

# **Home Economics Child Development**

General Certificate of Secondary Education

Unit **B013**: Principles of Child Development

## **Mark Scheme for June 2013**

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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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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## 1. Annotations

Annotation	Meaning
	Unclear
	Caret sign to show omission
	Level 1
	Level 2
	Level 3
	Level 4
	Repeat
	Noted but no credit given. Also to be used on all empty pages.
	Tick
Link tool	
S	<p>Short Answer Questions (requiring only a list by way of a response, usually worth only one mark per response)</p> <p>Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. (The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)</p>

## 2. Subject-specific Marking Instructions

Question		Answer	Marks	Guidance										
1	(a)	<p>ONE mark for each correct answer. FOUR required.</p> <table border="1"> <thead> <tr> <th>Description</th> <th>Method of contraception</th> </tr> </thead> <tbody> <tr> <td>Sometimes known as the mini pill</td> <td><b>POP (progesterone only pill)</b></td> </tr> <tr> <td>A small flexible tube placed under the skin of the upper arm</td> <td><b>Implant</b></td> </tr> <tr> <td>A small plastic or copper shape placed in the uterus by a doctor</td> <td><b>IUD (Intra Uterine Device)</b></td> </tr> <tr> <td>Identifying the fertile and infertile time during the menstrual cycle</td> <td><b>NFP ( Natural family planning)</b></td> </tr> </tbody> </table>	Description	Method of contraception	Sometimes known as the mini pill	<b>POP (progesterone only pill)</b>	A small flexible tube placed under the skin of the upper arm	<b>Implant</b>	A small plastic or copper shape placed in the uterus by a doctor	<b>IUD (Intra Uterine Device)</b>	Identifying the fertile and infertile time during the menstrual cycle	<b>NFP ( Natural family planning)</b>	4	
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Identifying the fertile and infertile time during the menstrual cycle	<b>NFP ( Natural family planning)</b>													
1	(b)	<p>ONE mark for each correct answer. TWO required.</p> <p>No chemical agents/drugs/medication needed        No physical devices used        Acceptable to all faiths/cultures/for religious reasons        No side effects/does not affect hormones        No need to see GP/doctor        No need to wait for hormones to settle if coming off the pill/implant</p>	2											
1	(c)	<p>ONE mark for correct answer. ONE required.</p> <p>Periods may be heavier/bleed more        Periods may be longer        Periods may be (more) painful        Not suitable for women who have heavy periods        Does not protect from STI's        Does not protect from HIV</p>	1											

Question		Answer	Marks	Guidance
		<p>Risk of body spontaneously expelling it          Small risk of infection (20 days after being fitted)          Uncomfortable/may be painful to fit          Medical procedure to fit/may be embarrassing          Has to be removed by a GP if want to become pregnant</p>		
1	(d)	<p>ONE mark for correct answer. ONE required.            Saying “no”/abstention/not having sex/sexual intercourse/celibacy</p>	1	
1	(e)	<p>ONE mark for each correct answer. THREE required.            Increase of the number of pregnancies outside marriage/teenage pregnancy          More acceptable for a child to be in a lone parent family          Less stigma attached to being a single parent/less pressure for women to be married          Change in divorce rate/divorce is easier/more parents separating          Society accepts divorce/more acceptable          A parent may choose to have a child on their own          More financial support/benefits for lone parents to live independently          Surrogacy/sperm/egg donation/IVF for single women          More single women choosing to adopt          Women can support themselves          More child care provision</p>	3	
1	(f)	<p>ONE mark for each correct answer. THREE required.          ONE mark for a matching explanation THREE required    <b>Shared care:</b> No separate roles /both parents work/share/contribute (1) To finances/household tasks/looking after children (1)          OR          Divorced/separated parents (1) child lives part of time with each parent (1)</p>	2	

Question		Answer	Marks	Guidance
	(ii)	<b>Role reversal:</b> More men stay at home to look after the children/house husband (1) Whilst women go out to work/have careers/earn money (1)	2	
	(iii)	<b>Cohabit:</b> Couples/partners/parents living together (1) Without being married (1)	2	
1	(g)	(i) ONE mark for correct answer. ONE required.  Lone father	1	
	(ii)	ONE mark for correct answer. ONE required  1412	1	
	(iii)	ONE mark for correct answer. ONE required  66	1	
		<b>Total</b>	<b>20</b>	

Question		Answer	Marks	Guidance				
2	(a)	ONE mark for correct answer. ONE required  Transfer of bacteria from one food to another/raw to cooked	1	Bacteria must be mentioned				
2	(b)	ONE mark for each correct answer. TWO required.  Hands not washed (between touching different foods) Liquid from raw meat drips onto other foods/foods not covered Raw and cooked foods touching Knives/equipment/chopping boards not washed between using for two different foods Dirty dishcloths/not rinsed Dirty work surfaces between usage Dirty tea towels being used for different foods Mixing fresh and older food	2					
2	(c)	ONE mark for each correct answer. TWO required  Food Water/moisture/damp Time Warmth ( <b>not heat</b> )	2					
2	(d)	ONE mark for each correct answer. TWO required  <table border="1"> <tr> <td>Swelling close to the ears and difficult swallowing</td> <td><b>MUMPS</b></td> </tr> <tr> <td>An itchy rash which forms blisters that crust over</td> <td><b>CHICKEN POX</b></td> </tr> </table>	Swelling close to the ears and difficult swallowing	<b>MUMPS</b>	An itchy rash which forms blisters that crust over	<b>CHICKEN POX</b>	2	
Swelling close to the ears and difficult swallowing	<b>MUMPS</b>							
An itchy rash which forms blisters that crust over	<b>CHICKEN POX</b>							
2	(e)	ONE mark for each correct answer. FOUR required. ONE mark for a matching description FOUR required  <table border="1"> <tr> <td>Quiet room</td> <td>For sleep/rest</td> </tr> <tr> <td>Own bed</td> <td>Feel more</td> </tr> </table>	Quiet room	For sleep/rest	Own bed	Feel more	8	Answers can mix and match if appropriate
Quiet room	For sleep/rest							
Own bed	Feel more							

Question		Answer	Marks	Guidance
		<p>Plenty of rest</p> <p>Warm draught free room/keep warm</p> <p>Enough ventilation</p> <p>Plenty of fluids</p> <p>Give appropriate medicines Follow instructions for medication/medicines</p> <p>Light meals/small portions</p> <p>Offer food regularly</p> <p>Do not force to eat</p> <p>Keep child clean/wash hands/face/bath/body wash</p> <p>Change bed linen/make bed more often/change pyjamas</p> <p>Extra pillows</p> <p>Bedside table</p> <p>Company of others</p>	<p>secure/restful</p> <p>To aid recovery/regain strength/energy</p> <p>Constant /sensible temperature</p> <p>To prevent stuffiness</p> <p>To remove/dilute toxins/keep hydrated</p> <p>To relieve symptoms To aid recovery/combat Infection</p> <p>Easily digested/not to overwhelm</p> <p>To help regain strength/energy</p> <p>Give plenty of fluids instead</p> <p>To prevent cross infection/ remove sweat</p> <p>To make child feel fresher/more comfortable</p> <p>To sit up if wish to play games/jigsaws</p> <p>Books/toys/drinks are near</p> <p>Reassurance/stops child from</p>	

Question		Answer	Marks	Guidance
		<p>Toys/games/play/read</p> <p>feeling frightened</p> <p>To occupy child/prevent boredom/stop from feeling miserable</p> <p>Spend time with child/give attention</p> <p>Not feel left out/isolated/neglected/lonely</p> <p>Give more love/cuddles/comfort/ seeks reassurance/security</p> <p>Child may be clingy/frightened/relaxed/needs to feel secure/feel better</p> <p>To monitor illness</p> <p>Check temperature/ring doctor if concerned/any rashes/spots appear etc.</p>		
			<b>Total</b> 15	

Question		Answer	Marks	Guidance
				<b>Content</b> <b>Levels of response</b>
3		Soft Lightweight/light Warm/cool Washable/easy to wash/dry Non irritant Flame resistant Easy to put on/off Wide necked Loose/right size/not tight		<p>A baby's skin is delicate and will soon chafe/must not scratch</p> <p>Lightweight layers are warmer than one thick/bulky one/will restrict movement</p> <p>Depending on the season/need to be dressed accordingly</p> <p>Synthetics are easier to wash and dry quickly/soon get dirty/will need to be washed frequently/keep baby free from any infection from dirty clothes/less of a burden to parent/carer</p> <p>A baby's skin is soft and some materials can cause skin irritation e.g. wool/mohair</p> <p>By law should show if passed the low flammability test/slow burning/not catch fire easily</p> <p>Babies have to be changed often/do not like being handled too much/easier for nappy changing/access to nappy</p> <p>To allow head to go through easily</p> <p>Especially around feet/could cause toes to become cramped/deformed/ensure movement is not restricted/will allow blood to circulate freely</p> <p>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.</p> <p>In order to achieve a <b>Level 4 Response</b>, both areas must be addressed in detail.</p> <p><b>A candidate answering only one part of the question well remains in the Level 2 Response and can access up to 7 marks only. Must be answered well, with clear descriptions and/or explanations.</b></p> <p>If candidates respond by giving answers in a <b>list</b>, they remain in the <b>Level 1</b> response.</p> <p>Bullet point sentences can achieve up to the <b>Level Response 2</b> only.</p> <p><b>Level Response 4: 13–15 marks</b>            The candidate gives a comprehensive description of the factors to look for when choosing clothes for a new born baby <b>and</b> gives comprehensive explanations of the role of the midwife and health visitor in looking after a</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
		Porous/breathable No drawstrings/ribbons No loose buttons/parts Avoid loose weave/open knitted garments Cost/limited budget Colour No need to buy shoes  <b>Midwife</b> Visits every day when mother first comes home until baby is 10 days old Checks any stitches mother may have had Checks baby's umbilical stump Carries out blood test around the 6 <sup>th</sup> day after baby's birth (heel test)  Guidance on breast/bottle feeding		Allows moisture to escape/prevents baby overheating/being uncomfortable Especially around the neck/could become too tight/strangle baby  Choking hazard  Could catch fingers/ could wind round finger/toe and cut off blood supply  Soon outgrows clothes  Appealing/attractive/wanting to pass on to other children  No need at this age/could damage soft bones which are still forming  Offers support to mother /checks mother's uterus is shrinking normally  To ensure healing well  No infections  To check for PKU (phenylketonuria), congenital hypothyroidism and Cystic fibrosis  In case of problems with baby latching on or correct feeding procedures	mother after the birth. The information will be presented in a clear and organised way. A whole range of specialist terms is used with precision. The candidate can demonstrate the accurate use of spelling, punctuation and grammar. <b>Level Response 3: 9–12 marks</b> The candidate gives a detailed description of factors to look for when choosing clothes for a new born baby <b>and</b> gives explanations of the role of the midwife and health visitor in looking after a mother after the birth. Examples given will be relevant. 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.  <b>Level Response 2: 5–8 marks</b> The candidate gives a description of factors to look for when choosing clothes for a new born baby. The candidate may give some explanations of the role of

Question		Answer	Marks	Guidance	
				Content	Levels of response
		<p>Weighs baby</p> <p>(Red book) record information</p> <p>Encourages mother to carry out post natal exercises</p> <p><b>Health Visitor</b></p> <p>Takes over from Midwife and visits mother at home for up to 6 weeks after baby's birth</p> <p>Gives support with care of baby/reassurance /praise</p> <p>Answers questions/concerns</p> <p>Immunization advice</p> <p>Checks baby's developmental progress/top to toe check of baby</p> <p>Advice on feeding</p> <p>Advice on sleeping</p>		<p>Makes sure baby has regained birth weight/gaining weight</p> <p>Record of child's growth and development/problems/sharing of information</p> <p>To lose baby weight, tone stretched/weakened muscles</p> <p>To ensure good health in mother and baby</p> <p>To give confidence to mother in dealing with a new baby/bathing/feeding/minor illnesses/when to call GP etc</p> <p>Gives reassurance without mother having to visit GP surgery</p> <p>Baby is protected from diseases/ to know timetable of vaccination programme</p> <p>Ensure baby is following expected progress/alert GP if something is amiss</p> <p>How to deal with sore breasts/how much or how often to feed baby/ checks no abscess in breasts if sore</p> <p>Getting into a routine</p>	<p>the midwife and health visitor in looking after a mother after the birth but explanations may lack specific detail. Some information will be relevant. The candidate uses some specialist terms, although these may not always be used appropriately. There may be errors in spelling, punctuation and grammar</p> <p><b>Level Response 1: 1–4 marks</b> The candidate makes general comments about factors to look for when choosing clothes for a new born baby which may be list-like. The candidate may give one or two suggestions about. the role of the midwife and health visitor in looking after a mother after the birth. Limited examples may be given.. Facts may not always relate to the content. Answers may be ambiguous or disorganised 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>0 marks must be given where there is no evidence worthy of credit</b></p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
		Watch for signs of post natal depression Advice on mother's health/diet Weighs baby Informs mother of post natal groups Informs mother of child health clinics Arrange mother's post-natal check Signposting		Help/guidance with emotional problems To help mother with her own health/breast feeding To check progress/gaining weight Offers opportunities to meet other new mothers and share experiences Baby can be weighed regularly GP to check mother's health after birth If in need of help/benefits	<b>NR is given where the candidate has not attempted the question at all</b>
			<b>Total</b> 15		

Question		Answer	Marks	Guidance
4 (a)		ONE mark for each correct answer. TWO required. ONE mark for a matching explanation TWO required	4	Mix and match where appropriate
		Specialised information/support/advice		
		Offers practical help for family		
		Signposting/guidance for benefits/filling in forms		
		Support groups for adults		
		Groups/activities for special needs child/child care		
		Provide respite care		
		Transport/transport to hospital		
		Holidays/outings/day trips		
		Campaign groups		
		Raising money		

Question		Answer	Marks	Guidance
4	(b)	<p>ONE mark for each correct answer. TWO required.</p> <p>Provide learning opportunities/teach basic skills  One to one help for child  Provide stimulation/challenge  Safe environment for them to play  Extra carers/support assistants  Trained carers/support assistants  Receive specialist help/support  Opportunity to meet other children/mix/new friends/social development  Build confidence  Suitable/specialised toys  Offers a range of sensory play for learning/sensory room</p>	2	
4	(c)	<p>ONE mark for correct answer. ONE required</p> <p>Free dental treatment for mother/Free prescriptions/ child benefit</p>	1	Accept child benefit even though this is now means tested this year
4	(d)	<p>ONE mark for correct answer. ONE required</p> <p>Intellectual development</p>	1	Do not accept 'cognitive' on its own unless qualified by intellectual development
4	(e)	<p>ONE mark for each correct answer. THREE required.</p> <p>Snakes and ladders  Ludo  Snap  Dominoes  Matching number games  Board games(or any named appropriate one)  Games using dice  Beetle drive  Lotto/bingo  4 in a row</p>	3	Accept named examples eg Connect 4 Games are interactive

Question		Answer	Marks	Guidance
		Matching number games/number pairs/flash cards Number cards Number jigsaw puzzles Abacus Interactive media games Number shape sorter Skittles		
	(ii)	ONE mark for each correct answer. FOUR required.  Counting rhymes/songs/singing/DVD/CD/dancing games Stories/books/reading Clocks/telling the time Calendars/dates/birthdays Weighing/scales Measuring/ruler/tape measure/measuring jug Races/hopscotch Questioning, how many..... Pointing out numbers/counting blocks/fridge numbers/foam numbers/bath stickers Cash register/playing shop Cooking activity Counting out loud/counting with child e.g. fingers and toes/steps/cars etc Repeating numbers/repetition Dot to dot Painting by numbers Writing out numbers/trace numbers for child to copy Number line/circles	4	Accept hide and seek if qualified with counting  Do not accept counting on its own  Counting items only allow once
			Total	15

Question		Answer	Marks	Guidance												
(5)	(a)	<p>ONE mark for each correct answer. FOUR required.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Stage</td><td></td><td>2nd</td><td>3rd</td><td>4th</td><td>5th</td></tr> <tr> <td>Letter</td><td style="background-color: #cccccc;"> </td><td><b>A</b></td><td><b>C</b></td><td><b>E</b></td><td><b>B</b></td></tr> </table>	Stage		2nd	3rd	4th	5th	Letter		<b>A</b>	<b>C</b>	<b>E</b>	<b>B</b>	4	
Stage		2nd	3rd	4th	5th											
Letter		<b>A</b>	<b>C</b>	<b>E</b>	<b>B</b>											
5	(b)	<p>ONE mark for each correct answer. THREE required. eg</p> <p>Running Hopping Skipping Jumping Swimming Dancing Tiptoe Climbing Going up and down steps/stairs Throwing Catching Bounce a large ball Kicking Cycle/ride a bike (with stabilisers)/tricycle Scooter Push toys Skating Balance Rolling over</p>	3	<b>Do not accept walking or crawling</b>												

Question		Answer	Marks	Guidance
5	(c)	<p>(i) ONE mark for each correct answer. THREE required.</p> <p>Wear a hat/cover head/wide brimmed hat  Peaked cap at back  Wear a T shirt/keep child covered/long sleeve tops/clothing to protect  Keep child out of the midday sun/hottest part of day  Limit time in sun  Keep child in the shade/sunshade on pram/shade on car windows  Wear sun protection cream/high factor/factor 30/UV cream/sun screen  Apply sun cream half an hour before going out  Apply sun cream every 1–2 hours  Apply sun cream after swimming/being in water  Wear sunglasses  Drink plenty of water  Buy UVA swimsuits  Put outdoor toys in shade</p>	3	
	(ii)	<p>ONE mark for each correct answer. FIVE required.</p> <p>Parent/carer set a good example/role model  Use reins/lead/strap  (Teach) child to hold parent's/carer's hand  (Teach) child not to cross on its own/always cross with an adult  (Teach) child to use zebra/pelican crossings/crossing patrol/lollipop crossing/ traffic lights  Teach child Green Cross Code/how to cross safely  Always to look left and right/all around  Stop, look and listen for cars  Wait until cars have stopped  Wait until there are no cars  Walk/don't run across road  Wait at the kerb  Not to cross where cars are parked</p>	5	

Question		Answer	Marks	Guidance
		Wear bright/reflective clothing Role play/books/games about road safety Educational TV programmes/videos/DVDs Teach/talk about the dangers/not to stand too close to road Wait for green man (at crossing) Walk straight across the road Practice/repetition Check for bicycles		
			<b>Total</b> 15	

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