

Home Economics Child Development

General Certificate of Secondary Education

Unit **B013**: Principles of Child Development

Mark Scheme for June 2012

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, OCR Nationals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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.

© OCR 2012

Any enquiries about publications should be addressed to:

OCR Publications
PO Box 5050
Annesley
NOTTINGHAM
NG15 0DL

Telephone: 0870 770 6622
Facsimile: 01223 552610
E-mail: publications@ocr.org.uk

Annotations

Annotation	Meaning
✓	Correct response
SEEN	Extended writing seen and read

Subject-specific Marking Instructions**Marking crossed out and duplicated answers**

OCR currently provides examiners with 'rules' for marking crossed out answers.

Duplicated answers refer to two (or more) alternative responses to the same question, or responses to more optional questions than required within the paper rubric.

The rules are as follows:

Crossed out answers

- where a candidate crosses out an answer and provides an alternative response the crossed out response is not marked and gains no marks
- where a candidate crosses out an answer to a whole question, but makes no second attempt and the inclusion of the answer would not cause a rubric infringement, the assessor should attempt to mark the crossed out response and award marks

Duplicated answers

- normally all responses are marked and the highest mark given
- where alternate answers are provided to a multiple choice question, no mark should be awarded (for example: following a request to tick one box, the candidate ticks two or more boxes)
- where the candidate provides contradictory responses, no mark should be awarded (for example: the candidate writes a statement such as 'water freezes at 0°C this means it is a liquid at -10°C'). The candidate, here, does not seem to understand the context of the 'question'
- **where the candidate has adopted a 'scattergun' approach by providing multiple answers to a single response question, no mark should be awarded.**

Question	Answer	Marks	Guidance
1 (a) (i)	<p>Give one reason for each step when making up a formula milk feed.</p> <p>Step 1. Wash hands</p> <p>To prevent cross contamination of bacteria/remove dirt/bacteria/to make sure hands are clean/hygiene/to stop the baby getting an infection</p> <p>Step 2. Allow boiled water to cool before pouring into bottle</p> <p>To prevent burning/scalds/damage to bottle/melt or crack/too hot to hold/lift bottle</p> <p>Step 3. Measure powder correctly</p> <p>Accurate concentration/right/correct amount used/too much powder could make baby overweight/overfed/cause dehydration/damage kidneys/too much salt; too little powder baby will not gain weight/cry because hungry/imbalance of nutrients/prevent dehydration</p> <p>Step 4. Shake water and powder</p> <p>To mix together/dissolve milk powder/remove lumps/prevent powder settling or staying at the bottom/for correct consistency</p> <p>Step 5. Test on inside of wrist</p> <p>Correct/right temperature/check temperature/won't burn/scald baby/not too hot/cool enough for baby</p>	5x1	<p>Do not allow harm baby/make ill Do not allow too strong/too weak</p> <p>Do not allow too hot or too cold in one sentence (example of a scattergun)</p>

Question		Answer	Marks	Guidance							
1	(b)	<p>Can see how much baby has taken Allows father/partner to bond Other people/partner/father can feed baby Gives mother a break/can go out Less tiring for mother/can sleep/rest Mother can go back to work Less embarrassing can feed baby/less embarrassing as can feed anywhere or in public Mother less likely to suffer sore breasts/mastitis/cracked/sore nipples/has developed mastitis/sore/painful/infected breasts Inverted nipples Mother doesn't have embarrassment of leaking breasts Lack of milk Mothers with HIV/using drugs Mothers who have had cosmetic surgery/implants Mothers undergoing cancer treatment</p>	3x1	Don't like – must be qualified							
1	(c)	(i)	Steaming	1							
		(ii)	Microwave	1							
		(iii)	To kill bacteria/prevent food poisoning/gastro enteritis/no bacteria left	1	Do not allow 'make baby ill'						
1	(d)	<p>Three reasons with matching explanations required.</p> <table border="1"> <tbody> <tr> <td>Lives nearby</td> <td>Less travel involved for both parents/carers and child</td> </tr> <tr> <td>Cheaper</td> <td>Less overheads/ makes working financially worthwhile</td> </tr> <tr> <td>Know the person</td> <td>Someone the parent/carer trusts/child settles better</td> </tr> </tbody> </table>		Lives nearby	Less travel involved for both parents/carers and child	Cheaper	Less overheads/ makes working financially worthwhile	Know the person	Someone the parent/carer trusts/child settles better	6 3x2	Mix and match as long as explanations match
Lives nearby	Less travel involved for both parents/carers and child										
Cheaper	Less overheads/ makes working financially worthwhile										
Know the person	Someone the parent/carer trusts/child settles better										

Question		Answer	Marks	Guidance
		Flexible hours	Helpful if parent/carer has to go to work early or stay late/in an emergency	
		Personal attention	Knows family/allows for stronger bond with child/customs/routines	
		Limited number of other children	More time with child	
		Can come to child's own home	Child feels more secure in own environment	
		Take them to activities	Enables child to continue or take part in other social occasion eg ballet/tumble tots/parties	
		Can still use when child starts school/nursery	Seamless transfer of care/child still with familiar people	
		Inspected/qualified/ registered	Safe environment/checked	
		Similar to home environment	Less daunting for child	
		Other siblings can go as well	Reassurance/being together	
1	(e)	Workplace crèche/ crèche Day Nursery Nursery School Playgroups/playschool Kindergarten Montessori Nanny Au pair Relatives/and example of a relative/friend	3x1	Do not accept 'childminder' Do not accept Nursery on its own Do not accept babysitter Do not accept pre school – must identify the type
		Total	20	

Question		Answer	Marks	Guidance										
2	(a)	Development of the brain/mind	1											
2	(b)	<p>Complete the table below which shows the intellectual norms or milestones.</p> <table border="1"> <thead> <tr> <th>Intellectual Norm or Milestone</th> <th>Age</th> </tr> </thead> <tbody> <tr> <td>Recognises parent/carer</td> <td>1 month</td> </tr> <tr> <td>Constantly asks questions</td> <td>2 ½ years</td> </tr> <tr> <td>Plays with hands</td> <td>3 months</td> </tr> <tr> <td>Copies actions, for example, waving</td> <td>1 year</td> </tr> </tbody> </table>	Intellectual Norm or Milestone	Age	Recognises parent/carer	1 month	Constantly asks questions	2 ½ years	Plays with hands	3 months	Copies actions, for example, waving	1 year	4	Must include units 'months' or 'years' as appropriate
Intellectual Norm or Milestone	Age													
Recognises parent/carer	1 month													
Constantly asks questions	2 ½ years													
Plays with hands	3 months													
Copies actions, for example, waving	1 year													
2	(c)	<p>Help concentration Listening skills Develops memory/remembering things Improves vocabulary/new names/colours/objects Improves language skills/talking/speech/communication/ expressing opinions/asking questions/singing Helps creativity Develops imagination Learning of concepts Problem solving/thinking skills Number skills/counting Letter recognition/learn alphabet Shapes/matching shapes Learns about the environment/traditions/history/nature/world Improves knowledge and understanding Control of self Builds confidence</p>	3x1	Do not accept 'stimulation'										

Question		Answer	Marks	Guidance
2	(d)	Illness/accident to child Illness/accident of parent/carer Disabled/seriously ill sibling/parent/carer One parent/carer working away long term e.g. military Parent in prison Arrival of a new baby Moving house/away Parent/carer divorce/separation/discord in family home Remarriage/new partner/step children Change of carer either at home or day care setting Death of family member Death of family pet Starting day care provision/school Taken into care	3x1	Illness/death or accident must be qualified

Question		Answer	Marks	Guidance																						
2	(e)	<p>Two effects with matching descriptions required.</p> <table border="1"> <tr> <td>Unhappy/unwanted</td> <td>Child feels miserable/unloved</td> </tr> <tr> <td>Feels useless/too many expectations on child</td> <td>Feels they are never good enough/cannot please parent/carer</td> </tr> <tr> <td>No bonding</td> <td>No relationship with parent/carer as always being nagged/told off</td> </tr> <tr> <td>Insecure</td> <td>Withdrawn/does not communicate</td> </tr> <tr> <td>Intellectually</td> <td>Unwilling or afraid to explore/try out new concepts</td> </tr> <tr> <td>Socially</td> <td>Timid/lack confidence/unable to make friends/fit in/talk/aggressive/violent towards others</td> </tr> <tr> <td>Emotionally</td> <td>Low self esteem/never experience success/rewards/have negative emotions</td> </tr> <tr> <td>Regression</td> <td>Reverting to baby-like behaviour</td> </tr> <tr> <td>Fear/fearful/scared/anxious</td> <td>Frightened of further punishment</td> </tr> <tr> <td>Does not learn right from wrong</td> <td>Always in the wrong</td> </tr> <tr> <td>Becomes violent or aggressive</td> <td>Role model of parent/carer</td> </tr> </table>	Unhappy/unwanted	Child feels miserable/unloved	Feels useless/too many expectations on child	Feels they are never good enough/cannot please parent/carer	No bonding	No relationship with parent/carer as always being nagged/told off	Insecure	Withdrawn/does not communicate	Intellectually	Unwilling or afraid to explore/try out new concepts	Socially	Timid/lack confidence/unable to make friends/fit in/talk/aggressive/violent towards others	Emotionally	Low self esteem/never experience success/rewards/have negative emotions	Regression	Reverting to baby-like behaviour	Fear/fearful/scared/anxious	Frightened of further punishment	Does not learn right from wrong	Always in the wrong	Becomes violent or aggressive	Role model of parent/carer	4 2x2	<p>Mix and match so long as description matches point</p> <p>Do not allow repeats</p> <p>2 points with a matching descriptions required</p>
Unhappy/unwanted	Child feels miserable/unloved																									
Feels useless/too many expectations on child	Feels they are never good enough/cannot please parent/carer																									
No bonding	No relationship with parent/carer as always being nagged/told off																									
Insecure	Withdrawn/does not communicate																									
Intellectually	Unwilling or afraid to explore/try out new concepts																									
Socially	Timid/lack confidence/unable to make friends/fit in/talk/aggressive/violent towards others																									
Emotionally	Low self esteem/never experience success/rewards/have negative emotions																									
Regression	Reverting to baby-like behaviour																									
Fear/fearful/scared/anxious	Frightened of further punishment																									
Does not learn right from wrong	Always in the wrong																									
Becomes violent or aggressive	Role model of parent/carer																									
Total			15																							

Question	Answer		Marks	Guidance	
				Content	Levels of response
3	Change in menstrual cycle/period	When a woman misses a period for no other reason/particularly if her periods are normally regular		<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 Level 2 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 Level 1.</p> <p>Bullet point sentences can achieve up to Level 2 only.</p>	<p>Level 4 (13-15) The candidate describes in detail signs that could indicate a woman is pregnant and gives comprehensive explanations of the factors she should consider when buying clothes in the last few months of pregnancy. 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>Level 3 (9-12) The candidate describes some signs that could indicate a woman is pregnant and give some explanations of the factors she should consider when buying clothes in the last few months of pregnancy. Information will be offered to support the answer but in general terms with little detail. The information will be offered in a structured format.</p>
	Sickness	Nausea/feeling sick which occurs normally in a morning but can last all day. Sometimes a woman vomits in the mornings			
	Need to urinate/visit toilet more often	Hormones enlarge the uterus which results in women needing to pass urine more often			
	Constipation	Pregnancy causes reduced bowel movement			
	Tiredness	Feeling much more tired than usual for no reason/due to high levels of the hormone progesterone			
	Altered tastes in mouth	A woman suddenly goes off food she has always liked or gets intense cravings for a particular food. Metallic taste in mouth			
	Sense of smell	Heightened sense of smell			

Question		Answer		Marks	Guidance	
					Content	Levels of response
3		Breast changes	Breasts become sore/tender or tingle. Breasts become fuller/swollen/enlarged heavier. The areola, ring around the nipple, will darken		<p>Do not accept late period</p> <p>Clothes for a season has to be related to pregnancy</p>	<p>The candidate can use a range of specialist terms with facility.</p> <p>There may be occasional errors in spelling, punctuation and grammar.</p> <p>Level 2 (5-8) The candidate gives some valid signs that could indicate a woman is pregnant and/or the factors she should consider when buying clothes in the last few months of pregnancy but explanations may lack detail. Some information will be relevant. The candidate uses some specialist terms, although these may not always be used appropriately.</p> <p>There may be errors in spelling, punctuation and grammar.</p> <p>Level 1 (1-4) The candidate is likely to give limited, muddled or incorrect answers generally with no real knowledge. Answers may be in the form of a list. Answers may not always</p>
		Vaginal discharge	This noticeably increases/without any irritation or soreness			
		Headaches	Due to hormonal changes a woman may start to have headaches or more headaches than usual			
		Cost	Worn for only a short time			
		Loose clothes	Not to squash baby/restrict blood flow			
		Elasticated waist/stretchy	For expanding abdomen/won't constrict			
		Soft material	Will not irritate or chafe			
		Lightweight clothes	Already carrying extra weight/may feel warmer due to blood going round at a faster rate			
		Washable/easy to wash	May sweat more/limited number of clothing changes/cuts down expense			

Question		Answer		Marks	Guidance	
					Content	Levels of response
3		Easy to put on and take off	Limited movement for mother			<p>relate to the question. Answers may be ambiguous or disorganised. There will be little or no use of specialist terms. Errors of grammar, punctuation and spelling may be intrusive.</p> <p>0 = No response worthy of credit.</p>
		Pretty/stylish/attractive	Feel good/boosts self esteem			
		Supportive bra/bras with wide straps/bigger cup	As breasts will become larger/prevent sagging later			
		Bras with adjustable fastenings	So will last for a longer time/can be used all stages of pregnancy and after birth			
		Bras with cups that will not squash the nipples	Nipples are more tender/sore			
		Front opening bra/nightdress	Continued use when breast feeding			
		Maternity girdle	Have a front panel that grows with you and gives light support for your tummy, which can relieve back of strain and help prevent backaches			
		Tights that are supportive	To prevent varicose veins			
		Flat or low heeled shoes	May become unstable on high heels with extra weight/feet/ankles become swollen so need flatter/bigger shoes			

Question			Answer		Marks	Guidance	
						Content	Levels of response
3			Slip on/Velcro type shoes	Easy to fasten shoes/need less effort bending down/less pressure on abdomen			
			Non slip soles	To lessen risk of slipping/falling and harming baby			
			Total		15		

Question		Answer	Marks	Guidance
4	(a)	Sudden/unexplained (for no reason)/unexpected death as baby sleeps/SIDS.	1	Do not accept baby dies in sleep/cot
4	(b)	Lie baby on back No pillow No duvet No cot bumpers No toys in cot No pets in room Lightweight blanket/baby sleep bag Don't sleep with baby on sofa/chair Don't share a bed with baby Same room as parents/carers for first 6 months Use a baby monitor Keep up to date with immunisations Environment free of tobacco/cigarette smoke Don't let baby overheat with too many clothes/ avoid overheating room (16-20°C)/don't let baby overheat Breastfeeding If baby is unwell, seek medical advice Place baby at bottom of cot/prevents wriggling down under covers/feet to foot Buy a new mattress if using a second-hand cot Put covers under baby's arms/cover to shoulders	3x1	

Question			Answer	Marks	Guidance	
					Content	Levels of response
4	(c)		Help with breathing/ventilator/ given oxygen	3x2	Mix and match so long as explanation matches point Do not accept drip Do not accept pipe Do not accept trouble eating	
			Lungs not fully developed			
		To be kept warm	Unable to maintain/regulate own body temp			
		Feeding/nasogastric tube	Unable to suck			
		Keep in incubator	Constant temp/ keep warm/ provides controlled environment/constant humidity			
		Sun lamp/light	To clear yellow skin/jaundice			
		Monitoring sensors/alarm systems	Check on heartbeat/breathing/ oxygen in bloodstream/ haemoglobin levels			
	Isolation	To keep baby free from infections/weak immune system				
4	(d)	(i)	Milk/primary	1		
		(ii)	6 months	1		
		(iii)	20	1		

Question			Answer	Marks	Guidance	
					Content	Levels of response
4	(d)	(iv)	Red cheeks/red rash on cheek/flushed cheeks/swollen cheeks Increased dribbling/saliva production Increased crying/crying a lot more/constant crying Fretful/irritable/restless/unsettled Sore/red/swollen gums Fist/hand chewing/chewing objects/biting Sleepless at night Not feeding as well/ not eating as much	2x1	Do not allow sucking Do not allow food refusal	
			Total	15		

Question	Answer	Marks	Guidance
5 (a)	<p>Any two correct points required for each method.</p> <p>Combined Pill Prescribed from GP/family planning clinic A pill taken at the same time each day for 21 days Not taken for 7 days and during this time a period occurs Contains two hormones Oestrogen and progesterone Stops production of FSH (Follicle Stimulating Hormone) Thickens cervical mucus Stops the release of an egg every month (ovulation) Not effective if taken 12 hours late or after severe diarrhoea/vomiting.</p> <p>The Diaphragm (Cap) Barrier method Prevents sperm reaching egg/uterus/cervix Initially/at first fitted by GP to ensure correct size Made of flexible rubber or silicone to cover cervix Must be put/placed in vagina (before intercourse) Has to stay in place for at least 6 hours after intercourse Must be used with a spermicidal gel/cream to kill sperms Washable and reusable.</p> <p>IUD A small plastic and copper device Put/placed in uterus by (GP/fitted by GP/doctor/family planning clinic) Lasts 3-10 years Stops sperm surviving in the cervix/uterus/fallopian tube It stops sperm meeting an egg May stop implantation. Used as emergency contraception</p>	6 3x2	

Question			Answer	Marks	Guidance
5	(b)		Can be inserted any time before intercourse Protection from STIs/STDs Protection from HIV Widely sold/available Can be free from some family planning clinics No side effects Does not require medical advice/GP advice/intervention/prescription/fitting	2x1	Do not allow quick/easy to use
5	(c)		May slip off or split/rip/tear/break/can interrupt intercourse/needs to be removed quickly after ejaculation/embarrassment when buying/can use only once	1	
5	(d)	(i)	Unable to have children/man or woman/cannot conceive/ low sperm count/poor ovulation IVF has not worked Past child bearing age/too old to have children Mother remarries/jointly adopt so child has same surname Foster parents adopt foster child/foster parents Grandparents/family member adopt if child's parents die/or an example of a family situation If there is a chance of passing on a hereditary disease/genetic disorder HIV positive If had a vasectomy/sterilised and parent remarries To provide opportunities for a disadvantaged child children's home/orphaned/abandoned/disabled/from abroad Same sex partners	3x1	To provide opportunities/ to help a child must be qualified

Question			Answer	Marks	Guidance
5	(d)	(ii)	Legal procedure/court order to bring up a child not their own Parents/carers have legal rights over child Cannot be reversed Child loses ties with birth family Usually takes on the new family's name/change name Parent/carer has to financially cover the cost of bringing up child Permanent/long term/forever/full responsibility for the child Child unable to contact birth parents until age 18 years Parents/carers have to be 21 or over	3	
			Total	15	

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

Oxford Cambridge and RSA Examinations
is a Company Limited by Guarantee
Registered in England
Registered Office; 1 Hills Road, Cambridge, CB1 2EU
Registered Company Number: 3484466
OCR is an exempt Charity

OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553

© OCR 2012

