OCR
Oxford Cambridge and RSA

Cambridge NATIONALS LEVEL 1/2
Handbook

CHILD DEVELOPMENT

OCR Level 1/2 Cambridge National Certificate in Child Development (120 GLH)

Code J818

Version 4

Issue date: December 2019

Cambridge NATIONALS

A TEACHING AND LEARNING RESOURCE MENU

OCR
Oxford Cambridge and RSA

Below is a selection of the resources we provide for the Cambridge Nationals in Child Development

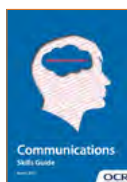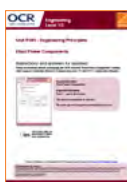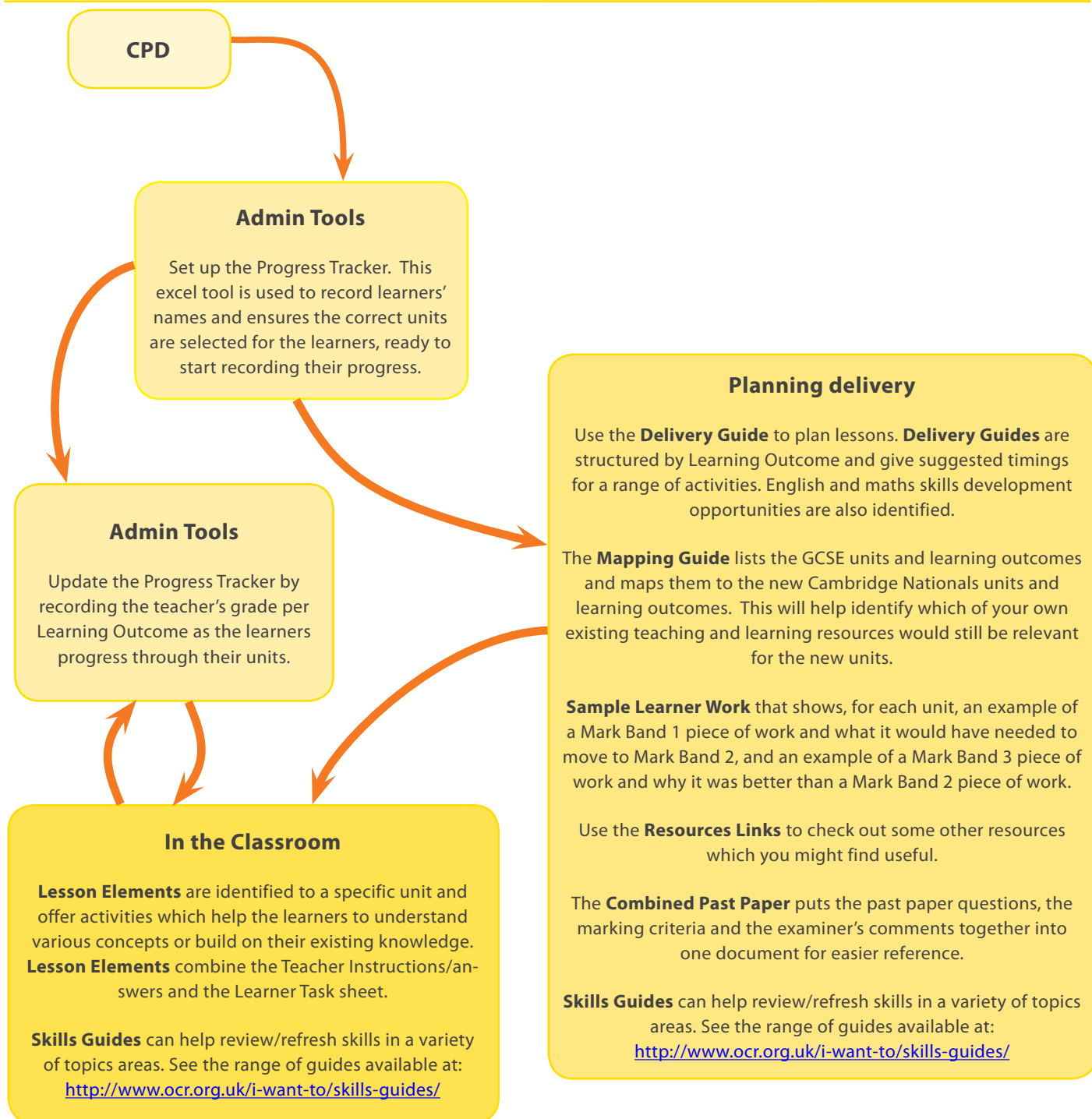|		
Progress Tracker		An Excel based tracking document to help the teacher monitor their learners' progress throughout the qualification both individually and as a cohort.
Delivery Guide		Each unit guide contains a range of lesson ideas with associated activities that teachers can use with their learners. The guide is structured by learning outcome so the teacher can see how each activity helps them cover the unit.
Mapping Guide		This document lists the GCSE Child Development units and learning outcomes and maps them to the new Cambridge Nationals in Child Development units and learning outcomes. This will help identify which of your own existing teaching and learning resources would still be relevant for the new qualification.
Resources Link		An e-resource that provides teachers with links to a range of teaching and learning websites and materials, videos and other online content to support the delivery of the unit.
Skills Guide		We have produced a range of skills guides covering a variety of topics, including research, communication skills, managing projects, problem solving and exam techniques. A full list of the skills guides can be found here: http://www.ocr.org.uk/i-want-to/skills-guides/
Sample Learner Work		This shows, for each unit, an example of a Mark Band 1 piece of work and what it would have needed to move to Mark Band 2, and an example of a Mark Band 3 piece of work and why it was better than a Mark Band 2 piece of work.
Lesson Elements		Task sheets with accompanying teacher instructions. Each offers the teacher a creative way of encouraging their learners to engage with the topic, with individual and group exercises, research activities and the opportunity to develop English and maths skills.
Combined Past Paper		We will take a past paper, the marking criteria for it and the examiner's comments and put them all into one document. It will give a really simple and clear view of the examined part of the qualification (where available).

A quick guide to explain when and how the resources for Cambridge Nationals in Child Development could be used

CPD Advice and Guidance on the Qualification including: • subject expert visits • live online training events	**Admin Tools** • Progress Tracker	**Planning delivery** • Delivery Guide • Mapping Guide(s) • Sample Learner Work • Resources Links • Combined Past Paper(where available) • Skills Guides	**In the Classroom** • Lesson Element • Skills Guides

CPD

Admin Tools

Set up the Progress Tracker. This excel tool is used to record learners' names and ensures the correct units are selected for the learners, ready to start recording their progress.

Admin Tools

Update the Progress Tracker by recording the teacher's grade per Learning Outcome as the learners progress through their units.

Planning delivery

Use the **Delivery Guide** to plan lessons. **Delivery Guides** are structured by Learning Outcome and give suggested timings for a range of activities. English and maths skills development opportunities are also identified.

The **Mapping Guide** lists the GCSE units and learning outcomes and maps them to the new Cambridge Nationals units and learning outcomes. This will help identify which of your own existing teaching and learning resources would still be relevant for the new units.

Sample Learner Work that shows, for each unit, an example of a Mark Band 1 piece of work and what it would have needed to move to Mark Band 2, and an example of a Mark Band 3 piece of work and why it was better than a Mark Band 2 piece of work.

Use the **Resources Links** to check out some other resources which you might find useful.

The **Combined Past Paper** puts the past paper questions, the marking criteria and the examiner's comments together into one document for easier reference.

Skills Guides can help review/refresh skills in a variety of topics areas. See the range of guides available at: http://www.ocr.org.uk/i-want-to/skills-guides/

In the Classroom

Lesson Elements are identified to a specific unit and offer activities which help the learners to understand various concepts or build on their existing knowledge. **Lesson Elements** combine the Teacher Instructions/answers and the Learner Task sheet.

Skills Guides can help review/refresh skills in a variety of topics areas. See the range of guides available at: http://www.ocr.org.uk/i-want-to/skills-guides/

Further information:

To see examples of these resources for Cambridge Nationals go to: http://www.ocr.org.uk/qualifications/cambridge-nationals-child-development-level-1-2/

To see the Professional Development website, go to: http://www.ocr.org.uk/i-want-to/find/professional-development/

We'd like to hear your views about these resources, email to: resources.feedback@ocr.org.uk

To ensure you have the latest version of the specification and the set assignments please go to our website https://www.ocr.org.uk/qualifications/cambridge-nationals/child-development-level-1-2-j818/ /

Our website will always have the latest versions of documents and a wealth of teaching resources and support material for this qualification.

All notifications and important information will be published on the relevant qualifications pages on our website.

Why not join the Communities Hub at www.ocr.org.uk/ and collaborate with your colleagues around subjects and discuss education and assessments.

Summary of key changes to this specification

Section and Title	Change	Version and date issued
3.3 Grading and awarding grades	Additional text added to clarify the potential for grade thresholds to change.	Version 04 December 2019
1.2 Qualification size (GLH and TQT)	Updated information	Version 03 September 2019
2.3 Unit R018: Health and well-being for child development, LO3	Amended wording to clarify that it's the mother's post-natal check, and the 6-8 week review is for the baby.	
2.3 Unit R018: Health and well-being for child development, LO5	Amended wording for Safety labelling to clarify that the Kite Mark and BSI Safety Mark are different things but are often used interchangeably.	
4.5 Authentication	Updated information on the use of Centre authentication forms Added 4.5.2 Reporting suspected malpractice.	
6.2 Accessibility	Updated information on approval requirements and permissible access arrangements.	
7 Administration	Amended reference to the Admin Guide to the new Administration area on the OCR website Updated information.	
8.1 Progression from/to this qualification		

Contents

1   Introduction

1.1 Statement of purpose

Who is this qualification for?

This qualification is for learners aged 14-16 who wish to develop applied knowledge and practical skills in child development. It is designed with both practical and theoretical elements, which will prepare students for further qualifications in Child Care, Health and Social Care, Psychology, Sociology and Biology.

What will the student study as part of this qualification?

All students will study three mandatory topics as follows:

Health and well-being for child development

Understand the equipment and nutritional needs of children from birth to five years

Understand the development norms of a child from birth to five years.

What knowledge and skills will the student develop as part of this qualification and how might these be of use and value in further studies?

The first topic of study underpins all of the other learning in this qualification. Students will develop the essential knowledge and understanding in child development, covering reproduction, parental responsibility, antenatal care, birth, postnatal checks, postnatal provision, conditions for development, childhood illnesses and child safety. Knowledge gained would be of use for further studies in PHSE, Biology and other child development qualifications.

In the second topic of study, students will gain knowledge of the equipment needs of babies and young children and an understanding of the factors to be considered when choosing appropriate equipment to meet all of these needs. This topic will also cover nutrition and hygiene practices and students will be given the opportunity to investigate feeding solutions, comparing these to nutritional requirements and evaluating the outcomes. Evaluation skills are developed, which would be of use in further studies in a number of areas.

In the third topic of study, students will gain an understanding of the development norms from birth to five years and the stages and benefits of play. Students will gain knowledge of, and skills in, developing activities to observe development norms in children up to the age of five. This topic will include researching, planning and carrying out activities with a child and observing and evaluating these activities, as well as comparing the child to the expected development norms. Researching, planning, observing and evaluating skills would be useful in further studies as these are transferable skills and could be applied to many subject areas.

Which subjects will complement this course?

The qualification is complemented by a wide range of GCSEs including Biology, Sociology, Psychology, Maths and English. It also complements creative subjects such as Art and Design and can be delivered alongside other vocational courses including ICT and Media.

This specification contains OCR's Level 1/2 Cambridge National Certificate in Child Development.

1.2 Qualification size (GLH and TQT)

The size of the qualification is described in terms of Guided Learning Hours (GLH) and Total Qualification Time (TQT).

GLH indicates the approximate time (in hours) the teacher will spend supervising or directing study time and assessment activities. We have worked with people who are experienced in delivering related qualifications to determine what content needs to be taught and how long it will take to deliver.

TQT is comprised of two elements: GLH, and an estimate of the number of hours a learner will reasonably spend on any unsupervised learning or assessment activities (including homework) so they can successfully achieve their qualification.

OCR Level 1/2 Cambridge National Certificate in Child Development requires 120 GLH and 147 TQT.

1.3 Prior learning/attainment

Learners who are taking courses leading to this qualification should normally have followed a corresponding Key Stage 3 Programme of Study within the National Curriculum. There is no requirement for learners to achieve any specific qualifications prior to undertaking this qualification.

1.4 Overview of the qualification

Units	Assessment method	GLH	J818 Certificate (120 GLH)
R018: *Health and well-being for child development*	Written paper OCR-set and marked 1 hour and 15 minutes – 80 marks (120 UMS) Learners answer all questions	60	M
R019: *Understand the equipment and nutritional needs of children from birth to five years*	Centre-assessed tasks OCR-moderated Approx. 7-10 hours – 60 marks (60 UMS)	30	M
R020: *Understand the development of a child from birth to five years*	Centre-assessed tasks OCR-moderated Approx. 7-10 hours – 60 marks (60 UMS)	30	M
Key : M = mandatory unit			

OCR-set assignments are available free of charge from the OCR website for the centre-assessed units R019 and R020.

2   Units

2.1 Guidance on unit content

Use of i.e./e.g. in unit content

The unit content describes what has to be taught to ensure that learners are able to access the highest marks.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative; it should be noted that where e.g. is used, learners must know and be able to apply relevant examples in their work, though these do not need to be the same ones specified in the unit content.

For externally assessed units, where the content contains i.e. and e.g. under specific areas of content, the following rules will be adhered to when setting questions:

- a direct question may be asked where the unit content is shown with an i.e.

- a direct question will not be asked about a specific example where unit content is shown as an e.g.. Any questions relating to the area of content will offer learners the opportunity to provide their own examples as the unit has not specified with which examples they should be familiar.

2.2 Guidance on practical activity

The specification content includes specific requirements associated with health and safety and provides opportunities to promote safe working practice through developing knowledge and understanding during practical activities.

Care must be taken by individual centres to follow all health and safety requirements and quality assurance procedures specific to each practical activity. Centres should ensure they have the appropriate health and safety policies in place relating to the use of equipment by learners, even if the equipment is not specified in the unit content.

Throughout practical activities centres must exercise continuing supervision to ensure essential compliance with health and safety requirements.

2.3 Unit R018: Health and well-being for child development

Aims

Becoming a parent is one of life's major experiences, and it is also one of life's major responsibilities. Responsibility for the well-being of a child starts before conception and this unit aims to provide learners with an overview of the roles and responsibilities of parenthood alongside an understanding of reproduction and pre-conceptual, antenatal and postnatal care.
By completing this unit, learners will develop an appreciation of the importance of creating the best conditions for a child to thrive. This includes creating a child-friendly home environment, including social safety and the care, management and prevention of childhood illnesses.

Learners studying for the Certificate will be able to apply knowledge and understanding gained in this unit to help develop their skills further during the completion of units R019 and R020.

Please refer to section 2.2 for guidance on practical activities.

Learning Outcome 1: Understand reproduction and the roles and responsibilities of parenthood

Learners must be taught:
 	
The wide range of factors which affect the decision to have children, i.e.
• relationship between partners
• finance
• parental age
• peer pressure/social expectations
• genetic counselling for hereditary diseases (e.g. Down's Syndrome, cystic fibrosis, sickle cell anaemia, muscular dystrophy)
 	
Pre-conception health, i.e.
• diet
• exercise
• healthy weight
• dangers of smoking/alcohol/recreational drugs
• up-to-date immunisations
 	
Roles and responsibilities of parenthood, i.e.
• meeting primary needs, i.e.
    o food
    o clothing
    o shelter
    o warmth
    o rest/sleep
• providing love and nurture
• socialisation, customs, values (e.g. patterns of behaviour, social interaction, role models)
 	
To recognise and evaluate methods of contraception, their efficiency and reliability, i.e.
• barrier methods, i.e.
    o male and female condoms
    o diaphragm or cap

- contraceptive pill, i.e.
  - combined
  - progestogen-only
- intrauterine device and intrauterine system
- contraceptive injection
- contraceptive patch
- contraceptive implant
- natural family planning
- emergency contraceptive pill

The structure and function of male and female reproductive systems, i.e.
- female reproductive system, i.e.
  - ovaries
  - fallopian tubes
  - uterus/lining of the uterus
  - cervix
  - vagina
  - the menstrual cycle

- male reproductive system, i.e.
  - testes
  - sperm duct system/epididymis
  - urethra
  - penis
  - vas deferens

- how reproduction takes place, i.e.
  - ovulation
  - conception/fertilisation
  - implantation
  - development of the embryo
  - development of the foetus
  - multiple pregnancies

- the signs and symptoms of pregnancy, i.e.
  - missed period
  - breast changes
  - passing urine frequently
  - tiredness
  - nausea

Learning Outcome 2: Understand antenatal care and preparation for birth

Learners must be taught:

The roles of the different health professionals supporting the pregnant mother, i.e.
- Midwife
- Obstetrician
- General Practitioner
- Gynaecologist
- Paediatrician

The importance of antenatal and parenting classes, i.e.
- preparing for a safe pregnancy and delivery
- preparation of both parents for labour and parenthood
- role of father/partner in supporting the mother throughout pregnancy and birth
- for the birth to be an emotionally satisfying experience
- promotion of healthy lifestyle and breastfeeding

Routine checks carried out at an antenatal clinic, including scans, i.e.
- weight check
- blood tests
- blood pressure
- urine test
- STIs
- examination of the uterus
- baby's heartbeat
- ultrasound dating scan

Specialised diagnostic tests, i.e.
- ultrasound anomaly scan/mid-pregnancy scan
- nuchal fold translucency scan
- AFP (alpha fetoprotein) test
- CVS (chorionic villus sampling)
- amniocentisis
- NIPT blood test (non-invasive prenatal testing)

The choices available for delivery, i.e.
- hospital birth (e.g. Consultant-led units, Midwife or GP-led units, birthing centres)
- home birth
- domino scheme
- private hospital/independent midwife

The stages of labour and the methods of delivery, including pain relief, i.e.
- stage 1 – neck of the uterus opens
- stage 2 – the birth of the baby
- stage 3 – delivery of placenta and membranes
- methods of delivery, i.e.
    - forceps
    - ventouse
    - elective/emergency caesarean section
- pain relief, i.e.
    - gas and air (Entonox)
    - pethidine
    - epidural anaesthetic
    - TENS
    - water birth
    - breathing and relaxation techniques

Learning Outcome 3: Understand postnatal checks, postnatal provision and conditions for development

Learners must be taught:

The postnatal checks of the newborn baby, i.e.
- Apgar score
- skin
    - vernix

- o lanugo
- physical checks
  - o weight
  - o length
  - o head circumference
  - o fontanelle
  - o eyes
  - o mouth
  - o feet
  - o fingers
  - o hips
- reflexes
  - o sucking
  - o rooting
  - o grasp
  - o walking
  - o startle (Moro)

The specific needs of the pre-term (premature) baby, i.e.
- baby born before 37 weeks

- specific needs, i.e.
  - o treatment for infection
  - o breathing problems
  - o feeding problems

The postnatal provision available for the mother and baby and the postnatal needs of the family, i.e.
- the role of the father/partner
- support from other family and friends
- information, advice and support from the GP, Midwife and Health Visitor
- mother's postnatal check 6 weeks after giving birth
- 6-8 week review of baby by Health Visitor or Doctor

Conditions for development, i.e.
- the importance of the environment to the child and the need for, i.e.
  - o love and security
  - o warmth
  - o rest/sleep
  - o exercise/fresh air
  - o cleanliness
  - o stimulation/opportunities to play
  - o opportunities for listening and talking
  - o routine (e.g. bedtime, bath time, feeding)
  - o awareness of Sudden Infant Death Syndrome (SIDS)

- the need for acceptable patterns of behaviour and approaches to discipline, i.e.
  - o need for boundaries
  - o consideration of others
  - o safety
  - o promoting positive behaviour

Learning Outcome 4: Understand how to recognise, manage and prevent childhood illnesses

Learners must be taught:

How immunity to disease and infection can be acquired, i.e.
- babies' natural immunity

- childhood immunisation and vaccination programmes
- reasons for immunisation

How to recognise and treat common childhood ailments and diseases, i.e.
- general signs of illness
- common childhood ailments and diseases
- caring for an ill child

When to seek treatment by a doctor, and when emergency medical help should be sought, i.e.
- key signs and symptoms (e.g. breathing difficulties, unresponsive, limp, high fever, fitting)

Diet-related illnesses, i.e.
- childhood obesity
- deficiency diseases
- food intolerances and allergies

The needs of an ill child, i.e.
- physical needs
- social needs
- emotional needs (e.g. explanation of illness)
- intellectual needs (e.g. stimulation)

How to prepare a child for a stay in hospital, i.e.
- hospital/ward visit
- acting out fears, hospital games
- books and DVDs
- explanation and honesty
- involvement in child's care

Learning Outcome 5: Know about child safety

Learners must be taught:

How to create a safe, child-friendly environment, i.e.
- within the home, i.e.
  - kitchen
  - bathroom
  - living room
  - bedroom
  - stairs
- garden/play areas
- road safety

Safety labelling, i.e.
- Kite Mark/BSI safety mark
- Lion Mark
- age advice symbol
- CE symbol
- children's nightwear labelling

To be aware of the most common childhood accidents, i.e.
- choking and suffocation
- burns
- falls
- electric shocks
- drowning
- poisoning

Social safety, i.e.
- personal safety awareness, i.e.
  - awareness of strangers (e.g. "stranger danger")
  - avoiding inappropriate personal contact (e.g. physical, emotional)

- internet safety, i.e.
  - dangers (e.g. inappropriate content, in-app purchases, befriending strangers)
  - talking to children about their internet use and how to be safe
  - safety strategies (e.g. explore sites and apps together, family discussions, set rules and agree boundaries, using safe search facilities and restrictions/parental lock)

Assessment guidance

This unit will be assessed through a 1 hour and 15 minute externally assessed examination.

This will be conducted under examination conditions. Please see the administration area of the OCR website www.ocr.org.uk/administration/ for further guidance.

During the external assessment, learners will be expected to demonstrate their understanding through questions that require the skills of analysis and evaluation in particular contexts.

2.4 Unit R019: Understand the equipment and nutritional needs of children from birth to five years

Aims

This unit will allow learners to investigate the different equipment and nutritional requirements of children from birth to five years. On completion of this unit, learners will be able to apply their knowledge and understanding, through a practical activity, to show how the needs are met to promote the well-being and development of the child.

Please refer to section 2.2 for guidance on practical activities.

Learning Outcome 1: Understand the key factors when choosing equipment for babies from birth to 12 months

Learners must be taught:

1.1 Key equipment to be considered for babies from birth to 12 months, i.e.
- travelling equipment i.e.
  - travel system (e.g. pram, buggy, car seat, baby carrier)
- feeding equipment (e.g. steriliser, bottles, breast pump)
- sleeping equipment (e.g. cot, mattress, Moses basket)
- clothing and footwear (e.g. nappies, daywear, nightwear, outerwear)

1.2 Key factors to consider when choosing equipment for babies from birth to 12 months, i.e.
- age-appropriateness
- safety (e.g. flammability, stability)
- cost
- design/ergonomics (e.g. comfort)
- durability (e.g. materials)
- hygiene (e.g. easy to clean, washable)

Learning Outcome 2: Understand the key factors when choosing equipment for children from one to five years

Learners must be taught:

2.1 Key equipment to be considered for children from one to five years, i.e.
- travelling equipment (e.g. car seat, stroller/buggy, reins)
- feeding equipment (e.g. trainer cup, cutlery, weaning bibs)
- sleeping equipment (e.g. cot bed/bed, bed guard, sleeping bag, duvet)
- clothing and footwear (e.g. nappies/trainer pants, daywear, nightwear, outerwear)

2.2 Key factors to consider when choosing equipment for children from one to five years, i.e.
- age-appropriateness
- safety (e.g. flammability, stability)
- cost
- design/ergonomics (e.g. comfort)
- durability (e.g. materials)
- hygiene (e.g. easy to clean, washable)

Learning Outcome 3: Know the nutritional guidelines and requirements for children from birth to five years

Learners must be taught:

3.1 Current government dietary guidelines, i.e.
- eatwell plate
- making healthy choices

3.2 The functions and sources of nutrients, i.e.
- macronutrients – protein, fats, carbohydrates
- micronutrients – vitamins, A, B group, C,D,E,K, minerals – calcium and iron
- functions of each nutrient, i.e.
  o producing energy
  o growth and repair
  o prevention of disease
- sources of nutrients, i.e.
  o protein, i.e.
    - animal sources (e.g. meat, poultry, fish, milk)
    - vegetable sources (e.g. soya, tofu, beans and pulses, TVP)
  o carbohydrates (e.g. bread, pasta, potatoes, rice)
  o fat, i.e.
    - animals sources (e.g. milk, butter)
    - vegetable sources (e.g. olive oil, nut oil)
- vitamins, i.e.
  - A (e.g. eggs, oily fish)
  - D (e.g. breakfast cereal, margarine)
  - B group (e.g. chicken, eggs, green leafy vegetables, dates, pulses)
  - C (e.g. strawberries, oranges)
- minerals, i.e.
  - calcium (e.g. milk, butter, cheese)
  - iron (e.g. spinach, chocolate, offal)

- additional dietary requirements, i.e.
  - fibre (e.g. bananas, apples, wholemeal pasta, beans, peas, sweetcorn, carrots)
  - water (e.g. fruit juice, milk)

3.3 Nutritional requirements for stages of feeding children, i.e.
- nutritional requirements from 0 to 6 months, i.e.
  o breast milk
  o formula milk
  o soya milk (e.g. for lactose intolerance)
- nutritional requirements from 6 to 12 months, i.e.
  o weaning stage 1, i.e.
    - puree (e.g. fruit and vegetables)
  o weaning stage 2, i.e.
    - minced (e.g. chicken)
    - finger foods (e.g. rusk, toast)
  o weaning stage 3, i.e.
    - solid food (e.g. pasta, cheese)
- nutritional requirements from 1 to 5 years, i.e.
  o main food groups, i.e.
    - bread, other cereals and potatoes (e.g. rice, pasta, beans)
    - fruit and vegetables (e.g. oranges, apples, peas, carrots)
    - milk and dairy (e.g. cheese, yoghurt)
    - meat, fish and alternatives (e.g. poultry, eggs, Quorn)

| | - fatty and sugary foods (e.g. chocolate, crisps, biscuits, sweets, fizzy drinks) |

Learning Outcome 4: Be able to investigate and develop feeding solutions for children from birth to five years

Learners must be taught:

How to investigate feeding solutions, i.e.
- nutritional analysis (e.g. labelling, software/apps, eatwell plate/healthy eating)
- factors for consideration (e.g. nutrition, cost, time, practicalities/convenience, attractive/appealing meals)
- hygiene practices (e.g. personal hygiene, room/equipment, sterilisation)

How to develop feeding solutions for babies aged 0 to 6 months, i.e.
- bottle feeding (e.g. types of formula, bottles and teats, storage, transportation)
- breastfeeding (e.g. expressing, storage, transportation)
- combination feeding (e.g. natural feel bottle teats, reduction in breast feeds, timing)

How to develop feeding solutions for babies aged 6 to 12 months, i.e.
- homemade (e.g. pureed, minced, finger foods, equipment, storage)
- purchased (e.g. jars, packets, tins, frozen, pouches)

How to develop feeding solutions for children aged 1 to 5 years, i.e.
- planning meals (e.g. balanced, portion size, introducing new foods/flavours/textures)

How to evaluate feeding solutions, i.e.
- comparison
- to evaluate their choices (e.g. strengths/weaknesses, improvements/changes)
- conclusions

Assessment guidance for Unit R019

Teachers/assessors must only accept evidence for assessment that is **authentic**. If any work is produced outside of direct supervision, the teacher/assessor must be certain that the work is the learners' own. Please see *section 4.4 Marking and moderating centre-assessed units; 4.5 Authentication;* for further guidance.

For **LO1**, learners should investigate the main points to be considered when choosing: clothing and footwear, feeding, sleeping and transport equipment for babies from birth to 12 months. They should support their evidence by considering the following features when making their decisions: age suitability, safety aspects, costs, design, practicality, durability and ease of cleaning.

For **LO2**, learners should investigate the main points to be considered when choosing: clothing, footwear, feeding, sleeping and transport equipment for children from one to five years. They should support their evidence when choosing their equipment by considering; suitability for age and growth, safety aspects, costs, design, practicality, durability and ease of cleaning.

For **LO3**, learners should have knowledge of the nutritional requirements and current government guidelines for children from birth to five years. This should include stages of feeding children; 0 to 6 months, 6 to 12 months, and 1 to 5 years. Examples of current government guidelines are given in the unit content, although these are not exhaustive. Additional aspects of the diet, namely fibre and water, should also be covered.

For **LO4**, learners should demonstrate their understanding of the nutritional requirements by completing a practical task, which involves creating a suitable feeding solution. They should undertake a practical task taking into consideration current government guidelines.
The practical task is for **one** of the age ranges below:
- 0 to 6 months
- 6 to 12 months
- 1 to 5 years

Whilst undertaking the practical investigation, learners should include the following in their evidence:
- nutritional analysis (e.g. use of ICT/food programmes/labelling)
- factors to consider (e.g. cost/time/equipment/storage/availability)
- hygiene practices (e.g. sterilisation/personal hygiene)
- comparisons (e.g. breast/bottle/combination, home-made/bought baby food, two-course meal with nutritional needs)
- evaluation including strengths, weaknesses and suggested improvements
- conclusions

What do learners need to produce (evidence)	Examples of format of evidence (this list is not exhaustive)
Equipment needs for children from birth to five years Nutritional requirements for children from birth to five years Current government guidelines for children birth to five years Feeding outcome for one stage from birth to five years Evaluation	Written/typed report Online/shop visit log Information booklets/leaflets PowerPoint presentation Storyboard/article Nutritional analysis/food programme Recommended Nutritional Values (RDV's/RDI's) Interviews/questionnaires Witness Statement

2.5 Unit R019 Marking criteria: Understand the equipment and nutritional needs of children from birth to five years

Marking criteria guidance

0 marks must be given where there is no evidence or no evidence worthy of credit.

For a description of the key words (printed in **bold**) in the marking criteria, please see the *Marking criteria glossary of terms* in Appendix C, Teachers/assessors must use the complete description in the marking criteria and not rely only on the words in bold.

A range of marks is allocated to each learning outcome. Where marks are allocated to a number of statements within a learning outcome, marks should be awarded using a 'best fit' approach. For each of the learning outcomes, one of the descriptors provided in the mark scheme 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.

- Each band descriptor covers all the relevant content for the learning outcomes.

- The descriptors should be read and applied as a whole.

- Make a 'best fit' match between the answer and the band descriptors.

- An answer does not have to meet all of the requirements of a band descriptor before being placed in that band. It will be placed in a particular band when it meets more of the requirements of that band than it meets the requirements of other bands.

- Where there is more than one strand within the band descriptors for a learning outcome and a strand has not been addressed at all, it is still possible for the answer to be credited within that mark band depending upon the evidence provided for the remaining strands. The answer should be placed in the mark band most closely reflecting the standard achieved across all strands within the band descriptors for a learning outcome; however in this scenario, the mark awarded for that band should reflect that a strand has not been addressed.

When deciding the mark within a band, the following criterion should be applied:

- the extent to which the statements within the band have been achieved.

For example:

- an answer that convincingly meets nearly all of the requirements of a band descriptor should be placed at or near the top of that band. Where the learner's work *convincingly* meets the statement, the highest mark should be awarded

- an answer that meets many of the requirements of the band descriptor should be placed in the middle of the band. Where the learner's work *adequately* meets the statement, the most appropriate mark in the middle range should be awarded

- if an answer is on the borderline between two bands but it is decided that it fits better the descriptors for the lower of these two bands, then it should be placed near the top of that band. Where the learner's work *just* meets the statement for the higher band, the lowest mark for that band should be awarded.

Teachers/assessors should use the full range of marks available to them and award full marks in any band for work that fully meets that descriptor. This is work that is 'the best one could expect from learners working at that level'. When learners are taking an assessment task, or series of tasks, for this unit they may be able to use relevant, appropriate knowledge, understanding and skills that they will have developed through the completion of Unit R018.

Marking criteria grid – Unit R019

LO1: Understand the key factors when choosing equipment for babies from birth to 12 months		
1.1 MB 1: 1-2 marks	**MB 2: 3-4 marks**	**MB 3: 5-6 marks**
A **limited range** of examples are given for **some** of the types of equipment needed for babies from birth to 12 months.	A **range** of examples are given for **most** of the types of equipment needed for babies from birth to 12 months.	A **wide range** of relevant examples are given for **all** of the types of equipment needed for babies from birth to 12 months.
1.2 MB 1: 1-2 marks	**MB 2: 3-4 marks**	**MB 3: 5-6 marks**
Outlines the key factors for consideration for the types of equipment with **limited reasons** for the choice of equipment selected. Draws upon **limited** skills/knowledge/understanding from Unit R018.	**Explains** the key factors for consideration for the types of equipment with **clear reasons** for the choice of equipment selected. Draws upon **some relevant** skills/knowledge/understanding from Unit R018.	**Explains in detail** the key factors for consideration for the types of equipment with **well-developed reasons** for the choice of equipment selected **and** rejected. **Clearly** draws upon **relevant** skills/knowledge/understanding from Unit R018.

LO2: Understand the key factors when choosing equipment for children from one to five years		
2.1 MB1: 1-2 marks	**MB2: 3-4 marks**	**MB 3: 5-6 marks**
A **limited range** of examples are given for **some** of the types of equipment for children from one to five years.	A **range** of examples are given for **most** of the types of equipment for children from one to five years.	A **wide range** of examples are given for **all** of the types of equipment for children from one to five years.
2.2 MB1: 1-2 marks	**MB 2: 3-4 marks**	**MB 3: 5-6 marks**
Outlines the key factors for consideration for the types of equipment with **limited reasons** for the choice of equipment selected. Draws upon **limited** skills/knowledge/understanding from Unit R018.	**Explains** the key factors for consideration for the types of equipment with **clear reasons** for the choice of equipment selected. Draws upon **some relevant** skills/knowledge/understanding from Unit R018.	**Explains in detail** the key factors for consideration for the types of equipment with **well-developed reasons** for the choice of equipment selected **and** rejected. **Clearly** draws upon **relevant** skills/knowledge/understanding from Unit R018.

LO3: Know the nutritional guidelines and requirements for children from birth to five years		
3.1 MB 1: 1-2 marks	**MB 2: 3-4 marks**	**MB 3: 5-6 marks**
Outlines some of the functions and sources of **some** nutrients.	**Describes most** of the functions and sources of **most** nutrients.	**Describes in detail all** of the functions and sources of **all** nutrients.
3.2 MB 1: 1-2 marks	**MB 2: 3-4 marks**	**MB 3: 5-6 marks**
Outlines some of the nutritional requirements for the stages (0 to 6 months, 6 to 12 months, 1 to 5 years).	**Briefly describes most** of the nutritional requirements for the stages (0 to 6 months, 6 to 12 months, 1 to 5 years).	**Describes in detail all** of nutritional requirements for the stages (0 to 6 months, 6 to 12 months, 1 to 5 years).
3.3 MB 1: 1 mark	**MB 2: 2 marks**	**MB 3: 3 marks**
Outlines some elements of government guidelines relating to healthy eating.	**Describes** government guidelines relating to healthy eating.	**Explains** government guidelines relating to healthy eating.

LO4: Be able to investigate and develop feeding solutions for children from birth to five years		
MB 1: 1-7 marks	**MB 2: 8-14 marks**	**MB 3: 15-21 marks**
Limited investigation and development of a feeding solution for **one** age range (0 to 6 months, 6 to 12 months, 1 to 5 years).	**Detailed** investigation and development of a feeding solution for **one** age range (0 to 6 months, 6 to 12 months, 1 to 5 years).	**Thorough** investigation and development of a feeding solution for **one** age range (0 to 6 months, 6 to 12 months, 1 to 5 years).
Needs support to investigate and develop a feeding solution with **limited** consideration of factors and **basic** nutritional analysis.	Needs **minimal** support to investigate and develop a feeding solution with **detailed** consideration of factors and nutritional analysis.	The investigation and feeding solution are developed **independently** with **comprehensive** consideration of factors and **thorough** nutritional analysis.
Hygiene practices **may** be followed but not always **effectively**.	Hygiene practices **mostly** followed **effectively**.	Hygiene practices followed **thoroughly** and **effectively**.
Evaluation is **brief** with a **basic** comparison.	Evaluation is **detailed** with a **sound** comparison.	Evaluation is **comprehensive** with a **thorough** comparison.
There may be **some** errors in spelling, punctuation and grammar.	There may be **minor** errors in spelling, punctuation and grammar.	There will be **few**, **if any**, errors in spelling, punctuation and grammar.

0 marks = no response or no response worthy of credit.

Guidance on synoptic assessment – Unit R019

Synoptic assessment is based upon demonstrating a broad understanding of the subject. This is achieved by drawing upon the skills/knowledge/understanding that have been studied across the specification and utilising them in an appropriate and relevant way to complete the assessment for this unit in order to meet the marking criteria for a specific learning outcome. When completing work for assessment, learners should be encouraged to apply the **relevant** skills/knowledge/understanding from Unit R018 and not seek to incorporate input from all the previously studied units or content unless it is appropriate to do so. When assessing the learner's work, teachers should focus on whether the skills/knowledge/understanding applied are relevant. The links to content delivered in the Unit R018 identified below, are for guidance only and learners may find other skills/knowledge/understanding that they are able to apply synoptically either in addition to or in place of this guidance.

This unit builds upon the theoretical content of unit R018 and allows learners to apply theoretical understanding of concepts in real-life context.

LO1 Understand the key factors when choosing equipment for babies from birth to 12 months and LO2 Understand the key factors when choosing equipment for children from one to five years	Unit R018: LO5 Know about child safety

LO3 Know the nutritional guidelines and requirements for children from birth to five years
 	
LO4 Be able to investigate and develop feeding solutions for children from birth to five years
	Unit R018: LO4 Understand how to recognise, manage and prevent childhood illnesses
	
	• Diet related illnesses, i.e.
	
	    o childhood obesity
	
	    o deficiency diseases
	
	    o food intolerances and allergies

2.6 Unit R020: Understand the development of a child from birth to five years

Aims

This unit will allow learners to investigate the developmental norms of children from birth to five years. Learners will develop an understanding of the impact of play on the developmental norms. On completion of this unit, learners will be able to apply their knowledge and understanding, through practical activities, to show how play affects the development of individual children.

Please refer to section 2.2 for guidance on practical activities.

Learning Outcome 1: Understand the physical, intellectual and social developmental norms from birth to five years

Learners must be taught:

1.1 The development norms from birth to five years, i.e.
- physical development, i.e.
  - gross motor skills (e.g. crawling, jumping, balancing)
  - fine motor skills (e.g. palmar grasp, pincer grasp)

- intellectual development, i.e.:
  - language (e.g. body language, listening, talking)
  - reading and writing (e.g. books, electronic devices)
  - communication (e.g. verbal)
  - number skills (e.g. magic number square)

- social development, i.e.
  - communicating (e.g. meal times)
  - acceptable behaviour (e.g. manners)
  - sharing
  - independence/self-esteem

Learning Outcome 2: Understand the benefits of learning through play

Learners must be taught:

2.1 Types of play, i.e.
- manipulative play (e.g. puzzles, drawing, painting)
- cooperative play (e.g. board games)
- solitary play (e.g. imaginative play)
- physical play (e.g. ball games, climbing)
- creative play (e.g. dancing, music)

2.2 Benefits of play, i.e.
- physical (e.g. hand-eye coordination, increase fitness)
- intellectual (e.g. mental stimulation, problem solving, communication)
- social/social skills (e.g. independence, confidence, sharing, self-esteem, communication)
- creativity (e.g. imagination)

Learning Outcome 3: Be able to plan different play activities for a chosen developmental area with a child from birth to five years

Learners must be taught:

3.1 How to plan a range of different play activities for a chosen developmental area, i.e.
- aims
- types of activities chosen
- reasons for choice (e.g. relevance to developmental area chosen)
- safety considerations
- timescale
- resources
- methods of observation (e.g. naturalistic, event sampling, snapshot, participative, non-participative)
- methods of recording (e.g. chart, photographs, written, child's work)

Learning Outcome 4: Be able to carry out and evaluate different play activities for a chosen developmental area with a child from birth to five years

Learners must be taught:

4.1 How to carry out a range of different activities for a chosen developmental area, i.e.
- introduce the activities (e.g. providing an outline of the activities to the child)
- methods of observing the activities
- methods of recording the activities
- compare the child with the expected developmental norms for the area chosen

4.2 How to evaluate the activities, i.e.
- strengths/weaknesses
- recommended improvements
- draw conclusions

Assessment guidance for Unit R020

Teachers/assessors must only accept evidence for assessment that is **authentic**. If any work is produced outside of direct supervision, the teacher/assessor must be certain that the work is the learners' own. Please see *section 4.4 Marking and moderating centre-assessed units; 4.5 Authentication;* for further guidance*.

For **LO1**, learners should explain physical, intellectual and social developmental norms from birth to five years.

For **LO2**, learners should explain the types of play from birth to five years and examples of the benefits of learning through play.

For **LO3**, learners should produce plans for different activities on a chosen developmental area. Learners should do an initial observation, in order to meet the child whom they will be studying and to inform the choice and planning of activities.

For **LO4**, learners should carry out, record and evaluate the planned play activities for the chosen developmental area. It is advised that learners study a child of an appropriate age in order to get the best out of the activities.
It is not necessary for the child study to be carried out in a nursery/school setting. Learners may study a sibling/family member, or obtain permission from toddler/library/church groups, play schemes or other suitable setting, in order to complete the child study activities.

What do learners need to produce (evidence)	Examples of format of evidence (this list is not exhaustive)
Physical, intellectual and social developmental norms from birth to five years. Sequence of developmental norms	Presentation slides with notes Wall chart poster Collage Leaflets/booklet
Stages and types of play Benefits of play of children from birth to five years	Presentation with notes
Plan different play activities Explain different observations Methods of recording different play activities	Written activity plan Chart

What do learners need to produce (evidence) continued	Examples of format of evidence (this list is not exhaustive) continued
Carry out the different play activities Evaluate the different play activities Suggestions for improvements Compare the child with the developmental norms	Written report Feedback sheets from parents/guardians/carers Evidence from children (drawings) Written comparison Written evaluation

2.7 Unit R020 Marking criteria: Understand the development of a child from birth to five years

Marking criteria guidance

0 marks must be given where there is no evidence or no evidence worthy of credit.

For a description of the key words (printed in **bold**) in the marking criteria, please see the *Marking criteria glossary of terms* in Appendix C, Teachers/assessors must use the complete description in the marking criteria and not rely only on the words in bold.

A range of marks is allocated to each learning outcome. Where marks are allocated to a number of statements within a learning outcome, marks should be awarded using a 'best fit' approach. For each of the learning outcomes, one of the descriptors provided in the mark scheme 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.

- Each band descriptor covers all the relevant content for the learning outcomes.

- The descriptors should be read and applied as a whole.

- Make a 'best fit' match between the answer and the band descriptors.

- An answer does not have to meet all of the requirements of a band descriptor before being placed in that band. It will be placed in a particular band when it meets more of the requirements of that band than it meets the requirements of other bands.

- Where there is more than one strand within the band descriptors for a learning outcome and a strand has not been addressed at all, it is still possible for the answer to be credited within that mark band depending upon the evidence provided for the remaining strands. The answer should be placed in the mark band most closely reflecting the standard achieved across all strands within the band descriptors for a learning outcome; however in this scenario, the mark awarded for that band should reflect that a strand has not been addressed.

When deciding the mark within a band, the following criterion should be applied:

- the extent to which the statements within the band have been achieved.

For example:

- an answer that convincingly meets nearly all of the requirements of a band descriptor should be placed at or near the top of that band. Where the learner's work *convincingly* meets the statement, the highest mark should be awarded

- an answer that meets many of the requirements of the band descriptor should be placed in the middle of the band. Where the learner's work *adequately* meets the statement, the most appropriate mark in the middle range should be awarded

- if an answer is on the border-line between two bands but it is decided that it fits better the descriptors for the lower of these two bands, then it should be placed near the top of that band. Where the learner's work *just* meets the statement for the higher band, the lowest mark for that band should be awarded.

Teachers/assessors should use the full range of marks available to them and award full marks in any band for work that fully meets that descriptor. This is work that is 'the best one could expect from learners working at that level'. When learners are taking an assessment task, or series of tasks, for this unit they may be able to use relevant, appropriate knowledge, understanding and skills that they will have developed through the completion of Unit R018.

Marking criteria grid – Unit R020

LO1: Understand the physical, intellectual and social developmental norms from birth to five years		
1.1 MB 1: 1-3	**MB 2: 4-6**	**MB 3: 7-9**
Outlines some of the physical, intellectual and social developmental norms from birth to five years.	**Explains most** of the physical, intellectual and social developmental norms from birth to five years.	**Explains all** of the physical, intellectual and social developmental norms from birth to five years.

LO2: Understand the benefits of learning through play		
2.1 MB 1: 1-4 marks	**MB 2: 5-8 marks**	**MB 3: 9-12 marks**
Uses a **few** specific examples of types of play, **outlines some** of the benefits of learning through play.	Uses a **range** of specific examples of types of play, **explains most** of the benefits of learning through play.	Uses a **wide range** of specific examples of types of play, **explains in detail all** of the benefits of learning through play.

LO3: Be able to plan different play activities for a chosen developmental area with a child from birth to five years		
3.1 MB 1:1-5 marks	**MB 2: 6-10 marks**	**MB 3: 11-15 marks**
Produces plans for activities for a chosen developmental area, most of which are **outlined**: • aims • types of activities chosen • reasons for choice • safety considerations • timescales • resources. **Some** reference to initial observation. Produces an **outline** of the different methods of observation and recording to be used. Draws upon **limited** skills/knowledge/understanding from Unit R018.	Produces plans for activities for a chosen developmental area, most of which are **described**: • aims • types of activities chosen • reasons for choice • safety considerations • timescales • resources. **Some** reference to initial observation that **informs planning**. Produces a **description** of the different methods of observation and recording to be used. Draws upon **some relevant** skills/knowledge/understanding from Unit R018.	Produces plans for activities for a chosen developmental area, most of which are **explained**: • aims • types of activities chosen • reasons for choice • safety considerations • timescales • resources. **Clear** use of initial observation to **inform planning**. Produces an **explanation** of the different methods of observation and recording to be used. **Clearly** draws upon **relevant** skills/knowledge/understanding from Unit R018.

LO4: Be able to carry out and evaluate different play activities for a chosen developmental area with a child from birth to five years		
4.1 MB 1: 1-4 marks	**MB 2: 5-8 marks**	**MB 3: 9-12 marks**
Carries out activities for a chosen developmental area and **produces brief records** for the observations. Provides a **basic explanation** of **some** comparisons to the expected developmental norm chosen. A **limited range** of examples will be given for **some** of the comparisons.	Carries out activities for a chosen developmental area and **produces detailed records** for the observations. Provides a **sound explanation** of **some** comparisons to the expected developmental norm chosen. A **range** of examples will be given for **some** of the comparisons.	Carries out activities for a chosen developmental area and **produces comprehensive records** for the observations. Provides a **detailed explanation, with reasoning,** of comparisons to the expected developmental norm chosen. A **wide range** of examples will be given for the comparisons.
4.2 MB 1: 1-4 marks	**MB 2: 5-8 marks**	**MB 3: 9-12 marks**
With reference to both the plan and the activities: A **basic evaluation** is produced which may give **limited** suggestions for improvements. A conclusion that **outlines** whether the aims were met. There may be **some** errors in spelling, punctuation and grammar.	With reference to both the plan and the activities: A **sound evaluation** is produced with **some relevant** suggestions for improvements. A conclusion that **explains** whether the aims were met. There may be **minor** errors in spelling, punctuation and grammar.	With reference to both the plan and the activities: A **thorough evaluation** is produced with **detailed** and **relevant** suggestions for improvements with **justification** for those changed. A conclusion that **explains** whether the aims were met with **some** relevant **justification**. There will be **few**, **if any**, errors in spelling, punctuation and grammar.

0 marks = no response or no response worthy of credit.

Guidance on synoptic assessment – Unit R020

Synoptic assessment is based upon demonstrating a broad understanding of the subject. This is achieved by drawing upon the skills/knowledge/understanding that have been studied across the specification and utilising them in an appropriate and relevant way to complete the assessment for this unit in order to meet the marking criteria for a specific learning outcome. When completing work for assessment, learners should be encouraged to apply the **relevant** skills/knowledge/understanding from Unit R018 and not seek to incorporate input from all the previously studied units or content unless it is appropriate to do so. When assessing the learner's work teachers should focus on whether the skills/knowledge/understanding applied are relevant. The links to content delivered in the Unit R018 identified below, are guidance only and learners may find other skills/knowledge/understanding that they are able to apply synoptically either in addition to or in place of this guidance.

This unit builds upon the theoretical content of Unit R018 and allows learners to apply theoretical understanding of concepts in real-life context.

LO2 Understand the benefits of learning through play LO3 Be able to plan different play activities for a chosen developmental area with a child from birth to five years LO4 Be able to carry out and evaluate different play activities for a chosen developmental area with a child from birth to five years	Unit R018: LO3 Understand postnatal checks, postnatal provision and conditions for development Specifically: • conditions for development • the need for acceptable patterns of behaviour and approaches to discipline Unit R018: LO5 Know about child safety

3 Assessment

3.1 Overview of the assessment in OCR's Level 1/2 Cambridge National Certificate in Child Development

Entry code	Qualification title	GLH	Reference
J818	**OCR Level 1/2 Cambridge National Certificate in Child Development**	**120**	**601/7537/0**
Made up of: • units R018, R019 and R020.			

Individual unit details below:

Unit R018: Health and well-being for child development	
60 GLH 1 hour and 15 minute written paper 80 marks (120 UMS) OCR-set and marked	This question paper: • consists of two sections, comprising short answer and extended response questions • assesses the quality of written communication
Unit R019: Understand the equipment and nutritional needs of children from birth to five years	
30 GLH Centre-assessed tasks 60 marks (60 UMS) Centre-assessed and OCR-moderated	The centre-assessed tasks: • will be practical tasks in the context of an assignment, selected from the OCR bank of OCR-set assignments
Unit R020: Understanding the development of a child from birth to five years	
30 GLH Centre-assessed tasks 60 marks (60 UMS) Centre-assessed and OCR-moderated	The centre-assessed tasks: • will be practical tasks in the context of an assignment, selected from the OCR bank of OCR-set assignments

OCR-set assignments are available free of charge from the OCR website for the centre-assessed units R019 and R020.

To claim the OCR Level 1/2 Cambridge National Certificate in Child Development (120 GLH) qualification, learners must complete unit R018, unit R019 and unit R020.

3.2 Links between units and synoptic assessment

The DfE requires qualifications to provide evidence of synoptic assessment that demonstrates pupils' broad understanding of what they have studied in their courses, in order to be counted in the school attainment tables.

This qualification is designed with that requirement in mind. It has been written in a way that allows learners to sequentially build up their skills, knowledge and understanding between the unit R018 and their remaining units over the course of their programme of learning.

While we will not prescribe in which order the units are assessed, it is important to be aware of the links between units and the requirement for synoptic assessment so that the teaching, learning and assessment can be planned accordingly then, when being assessed, learners can apply their learning in ways which show they are able to make connections across the qualification.

Synoptic assessment is included between units R018 and the other units. This specification will support synoptic assessment by:

- showing teaching and learning links between the units across the specification

- giving guidance, with the marking criteria for the units, about where learners could apply the knowledge and understanding from the core units to improve their performance.

This qualification supports synoptic learning and assessment by employing the following principles:

- to enable learners to demonstrate an ability to use and apply a range of different methods and/or techniques

- to provide assessment that encourages learners to put forward different ideas and/or explanations to support decisions they have made

- to develop learners' ability to suggest or apply different approaches to contexts and situations

- to develop and assess learners' use of transferable skills

- to enable learners to demonstrate analytical and interpretation skills (of situations and/or results) and the ability to formulate valid well-argued responses

- to enable learners to evaluate and justify their decisions, choices and recommendations.

3.3 Grading and awarding grades

All results are awarded on the following scale:

- Distinction* at Level 2 (*2)
- Distinction at Level 2 (D2)
- Merit at Level 2 (M2)
- Pass at Level 2 (P2)

- Distinction at Level 1 (D1)
- Merit at Level 1 (M1)
- Pass at Level 1 (P1).

The shortened format of the grade will be displayed on Interchange and some administrative documents provided by OCR. However, the full format of the grade will appear on the certificates issued to learners.

The boundaries for Distinction at Level 2, Pass at Level 2, and Pass at Level 1 are set judgementally. Other grade boundaries are set arithmetically.

The Merit (Level 2) is set at half the distance between the Pass (Level 2) grade and the Distinction (Level 2) grade. Where the gap does not divide equally, the Merit (Level 2) boundary is set at the lower mark (e.g. 45.5 would be rounded down to 45).

The Distinction* (Level 2) grade is normally located as far above Distinction (Level 2) as Merit (Level 2) is below Distinction (Level 2).

To set the Distinction (Level 1) and Merit (Level 1) boundaries, the gap between the Pass (Level 1) grade and the Pass (Level 2) grade is divided by 3, and the boundaries set equidistantly. Where this division leaves a remainder of 1, this extra mark will be added to the Distinction (Level 1)-Pass (Level 2) interval (i.e. the Distinction (Level 1) boundary will be lowered by 1 mark). Where this division leaves a remainder of 2, the extra marks will be added to the Distinction (Level 1)-Pass (Level 2) interval, and the Merit (Level 1)-Distinction (Level 1) interval, i.e. the Distinction (Level 1) boundary will be lowered by 1 mark, and the Merit (Level 1) boundary will be lowered by 1 mark.

For example, if Pass (Level 2) is set judgementally at 59, and Pass (Level 1) is set judgementally at 30, then Distinction (Level 1) is set at 49, and Merit (Level 1) is set at 39.

Grades are indicated on qualification certificates. However, results for learners who fail to achieve the minimum grade (Pass at Level 1) will be recorded as *unclassified* (U or u) and this is **not** certificated.

This qualification is a unitised scheme. Learners can take units across several different series and they can also resit units. Please refer to section 7.4 *Unit and qualification resits*. Grade boundaries are set per unit, per series. As such, grade boundaries may be set in different places for a unit in different series. When working out learners' overall grades OCR needs to be able to compare performance on the same unit in different series when different grade boundaries may have been set, and between different units. OCR uses a Uniform Mark Scale to enable this to be done.

A learner's uniform mark for each unit is calculated from the learner's raw mark on that unit. 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 learner's unit grade and uniform mark are given. The uniform mark is shown out of the maximum uniform mark for the unit, e.g. 40/60.

The uniform mark boundaries for each of the assessments are shown below:

Unit GLH	Max Unit Uniform Mark	Unit Grade							
		distinction* at L2	distinction at L2	merit at L2	pass at L2	distinction at L1	merit at L1	pass at L1	U
30	60	54	48	42	36	30	24	18	0
60	120	108	96	84	72	60	48	36	

The learner's uniform mark for Unit R018 will be combined with the uniform mark for the centre-assessed units to give a total uniform mark for the qualification. The learner's overall grade will be determined by the total uniform mark. The following table shows the minimum total mark for each overall grade:

Qualification	Max Uniform Mark	Qualification Grade							
		Distinction* at L2	Distinction at L2	Merit at L2	Pass at L2	Distinction at L1	Merit at L1	Pass at L1	U
Certificate	240	216	192	168	144	120	96	72	0

3.4 Performance descriptors

The performance descriptors indicate the level of attainment associated with Distinction at Level 2, Pass at Level 2 and Pass at Level 1. They are for use at awarding meetings. They give a general indication of the levels of attainment likely to be shown by a representative learner performing at these boundaries.

Performance descriptor – Distinction at Level 2

Learners will be able to:
- recall, select and apply **detailed** knowledge and **thorough** understanding of child development
- present information **clearly** and **accurately,** using a **wide range** of terminology
- apply **relevant** knowledge, understanding and skills in a **range** of situations to plan and carry out investigations and tasks **effectively**, testing their solutions, and working safely
- analyse and evaluate the evidence available, reviewing and adapting their methods **where appropriate**
- make **reasoned** judgements and **substantiated** conclusions
- work **confidently and independently** to create material which reflects **thoughtful** planning, **skilled** development and **perceptive** evaluation as well as **actively demonstrating** practical skills at a **high level**.

Performance descriptor – Pass at Level 2

Learners will be able to:
- recall, select and apply **sound** knowledge and understanding of child development
- present information **clearly** and with **some accuracy**, using a **range of** terminology
- apply knowledge, understanding and skills in a **range** of situations to plan and carry out investigations and tasks, testing their solutions, and working safely
- review evidence available, analysing and evaluating **some** information **clearly** and making **some basic** adaptations to their methods
- make **judgements** and draw **appropriate** conclusions
- work with **independence** to create material which reflects **effective** planning, development and evaluation and an ability to demonstrate **sound** practical skills.

Performance descriptor – Pass at Level 1

Learners will be able to:
- recall, select and apply knowledge and understanding of **basic** aspects of child development
- present **basic** information, using **limited** terminology
- apply **limited** knowledge, understanding and skills to plan and carry out **simple** investigations and tasks, with an awareness of the need for safety
- review evidence and draw **basic** conclusions
- show **some evidence of independent work** to create material which demonstrates a degree of planning, development and evaluation and **limited** practical skills.

3.5 Quality of extended responses

Quality of extended responses (QER) is assessed in the externally assessed unit.

Learners 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
- use specialist terminology, where applicable.

QER is integrated into the mark scheme and therefore assessed qualitatively, as an integral part of extended response questions.

4 The centre-assessed units (R019-R020)

This section provides guidance on the completion of the centre-assessed units.

4.1 The centre-assessed units

The centre-assessed units (R019 and R020) are designed to provide learners with the opportunity to build a portfolio of evidence to meet the learning outcomes for that unit.

We recommend that teaching and development of subject content and associated skills be referenced to real vocational situations, through the utilisation of appropriate industrial contact, vocationally experienced delivery personnel, and real-life case studies.

Units R019 and R020 are centre-assessed and externally-moderated by OCR. Centres can choose whether they would like moderation via the OCR Repository or postal moderation.

Appendix B of this specification contains assessment guidance for creating electronic evidence for the centre-assessed units, which should be referred to in conjunction with the unit content and marking criteria grids to inform delivery of the units. The assessment guidance aims to provide clarification regarding the scope of the learning required in specific areas of the units where this is felt to be beneficial.

4.2 Tasks for the centre-assessed units

4.2.1 Units R019 and R020

OCR sets the assignments for the centre-assessed units R019 and R020. The assignments will be available free of charge from the OCR website. Centres must only use these and cannot use their own for summative assessment.

(The OCR-set assignments are provided for summative assessment and not as practice materials.)

Over time OCR will build up a small bank of assignments. Centres may select from the OCR-set assignments provided when the learners are ready to complete their summative assessment. Learners are able to work on the tasks any time until the date the centre collects the work for internal assessment. OCR will review the OCR-set assignments annually which may result in an assignment being withdrawn and replaced. It is the centre's responsibility to check the OCR website to see which OCR-set assignments are available. We will give approximately 12 months' notice if an OCR-set assignment is to be withdrawn so that we do not disadvantage any learners who have already started working on that particular assignment.

Centres can make permitted modifications to the OCR-set assignments. Guidance on what can be modified is given in each assignment in the section *Information for Teachers* under *Scope of permitted OCR-set Assignment modification*. If modifications are made to the OCR-set assignment it is the centre's responsibility to ensure that all learning outcomes can be met and that learners can access the full range of marks.

The duration of the assessment for centre-assessed units is included in the guided learning hours for the unit. Guidance will be given within the section "*Information for Teachers*" in each OCR-set assignment as to approximately how long learners should expect to spend on each task.

Teachers must ensure learners are clear about the tasks they are to undertake and the criteria which they are expected to meet.

4.2.2 Methods of assessment

It is the assessor's responsibility to choose the best method of assessing a learner in relation to their individual circumstances. The methods chosen must be:

- valid

- reliable

- safe and manageable

- suitable to the needs of the learner.

Valid

Validity can be compromised if a learner does not understand what is required of them. For example, one valid method of assessing a learner's knowledge and understanding is to question them. If the questions posed are difficult for the learner to understand (not in terms of the content but the way they are phrased, for example), the validity of the assessment method is questionable.

As well as assessment methods being valid, the evidence presented must be valid. For example, it would not be appropriate to present an organisation's equal opportunities policy as evidence towards a learner's understanding of how the equal opportunities policy operates within the organisation. It would be more appropriate for the learner to incorporate the policy within a report describing different approaches to equal opportunities.

Reliable

A reliable method of assessment will produce consistent results for different assessors on each assessment occasion. Internal moderators must make sure that all assessors' decisions are consistent.

Safe and manageable

Assessors and internal moderators must make sure that the assessment methods are safe and manageable and do not put unnecessary demands on the learner.

Suitable to the needs of the learner

OCR is committed to ensuring that achievement of this qualification is free from unnecessary barriers. Centres must follow this commitment through when designing tasks and/or considering assessment.

4.3 Completing the tasks (for units R019 and R020)

Teachers/assessors are expected to supervise and guide learners when undertaking work that is centre-assessed. It should be remembered, however, that the final pieces of work must be produced solely by the individual learner.

When supervising tasks, teachers/assessors 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.

Centre-assessed work should be completed in the course of normal curriculum time, and supervised and marked by the teacher/assessor. Some of the work, by its very nature, may be undertaken outside the centre, for example, research work, testing, etc. As with all centre-assessed work, the teacher must be satisfied that the work submitted for assessment is the learner's own.

Learners are free to revise and redraft work without teacher/assessor involvement before submitting the work for assessment. The advice provided prior to final submission should only enable the learner to take the initiative in making amendments, rather than detailing what amendments should be made. This means that teachers/assessors must not provide model answers or detail specifically what amendments should be made.

Adding, amending or removing any work after it has been submitted for final assessment will constitute malpractice.

4.3.1 Presentation of the final piece of work

Learners must observe the following procedures when producing their final piece of work for the centre-assessed tasks:

- work can be word processed or handwritten

- tables and graphs (if relevant) may be produced using appropriate ICT

- any copied material must be suitably acknowledged

- quotations must be clearly marked and a reference provided wherever possible

- a completed cover sheet must be attached to work submitted for moderation. The cover sheet must include the following information as well as the marks given for each of the assessment criteria:
    – centre number
    – centre name
    – candidate number
    – candidate name
    – unit code and title
    – assignment title.

4.4 Marking and moderating centre-assessed units

All centre-assessed units are internally marked by centre staff using OCR marking criteria and guidance and externally-moderated by the OCR-appointed moderator.

The centre is responsible for appointing someone to act as the assessor. This could be the teacher who has delivered the programme or another person from the centre.

The marking criteria must be used to mark the learner's work. These specify the levels of skills, knowledge and understanding that the learner is required to demonstrate.

A Unit Recording Sheet (URS) should also be completed to record assessment decisions. A URS is provided for each unit and can be found on the qualification page of the website.

The primary evidence for assessment is the work submitted by the learner, however the following assessment methods are considered suitable for teachers/assessors to adopt for this qualification:

- **observation** of a learner doing something

- **questioning** of the learner or witness.

<u>Observation</u>

The teacher/assessor and learner should plan observations together but it is the teacher/assessor's responsibility to record the observation properly (for example, observing a learner undertaking a practical task). *Further guidance on recording observations can be found in Appendix A – guidance on witness statements*

<u>Questioning</u>

Questioning the learner is normally an ongoing part of the formative assessment process and may, in some circumstances, provide evidence to support achievement of learning outcomes.

Questioning is often used to:

- test a learner's understanding of work which has been completed outside of the classroom

- check if a learner understands the work they have undertaken

- collect information on the type and purpose of the processes a learner has gone through.

If questioning is to be used as evidence towards achievement of specific learning outcomes, it is important that teachers/assessors record enough information about what they asked and how the learner replied, to allow the assessment decision to be moderated.

Questioning witnesses is normally an on-going part of validating written witness statements. However, questioning witnesses can be used for other purposes. Teachers/assessors should be able to speak to witnesses and record, in whatever way is suitable, the verbal statements of these witnesses. A record of a verbal statement is a form of witness statement and could provide valuable evidence. Further guidance on the use of witness statements can be found in **Appendix A.**

4.4.1   Use of a 'best fit' approach to marking criteria

The assessment tasks should be marked by teachers/assessors according to the OCR marking criteria using a 'best fit' approach. For each of the marking criteria, teachers/assessors select the band descriptor provided in the marking grid that most closely describes the quality of the work being marked.

A range of marks is allocated to each learning outcome. Where marks are allocated to a number of statements within a learning outcome, marks should be awarded using a 'best fit' approach. For each of the learning outcomes, one of the descriptors provided in the mark scheme 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.

- Each band descriptor covers all the relevant content for the learning outcomes.

- The descriptors should be read and applied as a whole.

- Make a 'best fit' match between the answer and the band descriptors.

- An answer does not have to meet all of the requirements of a band descriptor before being placed in that band. It will be placed in a particular band when it meets more of the requirements of that band than it meets the requirements of other bands.

- Where there is more than one strand within the band descriptors for a learning outcome and a strand has not been addressed at all, it is still possible for the answer to be credited within that mark band depending upon the evidence provided for the remaining strands. The answer should be placed in the mark band most closely reflecting the standard achieved across all strands within the band descriptors for a learning outcome; however in this

scenario, the mark awarded for that band should reflect that a strand has not been addressed.

When deciding the mark within a band, the following criterion should be applied:

- the extent to which the statements within the band have been achieved.

For example:

- an answer that convincingly meets nearly all of the requirements of a band descriptor should be placed at or near the top of that band. Where the learner's work *convincingly* meets the statements, the highest mark should be awarded

- an answer that meets many of the requirements of the band descriptor should be placed in the middle of the band. Where the learner's work *adequately* meets the statements, the most appropriate mark in the middle range should be awarded

- if an answer is on the borderline between two bands but it is decided that it fits better the descriptors for the lower of these two bands, then it should be placed near the top of that band. Where the learner's work *just* meets the statements for the higher band, the lowest mark for that band should be awarded.

Teachers/assessors should use the full range of marks available to them and award full marks in any band for work that fully meets that descriptor. This is work that is 'the best one could expect from learners working at that level'.

4.4.2   Annotation of learners' work

Each piece of internally assessed work should show how the marks have been awarded in relation to the marking criteria. This should be cross-referenced on the URS.

The writing of comments on learners' work, and cover sheet, provides a means of communication between teachers during the internal standardisation and with the moderator if the work forms part of the moderation sample.

4.5 Authentication

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

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

Learners 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 learner being disqualified. Plagiarism sometimes occurs innocently when learners are unaware of the need to reference or acknowledge their sources. It is therefore important that centres ensure that learners understand that the work they submit must be their own and that they understand the meaning of plagiarism and what penalties may be applied. Learners may refer to research, quotations or evidence but they must list their sources. The rewards from acknowledging sources, and the credibility they will gain from doing so, should be emphasised to learners as well as the potential risks of failing to acknowledge such material. Further information is included in the *Information for Learners* section of the OCR-set assignments.

Both learners and teachers must declare that the work is the learner's own.

- **Each learner** must sign a declaration before submitting their work to their teacher. A candidate authentication statement that can be used is available to download from the OCR website. These statements should be retained within the centre until all enquiries about results, malpractice and appeal issues have been resolved. **A mark of zero must be recorded if a learner cannot confirm the authenticity of their work**.

- **Teachers** are required to declare the work submitted for internal assessment is the candidate's own work by completing a centre authentication form (CCS160) for each unit. Centre authentication forms should be retained within the centre until all post-results issues have been resolved.

4.5.1   Internal standardisation

It is important that all teachers/assessors work to common standards. Centres must ensure that, within each unit, the internal standardisation of marks across teachers/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.

4.5.2   Submitting marks

All work for centre-assessment is marked by the teacher and internally standardised by the centre. Marks are then submitted to OCR; see Section 4.6 for submission dates of the marks to OCR.

There should be clear evidence that work has been attempted and some work produced. If a learner submits no work for a centre-assessed unit then the learner should be indicated as being absent from that unit. If a learner completes any work at all for a centre-assessed unit, then the work should be assessed according to the marking criteria and the appropriate mark awarded, which may be zero.

4.5.2   Reporting suspected malpractice

It is the responsibility of the Head of Centre[1] to report all cases of suspected malpractice involving centre staff or candidates.

A JCQ Report of Suspected Malpractice form (JCQ/M1 for candidate suspected malpractice or JCQ/M2a for staff suspected malpractice) is available to download from the JCQ website (www.jcq.org.uk/exams-office/malpractice) and should be completed as soon as possible and emailed to malpractice@ocr.org.uk.

When asked to do so by OCR, Heads of Centres are required to investigate instances of malpractice promptly and report the outcomes to OCR.

Further information regarding reporting and investigating suspected malpractice, and the possible sanctions and penalties which could be imposed, is contained in the JCQ publication: *General and Vocational Qualifications – Suspected Malpractice in Examinations and Assessments* which is available from the JCQ website. Centres may also like to refer to the OCR Website for more details.

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[1] This is the most senior officer in the organisation, directly responsible for the delivery of OCR qualifications, e.g. the Head Teacher or Principal of a school/college. The Head of Centre accepts full responsibility for the correct administration and conduct of OCR exams.

4.6 Moderation

The purpose of external moderation is to ensure that the standard of marking is the same for each centre and to ensure that internal standardisation has taken place.

Centres can select from:

- **Moderated via OCR Repository (see section 4.6.1)**

- **Moderated via postal moderation (see section 4.6.2)**

The deadline dates for entries and submission of marks for each moderation method are detailed below. Centres must ensure when selecting a moderation method that the appropriate entry and marks submission deadlines can be adhered to.

Moderation method	January series		June series		November series	
	Entries	**Marks**	**Entries**	**Marks**	**Entries**	**Marks**
Moderated via OCR Repository	21st Oct	10th Jan	21st Feb	15th May	4th Oct	5th Nov
Moderated via postal moderation	21st Oct	10th Jan	21st Feb	15th May	4th Oct	5th Nov

When making your entries, the entry option specifies how the work is going to be moderated. For each unit, you must choose the same moderation method for **all** learners (i.e. all learners for that unit in that series must be entered using the same entry option). However, you can choose different moderation methods for different units and in different series.

Sample requests

Once you have submitted your marks, your exams officer will receive an email telling you which work will be sampled as part of the moderation. Samples will include work from across the range of attainment of the learners' work.

Centres must provide the moderator with a copy of the URS for each learner listed in the sample.

Each learner's work must have a cover sheet attached to it with a summary of the marks awarded for the task. If the work is to be submitted via OCR Repository, this cover sheet must also be submitted electronically within each learner's files.

OCR will require some centres to release work for awarding and archive purposes and the cooperation of the centre is most appreciated in these instances, as it is imperative to have work available at awarding meetings. If this is required, then centres will be notified as early as possible.

Centres will receive the final outcome of moderation when the provisional results are issued. The following reports will be issued via Interchange:

- Moderation adjustments report – this lists any scaling that has been applied to internally assessed units

- Moderator report to centres – this is a brief report by the moderator on the internal assessment of learners' work.

4.6.1　Moderated via OCR Repository

The OCR Repository is a secure website for centres to upload candidate work and for assessors to access this work digitally. Centres can use the OCR Repository for uploading marked candidate work for moderation.

Centres can access the OCR Repository via OCR Interchange, find their candidate entries in their area of the Repository, and use the Repository to upload files (singly or in bulk) for access by their moderator.

The OCR Repository allows candidates to produce evidence and files that would normally be difficult for postal submissions, for example multimedia and other interactive unit submissions.

The OCR Repository is seen as a faster, greener and more convenient means of providing work for assessment. It is part of a wider programme bringing digital technology to the assessment process, the aim of which is to provide simpler and easier administration for centres.

All moderated units can be submitted electronically to the OCR Repository via Interchange. Please check section 7.2.2 for unit entry codes for the OCR Repository.

There are three ways to load files to the OCR Repository:

1. Centres can load multiple files against multiple candidates by clicking on 'Upload candidate files' in the 'Candidates' tab of the Candidate Overview screen.

2. Centres can load multiple files against a specific candidate by clicking on 'Upload files' in the 'Candidate Details' screen.

3. Centres can load multiple administration files by clicking on 'Upload admin files' in the 'Administration' tab of the Candidate Overview screen.

Instructions for how to upload files to OCR using the OCR Repository can be found on the OCR website.

4.6.2　Moderated via postal moderation

Your sample of work must be posted to the moderator within three days of receiving the request. You should use one of the labels provided by OCR to send the learners' work.

We would advise you to keep evidence of work submitted to the moderator, e.g. copies of written work or photographs of practical work. You should also obtain a certificate of posting for all work that is posted to the moderator.

Work may be submitted in digital format (on CD) for moderation but must be in a suitable file format and structure as detailed in Appendix B at the end of this specification.

5 Support

5.1 Free resources

The following materials will be available on the OCR website:

- specification

- sample assessment material for unit R018

- OCR-set assignments for the centre-assessed units R019-R020.

5.2 Free teaching and learning resources

Our resources are designed to provide you with a range of teaching activities and suggestions that enable you to select the best activity, approach or context to support your teaching style and your particular students. Some resources also include sample candidate work and assessment, for exemplification of particular aspects of the specification. The resources are a body of knowledge that will grow throughout the lifetime of the specification. They include:

- Teaching activities

- Resources Links

- Delivery Guides

- Mapping Guides and Progress Trackers

- Examiners' Reports

5.2.1 Endorsed publications

We also work with a number of leading publishers who publish textbooks and resources for our specifications.

To see endorsed resources for individual subjects, visit the subject page on https://www.ocr.org.uk/

For more information on OCR's endorsement process visit https://www.ocr.org.uk/qualifications/gcse-and-a-level-reform/teaching-and-learning-resources/endorsed-resources/

5.3 Training

We provide face-to-face courses and live online training events (webinars) where you can benefit from information, advice and guidance from subject experts and network with fellow professionals. We'll also produce presentations and films that provide detailed information and feedback about specifications, grading criteria and candidate performance in past sessions.

To find out more about professional development, please visit our website.

5.4 OCR support services

5.4.1   Active Results

Active Results is available to all centres offering the Cambridge Nationals qualifications.

Active Results is a free results analysis service to help teachers review the performance of individual learners or whole schools.

Devised specifically for the UK market, data can be analysed using filters on several categories such as gender and other demographic information, as well as providing breakdowns of results by question and topic.

Active Results allows you to look in greater detail at your results:

- richer and more granular data will be made available to centres including question-level data available from e-marking for unit R018

- you can identify the strengths and weaknesses of individual learners and your centre's cohort as a whole

- our systems have been developed in close consultation with teachers so that the technology delivers what you need.

Further information on Active Results can be found on the OCR website.

5.4.2 OCR Interchange

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 learners online. In addition, you can gain immediate and free access to learner information at your convenience. Sign up at https://interchange.ocr.org.uk.

6 Access

6.1 Equality Act information relating to the OCR Level 1/2 Cambridge National Certificate in Child Development

The Cambridge National in Child Development requires assessment of a broad range of competences and, as such, prepares learners for further study and higher level courses.

The Cambridge National in Child Development qualification was reviewed to identify whether any of the competences required by the subject presented a potential barrier to any disabled learners. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject.

6.2 Accessibility

There can be adjustments to standard assessment arrangements on the basis of the individual needs of learners. It's important that you identify as early as possible whether learners have disabilities or particular difficulties that will put them at a disadvantage in the assessment situation and choose a qualification or adjustment that allows them to demonstrate attainment.

If a candidate requires access arrangements in Cambridge Nationals assessments that require awarding body approval, then approval covering Cambridge Nationals must be gained in Access Arrangements Online. Approval from GCSE or GCE applications alone no longer extends to other qualification types. For guidance or support please contact the OCR Special Requirements Team.

The responsibility for providing adjustments to assessment is shared between your centre and us. Please read the JCQ booklet *Access Arrangements and Reasonable Adjustments* at www.jcq.org.uk/.

If you have learners who need a post-examination adjustment to reflect temporary illness, indisposition or injury when they took the assessment, please read the JCQ documents *A guide to the special consideration process*.

If you think any aspect of this qualification unfairly restricts access and progression, please email or call our Customer Support Centre.

The access arrangements permissible for use in this specification are as follows:

Access arrangement	Yes/No	Type of assessment
Readers	Yes	All assessments
Scribes	Yes	All assessments
Practical assistants	Yes	All assessments
Word processors	Yes	All assessments
BSL interpreters	Yes	All assessments
Oral language modifiers	Yes	All assessments
Modified question papers	Yes	Timetabled examinations
Extra time	Yes	All assessments

7 Administration

Full details of the administrative arrangements can be found in the administration area of the OCR website www.ocr.org.uk/administration/ .

7.1 Availability of assessment

There are three assessment series each year in January, June and November. Learners can be entered for different units in different exam series. Assessment availability can be summarised as follows:

	Unit R018	Units R019-R020
January	✓	✓
June	✓	✓
November	-	✓

Certification is available each January, June and November.

7.2 Making entries

Centres must be registered with OCR in order to make any entries. It is recommended that centres apply to OCR to become a registered centre well in advance of making their first entries. Details on how to register with OCR can be found on the OCR website.

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

7.2.1 Making estimated unit entries

Estimated entries are not required for the OCR Level 1/2 Cambridge National Certificate in Child Development.

7.2.2 Making final unit entries

When making an entry, centres must quote unit entry code and component codes. For the centre-assessed units, centres must decide whether they want to submit candidates' work for moderation via the OCR Repository, or via postal moderation. Candidates submitting work must be entered for the appropriate unit entry code from the table over the page.

Unit entry code	Component code	Assessment method	Unit titles
R018	01	Written paper	*Health and well-being for child development*
R019 A	01	Moderated via OCR Repository	*Understand the equipment and nutritional needs of children from birth to five years*
R019 B	02	Moderated via postal moderation	
R020 A	01	Moderated via OCR Repository	*Understand the development of a child from birth to five years*
R020 B	02	Moderated via postal moderation	

The short title for this Cambridge National qualification is CAMNAT and will display as such on Interchange and some administrative documents provided by OCR.

You do not need to register your candidates first; individual unit entries should be made for the series in which you intend to submit an internally assessed unit or sit the externally assessed examination.

Only make a certification entry using the overall qualification code (see below) in the final series.

7.3 Certification rules

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

Learners should be entered for:

- OCR Level 1/2 Cambridge National Certificate - certification code J818

There are no terminal requirements for this qualification; therefore learners can complete units in any order.

7.4 Unit and qualification resits

Learners may resit each unit and the best unit result will be used to calculate the certification result.

Learners may resit the externally assessed unit, R018, **once**.

Centres must ensure that when arranging resit opportunities they are fair to all learners and do not give learners an unfair advantage over other learners. For example the learner must not have direct guidance and support from the teacher in producing further evidence for centre-assessed units. When resitting a centre-assessed unit, learners must submit new, amended or enhanced work, as detailed in the *JCQ Instructions for conducting coursework.*

Centres must ensure that when arranging resit opportunities they do not adversely affect other assessments being taken.

Arranging a resit opportunity is at the centre's discretion; summative assessment series must not be used as a diagnostic tool and resits should only be planned if it is clear that the learner has taken full advantage of the first assessment opportunity and formative assessment process.

7.5 Post-results services

Under certain circumstances, a centre may wish to query the result issued to one or more learners. Reviews of results requests for all units must be made immediately following the series in which the relevant unit was taken (by the reviews of results deadline).

Please refer to the JCQ Post-Results Services booklet and the OCR Administration page for further guidance about action on the release of results.

For centre-assessed units the enquiries about results process cannot be carried out for one individual learner; the outcome of a review of moderation must apply to a centre's entire cohort.

7.6 Shelf-life of units

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

8   Other information

8.1 Progression from/to this qualification
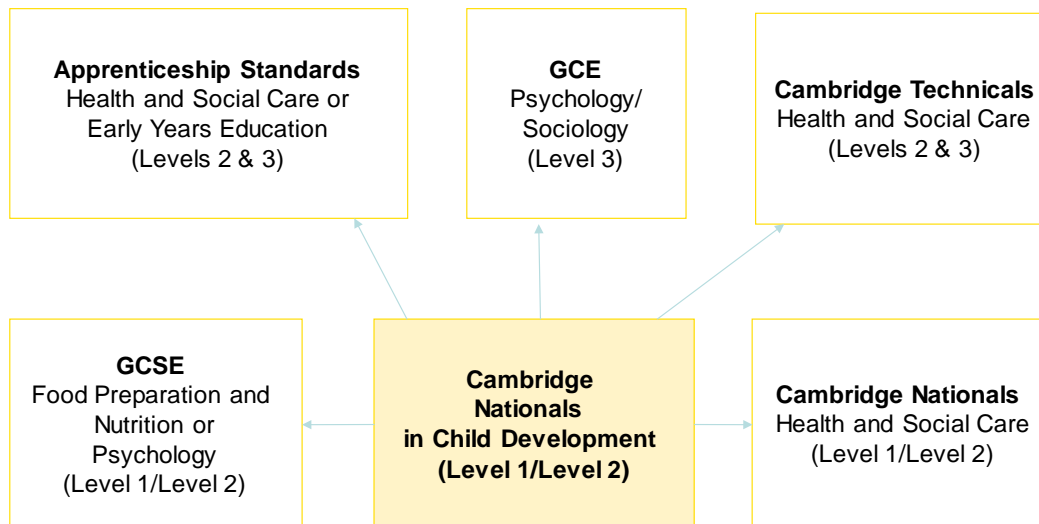
OCR offers a flexible and responsive range of general and vocational qualifications that allow suitable progression routes for all types of learners.

Centres are able to use this qualification to provide learners with the underpinning skills and knowledge that will enable them to choose the most appropriate progression routes for their particular needs.

Progression from OCR Level 1/2 Cambridge National Certificate in Child Development to **GCSE** qualifications:

- Food preparation and nutrition
- Psychology.

For learners who want to progress to Level 3 qualifications they have the choice of various **GCE** qualifications which will further develop areas of their learning from Level 1/2.

- Psychology
- Sociology.

Learners can progress from OCR Level 1/2 Cambridge National Certificate in Child Development to other **vocational** qualifications.

8.2 Avoidance of bias

OCR has taken great care in preparing this specification and assessment materials to avoid bias of any kind. Special focus is given to eight strands of the Equality Act with the aim of ensuring both direct and indirect discrimination is avoided.

8.3 Criteria requirements

This specification complies in all respects with the General Conditions of Recognition.

8.4 Language

This specification is available in English only.

8.5 Spiritual, moral, ethical, social, legislative, economic and cultural issues

This qualification provides potential for centres to develop learners' understanding of spiritual, moral, ethical, social, legislative, economic and cultural issues. This specification offers opportunities to contribute to an understanding of these issues in the following topics.

Issue	Examples of opportunities for developing an understanding of the issue during the course
Spiritual issues	o how child development methods, principles and values support children. Spiritual well-being can be enhanced through, for example, the activities offered to develop creative abilities and respect can be shown for individuals' beliefs and how these impact on their lives
Moral issues	o offering the opportunities to reflect on the values of care and to consider some of the dilemmas faced when dealing with children from all walks of life
Ethical issues	o learning about rights of children and understanding the values of care, to promote protection and fair and equal treatment
Social issues	o how child development and care can affect the quality of life experienced and how individuals' requirements are met
Legislative issues	o the main aspects of legislation relating to child development and care: Data Protection Act, Equality Act, Health and Safety and other legislation that applies to the sector
Economic issues	o learning about making informed decisions about the provision for children (e.g. meals, toys, development activities) and the different types of child care settings and support services that are available for use taking into consideration the implications for availability and cost
Cultural issues	o helping learners appreciate that child development contributes to the development of our culture and to social cohesion o how learners need to show cultural awareness of children when communicating and interacting with them

8.6 Sustainable development, health and safety considerations and European developments, consistent with international agreements

This qualification provides potential to heighten learners' awareness of sustainable development, health and safety considerations and European developments consistent with international agreements.

The specification incorporates learning about relevant health and safety, European and environmental legislation, and could include learning about how each of these factors has affected the child development and the practices therein.

Environmental issues

Learners could have the opportunity to learn about how the changes in working practices and methods in child development impact upon the environment in the following topics:

- the reduction of the carbon footprint (e.g. increased sustainability through the production of diet plans for specific dietary requirements incorporating locally produced produce in season)

- waste management (e.g. following policies and procedures for disposal and recycling of care waste)

Learners could also explore the effect on natural resources and the effect on the environment when selecting materials for the development of creative activities to support and develop children in a care setting (e.g. the use of crayons, clay and modelling materials, etc.).

The understanding of environmental issues will only form part of the assessment requirements where they are relevant to the specific content of the specification and have been identified within the taught content. Learners may choose to produce work that has an environmental theme or to enhance their learning by carrying out further personal study.

Appendix A: Guidance on witness statements

It is anticipated that the majority of evidence will be produced directly by the learner. Indirect evidence, such as witness statements, should only be used where it would be impractical for the learner to produce the evidence themselves.

Witness statements will, ideally, support the direct evidence produced by the learner.

- Care should be taken that a witness statement is impartial and free from bias. The use of relatives and close friends as witnesses should be avoided, if possible.

- In all cases the witness will be required to declare their relationship to the learner.

- A witness statement should record what the learner has done and in doing so should not seek to repeat or paraphrase the marking criteria.

- The evidence presented by the witness should record the learner's individual contribution and should focus on the contribution made by the individual learner, as distinct from that of the group or team as a whole.

- Witnesses should describe what the learner did and not assess the learner. It is the responsibility of the teacher/assessor to judge the learner's skill, knowledge and understanding against the marking criteria. In doing so the teacher/assessor will use the witness statement to determine the value of the evidence against the marking criteria.

- The teacher/assessor is responsible for briefing anyone who is to provide a witness statement. It is expected that the teacher/assessor will ensure that the witness is appropriately prepared and that any issues related to child protection have been fully considered.

- The role of the witnesses should be that of impartial observers and they should not become involved in carrying out the activity on behalf of the learner.

- In circumstances where a witness does assist the learner in accomplishing a task or activity their input must be recorded within the statement so that the teacher/assessor can reflect this appropriately in the award of marks.

Where the above guidance has not been followed, the reliability of the witness statement may be called into question. In circumstances where doubt exists about the validity of a witness statement it cannot be used as assessment evidence and no marks may be awarded on the basis of it. If the unreliability of a witness statement becomes apparent during the moderation process, moderators will be instructed to adjust centre marks in accordance with this directive.

An exemplar template for recording a witness statement is available from the OCR website and centres are encouraged to use this to assist in recording witness evidence. However, witness evidence may take different forms including digitally recorded spoken commentary or video. In these cases additional accompanying documentation may be required to corroborate that the guidelines on witness statements detailed above have been followed.

Appendix B: Guidance for the production of electronic evidence

Structure for evidence

The centre-assessed units are comprised of units R019-R020. For each learner, all the tasks together will form a portfolio of evidence, stored electronically. Evidence for each unit must be stored separately.

An internal assessment portfolio is a collection of folders and files containing the learner'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 learner's centre number, OCR candidate number, surname and forename, together with the unit code (R019 and R020), so that the portfolio is clearly identified as the work of one learner.

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

Data formats for evidence

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

Learners 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.

Centre-assessed tasks are designed to give learners an opportunity to demonstrate what they know, understand and can do using current technology. Learners do not gain marks for using more sophisticated formats or for using a range of formats. A learner 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, presentation documents, digital photos and digital video.

To ensure compatibility, all files submitted electronically 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. Files should be exported in a generic format that can be opened on a PC computer system without any specialist software applications. 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 learner.

Standard file formats acceptable as evidence for this qualification is listed below (please note not all these formats can be submitted via the OCR Repository):

- avi
- bmp
- csv
- doc
- fla
- flv
- gif
- jpg
- mov
- mp3
- mp4
- mpeg
- mpg
- odg
- odp
- ods
- odt
- pdf
- png
- pps
- ppt
- psd
- rar
- rtf
- swf
- sxc
- sxd
- sxi
- sxw
- tga
- tif
- txt
- wav
- wks
- wma
- wmf
- wmv
- xls
- zip

It is suggested that pdf files are supplied for native file types where possible.

N.B. Files created on a Mac must include the file extensions (e.g. webpage.html) to allow non-Mac users to open the files. When saving files created on a Mac you must make sure the final file is saved as a PC version to allow your work to be moderated.

Accepted File Formats for the OCR Repository
Movie formats for digital video evidence
MPEG (*.mpg)
QuickTime movie (*.mov)
Macromedia Shockwave (*.aam)
Macromedia Shockwave (*.dcr)
Flash (*.swf)
Windows Media File (*.wmf)
MPEG Video Layer 4 (*.mp4)
Audio or sound formats
MPEG Audio Layer 3 (*.mp3)
Graphics formats including photographic evidence
JPEG (*.jpg)
Graphics file (*.pcx)
MS bitmap (*.bmp)
GIF images (*.gif)
Animation formats
Macromedia Flash (*.fla)
Structured markup formats
XML (*xml)
Text formats
Comma Separated Values (.csv)
PDF (.pdf)
Rich text format (.rtf)
Text document (.txt)
Microsoft Office suite
PowerPoint (.ppt)
Word (.doc)
Excel (.xls)
Visio (.vsd)
Project (.mpp)

Appendix C:Marking criteria glossary of terms

Accurately	Acting or performing within care and precision; within acceptable limits from a standard.
Advanced	Being at a high level; progressive.
All	All relevant content for a specific area, as described in the unit.
Appropriate	Relevant to the purpose/task.
Basic	The work comprises the minimum required and provides the base or starting point from which to develop. Responses are simple and not complicated; the simplest and most important facts are included.
Brief	Accurate and to the point but lacking detail/contextualisation/examples.
Clear	Focussed and accurately expressed, without ambiguity.
Comment	Present an informed opinion.
Communicate	Make known, transfer information.
Complex	Consists of several interwoven parts, all of which relate together.
Comprehensive	The work is complete and includes everything that is necessary to evidence understanding in terms of both breadth and depth.
Confident	Exhibiting certainty; having command over one's information/argument, etc.
Consider	Review and respond to given information.
Considered	Reached after, or carried out with, careful thought.
Consistently	A level of performance which does not vary greatly in quality over time.
Create	To originate (e.g. to produce a solution to a problem).
Critical	Incisive - exposing/recognising flaws.
Describe	Set out characteristics.
Design	Work out creatively/systematically.
Detail	To describe something item by item, giving all the facts.
Detailed	Point-by-point consideration of (e.g. analysis, argument).
Discuss	Present, explain and evaluate salient points (e.g. for/against an argument).
Effective	Applies skills appropriately to a task and achieves the desired outcome; successful in producing a desired or intended result.
Efficient	Performing or functioning in the best possible manner with the least waste of time and effort; having and using requisite knowledge, skill and effort.
Note on effective versus efficient: both express approval of the way in which someone or something works but their meanings are different. ***Effective*** *describes something which successfully produces an intended result, without reference to morality, economy or effort, or efficient use of resources.* ***Efficient*** *applies to someone or something able to produce results with the minimum expense or effort, as a result of good organisation or good design and making the best use of available resources.*	

Evaluate	Make a qualitative judgement taking into account different factors and using available knowledge/experience.
Explain	Set out the purposes or reasons.
Extensive	Large in range or scope.
Few	A small number or amount, not many but more than one.
Fully	Completely or entirely; to the fullest extent.
High	Advanced in complexity or development.
Independent	Without reliance on others.
Limited	The work produced is small in range or scope and includes only a part of the information required; it evidences partial, rather than full, understanding.
List	Document a series of outcomes or events or information.
Little	A very small amount of evidence, or low number of examples, compared to what was expected, is included in the work.
Many	A large number of *(less than 'most' see below).*
Minimal	A minimum amount, quantity, or degree; negligible.
Most	Greatest in amount; the majority of; nearly all of; at least 75% of the content which is expected has been included.
Occasionally	Occurring, appearing or done infrequently and irregularly.
Outline	Set out main characteristics.
Partly	To some extent, but not completely.
Plan	Consider, set out and communicate what is to be done.
Present	1. Produce an exposition/résumé for an audience (e.g. at the conclusion of the project to demonstrate what has been done and the outcome). 2. Set out (project) aims, content, outcomes and conclusions clearly/logically for the use/benefit of others.
Range	The evidence presented is sufficiently varied to give confidence that the knowledge and principles are understood in application as well as in fact.
Reasoned	Justified, to understand and to make judgments based on practical facts.
Relevant	Correctly focused on the activity.
Simple	The work is composed of one part only, either in terms of its demands or in relation to how a more complex task has been interpreted by the learner.
Some	About 50% of the content which would have been expected is included.
Sound	Valid, logical, shows the learner has secured relevant knowledge/understanding.
Support	Teacher gives training, instruction, guidance and advice as appropriate and monitors activities to assist learners in tackling/completing their projects, ensuring authenticity and a fair and accurate assessment.
Thorough	Extremely attentive to accuracy and detail.
Wholly	Entirely; fully.
Wide	The learner has included many relevant details, examples or contexts thus avoiding a narrow or superficial approach, broad approach taken to scope/scale; comprehensive list of examples given.

To find out more
ocr.org.uk/cambridgenationals
or call our Customer Contact Centre on **02476 851509**

Alternatively, you can email us on **vocational.qualifications@ocr.org.uk**