your reference document, replicating areas of the specification.

You do not need to proof-read this document.

Unit Content from Specification

Topic area		Sub-topics
Topic Area 1:	Creating a safe environment in a childcare setting	1.1 Plan to create a safe environment in a childcare setting <ul style="list-style-type: none"> <input type="checkbox"/> Reasons why accidents happen in a childcare setting <input type="checkbox"/> Types of childhood accidents <input type="checkbox"/> Plans to prevent accidents in a childcare setting
Topic Area 2:	Choosing suitable equipment for a childcare setting	2.1 Essential equipment and factors for choice <ul style="list-style-type: none"> <input type="checkbox"/> Types of essential equipment <input type="checkbox"/> Factors affecting suitability and choice
Topic Area 3	Nutritional needs of children from birth to five years	3.1 Current government dietary recommendations for healthy eating for children from birth to five years <ul style="list-style-type: none"> <input type="checkbox"/> Eatwell guide <input type="checkbox"/> 5 a day <input type="checkbox"/> British Nutritional Foundation recommendations <input type="checkbox"/> Updated recommendations as published in the future 3.2 Essential nutrients and their functions for children from birth to five years <ul style="list-style-type: none"> <input type="checkbox"/> Proteins <input type="checkbox"/> Carbohydrates <input type="checkbox"/> Fats <input type="checkbox"/> Vitamins <input type="checkbox"/> Minerals <input type="checkbox"/> Fibre <input type="checkbox"/> Water Food Sources to meet nutritional needs for: <ul style="list-style-type: none"> <input type="checkbox"/> Birth to 6 months <input type="checkbox"/> The three stages of weaning between 6 – 12 months <input type="checkbox"/> 1 to 5 years 3.3 Plan and prepare a feed/meal <ul style="list-style-type: none"> <input type="checkbox"/> Equipment <input type="checkbox"/> Ingredients and quantities <input type="checkbox"/> Safety <input type="checkbox"/> Hygiene <input type="checkbox"/> Personal

		<input type="checkbox"/> Environment 3.4 Evaluate the planning and preparation of a feed/meal <input type="checkbox"/> Strengths/weaknesses <input type="checkbox"/> Improvements/changes
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Marking Criteria Descriptor Words

The tables below show the descriptor 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 descriptor word.

Mark Band 1 (MB1) Words:

Descriptor word	Meaning
Basic	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Work includes a small number of relevant facts or concepts but lacks detail, contextualisation or examples.
Dependent	<ul style="list-style-type: none"> • The student can perform a task when given regular assistance or help.
Few	<ul style="list-style-type: none"> • Work produced is restricted or narrow. It includes less than half of the information or examples expected for a full response.
Inefficient	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Includes very little in amount or quantity required.
Simple	<ul style="list-style-type: none"> • Includes a small number of relevant parts, which are not related to each other.
Superficial	<ul style="list-style-type: none"> • Work completed lacks depth and detail.

Mark Band 2 (MB2) Words:

Descriptor word	Meaning
Adequate(ly)	<ul style="list-style-type: none">• Work includes the appropriate number of relevant facts or concepts but does not include the full detail, contextualisation or examples.
Assisted	<ul style="list-style-type: none">• The student can perform a task with occasional assistance or help.
Part(ly)/Partial	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Work produced is inclusive but not fully comprehensive. It includes over half the information or examples expected for a full response.
Sound	<ul style="list-style-type: none">• 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 3 (MB3) Words:

Descriptor word	Meaning
Accurate(ly)	<ul style="list-style-type: none">• Acting or performing with care and precision.• Correct in all details.
All	<ul style="list-style-type: none">• 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)	<ul style="list-style-type: none">• Focused and accurately expressed, without ambiguity.
Complex	<ul style="list-style-type: none">• Includes many relevant parts, all of which relate to each other logically.
Comprehensive(ly)	<ul style="list-style-type: none">• 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)	<ul style="list-style-type: none">• A level of performance which does not vary in quality over time.

Descriptor word	Meaning
Critical	<ul style="list-style-type: none"> Objective analysis and evaluation in order to form: a judgement, evaluation of the evidence or effective trouble shooting/fault finding.
Detailed	<ul style="list-style-type: none"> Gives point by point consideration of all the key information.
Effective	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> The student can perform a task without assistance or reliance on others.
Justify/Justified	<ul style="list-style-type: none"> The reasons for doing something are explained in full.
Most(ly)	<ul style="list-style-type: none"> Includes nearly all of what is expected to be included.
Wide (ranging)	<ul style="list-style-type: none"> Includes many relevant details, examples or contexts; all of which are fully detailed, contextualised or exemplified.

Plain English

The words/terms below will help you consider how to use plain English.

Instead of	Use
advise	tell
commence	start
consist of	have
enable	help
enquire	ask
ensure	make sure
within	in