

CHILD DEVELOPMENT

Moderators' report

INCLUDED ON THE
KS4 PERFORMANCE TABLES

OCR Level 1/Level 2

Cambridge National in
Child Development

J809

For first teaching in 2022 | Version 1

R058-R059 Summer 2023 series

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Introduction

Our Lead Moderators' reports are produced to offer constructive feedback on centres' assessment of moderated work, based on what has been observed by the moderation team. These reports include a general commentary of accuracy of internal assessment judgements; identify good practice in relation to evidence collation and presentation and comments on the quality of centre assessment decisions against individual Learning Objectives. This report also highlights areas where requirements have been misinterpreted and provides guidance to centre assessors on requirements for accessing higher mark bands. Where appropriate, the report will also signpost to other sources of information that centre assessors will find helpful.

OCR completes moderation of centre-assessed work in order to quality assure the internal assessment judgements made by assessors within a centre. Where OCR cannot confirm the centre's marks, we may adjust them in order to align them to the national standard. Any adjustments to centre marks are detailed on the Moderation Adjustments report, which can be downloaded from Interchange when results are issued. Centres should also refer to their individual centre report provided after moderation has been completed. In combination, these centre-specific documents and this overall report should help to support centres' internal assessment and moderation practice for future series.

Please note, the content for this report is based on candidate work submitted in the June 2023 series and does not include work from the extraordinary autumn submission opportunity. It is possible that not all units are covered within the report, however candidate style work is available for all internally-assessed units on Teach Cambridge and candidate exemplars from the 2023 series will be available from the autumn.

Online courses

We have created online courses to build your confidence in delivering, marking and administering internal assessment for our qualifications. Courses are available for Cambridge Nationals, GCSE, A Level and Cambridge Technicals (2016).

Cambridge Nationals

All teachers delivering our redeveloped Cambridge Nationals suite from September 2022 are asked to complete the Essentials for the NEA course, which describes how to guide and support your students. You'll receive a certificate which you should retain.

Following this you can also complete a subject-specific Focus on Internal Assessment course for your individual Cambridge Nationals qualification, covering marking and delivery.

GCSE, A Level and Cambridge Technicals (2016)

We recommend all teachers complete the introductory module Building your Confidence in Internal Assessment, which covers key internal assessment and standardisation principles.

Following this you will find a subject-specific course for your individual qualification, covering marking criteria with examples and commentary, along with interactive marking practice.

Accessing our online courses

You can access all our online courses from our teacher support website [Teach Cambridge](#).

You will find links relevant to your subject under Assessment, NEA/Coursework and then Online Courses from the left hand menu on your Subject page.

If you have any queries, please contact our Customer Support Centre on 01223 553998 or email support@ocr.org.uk.

Unit R058 General Overview

A variety of layouts were used to present the tasks in this unit, for example, presentations, booklets and displays, all of which are acceptable. Where centres had followed the set assignment and focused on each of the task requirements, candidates achieved highly. Evidence generated from candidates who achieved highly were relevant and fully applied to the context. For example, plans to prevent accidents in an indoor play area were in a format that could be presented to the nursery manager. Formula milks were correctly compared and how each formula met the nutritional needs of babies 0-6 months was clear. Light tea meal choices were wide and varied. The content of the two-course light tea was applied to the 3–4-year-old and their nutritional needs. Any nutritional data is well explained and applied to the age of the child. Government guidelines were addressed with examples such as the Eatwell plate, 5 a day, and change for life.

In most centres, candidates undertook the making of a bottle feed. Plans were often produced as step-by-step guide or flow chart. Success was seen where all the points as listed in the task and the marking criteria was fully addressed. Hygiene and safety practices were encompassed within the plans.

Candidates should produce photos which show them making the bottle feed or a two-course light tea. These were usually clear and well annotated showing a step-by-step guide how they made the feed or meal while adhering to hygiene and safety practices.

The evaluation of the feed or meal choice must include comprehensive review points addressing strengths and weaknesses of both the preparation and planning. Conclusions should be drawn with suggestions for any improvements with changes. Sources of information must be included, either as a bibliography or in the body of the text.

The Teachers Observation Record (TOR), which is mandatory requirement, was completed in a variety of detail. To support candidates' practical task these should be individualised and clearly illustrate how each candidate has performed. The TOR must be signed by both the teacher and candidate.

Misconception



R058

Task 1: Research of three pieces of the same equipment only needs to be undertaken for one of the two types of equipment in the set assignment and not for both.

The three factors in the set assignment are the only ones that need to be considered for assessment purposes.

Task 2: Candidates should apply understanding by considering potential accidents that could happen and why they could happen to the area (in the set assignment). Generic information is not required.

R059

Task 1: Investigation of the expected development norms should include intellectual, physical and social only on the age of the child in the set assignment not the whole age range one to five years.

Candidates do not need to demonstrate use of all of the methods of observation and recording that they have learnt through content of the specification. Candidates should instead apply their understanding of observations and recording of observations to select the most appropriate method and include reasons for their choice.

Task 2: Candidates are not expected to carry out their planned activity as their evaluation and the marking criteria is on self-reflection and feedback of the planning of an activity.

Comments by Task

Task 1 – Choose essential equipment for Little Blooms Nursery

The evidence provided must be applied to the age of the child and equipment area as specified in the assignment. Work should be detailed, provide relevant understanding and skills with a comprehensive application applied to the equipment and factors. Reasoned judgements together with substantiated conclusions should be apparent in the evaluation.

Task 2 – Identify and prevent accidents in Little Blooms Nursery

Relevant knowledge and understanding have been applied to a design plan to create a safe environment. A comprehensive justification on the prevention of accidents for the age specified in the assignment. This should be applied to the designated area of the childcare setting as specified in [the assignment](#).

Task 3 – Recommend healthy meal choices

Detailed knowledge and understanding have been selected and applied effectively when recommending healthy meal choices. When choosing the meal/feed a clear consideration of the age and assignment should be evident. [The British Nutritional Foundation](#) and [NHS websites](#) are excellent resources for this task.

Task 4 – Plan, prepare and evaluate a feed or meal your meal choice.

Independently apply relevant knowledge, understanding and skills to plan and carry out a practical task effectively reviewing their solutions and working hygienically and safely. Effectively planning together with perceptive evaluation demonstrating practical skills at a high level.

Unit R059 General Overview

Where centres had followed the set assignment and focused on each of the task requirements, candidates achieved highly. Evidence generated by these candidates were wholly relevant and fully applied to the context. Where physical, intellectual and social developmental norms were comprehensively address focusing on the 4-5 years, Mark Band 3 was achieved.

The majority of candidates selected a specific observation and recording method and used one of the observation templates from one of the five available from OCR on Teach Cambridge. Reasons for choice were variable, candidates should clearly explain why they have chosen the observation method which demonstrates their understanding of the taught content. Records of the observation, detailing relevant examples specific to the development of the child and where they are on the developmental norm range is vital. Success was seen where candidates included a range of appropriate examples based around the age of the child they were observing when explaining the development norms. This enabled them to provide a comprehensive explanation of the comparisons to the expected norms for that age. These findings can then be used to inform decisions when choosing and planning a play activity for the child.

Where candidates achieved highly, the work produced was able to show depth and breadth of understanding. They had used their observation findings of the child to choose and plan a suitable activity for the intellectual development area. The area of development, stage and type of play together with the benefits to child were clearly addressed.

Most plans were detailed and addressed each of the points list on the set assignment and marking criteria.

Feedback was gathered from several sources and used positively and constructively in the self-reflection when candidates completed their evaluation. Honest and mature self-reflection was seen. In a high-level evaluation, aims has been reviewed as to their clarity and relevance. Strengths and weaknesses were considered, and conclusion drawn with recommendations for any changes or improvements.

Sources of information must be included, either as a bibliography or in the body of the text, and information should be presented clearly an accurately, using a wide range of terminology.

Comments by Task

Task 1 – Observe a child aged 4 – 5 years and compare them to the developmental norms.

All three developmental norms; physical, intellectual, and social should be covered for the age specified in the set assignment. An observation method should be selected, and it is recommended that one of the OCR provided templates are used. The observation should be carried out and all safeguarding procedures followed. A method of recording the observation should also be selected and reasons for the choice explained. During the observation, which is recommended to be no longer than 20 minutes depending on the method being used, information should be collected that will help informed choices to be made.

These findings should include where the stage of development the child has reached and comparisons to the expected norms for their age against the intellectual development area.

There should be examples to support the comparisons and work throughout the task which should be completed in the candidates' own words.

Companion textbooks that support the course.

[Cambridge National in Child Development Revision Guide and Workbook with Digital Access Level 1/2 Paperback by Renata Paradowska.](#)

[Level 1/2 Cambridge National in Child Development \(J809\): Second Edition Paperback by Maranda Walker. Hodder Education.](#)

Task 2a – Plan and evaluate a suitable play activity

One play activity should be selected and the findings from the observation used to inform choice. This will make sure the activity is suitable for the age of the child and developmental norm in the set assignment.

The choice should address why the activity is appropriate, stage and type of play and the benefits this activity would hold for the child.

The plan should cover the seven points listed in the set assignment and on the marking criteria. Candidates would benefit by including each point as a heading to make sure all aspects of the plan are covered. They must also give thought to how they intend to gather feedback on their plan which then can be utilised in Task 2b.

Task 2b – Plan and evaluate a suitable play activity

Using feedback together with self-reflection is key to completing this task effectively. The evaluation should encompass the feedback as part of the candidate's self-reflection. The aims, what has been successful, strengths and weaknesses should be comprehensively addressed. Candidates should be able to apply their understanding with a structured and detailed evaluation which shows depth and breadth with examples to support their comments.

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For the June 2023 series, Exams Officers will be able to download copies of your candidates' completed papers or 'scripts' for all of our General Qualifications including Entry Level, GCSE and AS/A Level. Your centre can use these scripts to decide whether to request a review of marking and to support teaching and learning.

Our free, on-demand service, Access to Scripts is available via our single sign-on service, My Cambridge. Step-by-step instructions are on our [website](#).

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