

# teachers' handbook

Version 3 April 2010



## GCSE

### Home Economics: Child Development

J441 – Full Course

This handbook is designed to accompany the OCR GCSE Home Economics: Child Development specification for teaching from September 2009.

This booklet contains the following support materials:

Subject specific guidance

Resource list

Publisher partner resources

Frequently asked questions

Other forms of support.

OCR GCSE  
HOME ECONOMICS:  
CHILD  
DEVELOPMENT

[www.ocr.org.uk/childdevelopment/newgcse](http://www.ocr.org.uk/childdevelopment/newgcse)

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# Introduction

OCR is offering new GCSEs for first teaching in September 2009.

We've taken this opportunity to improve the quality of our GCSEs for teachers and students alike.

We've made improvements in three key areas : updated and relevant content, a focus on developing students personal, learning and thinking skills, and flexible assessment, so you can choose the best learning approach for the job.

We want to make the introduction of these new GCSEs as easy for you to manage as possible.

The main changes are :

- Controlled assessment will be introduced for most subjects
- The opportunity will be taken to bring course content up to date
- Examinations should provide opportunity for extended writing and more varied question types
- All GCSEs will meet the requirements of the Disability Discrimination Act.

Our approach is to provide consistency across all our GCSEs by offering the flexibility that unitised qualifications bring, allowing teaching and assessment to be either a linear or unitised fashion.

OCR offers a range of support materials, developed following extensive research and consultation with teachers. We've designed them to save you time when preparing for the new specification and to support you while teaching them.

It is important to make the point that this Teacher Handbook plays a secondary role to the specifications themselves. The GCSE Home Economics (Child Development) specification is the document on which assessment is based: it specifies what content and skills need to be covered. At all times therefore, the Teacher Handbook should be read in conjunction with the Specification. If clarification on a particular point is sought, then that clarification must be found in the Specification itself.

The aim of specification is to encourage the student to consider the needs of young children and the factors which affect their wellbeing and development.

The subject seeks to equip students with the life skills they will require to become effective parents or carers, particularly in light of the wide range of family structures to be found in today's society. In addition, the specification will provide a sound foundation for those who wish to pursue a career working with young children.

# Subject specific guidance

## Guidance on type/structure of questions likely to be asked - Home Economics, B013 Principles of Child Development

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The questions will not be dissimilar to those of papers linked to the old specification. The paper will still contain 5 main questions, split into limited and free response answers, with a range of mark allocations from 1 to 15 marks per question. The question paper will be worth 40% of the course and carry 80 marks in total.

The main difference between the new and old papers is the question layout. The questions will not necessarily be set out in the traditional way, meaning that the question eliciting a free response may be presented before the limited response questions. For example, each of the main questions may begin with higher order skill question such as explain or describe rather than a state or give question as seen in other papers. It is important to state that this does not mean the paper is harder for the students. The students are still being examined using a similar style of the questions and allocation of lower and higher order skill questions throughout the paper, they just appear in a different order. It does however; mean that the order and allocation of the marks for the paper are less predictable year on year.

All questions will begin with a stem statement or description, which aims to focus the students on the area(s) being examined. All the questions are based upon the course material outlined in the specification. The marks allocated for each main question (numbers 1 to 5) will appear at the end of the question and the marks available for the parts of each of these questions are in bold and brackets at the end of the answer space.

The new papers will include pictorial questions so that all abilities and learning styles are catered for. Some questions will also use case studies or stimulus material to engage the students and get them to apply their knowledge and skills in a different way. Such questions can be linked to higher or lower order questions.

As with all examination papers the students should be encouraged to look at the allocation of marks and the command words used in the question to distinguish how much information they are required to provide. The command words that will be used within the questions include; state, give, identify, describe, analyse, explain, evaluate and justify. Examples of the answers expected from command words are provided below. In conjunction with the mark allocation and the command words the students should use the length of answer space provided as a guide to deciding how much information is expected for each question.

Generally questions with six or more marks will be marked as banded responses. The idea of the banded response is that all students are able to complete the question but to different skill levels and therefore provides a differentiated mark for the same question. More information on how to use the banded response questions can be found in the "Guidance for banded response" section.

## Command Words

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**State/Give/What/Name/Identify:** Candidates are expected to give a one word answer or write about a point in a brief sentence.

**Describe:** Write in detail about a point.

**Explain:** Identify a point and then follow through with a reason.

## Question Types

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There are five questions on the paper covering all areas of the specification. Four of the questions have a variety of formats within each question. The question formats may include:

- Single word answers e.g. to identify labels on a diagram.
- Short answers requiring a single sentence or phrase. The length of the answer expected is shown by the space provided on the question paper.
- Slightly longer answers responding to the “Describe” or “Explain” command words

The other question is made up of free response items which require answers in continuous prose. Written communication skills will be assessed in the free response question. Free response questions are marked using a banded mark scheme as described below.

Together the questions are designed to test a candidates recall, understanding and ability to interpret, evaluate and apply information.

The number of marks available for each section of a question is shown in brackets in the right hand margin of the paper.

## Quality of Written Communication

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*Quality of written communication (QWC)* is assessed in Unit B013, Principles of Child Development in the clearly defined levels of response for the essay-style question.

Candidates are expected to:

- Ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear

- Present information in a form that suits its purpose
- Use a suitable structure and style of writing.

## Guidance on how to use the banded mark schemes – Home Economics, B013 Principles of Child Development

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The banded mark scheme/response questions allows all students to attempt the same questions but the higher scoring students are able to access more marks through application of greater or more in depth knowledge and skills. This type of question enables marks to be fairly differentiated among students across all scoring levels and centres.

The banded mark scheme is applied to questions with an allocation of six or more marks. For questions carrying 6-8 marks there are usually three bands and for questions with 8 or more marks there are four bands.

Each banded question will have its own set of guidelines to follow so that the mark allocation and skill level required to achieve each band is fair and appropriate to the question. As a general guide the following things will be taken into consideration:

- Style of writing – a bullet pointed list or structured sentences
- The application of appropriate knowledge
- Analysis, evaluation, suggestion and justification skills
- Spelling, grammar and punctuation
- Balance of arguments
- Coverage of specific points depicted in the question or case study
- Use of appropriate answers
- Use and appropriateness of suggestions and justifications
- Use of technical terminology
- Linkage to stimulus materials provided

Marks are allocated according to the quality of the response. Candidates should be able to show their depth of knowledge and understanding, using correct terminology.

In order to achieve a **high level** response, **both** areas must be addressed **in detail**.

**A candidate only answering one part of the question well remains in the limited level response and can access up to 8 marks only. Must be answered well, with clear descriptions and/or explanations.**

If candidates respond by giving answers in a **list**, they remain in the **lower level** response.

Bullet point answers can only achieve up to the **limited level** response only.

## A high level of response 13-15

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The candidate describes in detail a range of points **and** gives comprehensive explanations. The information will be presented in a clear and organised way. A whole range of specialist terms are used with precision. The candidate can demonstrate the accurate use of spelling, punctuation and grammar.

## A good/satisfactory response 9-12

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The candidate describes some relevant points **and** gives some explanations. Information will be offered to support the answer but in general terms with little detail. The information will be offered in a structured format. The candidate can use a range of specialist terms with facility. There may be occasional errors in spelling, punctuation and grammar.

## A limited response 5-8

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The candidate makes some valid comments **and/or** gives some explanations, although descriptions and/or explanations may lack detail. Some information will be relevant. The candidate uses some specialist terms, although these may not always be used appropriately. There may be errors in spelling, punctuation and grammar

## Low Level Response 0 – 4

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The candidate is likely to give limited, muddled or incorrect answers generally with no real knowledge.

Answers may be in the form of a list.

Facts may not always relate to the contents.

Answers may be ambiguous or disorganised

There will be little or no use of specialist terms.

**Errors of grammar, punctuation and spellings may be intrusive.**



# Resources

## Websites

[www.bbc.co.uk/parenting/](http://www.bbc.co.uk/parenting/)

Gives a comprehensive overview of most aspects of parenting and child care as well as links to relevant TV and radio programmes.

[www.parentscentre.gov.uk/](http://www.parentscentre.gov.uk/)

Information and support for parents on how to help with a child's learning, including advice on schools and childcare.

[www.direct.gov.uk/en/Parents/Childcare/index.htm](http://www.direct.gov.uk/en/Parents/Childcare/index.htm)

Information on types of childcare and childcare benefits

[www.keepkidshealthy.com](http://www.keepkidshealthy.com)

Provides a wide range of information from nutrition to first aid and immunisation to growth charts. This is an American website, so some items such as vaccination schedules may not apply to UK.

The following may also be found useful.

[www.parentlineplus.org.uk](http://www.parentlineplus.org.uk)

[www.UKFamily.co.uk](http://www.UKFamily.co.uk)

## Periodicals

“Child Care”, a monthly magazine for childminders and child carers gives an insight into good practice in child care with games, recipes, activities and current areas of debate.

See <http://www.professionalchildcare.co.uk/> for details.

# Other forms of Support

In order to help you implement the new GCSE Home Economics (Child Development) Specification effectively, OCR offers a comprehensive package of support. This includes:

## Published Resources

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OCR offers centres a wealth of quality published support with a fantastic choice of 'Official Publisher Partner' and 'Approved Publication' resources, all endorsed by OCR for use with OCR specifications.

## Publisher partners

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OCR works in close collaboration with three Publisher Partners; Hodder Education, Heinemann and Oxford University Press (OUP) to ensure centres have access to:

- Better published support, available when you need it, tailored to OCR specifications
- Quality resources produced in consultation with OCR subject teams, which are linked to OCR's teacher support materials
- More resources for specifications with lower candidate entries
- Materials that are subject to a thorough quality assurance process to achieve endorsement

Hodder Education is the publisher partner for OCR GCSE Home Economics: Child Development.



Hodder Education is producing the following resources for OCR GCSE Home Economics : Child Development for first teaching in September 2009, which will be available in Spring 2009.

OCR Home Economics for GCSE: Child Development Student's Book –  
Carolyn Meggitt  
ISBN:978 0340 97506 0  
Published: 29/05/2009

Home Economics OCR Child Development for GCSE Teachers Resource CD-ROM  
Carolyn Meggitt and Anita Hardy  
ISBN: 9780340985342  
Published: 30/10/2009

## Approved publications

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OCR still endorses other publisher materials, which undergo a thorough quality assurance process to achieve endorsement. By offering a choice of endorsed materials, centres can be assured of quality support for all OCR qualifications.



## Endorsement

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OCR endorses a range of publisher materials to provide quality support for centres delivering its qualifications. You can be confident that materials branded with OCR's "Official Publishing Partner" or "Approved publication" logos have undergone a thorough quality assurance process to achieve endorsement. All responsibility for the content of the publisher's materials rests with the publisher.

These endorsements do not mean that the materials are the only suitable resources available or necessary to achieve an OCR qualification. Any resource lists which are produced by OCR shall include a range of appropriate texts.

## OCR Training

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A full range of training events provide valuable support, for the delivery and assessment of OCR qualifications:

### **Get Ready...**

An overview of new OCR specifications

### **Get Started...**

For teachers preparing to deliver or already delivering OCR specifications

### **Get Ahead...**

For teachers wanting to improve delivery and assessment of a current OCR specification

### **Lead the way...**

To encourage creativity and innovation

View up-to-date event details and make online bookings at [www.ocreventbooker.org.uk](http://www.ocreventbooker.org.uk) or view our new training e-books at [www.ocr.org.uk/training](http://www.ocr.org.uk/training). If you are unable to find what you are looking for contact us by e-mail [training@ocr.org.uk](mailto:training@ocr.org.uk) or telephone 02476 496398.

## e-Communities

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Over 70 e-Communities offer you a fast, dynamic communication channel to make contact with other subject specialists. Our online mailing list covers a wide range of subjects and enables you to share knowledge and views via email.

Visit <https://community.ocr.org.uk>, choose your community and join the discussion!

## Interchange

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OCR Interchange has been developed to help you to carry out day to day administration functions online, quickly and easily. The site allows you to register and enter candidates online. In addition, you can gain immediate a free access to candidate information at you convenience. Sign up at <https://interchange.ocr.org.uk>

# Frequently Asked Questions

## Qualification Title: Home Economics – B013 Principles of Child Development

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### **When can I begin to teach this specification?**

September 2009

### **What topics are covered in the specification?**

The main sections are:

- Family and parenting
- Preparation for pregnancy and birth
- Physical development
- Nutrition and health
- Intellectual, social and emotional development
- Community support

### **Are there tiers of entry?**

No. There is only one examination for all candidates.

### **When will the first examinations take place?**

January 2010

### **What are the examination times in the school year?**

January and June. Centres can choose the time most appropriate for their candidates.

### **What percentage of the mark is for the written examination?**

40% (60% is for coursework)

### **How long is the written examination?**

1 hour 30 minutes.

### **Is there a choice of questions?**

No, all questions are mandatory.

### **How is the paper structured?**

There are five questions, with a variety of formats in each question, covering all areas of the specification. There will be both short answer questions and also some free response items which require answers in continuous prose. Written communication skills will be assessed in the free response questions.

The new paper will offer a wide variety of questions aimed at all abilities but the questions will be laid out slightly differently. The questions will appear in a non-ramped style (i.e.) the harder questions will be found throughout the paper rather than appearing at the end as they did on the old style papers. The free response questions will be marked as a banded response.

The SAMS paper and new specification is available on the OCR website as an example of the new style.

For more information come to the Get Ready ½ day training (genetic coverage) running from September 2008 to February 2009) or Get Started training days happening January 2009 to March 2009. Or alternatively see the OCR website [www.ocr.org.uk](http://www.ocr.org.uk) for more information and the SAMS paper.

### **How do the specifications differ?**

The new specification covers similar areas to that of the older specification, much of the content is still the same but the format of the specification itself has changed. There are now 6 main areas to cover instead of 5 and overall the new specification has been updated.

### **What is a banded response?**

The banded response questions are designed so all candidates are able to tackle the questions but their skill and ability levels will dictate the mark achieved. This is a fair and accurate way of differentiating and testing different ability levels. Banded responses are applied when the question has an allocation of 6 or more marks and the banding can be of 3 or 4 levels depending on the mark allocation.

The banding will differ for each question but as a general guide will take into account areas such as; spelling, grammar, punctuation, sentence structure, balance of argument or discussion, use of examples, correct use of technical language, linkage to stimulus materials and degree of analysis or evaluation.

For more examples see the training packs – ‘Guidance on how to use banded marks’ or come to the ‘Get ready’ or ‘Get stated’ training days

### **What is the terminal rule?**

The terminal rule ensures that candidates take the full qualification throughout the examination series.

Candidates must take a minimum of 40% of the assessment in the same series as they enter for the full course qualification certification. Therefore the following combinations can be taken:

- B011 (30%) + B012 (30%) + B013 (40%) = 100% assessment
- B011 (30%) + B012 (30%) = 60% assessment
- B013 (40%) = 40% assessment

OCR encourages centres to take the examination unit B013 in order to apply to the terminal rule. Although it is up to the centres to decide which one is more suitable for them.

### **Where can I go for more help?**

OCR values its centres and aims to give full support throughout the series. There are a large number of places where support and advice can be sought such as:

- Through training days – Get Ready, Get Started, INSET, Get Ahead, Lead the Way and Mill Warf
- OCR website [www.ocr.org.uk](http://www.ocr.org.uk)
- E-communities [www.ocr.org.uk/communities](http://www.ocr.org.uk/communities)
- Networking, sharing ideas and concerns at training session

### **How many times can a candidate re-sit each unit?**

Each candidate can re-sit each unit once, but they may enter the full qualification an unlimited number of times.

### **What is the break down of marks for the unit?**

B001 Child Development Short Tasks 30%

B002 Child Study Task 30%

B003 Principles of Child Development 40%

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[www.ocr.org.uk](http://www.ocr.org.uk)

OCR customer contact centre

**General qualifications**

Telephone 01223 553998

Facsimile 01223 552627

Email [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

*For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored.*

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