

Fifth
~~Third~~ Test - Picking up Objects.

Time doing this test - 15 minutes - Date - 21st October

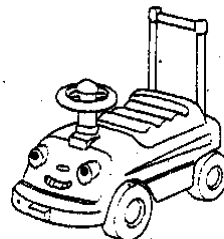
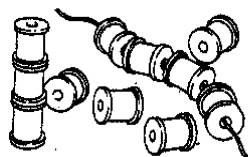
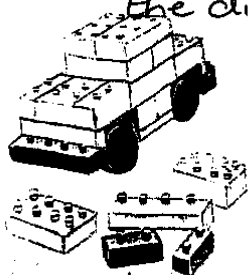
For this test Emily had a number of objects that were placed on the floor and she was put in front of them. This was to see what kind of objects she liked the most.

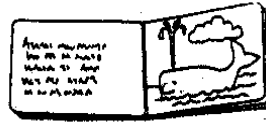
There was five objects -

- 1) - A Ball
- 2) - A Doll
- 3) - A Bright Coloured Book
- 4) - A Book that made noises
- 5) - Play Phone

Out of all the objects that was placed in front of her, the one she went for was the Book that made noises. She went for this because of all

the different kinds of noises that there is.

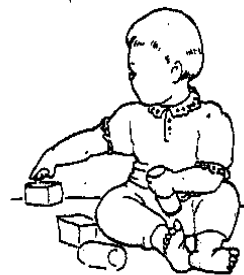
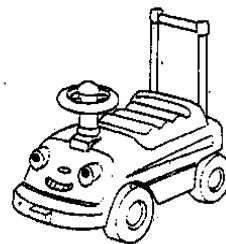
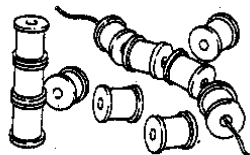
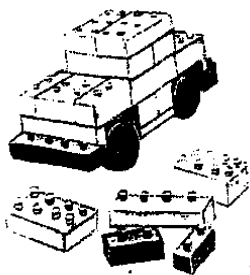


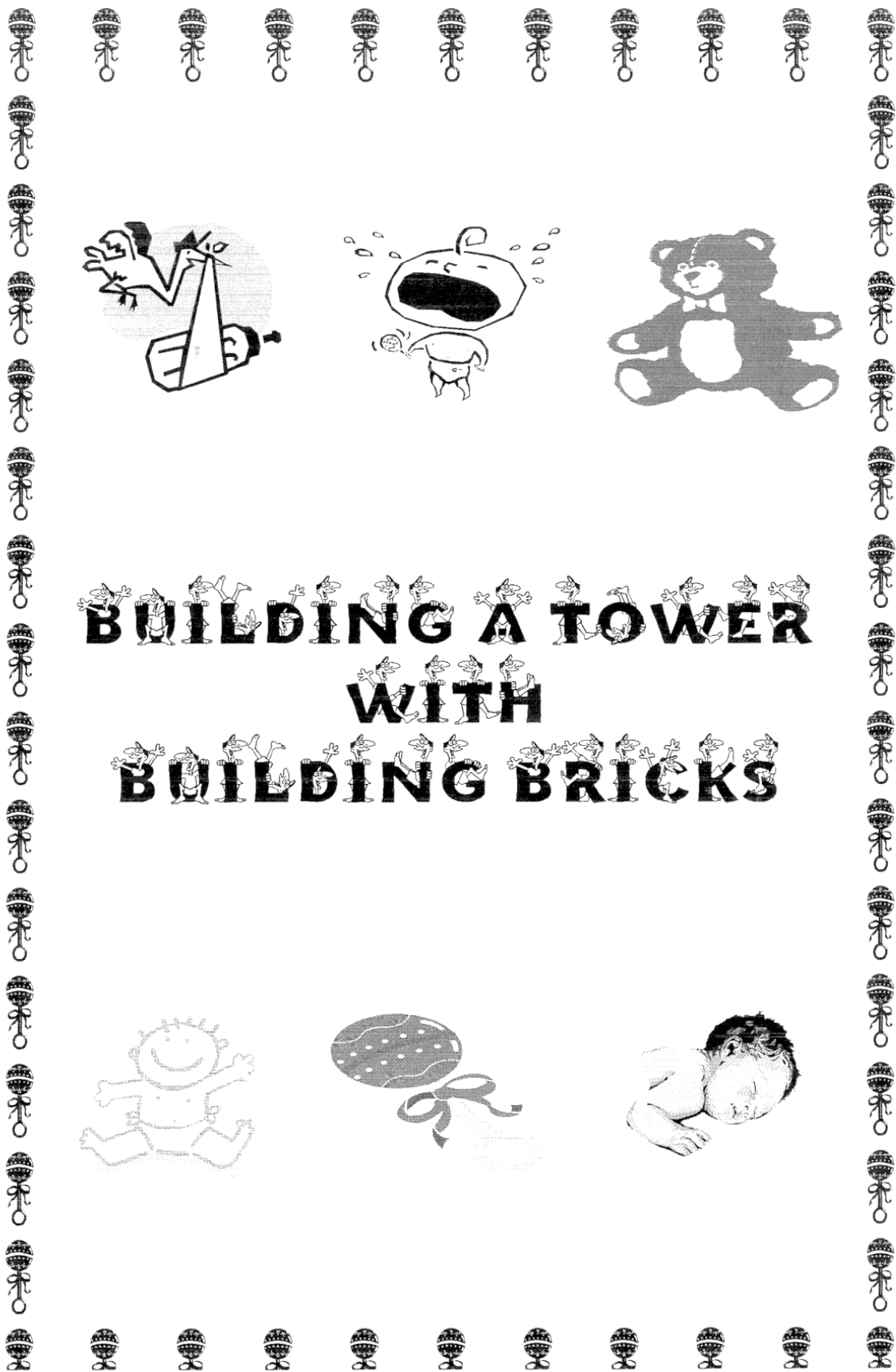


After a while, she investigated into all the other objects. Once she had played with all the other objects, she left and went to find other things to play with. As Emily is very close to me, she began to share her toys with me.

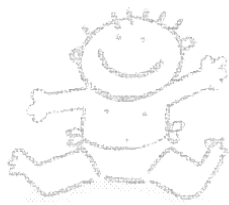
After a while, I noticed that Emily went back and played with the book that makes noises.

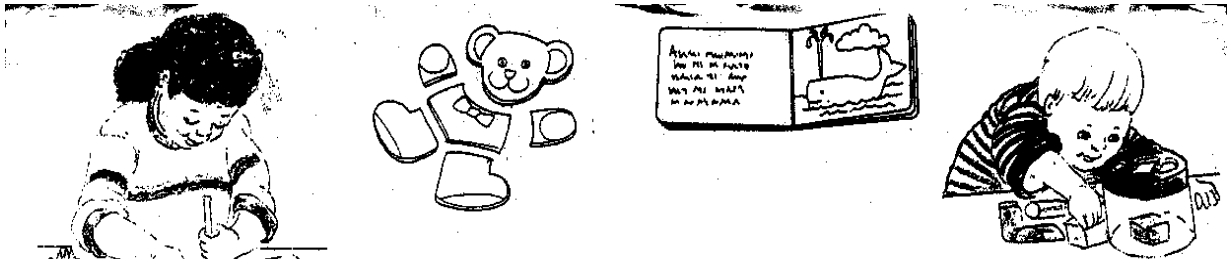
I think a child of Emily's age likes toys that make noises but not loud noises and I also think children of that age like brightly coloured objects. Emily really enjoyed playing with the noisy book. Even though Emily really enjoyed the noisy book, she still enjoyed playing with the other objects.





BUILDING A TOWER WITH BUILDING BRICKS





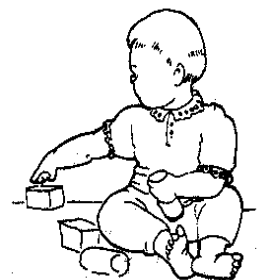
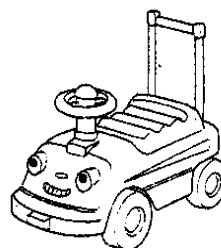
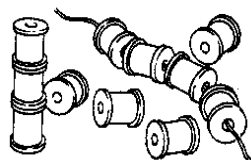
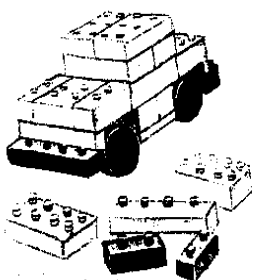
Sixth Test - Building a Tower
with building bricks.

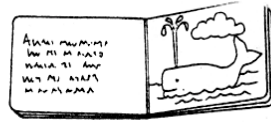
Time doing this test - 20 mins - 29th October

For this test, Emily was given a box of building bricks and a soft mat.

Emily was very interested in the building blocks. Altogether she played with 10 building blocks. She did put a few of the blocks on top of each other. After she did this, she suddenly took the bricks off the top of each other and threw them around the room. When she was playing, she was sitting on the floor. Emily really enjoyed the game.

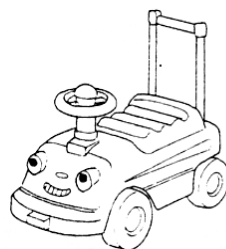
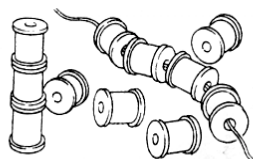
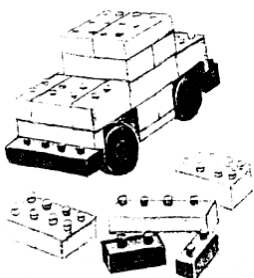
I expected Emily to enjoy the game.





I didn't expect her to build a tower with the bricks.

As you can tell by all the tests I did on Emily, she develops more quickly than an average child her age. She is very advanced for her age and does everything very well.



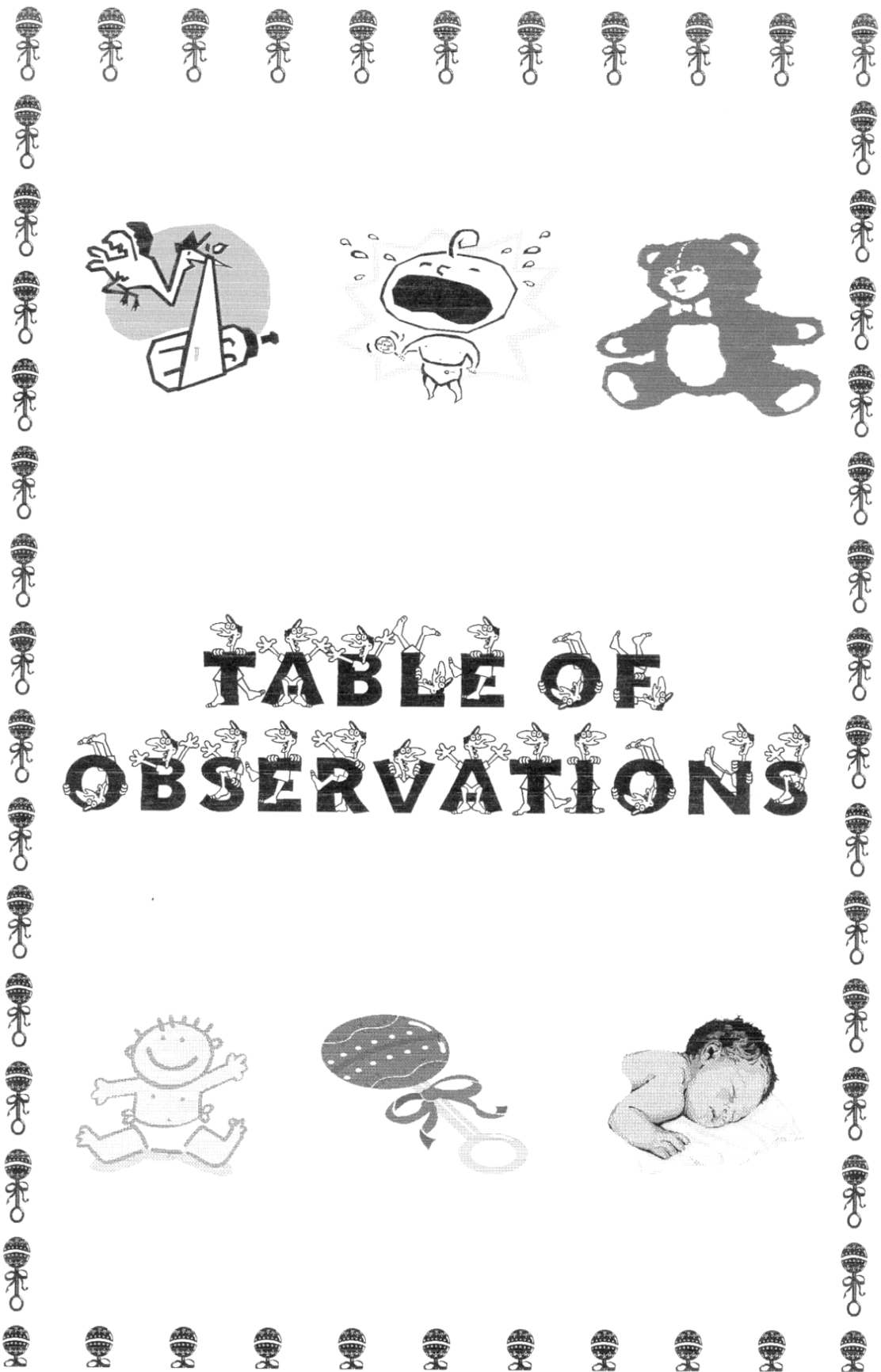
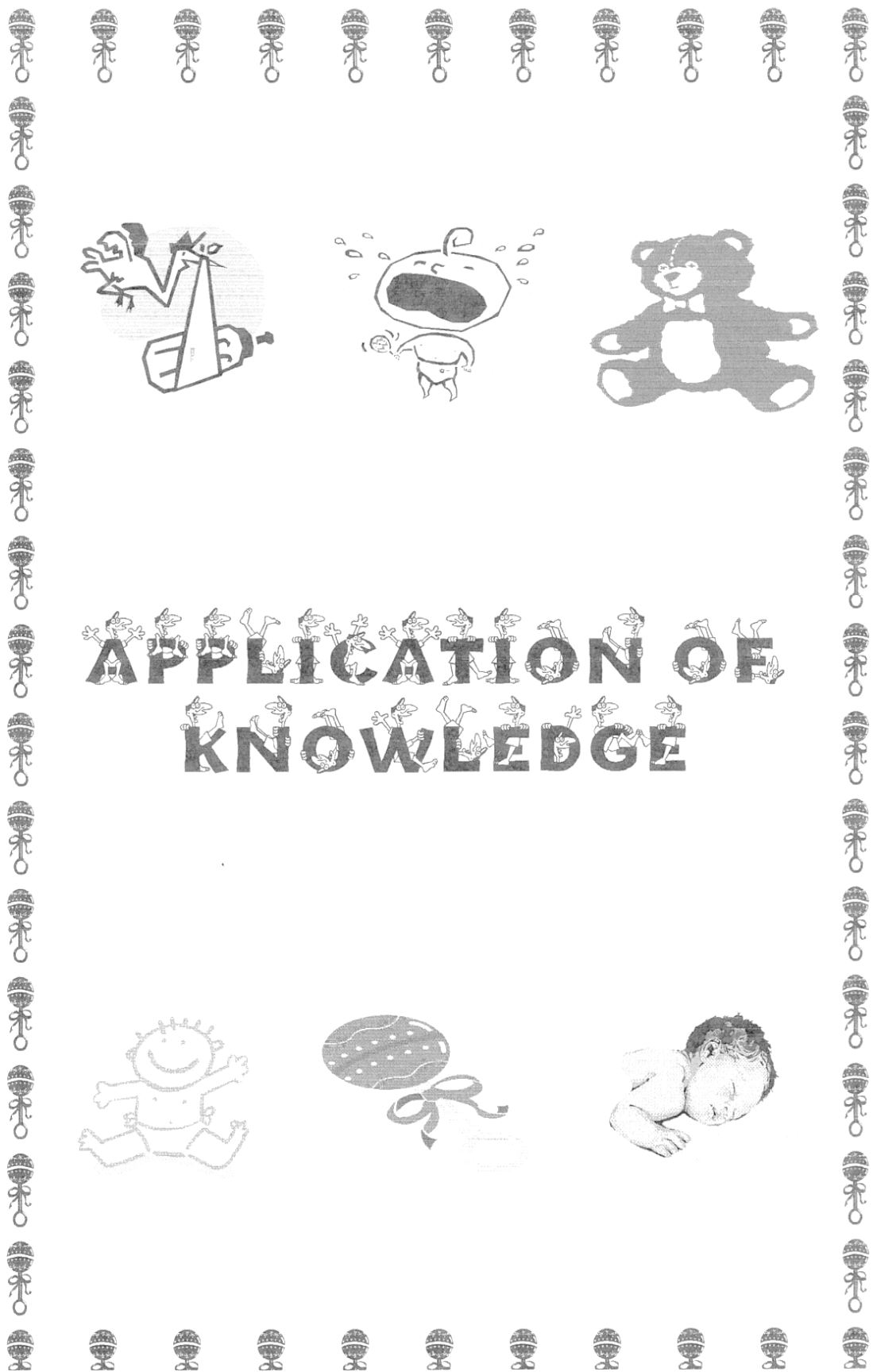


TABLE OF OBSERVATIONS

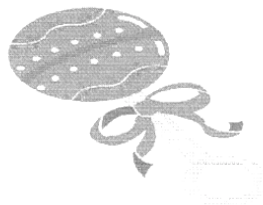
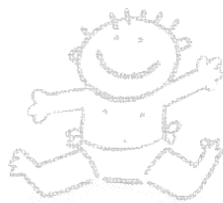


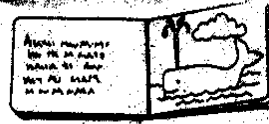
Table For Observations

No of visits	Description of visit	Question 1	Question 2	Question 3	Question 4	Question 5	Question 6
1	Try + throw a ball	Which hand did she use? She used both hands	How far away from me was she standing? About 1 metre	How many times out of 10 did she throw it correctly? 6	Did she stand still? Yes	How did she throw the ball? Under arm	Did she enjoy the game? Very much
2	Walking up the stairs	Did she hold onto the side? Yes	Did she use one foot on each step? No	Did she go very slow/fast? Normal speed	Did she get tired? No	Did she walk up all the stairs? Yes	Did she enjoy it? Yes
3	Try to run	Did she run in a straight line? No	Did she run very far? Yes	Did she get tired? Yes	Did she run fast/slow? Quite fast	Did she fall over? No	Did she like running? Yes
4	Feed herself	Does she use her fingers? Yes	Does she use a spoon? Yes	Does she get all the food in her mouth? No	Did she play with the food? No	Did she eat all the food? Yes	Does she enjoy eating? Yes
5	Pick up objects	Did she go for the brightly coloured object? No	Did she go for the object that made a noise? Yes	Did she go for the soft object? Yes	Did she go for the doll? Yes	Did she go for the playphone? Yes	Did she enjoy the game? Yes
6	Try and build a tower with building bricks	How many bricks did she play with? 10	Did she put any bricks on top of each other? Yes	If yes, how many? 2	Did she throw any of the bricks? Yes	Did she stand up or sit down? Sat down	Did she enjoy the game? Yes



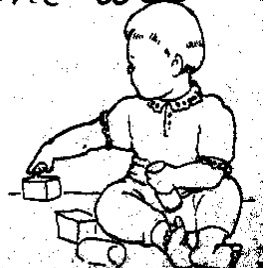
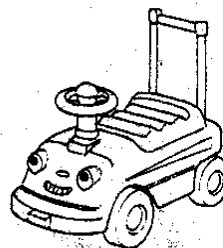
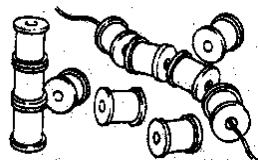
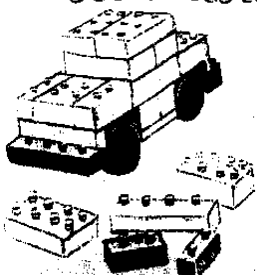
APPLICATION OF KNOWLEDGE

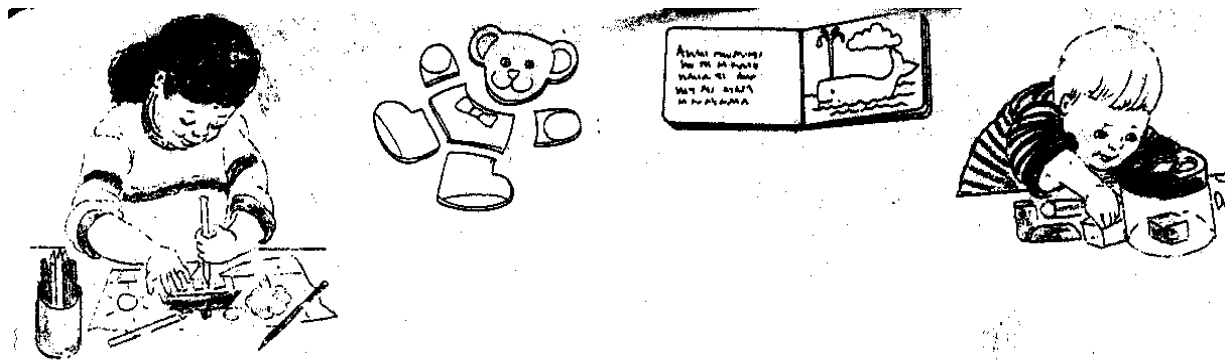




Application of Knowledge

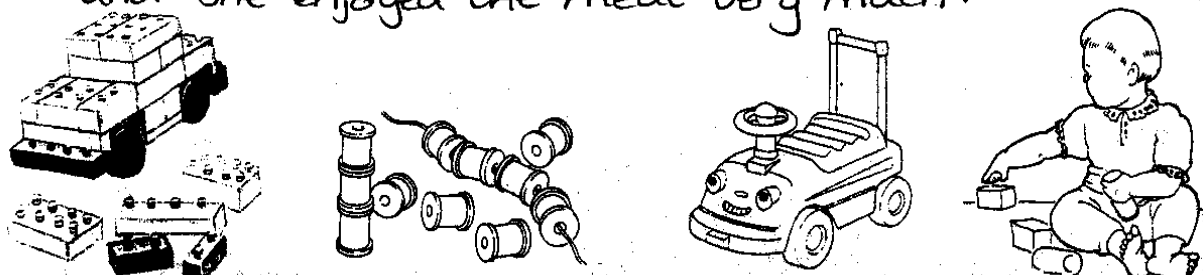
By doing tests on my child I have seen what development she uses and to see if she is above or below average compared to an average child. The first test I did on my child was seeing if she could throw a ball easily for the age she is. Emily easily passed this test. So therefore Emily is above average for her age, in this test. This test showed Emily's manipulative skills - using her hands to throw the ball. The second test was going up the stairs. She had no trouble with this. Emily was above average in doing this, as according to previous information from the Pamela Minett book. Emily shouldn't of been able to walk upstairs until she was

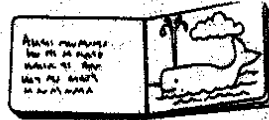
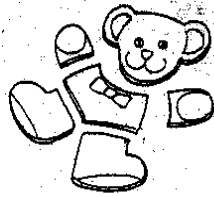




18 months Old. This test showed her physical development. The third test I did on Emily was trying to run. She did have a little trouble with this as she could not run in a straight line, although she did run quite far. She also did not fall over at all.

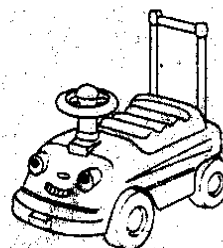
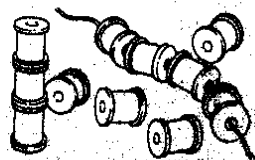
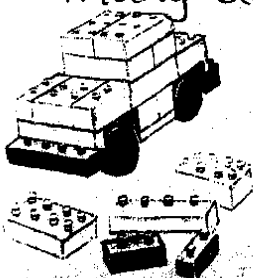
For Emily's development age she should of only learnt to walk alone. Compared to other children Emily is above average as many children Emily's age have only learnt to walk at her age. This test showed Emily's physical development. The next test Emily did, was eating a meal at dinner time. Emily began using a fork but gave up after a bit and began to use her fingers. Emily did not play with her food which is good and she enjoyed the meal very much.

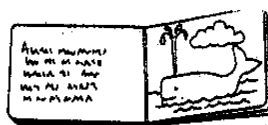




When I compared Emily to the Pamela Minnett book for the age she is, it tells me that a child her age is likely to turn the fork over before the food gets to the mouth. Emily did not do this so she is slightly above average. Compared to others her age, she is above average as others her age turn the fork over before it gets to their mouths.

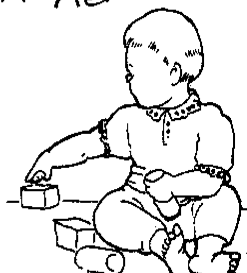
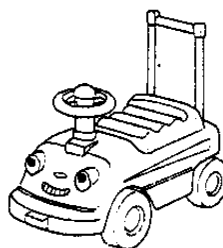
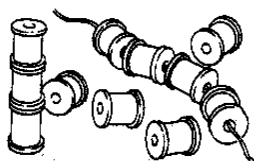
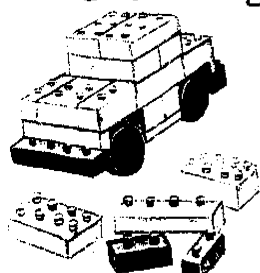
Emily's next test was picking up objects. I put out five different objects. The object Emily went for was a book that made noises. Emily did investigate into other objects but always went back to the book. This tells me that Emily prefers things that make noises. She finds them interesting as there are so many different noises. A child Emily's age

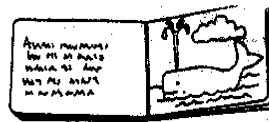




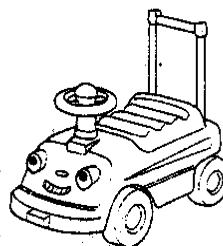
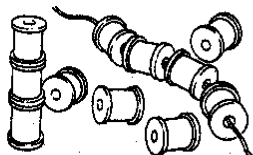
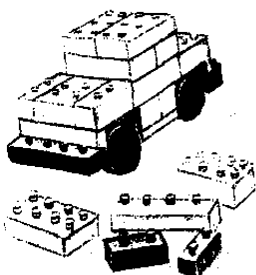
Should be interested in noises, so Emily is following what other children her age do. In this test Emily used her manipulative skills which is using her hands to do an activity. While doing this test Emily's older sister played with Emily and the other toys. The last test that I gave Emily was building a tower with building bricks. Emily began building with some of the bricks but after a while she threw the bricks around the room. By looking at the Pamela Minett book for Emily's age I found out that Emily should be placing one brick on top of each other. This tells me that Emily is average compared to the book.

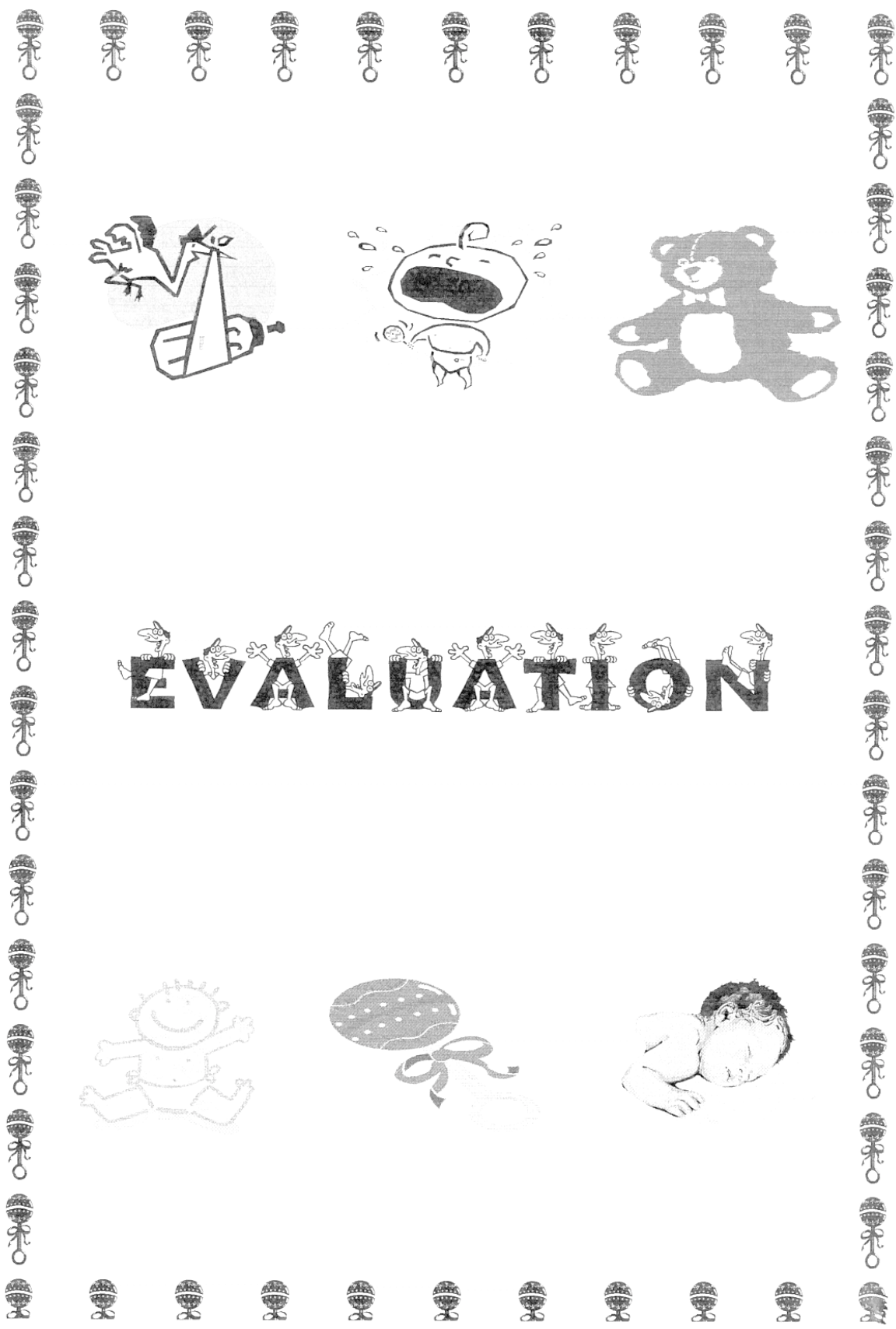
Overall Emily is above average in both her



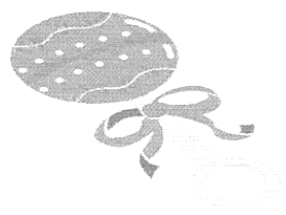
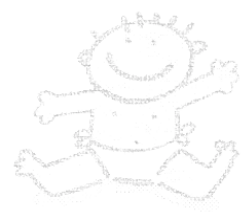


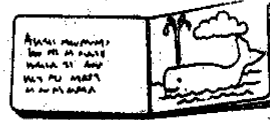
physical development and manipulative skills. I know this because I compared her to the Pamela Minett book and I also compared her to information that I found out from leaflets and also from the notes in my folder.





EVALUATION



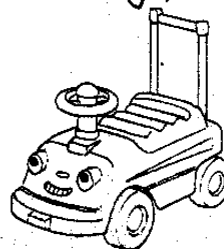
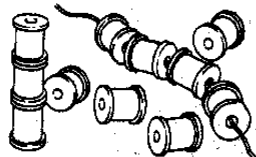
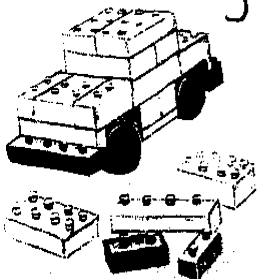


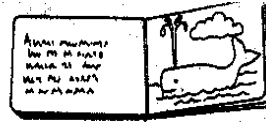
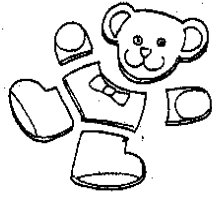
Evaluation

My child study was on my 15 month old sister Emily. For my study I had to choose an area of interest that would be suitable for Emily. I chose Physical development and I also chose to look at her manipulative skills. I decided to do six different tests on Emily to see if she was above or below average according to her age group. I compared Emily to a Child Development book by Pamela Minett and I also compared her to leaflets that I picked up and also to notes in my Child Development folder.

I think that Overall my study on Emily was very good. Although I did have to make a few changes to my observations.

For my 1st visit to see Emily, I decided

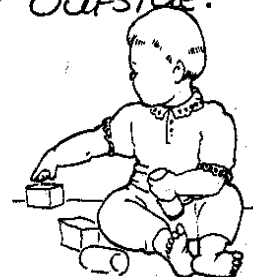
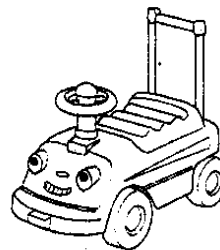
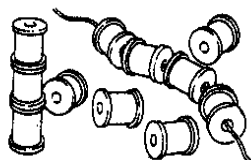
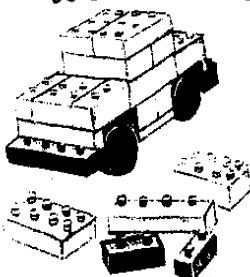


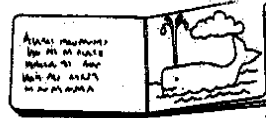
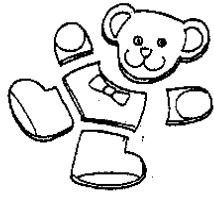


to try and get Emily to throw a ball. In my original plan I had planned to spend 15 minutes doing this test. Also according to my original plan I decided to do this test outside. Everything went perfect for this test as everything went according to plan. I did not make any changes.

For my 2nd visit to test Emily, I decided to try and get Emily to walk up the stairs. I had planned to spend 5-10 minutes on this activity. So nothing was altered for this test. As Emily spent 10 minutes on this activity.

For the 3rd visit I tried to get Emily to run. I had planned to spend about 5-10 minutes doing this activity and as the weather was nice the test was done outside.

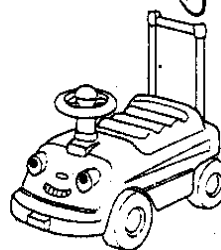
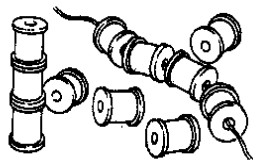
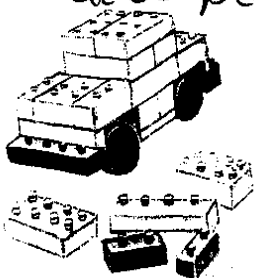


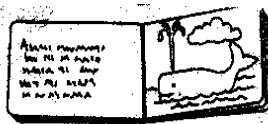


Emily spent 10 mins doing this activity. So everything went according to plan. Nothing had to be changed.

For the fourth visit I went to watch Emily eat a meal at dinner time. I planned to spend about 15 minutes on this test. Emily spent 20 minutes eating her dinner. The reason for this is that because it was a family meal, Emily was more interested in talking and laughing with her sister. So she was occupied by her sister, so this visit did not go according to plan.

For the fifth visit, I had planned to do a picking up objects activity. I had planned to spend 15 minutes on this activity. It was also planned to be inside. Everything went

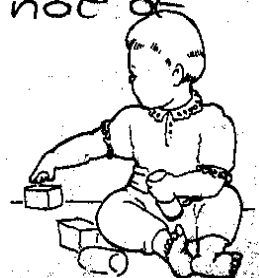
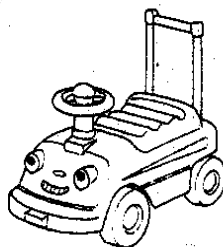
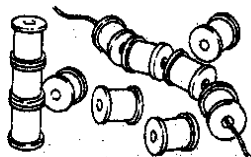
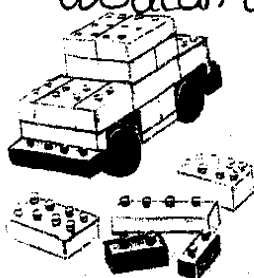


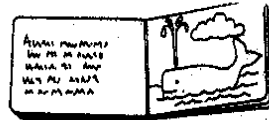
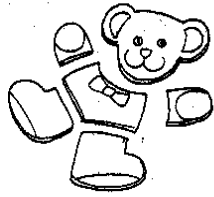


according to plan with this visit.

The final visit I had planned for Emily was to build a tower with building bricks. I had planned to spend 15-20 mins doing this best. I also planned for this activity to be an inside activity. Everything went according to plan. Nothing was changed.

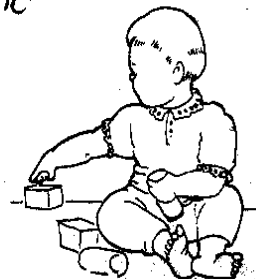
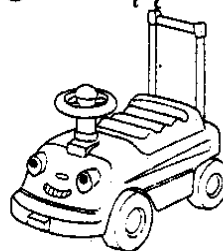
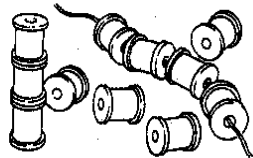
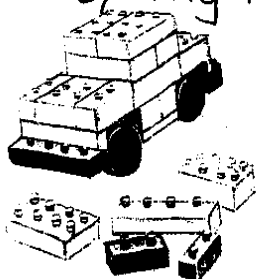
Only one out of my six tests that I did on Emily had to be changed. So I was very pleased altogether with how things went. Altogether I am quite pleased with my study. One of my strengths that may have affected the outcome is that as I live with Emily my results are pretty good. Meaning that if I did not live with Emily my results probably wouldn't of been as good. I could not of

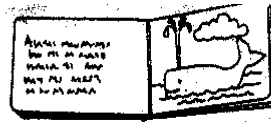




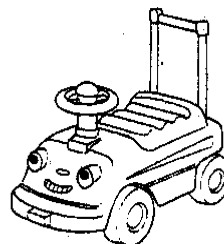
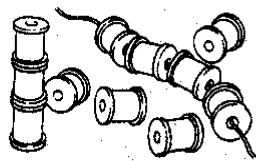
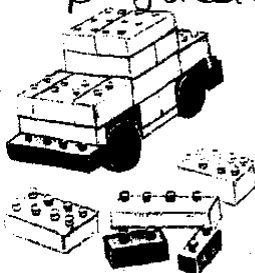
monitored her as well. Also as me and Emily are quite close, she trusts me so she wasn't shy around me.

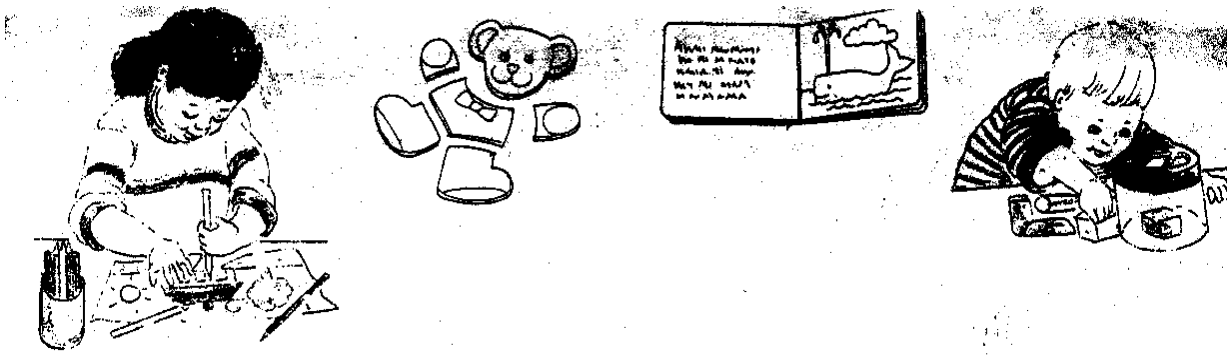
Some of the weaknesses that I had is that I could of found out more information on Manipulative skills. I think that I found out enough information on Physical development. When I compared Emily, I only compared her to the Pamela Minett books, leaflets and the notes in my folder. I think for a better outcome I should of compared Emily to more sources of information. I also could of used a more different variety of tests. This way I could of seen if it would of some how altered the outcome of my results. By doing six different





Observations, I have tested Emily's physical development and her manipulative skills and compared her to her age group. By doing these tests I have come to the conclusion that she is above average compared to information that I have found out. Before I carried out my six visits I found out a lot of information on physical development and manipulative skills for a 15 month old child. So after the visits I compared Emily to that information. So that is how I know that Emily is above average compared to others her age. Emily also used her manipulative skills pretty well. My task title was, Looking at the Manipulative and physical skills of a 15 month old child and

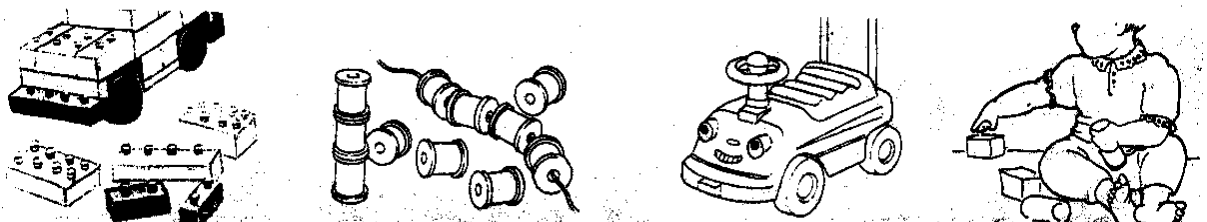




I am very pleased that I found out what I set out to find. The choice was relevant in relation to Emily as she is at the age where she is changing all the time.

Emily is developing rapidly and I think if I were to have repeated one of the activities at a later date e.g. building a tower, or feeding herself, I would have noticed even more development.

I think the outcome of the task was successful and I have seen and learnt how a 15 month old child develops physically and how Emily is making progress in this area.



Revising all aspects
In the task Analysis I think that I could have found out more research from different sources on manipulative skills, although I did cover all areas of physical development fairly well.

The development section was the hardest, and I felt that I could have related my choices more to the research in the first section. Maybe, I could have suggested more methods of observation.

In the planning section I should really have actually planned to use another method of recording information, although it was difficult because of the activities I had planned; they were not easy to record in a different way. I suppose I could have taken some photographs.

The observations went well as I have already explained and I was pleased with the application of knowledge.



3 COURSEWORK ADMINISTRATION PACK

This Coursework Administration Pack is designed to accompany the OCR GCSE Home Economics (Child Development) specification for teaching from September 2001.

The forms in this pack are for use with the following specification:

- **Home Economics (Child Development) (1972)**

Guidance on the assessment of coursework will be found in Section 7 of the specification.

A master copy of all GCSE Administration Packs will be sent to Examinations Officers during 2001.

Centres are permitted to copy materials from this booklet for their own internal use.

Contents:

Compulsory Recording Materials

Coursework Cover Sheet, Individual Task

Coursework Cover Sheet, Resource Tasks

Coursework Summary Form

Optional Recording Materials – Coursework Enquiries

Coursework Enquiry Form

These materials will **not** automatically be sent out annually.

All forms may be photocopied and used as required. Additional copies may be downloaded from the OCR website www.ocr.org.uk.

Compulsory Recording Materials

Coursework Cover Sheet: A separate form must be completed for the Individual Task and for each of the Resource Tasks for every candidate and must be attached to the work before it is sent to the Moderator.

Coursework Summary Form: This records the marks for each of the marking criteria and total marks for each candidate entered by your Centre. It is not necessary to put the candidates into rank or alphabetical order. When the Centre is notified of the address of the Coursework Moderator, this form should be forwarded. Centres should keep a copy of the completed form.

Internal Standardisation

Where more than one teacher in the Centre has marked the work for a particular coursework component, the Centre must standardise the marking in order to ensure that candidates who have demonstrated the same level of attainment receive the same mark and that the rank order of the coursework marks for the Centre as a whole is appropriate.

Submission of Marks

OCR will send Centres internal assessment mark sheets (MS1) for the submission of coursework marks, along with instructions for completing and returning the mark sheets. Coursework marks may also be submitted electronically by EDI. The dates for despatch of MS1 mark sheets and for submission of coursework marks are given on the Key Dates poster for each session. Centres must ensure that they keep a copy of their coursework marks.

Moderation

Moderator address labels will be sent to Centres shortly before the coursework mark submission date. Where the Centre has ten or fewer candidates entered for a coursework component all the candidates' work should be sent to the Moderator with a copy of the internal assessment mark sheet(s). Where there are more than ten candidates, the Centre should send all marks to the Moderator by the mark submission deadline and keep the work secure. The Moderator, once he/she has received the marks from the Centre, will contact the Centre to request a sample of work. Centres should respond promptly to any requests for work from the Moderator. A report on the outcome of the moderation will be sent to Centres at the time results are issued.

General Coursework Regulations and Procedures

General coursework regulations and procedures including those concerning lost or incomplete coursework are given in the OCR *Handbook for Centres*.

Optional Recording Materials – Coursework Enquiries

Coursework Enquiry Form: The appropriate form should be used to request advice on the suitability of coursework tasks and specific mark schemes.

Coursework enquiries for Home Economics (Child Development) should be sent to OCR at the following address:

Administrative Officer (Food, Health and Hospitality Team)

OCR

Mill Wharf

Mill Street

BIRMINGHAM

B6 4BU

Correspondence should be marked 'Coursework Enquiry'.

**HOME ECONOMICS (CHILD DEVELOPMENT) 1972
GCSE
Coursework Cover Sheet – Individual Task**



Please read the instructions printed overleaf before completing this form. One of these cover sheets, suitably completed, must be attached to the assessed work of each candidate.

Year	2	0	0
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Centre Number										Candidate Number						Candidate Name					Date		
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Task Title

Assessment Area	Maximum Mark	Achieved Mark	Teacher Comment
Task Analysis	6		
Development & Planning	8		
Execution (i) observations	12		
(ii) application of knowledge	12		
Evaluation	14		
Total	60		

INSTRUCTIONS FOR COMPLETION OF THIS FORM

- 1 One form should be used for each Individual Task for each candidate.
- 2 Please ensure that the appropriate boxes at the top of the form are completed.
- 3 Enter the mark awarded for each assessment criterion in the appropriate box.
- 4 Complete the teacher comments box for each assessment criterion.
- 5 Add together the marks for all the assessment criteria to give a total out of 60.
- 6 Sign and date the form.

Authentication by the teacher

I declare that, to the best of my knowledge, the work submitted is that of the named candidate concerned. I have attached details of any assistance given beyond that which is acceptable under the scheme of assessment.

Signature _____ Date _____

INSTRUCTIONS FOR COMPLETION OF THIS FORM

- 1 One form should be used for each Resource Task for each candidate.
- 2 Please ensure that the appropriate boxes at the top of the form are completed in the appropriate box.
- 3 Enter the mark awarded for each assessment criterion.
- 4 Complete the teacher comments box for each assessment criterion.
- 5 Add together the marks for all the assessment criteria to give a total out of 20.
- 6 Sign and date the form.

Authentication by the teacher

I declare that, to the best of my knowledge, the work submitted is that of the named candidate concerned. I have attached details of any assistance given beyond that which is acceptable under the scheme of assessment.

Signature _____ Date _____

INSTRUCTIONS FOR COMPLETION OF THIS FORM

- 1 Teachers must be thoroughly familiar with the appropriate sections of the specification, the criteria for awarding marks and the General Coursework Regulations.
- 2 List the candidates in an order that will allow ease of transfer of marks to the computer printed mark sheets (MS1) at a later stage.
- 3 Mark the coursework according to the guidance and criteria given in the specification.
- 4 Carry out internal moderation to ensure that the total mark awarded to each candidate reflects a single, valid and reliable order of merit.
- 5 Enter any sub marks and total marks in the appropriate places.
- 6 Ensure that the addition and/or scaling of the marks is independently checked.
- 7 Retain securely the forms pending further instructions from OCR.

EXTERNAL MODERATION

Documents will be sent to you in April for the purposes of external moderation.

HOME ECONOMICS (CHILD DEVELOPMENT) 1972

GCSE

Coursework Enquiry Form



Centre Name		Centre Number						
Address								

Proposed title:	
Details	
Indicate how the work will be undertaken. Include any strategies for differentiation and indicate where there is scope for individuality and initiative. If relevant, please give an indication of the ability spread of the candidates.	
Include any guidance sheets prepared for the candidates.	
(continued overleaf)	
Teacher's Name	Date

(continued)

Consultant's Initials		Date	
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INSTRUCTIONS FOR COMPLETION OF THIS FORM

There is no requirement, for this specification, for coursework tasks to be given prior approval by OCR. However, this form may be used to request advice on the suitability of coursework tasks and specific mark schemes. There is no charge for this service.

- 1 One form should be used for each title. Please ensure that the appropriate details are given at the top of the form.
- 2 Details of the title, including any worksheets, background information and specific mark schemes (if used), should be attached securely to the form.
- 3 The form and any enclosed material should be sent to:
The Administrative Officer, Food, Health and Hospitality Team, OCR, Mill Wharf, Mill Street, Birmingham, B6 4BU.
- 4 You are strongly advised to retain copies. Please enclose a stamped addressed envelope for the return of the report of the consultant asked to consider the task, and any enclosed materials.
- 5 While the Consultant will normally respond quickly, you should allow a period of six weeks between submission of this form to OCR and its return.
- 6 You are advised to enclose a copy of the Consultant's report with the candidate's coursework submitted for external moderation