

Home Economics (Child Development)

OCR GCSE in Home Economics (Child Development) J441

September 2009

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1 About this Qualification

This booklet contains OCR's GCSE specification in Home Economics (Child Development) for teaching from September 2009.

GCSE specifications in Home Economics should encourage candidates to be inspired and motivated by following a broad, coherent, satisfying and worthwhile course of study. They should prepare candidates to make informed decisions about further learning opportunities and career choices.

The specification requires candidates to plan and carry out investigations. Candidates produce tasks in which they analyse issues and problems, and identify, gather and record relevant information and evidence. Candidates will also analyse and evaluate evidence, make reasoned judgements and present conclusions. Candidates will develop knowledge and understanding of human needs within a diverse society and in the context of relevant technological and scientific developments.

This GCSE is designed to be co-teachable with the Entry Level Certificate in Child Development.

The specification focuses on child development from conception to the age of five. Candidates will develop knowledge, understanding and skills in relation to the roles and responsibilities of the family, pre-conception, conception, pregnancy, birth and post-natal factors, diet and health in relation to young babies and children, stages and conditions of development and support available to the child and family.

This specification contains two Controlled Assessment units for which evidence can be submitted electronically via the OCR Repository.

1.1 GCSE (Full Course)

From September 2009 the GCSE is made up of three mandatory units:

Unit B011: *Child Development Short Tasks* are internally assessed and externally moderated.

Candidates submit **three** short tasks and these form 30% of the total GCSE marks.

Unit B012: *Child Study Task* is internally assessed and externally moderated.

Candidates submit **one** task and this forms 30% of the total GCSE marks.

Child to be studied must be aged 0-5 years.

Unit B013: *Principles of Child Development* is externally assessed.

This forms 40% of the total of GCSE marks. Questions will cover all aspects of the specification content.

1.2 Qualification Title and Levels

This qualification is shown on a certificate as:

- OCR GCSE in Home Economics (Child Development)

This qualification is approved by the regulatory authorities (QCA, DCELLS and CCEA) as part of the National Qualifications Framework.

Candidates who gain Grades D to G will have achieved an award at Foundation Level 1 (Level 1 of the National Qualifications Framework).

Candidates who gain Grades A* to C will have achieved an award at Intermediate Level 2 (Level 2 of the National Qualifications Framework).

1.3 Aims and Learning Outcomes

GCSE specifications in home economics should encourage learners to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study.

They should prepare learners to make informed decisions about further learning opportunities and career choices.

GCSE specifications in home economics must enable learners to:

- Engage actively in the processes of home economics to develop as effective and independent learners
- Develop their knowledge and understanding of human needs within a diverse society
- Develop their knowledge and understanding of relevant technological and scientific developments
- Develop a critical and analytical approach to decision making and problem-solving in relation to the specified context
- Examine issues that affect the quality of human life including an appreciation of diversity
- Evaluate choices and decisions to develop as informed and discerning consumers.

1.4 Prior Learning/Attainment

Candidates who are taking courses leading to this qualification at Key Stage 4 should normally have followed the corresponding Key Stage 3 Programme of Study within the National Curriculum.

2 Summary of Content

2.1 GCSE Units

Unit B011: *Child Development Short Tasks*

- Candidates complete three short tasks all of which are set OCR tasks.
 - All three tasks should demonstrate different practical skills and knowledge.
-

Unit B012: *Child Study Task*

- Candidates complete one Child Study Task which will assess a variety of skills.
 - Candidates will choose a set OCR theme as a basis for the study.
 - Child to be studied must be aged 0-5 years.
-

Unit B013: *Principles of Child Development*

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

3 Content

3.1 Specification Content Unit B013

3.1.1 Family and parenting

Family structures in the UK

Candidates should be able to recognise and understand:

- The difference between looked after children, nuclear, extended, single/lone-parent, reconstituted/step, fostering and adoptive families, including family patterns in a diverse society
 - Roles, responsibilities and values of the family
 - Why there are changing patterns in parenting and family life
 - The reasons why children may be in local authority care
 - Changing roles within the family in a diverse society
-

Pre-conceptual health and care

- The wide range of factors which affect the decision to have children and the roles and responsibilities of parenthood
 - To recognise and evaluate methods of contraception, their efficiency and reliability.
-

3.1.2 Preparation for pregnancy and birth

Reproduction

- The structure and function of male and female reproductive systems
 - How fertilisation takes place, and the development of the embryo and foetus
 - The problems of infertility, eg fallopian tube blockage, hormone imbalance and the possible solutions, eg *in-vitro* fertilisation (IVF)
-

Pregnancy

- The diet of the mother, including nutritional needs during pregnancy and lactation
 - Making choices for health and well-being
 - The roles of the different health professionals supporting
-

the pregnant mother

Ante-natal provision

- Routine checks carried out at an ante-natal clinic, including scans
 - Additional specialised screening tests
 - To recognise the importance of ante-natal/parenting classes/role of the father/partner
-

Preparation for the birth of the new baby

- The choices available for delivery
 - The stages of labour and the methods of delivery, including pain relief
 - The role of the father/partner
 - The need to prepare for the baby
-

Post-natal care

- The post-natal needs of the family
 - The post-natal provision available for the mother and baby
-

3.1.3 Physical development

Newborn baby

- The characteristics of a newborn baby
 - The needs of the newborn baby
 - identify the specific needs of the pre-term (premature) baby
-

Development norms

- To identify the norms from birth to five years
 - How the baby develops physically from birth to 5 years
 - The development of fine and gross motor skills
-

Conditions for development

- The selection of clothing and footwear for babies and children
 - The need for warmth, rest, sleep, exercise, fresh air, cleanliness, routine and the importance of the housing environment to the child
-

Safety

- How to create a safe, child-friendly environment within the home and the garden/play areas
 - To be aware of the most common childhood accidents
 - The importance of road and car safety
-
-

-
- How safety has become an issue due to diverse family lifestyles
-

3.1.4 Nutrition and health

Nutrition and feeding

- To justify the choice between breast and bottle feeding
- How to introduce mixed feeding (weaning) and to experience the range of food products available
- How to encourage healthy attitudes to food and eating patterns in childhood
- The function and sources of the major nutrients in the diet, eg protein, fats, carbohydrates, vitamins and minerals
- The importance of healthy eating and its relationship to diet-related illnesses
- The importance and application of hygienic practices related to food preparation within the home

Response to infection

- How to recognise signs of illness, when to seek treatment by a doctor, and when emergency medical help should be sought
- How to recognise, prevent and manage common childhood ailments and diseases
- Immunisation and vaccination programmes
- How immunity to disease and infection can be acquired
- How to prepare a child for a stay in hospital
- The needs of a sick child, including physical, social and emotional needs

3.1.5 Intellectual, social and emotional development

Conditions for development

- The factors promoting development and appreciation of the importance of environment, support, talking and listening to a child, stimulation, love, praise, security, encouragement, bonding, quality time, opportunity to play

Patterns of learning

- The stages of intellectual (cognitive) development, including communication and language, number skills, reading and writing
 - The development of social skills, including independence and self-esteem
-

-
- Appreciate the need for acceptable patterns of behaviour and approaches to discipline
-

Learning through play

- The different types of play
- The benefits of play
- The development of the stages of play
- To select appropriate toys for different stages of development

3.1.6 Community support

The child outside the family unit

- The need for day-care provision
 - To know the types of pre-school provision available, their regulation and control
-

Community provision

- To be aware of the statutory services available for children and families
 - The voluntary services and self-help agencies available to children and families
 - The statutory services available to children and families for those with special/additional needs
 - The voluntary services available to children and families for those with special/additional needs
 - The effects of special/additional needs children on families
-

4 Schemes of Assessment

4.1 GCSE Scheme of Assessment

GCSE Home Economics (Child Development) (J441)

Unit B011: *Child Development Short Tasks*

30% of the total GCSE marks Controlled Assessment	Candidates submit three short tasks chosen from a list of tasks provided by OCR.
60 marks (20 marks per task)	Two of the short tasks will assess the following skills: planning, practical work and evaluation.
7 hours per task	The third task will assess investigation skills.
(1 hour planning, 4 – 5 hours execution, 1 hour evaluation)	The three tasks should demonstrate different practical skills and knowledge.
	This unit is internally assessed and externally moderated.

Unit B012: *Child Study Task*

30% of the total GCSE marks Controlled Assessment	Candidates submit one individual task chosen from a list of themes provided by OCR.
60 marks	The child study task will assess the following skills: research, selecting and justifying choices, planning, practical work and evaluation.
22 hours	
Age of child to be studied 0-5 years.	This unit is internally assessed and externally moderated.

Unit B013: *Principles of Child Development*

40% of the total GCSE marks 1 hr 30 mins written paper 80 marks	Candidates are required to answer five compulsory questions, including short answers, picture stimulus, data response, structured and free-response formats.
	Questions will cover all aspects of the specification content.
	This unit is externally assessed.

4.2 Entry Options

GCSE candidates must be entered for all three units.

Candidates must be entered for certification to claim their overall GCSE qualification grade. All candidates should be entered under the following certification code:

OCR GCSE in Home Economics (Child Development) – J441.

4.3 Tiers

This scheme of assessment is untiered, covering all of the ability range grades from A* to G. Candidates achieving less than the minimum mark for Grade G will be ungraded.

4.4 Assessment Availability

There are two examination series each year, in January and June.

The first assessment will be in January 2010 for all three units.

Assessment availability can be summarised as follows:

Unit	January 2010	June 2010	January 2011	June 2011	January 2012 etc
B011	✓	✓	✓	✓	✓
B012	✓	✓	✓	✓	✓
B013	✓	✓	✓	✓	✓

This will offer centres flexibility so candidates can be entered for individual units in January or June ensuring that centres comply with the terminal rule (Section 6.2). Alternatively, all units can be entered at the end of the course.

GCSE certification is available from June 2011.

4.5 Assessment Objectives

Candidates are expected to demonstrate the following in the context of the content described:

AO1 Recall, select and communicate

- Recall, select and communicate their knowledge and understanding of a range of contexts

AO2 Apply skills, knowledge and understanding

- Apply skills, knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks

AO3 Analyse and evaluate information

- Analyse and evaluate information, sources and evidence, make reasoned judgements and present conclusions

AO weightings

The relationship between the units and the assessment objectives of the scheme of assessment is shown in the following grid:

Unit	% of GCSE			Total
	AO1	AO2	AO3	
Unit B011: <i>Child Development Short Tasks</i>	3%	18%	9%	30%
Unit B012: <i>Child Study Task</i>	3%	18%	9%	30%
Unit B013: <i>Principles of Child Development</i>	24%	14%	2%	40%
	30%	50%	20%	100%

4.6 Quality of Written Communication

Quality of written communication is assessed in Units B012 and B013.

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.

Quality of Written Communication is assessed in Unit B012 in the marking criteria for the Home Economics (Child Development) Child Study Task. It is also assessed in Unit B013 Principles of Child Development in the clearly defined levels of response for the essay-style question.

5 Controlled Assessment

5.1 The Controlled Assessment Units

Units B011 and B012 have been designed to be internally assessed, applying the principles of Controlled Assessment. Controls are set within the assessments so that validity and reliability are ensured and the assessors can confidently authenticate the candidates' work. These controls take a variety of forms in each of the stages of the assessment process: task setting, task taking and task marking. Within each of these three stages there are different levels of control. This section sets out the overall OCR approach.

5.2 Task Setting

5.2.1 The OCR approach

OCR will assume a high level of control in relation to the setting of tasks for Unit B011 and B012. A number of Controlled Assessment tasks will be available from OCR for Unit B011. Unit B012 provides the opportunity for candidates to choose a set OCR theme and follow a structure to develop a task that best suits their own needs. These tasks have been designed to meet the full assessment requirements of the units.

5.2.2 Using Controlled Assessment tasks

For unit B011, candidates submit **three** tasks for assessment from a number of tasks offered by OCR. **One** must be selected from the list of **investigative tasks** and **two** from the list of **practical tasks**. These tasks can be used with a minimum amount of adaptation or they can be adapted so that they allow the use of local resources available to the centre.

For unit B012, candidates choose a set OCR theme to complete a structured task. This task may be personalised to be more relevant to the child being studied and the centres' own environment, and targeted at the centres' particular cohorts of candidates and facilities available to them.

Controlled Assessment tasks may be adapted by centres in ways which will not put at risk the opportunity for candidates to meet the Assessment Criteria, including the chance to gain marks at the highest level. For unit B011, this may allow for little to be adapted other than cosmetic details, for example the description on which a task is based. For unit B012, the medium in which the candidates are working will be a matter of choice. Each Controlled Assessment task will include a section which briefly specifies the type and degree of adaptation which is appropriate.

The same OCR Controlled Assessment task must NOT be used as the practice material and then as the actual live assessment material. Centres should devise their own practice material using the OCR specimen Controlled Assessment task as guidance.

5.3 Task Taking

5.3.1 The OCR approach

For GCSE in Home Economics (Child Development) OCR will assume a medium level of control. The task-taking parameters are outlined below.

5.3.2 Definitions of the controls

(a) **Authenticity control:** Candidates will complete all work for assessment under informal teacher supervision. For GCSE in Home Economics (Child Development) it is acceptable for work to be undertaken outside the direct supervision of the teacher but the teacher must be able to authenticate the work and insist on acknowledgement and referencing of any sources used.

(b) **Feedback control:** Within GCSE in Home Economics (Child Development) OCR expects teachers to supervise and guide candidates who are undertaking work which is internally assessed. The degree of teacher guidance in candidates' work will vary according to the kinds of work being undertaken. It should be remembered, however, that candidates are required to reach their own judgements and conclusions. When supervising tasks, teachers are expected to:

- Exercise continuing supervision of work in order to monitor progress and to prevent plagiarism
- Exercise continuing supervision of practical work to ensure essential compliance with Health and Safety requirements
- Ensure that the work is completed in accordance with the specification requirements and can be assessed in accordance with the specified marking criteria and procedures.

(c) **Time control:** The time limit available to candidates to complete the assessment task is as follows:

Unit B011 7 hours per task (1 hour planning, 4–5 hours for execution and 1 hour for evaluation)

Unit B012 22 hours for the task.

Controlled Assessed work should be completed within the time limit, and supervised and marked by the teacher. Some of the work, by its very nature, may be undertaken outside the centre, for example research work, testing and observations. It is likely that using or applying this material will be undertaken under direct teacher supervision. With all internally assessed work, the teacher must be satisfied that the work submitted for assessment is the candidate's own work and be able to authenticate it using the specified procedure.

(d) **Collaboration control:** Candidates must complete and/or evidence all work individually. With reference to collaboration control, all assessment evidence will be provided by the individual candidate. However, where group work is suggested as an alternative to individual work, it is vital to be able to identify the individual contribution, for example by using personal log, peer assessment or teacher witness statements.

(e) **Resource control:** Access to resources will be limited to those appropriate to the task and as required by the unit. Candidates' access to resources is determined by the centre but use of the internet must be restricted to relevant information to the task and must be correctly referenced within any work submitted. Candidates must produce their own work and not include complete downloaded documents from the internet.

5.3.3 Quality assuring the controls

It is the responsibility of the Head of Centre to ensure that the controls set out in the specification and the individual units are imposed.

5.3.4 Completing the tasks

It is recommended that evidence is produced in several sessions, each focusing on a specific task within the overall task or scenario. These may be interspersed with opportunities to learn sector knowledge and develop appropriate practical skills

Each candidate must produce individual and authentic evidence for each of the tasks. It is particularly important that candidates working in groups, where the unit allows this, should still produce individual evidence of their contribution to ongoing group work and any final realisation or outcome.

Centre staff may give support and guidance to candidates. This support and guidance should focus on checking that candidates understand what is expected of them. It is not acceptable for tutors to provide model answers or to work through answers in detail.

Candidates may use information from any relevant source to help them with producing evidence for the tasks unless there are any restrictions on any evidence or resources to be used; if this is the case, it will be clearly identified within the particular unit.

In general, candidates must be guided on the use of information from other sources to ensure that confidentiality and intellectual property rights are maintained at all times. It is essential that any material directly used from a source is appropriately and rigorously referenced.

5.3.5 Presentation of work

Candidates must observe certain procedures in the production of Controlled Assessments:

- Tables, graphs and spreadsheets may be produced using appropriate ICT. These should be inserted into the report at the appropriate place.
- Any copied relevant material must be suitably acknowledged, eg charts, graphs.

- Quotations must be clearly marked and a reference provided wherever possible.
- Work submitted for moderation or marking must be marked with the:
 - Centre number
 - Centre name
 - Candidate number
 - Candidate name
 - Unit and component codes
 - Assignment title.

Work submitted on paper for moderation or marking must be secured by treasury tags. Work submitted in digital format (CD or online) must be in a suitable file structure as detailed in Appendix D.

5.4 Task Marking

5.4.1 The OCR approach

For GCSE in Home Economics (Child Development) OCR will assume a medium level of control in relation to the marking of tasks. All Controlled Assessed units will be marked by the centre assessor(s) using awarding-body marking criteria and guidance, and moderated by the OCR-appointed moderator. For this GCSE in Home Economics (Child Development), external moderation will take the form of postal moderation or e-moderation where evidence in a digital format is required.

5.4.2 Applying the assessment criteria

The starting point for marking the tasks is the marking criteria within each unit. These contain levels of criteria for the skills, knowledge and understanding that the candidate is required to demonstrate.

5.4.3 Use of 'best fit' approach to marking criteria

The assessment task(s) for each unit should be marked by the teacher according to the given marking criteria within the relevant unit using a 'best fit' approach. For each of the assessment objectives/criteria, one of the three descriptors provided in the marking criteria that most closely describes the quality of the work being marked should be selected.

Marking should be positive, rewarding achievement rather than penalising failure or omissions. The award of marks **must be** directly related to the marking criteria.

Teachers use their professional judgement in selecting the descriptor that best describes the work of the candidate.

To select the most appropriate mark within the descriptor, teachers should use the following guidance:

- Where the candidate's work *convincingly* meets the statement, the highest mark should be awarded
- Where the candidate's work *adequately* meets the statement, the most appropriate mark in the middle range should be awarded
- Where the candidate's work *just* meets the statement, the lowest mark should be awarded.

Centres should use the full range of marks available to them; centres must award *full* marks in any band for work which fully meets that descriptor. This is work which is 'the best one could expect from candidates working at that level'. Where there are only two marks within a band, the choice will be between work which, in most respects, meets the statement and work which just meets the

statement. For wider mark bands, the marks on either side of the middle mark(s) for 'adequately met' should be used where the standard is lower or higher than 'adequate' but **not** the highest or lowest mark in the band.

Only one mark per unit will be entered. The final mark for the candidate for each unit is out of a total of 60.

5.4.4 Authentication

Teachers/course tutors must be confident that the work they mark is the candidate's own. This does not mean that a candidate must be supervised throughout the completion of all work but the teacher/course tutor must exercise sufficient supervision, or introduce sufficient checks, to be in a position to judge the authenticity of the candidate's work.

Wherever possible, the teacher/course tutor should discuss work-in-progress with candidates. This will not only ensure that work is underway in a planned and timely manner but will also provide opportunities for assessors to check authenticity of the work and provide general feedback.

Candidates must not plagiarise. Plagiarism is the submission of another's work as one's own and/or failure to acknowledge the source correctly. Plagiarism is considered to be malpractice and could lead to the candidate being disqualified. Plagiarism sometimes occurs innocently when candidates are unaware of the need to reference or acknowledge their sources. It is therefore important that centres ensure that candidates understand that the work they submit must be their own and that they understand the meaning of plagiarism, copying and collusion and what penalties may be applied. Candidates may refer to research, quotations or evidence but they must list their sources. The rewards from acknowledging sources, and the credit they will gain from doing so, should be emphasised to candidates as well as the potential risks of failing to acknowledge such material.

Please note: Centres must confirm to OCR that the evidence produced by candidates is authentic. It is a requirement of the QCA Common Criteria for all Qualifications that proof of authentication is received by OCR.

5.4.5 Internal standardisation

It is important that all internal assessors, working in the same subject area, work to common standards. Centres must ensure that the internal standardisation of marks across assessors and teaching groups takes place using an appropriate procedure.

This can be done in a number of ways. In the first year, reference material and OCR training meetings will provide a basis for centres' own standardisation. In subsequent years, this, or centres' own archive material, may be used. Centres are advised to hold preliminary meetings of staff involved to compare standards through cross-marking a small sample of work. After most marking has been completed, a further meeting at which work is exchanged and discussed will enable final adjustments to be made.

5.4.6 Moderation

All work for units B011 and B012 is marked by the teacher and internally standardised by the centre. Marks are then submitted to OCR, after which, moderation takes place in accordance with

OCR procedures: refer to the OCR website for submission dates of the marks to OCR. The purpose of moderation is to ensure that the standard of the award of marks for work is the same for each centre and that each teacher has applied the standards appropriately across the range of candidates within the centre.

The sample of work which is presented to the Moderator for moderation must show how the marks have been awarded in relation to the marking criteria.

Each candidate's work should have a cover sheet attached to it with a summary of the marks awarded for each task. If the work is to be submitted in digital format, this cover sheet should also be submitted electronically within each candidate's files.

5.5 Minimum Requirements for Controlled Assessment

There should be clear evidence that work has been attempted and some work produced.

If a candidate submits no work for an internally assessed component, then the candidate should be indicated as being absent from that component on the mark sheets submitted to OCR. If a candidate completes any work at all for an internally assessed component, then the work should be assessed according to the internal assessment objectives and marking instructions and the appropriate mark awarded, which may be zero.

6 Technical Information

6.1 Making Unit Entries

Please note that centres must be registered with OCR in order to make any entries, including estimated entries. It is recommended that centres apply to OCR to become a registered centre well in advance of making their first entries. Centres must have made an entry for a unit in order for OCR to supply the appropriate forms and/or moderator details for Controlled Assessments.

It is essential that unit entry codes are quoted in all correspondence with OCR.

Unit entry code	Component code	Submission method	Unit titles
B011	/01	<i>OCR Repository</i>	<i>Child Development Short Tasks</i>
	/02	<i>Postal moderation</i>	
B012	/01	<i>OCR Repository</i>	<i>Child Study Task</i>
	/02	<i>Postal moderation</i>	
B013	-	-	<i>Principles of Child Development</i>

For Units B011 and B012 candidates must be entered for either component 01 or 02. Centres must enter all of their candidates for ONE of these components. It is not possible for centres to offer both components within the same series.

6.2 Terminal Rules

Candidates must take at least 40% of the assessment in the same series they enter for the full course GCSE qualification certification.

The 40% terminal rule for GCSE Home Economics (Child Development) means the following combination of units have to be taken at the end of the two- year GCSE course:

Either:

Unit B011 (30%) + Unit B 012 (30%) + B013 (40%) = 100% of the assessment

Or:

Unit B011 (30%) + Unit B012 (30%) = 60% of the assessment.
In this model, unit B013 can be taken in the earlier examination series, either in January or in June.

Or:

Unit B013 (40%) = 40% of the assessment.

In this model, unit B011 and unit B012 can be taken in the earlier examination series, either in January or in June.

6.3 Unit and Qualification Re-sits

Candidates may re-sit each unit once before entering for certification for a GCSE.

Candidates may enter for the qualifications an unlimited number of times.

6.4 Making Qualification Entries

Candidates must enter for qualification certification separately from unit assessment(s). If a certification entry is **not** made, no overall grade can be awarded.

Candidates may enter for:

- GCSE certification (entry code J441).

A candidate who has completed all the units required for the qualification must enter for certification in the same examination series in which the terminal rules are satisfied.

GCSE certification is available for the first time in June 2011, and each January and June thereafter.

6.5 Grading

GCSE results are awarded on the scale A* to G. Units are awarded a* to g. Grades are indicated on certificates. However, results for candidates who fail to achieve the minimum grade (G or g) will be recorded as *unclassified* (U or u) and this is **not** certificated.

In unitised schemes, candidates can take units across several different series provided the terminal rules are satisfied. They can also re-sit units or choose from optional units available. When working out candidates' overall grades, OCR needs to be able to compare performance on the same unit in different series when different grade boundaries have been set, and between different units. OCR uses uniform marks to enable this to be done.

A candidate's uniform mark is calculated from the candidate's raw marks. The raw mark boundary marks are converted to the equivalent uniform mark boundary. Marks between grade boundaries are converted on a pro rata basis.

When unit results are issued, the candidate's unit grade and uniform mark are given. The uniform mark is shown out of the maximum uniform mark for the unit, eg 41/60.

The specification is graded on a Uniform Mark Scale. The uniform mark thresholds for each of the assessments are shown below:

(GCSE) Unit weighting	Maximum unit uniform mark	Unit grade								u
		a*	a	b	c	d	e	f	g	
30%	60	54	48	42	36	30	24	18	12	0
40%	80	72	64	56	48	40	32	24	16	0

Candidate's uniform marks for each unit are aggregated and grades for the specification are generated on the following scale.

Qualification	Maximum uniform mark	Qualification grade								U
		A*	A	B	C	D	E	F	G	
GCSE	200	180	160	140	120	100	80	60	40	0

Awarding grades

The written paper will have a weighting of 40% and Controlled Assessment a weighting of 60%.

A candidate's uniform mark for each paper will be combined with the uniform mark for the controlled assessment to give a total uniform mark for the specification. The candidate's grade will be determined by the total uniform mark.

6.6 Enquiries about Results

Under certain circumstances, a centre may wish to query the result issued to one or more candidates. Enquiries about results for GCSE units must be made immediately following the series in which the relevant unit was taken (by the Enquiries about Results deadline).

Please refer to the *JCQ Post-Results Services* booklet and the *OCR Admin Guide* for further guidance about action on the release of results. Copies of the latest versions of these documents can be obtained from the OCR website.

6.7 Shelf-Life of Units

Individual unit results, prior to certification of the qualification, have a shelf-life limited only by that of the qualification.

6.8 Guided Learning Hours

GCSE Home Economics (Child Development) requires 120 to 140 guided learning hours in total.

6.9 Code of Practice/Subject Criteria/Common Criteria Requirements

This specification complies in all respects with the current *GCSE, GCE and AEA Code of Practice* as available from the QCA website, *The Statutory Regulation of External Qualifications 2004* and the subject criteria for GCSE Home Economics.

6.10 Classification Code

Every specification is assigned a national classification code indicating the subject area to which it belongs. The classification code for this specification is 3330.

Centres should be aware that candidates who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.

Centres may wish to advise candidates that, if they take two specifications with the same classification code, schools and colleges are very likely to take the view that they have achieved only one of the two GCSEs. The same view may be taken if candidates take two GCSE specifications that have different classification codes but have significant overlap of content. Candidates who have any doubts about their subject combinations should seek advice, for example from their centre or the institution to which they wish to progress.

6.11 Disability Discrimination Act Information Relating to this Specification

GCSEs often require assessment of a broad range of competences. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher-level courses.

The revised GCSE qualifications and subject criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any disabled candidates. If

this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability groups and with disabled people.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments and to demonstrate what they know and can do. For this reason, very few candidates will have a complete barrier to the assessment. Information on reasonable adjustments is found in *Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations* produced by the Joint Council www.jcq.org.uk.

Candidates who are unable to access part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award based on the parts of the assessment they have taken.

The access arrangements permissible for use in this specification are in line with QCA's GCSE subject criteria equalities review and are as follows:

	Yes/No	Type of assessment
Readers	Y	All written and practical assessments
Scribes	Y	All written and practical assessments
Practical assistants	Y	Written and practical assessments
Word processors	Y	All written and practical assessments
Transcripts	Y	All written and practical assessments
BSL signers	Y	All written and practical assessments
Live speaker	Y	All written and practical assessments
MQ papers	Y	All written and practical assessments
Extra time	Y	All written and practical assessments

We do not foresee any part of the assessment forming a barrier to any student. Students with a physical disability may find elements of the assessment that require physical manipulation difficult, but this should not pose a barrier to assessment.

It is important to note that where access arrangements are permitted, they must not be used in a way that undermines the integrity of the assessment. For example, practical assistants can be used to help learners set up but cannot help perform skills which are assessed, such as the ability to physically manipulate equipment.

6.12 Arrangements for Candidates with Particular Requirements

Candidates who are not disabled under the terms of the DDA may be eligible for access arrangements to enable them to demonstrate what they know and can do. Candidates who have been fully prepared for the assessment but who are ill at the time of the examination, or are too ill to take part of the assessment, may be eligible for special consideration. Centres should consult the *Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations* produced by the Joint Council.

6.13 OCR Repository

The OCR Repository allows centres to submit moderation samples in electronic format.

The OCR GCSE Home Economics (Child Development) Units B011 and B012 can be submitted electronically to the OCR Repository via Interchange: please check Section 6.1 for unit entry codes for the OCR Repository.

More information on the OCR Repository can be found in Appendix D: Guidance for the Production of Electronic Controlled Assessment. Instructions for how to upload files to OCR using the OCR Repository can be found on OCR Interchange.

7 Other Specification Issues

7.1 Overlap with other Qualifications

There is a small degree of overlap between the content of this specification and those for GCSE Health and Social Care particularly in Unit A911 Health, Social Care and Early Provision relating to the early years for babies and children; Unit A912 Understanding Personal Development and Relationships relating to infancy and childhood, and Unit A914 Safeguarding and Protecting Individuals relating to children.

7.2 Progression from these Qualifications

GCSE qualifications are general qualifications which enable candidates either to progress directly to employment, or to proceed to further qualifications.

Progression to further study from GCSE will depend upon the number and nature of the grades achieved. Broadly, candidates who are awarded mainly Grades D to G at GCSE could either strengthen their base through further study of qualifications at Level 1 within the National Qualifications Framework or could proceed to Level 2. Candidates who are awarded mainly Grades A* to C at GCSE would be well prepared for study at Level 3 within the National Qualifications Framework.

7.3 Spiritual, Moral, Ethical, Social, Legislative, Economic and Cultural Issues

This specification offers opportunities which can contribute to an understanding of these issues in the following topics:

- Emotional development: when exploring the range of factors which influence the emotional development of the child
- Concept of equal opportunities: class discussion of entitlements of individuals and families to provision of services
- Changing patterns of family life: candidates are exploring the diversity of family patterns in the UK
- Roles and responsibilities of parenthood: during interactive sessions with candidates to compare viewpoints

- Stages of socialisation: when candidates are learning about the ways in which a child develops social skills
- Family structures in the UK: when candidates are learning about the different types of family in society.

7.4 Sustainable Development, Health and Safety Considerations and European Developments, consistent with international agreements

This specification supports these issues, consistent with current EU agreements, in the following topics:

- Conditions for development: class discussions about the importance of the child's environment as a key factor affecting developmental progress
- Safety: survey /audit of safety hazards in the home or pre-school environment
- Healthy eating and its relationship with diet-related illnesses: using a nutritional database and analysing children's diets.

7.5 Avoidance of Bias

OCR has taken great care in preparation of this specification and assessment materials to avoid bias of any kind.

7.6 Language

This specification and associated assessment materials are in English only.

7.7 Key Skills

This specification provides opportunities for the development of the Key Skills of *Communication, Application of Number, Information Technology, Working with Others, Improving Own Learning and Performance* and *Problem Solving* at Levels 1 and/or 2. However, the extent to which this evidence fulfils the Key Skills criteria at these levels will be totally dependent on the style of teaching and learning adopted for each unit.

The following table indicates where opportunities may exist for at least some coverage of the various Key Skills criteria at Levels 1 and/or 2 for each unit.

Unit	C		AoN		ICT		WwO		IoLP		PS	
	1	2	1	2	1	2	1	2	1	2	1	2
B011	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
B012	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
B013	✓	✓	✓				✓	✓				

Detailed opportunities for generating Key Skills evidence through this specification are posted on the OCR website (www.ocr.org.uk). A summary document for Key Skills Coordinators showing ways in which opportunities for Key Skills arise within GCSE courses has been published.

7.8 ICT

In order to play a full part in modern society, candidates need to be confident and effective users of ICT. Where appropriate, candidates should be given opportunities to use ICT in order to further their study of Home Economics (Child Development).

The assessment of this course requires candidates to:

- Prepare internally assessed tasks and use a variety of formats to present the tasks:
 - When providing visual images of analysis, eg flow diagrams
 - When selecting, organising and presenting information collected from research
 - When preparing action plans and time plans for practical activities
- Use software to present data in an appropriate form:
 - When producing recording sheets to collect evidence
 - When setting up tables/charts to record results of research
 - When using ICT to handle data, eg the costs of children's clothing collected in a survey
- Use a research tool when seeking sources of information:
 - When using a search engine to find relevant information
 - When using a database to calculate the nutritional value of a specific child's diet

- Use ICT to produce images:
 - When presenting evidence from research in a variety of formats
 - When scanning images from other sources to use in the presentation of work.

7.9 Citizenship

Since September 2002, the National Curriculum for England at Key Stage 4 has included a mandatory programme of study for Citizenship. Parts of this Programme of Study may be delivered through an appropriate treatment of other subjects.

This section offers guidance on opportunities for developing knowledge, skills and understanding of citizenship issues during the course.

Candidates may carry out tasks which require data to be collected from a number of different sources. There are a number of opportunities to research issues of this nature, for example:

- Changing patterns in child rearing
- Roles and responsibilities of parenthood
- The availability of pre-school provision in the local area
- Parental choice and responsibilities regarding immunisation and vaccination programmes.

As part of the learning process for this specification, candidates may experience group and class discussions on a range of topics for example:

- Breast- and bottle-feeding
- Approaches to discipline of young children
- The role of voluntary services in supporting family structures.

Appendix A: Grade Descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content in the specification; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the assessment may be balanced by better performance in others.

The grade descriptors have been produced by the regulatory authorities in collaboration with the awarding bodies.

Grade F

Candidates recall, select and communicate knowledge and understanding of basic aspects of home economics.

They apply basic knowledge, understanding and skills to plan and carry out simple investigations and tasks, with an awareness of the need for safety and precision. They modify their approach in the light of progress.

They review their evidence and draw basic conclusions.

Grade C

Candidates recall, select and communicate sound knowledge and understanding of aspects of home economics.

They apply suitable knowledge, understanding and skills in a range of situations to plan and carry out investigations and tasks, working safely and with precision.

They review the evidence available, analysing and evaluating some of the information clearly, and with some accuracy. They make judgements and draw appropriate conclusions.

Grade A

Candidates recall, select and communicate detailed knowledge and thorough understanding of home economics.

They apply relevant knowledge, understanding and skills in a range of situations to plan and carry out investigations and tasks, working safely and with a high degree of precision.

They analyse and evaluate the evidence available, reviewing and adapting their methods when necessary. They present information clearly and accurately, making reasoned judgements and presenting substantiated conclusions.

Appendix B: Controlled Assessment Teacher Guidance

Unit B011: Child Development Short Tasks

Candidates should complete **three** Short Tasks.

All tasks are OCR set and should be chosen from the list of OCR-set task titles. One of the tasks must be chosen from the investigative task list and two tasks chosen from the practical task list.

The Short Tasks submitted must demonstrate different skills and knowledge and should form an integral part of the course arising from the specification content.

Guidance on the Assessment Criteria for the Short Tasks

PLEASE NOTE:

- Research skills will not be assessed and cannot be credited in the Short Tasks.
- Sufficient work should be planned to ensure that candidates are able to demonstrate a range of skills (including an appropriate outcome, which may include a practical activity or investigation) in each Short Task.
- It is essential to annotate the work fully to support marks awarded.

Planning the task

In this section of the Short Task, candidates should demonstrate their ability to:

- Make and justify suitable choices in response to their Short Task title
- Produce accurate plans and identify suitable resources for implementing their choices for carrying out the task
- Plan and produce (or select if appropriate to the task) methods for recording their results, eg questionnaire, testing, comparison charts, costing.

Practical work

In this section of the Short Task, candidates should demonstrate their ability to:

- Follow their plans, making good use of the time available
- Organise their resources effectively
- Use equipment safely and independently
- Demonstrate a range of skills which might include: ICT skills (producing a leaflet, use of graphic data), costing and comparisons/ testing
- Include written evidence to support the work carried out.

Outcomes

In this section of the Short Task, candidates should demonstrate their ability to:

- Produce one appropriate, well-presented outcome linked to the area of study
- Accurately carry out and record results of findings

Evaluation

In this section of the Short Task, candidates should demonstrate their ability to:

- Show that they can identify strengths and weakness in all aspects of the Short Task
- Suggest and/or justify improvements to their work
- Draw conclusions from their work.

Unit B012: Child Study Task

Candidates submit **one** Child Study Task.

The theme chosen must be from the set OCR themes. This will enable candidates to give clear reasons for choosing to research the theme and for developing a suitable task title. Candidates may need help in producing a manageable task title.

Child to be studied must be aged 0-5 years.

Research

In this section of the Child Study Task, candidates should demonstrate their ability to:

- Choose a set OCR theme and produce a task title for research
- Give clear reasons for choice of task title
- Carry out secondary research on the development area chosen
- Explore the child's background to find relevant information
- Explain how the task will be carried out.

Selecting and planning observations

In this section of the Child Study Task, candidates should demonstrate their ability to:

- Recommend possible ideas and activities that would be suitable for the age of the chosen child
- Select and justify their ideas and activities
- Consider suitable methods of carrying out observations
- Select and justify methods chosen for the observations
- Show a variety of methods to record the results of their observations
- Produce a clear plan for the observations that they intend to carry out.

Observations

In this section of the Child Study Task, candidates should demonstrate their ability to:

- Carry out the planned observations
- Demonstrate a range of different methods of observations
- Record results clearly and include ICT where appropriate.

Outcomes

In this section of the Child Study Task, candidates should demonstrate their ability to:

- Review the observations undertaken
- Show their understanding of the areas of development identified
- Relate information gained to earlier research
- Offer original thoughts and opinions about what they have observed
- Explain how the child compares to the norms
- Compare the child's progress with that of other children.

Evaluation

In this section of the Child Study Task, candidates should demonstrate their ability to:

- Review all aspects of their work, identifying strengths and weaknesses in each area of the Child Study Task
- Refer to and justify any changes they have made whilst carrying out their Child Study Task
- Draw conclusions referring back to their task title. They should also include their own personal viewpoint about what they have learned from completing the task
- Recommend improvements to their work, OR recommend further work that could be completed to develop their Child Study
- Demonstrate their written communication skills (with few or no omissions or errors for higher-level candidates).

Appendix C: Marking Criteria for Controlled Assessment

Unit B011 Child Development: Short Tasks

Candidates submit three short tasks for assessment. One investigative task and two practical tasks are marked out of a total of 20 marks using the marking criteria below giving a total out of 60 marks for the complete unit.

<p>Planning A candidate should be able to:</p> <p>AO1, AO2 and AO3</p>	<ul style="list-style-type: none"> • Produce a simple plan of action, possibly with some assistance • List the sources required, although detail may be lacking 	<ul style="list-style-type: none"> • Produce a suitable plan of action • Identify the resources required to carry out the task stating how they will be used 	<ul style="list-style-type: none"> • Produce a concise, logical and quality plan of action with priorities identified • Identify accurately all resources to carry out the task explain how they will be used
	0-1 mark	2-3 marks	4 marks
<p>Carrying out A candidate should be able to:</p> <p>AO1 and AO2</p>	<p>Organisation</p> <ul style="list-style-type: none"> • Carry out the planned work with some assistance • Organise the resources used with some help • Use limited methods to carry out the work • Use limited evidence to support the work carried out • In achieving the skills/processes help may be needed 	<ul style="list-style-type: none"> • Carry out the planned work to a good standard mainly unaided • Carry out the work with some accuracy • Use some methods/techniques to carry out planned work using resources • Use evidence that is included to support the work carried out 	<ul style="list-style-type: none"> • Carry out the planned work independently to a high standard • Use a range of methods/techniques and carry out planned work using appropriate resources • Detailed written evidence should be included to support the work carried out
	0-2 marks	3-5 marks	6-8 marks
<p>Outcome</p> <ul style="list-style-type: none"> • Produce a quality outcome with some assistance • Produce results from any work undertaken 	<ul style="list-style-type: none"> • Produce a quality outcome to the task • Produce valid results from work undertaken 	<ul style="list-style-type: none"> • Produce a high quality outcome to the task • Produce a range of detailed and accurate results 	
	0-1 mark	2-3 marks	4 marks

Evaluation A candidate should be able to: AO3	<ul style="list-style-type: none"> Identify the strengths and weaknesses in their task with help Make comments on the outcome of the task 	<ul style="list-style-type: none"> Identify some strengths and weaknesses in the task Suggest some ways to improve the weaknesses identified Refer back to the task title 	<ul style="list-style-type: none"> Identify strengths and weaknesses in all areas of the task independently Suggest ways to improve the weaknesses identified Interpret the results by referring back to the task title
	0-1 mark	2-3 marks	4 marks
			TOTAL OUT OF 20

Unit B012 - Child Study Task

Research	0-4 marks	5-7 marks	8-10 marks
<p>A candidate should be able to:</p> <p>AO1, AO2 and AO3</p>	<ul style="list-style-type: none"> Produce a task title from a set theme with direct guidance and help and give a reason for your choice Recommend a source of information Carry out some background information on the child with direct guidance and help Carry out limited research on the developmental area chosen Present their results 	<ul style="list-style-type: none"> Produce a focused task title from a set theme and give some reasons for your choice Recommend some possible sources of information Carry out some initial exploration to find out background information on the child Carry out some research on the developmental area chosen Select information that is relevant to the task Present results clearly and draws logical conclusions 	<ul style="list-style-type: none"> Produce a focused task title from a set theme independently and explain in detail several reasons for your choice Recommend a range of appropriate sources of information Carry out initial exploration to find out specific and relevant background information on the child Carry out detailed secondary research on the developmental area chosen Select information that is relevant and summarize independently Produce a clear outline of the steps to be carried out in the task Present results clearly and draws detailed conclusions

Selecting and Planning the observations	0-4 marks	5-7 marks	8-10 marks
<p>A candidate should be able to:</p> <p>AO1 and AO3</p>	<ul style="list-style-type: none"> Use research collected to suggest several ideas/choice for the observations Briefly sort and assess suitability of ideas Select some methods for the observations with direct guidance and help Briefly justify methods Produce brief plans for observations that include resources needed with direct guidance and help State a method to record results of the observations 	<ul style="list-style-type: none"> Use research collected to produce some possible ideas for the observations Sort and assess suitability of ideas Select a range of methods for the observations Justify methods referring to research Produce accurate plans for observations and include relevant resources State methods to record the results of the observations with reasons for choice Evaluate reasons for choice of observations 	<ul style="list-style-type: none"> Use research collected to produce a range of possible ideas for the observations Sort and assess suitability of ideas showing a variety of techniques Select a range of suitable methods for the observations Fully justify choices of methods in detail referring to research Produce accurate and detailed plans for observations that include relevant resources State a variety of methods to record accurately the results of the observations with detailed reasons for choice Includes clear plans of how the observations are going to be recorded

Practical Observations A candidate should be able to: AO2 and AO3	Observations		
	<ul style="list-style-type: none"> Carry out and record observations with some reference to the areas of development identified Use one or two methods of observation Most observations will be descriptive 	<ul style="list-style-type: none"> Carry out and record detailed observations which relate mainly to the areas of development identified Use a number of different methods of observations 	<ul style="list-style-type: none"> Carry out and record detailed and accurate observations which relate to the areas of development identified Use a number of different methods of observation effectively
	0-5 marks	6-10 marks	11-14 marks
	Apply understanding to observations		
	<ul style="list-style-type: none"> Make comments about the observations made with limited reference to the areas of development identified 	<ul style="list-style-type: none"> Explain the observations made showing understanding of the areas of development identified Refer to earlier research Give evidence of a personal opinion with some reference being made to other children/norms 	<ul style="list-style-type: none"> Interpret observations to show a full understanding of the areas identified Apply knowledge gained from research Offer original thought and opinion about what is being observed Exploit any opportunity to compare child / children with others / norms
	<u>Note</u> : Help and guidance will have been needed		
	0-4 marks	5-8 marks	9-12 marks
Conclusion and Evaluation A candidate should be able to produce an evaluation which: AO3	Conclusion and Evaluation		
	<ul style="list-style-type: none"> Make general comments about their work Draw simple conclusions with help and guidance Identify some strengths and weaknesses Produce evidence of limited written communication with little or no use of specialist terms Errors of grammar, punctuation and spelling maybe intrusive and information may be ambiguous or disorganised. 	<ul style="list-style-type: none"> Produce a sound evaluation which reviews some aspects of the task Draw logical conclusions to the task Identify several strengths and weaknesses Produce evidence with adequate/good written communication using some specialist terms/terminology. Few errors of spelling and grammar with information being presented for the most part in a structured format. 	<ul style="list-style-type: none"> Produce a high quality evaluation which reviews all aspects of the task Draws logical conclusions that relate back to the task title interpreting the evidence from the execution Identify strengths and weaknesses in their work and explain why these are evident Recommends improvements or further work Produce high level of written communication throughout the task using specialist terms/terminology with accurate use of spelling and grammar with information being presented in a structured format
	0-5 marks	6-10 marks	11-14 marks
	TOTAL OUT OF 60		

Appendix D: Guidance for the Production of Electronic Controlled Assessment

The Controlled Assessment in Unit B011 comprises three elements. For each candidate, the three elements together form a Controlled Assessment portfolio, stored electronically. The Controlled Assessment in Unit B012 comprises one task. Evidence for each unit must be stored separately.

Structure for evidence

A Controlled Assessment portfolio is a collection of folders and files containing the candidate's evidence. Folders should be organised in a structured way so that the evidence can be accessed easily by a teacher or moderator. This structure is commonly known as a folder tree. It would be helpful if the location of particular evidence is made clear by naming each file and folder appropriately and by use of an index, called 'Home Page'.

There should be a top-level folder detailing the candidate's centre number, candidate number, surname and forename, together with the Unit code (B011 or B012), so that the portfolio is clearly identified as the work of one candidate.

Each candidate's Controlled Assessment portfolio should be stored in a secure area on the centre network. Prior to submitting the Controlled Assessment portfolio to OCR, the centre should add a folder to the folder tree containing Controlled Assessment and summary forms.

Data formats for evidence

In order to minimise software and hardware compatibility issues, it will be necessary to save candidates' work using an appropriate file format.

Candidates must use formats appropriate to the evidence that they are providing and appropriate to viewing for assessment and moderation. Open file formats or proprietary formats for which a downloadable reader or player is available are acceptable. Where this is not available, the file format is not acceptable.

Electronic Controlled Assessment is designed to give candidates an opportunity to demonstrate what they know, understand and can do using current technology. Candidates do not gain marks for using more sophisticated formats or for using a range of formats. A candidate who chooses to use only digital photographs (as required by the specification) and word documents will not be disadvantaged by that choice.

Evidence submitted is likely to be in the form of word-processed documents, PowerPoint presentations, digital photos and digital video.

To ensure compatibility, all files submitted must be in the formats listed below. Where new formats become available that might be acceptable, OCR will provide further guidance. OCR advises against changing the file format that the document was originally created in. It is the centre's responsibility to ensure that the electronic portfolios submitted for moderation are accessible to the moderator and fully represent the evidence available for each candidate.

Accepted File Formats

Movie formats for digital video evidence

MPEG (*.mpg)

Audio or sound formats

MPEG Audio Layer 3 (*.mp3)

Graphics formats including photographic evidence

JPEG (*.jpg)

Text formats

PDF (.pdf)

Microsoft Office suite

PowerPoint (.ppt)

Word (.doc)

Excel (.xls)