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| **OCR Level 1/Level 2 Cambridge National in Child Development** |
| Qualification J809  Unit R059 |
| Unit Recording Sheet |

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| Please read the instructions printed at the end of this form. A Unit Recording Sheet must be completed for each candidate and unit. | | | | | | | | | |
| Unit Title | Understand the development of a child from one to five years | | | | Unit Code | R059 | Session | | Choose an item. | Year | 2 | 0 |  | |  |
| Scenario Title | |  | | | | | | | | | | | | | |
| Centre Name | |  | | | | | | | Centre Number | |  | | | | |
| Candidate Name | |  | | | | | | | Candidate Number | |  | | | | |
| Marking Criteria | | | | | | | | Teacher Comments | | | | Mark | | Page No. | |
| **Task 1 – Topic Area 1: Physical, intellectual and social developmental norms from one to five years** | | | | | | | |  | | | |  | |  | |
| **MB1: 1 - 3 marks** | | | **MB2: 4 - 6 marks** | **MB3: 7 - 9 marks** | | | |
| **Brief** explanation of the physical, intellectual and social development norms for the age of the child being observed.  **Basic** examples given.  **[1 2 3]** | | | **Adequate** explanation of the physical, intellectual and social development norms for the age of the child being observed.  **Sound** examples given.  **[4 5 6]** | **Comprehensive** explanation of the physical, intellectual and social development norms for the age of the child being observed.  **Detailed** examples given.  **[7 8 9]** | | | |
| **/9** | |

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| **Task 1 – Topic Area 3: Observe the development of a child aged one to five years** | | |  | |  | | |  |
| **MB1: 1 - 4 marks** | **MB2: 5 - 8 marks** | **MB3: 9 - 12 marks** |
| **Brief** explanation of the suitability of the observation method chosen.  Produces a record of an observation that gives **limited** detail about the development of the child.  **[1 2 3 4]** | **Sound** explanation of the suitability of the observation method chosen.  Produces a record of an observation that gives **sound** detail about the development of the child.  **[5 6 7 8]** | **Comprehensive** explanation of the suitability of the observation method chosen.  Produces a record of an observation that gives **comprehensive** detail about the development of the child.  **[9 10 11 12]** |
| **/12** | | |
| **MB1: 1 - 2 marks** | **MB2: 3 - 4 marks** | **MB3: 5 - 6 marks** |  | |  | |  | |
| Identifies the stage of development the child has reached with a **brief** explanation of the comparisons to the expected developmental norms.  **Basic** examples given for the comparisons.  **[1 2]** | Identifies the stage of development the child has reached with a **sound** explanation of the comparisons to the expected developmental norms.  **Sound** examples given for the comparisons.  **[3 4]** | Identifies the stage of development the child has reached with a **comprehensive** explanation of the comparisons to the expected developmental norms.  **Detailed** examples given for the comparisons.  **[5 6]** |
| **/6** | |

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| **Task 2a – Topic Area 1: Physical, intellectual and social developmental norms from one to five years**  **Topic Area 2: Stages and types of play and how play benefits development** | | |  |  |  |
| **MB1: 1 - 3 marks** | **MB2: 4 - 6 marks** | **MB3: 7 - 9 marks** |
| **Brief** explanation of the suitability of the chosen play activity considering:  • Area of development  • The stage and type of play  • The benefits to the child.  **[1 2 3]** | **Sound** explanation of the suitability of the chosen play activity considering:  • Area of development  • The stage and type of play  • The benefits to the child.  **[4 5 6]** | **Comprehensive** explanation of the suitability of the chosen play activity considering:  • Area of development  • The stage and type of play  • The benefits to the child.  **[7 8 9]** |
| **/9** |
| **Task 2a – Topic Area 4: Plan and evaluate play activities for a child aged one to five years for a chosen area of development** | | |  |  |  |
| **MB1: 1 - 4 marks** | **MB2: 5 - 8 marks** | **MB3: 9 - 12 marks** |
| Produces a **basic** plan for the play activity.  Demonstrates a **limited** understanding of:  • Developmental area covered  • Aim of the activity  • Description of the activity  • Timing for the activity  • Safety considerations  • Resources needed  • How the activity will be introduced to the child.  **[1 2 3 4]** | Produces a **sound** plan for the play activity.  Demonstrates a **partial** understanding of:  • Developmental area covered  • Aim of the activity  • Description of the activity  • Timing for the activity  • Safety considerations  • Resources needed  • How the activity will be introduced to the child.  **[5 6 7 8]** | Produces a **comprehensive** plan for the play activity.  Demonstrates a **full** understanding of:  • Developmental area covered  • Aim of the activity  • Description of the activity  • Timing for the activity  • Safety considerations  • Resources needed  • How the activity will be introduced to the child.  **[9 10 11 12]** |
| **/12** |

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| **Task 2b – Topic Area 4: Plan and evaluate play activities for a child aged one to five years for a chosen area of development** | | |  |  |  |
| **MB1: 1 - 4 marks** | **MB2: 5 - 8 marks** | **MB3: 9 - 12 marks** |
| Consideration of aims being clear and relevant is **basic**.  **Basic** evaluation of the areas of success, strength and weakness of the planned play activity.  **Limited** suggestions for changes or recommendations for improvements.  **Limited** use of findings from feedback and self-reflection.  **[1 2 3 4]** | Consideration of aims being clear and relevant is **sound**.  **Sound** evaluation of the areas of success, strength and weakness of the planned play activity.  **Adequate** suggestions for changes or recommendations for improvements.  **Partial** use of findings from feedback and self-reflection.  **[5 6 7 8]** | Consideration of aims being clear and relevant is **comprehensive**.  **Comprehensive** evaluation of the areas of success, strength and weakness of the planned play activity.  **Detailed** suggestions for changes or recommendations for improvements.  **Full** use of findings from feedback and self-reflection.  **[9 10 11 12]** |
| **/12** |
| **Total** | | | | /**60** |  |

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| Please tick to confirm this work has been standardised internally |  |

Please note: This form may be updated on an annual basis. The current version of this form will be available on the OCR website ([www.ocr.org.uk](http://www.ocr.org.uk)).   
A Centre Authentication form (CCS160) **must** be completed for each submission to the moderator. This **must** be held in your centre to be available on request at centre inspection.

Guidance on Completion of this Form

1 One form should be used for every candidate.

2 Please make sure that all parts of the form are completed.

3 Please enter specific page numbers where evidence can be found in the portfolio, and where possible, indicate to which part of the text in the mark band the evidence relates.

4 Circle/highlight the mark awarded for each strand of the marking criteria in the appropriate box.

5 Enter the circled/highlighted mark in the 'Mark' column.

6 Add the marks for the strands together to give a total out of 60. Enter this total in the relevant box.

7 For Paper-based submissions, one of these sheets, suitably completed, should be attached to the assessed work of each candidate.

8 For Electronic Internal submissions, prior to submitting ‘candidate evidence’ to OCR (via the Repository/SfA or via a USB), the Centre should add a separate folder containing the Unit Recording Sheets.