



Oxford Cambridge and RSA

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

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		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. <p style="text-align: right;">[1 2 3]</p>		Adequate explanation of the physical, intellectual and social development norms for the age of the child being observed. Sound examples given. <p style="text-align: right;">[4 5 6]</p>		Comprehensive explanation of the physical, intellectual and social development norms for the age of the child being observed. Detailed examples given. <p style="text-align: right;">[7 8 9]</p>						
								/9		

Marking Criteria			Teacher Comments	Mark	Page No.
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			
<p>Brief explanation of the suitability of the observation method chosen.</p> <p>Produces a record of an observation that gives limited detail about the development of the child.</p> <p style="text-align: right;">[1 2 3 4]</p>	<p>Sound explanation of the suitability of the observation method chosen.</p> <p>Produces a record of an observation that gives sound detail about the development of the child.</p> <p style="text-align: right;">[5 6 7 8]</p>	<p>Comprehensive explanation of the suitability of the observation method chosen.</p> <p>Produces a record of an observation that gives comprehensive detail about the development of the child.</p> <p style="text-align: right;">[9 10 11 12]</p>		/12	
MB1: 1 - 2 marks	MB2: 3 - 4 marks	MB3: 5 - 6 marks			
<p>Identifies the stage of development the child has reached with a brief explanation of the comparisons to the expected developmental norms.</p> <p>Basic examples given for the comparisons.</p> <p style="text-align: right;">[1 2]</p>	<p>Identifies the stage of development the child has reached with a sound explanation of the comparisons to the expected developmental norms.</p> <p>Sound examples given for the comparisons.</p> <p style="text-align: right;">[3 4]</p>	<p>Identifies the stage of development the child has reached with a comprehensive explanation of the comparisons to the expected developmental norms.</p> <p>Detailed examples given for the comparisons.</p> <p style="text-align: right;">[5 6]</p>		/6	

Marking Criteria			Teacher Comments	Mark	Page No.
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: <ul style="list-style-type: none"> • Area of development • The stage and type of play • The benefits to the child. <p style="text-align: right;">[1 2 3]</p>	Sound explanation of the suitability of the chosen play activity considering: <ul style="list-style-type: none"> • Area of development • The stage and type of play • The benefits to the child. <p style="text-align: right;">[4 5 6]</p>	Comprehensive explanation of the suitability of the chosen play activity considering: <ul style="list-style-type: none"> • Area of development • The stage and type of play • The benefits to the child. <p style="text-align: right;">[7 8 9]</p>			
			/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: <ul style="list-style-type: none"> • 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. <p style="text-align: right;">[1 2 3 4]</p>	Produces a sound plan for the play activity. Demonstrates a partial understanding of: <ul style="list-style-type: none"> • 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. <p style="text-align: right;">[5 6 7 8]</p>	Produces a comprehensive plan for the play activity. Demonstrates a full understanding of: <ul style="list-style-type: none"> • 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. <p style="text-align: right;">[9 10 11 12]</p>			
			/12		

Marking Criteria			Teacher Comments	Mark	Page No.
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. <div style="text-align: right;">[1 2 3 4]</div>	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. <div style="text-align: right;">[5 6 7 8]</div>	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. <div style="text-align: right;">[9 10 11 12]</div>		/12	
Total				/60	

Please tick to confirm this work has been standardised internally	
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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).

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.