OCR
Oxford Cambridge and RSA

Cambridge National

Child Development

Unit **R018/01:** Health and well-being for child development

Level 1/2 Cambridge National Certificate in Child Development

Mark Scheme for January 2019

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

These are the annotations, (including abbreviations), which are used when marking R018

Annotation	Meaning of annotation
BP	Blank Page – this annotation **must** be used on all **blank** pages within an answer booklet and on each page of an additional object where there is no candidate response.
✔	Tick – correct answer
✘	Cross – incorrect answer
✔₊	Development of point (only for use on questions where stated in the mark scheme)
L1	Level 1
L2	Level 2 Place the Level annotation on the left hand margin.
L3	Level 3
BOD	Benefit of doubt (This **does** count as a mark – so do **not** 'tick' as well)
^	Omission mark
TV	Too vague
REP	Repeat
SEEN	Noted but no credit given / zero mark response
No Response (NR)	Award NR if the question has not been attempted

ADDITIONAL OBJECTS: You **must** annotate responses on any additional objects, as above. ('Additional objects' are continuation sheets.)
If no credit is to be awarded for the answer written on the additional object, please use the annotation **'seen'**. If the page is blank use **'BP'**.

Question			Answer	Mark	Guidance
1	(a)	(i)	**One mark** for identification of the safety feature. **One mark** for a reason. **Safety feature** • cooker/cooking/stove/hob guard **Reason e.g.:** • prevents children from touching the pans/saucepans/hob/hotplate. • prevents children from pulling pans off the cooker/stove. • prevents children from grabbing/pulling pans over • so he can't reach any hot pans	**2** (2x1)	The number of ticks must match the number of marks awarded. For **incorrect** answers use the **cross** or appropriate annotation from the following: ∧ TV REP SEEN **Do not credit** Vague answers such as: • 'safety guard' • 'guard' on its own • safety bars • metal bars • barred cover

Question			Answer	Mark	Guidance
1	(a)	(ii)	**One** mark for a safety feature identified. **Four** required. • oven door lock/washing machine lock/fridge door lock • cupboard/drawer locks • corner cushions • electric socket cover • safety cables for small appliances • safety gate • radiator covers • smoke / carbon monoxide alarms • coiled kettle flex/no hanging flexes • fire extinguisher/blanket • child locks on bottles • first aid kit • child resistant waste bin • non-slip floor covering Accept other appropriate safety features.	4 (4x1)	The number of ticks must match the number of marks awarded. For **incorrect** answers use the **cross** or appropriate annotation from the following: ∧ TV REP SEEN Allow other valid safety features. Must be a safety 'feature' NOT an 'action' or 'way' such as: 'knives kept out of reach' or 'bleach out of reach'

Question		Answer	Mark	Guidance
1	**(b)**	**Two** marks for a way explained. **Two** required. **Ways:** • hold child's hand at all times • find safest place to cross • always cross road at a zebra/pelican crossing/school crossing patrol • avoid crossing between parked cars • when it is safe, go straight across the road • do not run across the road/on the pavement • keep looking left and right while crossing the road • follow the green cross code • teach him to look both ways • have him walk on the inside with parent on the side nearest the road • provide bright reflective clothing so he can be seen Credit other appropriate ways/reasons. Example explanations: Priya and Andrew could hold Arjun's hand (1) when walking on the pavement to prevent him from running into the road (1). When crossing the road, Priya and Andrew could use a zebra crossing (1) so that the traffic stops (1) before they cross. When crossing the road, Priya and Andrew could find the safest place to cross (1) so they have a clear view of the road/traffic approaching (1) Priya and Andrew should find the safest place to cross (1) so they have the shortest distance across the road. (1)	**4** (2x2)	The number of ticks must match the number of marks awarded. For **incorrect** answers use the **cross** or appropriate annotation from the following: ∧ TY REP SEEN Answers must include a 'way' with an explanation / reason why. **Do not credit:** • Repeat explanations. • Vague answers such as: 'cross where it is safe' (where? why is it safe?) • watch road safety videos

Question		Answer	Mark	Guidance
1	(c)	**One** mark for **identification** of a condition. **Two** required. **One** mark for why it is important. **Two** required.	**4** (2x1 + 2x1)	The number of ticks must match the number of marks awarded. For **incorrect** answers use the **cross** or appropriate annotation from the following: λ TV REP SEEN Accept other appropriate, valid reasons. **Do not credit:** • repetition of same reasons why it is important • more than one condition – should be a condition and a reason • 'needed to successfully grow and develop' as a reason – it is in the question If more than one condition is given credit the first one stated. **Note:** If the condition is wrong but 'why it is important' is correct, it can be credited

Conditions	Why it is important for Arjun's development
Cleanliness / good hygiene	• so Arjun does not get an infection / illness
Exercise	• is good for Arjun's physical health • to help build his fitness • to prevent him becoming overweight / obese
Fresh air	• is good for his physical well-being
Good nutrition / food	• healthy and balanced diet • prevents obesity and diet related illness
Love and security	• so he feels emotionally secure / safe • to help his self-esteem
Need for boundaries / discipline	• consideration of others • socialisation • right and wrong
Opportunities to listen and talk / communication	• to help with Arjun's social, intellectual and language development
Praise	• develops self-confidence • positive reinforcement
Routine	• to give Arjun a feeling of security
Shelter / home	• emotional security • physical well-being
Stimulation and opportunities to play	• this will help with Arjun's social interaction / skills • opportunity to develop friendships
Warmth	• so he does not fall ill / get a chill • so he does not develop hyperthermia • to provide him with a healthy environment
Rest / sleep	• is good for physical and emotional wellbeing

Question		Answer	Mark	Guidance
2	(a)	**One** mark for identification of a factor. **Three** required. **Factors to consider before starting a family:** • relationship between partners • finance / child care costs • child care practicalities / availability • housing situation • work situation / career / leave / prospects • parental age • peer pressure • social expectations • genetic counselling for hereditary diseases (e.g. Downs Syndrome, cystic fibrosis, sickle cell anaemia, muscular dystrophy) • health – physical / mental illnesses	3 (3x1)	The number of ticks must match the number of marks awarded. For **incorrect** answers use the **cross** or appropriate annotation from the following: \[∧ \] \[TV \] \[REP \] \[SEEN \] **Credit:** • Named hereditary diseases. Accept other valid factors.

Question	Answer	Mark	Guidance	
			Content	**Levels of response**
2 **b***	**Good pre-conception health, answers could include:** **Diet** • should follow guidelines for healthy diet e.g. eat at least 5 portions of fruit and veg/eat well guide • reduce sugar intake –risk of diabetes • avoid foods at risk of food poisoning e.g. raw meat • vegetarian and vegan diet to provide sufficient protein • folic acid before pregnancy to prevent spina bifida **Exercise** • being fit helps mother cope with pregnancy • maintains fitness and good for well being **Healthy weight** • being overweight can affect fertility and ovulation • can increase likelihood of needing a caesarean • could lead to diabetes **Smoking** • men who smoke may have a lower sperm count • risk of premature birth, miscarriage still birth and foetal abnormalities **Alcohol** • men who drink alcohol have lower sperm count • risk of accidents if taken in excess • women are advised by Department of Health to avoid alcohol when trying to conceive **Recreational / prescription drugs** • risks to health of addiction / fertility • drugs should not be taken in the month prior to conception • medication they are on – effect on fertility and the actual pregnancy • see GP for advice **Up-to-date immunisation** • good for woman's health as won't have specific illnesses • prevent risk of rubella **Genetic screening** • to be aware of any genetic condition they may be pre-disposed to	8	**Annotation:** The number of ticks will not necessarily correspond to the marks awarded **Level 3** - checklist • detailed explanation • 2 or more examples of ways • shows good understanding of how these will ensure good pre-conception health • QWC – high **Level 2** - checklist • some explanation not fully developed • 1 or 2 examples of ways that are relevant to ensuring good pre-conception health • may be only one example done well at lower end • QWC – mid **Level 1** - checklist • basic explanation • limited information • examples identified but with little or no explanation of how they ensure good pre-conception health • list like/muddled • QWC – low Points must relate to **pre-conception** health not pregnancy	**Level 3 (7–8 marks)** Answers will provide a detailed explanation of at least two examples of ways of ensuring good pre-conception health. Answers are coherent, clear and logically structured. There will be few, if any, errors of grammar, punctuation and spelling. **Level 2 (4–6 marks)** Answers will provide some explanation of one or two ways of ensuring good pre-conception health. Answers are presented with some structure and are relevant to ensuring good pre-conception health. There may be some errors of grammar, punctuation and spelling. **Sub–max of 4** if just one way of ensuring good pre-conceptual health done well or several not fully developed. **Level 1 (1–3 marks)** Answer provides examples of ways but these may not be explicitly linked to ensuring good pre-conceptual health. Answers may be list like, muddled, demonstrating little knowledge or understanding. Errors of grammar and spelling may be noticeable and intrusive. **0 marks** – response not worthy of credit

Question		Answer	Mark	Guidance
2	**(c)**	**One** mark for an identification. **Three** required. <table><tr><td>**Arrow**</td><td>**Name**</td></tr><tr><td>A</td><td>**Placenta**</td></tr><tr><td>B</td><td>**Umbilical cord**</td></tr><tr><td>C</td><td>**Amniotic fluid**</td></tr><tr><td>*D*</td><td>*Embryo*</td></tr></table>	**3** (3x1)	The number of ticks must match the number of marks awarded. For **incorrect** answers use the **cross.** **These are the only acceptable answers.** If more than one answer is given in a box, credit the first answer given.

Question		Answer	Mark	Guidance
3	(a)	**One** mark for each health professional. 	Role	Health Professional
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A specialist in the care of pregnant women and child birth who can perform Caesarean sections.	**Obstetrician**
A doctor who is a specialist in the female reproductive system.	**Gynaecologist**
Usually the first person the pregnant woman will see after a positive home pregnancy test result.	**GP** **(General Practitioner)**
Looks after the pregnant woman throughout a normal pregnancy and birth and also runs antenatal classes.	**Midwife**		**4** (4x1)	The number of ticks must match the number of marks awarded. For **incorrect** answers use the **cross.** **These are the only acceptable answers.** If more than one answer is given in a box – credit the first answer given. **Credit:** GP and/or General Practitioner

Question		Answer	Mark	Guidance
3	(b)	**One** mark for description. **One** mark for purpose. **Lanugo** • soft fine hair • hair without colour • downy hair **Purpose** • helps keep baby's body at right temperature • protects baby's skin (from being damaged by amniotic fluid) • helps hold vernix on skin Example 2 mark answer: Lanugo is a soft fine hair (1) that covers the baby to protect its skin (1) from amniotic fluid.	2 (2x1)	The number of ticks must match the number of marks awarded. For **incorrect** answers use the **cross** or appropriate annotation from the following: ⋀ TV REP SEEN **Do not accept:** • 'protects' or 'protects baby' on its own • helps keep baby's warm TV

Question		Answer	Mark	Guidance

3	**(c)**	**One** mark for each word. **Six** required.
		
		Words inserted in this order:
		
		    • dilated
		    • vagina
		    • pushes
		    • crowning
		    • mucus
		    • shoulders
		
		The second stage of labour begins when the cervix becomes fully **dilated** at 10cms and ends when the baby is born. The open cervix and the **vagina** now form a continuous passage called the birth canal. The mother **pushes** with each contraction to help move the baby down the birth canal. When the baby's head can be seen this is called **crowning.** When the head has been born any **mucus** can be cleared from the baby's nose and mouth. The baby's **shoulders** are now eased through the birth canal and the rest of the body will slide out easily.
			6
			(6x1)
				The number of ticks must match the number of marks awarded.
				
				For **incorrect** answers use the **cross.**
				
				These are the only acceptable answers.

Question		Answer	Mark	Guidance
4	**(a)**	**One** mark for an identification. **One** required. <table><tr><td>**Name of person carrying out the scan**</td><td>**Tick (✓) correct answer**</td></tr><tr><td>Paediatrician</td><td></td></tr><tr><td>Sonographer</td><td>✔</td></tr><tr><td>Nutritionist</td><td></td></tr></table>	**1** (1x1)	The number of ticks must match the number of marks awarded. For **incorrect** answers use the **cross.** **This is the only acceptable answer.** **If more than one answer is ticked:** No mark should be awarded – use the 'seen' annotation

Question		Answer	Mark	Guidance
4	(b)	**One** mark for a way. **Three** required. **One** mark for an explanation. **Three** required. **Ways** • practical support e.g. shopping, cleaning, washing, housework • help during labour e.g. massage back, • give encouragement during labour • getting drinks, snacks during labour • going to antenatal classes with wife/partner • learning relaxation / calming techniques • active involvement - go to clinics/scans/help in birth plan • improve knowledge/awareness of pregnancy/birth/mother's needs e.g. through reading/dvds/YouTube • provide emotional support – recognise and be aware of mother's needs stress / anxiety / ask how she is feeling • support health needs – give up smoking/alcohol together **Explanations** • wife/partner may be tired/ needs rest • feels loved/cared for • enjoy the experience together • boosts self esteem • meets emotional needs improves wellbeing • wife/partner may feel hungry/thirsty • learn how the baby develops/how pregnancy affects his wife/partner e.g. The father could offer practical help around the house such as cleaning or doing the shopping (1) as the mother may get tired and may need more rest (1).	6 (6x1)	The number of ticks must match the number of marks awarded. For **incorrect** answers use the **cross** or appropriate annotation from the following: ⟨ ∧ ⟩ ⟨ TV ⟩ ⟨ REP ⟩ ⟨ SEEN ⟩ **One** mark for a way identified **One** mark for the explanation of how it supports Answers may relate to pregnancy <u>or</u> birth. Accept other appropriate, valid ways and explanations. **Do not credit:** • 'to support' it is in the question • 2 ways – the way must have an explanation

Question			Answer	Mark	Guidance
4	(c)		**One** mark for an advantage. **One required.** **One** mark for disadvantage**. One required.** **Advantage:** • 99% effective if fitted correctly [not ' if used correctly'] • periods are lighter/stop • in place all the time so do not have to think about contraception • can be in place for years *[up to 10 years]* • doesn't interrupt/interfere with having sex **Disadvantage:** • has to be fitted by a doctor • insertion can be painful • may get infection after it has been fitted • does not protect against STIs • mood swings • can cause cramps / bleeding • skin problems • possibly not 100% effective - they can slip or settle in the wrong position • have to check the strings regularly	2 (2x1)	The number of ticks must match the number of marks awarded. For **incorrect** answers use the **cross** or appropriate annotation from the following: [✗] [TV] [REP] [SEEN] **Do not credit:** • you don't get pregnant • easy to put in and take out • '99% effective' OR 'not 100% effective' on its' own must also state: 'if (not) fitted correctly'

Question		Answer	Mark	Guidance
4	(d)	**One** mark for an identification. **Three** required. **Hormonal methods of contraception:** • progestogen-only pill • (contraceptive) injection • (contraceptive) patch • (contraceptive) implant (rod) • natural family planning • emergency contraceptive pill / morning after pill	3 (3x1)	The number of ticks must match the number of marks awarded. For **incorrect** answers use the **cross** or appropriate annotation from the following: ⋀ TV REP SEEN **Do not accept:** • intrauterine system • combined pill • pop pill • mini pill on its own must say - min-pill progestogen only • coil Credit 'Bod' if progesterone-only pill' is given

Question	Answer/Indicative Content	Marks	Guidance	
			Content	**Levels of response**

5	a*	Physical checks and why they are carried out:	6	Annotation:	Level 3 (5–6 marks)
		• **APGAR** – used to immediately assess the new-born baby's health by evaluating 5 vital signs. [appearance (skin), pulse, grimace, activity (reflexes), respiration]		The number of ticks will not necessarily correspond to the marks awarded.	Answers will provide a detailed discussion of routine physical checks and why they are carried out. The answer is well-developed, clear and logically structured. The information presented is relevant. There will be few, if any, errors of grammar, punctuation and spelling.
		• **Weight** – Recorded on centile chart so it can be checked regularly. Average weight of new born baby 2.7 - 4.1kg (6-9lb) Normal for babies to lose weight in first few days.		**Level 3** – checklist • detailed discussion • two or more routine physical checks • why they are carried out • relevant information • QWC – high	
		• **Length**- Recorded on centile chart so can be checked regularly, average length 50 – 53 cm.			**Level 2 (3–4 marks)** Answers will provide a sound discussion of routine physical checks and why they are carried out. The answer is presented with some structure and the information is in the most part relevant. There may be some errors of grammar, punctuation and spelling.
		• **Head circumference measured** Average head circumference is 35cm - used to track baby's development Shape of baby's head assessed / maybe squashed because of birth		**Level 2** – checklist • sound discussion • one or more routine physical checks considered - but not fully developed • relevant information • QWC – mid	
		• **Fontanelle** – 2 soft spots on babies head where bones haven't fused together, checked for signs of abnormalities			**Sub–max of 3** if just one physical check done well or several not fully developed.
		• **Eyes** – Check for problems and cataracts		**Level 1** – checklist • basic / limited discussion • identification of checks only • list like/muddled • QWC – low	**Level 1 (1–2 marks)** Answers will provide a limited discussion of routine physical checks and why they are carried out. List like answers should be placed in this level. Answers may be muddled, demonstrating little knowledge or understanding. Errors of grammar and spelling may be noticeable and intrusive.
		• **Mouth** – Check to see roof of mouth is complete and baby can suck			
		• **Feet** – Checked for webbing, toes counted, check for club foot		**'APGAR'** counts as one check	
		• **Fingers** – Counted and checked for webbing, palms checked for 2 creases across them 1 crease sometimes associated with Down's Syndrome			**0 marks** – response not worthy of credit
		• **Hips** – checked for developmental dysplasia of the hip, problems with hip joints			

Question			Answer	Mark	Guidance
5	(b)		**One** mark for a sign or symptom identified. **One** mark each. • breathing difficulties • vomiting that persists for more than 24 hours • cannot be woken/unusually drowsy • rash that does not fade when pressed with a glass	4 (4x1)	The number of ticks must match the number of marks awarded. For **incorrect** answers use the **cross** or appropriate annotation from the following: 〈 TV REP SEEN 〉 **These are the only acceptable answers.**

Question		Answer	Mark	Guidance
5	**(c)**	**Two** marks for an explanation. **Two** required. **Ways** • reassurance • empathy / sympathetic • talking positively about the illness / going into hospital • explaining what is wrong in a way the child can understand • show a lot of love / affection / hugs & kisses / cuddles • encourage to talk about feelings • comfort blanket / favourite toy • pay them a lot of attention / keep them company **Emotional needs** • to feel confident / positive • to feel safe • to not be frightened/scared/alone • understand what is going to happen to them • to be reassured/comforted that they will feel better • to know they can be helped Example 2 mark response: When a child is ill they may feel frightened (1) and a parent/carer can offer reassurance to help overcome their fears.(1)	4 (2x2)	The number of ticks must match the number of marks awarded. For **incorrect** answers use the **cross** or appropriate annotation from the following: ┌─────────────────────────┐ │ [∧] [TV] [REP] [SEEN] │ └─────────────────────────┘ For **two** marks: • an explanation that clearly shows understanding of how the way meets the need For **one** mark: • a basic statement • identification of a way and/or need **Do not credit:** • 2 separate marks for two identifications of 'ways' or 'needs' • Suggestions of what NOT to do.

Question		Answer	Mark	Guidance
5	**(d)**	**One** mark for a 'way'. **Four** required. **Ways to prepare a child for a stay in hospital:** • read stories about going into hospital • visit the hospital beforehand • visit the ward beforehand • meet the doctor / nurses / staff beforehand • play hospital games / dressing up as doctors & nurses • watch TV programmes about going into hospital • explain/talk about what is going to happen in hospital in a way child can understand • be honest /don't say it won't hurt if it could • get them involved in packing their bag • pack their bag with a favourite toy • treat them to new pyjamas	**4** (4x1)	The number of ticks must match the number of marks awarded. For **incorrect** answers use the **cross** or appropriate annotation from the following: ＾ TV REP SEEN Accept other appropriate, valid ways. **Do not credit** answers that relate to <u>visiting</u> the child in hospital – question is about **preparation** for a stay in hospital.

Question		Answer	Mark	Guidance
6	(a)	**One** mark for an identification. **Four** required. **Common childhood accidents:** • broken bones / fractures • bruises • burns/scalds • choking • suffocation • cuts • dog bites, cat scratches • drowning • electric shocks • head injuries / bang or bump on the head / concussion • objects stuck in ear / nose • poisoning • road accidents • strangulation • swallowing small object / toy / money • trapping fingers e.g. in doors	4 (4x1)	The number of ticks must match the number of marks awarded. For **incorrect** answers use the **cross** or appropriate annotation from the following: [∧] [T∀] [REP] [SEEN] **Do not accept:** • 'falls' or tripping - as this is given in the question. • wetting the bed Accept other, appropriate, common childhood accidents.

Question		Answer	Mark	Guidance
6	(b)	**One** mark for the correct name. **One** required. • Sudden Infant Death Syndrome Annotate **'Bod'** if spelling is incorrect, but **all** the words must be recognisable.	1 (1x1)	The number of ticks must match the number of marks awarded. For **incorrect** answers use the **cross** or appropriate annotation from the following: ⌃ SEEN **Only acceptable answer.**

Question		Answer	Mark	Guidance
6	(c)	**One** mark for a problem stated. **Four** required. **Problems – premature babies:** • brain injury • breathing problems • can easily catch infections • jaundice • low blood pressure • sealed eyes • unable to feed properly/cannot suck • unable to regulate body temperature • underweight • weak immune system	4 (4x1)	The number of ticks must match the number of marks awarded. For **incorrect** answers use the **cross** or appropriate annotation from the following: ⌃ TV REP SEEN Accept other appropriate, valid, problems

Question		Answer	Mark	Guidance
6	(d)	**One** mark for correct name stated. **One** required. • Startle reflex or • falling reflex	1 (1x1)	The number of ticks must match the number of marks awarded. For **incorrect** answers use the **cross** or appropriate annotation from the following: ⋀ TV REP SEEN

OCR (Oxford Cambridge and RSA Examinations)
The Triangle Building
Shaftesbury Road
Cambridge
CB2 8EA

OCR Customer Contact Centre

Education and Learning
Telephone: 01223 553998
Facsimile: 01223 552627
Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

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