



**GCSE**

## **Home Economics Child Development**

Unit **B013**: Principles of Child Development

General Certificate of Secondary Education

**Mark Scheme for June 2018**

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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.

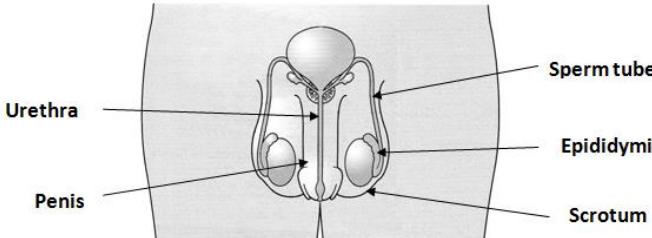
Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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## Annotations

Annotation	Meaning
BP	Blank Page – this annotation <b>must</b> 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.
✓	Tick
SEEN	Noted but no credit given
✗	Incorrect
L1	Level 1
L2	Level 2
L3	Level 3
L4	Level 4
REP	Repeat

Question		Answer	Mark	Guidance
1	a	<p>ONE mark for each correct answer. FOUR required.</p> <p>Clothing/shoes Drink/water Food/balanced diet/correct/good diet/need to eat Fresh air/sunshine Hygiene/cleanliness Love/security/affection Opportunity to learn/stimulation/play/talk to/attention Rest/sleep Role model/values/training/discipline Safety/safe environment/protection Shelter/home Socialisation Support/encouragement/praise Warmth</p>	4 x1	<p><b>NOTE:</b> 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>
1	b	<p>ONE mark for each correct answer. FOUR required</p> <p>Shared roles Cohabit Family Role reversal</p>	4 x1	CORRECT ORDER ONLY
1	c	<p>ONE mark for each correct answer. THREE required.</p> <p>Enjoyment of work For money For their career/promotion Has support of extended family to look after the baby Independence Lone parent family Misses adult company/stimulus of work colleagues/social aspect Role reversal/ partner will stay at home/partner can bond</p>	3 x1	<p><b>NOTE:</b> 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>

Question			Answer	Mark	Guidance
1	d	i	ONE mark for correct answer.  Local Authority/Social Services	1 x1	
1	d	ii	ONE mark for each correct answer. THREE required.  Abandoned/left Drug abuse/alcohol abuse/substance abuse by parent Housing problems/damp/homeless Ill treated/abused Long term illness of parent Parents dead/passed away/child orphaned Parent in prison Parent unable to cope with child/child out of control Single parent/carer going into hospital	3 x1	<p><b>Do not award a mark for neglect.</b></p> <p><b>NOTE:</b> 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. ( DO NOT ACCEPT Abuse on it's own, needs qualifying)</p>
			<b>Total</b>	<b>15</b>	
2	a		ONE mark for each correct answer. FIVE required  	5 x1	
2	b		ONE mark for correct answer.  Testosterone	1	

Question			Answer	Mark	Guidance
2	c	i	<p>ONE mark for each correct answer. TWO required.</p> <p>When the sperm meets/fertilises the egg/gametes meet <b>(1mark)</b></p> <p>penetrates the egg's outer membrane/ nuclei combine/joins the egg/fuses with the egg <b>(1mark)</b></p>	2 x 1	<p>The verb is to describe – for candidates' answers there will be two parts – cause and effect . For cause <b>or</b> effect award one mark only.</p> <p>Correct terminology required.</p>
2	c	ii	<p>ONE mark for correct answer.</p> <p>In the fallopian tube</p>	1	
2	d	i	<p>ONE mark for correct answer.</p> <p>46/23 pairs</p>	1	Do not accept 23 by itself
2	d	ii	<p>ONE mark for correct answer.</p> <p>47</p>	1	
2	e		<p>ONE mark for each correct answer. FOUR required.</p> <p>Anaemia/iron levels/haemoglobin levels</p> <p>Blood group/type</p> <p>Diabetes</p> <p>Hepatitis B</p> <p>Hepatitis C</p> <p>HIV</p> <p>Immunity to rubella/German measles</p> <p>Rhesus factor</p> <p>Sickle cell anaemia/sickle cell disease</p> <p>Syphilis</p> <p>Thalassaemia</p>	4 x 1	<p><b>NOTE:</b> 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>
			<b>Total</b>	<b>15</b>	

Question			Answer	Mark	Guidance
3	a	i	ONE mark for each correct answer. THREE required.  Breathing difficulties/Lungs not fully developed Susceptible to infections/weak immune system Unable to maintain/keep warm/ regulate own body temp Unable to suck/feed Yellow skin/jaundice	3 x1	<b>NOTE:</b> 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.
3	a	ii	ONE mark for each correct answer. THREE required.  Feeding/nasogastric tube Incubator <b>Intravenous</b> line/drip Monitoring sensors/alarm systems/heart rate monitor Sun lamp/light/UV light/blue light Ventilator/ <b>oxygen</b> tube (Venous) cannula	3 x1	<b>NOTE:</b> 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.
3	b		ONE mark for each correct answer. FOUR required.  Chicken pox Vaccination Antibodies Incubation period	4 x1	CORRECT ORDER ONLY
3	c		ONE mark for each correct answer. THREE required.  NSPCC Gingerbread Mencap	3 x1	CORRECT ORDER ONLY
3	d		ONE mark for each correct answer. TWO required.  Care of a child with additional/special needs/disability/illness <b>(1 mark)</b>  To give parents/carers/the child a break <b>(1 mark)</b>	2 x1	The verb is to explain – for candidates' answers there will be two parts – point given and an explanation/reason
			<b>Total</b>	<b>15</b>	

Question			Answer	Mark	Guidance
4	a	i	<p>ONE mark for each correct answer. THREE required.</p> <p>Be able to sit up/support head            Cries to be fed more often/demands milk more frequently            Making chewing motions            Not gaining/losing weight            Restless/hungry after a feed            Sucks/chews fists/hands/toys            Waking early for next feed            Waking in the night when has been sleeping through            Watching parents eat/interest in food/pointing at food</p>	3 x 1	<p><b>NOTE:</b> 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	a	ii	<p>ONE mark for each correct answer. THREE required.</p> <p>Baby does not like            Limited knowledge/don't know how to make a nutritionally balanced meal            May be some wastage if baby only eats small amount            May need (to buy) equipment/blender/containers            May lack some/right/Enough nutrients/named nutrient            Portion not controlled/too large/too small            Risk of unsafe/unhygienic preparation of the food/risk of cross contamination            Takes time            What you are eating is not always suitable/food has added sugar or salt</p>	3 x 1	<p><b>NOTE:</b> 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>

Question		Answer	Mark	Guidance
4	b	ONE mark for correct answer. THREE required. ONE mark for matching explanation. THREE required.	3 x 1 3 x 1	
		<p>Avoid eating between meals</p> <p>Avoid fizzy drinks/offer/milk/water</p> <p>Give foods high in calcium/examples e.g. dairy foods/named example</p> <p>Avoid sweets/offer fruit/carrot/celery sticks</p> <p>Own toothbrush/novelty toothbrush</p> <p>Novelty toothpaste</p> <p>Fluoride toothpaste</p> <p>Taught to clean own teeth</p> <p>Help to clean teeth</p> <p>Praise/stickers/reward charts</p> <p>Establish regular cleaning/twice a day/morning and night</p>	<p>To prevent build up of bacteria in the mouth</p> <p>Sugar acids help cause decay</p> <p>Strengthen teeth</p> <p>Sugar damages/rots teeth/causes decay</p> <p>Feel special they have own/want to use it</p> <p>To make teeth cleaning fun</p> <p>Helps to reduce plaque</p> <p>Independence</p> <p>Difficult for a young child</p> <p>To encourage/establish good habits</p> <p>Child gets into a routine</p>	<p>The verb is to explain – for candidates' answers there will be two parts – way and effect or reason why.</p> <p>For way <b>or</b> effect /reason award one mark only</p> <p>Ways and effects/reasons why <b>could</b> be interchangeable – look at how the candidate has written their answer.</p> <p><b>NOTE:</b> 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>

Question		Answer		Mark	Guidance
		Let children watch parents clean their teeth/set good example  Role play/songs  Talk about/read books about looking after teeth  Regular visits to dentist	So know what to do/copy parent  To gain understanding of real life situations  Teaches children/ makes aware through stories of the importance  Problems can be found early/ not scared of dentist		
<b>4</b>	c	i	ONE mark for correct answer.  Oils and spreads	1 x1	
<b>4</b>	c	ii	ONE mark for correct answer.  Dairy and alternatives	1 x1	
<b>4</b>	c	iii	ONE mark for each correct answer. TWO required.  Chick peas Eggs Fish/tuna Lentils Peas Plain nuts/nuts Pulses Quorn Tofu	2 x1	

Question			Answer	Mark	Guidance
4	d	i	ONE mark for correct answer.  5 (accept any number up to 10)	1 x 1	Allow any range between 5 and 10
4	d	ii	ONE mark for correct answer.  Helps digestion To remove waste material from the body Prevent constipation/helps go to the toilet Prevents diverticular disease	1 x 1	
4	d	iii	ONE mark for each correct answer. TWO required.  Antioxidants Boost immune system/protects from infections Contain water/hydrating Filling/good to snack/won't spoil appetite Gives variety/variety of colours/variety of textures Good habit for life Heal wounds/prevents scurvy Help maintain a healthy weight/help to prevent obesity Low in fat Part of a <b>balanced</b> diet/five a day Reduce risk of heart disease/stroke/some cancers Source of minerals/named Source of vitamins/named	2 x 1	<b>NOTE:</b> 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.
<b>Total</b>			<b>20</b>		

Question		Answer		Marks	Guidance	
					Content	Levels of response
5		Keep floor area clear/use storage boxes  Playpen  Harness for highchair  Safety/stair gate  Plug/socket covers  Coiled flex/cordless appliances  Cooker guard/turn pan handles inwards  Smoke alarm/carbon monoxide alarm  Fire extinguisher/fire blanket  Fireguard	Prevent trips/falls  So know where child is  To prevent child falling  Keeps child in one room/ from a room that is unsafe/off stairs  Cannot poke fingers /implements in holes to be electrocuted  Prevents falls/pulling hot kettles onto child  Prevent burning/scalding  Alert parent/carer to danger  Fires can be dealt with swiftly  Prevent falls and burning		<p><b><u>Level 4 Checklist</u></b>  <i>Detailed description and explanation  Range of specialist terms used with precision  Clear and well organised.  Accurate and high level of QWC</i></p> <p><b><u>Level 3 Checklist</u></b>  <i>Description makes valid points  Explanation lacks detail  Specialist terms used  Clear and well organised  QWC accurate – occasional errors</i></p> <p><b><u>Level 2 Checklist</u></b>  <i>Some relevant information  Attempts to explain  Only one part of question answered  Some specialist terms used  Some errors of QWC</i></p> <p><b><u>Level 1 Checklist</u></b>  <i>Vague comments given  Some generic points  All descriptive  Little or no use of specialist terms used.  Errors in QWC intrusive</i></p> <p><b>0 marks must be given where there is no evidence worthy of credit</b></p> <p><b>NR is given where the candidate has not attempted the question at all</b></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</b> response, <b>both</b> areas must be addressed <b>in detail</b>.</p> <p><b>A candidate answering only one part of the question will remain in Level 2 and can access up to 8 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 <b>sentence</b>s can achieve up to the <b>Level 2</b> response.</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
		<p>Cupboard/drawer/door safety catches</p> <p>Window/fridge/freezer locks/ Safety glass/ toughened/safety film on doors/windows</p> <p>Blind cords secured out of reach</p> <p>Corner protectors</p> <p>Knife block</p> <p>Always supervise children/do not leave on own/with pet</p> <p>Store hazardous items safely e.g matches, plastic bags, fragile item</p> <p>Give age appropriate/approved toys/do not give children toys with small pieces</p>	<p>Prevent access to things that may harm/stop doors slamming on fingers</p> <p>Prevents child falling out/ getting locked in/to prevent serious cuts if child falls against</p> <p>To prevent strangulation</p> <p>Helps guard against bumps/cuts if child falls</p> <p>To prevent cuts</p> <p>To head off any potential dangers</p> <p>To prevent specific injury</p> <p>To know toys have passed safety tests/ prevent choking</p>		<p><b>Level Response 4: 13–15 marks</b> The candidate describes in detail how to create a safe environment inside the home for children to play <b>and</b> gives comprehensive explanations of why play is important for children. 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>Level Response 3: 9–12 marks</b> The candidate describes some ways to create a safe environment inside the home for children to play <b>and</b> gives some explanations of why play is important for children. 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</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
		<p>Do not allow children to play/run around while eating</p> <p>Medicines/tablets kept in locked cupboard/ high cupboard/in original container/ labelled container/out of sight/reach/tops tightly fastened/medicines with security caps</p> <p>Store household chemicals/cleaning products kept in locked cupboard/ high cupboard/ in original container/labelled container/out of sight/reach</p> <p>Non toxic paints</p> <p>Use safe glue</p>	<p>So food doesn't get stuck in windpipe and cause choking</p> <p>To prevent poisoning/child will not understand the dangers</p> <p>Prevent poisoning</p> <p>Prevent poisoning</p> <p>To avoid them eating unsafe substances</p>		<p>spelling, punctuation and grammar.</p> <p><b>Level Response 2: 5–8 marks</b> The candidate gives some valid descriptions of a few ways to create a safe environment inside the home for children to play and/or gives some explanations of why play is important for children but explanations may lack 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>Keeps a child happy/have fun</p> <p>Prevents boredom</p> <p>Quality time with</p>	<p>Helps reduce /worries/act out fears</p> <p>Keeps busy/gives child something to do</p> <p>Bonding/security</p>		<p><b>Level Response 1: 1–4 marks</b> The candidate is likely to give limited, muddled (1/2) or incorrect answers. (0) Generally little reference to advantages showing no real knowledge. Answers may be in the form of a</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
		parent/ carer Learns new skills/concepts Gives a child confidence/ independence Physical development Communication Allows child to discover/experiment Helps a child to concentrate Helps divert aggression Use of large play equipment e.g. tricycles/climbing	Allows child to find out about themselves and world around them Show off/proud of something they have made/promotes self esteem Develops muscles/Helps with coordination/exercise/physical development/aids sleep at night/ appetite Develops speech Be creative/express ideas/feelings/invent/be imaginative Thinking skills Helps a child not to use physical violence on others/be a bully Aids gross motor skills		list. Answers may not always relate to the question. Answers may be ambiguous or disorganised There will be little or no use of specialist terms. <b>Errors of grammar, punctuation and spellings may be intrusive.</b>  <b>0 marks must be given where there is no evidence worthy of credit</b>  <b>NR is given where the candidate has not attempted the question at all</b>

Question		Answer		Marks	Guidance	
					Content	Levels of response
		frames  Playing with paints/crayons etc  Including and playing with other children  Playing with/alongside adults	Aids fine motor skills/creativity  Helps a child learn to cooperate and get on with others/make friends/learn right from wrong/share  Can follow instructions and not be fearful of other adults			
<b>Total</b>				<b>15</b>		

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