



**Entry Level Certificate**

**Home Economics:  
Child Development  
4956**

**Report on the Examination**

*2007 examination - June series*

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## 4956 ELC: Home Economics: Child Development

### Portfolio Report

As was to be expected in the first year of a new specification, there was some uncertainty about what was required. However the majority of centres successfully submitted evidence of work which appropriately covered the assessment objectives.

Although a small minority of centres did not provide evidence for all the required outcomes within candidates' portfolios, the majority seemed to fully understand the specification requirements and some excellent portfolios were produced.

There was evidence of a range of varied, interesting and innovative work submitted and centres are to be complimented for the hard work they have obviously done in developing strategies which effectively allowed candidates to succeed.

In much of the work moderated structured guidance enabled candidates to evidence all the required outcomes while still allowing them opportunities to work independently and extend their initial findings. Where centres gave a set task that allowed for individual research and responses, the required outcomes were better evidenced and candidates were able to achieve the criteria for the higher levels.

#### **Portfolios**

The specification states that; *'To be eligible for an award at Entry 1, or Entry 2 or Entry 3, candidates must submit for assessment and moderation evidence of **four units, including the Compulsory Unit and at least one Core Unit.**'* (page 11 Section 7.1)

#### **Externally-Set Assignments**

Candidates are expected to include in their portfolio evidence of having attempted **two** externally-set assignments as follows:

1. For the **Compulsory Unit 1 on Pregnancy** the externally-set test paper must be completed
2. For the **Core Unit** candidates must submit evidence of having undertaken **one** externally-set research assignment from the following core units
  - Unit 2 The Importance of Play
  - Unit 3 Safety of the Under-5s
  - Unit 4 Observation Study

Both the Pregnancy externally-set assignment and the externally-set research assignments for the core units can be found in the supporting Externally-set Assignments booklet, copies of which are available from AQA.

## ***Compulsory Unit 1 – Pregnancy***

### ***Externally-Set Tests 1 and 2***

Overall these were completed to a very high standard, the mark schemes applied accurately and assessment was accurate.

## ***Core Units***

### ***Externally-Set Research Assignments 2, 3 and 4***

While the majority of centres recognised that the portfolio should include at least one Core unit, many centres simply used these units directly from the specification when they should have used the AQA Externally-Set Assignments from pages 43, 45 and 47 of the Externally-Set Assignments Booklet. Whilst this has been accepted for this year only it is important that in future the correct assignments and related checklists are used.

Units 2, 3 and 4 in the specification identifies outcomes required for the Core Units when these are used as Optional Units

## ***Optional Units***

Candidates are expected to include in their portfolios evidence for two optional units. These can be chosen from Units 5 – 12 or from the Core units not already used. In this case centres can choose to use either the Externally-Set Research assignments or the Units as they stand from pages 24 to 29 of the specification.

It was pleasing to see that centres had made use of the full range of Optional and Core units. While the quality and standard of the work produced was at times variable there was evidence of good use of structured guidance to enable candidates to evidence all the required outcomes while still allowing them opportunities to work independently and extend their initial findings. Where centres gave a simple task that allowed for individual research and responses, the required outcomes were better evidenced and candidates were able to achieve the criteria for the higher levels. (see Assessment Issues below)

Many centres had planned and developed some excellent materials which demonstrated a variety of teaching and learning styles and which enabled candidates to perform well and there was evidence of a wide range of presentation skills and some excellent use of ICT.

## ***Providing the Evidence***

### ***Core and Optional Units***

The specification states that the optional units should be ‘assessed by **teacher-devised assignments**’ (Section 17.1 page 11).

As this subject is assessed by criteria-based marking rather than competence-based marking it is very important that, when planning both these assignments and the work for the externally-set research assignments for the Core Units, care is taken to ensure that centres provide opportunities for the assessment objectives (Section 6 page 10 of the specification) and assessment criteria (Section 17.1 page 51) to be evidenced.

In particular for Entry 3 candidates would be expected (at a basic level) to be able to *'plan and carry out a range of appropriate tasks / research using a range of relevant sources / collate and present work in an appropriate form....may be able to work independently at times'*.

The core and optional unit outcomes simply identify the required subject content to be covered. Where these are used as headings, or turned into questions, and where information is simply copied from text books, candidates are denied the opportunities to demonstrate the skills needed to be awarded Entry 3.

Candidates can more easily produce the type of work needed to reach Entry 3 when a 'project type' of work is used or when some of the outcomes are presented as leaflets, booklets, fact sheets and posters.

Where an outcome requires candidates to take part in a discussion, it is important that for the award of Entry 3 authentication and verification is provided by the centre. This need not be detailed but some indication as to the level of contribution would be helpful.

### ***Candidate Record Forms and Outcome Checklists***

Each portfolio must have a completed and signed Candidate Record Form indicating the units completed and the marks awarded.

Each unit in the portfolio must have the relevant completed outcome checklist showing the marks awarded for each outcome and the total final mark. These can be found in the Externally-Set Assignments booklet.

Due to a printing error, the booklet only contains the outcome checklists for the Core Units 2, 3 and 4 for when they are being used from the specification as optional units rather than for the externally-set research assignments. It is appreciated that centres may have found it difficult to apply these checklists to the research assignments. AQA apologises and moderators were instructed not to penalise centres or candidates in any way for this error. The checklists for the Externally-Set Research Assignments 2, 3 and 4 are included with this report.

### ***Assessment Issues***

#### ***Core and Optional Units***

While many candidates had been assessed at the correct Entry level, overall centres were generous in their assessments of the core and optional units especially where the minimum amount of supporting work was provided. There was a presumption that because the outcomes had been evidenced the work should be given Entry 3.

Where centres had simply turned the required outcomes into questions with answers copied from text books and where portfolios contained largely identical factual information, except in exceptional circumstances these outcomes could only be assessed at Entry 2.

Where centres had been too prescriptive in the format of the work, such as providing worksheets where missing words/phrases had to be inserted from a word bank only Entry 1 could be awarded.

#### ***Annotation***

While there were some excellent examples of annotation and most centres had completed appropriate checklists and Candidate Record Forms, many centres provided little or no annotation to help moderators understand how and why marks had been given. This made moderation very

difficult especially where it was not clear within the portfolios of work where the evidence could be found.

### ***Administration***

#### **Centres are reminded of the following administration issues**

- Candidate Record Forms must be signed by both the candidate and the teacher and attached to each portfolio
- A Centre Declaration Sheet must be completed and signed by both teachers and the Head of Centre.
- Summary sheets should be completed for each unit submitted.
- The appropriate checklist must be completed for each unit in the portfolio.
- Work needs to be securely fastened and packaged.
- Work needs to be clearly labelled and organised.

**Entry Level Certificate****Home Economics: Child Development****Externally-set research assignment****Outcome Checklist****Unit 2: The Importance of Play for the Under-5s**

Children under the age of five spend a lot of their time playing.  
Investigate/research how outdoor play could help four year old children to develop physically, intellectually or socially.

**The student has demonstrated the ability to**

- |   |                             |                          |                             |                          |                             |                          |
|---|-----------------------------|--------------------------|-----------------------------|--------------------------|-----------------------------|--------------------------|
| 1. produce a simple action plan identifying the main stages of the research/investigation;  | <input type="checkbox"/> E1 | <input type="checkbox"/> | <input type="checkbox"/> E2 | <input type="checkbox"/> | <input type="checkbox"/> E3 | <input type="checkbox"/> |
| 2. identify and use two or more sources of secondary research about the importance of play;   | <input type="checkbox"/> E1 | <input type="checkbox"/> | <input type="checkbox"/> E2 | <input type="checkbox"/> | <input type="checkbox"/> E3 | <input type="checkbox"/> |
| 3. use two or more different methods of recording this information;   | <input type="checkbox"/> E1 | <input type="checkbox"/> | <input type="checkbox"/> E2 | <input type="checkbox"/> | <input type="checkbox"/> E3 | <input type="checkbox"/> |
| 4. carry out a simple survey or interview with a parent/carer about outdoor play for children;  | <input type="checkbox"/> E1 | <input type="checkbox"/> | <input type="checkbox"/> E2 | <input type="checkbox"/> | <input type="checkbox"/> E3 | <input type="checkbox"/> |
| 5. identify how outdoor play differs from other types of play;  | <input type="checkbox"/> E1 | <input type="checkbox"/> | <input type="checkbox"/> E2 | <input type="checkbox"/> | <input type="checkbox"/> E3 | <input type="checkbox"/> |
| 6. identify two stages of social play that might take place during outdoor play;  | <input type="checkbox"/> E1 | <input type="checkbox"/> | <input type="checkbox"/> E2 | <input type="checkbox"/> | <input type="checkbox"/> E3 | <input type="checkbox"/> |
| 7. compare three different outdoor play toys,   | <input type="checkbox"/> E1 | <input type="checkbox"/> | <input type="checkbox"/> E2 | <input type="checkbox"/> | <input type="checkbox"/> E3 | <input type="checkbox"/> |
| 8. comment on why each is suitable  | <input type="checkbox"/> E1 | <input type="checkbox"/> | <input type="checkbox"/> E2 | <input type="checkbox"/> | <input type="checkbox"/> E3 | <input type="checkbox"/> |
| 9. comment on safety considerations;  | <input type="checkbox"/> E1 | <input type="checkbox"/> | <input type="checkbox"/> E2 | <input type="checkbox"/> | <input type="checkbox"/> E3 | <input type="checkbox"/> |
| 10. identify a range of different outdoor play activities, commenting on how two of these activities could encourage physical, intellectual and/or social development | <input type="checkbox"/> E1 | <input type="checkbox"/> | <input type="checkbox"/> E2 | <input type="checkbox"/> | <input type="checkbox"/> E3 | <input type="checkbox"/> |
| Totals for Each Level.  | <input type="checkbox"/> E1 | <input type="checkbox"/> | <input type="checkbox"/> E2 | <input type="checkbox"/> | <input type="checkbox"/> E3 | <input type="checkbox"/> |

Total For Unit

**Entry Level Certificate**

**Home Economics: Child Development**

**Externally-set assignment**

**Outcome Checklist**

**Unit 3: Safety of the Under-5s**

Young children are adventurous and love to explore. They do not really understand about danger.

Research/investigate how parents could make their homes as safe as possible for a young child to grow up in.

**The student has demonstrated the ability to**

1. produce a simple action plan showing the main stages of the research/investigation;

E1		E2		E3	
----	--	----	--	----	--

2. use two or more sources of secondary research to identify the most common injuries to young children and the hazards that may cause these;

E1		E2		E3	
----	--	----	--	----	--

3. use two or more sources of information to research possible dangers in the home and compare the importance and cost of safety equipment parents might buy to prevent accidents in the home;

E1		E2		E3	
----	--	----	--	----	--

4. use two or more sources of information to research possible dangers outdoors;

E1		E2		E3	
----	--	----	--	----	--

5. use two different methods of recording your research;

E1		E2		E3	
----	--	----	--	----	--

6. carry out a survey or interview into the most common accidents for young children in the home and comment on the results;

E1		E2		E3	
----	--	----	--	----	--

7. research the importance of safety marks and labels when buying toys and equipment for young children;

E1		E2		E3	
----	--	----	--	----	--

8. identify and describe suitable contents for a home first aid box;

E1		E2		E3	
----	--	----	--	----	--

9. produce a checklist of simple rules for parents to reduce the risk of accidents;

E1		E2		E3	
----	--	----	--	----	--

10. carry out a risk assessment on a garden or outdoor play area.

E1		E2		E3	
----	--	----	--	----	--

Totals for Each Level.

E1		E2		E3	
E1		E2		E3	

Total For Unit


**Entry Level Certificate**  
**Home Economics: Child Development**  
**Externally-set assignment**  
**Outcome Checklist**

**Unit 4: Observation Study**

Carry out research into the physical development of a child under the age of 5. Use this to plan and observe the child's physical development on three or more separate visits.

**The student has demonstrated the ability to**

1.	use two or more sources of secondary research to identify the milestones for physical development for the child being studied;	E1 <input type="checkbox"/>	E2 <input type="checkbox"/>	E3 <input type="checkbox"/>
2.	use two or more methods of recording this information;	E1 <input type="checkbox"/>	E2 <input type="checkbox"/>	E3 <input type="checkbox"/>
3.	carry out a preliminary visit to a child under the age of 5 and write a description of the child to include details of its date of birth, physical appearance and personality;	E1 <input type="checkbox"/>	E2 <input type="checkbox"/>	E3 <input type="checkbox"/>
4.	describe the child's home and local environment;	E1 <input type="checkbox"/>	E2 <input type="checkbox"/>	E3 <input type="checkbox"/>
5.	compare the expected developmental milestones with those of the child at the start of the study;	E1 <input type="checkbox"/>	E2 <input type="checkbox"/>	E3 <input type="checkbox"/>
6.	suggest two possible aims and expectations for each of the activities planned for visits (see outcome 7);	E1 <input type="checkbox"/>	E2 <input type="checkbox"/>	E3 <input type="checkbox"/>
7.	plan and carry out a simple activity for two visit that will encourage physical development;	E1 <input type="checkbox"/>	E2 <input type="checkbox"/>	E3 <input type="checkbox"/>
8.	produce a simple checklist to show planning and safety needs for each visit;	E1 <input type="checkbox"/>	E2 <input type="checkbox"/>	E3 <input type="checkbox"/>
9.	record the observations made during the visit;	E1 <input type="checkbox"/>	E2 <input type="checkbox"/>	E3 <input type="checkbox"/>
10.	evaluate and compare the observations with expectations.	E1 <input type="checkbox"/>	E2 <input type="checkbox"/>	E3 <input type="checkbox"/>
	Totals for Each Level.	E1 <input type="checkbox"/>	E2 <input type="checkbox"/>	E3 <input type="checkbox"/>
	Total For Unit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>