

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)		ONE mark for each correct answer. FOUR required. <table><tr><th>Description</th><th>Method of contraception</th></tr><tr><td>Sometimes known as the mini pill</td><td>POP (progesterone only pill)</td></tr><tr><td>A small flexible tube placed under the skin of the upper arm</td><td>Implant</td></tr><tr><td>A small plastic or copper shape placed in the uterus by a doctor</td><td>IUD (Intra Uterine Device)</td></tr><tr><td>Identifying the fertile and infertile time during the menstrual cycle</td><td>NFP (Natural family planning)</td></tr></table>	Description	Method of contraception	Sometimes known as the mini pill	POP (progesterone only pill)	A small flexible tube placed under the skin of the upper arm	Implant	A small plastic or copper shape placed in the uterus by a doctor	IUD (Intra Uterine Device)	Identifying the fertile and infertile time during the menstrual cycle	NFP (Natural family planning)	4	
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Sometimes known as the mini pill	POP (progesterone only pill)														
A small flexible tube placed under the skin of the upper arm	Implant														
A small plastic or copper shape placed in the uterus by a doctor	IUD (Intra Uterine Device)														
Identifying the fertile and infertile time during the menstrual cycle	NFP (Natural family planning)														
1	(b)		ONE mark for each correct answer. TWO required. 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	2											
1	(c)		ONE mark for correct answer. ONE required. 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	1											

Question			Answer	Marks	Guidance
			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		
1	(d)		ONE mark for correct answer. ONE required. Saying “no”/abstention/not having sex/sexual intercourse/celibacy	1	
1	(e)		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	3	
1	(f)	(i)	ONE mark for each correct answer. THREE required. ONE mark for a matching explanation THREE required Shared care: 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)	2	

Question			Answer	Marks	Guidance
		(ii)	Role reversal: 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)	Cohabit: 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	
			Total	20	

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.eg 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 (not heat)	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>MUMPS</td></tr><tr><td>An itchy rash which forms blisters that crust over</td><td>CHICKEN POX</td></tr></table>	Swelling close to the ears and difficult swallowing	MUMPS	An itchy rash which forms blisters that crust over	CHICKEN POX	2	
Swelling close to the ears and difficult swallowing	MUMPS								
An itchy rash which forms blisters that crust over	CHICKEN POX								
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
			secure/restful		
			Plenty of rest		
			Warm draught free room/keep warm		
			Enough ventilation		
			Plenty of fluids		
			Give appropriate medicines Follow instructions for medication/medicines		
			Light meals/small portions		
			Offer food regularly		
			Do not force to eat		
			Keep child clean/wash hands/face/bath/body wash		
			Change bed linen/make bed more often/change pyjamas		
			Extra pillows		
			Bedside table		
			Company of others		

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

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

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

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>Health Visitor 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 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>Level Response 1: 1–4 marks 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. Errors of grammar, punctuation and spellings may be intrusive.</p> <p>0 marks must be given where there is no evidence worthy of credit</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	NR is given where the candidate has not attempted the question at all
			Total	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	To help with understanding/ coping strategies/school/ education/help development		
		Offers practical help for family	Lend/donate items		
		Signposting/guidance for benefits/filling in forms	Work with statutory services to ensure receive help entitled to		
		Support groups for adults	Allowing parents/carers to meet others in similar situation		
		Groups/activities for special needs child/child care	Allows to mix with others of similar needs/interact		
		Provide respite care	To enable parents/carers get a break/time for other children in family		
		Transport/transport to hospital	To enable families to go to places/keep appointments		
		Holidays/outings/day trips	Enable families to go away together		
		Campaign groups	Equal opportunities/better provision by government or local authority		
		Raising money	To help family have a holiday/buy special equipment etc.		

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)	(i)	<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	<p>Accept named examples eg Connect 4</p> <p>Games are interactive</p>

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"> <tr> <td>Stage</td><td></td><td>2nd</td><td>3rd</td><td>4th</td><td>5th</td></tr> <tr> <td>Letter</td><td></td><td>A</td><td>C</td><td>E</td><td>B</td></tr> </table>	Stage		2nd	3rd	4th	5th	Letter		A	C	E	B	4	
Stage		2nd	3rd	4th	5th												
Letter		A	C	E	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	Do not accept walking or crawling												

Question			Answer	Marks	Guidance
5	(c)	(i)	<p>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		
			Total	15	

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