

GCSE

Home Economics Child Development

Unit **B013**: Principles of Child Development

General Certificate of Secondary Education

Mark Scheme for June 2016

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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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Annotations

Annotation	Meaning
	Tick
	Incorrect
	Caret sign to show omission
	Level 1
	Level 2
	Level 3
	Level 4
	Repeat
	Noted but no credit given. /
	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.

Question			Answer	Mark	Guidance
1	a	i	ONE mark for each correct answer. TWO required. Progesteron/progesterone Oestrogen	2x1	NOTE: Where candidates are required to provide a set number of short answer responses, 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. Further guidance on this is given on page 3.
1	a	ii	ONE mark for each correct answer. TWO required. Blood clots are a possible side effect Does not protect against STI's/prevent STI's Has to be taken (at the same time) every day May cause mood swings/headaches/breast tenderness May take time to become fertile/to conceive after stopping/wait for regular cycle to return Needs a prescription/needs to see a doctor/nurse/health practitioner Not effective if taken more than 12 hours late Not effective after vomiting or diarrhoea Research suggests an increased risk of breast or cervical cancer Some medicines may stop it working	2x1	
1	a	iii	ONE mark for each correct answer. THREE required. Abstinence/saying no/not having sex (Contraceptive) injection (Contraceptive) implant (Contraceptive) patch Diaphragm (Cap) Emergency contraception/Morning after pill Female condom/femidom Female sterilisation Intrauterine system (IUS) IUD/IUCD/coil/copper-T Natural Family Planning (NFP)/Rhythm method Progesterone only pill (mini pill)	3x1	NOTE: 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. Further guidance on this is given on page 3.

Question			Answer	Mark	Guidance
1	b		ONE mark for each correct answer. FOUR required. Folic acid Smoking Rubella Genetic counselling	4x1	CORRECT ORDER ONLY
1	c	i	ONE mark for correct answer. Parents and children extended by grandparents and other relatives. (May live together or very near.)	1x1	Any statement that indicates family members beyond parents and children.
1	c	ii	ONE mark for each correct answer. THREE required. Advice to parent/carer/child Allows parents/carers to work Bonding with family members Can help with babysitting/child minding/childcare/emergency situation Can help with jobs around the house Can help with shopping Children with people they know/feel secure Emotional support for parent/carer/child/not isolated Extra attention/always someone for child to play with/pass on skills Financial support Knows parent's routines/rules More adults to serve as role models Passing on family history	3x1	Support must be qualified.
			Total	15	

Question			Answer	Mark	Guidance																				
2	a		ONE mark for each correct answer. FOUR required. Baked beans Cheese Fish Meat Milk Yoghurt	4x1	NOTE: 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. Further guidance on this is given on page 3.																				
2	b		<table><tr><td>Learn about diet</td><td>Correct growth of baby/to keep mother in good health/ensures she gets the nutrients needed</td></tr><tr><td>Exercise</td><td>Maintain mother's good health/develops muscle tone</td></tr><tr><td>Choice of clothing/equipment</td><td>Comfort/cost/what to buy/what will need</td></tr><tr><td>How a baby develops</td><td>Understanding of what is happening</td></tr><tr><td>How the baby will be born/birth</td><td>Preparation for birth/what will happen/what to expect</td></tr><tr><td>Decide on options/choices for birth/birth plan</td><td>Pain relief available/home or hospital birth</td></tr><tr><td>How to breast feed/bottle feed</td><td>Decide on options/know what equipment to buy</td></tr><tr><td>How to look after the new born baby</td><td>Washing/changing/needs of baby</td></tr><tr><td>Learn relaxation/breathing techniques</td><td>Know what to do during birth</td></tr><tr><td>Able to ask questions/advice</td><td>Express fears</td></tr></table>	Learn about diet	Correct growth of baby/to keep mother in good health/ensures she gets the nutrients needed	Exercise	Maintain mother's good health/develops muscle tone	Choice of clothing/equipment	Comfort/cost/what to buy/what will need	How a baby develops	Understanding of what is happening	How the baby will be born/birth	Preparation for birth/what will happen/what to expect	Decide on options/choices for birth/birth plan	Pain relief available/home or hospital birth	How to breast feed/bottle feed	Decide on options/know what equipment to buy	How to look after the new born baby	Washing/changing/needs of baby	Learn relaxation/breathing techniques	Know what to do during birth	Able to ask questions/advice	Express fears		Level Response 3: 5-6 The candidate will give several ways ante natal classes are important for an expectant mother and her partner with detailed explanations. Level Response 2: 3-4 A candidate will give some ways ante natal classes are important for an expectant mother and her partner but may lack specific explanations. Level Response 1: 1-2 The candidate may give limited or confused information. Answers may be in the form of a list with little or no explanation. The verb is to explain – for candidates' answers there will be two parts – cause and effect Cause and effects could be interchangeable – look at how the candidate has written their answer.
Learn about diet	Correct growth of baby/to keep mother in good health/ensures she gets the nutrients needed																								
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Question			Answer	Mark	Guidance
			<div> <div>Talk to other mothers/parents</div> <div>Involvement of fathers/birthing partner</div> </div> <div> <div>concerns/ seek reassurance Share problems/ideas</div> <div>So does not feel left out/how can help/help support during birth</div> </div>		
2	c		ONE mark for each correct answer. THREE required. (Household) bleach Pram Pyjamas	3x1	CORRECT ORDER ONLY
2	d		ONE mark for each correct answer. TWO required. Baby walker/play pen Bath mat/non-slip mat Coiled/curly flexes Fire guard Harness/reins e.g. in high chair/pram Stair/child/gate/baby gate/gate/safety gate (Window) locks/bars/guards	2x1	NOTE: 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. Further guidance on this is given on page 3.
			Total	15	

Question			Answer	Marks	Guidance	
					Content	Levels of response
3			Very long stage		Can last up to 12 - 18 hours	<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 1 only.</p> <p>Level Response 4: 13–15 marks The candidate gives a comprehensive description of the stages of labour and gives comprehensive explanations of the routine examinations carried out on a new born baby. The information will be presented in a clear and organised way. All 3 stages of labour should be clearly identified. A whole range of specialist terms are used with precision. The candidate can demonstrate the accurate use of spelling, punctuation and grammar.</p>
			A show		Plug of mucous coming away from cervix	
			Amniotic sac with the amniotic fluid		Ruptures	
			Waters break		Fluid is released	
			Contractions start		Slowly/ intermittently at first	
			Contractions get stronger		As cervix gradually opens/dilates	
			Contractions become regular and more frequent		Usually up to 2 to 3 minutes near the end of this stage	
			Cervix becomes fully dilated		10cm for baby to be born	
			Uterus/cervix and vagina open		To become one long/continuous birth canal	
			Contractions/ increase in strength and Frequency		To push the head downwards/into the birth canal	
			Mother told to push with each contraction		To help the baby move along the birth canal	
			Mother is told to pant as the head is born		Crowning, the name for the head emerging	
			An episiotomy may be needed		If head is too large	
			Mucous is cleared from the baby's nose and mouth		To enable breathing/the baby may start to breathe or even cry before the body emerges	
			The shoulders are eased through the birth canal		The rest of the baby can easily follow	
			Umbilical cord is clamped in two places and a cut made between them.		In order for a cut to be made between	
			Contractions continue		Until afterbirth/placenta is delivered	

Question			Answer	Marks	Guidance	
					Content	Levels of response
			Oxytocin/ergometrine may be given		Simulates contraction of uterus to deliver placenta	
			The placenta/afterbirth delivered through vagina		Birth is now complete	
			Face /facial features/fontanelle		Check for paralysis that may occur after a forceps delivery/could indicate Downs syndrome	<p>Level Response 3: 9–12 marks The candidate gives a detailed description of the stages of labour and gives some explanations of the routine examinations carried out on a new born baby. 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 the stages of labour. The candidate may give some explanations of the routine examinations carried out on a new born baby but explanations may lack specific detail. The candidate uses some specialist terms, although these may not always be used appropriately. There may be errors in spelling, punctuation and grammar</p>
			Mouth		Gap in roof/cleft palette of mouth/tongue tie	
			Neck		To ensure no injury to neck muscles after a difficult delivery	
			Eyes		Cataracts/red reflex/no infections	
			Hands		Correct number of fingers/no webbing/single unbroken crease from one side of the palm to the other is a feature of Down's syndrome	
			Heart and lungs		Stethoscope check to ensure no heart murmur/abnormal sounds	
			Feet		Correct number of toes/no webbing/talipes (club foot) which needs early treatment	
			Abdomen		No obstruction(pyloric stenosis)/cord checked for infections	
			Hips		Barlow's test for congenital dislocation which needs early treatment	
			Spine		Checked for any sign of spina bifida	
			Skin		No yellow colouring due to jaundice as may need to light therapy	

Question			Answer	Marks	Guidance	
					Content	Levels of response
			Height/weight/length measurement/ head circumference		To establish baby has reached full term/ no hydrocephalus	Level Response 1: 1–4 marks The candidate makes general comments about the stages of labour which may be list-like. May give one or two suggestions how to carry out routine checks on a baby at 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. 0 = there is no response worthy of credit NR = No Response. This is given where the candidate has not attempted the question at all
			Reflexes		Nervous responses indicating nervous system is functioning Sucking/swallowing reflex. A baby will suck on anything placed in its mouth. Rooting reflex .If one side of a baby's cheek is touched it will turn as if seeking for breast Grasp/grasping reflex. If the palm of the hand is touched with an object or finger a baby will automatically grasp it. Startle reflex. When startled by a loud noise or bright light a baby will move arms outwards with elbows bent/hands clenched. Falling/moro reflex. Sudden movements that give the baby a feeling it may be dropped will fling out the arms and open hands as if falling. Step/stepping/walking reflex. When held upright with feet on a flat surface, the baby will make forward stepping movement.	
			Apgar test		Pulse/heartbeat, breathing, skin colour, movements, reflexes. A score out of 10. Help needed if less than 7.	
			Temperature		If cold will need warming	
			Genitals		Any obvious problems penis/testicles/vagina	
			Hearing		Response is measured by echoes reflecting back into microphone	
			Total	15		

Question			Answer	Mark	Guidance
4	a	i	ONE mark for correct answer. Third/stage 3	1x1	
4	a	ii	ONE mark for correct answer. Pureed	1x1	
4	a	iii	ONE mark for correct answer. Potato, cooked apple, dahl, rusks, yoghurt, carrot sticks , pitta bread	1x1	
4	b		ONE mark for correct answer. Salt/sodium	1x1	
4	c		ONE mark for each correct answer. THREE required. Bullied/teased/name calling Social problems/hard to make friends/left out/excluded/isolated Feel different/uniform issues/self conscious/insecure/lacks confidence Low self esteem/low self image/unhappy Easier to pick up infections Embarrassed to do PE Unable to join in physical activities/easily become breathless (Further weight gain)strain on heart/circulation/joints Could lead to diabetes which makes them different from peers	3x1	NOTE: 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. Further guidance on this is given on page 3.
4	d	(i)	ONE mark for correct answer. The time between a child being infected and the appearance of the first symptoms of a disease	1x1	Full response needed indicating time between infection and appearance of the symptoms.

Question			Answer	Mark	Guidance
4	d	(ii)	ONE mark for each correct answer. TWO required. Clinical Digital Ear/tympanic Strip	2x1	NOTE: Where candidates are required to provide a set number of short answer responses, 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. Further guidance on this is given on page 3.
4	d	(iii)	ONE mark for each correct answer. THREE required. Keep in locked cupboard Keep in high cupboard Keep in original container Labelled container Keep out of sight/reach of children Tops tightly fastened Buy medicines with security caps Throw away medicine that is out of date/make sure in date Give on advice of GP/pharmacist/consult GP Complete course Do not give medicine prescribed for others Correct dosage/follow instructions/age of child/ do not give more than stated dose Clean spoon/use the spoon that comes with the medicine Give at the correct times Make sure it is the right medicine (for the illness) Store at the correct temperature/correct storage Wash hands before giving medicine	3x1	Read instructions only allowed if qualified, for example, before giving medicine High must be qualified by out of sight/out of reach
4	e	i	ONE mark for each correct answer. TWO required. National Health Service/NHS Local Authorities/Academy trusts	2x1	NOTE: Where candidates are required to provide a set number of short answer responses, 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. Further guidance on this is given on page 3.

Question			Answer	Mark	Guidance
4	e	ii	<p>ONE mark for each correct answer. THREE required</p> <p>Child benefit Child support maintenance Child tax credit Council tax benefit Disability (living) allowance Fares to hospital Free dental treatment Free eye tests Free medical prescriptions Free milk and vitamins Free school meals Healthy Start Scheme Housing benefit Income support Pupil premium Reduced price formula milk School uniform vouchers/allowance (Sure start) maternity grant Universal credits Welfare to work scheme Working (families) tax credit</p>	3x1	<p>NOTE: 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. Further guidance on this is given on page 3.</p>
4	f		<p>ONE mark for each correct answer. TWO required.</p> <p>Self /parent/carer Professional e.g. Police/social worker/GP/doctor/Health Visitor Third party/relative/friend Pre-school/School</p>	2x1	<p>NOTE: 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. Further guidance on this is given on page 3.</p>
			Total	20	

Question			Answer	Mark	Guidance								
5	a		ONE mark for each correct answer. FOUR required. Bathing/changing Breastfeeding/putting to breast/bottle feeding/feeding Cuddling/holding/cradling/rocking baby/kissing Eye contact Singing to baby Skin to skin contact with baby/place on mother's body Stroking/touching/massaging baby Talking to baby	4x1	NOTE: 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. Further guidance on this is given on page 3.								
5	b	i	ONE mark for each correct answer. FIVE required. Imaginative Physical Creative Exploratory/discovery (Fine) Manipulative	5x1	CORRECT ORDER ONLY								
5	b	ii	ONE mark for correct answer. THREE required. ONE mark for description. THREE required.	3x1 3x1									
			<table><tr><td>Solitary play</td><td>Child (happily) plays on their own</td></tr><tr><td>Parallel play</td><td>Child plays alongside or next to another child, may not be doing the same activity</td></tr><tr><td>Looking on play</td><td>Child watching other children play. The child plays alone but watches from the edge of a group without joining in</td></tr><tr><td>Joining in play</td><td>Child/children join in with another child or group of children but in their own way</td></tr></table>	Solitary play	Child (happily) plays on their own	Parallel play	Child plays alongside or next to another child, may not be doing the same activity	Looking on play	Child watching other children play. The child plays alone but watches from the edge of a group without joining in	Joining in play	Child/children join in with another child or group of children but in their own way		<p>The verb is to describe – for candidates' answers there will be two parts – point given and a description</p> <p>For point or accurate description award one mark only. Must match correctly for both points.</p> <p>Children playing together is co-operative play. Joining in play is when children play the same game but not necessarily together or in the same way</p>
Solitary play	Child (happily) plays on their own												
Parallel play	Child plays alongside or next to another child, may not be doing the same activity												
Looking on play	Child watching other children play. The child plays alone but watches from the edge of a group without joining in												
Joining in play	Child/children join in with another child or group of children but in their own way												
			Total	15									

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