

General Certificate of Secondary Education
Home Economics

B013

Unit: B013: Principles of Child Development

Specimen Paper

Time: 1 hour 30 minutes

Candidates answer on the question paper.

Additional materials: None required

Candidate
Forename

Candidate
Surname

Centre Number

--	--	--	--	--

Candidate
Number

--	--	--	--

INSTRUCTIONS TO CANDIDATES

- Write your name in capital letters, your Centre Number and Candidate Number in the boxes above.
- Use black ink. Pencil may be used for graphs and diagrams only.
- Read each question carefully and make sure you know what you have to do before starting your answer.
- Answer **all** the questions.
- Do not write outside the box bordering each page.
- Write your answer to each question in the space provided.

INFORMATION FOR CANDIDATES

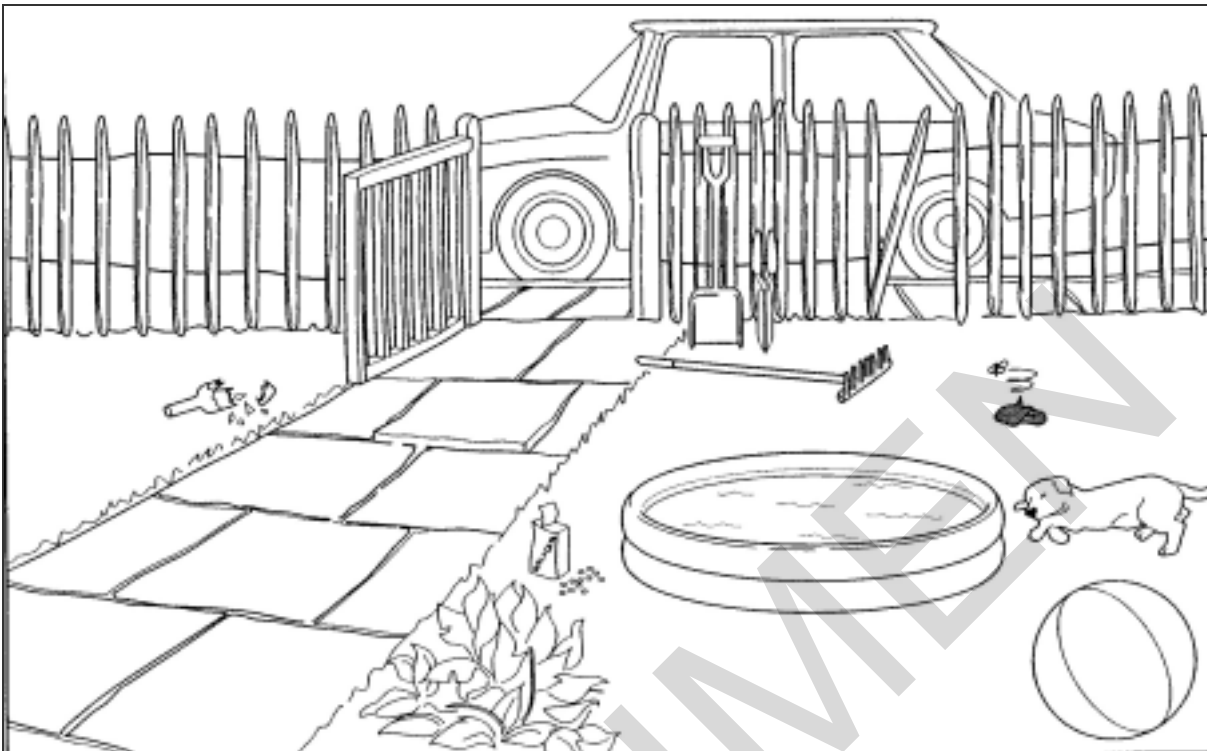
- The number of marks for each question is given in brackets [] at the end of each question or part question.
- Your Quality of Written Communication is assessed in question 5.
- The total number of marks for this paper is 80.

FOR EXAMINER'S USE

1	
2	
3	
4	
5	
TOTAL	

This document consists of **11** printed pages and **1** blank page.

1 Gardens have many dangers for young children. Study the picture below.



(a) Identify **five** different dangers for a young child.

- 1
- 2
- 3
- 4
- 5 [5]

(b) A kitchen is a dangerous place for children.

Give **four** items of safety equipment that can be used in the kitchen.

- 1
- 2
- 3
- 4 [4]

Poor eating habits have led to an increase in obesity in children.

(c) What is meant by the term “obesity”?

..... [1]

(d) Explain how obesity in young children can be avoided.

.....
.....
.....
.....
.....
.....
.....
.....
.....
..... [6]

(e) (i) Identify **three** good sources of protein for a baby aged 10 – 12 months.

- 1
- 2
- 3 [3]

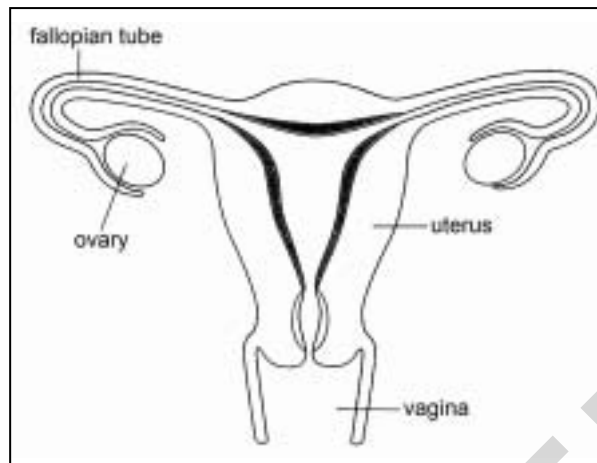
(ii) Give **one** reason why the body requires protein.

..... [1]

[Total: 20]

2

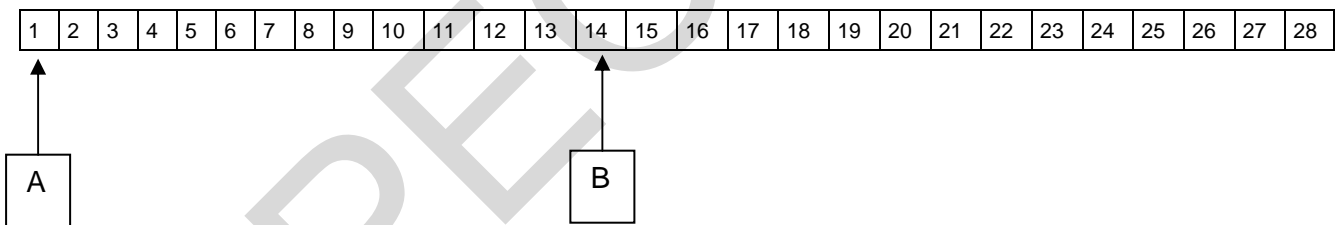
(a) Below is a diagram of the female reproductive organs.



Name the part where each of the following occurs:

- Sperm are deposited [4]
- Eggs are released
- Fertilisation takes place
- The baby develops and grows

(b) The menstrual cycle is normally 28 days long.



(i) What normally takes place on the days marked A and B.

- A..... [2]
- B.....

(ii) Name **one** hormone that controls the menstrual cycle.

..... [1]

(c) What is the average length and weight of a full term baby?

Length

Weight

[2]

(d) Describe the role of health visitors in caring for the mother and baby after the birth.

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

[6]

[Total: 15]

SPECIMEN

4 A family is the basic unit of society.

(a) Give **three** factors a couple could consider before starting a family.

- 1
- 2
- 3 [3]

(b) Name the family types shown in the pictures below.



.....



..... [2]

(c) Study the table below which shows the number of babies placed for adoption in 1975 and 2000.

Year	Number of babies
1975	21,000
2000	4,000

(i) What has happened to the number of babies placed for adoption between 1975 and 2000?

..... [1]

(ii) Give **two** reasons for this change.

- 1
- 2 [2]

(d) Describe **two** reasons why a couple may wish to adopt a child.

1
.....
..... [2]

2
.....
..... [2]

(e) Give **three** reasons why a child could be taken into local authority care.

1
2
3 [3]

[Total: 15]

SPECIMEN

SPECIMEN

Copyright Acknowledgements:

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (OCR) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest opportunity.

OCR is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.

HOME ECONOMICS: CHILD DEVELOPMENT

UNIT B013: CHILD DEVELOPMENT

Specimen Mark Scheme

The maximum mark for this paper is 80.

SPECIMEN

Question Number	Answer	Marks	
1(a)	<p>Gardens have many dangers for young children. Study the picture below. Identify <u>five</u> dangers for a young child. ONE mark for each correct answer. FIVE required, e.g.</p> <p>Gate open Fence broken Ball Uneven paving slabs Garden equipment/Sharp tools/shears/rake Broken glass Pool/uncovered Dog faeces Slug pellets Poisonous berries/plant</p>	5x1	[5]
(b)	<p>A kitchen is a dangerous place for children. Give <u>three</u> items of safety equipment that can be used in the kitchen. ONE mark for each correct answer. THREE required, e.g.</p> <p>Playpen Plug/socket covers Coiled flex Cooker guard Safety gate Cupboard/fridge/freezer/drawer locks Smoke alarm Corner protectors Safety glass/toughened/safety film on doors/windows Harness for highchair Fire extinguisher Knife block</p>	3x1	[3]
(c)	<p>What is meant by the term obesity? ONE mark for correct answer.</p> <p>Person whose weight is at least one third more than the average weight for their size/height.</p> <p>Accept very fat/overweight. No marks for just Fat.</p>	1	[1]

Question Number	Answer	Marks	
(d)	<p>Explain how obesity in young children can be avoided.</p> <p>High Level Response 5-6</p> <p>The candidate will give ways obesity could be avoided with examples of good nutritional practices. Specialist terms will be used appropriately and correctly. The information will be presented in a structured format. The candidate can demonstrate the accurate use of spelling, punctuation and grammar.</p> <p>Medium Level Response 3-4</p> <p>A candidate will give some ways obesity could be avoided but may lack specific detail of examples. There will be some use of specialist terms although these may not be used appropriately. The information will be presented for the most part in a structured format. There may be occasional errors in spelling, punctuation and grammar.</p> <p>Low Level Response 0-2</p> <p>The candidate may give limited or confused information. Answers may be in the form of a list with little or no description. There will be little or no use of specialist terms. Errors of spelling, punctuation and grammar may be intrusive.</p>		

	POINT	EXPLANATION		
	Give a child a balanced diet – ignore any reference to fat or unhealthy diet	Gives meaning or examples of a balanced diet to promote growth/prevents under/mal nutrition		
	Sweets/biscuits/chocolate/cakes should only be given in small amounts	Prevents developing sweet tooth/preference for sugary food		
	Substitute sugary food/snacks with healthier options	Develops good eating habits/ snacks between meals could be fruit or vegetables unsweetened yoghurt		
	When giving child high energy food, use foods such as brown bread, pasta and other cereals	Contain other nutrients as well as carbohydrate/provides fibre		
	Give fruit juices/milk/water	Avoids high sugar drinks		
	Do not add extra sugar to food or drinks	Not necessary/sugar often occurs naturally in foods/could use other sweet foods-dried/fresh fruits		
	Encourage exercise – play/tumble tots/swimming/going to pre-school groups/walking to pre-school groups	Develop active life style habits to maintain a good weight		
	Cut down time spent on TV/computer games	Lack of exercise/does not burn energy off		
	Teach child healthy choices/setting good example	Good habits to take through life	3x1 3x1	[6]
(e)(i)	<p>Identify <u>two</u> good sources of protein for a baby aged 10-12 months.</p> <p>One mark for each correct answer. TWO required, e.g.</p> <p>Milk/breast/bottle milk Meat Fish Cheese Eggs Soya/TVP/tofu Beans/baked/kidney/pulse vegetables/peas/lentils/dahl Mycoprotein Yoghurt</p>		2x1	[1]

Question Number	Answer	Marks	
(e)(ii)	<p>Give <u>one</u> reason why the body requires protein.</p> <p>ONE mark for correct answer. ONE required, e.g.</p> <p>Growth Repair/maintenance (Secondary source of) energy</p>	1	[1]
(f)	<p>The growth of teeth is an important stage of a baby's development. Give <u>two</u> signs that show a baby may be teething.</p> <p>ONE mark for each correct answer. TWO required, e.g.</p> <p>Red cheeks/red rash on cheek Increased dribbling Increased crying/fretful Sore/swollen gums Fist chewing/chewing objects NOT biting or sucking</p>	2x1	[1]
		Total: [15]	

Question Number	Answer	Marks	
2(a)	<p>Name the part of the body where each of the following occurs: Sperm are deposited, eggs are released, fertilisation takes place, the baby develops and grows. ONE mark for each correct answer, FOUR required in correct order.</p> <p>Vagina Ovary Fallopian tubes Uterus</p>	4x1	[4]
(b)(i)	<p>What normally takes place on the days marked A and B. ONE mark for correct answer. TWO required</p> <p>A = Period starts/bleeding occurs/menstruation B = Ovulation/egg released/temperature rise</p>	2x1	[2]
(b)(ii)	<p>Name <u>one</u> hormone that controls the menstrual cycle. ONE mark for a correct answer. ONE required e.g.</p> <p>Progesterone Oestrogen</p>	1	[1]
(c)	<p>What is the average length and weight of a full term baby? ONE mark for each correct answer. TWO required, e.g.</p> <p>Length 50cm/20 inches Weight 3.5kg/7½ lbs</p>	2x1	[2]
(d)	<p>Describe the role of health visitors in caring for the mother and baby after the birth. High Level Response 5-6</p> <p>The candidate will describe several ways health visitors care for a mother and baby after the birth. Specialist terms will be used appropriately and correctly. The information will be presented in a structured format. The candidate can demonstrate the accurate use of spelling, punctuation and grammar.</p> <p>Medium Level Response 3-4</p> <p>A candidate will describe some ways health visitors care for a mother and baby after the birth. There will be some use of specialist terms although these may not be used appropriately. The information will be presented for the most part in a structured format. There may be occasional errors in spelling, punctuation and grammar.</p>	6x1	[6]

	<p>Low Level Response 0-2</p> <p>The candidate may give limited or confused information about the role of health visitors. Answers may be in the form of a list with little or no description. There will be little or no use of specialist terms. Errors of spelling, punctuation and grammar may be intrusive.</p> <p>ONE mark for each correct answer. SIX required, e.g.</p> <p>Takes over from Midwife Visits mother at home for up to 6 weeks after baby's birth Provides support with care of baby Promotes good health of baby Promotes good health of mother Answers questions/concerns Gives reassurance/advice Immunization advice Checks baby's developmental progress/weights baby Invites mother to child development clinic Arranges six-week check for baby Encourages mother to meet other mothers</p>		
		Total: [15]	

Question Number	Answer	Marks	
3(a)(i)	<p>Describe the effects a child with special needs could have on other children in the family. High Level Response 5-6</p> <p>The candidate will describe several effects a child with special needs could have on other children in the family. Specialist terms will be used appropriately and correctly. The information will be presented in a structured format. The candidate can demonstrate the accurate use of spelling, punctuation and grammar.</p> <p>Medium Level Response 3-4</p> <p>A candidate will describe effects a child with special needs could have on other children in the family. There will be some use of specialist terms although these may not be used appropriately. The information will be presented for the most part in a structured format. There may be occasional errors in spelling, punctuation and grammar.</p> <p>Low Level Response 0-2</p> <p>The candidate may give limited or confused information about the effects a child with special needs could have on other children in the family. Answers may be in the form of a list with little or no description. There will be little or no use of specialist terms. Errors of spelling, punctuation and grammar may be intrusive.</p> <p>Family bonds stronger/closer/work together Learn to accept others as they are Bonding with other family members if they choose to help Wider range of friends/specialist clubs/groups Learning to be more tolerant/patient Develops more awareness of disabilities Parents learn how to integrate with others in the wider community</p> <p>Little attention given/feel left out Parents have little/no time to play/read/do things with them Parents too tired/stressed/lack patience Few/no holidays Financial problems Bullied/teased by peers Embarrassed to be seen with sibling</p>	6x1	[6]
(ii)	<p>Give <u>three</u> ways relatives could support and help the family. ONE mark for each correct answer. THREE required, e.g.</p> <p>Give parents a break/respite care Baby-sit to give parents time with other children/evenings or daytime/weekends Help with shopping/housework Take out other children Play with other children Pass down clothes/toys/equipment they have finished with Emotional support for parents/children Buy items they may need/birthdays/Christmas</p>	3x1	[3]

Question Number	Answer	Marks	
(b)	Name <u>two</u> types of pre-school group.		
	ONE mark for each correct answer. TWO required, e.g. Nursery class/nursery school Playgroup/playschool Montessori Kindergarten Parent and toddler group Day nursery Crèche NB NOT nursery on its own.	2x1	[2]
(c)	Give <u>four</u> points a parent/carer should consider when choosing a childminder for a two year old. ONE mark for each correct answer FOUR required. Clean home Safe Warm Smoke free Toilet/kitchen facilities Garden Opportunities to play/toys Registered No more than 3 children under 5 Healthy Likes children First aid trained Same views on discipline/training Special diets catered for Cultural needs catered for Pets Do not accept tidy	4x1	[4]
		Total: [15]	

Question Number	Answer	Marks	
4(a)	<p>Give <u>three</u> factors a couple could consider before starting a family. ONE mark for each correct answer. THREE required, e.g.</p> <p>Accommodation/garden Health/give up smoking/balanced diets etc Money Career/break Maturity/can cope Lasting responsibility Lack of freedom/lifestyle change Age Genetic history/problems</p>	3x1	[3]
(b)	<p>Name the family types shown in the pictures below. ONE mark for each correct answer. TWO required, e.g.</p> <p>Lone parent/single parent Nuclear</p>	2x1	[2]
(c)(i)	<p>What has happened to the number of babies between 1975 and 2000? ONE mark for correct answer. ONE required, e.g.</p> <p>The number has decreased/ gone down/17000 fewer/ fewer babies</p>	1	[1]
(c)(ii)	<p>Give <u>two</u> reasons for this change. TWO mark for each correct answer. TWO required, e.g.</p> <p>Less stigma/more acceptable to be a lone parent Better contraception/less babies being born Trend to have smaller families More benefits available to lone parents More support/facilities available to lone parent</p>	2x1	[2]

Question Number	Answer	Marks	
<p>(d)</p> <p>Describe reasons why a couple may wish to adopt a child.</p> <p>ONE mark for correct answer. FOUR required, e.g.</p> <p>POINT (TWO required)</p> <p>Failed to conceive/fertility treatment failed/low sperm count/had a vasectomy/sterilisation</p> <p>Mother remarries</p> <p>Foster parents</p> <p>Grandparents adopt</p> <p>If there is a chance of passing on a disease</p> <p>If had a vasectomy/sterilised</p> <p>To provide opportunities for a disadvantaged child</p>	<p>EXPLANATION (TWO required)</p> <p>Unable to have children of their own</p> <p>Jointly adopt so child has same surname</p> <p>Long term fostering adopt/ foster child now wish to adopt</p> <p>If child's parents die</p> <p>Hereditary/genetic problems/had genetic counselling or one child already with a disease</p> <p>Parent remarries</p> <p>Children's home/orphaned/ abandoned/disabled/from abroad</p>	<p>2x1 2x1</p>	<p>[4]</p>
<p>(e)</p> <p>Give <u>three</u> reasons why a child could be taken into local authority care.</p> <p>One mark for each correct answer. THREE required, e.g.</p> <p>Single parent/carer going into hospital</p> <p>Long term illness e.g. drugs/HIV</p> <p>Housing problems/damp/homeless</p> <p>Neglect</p> <p>Ill treated/abused</p> <p>Parents dead</p> <p>Abandoned/left</p> <p>Parent in prison</p> <p>Parent unable to cope/children out of control</p>		<p>3x1</p>	<p>[3]</p>
		<p>Total: [15]</p>	

Question Number	Answer	Marks
5	<p>Children need good discipline in order to learn acceptable patterns of behaviour.</p> <ul style="list-style-type: none"> • Describe some methods of teaching good discipline. • Explain why children need to learn acceptable patterns of behaviour. <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 high level response, both areas must be addressed in detail.</p> <p>A candidate only answering one part of the question well remains in the medium level response and can access up to 8 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 lower level response.</p> <p>Bullet point answers can only achieve up to the medium level response only.</p> <p>A high level of response 13-15 The candidate describes in detail a range of methods of teaching good discipline and gives comprehensive explanations of why children need to learn acceptable patterns of behaviour 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>A good/satisfactory response 9-12 The candidate describes some methods of teaching good discipline and gives some explanations of why children need to learn acceptable patterns of behaviour. 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>A limited response 5-8 The candidate makes some valid comments on methods of teaching good discipline and/or gives some explanations of why children need to learn acceptable patterns of behaviour, although descriptions and/or 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>Low Level Response 0 - 4</p> <p>The candidate is likely to give limited, muddled or incorrect answers about how to teach discipline and/or why children need to learn acceptable patterns of behaviour. generally with no real knowledge. Answers may be in the form of a list.</p> <p>Facts may not always relate to the contents.</p> <p>Answers may be ambiguous or disorganised</p> <p>There will be little or no use of specialist terms.</p> <p>Errors of grammar, punctuation and spellings may be intrusive.</p>	
--	--	--

SPECIMEN

Question Number	Answer		Marks
	<p>Method</p> <p>Make clear explanations.</p> <p>Be consistent.</p> <p>No empty threats/mean what you say/be firm.</p> <p>Deal with immediately.</p> <p>Do not smack.</p> <p>Explain why wrong.</p> <p>Give warning before carrying out punishment.</p> <p>Show not pleased/displeasure.</p> <p>Praise good behaviour.</p> <p>Withdraw activity/item.</p> <p>Quiet area/naughty chair.</p> <p>Set a good example.</p> <p>Avoid battles can not win.</p> <p>Parents say sorry.</p> <p>Remain calm/quiet.</p>	<p>Explanation</p> <p>So child learns/understands what is expected in different situations.</p> <p>Avoid mixed messages. Learn right/wrong.</p> <p>So child learns if it does something wrong there is a consequence/won't go away/can't be ignored.</p> <p>So punishment is clearly linked to actions.</p> <p>Child will fear situation rather than understand.</p> <p>So child understands and learns.</p> <p>So child has a chance to modify behaviour.</p> <p>Sometimes enough for a child to stop before a situation escalates/threats issued.</p> <p>More effective as children like to please/learn quicker.</p> <p>So know that what doing is wrong/not acceptable.</p> <p>Cool off time/time to think about what done.</p> <p>Good role model for child to copy.</p> <p>Can not force children to sleep/eat so no point threatening.</p> <p>Helps children learn to say sorry.</p> <p>To avoid further conflict/escalate situation.</p>	

Question Number	Answer		Marks
	<p>Reason</p> <p>Acceptable to others.</p> <p>Teaches/keeps child safe.</p> <p>Develops self control</p> <p>Pleasanter environment.</p> <p>Considerate of others/less likely to be greedy.</p> <p>Thinks of other peoples feelings.</p> <p>Can take child anywhere.</p> <p>Develops well socially</p> <p>Develops well emotionally.</p> <p>Knows right from wrong.</p>	<p>Explanation</p> <p>So will fit in with others/less likely to be uncooperative.</p> <p>Young children not aware of dangers/don't understand dangers so have to learn.</p> <p>Know what is expected/integrates better/less likely to be disobedient.</p> <p>Work together as a family/less conflict/family life a pleasant experience/bonding.</p> <p>Aware of the needs of others/less self centred/selfish.</p> <p>Less likely to be rude/inconsiderate.</p> <p>Therefore more opportunities offered to child/chances to be included in other events.</p> <p>People will like them/make friends easier.</p> <p>Feel loved/secure/know parents care.</p> <p>.Understands the word 'no'/rules have to be obeyed/limits made for a reason.</p>	
			Total [15]

Assessment Objectives Grid

Question	AO1 marks	AO2 marks	AO3 marks	Total
1	14	5	1	20
2	11	4	0	15
3	7	7	1	15
4	10	5	0	15
5	6	7	2	15
	48	28	4	80

SPECIMEN