



**GCSE**

## **Home Economics Child Development**

General Certificate of Secondary Education **B013**

Principles of Child Development

### **Mark Scheme for June 2010**

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Question		Expected Answer	Mark	Additional Guidance														
1	(a)	<p>Different types of play help children develop.</p> <p>Match one type of play to each description using the words from the list below.</p> <p>The first one has been done for you.</p> <table> <thead> <tr> <th>Activity</th> <th>Type of play</th> </tr> </thead> <tbody> <tr> <td>Being able to express their own feelings</td> <td><i>Creative</i></td> </tr> <tr> <td>Pretend or fantasy play</td> <td>Imaginative</td> </tr> <tr> <td>Playing and sharing with other children</td> <td>Social</td> </tr> <tr> <td>Running, jumping and climbing</td> <td>Physical</td> </tr> <tr> <td>Using the hands/eyes to coordinate movement</td> <td>Manipulative</td> </tr> <tr> <td>Finding out about shapes, colour and size</td> <td>Discovery</td> </tr> </tbody> </table>	Activity	Type of play	Being able to express their own feelings	<i>Creative</i>	Pretend or fantasy play	Imaginative	Playing and sharing with other children	Social	Running, jumping and climbing	Physical	Using the hands/eyes to coordinate movement	Manipulative	Finding out about shapes, colour and size	Discovery		
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Finding out about shapes, colour and size	Discovery																	
	(b)	<p>Give <b>three</b> points to look for when choosing a tricycle for a three year old child.</p> <p>ONE mark for each correct answer. THREE required. e.g.</p> <p>Correct size for child/correct age  CE/Lion mark/BTMA  Special appeal/fun design/colour  Easy to clean  Strong/won't break easily/sturdy  No small/loose parts  No sharp edges  Last a long time/durable  Cost  Stability/won't tip over  Do NOT allow safe</p>	[5]															
			[3]															

Question		Expected Answer		Mark	Additional Guidance
	(c)				
		All children like to play. Explain the benefits of play to children.			
		<p><b>High Level Response 5-6</b> The candidate will name a number of benefits with explanations. Specialist terms will be used appropriately and correctly. The information will be presented in a structured format. The candidate can demonstrate the accurate use of spelling, punctuation and grammar.</p> <p><b>Medium Level Response 3-4</b> A candidate will name some benefits but lack detail and clear explanations. There will be some use of specialist terms although these may not be used appropriately. The information will be presented for the most part in a structured format. There may be occasional errors in spelling, punctuation and grammar.</p> <p><b>Low Level Response 0-2</b> The candidate may give limited or confused information. Answers may be in the form of a list with little or no description. There will be little or no use of specialist terms. Errors of spelling, punctuation and grammar may be intrusive.</p>			
		Mixing with others  Taking turns  Keeps a child happy/finds it fun  Prevents boredom  Quality time with parent/carer	Getting on/co-operation  Learning to share  Helps reduce stress/worries/act out fears  Keeps busy/gives child something to do  Bonding/security		Descriptions can mix and match as long as they are correct. Learn “things” too vague

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		Learns new skills/gross motor skills/fine motor skills	Allows child to find out about themselves and world around them		
		Gives a child confidence/independence Develops muscles Communication Allows child to discover/experiment Helps a child to concentrate Helps divert aggression Freedom/space to run around	Show off/proud of something they have made/promotes self esteem Helps with coordination/ exercise Develops speech Be creative/express ideas/invent/be imaginative Think through/learn new concepts Helps a child not to use physical violence on others/be a bully Release energy	[6]	
(d)		Some children are fostered. Give <b>three</b> reasons why a child could be fostered.  One mark for each correct answer. THREE required, e.g.  Single parent/carer going into hospital Long term illness e.g. drugs/HIV Housing problems/damp/homeless Neglect Ill treated/abused Parents dead Abandoned/left Parent in prison Parent unable to cope/children out of control Waiting to be adopted	[3]		

Question		Expected Answer	Mark	Additional Guidance
	(e)	<p>Many families have relatives living nearby. Give <b>three</b> advantages to a family of having relatives live nearby.</p> <p>ONE mark for each correct answer. THREE required.</p> <p>Can help with jobs around the house Emotional support for parent/carer/child Financial support Can help with baby sitting/child minding Children with people they know/feel secure Bonding with family members/don't have to travel/someone to play with Knows parents routines/rules Passing on family history Advice to parent/carer/child Extra attention/pass on skills In an emergency Allows parents/carers to work</p>	[3]	
2	(a)	Look at the label below from a fizzy drink.		
	(i)	<p>How many kilocalories per 100ml are in this fizzy drink?</p> <p>185 Kcal</p>	[1]	
	(ii)	<p>Which nutrient is showing only a trace amount in the fizzy drink?</p> <p>Fibre</p>	[1]	
	(b)	<p>Give <b>two</b> reasons why it is important to limit the amount of sugar given to children.</p> <p>ONE mark for each correct answer. TWO required.</p> <p>To prevent tooth decay/rotting teeth To prevent obesity/too fat/overweight</p>	[2]	

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		Will set bad habits for life/prevent sweet tooth Will prefer sweets to other nutritious food To prevent diabetes		
	(c)	<p>Name <b>two</b> drinks that are more suitable than a fizzy drink to give to children.</p> <p>ONE mark for each correct answer. TWO required.</p> <p>Milk/milk drinks/milk shakes Water Fresh fruit juices/fruit juices/an example of a fruit juice Smoothies Yoghurt drinks <b>NB Do not allow squash</b></p>	[2]	
	(d)	<p>(i) Give <b>one</b> reason why it is important to include foods high in fibre in a child's daily meals.</p> <p>ONE mark for correct answer. ONE required, e.g</p> <p>Prevent constipation/helps go to the toilet Prevents diverticular disease Helps digestive tract/system</p>	[1]	
	(ii)	<p>Name <b>two</b> foods high in fibre.</p> <p>ONE mark for correct answer. TWO required, e.g</p> <p>Wholemeal bread e.g. multi grain Wholemeal/brown pasta Brown rice Wholemeal cereals/accept a good example e.g. bran flakes Fruits/named fruit Vegetables/named vegetable Potatoes with skins on/baked potatoes Pulse vegetables, peas, beans, lentils.</p>	[2]	

Question		Expected Answer	Mark	Additional Guidance
	(e) (i)	<p>Every child becomes ill at some time. State four signs that could show a parent/carer a child is unwell.</p> <p>ONE mark for each correct answer. FOUR required, e.g.</p> <p>Loss of appetite Rash Flushed appearance or unusually pale Raised temperature (not temperature on its own)/fever Crying more than usual/fretful Irritable/agitated/restlessness/unsettled Clingy Unusually quiet/listless/not wanting to play Sleeping more than usual/drowsiness/tiredness Swollen glands Difficulty breathing/shallow breathing Sickness/vomiting Diarrhoea</p>	[4]	
	(ii)	<p>Give two signs that indicate a child is very ill and needs emergency medical help.</p> <p>ONE mark for each correct answer. THREE required.</p> <p>Temperature above 39°C/very high/exceptionally high Having a fit/convulsion Breathing difficulties/stopped breathing Can't wake child up/unconscious Turning blue Purple/red rash Severe vomiting Bloody stools Stiff neck Sensitive to light Coughing up blood</p>	[2]	

Question		Expected Answer	Mark	Additional Guidance
3	(a)	<p>Many babies develop nappy rash. Give some ways parents/carers could help prevent nappy rash.</p> <p>ONE mark for each correct answer. FOUR required, e.g.</p> <p>Change nappy often Change as soon as nappy is dirty/wet Use nappy liners/one way liners Avoid plastic pants Give time for baby to be free of nappy Use nappy cream/barrier cream Thoroughly clean baby's skin at each nappy change Dry by patting rather than rubbing/use cotton wool/dry thoroughly Use disposable/terry nappies Any reference to washing nappies i.e. non biological powder Do not use strong/scented toiletries/use mild toiletries for babies Breast feed if possible</p>	[4]	
	(b)	<p>A baby's bath time needs to be carefully prepare Explain the guidelines for preparing a baby's bath time.</p> <p><b>High Level Response 5-6</b> The candidate will name a number of guidelines with explanations. Specialist terms will be used appropriately and correctly. The information will be presented in a structured format. The candidate can demonstrate the accurate use of spelling, punctuation and grammar.</p> <p><b>Medium Level Response 3-4</b> A candidate will name some guidelines but lack detail and clear explanations. There will be some use of specialist terms although these may not be used appropriately. The information will be presented for the most part in a structured format. There may be occasional errors in spelling, punctuation and grammar.</p>		

Question		Expected Answer		Mark	Additional Guidance
<b>Low Level Response 0-2</b> The candidate may give limited or confused information. Answers may be in the form of a list with little or no description. There will be little or no use of specialist terms. Errors of spelling, punctuation and grammar may be intrusive					
		<p><b>Guidelines</b></p> <p>Wash hands</p> <p>Room is warm/no draughts</p> <p>Cold water is put in first</p> <p>Temperature of water is checked</p> <p>Bathmat/bath support used</p> <p>Everything to hand/ clothes/toiletries/nappies etc.</p> <p>If a baby bath is used it is placed on the floor or on its proper stand or placed in the bath</p> <p>Protect floor with towel/bathmat</p> <p>Check taps are not hot before placing baby in a bath</p> <p>Bath should only be a third full of water</p>	<p><b>Explanation</b></p> <p>To prevent passing on any germs/infections to baby</p> <p>To prevent baby getting cold</p> <p>To prevent scalding</p> <p>Elbow test 37C</p> <p>To prevent baby slipping</p> <p>So baby is not left alone</p> <p>More stable/won't fall over</p> <p>To prevent slipping</p> <p>To prevent burns</p> <p>To limit danger of drowning</p>		

Question		Expected Answer	Mark	Additional Guidance
		<p>Always supervise/never leave baby alone while preparing</p> <p>Baby soap/shampoo/baby bubble bath</p> <p>Bath baby before a feed</p> <p>Have a feed ready for after bathing</p> <p>Have time/calm time</p> <p>To prevent any accidents</p> <p>Less likely to irritate baby's skin</p> <p>To prevent baby being sick</p> <p>So baby does not become distressed waiting/help settle baby</p> <p>So bath time is enjoyable/relaxed atmosphere/not rushed</p>	[6]	
(c)		<p>Children enjoy playing outside.</p> <p>State <b>two</b> ways playing outside could benefit a child.</p> <p>ONE mark for each correct answer. TWO required.</p> <p>Fresh air</p> <p>Sunshine/source of vitamin D</p> <p>Exercise</p> <p>Muscles develop/become strong/develop physically</p> <p>Muscles become supple</p> <p>Increases stamina</p> <p>Keeps body fit/active</p> <p>Helps sleep well/tires child out</p> <p>Gives an appetite</p> <p>Develops coordination/skills</p> <p>Increase blood supply to heart/improves circulation</p> <p>Strengthens heart</p> <p>Gives a good colour/skin fresh</p> <p>Enjoyment/fun</p>	[2]	

Question		Expected Answer	Mark	Additional Guidance
	(d)	<p>Give <b>three</b> features that you can see in the drawing which make this a good style of shoe for a three-year-old.</p> <p>ONE mark for each correct answer. THREE required, e.g.</p> <p>Adjustable strap/buckle Flat/low/ heel Covers/protects foot/toes Rounded/ toe Support for foot at the back/support ankle Ridged sole/non slip Well made/sturdy Do NOT accept strong/hard wearing/last a long time</p>	[3]	
4	(a)	<p>Labour is the process of giving birth. Identify <b>two</b> signs that indicate labour has started.</p> <p>ONE mark for each correct answer. TWO required</p> <p>Waters break Mucous plug comes away/a show Contractions start</p>	[2]	
	(b)	<p>Labour is divided into three stages. Look at the picture below showing the second stage of labour. Describe three steps that take place during the second stage of labour.</p>		

Question		Expected Answer	Mark	Additional Guidance
	(b)	<p>Uterus/cervix and vagina open - to become one long/continuous birth canal</p> <p>Contractions - increase in strength and frequency</p> <p>The head is pushed downwards - into the birth canal</p> <p>Mother is told to push/urge to push with each contraction - to help the baby move along the birth canal</p> <p>Mother is told to pant - as the head is born</p> <p>Crowning - is the name given to the head emerging</p> <p>Mucous is cleared from the baby's nose and mouth - to enable breathing</p> <p>The baby may start to breathe or even cry - before the body emerges</p> <p>The shoulders are eased through the birth canal - the rest of the baby can easily follow</p> <p>An episiotomy may be needed (if head is too large) – description of an episiotomy may be given/to prevent tearing</p>	[6]	
	(c)	<p>(i)</p> <p>Sometimes a mother needs to have her baby delivered by an operation.</p> <p>What term is used for this operation?</p> <p>ONE mark for correct answer. ONE required</p> <p>Caesarean/C section</p>	[1]	
	(ii)	<p>Give <b>three</b> reasons why a mother may need her baby delivered in this way.</p> <p>ONE mark for each correct answer. THREE required, e.g.</p> <p>First baby/fourth or subsequent children</p> <p>Mother over 35 years old/under 17 years old.</p> <p>Multiple birth</p> <p>History of miscarriage</p> <p>History of diabetes</p>		

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		<p>Mothers who have had problems in previous births/previous caesareans          Living in poor home conditions          Breech position/transverse/oblique          Mother becomes overtired/labour going on too long baby gets stuck          Mother/baby's life in danger/baby becomes distressed</p>	[3]	
	(d)	<p>Post-natal care refers to the days and weeks following the birth of the baby.          Give three ways a father/partner could support the mother during this time.</p> <p>ONE mark for each correct answer. THREE required, e.g.</p> <p>Washing/ironing          Housework/cleaning          Shopping          Cooking/preparation of meals          Take baby for a walk/take out          Bath baby          Make up feeds          Feed baby if bottle fed/milk expressed/get up in night to feed baby          Change nappy          Play with baby          Caring for other children/siblings</p>	[3]	
5		<p>Some families have a child with special/additional needs.</p> <ul style="list-style-type: none"> <li>Describe the effects on a family of having a child with special/additional needs.</li> <li>Explain how relatives and friends could help a family that has a child with special/additional needs.</li> </ul>		
		<p><b>Marks are allocated according to the quality of the response. Candidates should be able to show their depth of knowledge and understanding, using correct terminology. In order to achieve a Higher Level Response, both areas</b></p>		

		<p><b>must be addressed <i>in detail</i>.</b></p> <p>A candidate only answering one part of the question well remains in the Limited Response and can access up to 8 marks only. Must be answered well, with clear descriptions and/or explanations.</p>		
5		<p><b>If candidates respond by giving answers in a <i>list</i>, they remain in the Lower Level Response.</b></p> <p><b>Bullet point answers can only achieve up to the Limited Level Response only.</b></p> <p><b>High Level Response:13-15</b> The candidate describes in detail a range of effects (4/5) on a family <b>and</b> gives comprehensive explanations (4/5) how friends/relatives could support. The information will be presented in a clear and organised way. A whole range of specialist terms are used with precision. The candidate can demonstrate the accurate use of spelling, punctuation and grammar.</p> <p><b>A good/satisfactory response 9-12</b> The candidate describes some relevant effects (3/4) on a family <b>and</b> gives some explanations (3/4) how friends/relatives could support. Information will be offered to support the answer but in general terms with little detail. The information will be offered in a structured format. The candidate can use a range of specialist terms with facility. There may be occasional errors in spelling, punctuation and grammar.</p> <p><b>A limited response 5-8</b> The candidate makes some valid comments how a family could be affected ((2/3) <b>and/or</b> gives some explanations (2/3) how friends/relatives could support, although descriptions and/or explanations may lack detail. Information will be relevant with some structure. The candidate uses some specialist terms, although these may not always be used appropriately. There may be errors in spelling, punctuation and grammar.</p>		

Question		Expected Answer	Mark	Additional Guidance
5		<p><b>Low Level Response 0-4</b></p> <p>The candidate is likely to give limited, muddled or incorrect answers (1/2) generally with no real knowledge.</p> <p>Answers may be in the form of a list.</p> <p>Facts may not always relate to the contents.</p> <p>Answers may be ambiguous or disorganised</p> <p>There will be little or no use of specialist terms.</p> <p><b>Errors of grammar, punctuation and spellings may be intrusive</b></p>		
		<p><b>Some effects a child with special/additional needs may have on a family</b></p> <p>Other children given little attention given - feel left out/ignored</p> <p>Parents have little/no time to play/read - do things with them</p> <p>Miss out on opportunities - parents can not afford either time or money</p> <p>Parents too tired/stressed - lack patience</p> <p>Parent/parents may be unable to work</p> <p>Need special/adapted car</p> <p>Parents could be more protective</p> <p>Few/no holidays</p> <p>Financial problems</p> <p>Other children bullied/teased by peers</p> <p>Embarrassed - to be seen with sibling</p> <p>Family bonds stronger/closer/work together</p> <p>Learn to accept others - as they are/tolerance</p> <p>Bonding with other family members - if they choose to help</p> <p>Wider range of friends/specialist clubs/groups</p> <p>Wanting to raise awareness – raise money</p> <p>Other siblings are protective – gain confidence</p>		

Question		Expected Answer		Mark	Additional Guidance
5		<b>Ways to help</b> Respite care  Baby sit special needs child  Baby sit other children  Provide child care  Household chores  Take out other children  Play with other children  Financially  Emotional support for parent or other children  Signposting  Transport  Holidays	<b>Description</b> Give parents a break/rest/time for themselves  Give parents time with other children/with each other  Individual time for special needs child  To allow parents to work  Help with shopping/housework etc to prevent tiredness in parents/feel they can get some jobs done  So they are not missing out/not over protected  Allows for bonding  Pass down clothes/toys/equipment they have finished with/buy items they may need/birthdays/Christmas  So have chance to release tensions/talk through fears/problems  Find out about support groups/to give advice/wider range of friends  School run/trips out for other children  Allows other children to get away/mix with other children in extended family/friendship group		

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