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**WJEC GCSE in Home Economics: Child Development Teachers' Guide**

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1. INTRODUCTION

The WJEC GCSE Home Economics: Child Development specification has been modified and updated for delivery from September 2009. The first GCSE awards will be made in Summer 2011. The specification can be delivered and assessed in centres throughout the UK.

This guide is one of a number of ways in which the WJEC provides assistance to teachers delivering the new specification. Also essential to its introduction are the Specimen Assessment Materials (question papers and marking schemes) and professional development (INSET) conferences.

Other provision which you will find useful are:

- Examiners' reports on each examinations series
- Free access to past question papers via the WJEC secure website
- Easy access to specification and other key documents on main website
- Regular INSET delivered by Chief Examiners
- Additional materials on the National Grid for Learning Wales (NGfL Cymru)
- Easy access to both the Subject Officer and to administrative sections

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1.1 Rationale

The aim of this Teachers' Guide is to support the new WJEC Home Economics: Child Development Specification.
1.2 Overview of the Specification

## SUMMARY OF ASSESSMENT

| Unit 1: Principles of Child Development (40%) |  |
| Written Paper: 1½ hours |  |
| 80 marks (80 UMS) |  |

One paper which will be externally set and marked, targeted at the full range of GCSE grades. The paper will contain short-answer, structured and free response questions drawn from all areas of the specification and will assess the quality of written communication.

| Unit 2: Child Study (30%) |  |
| Controlled Assessment |  |
| 60 marks (60 UMS) |  |

One task to be selected from a bank of three tasks set by WJEC, to include investigation and production focusing on a child's development. Duration: 15 hours to commence in the first half of the course. Internally assessed using WJEC set criteria and externally moderated.

| Unit 3: Child Focused Task (30%) |  |
| Controlled Assessment |  |
| 60 marks (60 UMS) |  |

One task to be selected from a bank of two tasks set by WJEC, to include researching, planning, making and evaluating. Duration: 15 hours to commence in the second half of the course. Internally assessed using WJEC set criteria and externally moderated.

## AVAILABILITY OF ASSESSMENT AND CERTIFICATION

- Unit 1 - June 2011
- Unit 2 – June 2010 and June 2011
- Unit 3 – June 2011
- Subject Award – Summer 2011
The changes in the specification are:

The specification content is divided into six compulsory core areas of study. This was previously four.

- **Section 1 – Family and Child**, essentially this is the previous section 1 – Social Background and Development - without the stages of social and emotional development. These have been removed to their own identifiable sections. The evaluation and responsibilities of parenthood within partnerships and marriage has also moved.

  It should be noted that there is increased emphasis on multi-cultural diversity and multi-cultural society in this section.

  An addition to the specification is that candidates need to understand the support offered by legislation in relation to the child and family. This involves the Acts as stated in the specification.

- **Section 2 – Food and Health**, essentially this is the previous section 2. All references to analysing food choice using information technology have been removed. Cultural issues within special diets have been added as has the related cost of a varied and balanced diet.

- **Section 3 – Pregnancy**, essentially this is the first half of the previous section 3 which was entitled Physical Development. This section now includes the need to recognise the importance of pre-planned parenthood. It includes all topics through foetal development, antenatal care, the birth of the baby and post-natal care.

- **Section 4 – Physical Development**, this is the second section of the previous section 3. It refers to all aspects of a child's physical development. It should be noted that diet has been included in this section. Further candidates need to consider how provisions and conditions required for general healthcare contribute to sustainable development.

- **Section 5 – Intellectual Development**, this is essentially the previous section 4. A notable addition is that candidates should consider the related cost and safety considerations when evaluating learning aids.

- **Section 6 – Social and Emotional Development**, this is essentially the last sections of the first section in the previous specification. It refers to all aspects of a child's social and emotional development.
1.4 **Changes to the assessment**

The changes in assessment are:

- Assessment is untiered, i.e. all components cater for the full range of ability and allow access to grades A*-G.

- **Unit 1 – Written Paper,** this is an untiered paper and the weighting has been increased from 30% to 40%. The question paper will be presented in the form of a question and answer booklet. Questions will be drawn from all 6 sections of the specification. Candidates will be required to respond to short-answer, structured and free response questions.

  The paper remains 1½ hours and is set and marked by WJEC

- **Units 2 - Controlled assessment, Child Study.** This differs from the previous "Child Study" as candidates choose one task from a bank of three set by the board. Tasks will remain live for a period of 2 years. Candidates will still study a child, but the area of focus will be given and be narrower. The weighting for this piece of work has been reduced and is now 30%. All work must now be completed in school within the given 15 hours.

  The work must be completed in the first year of the course.

  The work continues to be internally assessed using WJEC criteria and externally moderated.

- **Unit 3 – Controlled assessment, Child Focused Task.** This is similar to the previous Board Prescribed Task. Candidates will choose a task from a choice of two set by the Board. Tasks will remain live for a period of 2 years. The weighting remains at 30% but the time allowed has been increased to 15 hours.

  This work must be completed in the second year of the course.

  The work will be internally assessed using WJEC set criteria and externally moderated.

The controlled assessment is a compulsory component of GCSE Child Development. It complements the external examination by offering a distinct means of assessment.

It enables candidates to:
- Plan investigations and tasks
- Carry out investigations and task
- Apply skills in the context of Child Development
- Make reasoned judgements and present conclusions.
Quality of Written Communication
Written communication will be assessed for all components involving extended writing within the overall assessment of the component. Reference can be seen to QWC within all the marking bands within both controlled assessments.

The written paper assesses QWC in answers that involve extended writing this will typically be the later questions on the paper. Candidates will have this drawn to their attention on the front cover of the written paper.

Recording of Controlled Assessment Marks
Forms CD1 and CD2 will be used for recording marks to be sent to the moderator. It should be noted that on both these forms candidates should be listed in rank order. It should be noted that this is a change.
2. DELIVERING THE SPECIFICATION

2.1 Pathways through the specification

Suggested Pathway through the Specification

The suggested pathway through the course is dependent on a variety of factors:

- The timetable within the school
- The timing of internal examinations and assessments
- Teaching expertise of the staff
- Resources within the school and the local area
- The ability range of the cohort being taught.

When considering delivery it must be remembered that Unit 2 must be completed in the first year of the course and Unit 3 in the second.

The controlled assessments can be used as a vehicle for teaching the specification content.

It is not necessary or recommended that teaching follows the 6 core areas of study in the order given in the specification.

Year 10 – Term 1 (approximately 30/35 lessons)

In the main it is suggested that work is taken from core areas 3 and 4.

At the end of term a basic introduction to the PIES, i.e. core areas 4, 5 and 6. This is in preparation for the start of Unit 2, controlled assessment in the January.

1. Introduction to the course
2. Importance of pre-planned parenthood & pre conceptual care
3. Male reproductive organs
4. Female reproductive organs / menstruation
5. Planning to have a Family – fertility / infertility
6. Conception / chromosomes / inheritance of sex
7. Growth & development of the baby – what happens in 40 weeks of pregnancy
8. What can go wrong in pregnancy – placenta, pre-term babies, miscarriages, ectopic pregnancy
9. Becoming pregnant
10. Health in pregnancy / factors which may affect the foetus. Independent research completion of leaflet / poster.
11. Antenatal care
12. Antenatal classes
13. Health Care Professionals
14. Above continued – use of speakers, midwife
15. Above continued, health visitor
16. Signs of labour / Birth, use of video
17. Stages of labour
18. Labour / Pain relief
19. Home verses Hospital Birth - technology
20. Postnatal care in relation to mother & baby
21. Postnatal care continued / role of partner
22. Needs of premature babies
23. Care of the newborn – environment / temperature / continuity
24. Care of the newborn – equipment & clothing
25. Care of the newborn – above continued / sustainable development
26. Immunisation
27. Treatment of simple accidents and their prevention
28. Safety in the child's environment – indoor and outdoor
29. Introduction to PIES

Remaining lessons as required to complete topics / assessments

Year 10 – Term 2 (approximately 30 lessons)
Work this term should be taken from core areas 4, 5 and 6 as these will support Unit 2, controlled task.

Teaching will need to be interwoven with some of the 15 controlled hours that have to be spent on Unit 2. Candidates will require time between the supervised sessions so that they can collect information and complete observations of their study child.

The order the PIES are studied will be dependent upon the focus of the controlled task set. This is only a guide.

1. Physical Development
2. Physical Development
3. Nature / Nurture
4. Introduction to Emotional and Social Development
5. Introduction to Unit 2 controlled assessment / consideration of 3 tasks set
6. Intellectual Development
7. Intellectual Development
8. Explanation of route through Unit 2
9. Plan of Action - controlled task / supervised 1 hour
10. Plan of Action - controlled task / supervised 1 hour

Candidates will need to make an initial visit after these sessions to collect data for introduction i.e. part of the 6 hours observational time

11. Social Development
12. Social Development
13. Social Development
14. Introduction – controlled task / supervised 1 hour
15. Introduction - controlled task / supervised 1 hour
16. Intellectual Development – Play
17. Intellectual Development – Play
18. Intellectual Development – Play
19. Gathering Information – controlled task / supervised 1 hour
20. Emotional Development
21. Emotional Development
22. Gathering Information – controlled task / supervised 1hour
23. Factors which effect learning – home environment
24. Factors which effect learning – home environment
25. Factors which effect learning
26. Gathering Information – controlled task / supervised 1 hour
27. Gathering Information – controlled task / supervised 1 hour

Remaining time this term to be used to catch up on work missed.

Year 10 – Term 3 (approximately 28 lessons)

Work this term will focus on core area 2 – Food and Health with the remaining Unit 2 controlled task hours.

1. Dietary values
2. Balanced diet
3. Gathering Information – controlled task / supervised 1 hour
4. Diet in Pregnancy
5. Breastfeeding
6. Bottled feeding
7. Interpretation – controlled task / supervised 1 hour
8. Interpretation – controlled task / supervised 1 hour
9. Interpretation – controlled task / supervised 1 hour
10. Weaning
11. Weaning
12. Weaning – practical
13. Evaluation – controlled task / supervised 1 hour
14. Evaluation – controlled task / supervised 1 hour
15. Evaluation – controlled task / supervised 1 hour
16. Feeding Early childhood
17. Mealtimes / fussy eaters
18. Special dietary needs
19. Cultural variations
20. Food poisoning
21. Food poisoning continued
22. Hygienic practices & food preparation

Remainder of lessons this term to accommodate examinations / work experience / time allowed to catch up candidates missed controlled assessment time.

Unit 2 must now be complete.
Year 11 – Term 1 (approximately 30/35 lessons)

Work this term will focus on the first core area – Family and Child. Unit 3 will need to be introduced and candidates should be given guidance as to method of completion in January.

1. Family Life - functions of a family
2. Family Life - family structures
3. Family Life - continue family structures
4. Changing structure of family life
5. Roles within family life today
6. Relationships in adolescence
7. Effect of parenthood on couples
8. Introduction of Unit 3 – typical questions / examples.

The following lessons allow candidates to work through a Child Focused Task whilst at same time revising some earlier topics. These practice lessons are not intended to allow them to complete a full task but merely understand the process.

9. Interpretation/Analysis- candidates analyse a typical question.
10. Interpretation/Analysis- candidates complete some research.
11. Selection and development of ideas – candidates prepare page 1 of ideas.
12. Selection and development of ideas – page 2 candidates learn process of selection and rejection and justification of choices.
13. Planning – candidates consider resources, health & safety issues of their choices.
14. Planning – candidates practice completion of order of work/flow chart
15. Evaluation – candidates evaluate practical outcome
16. Evaluation – candidates complete evaluation of their mock task.
17. Special Needs Children, introduction
18. Special Needs Children – requirements of children with special needs
19. Exploration of different special needs
20. Exploration of different special needs
21. Effect of special needs child on a family
22. Identification of support available to special needs families
23. Identification of voluntary agencies which support children
24. Continuation of above.

Remainder of lessons this term to complete topics, mock examination revision / mock examinations.
Year 11 – Term 2 (approximately 30 lessons)

Work this term will complete topics from core area 1 and the candidates will complete Unit 3 examination, 15 hours.

1. First 5 lessons will be preparation and discussion of Child Focussed Task.
2. As above
3. As above
4. As above
5. As above
6. Interpretation and Analysis, controlled task supervised 1 hour
7. Interpretation and Analysis, controlled task supervised 1 hour
8. Interpretation and Analysis, controlled task supervised 1 hour
9. Selection and Development of Ideas, controlled task 1 hour
10. Selection and Development of Ideas, controlled task 1 hour
11. Selection and Development of Ideas, controlled task 1 hour
12. Planning, controlled task 1 hour
13. Planning, controlled task 1 hour
14. Planning, controlled task 1 hour

Time should be given between above session and making that required materials / ingredients can be organised.

15. Importance of Early Years Services
16. Importance of Early Years Services
17. Consideration of Early Year Services
18. Above continued
19. Child Care settings
20. Child Care settings
21. Making, controlled task 1 hour
22. Making, controlled task 1 hour
23. Making, controlled task 1 hour
24. Making, controlled task 1 hour
25. Evaluation, controlled task 1 hour
26. Evaluation, controlled task 1 hour

Remaining lessons this term can be used for completion of unfinished work / controlled task.
Unit 3 should now be complete.

Year 11 – Term 3 (approximately 15 lessons)
Work this term will focus on revision and examination technique.
3. **CONTROLLED ASSESSMENT GUIDELINES**

### 3.1 Overview of Controlled Assessment Tasks

**Unit 2 Controlled Assessment Task - Child Study (30%)**

This controlled assessment is a compulsory component of GCSE Child Development and is to be undertaken by candidates during the first half of the course, i.e. in Year 10.

By carrying out this task candidates will have the opportunity to develop and use a wide range of skills such as:

- Undertaking detailed planning of the task and the necessary resources required.
- Carrying out well focused and relevant investigational work using appropriate skills.
- Recording and analysing the evidence.
- Evaluating the evidence and offering reasoned judgements with conclusions.

The tasks for the Child Study are set by the WJEC and centres can choose from a bank of 3 tasks.

The length of the Child Study should be between 2,000 and 3,000 words enabling candidates to produce a well focused piece of research work without the inclusion of unrelated information.

Centres are advised to allow candidates to select their task prior to the beginning of the first supervised classroom session and also ensure that candidates are fully aware that they will require access to a study child, who must be under the age of 5 years at the commencement of the Child Study, on a regular basis in order to obtain the required information.

It is recommended that centres introduce and explain in detail Unit 2 of the specification during early January of Year 10 and centres should aim to begin this controlled assessment task at the end of January or early February.

It is very important to note that the tasks are time limited. Candidates are allowed 15 hours of supervised classroom sessions, controlled by the teacher with all work completed during these sessions remaining in school. Therefore, all candidates' Child Studies should be stored safely by teachers between each supervised session to avoid any misplaced work.

Each candidate is required to complete the Record Sheet (page 40 in the Appendix) for each supervised session in order to maintain a record of the time allocation. When completed this sheet must be placed inside the front cover of the Child Study.

It is suggested that centres might find it beneficial to divide the 15 hours of supervised work as follows, thus allowing more time for those sections that carry the most marks.
As part of the 15 supervised hours within the classroom, candidates will require some research for informal supervision of a child under the age of 5 years outside of the classroom environment. This will provide opportunities for candidates to establish a relationship with the child and parents, gather background information, maybe by the use of a questionnaire, and observe the focused area of development.

During sessions with the child, candidates will need to use a small notebook in which to record their findings and observations in the home and other environments. A diary format should be used to record the information obtained and candidates should be encouraged to include detailed evidence as this will form the basis of the Gathering Information section of the Child Study.

It is essential that candidates bring their diaries for each supervised classroom session in order that they can use the evidence in the diary to assist them write up their observation sessions. The diary notebook must be placed in the Appendix of the completed Child Study.

Centres are advised to provide candidates at the outset with a list of the dates of the supervised classroom sessions, spaced out in order to allow sufficient time for candidates to arrange and carry out their observation sessions.

Pathway through the Child Study

Plan of Action

In this section candidates will provide a detailed outline of their planned route through the Child Study, identifying the different sections and the necessary work to be undertaken to complete the task.

The areas of work to be covered are:

- Writing a letter to the child's parents requesting permission to observe and play with the child in the home and, if possible, in other environments and to take photographs. (Letters of request and acceptance are to be included in the Introduction.)
- Time plan indicating how the 15 hours of supervised time is to be used.
- Time plan indicating how any informal supervision of the young child are to be used. It is recommended that candidates use this allocated time in several short sessions, e.g. 20 to 30 minutes, as young children have limited concentration spans and often the required evidence can be obtained fairly quickly.
- Resources needed to help with the required research work – text books, leaflets and websites.
- Resources needed to undertake the observational work, e.g. notebook and camera.
- Preparing a questionnaire to give the parents to gain relevant background information and information linked to the focused area of development, e.g. physical.
Introduction

In this section candidates will state the aims of the Child Study relevant to the selected task. There should be a Fact File about the child including the home environment and the local community, ideally obtained from the first visit carried out to establish a relationship with the child. Candidates should discuss the focused area of development of the child and record the Norms of Development for the age of the child.

Please note that in order to protect the child and the family's identities, their names can be changed and it is not necessary to give their home address.

Gathering Information

In this section there should be detailed information about how a range of different tasks and activities have been undertaken with the child in order to obtain some results which can then be analysed.

It is recommended that, where possible, the child should be observed in different environments, e.g. in the home, in a play area, in the local park or leisure centre, maybe in the library or in a pre-school / nursery.

Candidates should be encouraged to obtain evidence from a questionnaire given to the parents which would give some background information, e.g. health issues, daily routine and progress in the focused area of development.

Carrying out advanced preparation work is essential for each observation session as without the necessary information and resources candidates will lack knowledge and fail to gain vital evidence.

For each visit there should be:

- **Plan of Action** – This will state the focused area of the child’s development to be observed during this visit. For example, if studying physical development the plan of action for a visit could be fine manipulative movements, e.g. how a child holds a pencil.

- **Method** – Explain how the activity is to be undertaken with the child, the location and the necessary resources required, e.g. coloured pencils and paper.

- **Justification** – Discuss why the selected task was chosen as the way to observe and monitor this one aspect of the focused area of development.

- **Results** – These should be recorded in various ways, e.g. photographs, tick charts and, where relevant, evidence of the child's work, such as a painting. These results should be well labelled and neatly presented.

It is expected that there will be a record of the observation sessions with the child and it is important that the focused area of development has been thoroughly investigated.

For example in respect of verbal skills candidates could read with the child, have a conservation with the child, ask the child questions and monitor the standard of the child's vocabulary when talking with the parents / siblings / friends.
Analysis / Interpretation

This section should contain a list of the relevant norms of development and the results obtained from the observation sessions with the child. These results should be compared to the norms of development and candidates should offer explanations for their findings, with justifications such as the home environment. For example, candidates could comment that a large garden at home allowed plenty of opportunities for developing gross motor skills, or that a child's older siblings helped with social development. Candidates should be encouraged to discuss and give their own personal thoughts about their findings.

Evaluation

In the final section of the Child Study candidates should be encouraged to look back through their work carried out in the classroom and also the time spent with the child during which information was obtained and recorded in their notebook.

Candidates need to consider the benefits they gained from the plan of action. Why was it necessary? Did it provide a pathway through the task? Did you follow it? What problems did you encounter along the way?

Candidates could draw a spider diagram highlighting the various methods (e.g. textbooks, questionnaires, observations) used to collect the information. They should then be encouraged to discuss why each method was used and how it provided them with the relevant evidence. For example, a candidate may arrange a visit to the local play area in the park which would give the child the opportunity to use large play equipment such as a slide and climbing frame. The candidate might comment that this proved to be a good idea as it gave an opportunity for the candidate to see a range of gross motor skills which would have been difficult to observe in the small garden at the house where there was no large play equipment.

There should be some discussion about what the candidate has learnt by carrying out this Child Study. Candidates should be encouraged to state the knowledge gained by researching, observing and analysing the focused area of the child's development.

There should be some reference to the strengths and weaknesses of the Child Study. For example, a candidate may comment that the detailed Plan of Action proved a very useful guide when working through the task, or that the notebook proved essential for recording information about the observations, or the different range of activities undertaken by the child. Weakness should also be highlighted.

Candidates should offer some suggestions of how this study could be further developed such as carrying out a wide range of activities or working with a child of a different age, family or home environment.

Presentation

Candidates should be encouraged to present their Child Studies in the correct order in a soft covered file. All photographs, child's work and diagrams should be neatly labelled. The notebook must be included in the file. Centres should discourage candidates from including any printed notes or leaflets that do not offer any value to the study.
Unit 3 Controlled Assessment – Child Focused Task (30%)

This controlled assessment is a compulsory component of GCSE Child Development and is to be undertaken by candidates during the second half of the course, i.e. in Year 11.

By carrying out this task candidates will have the opportunity to develop and use a wide range of skills such as:

- Undertaking analysis of the task and identifying necessary resources.
- Carrying out well focused and relevant investigational work.
- Selecting and developing of ideas making reasoned judgements.
- Planning and making of the idea/ideas.
- Evaluating the work and offering reasoned judgements with conclusions.

The tasks for the Child Focused Task are set by WJEC and candidates select one task from a choice of two tasks. Candidates may if they wish link the task to their study child; however this is not a requirement. The task is **internally assessed by the centres** using WJEC criteria and externally moderated. The tasks are in the specification, however it must be noted that they will change every 2 years.

One task is designed to be completed through the medium of food, the other through a medium chosen by the candidate, for example, art, fabric, wood.

The tasks will be issued in September of the final year of the course. Centres are allowed to offer guidance and assistance up until the commencement of the supervised 15 hours.

It is very important to note that the tasks are time limited. Candidates are allowed 15 hours of supervised classroom sessions, controlled by the teacher with all work completed during these sessions remaining in school. Resources may be brought into school but all work remains in school. Therefore, all candidates’ Focused Tasks should be stored safely by teachers between each supervised session to avoid any misplaced work.

Each candidate is required to complete the Record Sheet (page 40 in Appendix) for each supervised session in order to maintain a record of the time allocation. When completed this sheet must be placed inside the front cover of the Focused Task.

It is recommended that the length of the Focused Task is 8 pages of A3. The task could be completed over 16 pages of A4 but this is generally more limiting in the development of ideas.

It is suggested that centres might find it beneficial to divide the 15 hours of supervised work as follows, thus allowing more time for those sections that carry the most marks.

<table>
<thead>
<tr>
<th>Section</th>
<th>Time (Hours)</th>
<th>Number of pages</th>
<th>Marks</th>
</tr>
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<tbody>
<tr>
<td>Interpretation &amp; Analysis</td>
<td>3</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Selection &amp; Development of Ideas</td>
<td>3</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Planning</td>
<td>3</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>Making</td>
<td>4</td>
<td>0</td>
<td>15</td>
</tr>
<tr>
<td>Evaluation</td>
<td>2</td>
<td>2</td>
<td>10</td>
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Pathway through the Child Focused Task

Interpretation and Analysis

In this section candidates will consider the task set in detail and breakdown the elements. Areas of research will be identified so that the task may be fully understood, the research will be completed and conclusions drawn.

The areas of work to be covered are:

- A clear and focused set of aims should be given; between 6 and 8 aims are recommended. These should be relevant to the question and give some indication of the desired outcomes of the task. The aims should relate to the practical and supportive written work.
- Keywords of the task should be noted and analysed/explained.
- Resources should be identified.
- Research should be carried out as appropriate to the task. It is recommended that four different pieces of research are completed. Examples may include, the research of products available on the market, questionnaires to collect the views of parents or children, theoretical knowledge relating to the keywords of the task.
- Conclusions should be made so that the key elements of the task can be seen to have been understood.
- A specification for the practical element of the task should then be listed.

Selection and Development of Ideas

This section must begin with a wide range of ideas which relate to the task. A range of the more appropriate ideas should then be explored in more depth. The ideas should then be taken through a selection and rejection process according to the criteria established after the research i.e. they should relate to the specification. The final choice or choices should then be developed and fully justified.

A suggested approach may be:

- Initial brain shower of ideas which relate to the task

- Development of some of the more appropriate ideas. This would include sketches/diagrams, suggestions regarding the food/materials, sizes and some discussion as to the appropriateness of the ideas. Guidance would suggest that the food task develops approximately 8 ideas whilst task 1 develops at least 4 ideas.

The above could be the first page of the 2 pages that are designated to development of ideas.

- The developed ideas should then be discussed so that a selection and rejection process may occur. It is suggested that this is done via a criteria chart.

The detail within the chart will reflect the candidate’s ability and allow for the more able candidates to excel.
The chosen idea / ideas should then be clearly stated and fully justified. The idea / ideas then finally developed this may include a more detailed sketch and information relating to materials / ingredients to be used, size and any other relevant factors.

*Insert examples*

The above could be the second page of the 2 pages that are designated to development of ideas.

**Planning**

In this section candidates will show evidence of planning in terms of choosing materials / ingredients showing application of knowledge. They should show evidence of issues relating to health and safety. A plan of action / order of work must be shown which allows the candidate to complete the practical task with confidence.

A suggested approach may be:

- Initial planning / production of prototype. Candidates may experiment with different ingredients or presentation styles for the food task. For the second task they may experiment with materials, finishes or produce a prototype of their final idea. This will allow the candidate to demonstrate application of knowledge in selection of resources.

- Candidates should also include references to health and safety.

The above could be the first page of the 2 that are designated to planning.

- A plan of action / order of work should be given; this may take the form of a flow chart. It should be noted that candidates are not expected to dovetail the order of work for dishes within the food task.

The above could be the second page of the 2 that are designated to planning.

**Making**

Candidates carry out their plan of action to produce the practical outcome. The marks gained in this section relate to:

- The amount of assistance the candidate may require when completing the work. Those requiring support gaining the lower band marks whilst those who work independently with initiative gaining the higher band marks.

- The level of skill demonstrated. It should be noted that these candidates are not food or design technology experts but it expected that a range of appropriate skills are demonstrated.

- The final appearance of the task.

The practical outcome should be photographed as record of the candidates' work. The photographs may be displayed on a page as appropriate; this should not form an additional page.
Evaluation

In this section candidates should evaluate the complete task, that is, the practical and written supportive work. It must be emphasised to the candidates this is an evaluation not a description of what they have completed. They should be pointing out the success and failures of the task.

A suggested approach may be:

- **Discussion of their ability to plan the task**, candidates should consider the overall planning of the task and the planning of the practical work.

- Candidates should consider all the methods they used to collect information and give a personal viewpoint as to the value of each method.

  *Insert example*

- Conclusions should be drawn and by doing so candidates should show an understanding of the task. It is helpful to refer to the initial aims when completing this part of the evaluation.

- Candidates should evaluate the presentation of their work, that is, both the written and practical.

- **Strengths of the task** should be discussed.

- Candidates should be able to identify at least one **weakness within their work** and point out a method by which they may have improved this section of their work.

- Candidates should identify possible further **developments** of the task. An example could be the expansion of the range of food they have made or within the second task the development of their item for different aged clients.

Presentation

Candidates should be encouraged to present their Child Focused Task in the correct order. Each page should be clearly named with the candidates name and number as well as centre number. Candidates should be encouraged to use headings and sub-headings thus ensuring that they can access all the marks available. The work should be firmly secured in the top left-hand corner with a staple.

*Click here for example 1 of Unit 3 task*

*Click here for example 2 of Unit 3 task*
## 3.2 Grade Descriptors

**Controlled Assessment Grade Criteria Unit 2: Child Study**

The following summary and mark range may be of use to teachers as a guide in marking and placing candidates in rank order.

<table>
<thead>
<tr>
<th>MARK RANGE</th>
<th>GRADE</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-15</td>
<td>G</td>
<td>Has achieved a very limited observation study with continuous assistance. Lacks organisation. Very basic presentation of results evident and only simple conclusions drawn.</td>
</tr>
<tr>
<td>16-23</td>
<td>F</td>
<td>Has achieved a restricted study with support required at most stages of the work. Is able to plan and carry out a course of action from a limited range of sources. Limited conclusions drawn.</td>
</tr>
<tr>
<td>24-30</td>
<td>E</td>
<td>Has achieved a restricted study with guidance. Is able to display evidence of the ability to apply knowledge and plan a course of action. Basic presentation of results leading to simple conclusions. Has made some attempt to evaluate and review work.</td>
</tr>
<tr>
<td>31-38</td>
<td>D</td>
<td>Has carried out an observation study with guidance. Is able to apply knowledge, plan and carry out a course of action with reasonable competence. Results presented and interpreted in an appropriate manner. Has made a reasonable attempt to review and evaluate work.</td>
</tr>
<tr>
<td>39-44</td>
<td>C</td>
<td>Has carried out an observation study with guidance. Is able to apply knowledge, plan and carry out a course of action efficiently using a variety of sources. Results presented appropriately and interpreted showing evidence of sound understanding and accuracy. Has made a reasonable attempt to evaluate and review work.</td>
</tr>
<tr>
<td>45-50</td>
<td>B</td>
<td>Has completed a good study with some support. Is able to apply knowledge, plan and carry out a course of action competently and efficiently, demonstrating a range of skills including ICT where appropriate. Results presented appropriately using a range of methods. Has made a good attempt to critically evaluate and review work.</td>
</tr>
<tr>
<td>51-54</td>
<td>A</td>
<td>Has completed an excellent study. Is able to apply knowledge, plan and carry out a course of action competently and efficiently demonstrating a range of skills, including ICT where appropriate. Results presented clearly, accurately and precisely resulting in comprehensive analysis and interpretation. Study has been critically evaluated and reviewed to a high standard.</td>
</tr>
<tr>
<td>55-60</td>
<td>A*</td>
<td>Has completed a study of outstanding excellence independently. Is able to apply in-depth knowledge and understanding; plan to carry out a course of action using a wide variety of appropriate sources and resources, including ICT, competently and efficiently. Excellent presentation using a wide variety of skills. Study has been critically evaluated and reviewed to a high standard.</td>
</tr>
</tbody>
</table>

The Quality of Written Communication must be taken into consideration when awarding grades.
### Controlled Assessment Grade Criteria Unit 3: Child Focused Task

The following summary and mark range may be of use to teachers as a guide in marking and placing candidates in rank order.

<table>
<thead>
<tr>
<th>MARK RANGE</th>
<th>GRADE</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-15</td>
<td>G</td>
<td>Has achieved a very limited task and able to draw simple conclusions.</td>
</tr>
<tr>
<td>16-23</td>
<td>F</td>
<td>Has achieved a restricted task and a limited appraisal of work undertaken.</td>
</tr>
<tr>
<td>24-30</td>
<td>E</td>
<td>Has achieved a restricted task and has been able to carry through a course of action to reach a restricted conclusion.</td>
</tr>
<tr>
<td>31-38</td>
<td>D</td>
<td>Has carried out the task, demonstrating an awareness of research methods and application of knowledge. Has evaluated results to a basic level.</td>
</tr>
<tr>
<td>39-44</td>
<td>C</td>
<td>Has carried out the task, demonstrating a sound awareness of research methods and application of knowledge. Has evaluated results to a competent level.</td>
</tr>
<tr>
<td>45-50</td>
<td>B</td>
<td>Has demonstrated a competent level of application of knowledge and research with the ability to make informed choices. Has evaluated results satisfactorily displaying a full range of supportive evidence.</td>
</tr>
<tr>
<td>51-54</td>
<td>A</td>
<td>Has demonstrated a high level of research and application of knowledge. Has planned and presented data accurately and is able to assess, justify and evaluate results and suggest further improvement. Has demonstrated an ability to collate and communicate results concisely and clearly with the use of ICT techniques where appropriate.</td>
</tr>
<tr>
<td>55-60</td>
<td>A*</td>
<td>Has shown an ability to produce succinct statements of clearly identified aims. Has provided detailed analysis and understanding of situations and issues, and by the application of novel and creative approaches has shown ability in generating and exploring ideas and drawing valid conclusions to solve problems effectively. Has demonstrated an ability to collate and communicate results concisely and clearly with the use of ICT techniques where appropriate. Has comprehensively assessed, justified and evaluated plans, methods and results, drawing on relevant evidence.</td>
</tr>
</tbody>
</table>

The Quality of Written Communication must be taken into consideration when awarding grades.
### 3.3 Generic Resources for the Specification as a whole

The following list is offered as a guide to the range of books and other resources available to support the syllabus and is by no means exhaustive. It is suggested that centres select from the list and add to it as new developments/books/articles become available. It is not envisaged that they will all be used. Some of these books may be out-of-print but available through the library service.

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baldwin D.</td>
<td>Examining Child Development</td>
<td>Heinemann</td>
</tr>
<tr>
<td>Brennand et al</td>
<td>Child Development: A Comprehensive Text for GCSE</td>
<td>Hodder Stoughton</td>
</tr>
<tr>
<td>Brennand &amp; Hall</td>
<td>Child Development: Coursework Guide</td>
<td>Hodder Stoughton</td>
</tr>
<tr>
<td>Hobart and Frankel</td>
<td>A Practical Guide to working with Young Children</td>
<td>Nelson Thornes</td>
</tr>
<tr>
<td>Hobart and Frankel</td>
<td>A-Z of Child Care: The Complete Study Guide and Project Planner</td>
<td>Nelson Thornes</td>
</tr>
<tr>
<td>Houghton &amp; McColgan</td>
<td>Working with Children</td>
<td>Collins</td>
</tr>
<tr>
<td>Hutchinson &amp; Oliver</td>
<td>Interlink Home Economics</td>
<td>Blackie</td>
</tr>
<tr>
<td>Meggitt C.</td>
<td>Child Development An Illustrated Guide</td>
<td>Heinemann</td>
</tr>
<tr>
<td>Meggitt C.</td>
<td>Child Development An Illustrated Guide DVD Edition</td>
<td>Heinemann</td>
</tr>
<tr>
<td>Meggitt, Stevens and Bruce</td>
<td>An Introduction to Child Care and Education</td>
<td>Hodder Stoughton</td>
</tr>
<tr>
<td>Minnett P.</td>
<td>Child Care and Development</td>
<td>Hodder Stoughton</td>
</tr>
<tr>
<td>Parsons R.</td>
<td>GCSE Child Development: Revision Guide</td>
<td>Coordination Group</td>
</tr>
<tr>
<td>Author</td>
<td>Title</td>
<td>Publisher</td>
</tr>
<tr>
<td>-----------------</td>
<td>--------------------------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Sheridan M.</td>
<td>From Birth to Five Years</td>
<td>Routledge</td>
</tr>
<tr>
<td>Stoppard Miriam</td>
<td>Pregnancy birth book</td>
<td>Kindersley</td>
</tr>
<tr>
<td>Sunderland J.</td>
<td>The Essentials of Child Development</td>
<td>Lonsdale</td>
</tr>
<tr>
<td>Sunderland J.</td>
<td>The Essentials of Child Development</td>
<td>Lonsdale</td>
</tr>
<tr>
<td>Sunderland J.</td>
<td>Student Worksheets</td>
<td></td>
</tr>
<tr>
<td>Tassoni P.</td>
<td>Caring for Children A Foundation Course in Child Care and Education</td>
<td>Heinemann</td>
</tr>
<tr>
<td>Tassoni P.</td>
<td>Certificate Child Care and Education</td>
<td>Heinemann</td>
</tr>
</tbody>
</table>

**Magazines**

- Nursery World
- Practical Parenting
- Mother and Baby

**DVD Resources**

- Child Development & Observations DVDs with supporting written materials
  - Siren Films Ltd

**PowerPoint Presentations**

- Child Development VT *plus* Presentations
- Child Development Revise and Test
- ORCA Education
- **ORDevelopment Revise and Test *plus* Development VT p**
3.4 Websites

**www.wjec.co.uk** The WJEC Website offers recent information on courses and Inset.

**Useful Website addresses for Child Development**

**Internet Sites**

- [www.babycentre.co.uk](http://www.babycentre.co.uk)
- [www.babyworld](http://www.babyworld)
- [www.b4baby.com](http://www.b4baby.com)
- [www.cdipage.com](http://www.cdipage.com)
- [www.family.go.com](http://www.family.go.com)
- [www.motherand](http://www.motherand)
- [www.wiganmdc.gov.uk/pub](http://www.wiganmdc.gov.uk/pub)
- [www.natural-parenting.com](http://www.natural-parenting.com)
- [www.netdoctor.co.uk](http://www.netdoctor.co.uk)
- [www.wiredforhealth.gov.uk](http://www.wiredforhealth.gov.uk)
- [www.immunisation.org.uk](http://www.immunisation.org.uk)
- [www.bbc.co.uk/health](http://www.bbc.co.uk/health)
- [www.healthpromotion.org.uk](http://www.healthpromotion.org.uk)
- [www.roads.dft.gov.uk/roadsafety](http://www.roads.dft.gov.uk/roadsafety)
- [www.rospa.co.uk](http://www.rospa.co.uk)
- [www.parentclub.co.uk](http://www.parentclub.co.uk)
- [www.vegsoc.org](http://www.vegsoc.org)
- [www.idfa.org.uk/weaning](http://www.idfa.org.uk/weaning)
- [www.ukcosa.org.uk](http://www.ukcosa.org.uk)
- [www.doh.gov.uk/adoption](http://www.doh.gov.uk/adoption)
- [www.gingerbread.org.uk](http://www.gingerbread.org.uk)
- [www.nch.org.uk](http://www.nch.org.uk)
- [www.childline.org.uk](http://www.childline.org.uk)
4. CONTRIBUTORS TO THE TEACHERS' GUIDE

Mrs Anna Davies: Principal Examiner.
Task 1

Packed lunches are an increasingly popular alternative to school dinners. Plan and make a selection of foods that could be included in a school packed lunch.

School Dinners

Food Safety

- Balanced diet
- Presentation
- Portion size
- Nutritional intake

Fussy eaters

Research

School Dinners

According to a survey by “Monitor”, 45% of children said they prefer packed lunches to school dinners. Parents feel that school meals are unhygienic and upset their children. However, according to a survey, 90% of children who have packed lunches don’t like them. As this is why it is important to be aware of the nutritional content and how to prepare healthy packed lunches.

Importance of nutrients to children

<table>
<thead>
<tr>
<th>Age</th>
<th>Calories</th>
<th>Vit. A (pg)</th>
<th>Vit. B12 (pg)</th>
<th>Vit. C (mg)</th>
<th>Vit. D (pg)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 years</td>
<td>1800</td>
<td>500</td>
<td>0.8</td>
<td>30</td>
<td>7</td>
</tr>
</tbody>
</table>

The table shows that children need a balanced diet. Vitamin A is important for healthy growth, skin and teeth. Sunlight is the most essential source of vitamin D, but during the winter, many children have more, for example, healthy formation of bones and teeth. Vitamin B is important for growth and energy production from carbohydrates. To keep the brain function well and improve concentration, it is common for children to be passed around classes in school. Therefore, vitamin C is very important as it helps build the immune system.

Food Safety and Packaging

This is very important for packed lunches. In large numbers of harmful germs can grow in large numbers of meat, fish and vegetables. A cold and high temperature can prevent food poisoning. The food should be stored in a fridge overnight. Important to keep the food fresh. The lunch box should be well insulated to keep the food warm. It is also important to wash the hands before eating. Lunch boxes should be wipe clean thoroughly before and after eating and stored in a dry place. Packed lunches and packaging处 classes play an important role in food safety.

Although packed lunches can be prepared in the school kitchen, it is likely that they build stronger bones. A lack of calcium in adults could lead to osteoporosis later in life.
Some food ideas for my lunchbox:
- Muffins
- Chocolate bars
- Fruit
- Cheese
- Salad
- Rice
- Bread
- Pudding
- Soup
- Sandwich

My final ideas for my lunchbox should:
- Contain a savoury, sweet, and drink item
- Include a high protein food
- Include some fruit and vegetables
- Be encouraging to children (interesting colours/shapes)
- Not too messy

What shall I make?
I am choosing to do the items that scored highest against my specifications. I am choosing to make the *Veggie Dippers* because they are a healthy snack, children would be encouraged to eat it because they find it fun to dip the vegetables, and it will be colourful. It is also an ideal way to get children to eat vegetables, as they are disguised in a fun way. I will also be making a cherry muffin, as it will contain a wide range of nutrients (protein, chicken, vitamins, and fibre), and is an interesting alternative to sandwiches. I have also chosen to make pasta as it also has a wide range of nutrients (protein, calcium, vitamins, and fibre). I am also making a healthy alternative to sandwiches. I am not making fruit jelly because although it is a healthy option, the chocolate would satisfy their sweet tooth, and encourage them to eat fruit, which would largely contribute to their 5 a day. I am also making a cereal bar as it contains a wide range of nutrients (fibre, starch, cereals, minerals, and fibre), and is a healthier alternative to chocolate bars. I am making fruit juice because although it is a healthy option, children would want to drink it because they enjoy unhealthy fruit juices. I am also making a healthy alternative to juices. I decided not to make a milkshake because although it contains calcium, it also contains a lot of fat and sugar.

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>White bread</td>
<td>Contains whole-grain, high in fibre, and low in sugar.</td>
<td>21</td>
</tr>
<tr>
<td>Pasta</td>
<td>Contains protein, calcium, and vitamins.</td>
<td>23</td>
</tr>
<tr>
<td>Nine Ball</td>
<td>Contains fruit, which is a good source of vitamin C.</td>
<td>22</td>
</tr>
<tr>
<td>Sandwich</td>
<td>Contains protein, vitamin C, and fibre.</td>
<td>28</td>
</tr>
<tr>
<td>Muffin</td>
<td>Contains fruit, which is a good source of vitamin C.</td>
<td>22</td>
</tr>
<tr>
<td>Cereal</td>
<td>Contains protein, fibre, and vitamins.</td>
<td>17</td>
</tr>
<tr>
<td>Slush</td>
<td>Healthy real fruit version of popular slush puddings.</td>
<td>10</td>
</tr>
</tbody>
</table>

**Discussion**

I am choosing to do the items that scored highest against my specifications. I am choosing to make the *Veggie Dippers* because they are a healthy snack, children would be encouraged to eat it because they find it fun to dip the vegetables, and it will be colourful. It is also an ideal way to get children to eat vegetables, as they are disguised in a fun way. I will also be making a cherry muffin, as it will contain a wide range of nutrients (protein, chicken, vitamins, and fibre), and is an interesting alternative to sandwiches. I have also chosen to make pasta as it also has a wide range of nutrients (protein, calcium, vitamins, and fibre). I am also making a healthy alternative to sandwiches. I am not making fruit jelly because although it is a healthy option, the chocolate would satisfy their sweet tooth, and encourage them to eat fruit, which would largely contribute to their 5 a day. I am also making a cereal bar as it contains a wide range of nutrients (fibre, starch, cereals, minerals, and fibre), and is a healthier alternative to chocolate bars. I am making fruit juice because although it is a healthy option, children would want to drink it because they enjoy unhealthy fruit juices. I am also making a healthy alternative to juices. I decided not to make a milkshake because although it contains calcium, it also contains a lot of fat and sugar.
**Evaluation**

**For chocolate dipped fruit**

- Chopped chocolate in microwave for about 1 minute, and put into it. Leave it to cool.
- Mango A. seal in a plastic container, and put into it. Leave it for about 20 minutes.

Score: 70%. The veggie dippers I made turned out well. They were a good size for a child's hand, but feel I may have made too much, as children only need small portion sizes. Although they didn't contain a wide range of nutrients overall (low in carbohydrates and protein), they were a very rich source of vitamins. The sour cream and cheese dip complemented the vegetables, and children would enjoy the dipping — so it's encouraging children to eat vegetables. The dip was also yoghurt based, so a calcium source. The dairy dip was kept cool by the frozen slush drink I also made. The dish was also low in fat and sugar. The dip wasn't too messy, as the dip and veg was stored in containers. The dish could be encouraging to children, because the choice of vegetables provided a range of colours. To make it even more encouraging, I could use the vegetables into novelty shapes.

**For dessert wrap**

- Take out one dessert wrap. Then cut it into small pieces. Pot into ecommerce for a child. Put in a plastic container, and put into it. Leave it for about 20 minutes.

Score: 65%. Although the drink didn't score very well, I was pleased with how it turned out. The only nutrient it had was vitamins and sugar. It was quite sugary because there was juice in it, and I also added some ketchup. So if I were to make this again, I wouldn't add any sugar. It was a small bottle which was handled, and it wasn't very messy as it didn't leak. It was encouraging to children as it is handheld.

**For lunchbox**

- Take out one cereal bar. Blend mango A. Take bag out or ding film, and put into it. Leave it for about 20 minutes.

Score: 65%. I was fairly pleased with the cereal bar. It contains many nutrients, such as vitamin (rasin, coconut), fat, and sugar. It was small enough for a child's hand. It was very sugary and very messy, because I added much too much syrup, which made it though wet. If I were to make it again, I would just add a small amount of syrup. It doesn't look very encouraging to a child, because of the oats, so next time I would put it in with a little chocolate on the top.

**Name:**

**Centre Number:**
I gave the task topic, I firstly brainstormed ideas for the task to help guide my research. I then decided to focus on one particular area of nutrition, so I knew what I was researching, so I knew what questions I needed to ask in order to research this topic. This was not a difficult task, because it was useful for my organisation, as I always knew what I had to do next. Next, I used the key words to determine the sections of my research. Using this, I looked up a variety of resources for information on the nutritional needs of a five year old. The website that I found most useful was the BBC website (www.bbc.co.uk/food/recipes/mostofchildrenlunchbox.shtml) as it provided me with much information about the nutrients children need, what's important for a lunchbox, and also had many useful survey facts and figures about lunchboxes. I also found a book called 'The creative lunchbox' very useful for ideas, safety, packaging ideas, and providing ideas on how to encourage children to eat unpopular foods. However, I feel I spent too much time on the research, as I only ended up completing my research in the write up. I feel I could have got more out of my research if I had used the time to find food leaflets, and talk to the parents of my study child, what she eats and feels is important when preparing packed lunches. I also planned out how I would set out my first page, so I wouldn't waste time in the allocated time. Being prepared got me to a good point. I knew exactly what I had to do in the first two hours, and completed all the tasks I intended to do within the time. In preparation for the next session, I used my research to set my specifications prior to the session, so I didn't forget anything I wanted to include in my specifications. I also looked through a range of recipe books for inspiration for my design ideas. I found the website www.nutrition.oh.org.uk the most useful for this. After that session, I decided on the specifications I would use in the criteria chart, and worked out the scores before the next session. I also wrote up the selection and rejection before, so I could just copy and paste into a new document. For the session after that, I wrote out my plan of action, which was very helpful for my organisation of the cooking session. I worked out the amount of food I needed at home (to save time in the session), and I wrote down the recipes for each dish: this allowed me to think of a good plan.

### Selection and Development of Ideas

The research I used was for guiding my ideas, so I had to summarise the main points of my research. I did this by taking one or two main points from each section of my research, these were my specifications which focused my mind on what I should be doing. I then brainstormed lots of ideas for savoury, sweet, and drink ideas. I get these ideas by looking at recipe books, and deciding which would be suitable for the lunchbox. Then I narrowed these ideas up, to make them encouraging to children. But I couldn't make all of these ideas, so I decided to narrow them down to eight ideas (four lunchboxes for each). To decide which foods I was to make, I scored each idea against the specifications; this way, the foods I made were according to my research. I made sure I had variety, (as was one of my specifications) I chose to make the three highest scoring savoury and sweet items, and the two highest scoring drink items. The criteria chart really helped me in guiding me to what my packed lunch needed to contain. Then I drew out my 'to do' list, with modifications to improve them. After the cooking session, I analysed each item I made against the specifications, using star diagrams. I worked out the percentage score for both lunchboxes I made (lunchbox one scored 71%, and lunchbox two scored 67%). So I decided to make lunchbox one for my final ideas. I further modified these ideas: I put no added sugar into my chocolate drink, and used a juice with less sugar. I put the wrap in the freezer for half an hour so that it would stay together, and I used a lot less syrup in the cereal bar.

### Interpretation of results obtained using evidence to support conclusions

My research also helped me to decide on my final ideas, by working out the percentage score against the specifications in the star diagrams. This helped to inform my final lunchbox ideas. I then analysed the nutritional value of my final products. I found out that my lunchbox contained 474 calories, which is about a third of a five year olds daily intake (which is how much a lunchbox should contain). I also found out that in my wrap, the chicken alone provided 12g of protein, and one of my specifications was to have a high protein food. I also said that high protein foods need to be kept cold, which is why I chose to make the frozen slush drink. My final packed lunch also contained 23g of starch (from oats and tortilla wrap), and my specifications also required a high starch food. My lunchbox contained 45g of sugar, and 4g of fat, so if I were to do this task again, I would try to cut down further on sugar and fat (as one of my specifications was to be not too fatty or sugary). My lunchbox also contained 190mg of calcium, which was also a specification I set. Finally, I said that my final lunchbox must contain a wide range of nutrients, this was the most important specification I set: my final lunchbox contained protein, fat, sugar, starch, fibre, iron, vitamin A, vitamin C, vitamin D, vitamin E, vitamin B6, and vitamin B12 (see nutritional analysis for evidence).

Overall, I think the packed lunch was quite healthy, as the child would receive the benefits from all of these nutrients.

### Strengths and weaknesses of task

**What were my strengths?**

- **Research skills**: I felt that although I didn't look at leaflets or speak to my study child's parent, my research skills were quite good. I decided what sections I would have for my research before. I chose tasks that I was comfortable with, so I knew I was using my skills for evidence.

- **Organisational skills**: As I always planned ahead for the next time session, I ended up getting everything done in the allocated time that I wanted. I made sure I always wrote out what I intended to write in the session, or at least wrote quick notes of what I needed to do. Also, I measured the amounts of foods I needed the night before I cooked, to save time in the actual session, and I timed the time needed to put foods in the oven the night before, to allow them time to cool.

- **Presentation skills**: I felt that my presentation was important in this task, so I made an effort for the presentation, by the use of borders, shading, use of boxes. I used ICT for sections that would take up a lot of space for the sake of presentation, e.g. the criteria chart, and I backed the discussion and design ideas with patterned cards.

- **Thought on packaging**: I thought about the packaging and the practicality of the foods I made throughout the task. I knew that if I made a high risk food, I would have to keep it cool, which is why I used a frozen drink in the final lunchbox, and an ice pack in the other lunchbox. I also knew I would need plastic containers or cling film to keep the foods fresh.

**What were my weaknesses?**

- **Cooking skills**: I came across a few problems when I made my packed lunches. First of all, the cookers wouldn't work so I had to use someone else's. I used way too much syrup which made the cereal bar more like a flapjack, and I didn't fold the flour into the muffins for long enough, which meant it was quite dry. This could've been improved if I made the foods at home first, for practice.

- **Writing concisely**: I often have a trouble with writing concisely, which made me anxious about the five sheet limit. Although I managed to fit in all of the information, I had to do the criteria chart and the session summary, in a short amount of time, to make sure I got most of the information.

- **Time management skills**: Although I organised, I underestimated how quickly the ten hours would go. I spent a lot of time on the research, and felt quite rushed towards the end of the task.

### Value to the child and identification of possible further developments/improvements

Packed lunches are important to a child's diet (they are increasingly popular-taking over school dinners), as they should contribute a third of their daily requirements. Most packed lunches are usually boring, containing a sandwich, bag of crisps, and an apple. So it is important in this task to provide a variety of foods, as an interesting alternative to normal packed lunches. The wrap I made was an interesting alternative to sandwiches, the veggie dipper I made was a way of disguising unpopular foods, and getting children to eat essential vitamins. The cereal bar was a healthier alternative to the usual sweet treats (e.g. chocolate). The slush drink would be well received by children, because it's similar to the popular drinks that are available at the cinema or ice cream parlours. The wrap also had a lot of starch, so the child would have concentration during the afternoon lessons. It also contains protein, and calcium which promotes healthy growth and formation of bones (a deficiency in calcium can lead to osteoporosis in girls). The wrap also contains most vitamins and minerals, which are most important in the early years of life.

If I were to do this task again, I would try to further limit the amount of fat and sugar in the packed lunch, and look at limiting the amount of salt as well. I would also get my study child to try the packed lunch, to see what a child would really think of what I made. I could also look at special diets, such as vegetarian/vegan, or allergies (e.g. gluten/nut allergies). I could also look at having a wider range of accompaniments, such as raisins, or dried vegetable crisps for a break time snack. Another thing I could do is look at hot foods, and the packaging they would need, e.g. soups in tins, task has broadened my own horizons of what can be included in packed lunches, and has made me realise the importance of food safety. When I have children, I will use what I have learned in this task when making packed lunches.
**What should I make?**

Using my spider diagrams, I have selected a number of savoury, sweet and drink items to help narrow down my selection and to choose the dishes which I am going to make in the practical session. Using a criteria chart, I have listed each column with a specification then I graded each item according to how well they meet the specifications: with five being the best and zero being the least suitable. Totalled up all the scores and those scoring the highest I will make for my final lunch box.

<table>
<thead>
<tr>
<th>Food Item</th>
<th>Bright &amp; Colourful</th>
<th>Sufficient to be eaten hot or cold</th>
<th>Hand Held &amp; May be Eaten by Hands</th>
<th>Includes &amp; is a Source of Calcium &amp; Protein</th>
<th>Contains a wide range of nutrients</th>
<th>Interesting</th>
<th>Good Source of Vitamin C</th>
<th>Good Source of Iron</th>
<th>Hot Messy</th>
<th>Does it need cooling?</th>
<th>Can be kept from morning to lunch time without cooling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meat &amp; Vegetable kebabs</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>2</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>44</td>
</tr>
<tr>
<td>Vegetables with a human dip</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>-</td>
<td>2</td>
<td>4</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Chicken pita bread</td>
<td>3</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Tuna sweet corn pasta salad</td>
<td>4</td>
<td>5</td>
<td>2</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>3</td>
<td>-</td>
<td>2</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Mini Pizzas</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Fruit kebabs with a natural yoghurt dip</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>0</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Rainbow muffin</td>
<td>3</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>1</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Chocolate covered fruit</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>0</td>
<td>4</td>
<td>5</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Novelty shaped cakes</td>
<td>2</td>
<td>5</td>
<td>5</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>-</td>
<td>-</td>
<td>4</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Rice crispy cereals</td>
<td>2</td>
<td>5</td>
<td>5</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>-</td>
<td>-</td>
<td>4</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Summer berry smoothie</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>-</td>
<td>4</td>
<td>4</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Strawberry and banana milkshake</td>
<td>5</td>
<td>3</td>
<td>5</td>
<td>1</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

**Criteria Chart**

For my sweet item, I had a number of ideas; the highest scoring of which being fruit kebabs with a natural yoghurt dip. I liked this idea because it was colourful, simple to make and the dipping would appeal to children because it was fun to do. I decided to puree some strawberries into the natural yoghurt to sweeten it and to make it a bit more interesting for the child to eat. Rainbow muffins didn't score as well as I'd hoped on the criteria chart so I decided against making them. I've also decided to make fruit dipped in chocolate but to make them more healthy and better for the child, I decided I'm only going to dip them in fruit so the child will be able to get some chocolate but it will also be having all the goodness and vitamins from fruit. The Novelty shaped cakes seemed a good idea as well as the muffins. I decided I wasn't going to try and make them because they didn't score too well on the criteria chart, I thought that they would contain too much sugar and with the timing of our practical session I believe I would be more effective to try and prepare a different item. The other sweet dish I considered to include was a rice crispy cereal bar as it scored 38 out of 50 on the criteria chart, but I had a fairly low mark for its fruitfulness so before I set the decision to leave it with fruit, this will also add to the nutrient list that the item provides, although it is only a small amount of fruit, every little helps.

For my savoury item I have decided to make a chicken salad pita bread. I came up to this choice because it scored forty seven out of fifty in the criteria chart, which meant that it met the specifications reasonably well although as can be seen from the criteria chart, there were forty eight out of fifty one points. I later decided against making the meat and vegetable kebabs because even though I could use a saw instead of a shaver to make it safer for a young child, I only scored twenty-nine on the criteria chart. The Vegetable kebabs and hummus dip scored forty which was fairly high but since I'd already decided what savoury dish I was going to include I will indulge this as a snack in the packed lunch as something extra for children with a larger appetite.

I decided against making a tuna pita sandwich as it wouldn't be too easy for a young child to eat and it could become a bit messy. Also, tuna could spoil and get off so it kept in a class room at an early age so cooking pitta at a thinner size would have been needed to prevent this. I didn't choose to make a novelty shaped ham salad sandwich because it would have shown much skill and as it was one of the most common savoury items in a lunch box I wanted to try out some different ideas.

**Discussion**

For my choice of drink, I had two ideas which I've decided to make. The first was a summer berry smoothie. Made purely from fruit and just a splash of orange juice to thin it out a little. It would be packed with vitamins and flavours that would appeal to a child. I will also make a strawberry and banana milkshake. This will be a good source of calcium, an essential nutrient for the growth and development of strong bones and teeth for a young child.
**STAR Diagrams**

**Candidate Number: 6**

The Pita Pocket was fairly easy to make, mostly involving mixing the salad and chicken together first in a bowl then filling the pocket. I thought the pocket was a good alternative to bread as it is a bit messier and the contents don't fall out of the bottom of the pocket so a child wouldn't be put off by it. By using mini wholemeal pita pockets they were not so long and about 3 cm wide so they were the perfect shape to hold with small hands. The pocket provided a good base of carbohydrates to give the child plenty of energy and to help the child stay full throughout the afternoon. I would definitely make the pocket again but I think it would be a good idea to try a range of different fillings to vary them so the child wouldn't get fed up with the same thing. I usually was looking for small items in my lunchbox so it is a flexible, perfect alternative to water and fizzy pop.

The vegetable sticks and hummus dip were very easy to make and just involved chopping vegetables into sticks and making hummus. They were easily hand held by little hands although a small knife at the table would make the hummus dipping less messy. Although the hummus dip did provide some fiber, if I were to expand and vary dips such as a cream cheese or salsa I would have to take spillage possibilities into account and it is better on the safety because children don't need it. There was no mess with the sticks because they were easy to eat by younger children. I am definitely going to include this item in my final lunchbox as it is a flexible source of vitamins and it scored so well on my star diagram. My condition was the hardest item to make as they involved baking. I decided to make them because I wanted to show a new idea that the mini pizzas were a success. They were small in size (diameter of 8cm) so they were perfect for hand held by little hands. The mini pizzas were a fantastic source of carbohydrates and would be able to provide a child with plenty of slow releasing energy to keep them going until home time. To make them more interesting I could have varied the toppings or used cookie cutters to make them different shapes this would help appeal to young children as from my research I know that children are more likely to eat something if it is the shape of their favorite character or an interesting shape rather than the conventional circle shape. I didn't experiment with shapes this time as I thought it would be a bit too time consuming and I wanted to use my two hour practical session efficiently. It may also be a time consuming for a working mum, she may not have the time to make pizzas so it could be used as a treat made the day before by a parent and child as it is less messy and safer for the next day and we know that the child helps to make it they will be more willing to eat it as they were more adventurous with the toppings. Since timing is a big factor I don't think I will make the pizzas in my final lunch box as personally enjoyed the pita bread a lot more and I think that the pita bread offered a lot more in the way of vitamins and fiber.

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**Flow Chart:**

1. I will select all ingredients and pre-heat the oven to gas mark 5.
2. Next, I will melt some chocolate in a bowl over boiling water.
3. I will prepare the base for the pizza, and spread tomato puree over the base. I will then sprinkle cheese and sweetcorn over the pizza, and put them in the oven for 5 minutes.
4. I will chop the fruit into small pieces, and dip them in chocolate. I will then leave them to set by the side.
5. In a bowl, I will mix rice crispies with honey and a little chocolate. Then, I will pour the mix into cases, and put pineapple and strawberry pieces on the top to decorate. Then leave them to set.
6. I will put bananas, strawberries, and milk into a blender and blend until smooth.
7. I will chop vegetables into batons, and prepare the hummus dip.
The summer berry smoothie turned into more of a summer fruit smoothie; it looked of orange juice until smooth. I bought a beaker to put this in so that causing a mess. The thermal flask meant that it would be kept cold from puppy keeping other lunchbox items chilled and then it could be drink would be good for fussy eaters because a parent was able to find a child did like to it. I changed it much. Also having some of the fruit still visible I thought it made my I messy at all so perfect I for a child's lunch box. They weren't a very good source of protein but were jam packed with lots of vitamins such as vitamin A found in the pineapple. I think chocolate covered fruit would be good for pack lunches prepared the night before school as they can be kept fresh in the fridge then throughout the day they will stay fresh in a plastic container quite easily. So make them appeal more to children parents could let the child help make them and also they could experiment with different types of fruit so see which ones the child likes best and this will also stop the child from getting bored of them and losing interest.

This is the only item that I made that I wasn't very pleased with. There was nothing very special about it and compared with the items I would have been more inclined to use one of them rather than this one. The method I used to make it wasn't very effective and the honey didn't blend the mixture so I used a spoonful of the left over melted chocolate to help bind it. It was to make it again but I think I would present it in muffin cases as I had used this time. They were far too big so they didn't comply with the hand-help specification that I'd previously decided on. To help make them look a bit more appealing I put a slice of strawberry and two small slices of pineapple on to make them more attractive which did help a lot. I think that a child would find eating a different dish such as the fruit kebabs more entertaining to eat as I thought the rice crispy cakes quite boring. They were also really sweet even though they didn't use sugar there was a lot from the honey and then the chocolate so there are also a great deal of health alternatives on after. I don't think I would include this in my final lunch box.

The fruit hall dipped in chocolate was a great idea and very easy to make. Originally I planned to completely cover the fruit in chocolate but instead I changed it to only half dipping the fruit so that the child would still be having chocolate but not as much. Also having some of the fruit still visible I thought I made my item look a lot more colourful and aesthetically appealing. While I was making this item proved to be quite messy once set they weren't messy at all so perfect for a child's lunch box. They weren't a very good source of protein but were jam packed with lots of vitamins such as vitamin A found in the pineapple. I think chocolate covered fruit would be good for pack lunches prepared the night before school as they can be kept fresh in the fridge then throughout the day they will stay fresh in a plastic container quite easily. To make them appeal more to children parents could let the child help make them and also they could experiment with different types of fruit to see which ones the child likes best and this will also stop the child from getting bored of them and losing interest.

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Planning of task

Between being given the task and starting the write up I had used my time to thoroughly research the topic. I used a range of sources to gather information such as looking on the internet, looking in recipe books for ideas and back through class notes to find out all the facts that I would need to complete the task. I found a good use of my time was spent looking through magazines and leaflets from supermarkets, they gave some really simple but creative ideas that I would like to include in a child's lunchbox. I analysed the task so that I could direct my research specifically towards a child between the ages of four and six years old and in doing so I found out things such as the recommended nutritional intake for that age range. I found that being prepared meant that I was able to get off to a good start and had plenty of ideas and information to use. By getting together in pairs before I started the task I was able to keep returning back to them so that I didn't get sidetracked and I was able to stay on task throughout the assignment. I drew up a number of specifications that I wanted my items to meet. I believe this was very useful and made developing my ideas a lot easier.

I did a rough plan of each page, describing what each page would contain so that when it came to putting it on the final A3 paper I would use the space efficiently.

Selection & Development of ideas

I was able to use my information to develop my research and structure it into small boxes each containing a different section of my research. I was able to write out my specifications effectively with guidance from my research. I arranged my ideas for a savoury item in a spider web, putting down all of my initial ideas. I think this fairly well and once I'd got started I was able to fill the page with a wide range of ideas and one idea led on to another opening up a wave array of dishes that I could include in my final lunchbox design. I then went through the same process with the sweet item then the drink item. I realised that it was impractical to make over 20 dishes so to narrow down my selection I decided to draw up a criteria chart using my specifications. I selected a number of my savoury choices and put them into a chart grading them on how well they met my specifications as before I went on to do the same with my sweet items and my drinks. This one that scored the highest were the ones I decided to make. I think using a criteria chart was very useful because it meant I was able to see clearly which food items I would make that would be most suitable for a young child. I eliminated the lowest scoring and decided against making them as they were the least suitable.

The summer berry smoothie turned into more of a summer fruit smoothie; it was fairly easy to make and just basically involved blending up fruit and a dash of orange juice until smooth. I bought a beaker to put this in so that it would be easy for a child to drink and avoid the risk of spilling and causing a mess. The thermal flask meant that it would be kept cold from the morning until lunch time and it could also be frozen so that it would keep other lunchbox items chilled and then it could be dipped and chomped on a hot summer day as a fantastic alternative to water. Since it was made from purely fruit it was filled with vitamins and had a refreshing taste that I think would tempt children. If I was to make the smoothie again I would like to try out different combinations of fruit. I think this drink would be good for fussy eaters because if a parent was able to find a mixture that their child didn't like they would be able to use other fruit as well but they would be disguised by the flavours of the fruits that the child did like to eat.

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