

Health and Social Care

OCR GCE H303/H703 Unit F915 Working in Early-Years Care and Education

Unit Recording Sheet

Please read the instructions printed at the end of this form. **One** of these sheets, suitably completed, should be attached to the assessed work of **each** candidate.

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|--|---|--|---|-------------------------|------------------|-------------|---------------|-------------------------|-------------|----------|----------|--|--|
| Unit Title | 6 Working in early-years care and education | | | | Unit Code | F915 | Series | Jan / June | Year | 2 | 0 | | |
| Centre Name | | | | | | | | Centre Number | | | | | |
| Candidate Name | | | | | | | | Candidate Number | | | | | |
| Evidence: You produce a guide for early-years care and education provision in the local area and explore the different ways in which children learn. | | | | | | | | | | | | | |
| Unit F915: Working in early-years care and education | | | | | | | | | | | | | |
| What candidates need to do: | | | | | | | | | | | | | |
| Candidates need to produce a guide for early-years care and education provision in the local area and explore the different ways in which children learn [50 marks] . The evidence needs to include: AO1: information about different early-years care and education services that are available in the local area, including the influences of one national policy [15] ; AO2: a description of job roles and responsibilities of practitioners in early-years services and an exploration of how they apply the values of care in their day-to-day tasks [15] AO3: information about the ways children in the care setting learn and develop, recognising factors that affect the children's learning and performance [10] ; AO4: a learning plan produced and implemented for an activity to use in the early-years setting and an evaluation of the benefits to the child/children, including recommendations for improvement [10] . | | | | | | | | | | | | | |
| How candidate will be assessed: | | | | | | | | | | | | | |
| Assessment Objective | Mark Band 1 | Mark Band 2 | Mark Band 3 | Teacher comments | | | | | Mark | | | | |
| AO1 | Candidates demonstrate a basic understanding of different types of early-years provision to include two private, two statutory, two voluntary and two informal groups in the local area, and identify the main purposes of each provision. A basic understanding of the influences of one national policy will be shown; [0 1 2 3 4 5] | candidates demonstrate a sound understanding of different types of early-years provision to include two private, two statutory, two voluntary and two informal groups in the local area, and describe the main purposes of each provision. A sound understanding of the influences of one national policy will be shown; [6 7 8 9 10] | candidates demonstrate a comprehensive understanding of different types of early-years provision to include two private, two statutory, two voluntary and two informal groups in the local area, and explain the main purposes of each provision. An in-depth understanding of the influences of one national policy will be shown. [11 12 13 14 15] | | | | | | /15 | | | | |

| Unit F915: Working in early-years care and education (continued) | | | | | | |
|--|--|---|---|------------------|------------|--|
| Assessment Objective | Mark Band 1 | Mark Band 2 | Mark Band 3 | Teacher comments | Mark | |
| AO2 | <p>Candidates provide, with guidance, basic information about two job roles in the early-years sector and the skills and qualifications required, describing day-to-day tasks and how the values of care are applied; Ability to communicate using some appropriate terminology. Sentences have limited coherence and structure, often being of doubtful relevance to the main focus of the AO. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p> <p>[0 1 2 3 4 5]</p> | <p>candidates show a sound understanding of two job roles in the early-years sector and the skills and qualifications required, describing in detail day-to-day tasks and how the values of care are applied; Limited ability to organise relevant material. Some appropriate terminology used. Sentences are not always relevant with material presented in a way that does not always address the AO. There may be noticeable errors of grammar, punctuation and spelling.</p> <p>[6 7 8 9 10]</p> | <p>candidates demonstrate, accurately and independently, an in-depth understanding when providing information about two job roles in the early-years sector and the skills and qualifications required, explaining, with examples, how the values of care are applied; Ability to present relevant material in a planned and logical sequence. Appropriate terminology used. Sentences, for the most part, relevant and presented in a balanced, logical and coherent manner which addresses the AO. There will be occasional errors of grammar, punctuation and spelling.</p> <p>[11 12 13 14 15]</p> | | /15 | |
| AO3 | <p>Candidates collect information to describe, at a basic level, factors (one from each of the four main groups) that affect learning and development, candidates complete a basic analysis of two strategies that aid learning;</p> <p>[0 1 2 3 4]</p> | <p>candidates undertake research, from a range of information sources, to describe in detail the factors (one from each of the four main groups) that affect learning and development, candidates complete a sound analysis of two strategies that can aid learning;</p> <p>[5 6 7]</p> | <p>candidates undertake research, from a wide range of sources, to give a comprehensive explanation of the factors (one from each of the four main groups) that affect learning and development, candidates complete a comprehensive analysis of two strategies that can aid learning.</p> <p>[8 9 10]</p> | | /10 | |
| AO4 | <p>Candidates produce a basic plan and implement an activity for a child/children in an early-years setting to encourage learning and development, including a basic evaluation of the benefits of the activity to the child, and making recommendations for improvement;</p> <p>[0 1 2 3 4]</p> | <p>candidates produce a detailed plan and implement an activity for a child/children in an early-years setting to encourage learning and development, including a sound evaluation of the benefits of the activity to the child, and making recommendations for improvement;</p> <p>[5 6 7]</p> | <p>candidates produce a comprehensive plan and implement an activity for child/children in an early-years setting to encourage learning and development, providing a comprehensive evaluation of the benefits of the activity to the child, and making realistic recommendations for improvement.</p> <p>[8 9 10]</p> | | /10 | |
| Total mark awarded: | | | | | /50 | |
| If this work is a re-sit, please tick | | Session and Year of previous submission | Jan / June | 2 | 0 | Please tick to indicate this work has been standardised internally |

Please note: This form may be updated on an annual basis. The current version of this form will be available on the OCR website (www.ocr.org.uk).
A completed Centre Authentication form CCS160 **must** accompany the MS1 when it is sent to the moderator.

Guidance on Completion of this Form

- 1 **One** sheet should be used for each candidate.
- 2 Please ensure that the appropriate boxes at the top of the form are completed.
- 3 Please enter *specific* page numbers where evidence can be found in the portfolio, and where possible, indicate to which part of the text in the mark band the evidence relates.
- 4 Circle the mark awarded for each strand of the marking criteria in the appropriate box and also enter the circled mark in the final column.
- 5 Add the marks for the strands together to give a total out of 50. Enter this total in the relevant box.