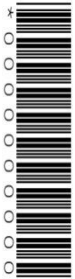


## SAMPLE ASSESSMENT MATERIAL

### Level 1/2 Cambridge National in Child Development

R018/01 Health and well-being for child development

**Date – Morning/Afternoon**  
**Time Allowed: 1 hour 15 minutes**



No additional materials required for this Question Paper



First Name										
Last Name										
Centre number						Candidate number				

#### INSTRUCTIONS

- Use black ink. You may use an HB pencil for graphs and diagrams only.
- Complete the boxes above with your name, centre number and candidate number.
- Answer **all** the questions.
- Write your answer to each question in the space provided. If additional space is required, use the lined page(s) at the end of this booklet. The question number(s) must be clearly shown.
- Do **not** write in the bar codes.

#### INFORMATION

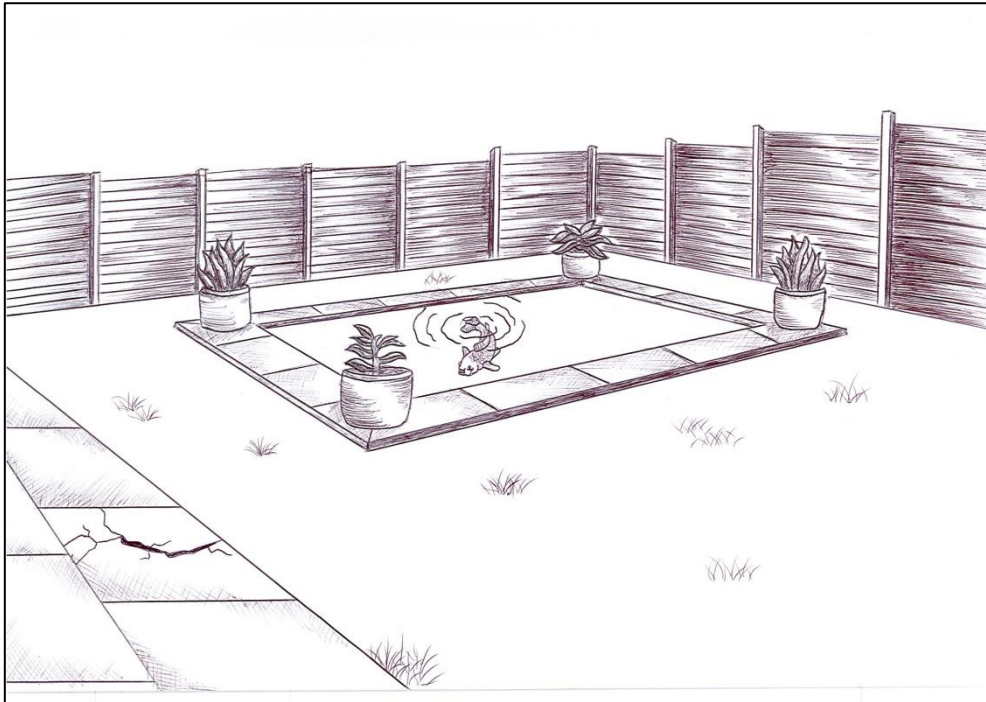
- The total mark for this paper is **80**.
- The marks for each question are shown in brackets [ ].
- The quality of extended responses will be assessed in questions marked with an asterisk (\*).
- This document consists of **16** pages.

Section A

Answer **all** the questions.

- 1 James and Seema have moved to a house with a garden for their children to play in. Their children are aged 9 months and 2 years.

This is a picture of James and Seema's new garden.



- (a) Identify **one** feature in the garden that is not safe for young children and give **one** reason why this would not be safe.

Feature: .....

.....

Reason: .....

..... [2]

- (b) Identify **one** feature of the garden that makes it safe for the children to play in and give **one** reason why this would be safe.

Feature: .....

.....

Reason: .....

..... [2]

1

- (c) Suggest **two** ways that James and Seema could make the garden safer for their children to play in.

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

- (d) James and Seema want the inside of their house to be as safe as possible for the children.

Identify **two** different ways that James and Seema could prevent each type of accident listed below.

Preventing poisoning:

1.....  
.....  
2.....  
.....

Preventing falls:

1.....  
.....  
2.....  
.....

Preventing suffocation:

1.....  
.....  
2.....  
.....

[6]

**Question 1 – Total marks [12]**

2 Read the news article below:

### Childhood Obesity Rates

One in three children in the UK is now overweight, while one in five is obese.

“Prevention works better in younger age groups, so we have to focus on cutting calories and encouraging a more active, healthy lifestyle in children.”

Colin Michie, chair of the nutrition committee at the Royal College of Paediatrics and Child Health, Feb 2015

(a) Identify **two** health risks for overweight and obese children.

1.....  
.....  
2.....  
.....

[2]

2

(b)\* Explain what parents can do to help their child maintain a healthy weight.

In your answer you must include:

- ways to improve a child's diet
- ways of encouraging a more active lifestyle.

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**[8]**

**Question 2 – Total marks [10]**

3 Abbi is 20 and has a part-time job as a hairdresser. Her boyfriend Mark is 21 and works at a local supermarket. They have known each other for two years and have recently started living together. They are renting a one bedroom flat.

(a) Abbi and Mark want to start a family. Identify and explain **three** factors that they should consider before starting a family.

1.....  
.....  
.....  
.....  
.....

2.....  
.....  
.....  
.....  
.....

3.....  
.....  
.....  
.....

[6]

(b) List **three** ways that Abbi could ensure good pre-conception health.

1.....  
.....

2.....  
.....

3.....  
.....

[3]

3

- (c) Identify **two** health professionals who would support Abbi through her pregnancy. Describe **two** different ways in which they would support her.

Health professional.....[1]

Support.....

.....

.....

.....[2]

Health professional.....[1]

Support.....

.....

.....

.....[2]

- (d) Abbi has given birth to Chantelle.

State **three** ways that Mark could support Abbi in the first few weeks after giving birth.

1.....

.....

2.....

.....

3.....

.....

[3]

**Question 3 – Total marks [18]**

## Section B

Answer **all** the questions.

- 4 The names of some childhood illnesses are shown in the box below:

chickenpox	food poisoning	mumps	meningitis
------------	----------------	-------	------------

- (a) Complete the table to match each illness with the signs and symptoms given.

Signs and symptoms	Illness
Pain, swelling of the jaw in front of the ears, fever, pain when eating and drinking.	
Vomiting, diarrhoea, abdominal pain.	
Headache, neck stiffness and joint pains, inability to tolerate light, fever.	
Slight fever, itchy rash, child feels ill, severe headache.	

[4]

- (b) For which of the illnesses named in the table would you dial 999 and request an ambulance?

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

- (c) For which of the illnesses named in the table would you apply calamine and cut the child's nails to prevent infection from scratching?

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

**Question 4 – Total marks [6]**



5

(a) Complete the table below by naming the parts of the male reproductive system.

Description	Name
There are two of these contained in a bag of skin called the scrotum	
Where the sperm are stored	
Has two functions: to pass urine and to pass semen into the vagina	
Another name for the sperm ducts	

[4]

(b) Complete the table below by naming the parts of the female reproductive system.

Description	Name
The lower end (neck) of the uterus	
There are two of these, they transport eggs to the uterus	
A muscular hollow tube where the sperm are deposited during intercourse	
Where the eggs are made and female hormones produced	

[4]

5

- (c) State what happens at each of the following stages of reproduction. The first stage has been done for you.

Stage	What happens
Ovulation	An egg is released from one of the ovaries.
Conception	
Implantation	

[2]

5

- (d) The school nurse has asked you to help produce an information sheet about the advantages and disadvantages of three different methods of contraception.

She has given you a completed example and wants you to finish off the sheet with **two** advantages and **two** disadvantages for the other two methods.

<b>Progestogen-only pill (POP)</b>	
<b>Advantages</b>	<b>Disadvantages</b>
Easily taken orally	If taken more than 3 hours late it becomes unreliable
Can relieve PMT and painful periods	Periods may become irregular

<b>Contraceptive implant</b>	
<b>Advantages</b>	<b>Disadvantages</b>

[4]

<b>Male condom</b>	
<b>Advantages</b>	<b>Disadvantages</b>

[4]

Question 5 – Total marks [18]

6

(a)(i) Name **two** routine checks carried out at an ante-natal clinic.

1.....  
.....  
2.....  
.....

[2]

(ii) Name **two** specialised ante-natal screening tests that may be carried out.

1.....  
.....  
2.....  
.....

[2]

(b)\* Explain the benefits of a regular bedtime routine for a young child.

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

[6]

6

(c) Name and give the meaning of the following safety labels found on toys.



Name.....

.....

Meaning.....

.....

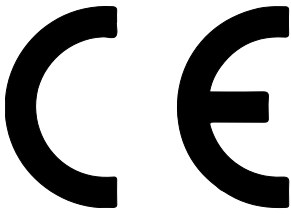


Name.....

.....

Meaning.....

.....



Name.....

.....

Meaning.....

.....

[6]

Question 6 – Total marks [16]

END OF QUESTION PAPER





**Question 2a, page 4:** Based on research by C H M Van Jaarsveld and M C Gulliford, Childhood obesity trends from primary care electronic health records in England between 1994 and 2013: population-based cohort study in Arch Dis Child 2015;100:214-219, <http://adc.bmj.com> Open Access article reproduced under the terms of the Creative Commons Attribution (CC BY 4.0) <http://creativecommons.org/licenses/by/4.0/>

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# SPECIMEN

## Sample Assessment Material

LEVEL 1/2 CAMBRIDGE NATIONAL CERTIFICATE IN CHILD DEVELOPMENT

0000/01 Unit R018: Health and well-being for child development

MARK SCHEME

Duration: 1 hour 15 minutes

MAXIMUM MARK 80

SPECIMEN

Version: 3.0 Last updated: 30/07/2015

This document consists of 22 pages

**PREPARATION FOR MARKING ON-SCREEN**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris assessor Online Training* and the *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the Instructions for On-Screen Marking and the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to scoris and mark the **required number** of practice responses and the **required number** of standardisation responses.













**MARKING INSTRUCTIONS – FOR MARKING ON-SCREEN AND FOR PAPER BASED MARKING**

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the scoris messaging system, or by email.
5. Work crossed out:
  - a. where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
  - b. if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.
6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. There is a NR (No Response) option. Award NR (No Response)
  - if there is nothing written at all in the answer space
  - OR if there is a comment which does not in anyway relate to the question (e.g. 'can't do', 'don't know')
  - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the questionNote: Award 0 marks - for an attempt that earns no credit (including copying out the question)

8. The scoris **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**  
If you have any questions or comments for your team leader, use the phone, the scoris messaging system, or e-mail.
9. For answers marked by levels of response:
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
  - To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

These are the annotations, (including abbreviations), including those used in scoris, which are used when marking.

Annotation	Meaning of annotation
	Blank Page – this annotation <b>must</b> be used on all <b>blank</b> pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	Tick – correct answer
	Cross – incorrect answer
	Development of point (only for use on questions where stated in the mark scheme)
	Level 1
	Level 2
	Level 3
	Benefit of doubt (This <b>does</b> count as a mark – so do not ‘tick’ as well)
	Omission mark
	Too vague
	Repeat
	Noted but no credit given / zero mark response
No Response (NR)	Award NR if the question has not been attempted

**ADDITIONAL OBJECTS:** You **must** annotate responses on any additional objects, as above. (‘additional objects’ are continuation sheets at the end.) If no credit is to be awarded for the answer written on the additional object, please use the annotation ‘seen’. If the page is blank use ‘BP’.

## Section A

Question		Answer/Indicative content	Mark	Guidance
1	(a)	<p><b>One</b> mark for identification of an unsafe feature. <b>One</b> mark for an appropriate reason.</p> <p><b>Garden pond</b></p> <ul style="list-style-type: none"> <li>risk of drowning</li> </ul> <p><b>Fish</b></p> <ul style="list-style-type: none"> <li>attracts children to the water</li> </ul> <p><b>Planters/plant pots</b></p> <ul style="list-style-type: none"> <li>may be knocked over and fall on child causing injury</li> </ul> <p><b>Plants</b></p> <ul style="list-style-type: none"> <li>may be picked and eaten by children</li> <li>may be poisonous</li> </ul> <p><b>Slabs</b></p> <ul style="list-style-type: none"> <li>risk of trips and falls if uneven</li> </ul>	2 (2x1)	<p>The number of ticks must match the number of marks awarded. For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <span style="border: 1px solid red; padding: 2px 5px;">A</span> <span style="border: 1px solid red; padding: 2px 5px;">TV</span> <span style="border: 1px solid red; padding: 2px 5px;">REP</span> <span style="border: 1px solid red; padding: 2px 5px;">SEEN</span> </div> <p><b>One mark:</b> A basic reason that lacks clarity OR just identification of an unsafe feature</p> <p><b>Two marks:</b> A feature identified and a reason that clearly shows understanding of the danger.</p>

Question		Answer/Indicative content	Mark	Guidance
1	(b)	<p><b>One</b> feature described <b>two</b> marks.</p> <p><b>High fence</b></p> <ul style="list-style-type: none"> <li>secure</li> <li>prevents children getting out</li> <li>prevents strangers / dogs getting in</li> <li>too high to climb over</li> </ul> <p><b>Grass</b></p> <ul style="list-style-type: none"> <li>soft surface</li> </ul>	2 (1x2)	<p>The number of ticks must match the number of marks awarded. For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <span style="border: 1px solid red; padding: 2px 5px;">A</span> <span style="border: 1px solid red; padding: 2px 5px;">TV</span> <span style="border: 1px solid red; padding: 2px 5px;">REP</span> <span style="border: 1px solid red; padding: 2px 5px;">SEEN</span> </div> <p><b>One mark:</b> A basic description that lacks clarity OR just identification of a feature</p>

Question		Answer/Indicative content	Mark	Guidance
		<ul style="list-style-type: none"> <li>cushions falls</li> </ul>		<b>Two marks:</b> A feature identified and a reason that clearly shows understanding of the danger.

Question		Answer/Indicative content	Mark	Guidance
1	(c)	<p><b>Two</b> ways required, <b>one</b> mark each:</p> <ul style="list-style-type: none"> <li>remove the pond</li> <li>use pond as sandpit instead</li> <li>cover pond with rigid mesh</li> <li>cover pond with a rigid grille</li> <li>lockable cover over the pond</li> <li>fence off pond – must be at least 1.1 metre high</li> <li>ensure plants are safe varieties</li> <li>remove planters/pots</li> <li>replace broken/cracked/uneven slabs or replace slabs with grass</li> </ul> <p>Accept any two appropriate suggestions to make the garden safer.</p>	<p><b>2</b> (2x1)</p>	<p>The number of ticks must match the number of marks awarded.</p> <p>For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> <span style="border: 1px solid red; padding: 2px;">^</span> <span style="border: 1px solid red; padding: 2px;">TV</span> <span style="border: 1px solid red; padding: 2px;">REP</span> <span style="border: 1px solid red; padding: 2px;">SEEN</span> </div> <p>Must state:</p> <ul style="list-style-type: none"> <li>minimum height for a fence</li> <li>'rigid' for mesh/grille</li> <li>'lockable' or 'rigid' or 'meets safety standards' for a cover</li> </ul> <p><b>Do not credit:</b></p> <ul style="list-style-type: none"> <li>chicken wire</li> <li>supervision of the children</li> </ul>

Question	Answer/Indicative content	Mark	Guidance
1	<p>(d) <b>Six ways required, one mark each:</b></p> <p><b>Preventing poisoning</b></p> <ul style="list-style-type: none"> <li>• catches/child locks on cupboards and drawers</li> <li>• cleaning materials locked away/in high cupboard unreachable by child</li> <li>• do not transfer poisonous liquids (weed killer/cleaning materials) into another container e.g. lemonade bottle</li> <li>• medicines/vitamin supplements should have child proof caps</li> <li>• rubbish bin emptied frequently</li> <li>• alcohol locked away</li> </ul> <p><b>Preventing falls</b></p> <ul style="list-style-type: none"> <li>• safety gates at top and bottom of stairs</li> <li>• do not leave toys or other items on stairs/floors</li> <li>• teach children safe way to climb and descend stairs</li> <li>• stair area well lit</li> <li>• window locks/restraints</li> <li>• furniture away from windows</li> <li>• high chair safe and secured with harness</li> <li>• bed guard fitted if needed/cot at correct height adjustment</li> <li>• youngest child on lower bunk bed</li> <li>• stable, solid furniture</li> <li>• carpet not worn or loose</li> <li>• non-slip floor in kitchen</li> <li>• no trailing flexes/extension leads</li> </ul> <p><b>Preventing suffocation</b></p> <ul style="list-style-type: none"> <li>• no plastic bags</li> <li>• no pillow/duvet for child under one year</li> <li>• no drawstrings/ribbons or ties on items/clothing</li> <li>• blinds – no cords/safety cords</li> <li>• always supervise when child is eating/drinking</li> </ul>	<p><b>6</b> (6x1)</p>	<p>The number of ticks must match the number of marks awarded.</p> <p>For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <span style="border: 1px solid red; padding: 2px;">^</span> <span style="border: 1px solid red; padding: 2px;">TV</span> <span style="border: 1px solid red; padding: 2px;">REP</span> <span style="border: 1px solid red; padding: 2px;">SEEN</span> </div> <p><b>Do not credit repeats.</b> i.e. do not credit generic “catches / child locks on cupboards and drawers” if specific examples are given as well e.g. “cleaning materials locked away”.</p> <p>The list is not exhaustive; accept other correct, appropriate, suggestions.</p>

Question	Answer/Indicative content	Mark	Guidance
2 (a)	<p><b>Two</b> health risks identified. <b>One</b> mark each.</p> <ul style="list-style-type: none"> <li>• diabetes (type 2)</li> <li>• heart disease/heart attack/strain on the heart/circulation</li> <li>• high blood pressure/strokes/high cholesterol</li> <li>• breathlessness – struggle with physical activity/less active</li> <li>• overweight children tend to become obese adults</li> <li>• back ache/joint problems</li> <li>• dental caries – tooth decay as a result of high consumption of sugar in snacks and fizzy drinks</li> <li>• emotional problems – low self-esteem, teasing, bullied</li> </ul>	<p><b>2</b> (2x1)</p>	<p>The number of ticks must match the number of marks awarded.</p> <p>For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> <span style="border: 1px solid red; padding: 2px;">^</span> <span style="border: 1px solid red; padding: 2px;">TV</span> <span style="border: 1px solid red; padding: 2px;">REP</span> <span style="border: 1px solid red; padding: 2px;">SEEN</span> </div>



Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
2	(b)*	<p><b>Advice on improving diet:</b></p> <ul style="list-style-type: none"> <li>• be a good role model – eat healthy food</li> <li>• provide ‘child-sized’ portions at meal times</li> <li>• provide healthy snacks</li> <li>• follow nutritional guidelines e.g. 5 a day/eatwell plate/reduce sugar intake</li> <li>• research healthy recipes</li> <li>• grow fruit and vegetables – involve child</li> <li>• involve child in making healthy choices e.g. shop/cook/eat/together as a family</li> <li>• consult with health professionals for advice e.g. GP/practice nurse etc.</li> </ul> <p><b>Ways of encouraging active lifestyle:</b></p> <ul style="list-style-type: none"> <li>• be a good role model – go for a walk or bike ride instead of watching TV</li> <li>• less screen time – set limits</li> <li>• join ‘change4life’</li> <li>• encourage small amounts of activity to begin with – aim for short regular bursts through the day – then build up the time to 60 mins a day</li> <li>• play with the child – ‘tag’, ball games</li> <li>• take to play ground – climbing frames, swings</li> <li>• take the child swimming or other activity based clubs etc.</li> <li>• walk to nursery/school</li> </ul> <p>The list is not exhaustive, accept other appropriate ways.</p>	8	<p>The number of ticks will not necessarily correspond to the marks awarded.</p> <p><b>Level 3 checklist</b></p> <ul style="list-style-type: none"> <li>• detailed explanation of ways</li> <li>• diet and lifestyle - balanced</li> <li>• 2 or more ways</li> </ul> <p><b>Level 2 checklist</b></p> <ul style="list-style-type: none"> <li>• sound explanation</li> <li>• at least 2 ways</li> <li>• one sided explanation – just diet or just lifestyle</li> </ul>	<p><b>Level 3 (7–8 marks)</b></p> <p>Answers will provide a detailed explanation of at least two ways parents could help their child to maintain a healthy weight. Answers will include both diet and lifestyle. Answers will be coherent, using appropriate terminology. <i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p> <p><b>Level 2 (4–6 marks)</b></p> <p>Answers will provide a sound explanation of two ways parents could help their child to maintain a healthy weight. Answers may only cover diet or lifestyle. Answers will use some appropriate terminology. <b>Sub-max of 4</b> for just diet or just active lifestyle. <i>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</i></p>

Question			Answer/Indicative Content	Marks	Guidance	
					Content	Levels of response
					<p><b>Level 1 checklist</b></p> <ul style="list-style-type: none"> <li>• learners will give a basic explanation</li> <li>• diet or lifestyle or both mentioned briefly</li> <li>• likely to identify ways with little or no explanation</li> <li>• list-like/muddled</li> </ul> <p>Question is about encouragement and improving so answers should give positive actions not negatives such as don't eat this, don't do that etc.</p>	<p><b>Level 1 (1–3 marks)</b></p> <p>Learners will give a basic description of ways parents could help their child to maintain a healthy weight or improve lifestyle. List-like answers should be placed in this level. Answers may only cover diet or lifestyle.</p> <p><i>The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</i></p> <p><b>0 mark</b> = response not worthy of credit</p>

Question	Answer/Indicative content	Mark	Guidance
3 (a)	<p><b>Three</b> factors identified <b>one</b> mark each and <b>three</b> explanations, <b>one</b> mark each.</p> <p><b>Factors:</b></p> <p><b>Relationship between partners</b></p> <ul style="list-style-type: none"> <li>• is the relationship stable?</li> <li>• are there any relationship problems?</li> <li>• have they done all the things they want to as a couple- will they resent the child for restricting their freedom?</li> <li>• will they be able to socialise, go on holiday etc. If not will that matter?</li> </ul> <p><b>Finance</b></p> <ul style="list-style-type: none"> <li>• is where they live big enough for another person?</li> <li>• can they provide a warm, clean, safe and secure home?</li> <li>• will Abbi's job prospects be affected if she has a career break?</li> <li>• does she want to stay at home and look after the child – is this affordable?</li> <li>• does Abbi want to return to work – is child care affordable?</li> <li>• is a child affordable – equipment/clothing etc.</li> <li>• what support would be available from family and friends?</li> </ul> <p><b>Parental age</b></p> <ul style="list-style-type: none"> <li>• are they mature enough to take on the responsibility</li> <li>• are they willing to change their lifestyle to accommodate a baby</li> <li>• fertility falls so maybe is it better for Abbi to have a baby earlier</li> <li>• fit/healthy enough to become a parent?</li> <li>• do they have realistic expectations of children?</li> <li>• peer pressure - friends may have 'cute' babies</li> <li>• social pressures – desire to become a grandparent</li> <li>• may be unhappy at work – may see motherhood as an escape</li> </ul> <p><b>Genetic counselling</b></p> <ul style="list-style-type: none"> <li>• need to seek medical advice if there is a close family history of any disorder that is inherited, e.g. cystic fibrosis</li> </ul>	<p><b>6</b> (6x1)</p>	<p>The number of ticks must match the number of marks awarded.</p> <p>For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <span style="border: 1px solid red; padding: 2px;">A</span> <span style="border: 1px solid red; padding: 2px;">TV</span> <span style="border: 1px solid red; padding: 2px;">REP</span> <span style="border: 1px solid red; padding: 2px;">SEEN</span> </div> <p><b>Do not credit repeats.</b></p> <p>Some explanations may be interchangeable.</p> <p>The list is not exhaustive, accept other appropriate explanations.</p>

Question		Answer/Indicative content	Mark	Guidance
3	(b)	<p>Three ways identified. One mark each.</p> <ul style="list-style-type: none"> <li>• give up smoking</li> <li>• eat a healthy diet</li> <li>• exercise</li> <li>• reduce alcohol intake</li> <li>• not use recreational drugs</li> <li>• not be overweight</li> <li>• be up-to-date with immunisations/avoid contact with rubella/CMV</li> <li>• check with GP about safety of any medication she is on</li> <li>• check health – STIs etc</li> <li>• taking folic acid</li> <li>• genetic counselling</li> </ul>	3 (3x1)	<p>The number of ticks must match the number of marks awarded.</p> <p>For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> <span style="border: 1px solid red; padding: 2px;">^</span> <span style="border: 1px solid red; padding: 2px;">TV</span> <span style="border: 1px solid red; padding: 2px;">REP</span> <span style="border: 1px solid red; padding: 2px;">SEEN</span> </div>

Question	Answer/Indicative content	Mark	Guidance
3 (c)	<p><b>Two</b> health professionals identified. <b>One</b> mark each.  <b>Two</b> descriptions. <b>Two</b> marks each.</p> <p><b>Midwife</b></p> <ul style="list-style-type: none"> <li>• antenatal classes</li> <li>• advice – breast feeding, caring for baby</li> <li>• routine checks during pregnancy</li> <li>• books scans</li> <li>• can arrange special tests</li> <li>• delivers baby</li> <li>• cares for mother and baby for 10 days after the birth</li> </ul> <p><b>Obstetrician</b></p> <ul style="list-style-type: none"> <li>• specialist doctors in the care of pregnant women</li> <li>• look after complications in pregnancy / during birth</li> <li>• carry out Caesarean section, ventouse, or forceps deliveries</li> </ul> <p><b>GP</b></p> <ul style="list-style-type: none"> <li>• joint responsibility with midwife during the pregnancy</li> <li>• GP led unit for delivery</li> </ul> <p><b>Gynaecologist</b></p> <ul style="list-style-type: none"> <li>• a specialist in the female reproductive system</li> <li>• treats problems with the reproductive system</li> <li>• helps couples with fertility problems</li> </ul> <p><b>Paediatrician</b></p> <ul style="list-style-type: none"> <li>• specialist doctor in the care of children up to 16yrs</li> <li>• attends all difficult births, in case the baby needs resuscitation</li> </ul>	<p><b>6</b>  (2x1  +  2x2)</p>	<p>The number of ticks must match the number of marks awarded.</p> <p>For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <span style="border: 1px solid red; padding: 2px 5px;">A</span> <span style="border: 1px solid red; padding: 2px 5px;">TV</span> <span style="border: 1px solid red; padding: 2px 5px;">REP</span> <span style="border: 1px solid red; padding: 2px 5px;">SEEN</span> </div> <p>Do not credit 'doctor' unless qualified</p> <p>For descriptions:  <b>One mark:</b>  A basic description that lacks clarity.</p> <p><b>Two marks:</b>  Aspect(s) of the role described, clearly showing understanding.</p>

Question	Answer/Indicative content	Mark	Guidance
3 (d)	<p>Three ways stated. One mark each.</p> <ul style="list-style-type: none"> <li>• support Abbi to express what she needs to midwife/GP</li> <li>• support Abbi's feeding choice – back her up in front of others</li> <li>• help with feeding if bottle fed – making up feeds, sterilising bottles, giving feeds</li> <li>• bath baby</li> <li>• help around the house – shopping, vacuuming, preparing meals</li> <li>• change nappies</li> <li>• screen visitors – so can't outstay their welcome and Abbi needs rest</li> <li>• have time alone with baby – bonding</li> <li>• take statutory paternity leave, so he can be there</li> <li>• emotional support/bond with mum</li> </ul>	3 (3x1)	<p>The number of ticks must match the number of marks awarded.</p> <p>For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> <span style="border: 1px solid red; padding: 2px;">A</span> <span style="border: 1px solid red; padding: 2px;">TV</span> <span style="border: 1px solid red; padding: 2px;">REP</span> <span style="border: 1px solid red; padding: 2px;">SEEN</span> </div>

## Section B

Question	Answer/Indicative content	Mark	Guidance										
4	<p data-bbox="241 284 293 316"><b>(a)</b></p> <p data-bbox="331 284 981 316"><b>Four</b> illnesses matched correctly. <b>One</b> mark each.</p> <table border="1" data-bbox="331 352 1317 906"> <thead> <tr> <th data-bbox="331 352 936 427">Signs and symptoms</th> <th data-bbox="936 352 1317 427">Illness</th> </tr> </thead> <tbody> <tr> <td data-bbox="331 427 936 549">Pain, swelling of the jaw in front of the ears, fever, pain when eating and drinking.</td> <td data-bbox="936 427 1317 549"><b>MUMPS</b></td> </tr> <tr> <td data-bbox="331 549 936 667">Vomiting, diarrhoea, abdominal pain.</td> <td data-bbox="936 549 1317 667"><b>FOOD POISONING</b></td> </tr> <tr> <td data-bbox="331 667 936 785">Headache, neck stiffness and joint pains, inability to tolerate light, fever.</td> <td data-bbox="936 667 1317 785"><b>MENINGITIS</b></td> </tr> <tr> <td data-bbox="331 785 936 906">Slight fever, itchy rash, child feels ill, severe headache.</td> <td data-bbox="936 785 1317 906"><b>CHICKEN POX</b></td> </tr> </tbody> </table>	Signs and symptoms	Illness	Pain, swelling of the jaw in front of the ears, fever, pain when eating and drinking.	<b>MUMPS</b>	Vomiting, diarrhoea, abdominal pain.	<b>FOOD POISONING</b>	Headache, neck stiffness and joint pains, inability to tolerate light, fever.	<b>MENINGITIS</b>	Slight fever, itchy rash, child feels ill, severe headache.	<b>CHICKEN POX</b>	<p data-bbox="1395 284 1462 347"><b>4</b> (4x1)</p>	<p data-bbox="1496 284 2074 347">The number of ticks must match the number of marks awarded.</p> <p data-bbox="1496 451 1989 515">For <b>incorrect</b> answers use the <b>cross</b> annotation.</p> <p data-bbox="1496 619 1939 651">No other answers are acceptable.</p>
Signs and symptoms	Illness												
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Question		Answer/Indicative content	Mark	Guidance
4	(b)	<p>One identification. <b>One</b> mark.</p> <p><b>Correct answer: meningitis or food poisoning</b></p>	<p><b>1</b> (1x1)</p>	<p>The number of ticks must match the number of marks awarded.</p> <p>For <b>incorrect</b> answers use the <b>cross</b> annotation.</p> <p>No other answer is acceptable.</p>

Question		Answer/Indicative content	Mark	Guidance
4	(c)	<p>One identification. <b>One</b> mark.</p> <p><b>Correct answer: - Chicken pox</b></p>	<p><b>1</b> (1x1)</p>	<p>The number of ticks must match the number of marks awarded.</p> <p>For <b>incorrect</b> answers use the <b>cross</b> annotation.</p> <p>No other answer is acceptable.</p>



Question	Answer/Indicative content	Mark	Guidance					
5 (a)	<p data-bbox="327 248 719 272"><b>Four</b> named. <b>One</b> mark each.</p> <table border="1" data-bbox="360 344 707 807"> <thead> <tr> <th data-bbox="371 352 696 408">Name</th> </tr> </thead> <tbody> <tr> <td data-bbox="371 408 696 504">testes/testis</td> </tr> <tr> <td data-bbox="371 504 696 608">epididymis</td> </tr> <tr> <td data-bbox="371 608 696 711">penis</td> </tr> <tr> <td data-bbox="371 711 696 807">vas deferens</td> </tr> </tbody> </table>	Name	testes/testis	epididymis	penis	vas deferens	<p data-bbox="1211 248 1290 312"><b>4</b> (4x1)</p>	<p data-bbox="1346 248 2051 312">The number of ticks must match the number of marks awarded.</p> <p data-bbox="1346 352 2029 416">For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div data-bbox="1424 424 1783 504" style="border: 1px solid black; padding: 5px; display: inline-block;"> <span style="border: 1px solid red; padding: 2px;">^</span> <span style="border: 1px solid red; padding: 2px;">TV</span> <span style="border: 1px solid red; padding: 2px;">REP</span> <span style="border: 1px solid red; padding: 2px;">SEEN</span> </div>
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Question	Answer/Indicative content	Mark	Guidance						
5 (b)	<p><b>Four</b> named. <b>One</b> mark each.</p> <table border="1" data-bbox="365 312 723 786"> <thead> <tr> <th data-bbox="365 312 723 384">Name</th> </tr> </thead> <tbody> <tr> <td data-bbox="365 384 723 485">cervix</td> </tr> <tr> <td data-bbox="365 485 723 585">fallopian tubes</td> </tr> <tr> <td data-bbox="365 585 723 686">vagina</td> </tr> <tr> <td data-bbox="365 686 723 786">ovaries</td> </tr> </tbody> </table>	Name	cervix	fallopian tubes	vagina	ovaries	4 (4x1)	<p>The number of ticks must match the number of marks awarded.</p> <p>For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div data-bbox="1576 427 1942 509" style="border: 1px solid black; padding: 5px; display: inline-block;"> <span style="border: 1px solid red; padding: 2px;">^</span> <span style="border: 1px solid red; padding: 2px;">TV</span> <span style="border: 1px solid red; padding: 2px;">REP</span> <span style="border: 1px solid red; padding: 2px;">SEEN</span> </div>	
Name									
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fallopian tubes									
vagina									
ovaries									
5 (c)	<p><b>Two</b> stages. <b>One</b> mark each.</p> <table border="1" data-bbox="333 994 1335 1297"> <thead> <tr> <th data-bbox="333 994 542 1059">Stage:</th> <th data-bbox="542 994 1335 1059">What happens:</th> </tr> </thead> <tbody> <tr> <td data-bbox="333 1059 542 1177">Conception</td> <td data-bbox="542 1059 1335 1177">The egg (ovum) is fertilised by one of the sperm</td> </tr> <tr> <td data-bbox="333 1177 542 1297">Implantation</td> <td data-bbox="542 1177 1335 1297">The fertilised egg (ovum) is embedded in the uterus wall</td> </tr> </tbody> </table>	Stage:	What happens:	Conception	The egg (ovum) is fertilised by one of the sperm	Implantation	The fertilised egg (ovum) is embedded in the uterus wall	2 (2x1)	<p>The number of ticks must match the number of marks awarded.</p> <p>For <b>incorrect</b> answers use the <b>cross</b> annotation.</p>
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Question	Answer/Indicative content	Mark	Guidance												
5	<p>(d) <b>Four</b> advantages. <b>One</b> mark each. <b>Four</b> disadvantages. <b>One</b> mark each.</p> <table border="1" data-bbox="331 316 1406 807"> <thead> <tr> <th colspan="2" data-bbox="331 316 1406 352">Contraceptive Implant</th> </tr> <tr> <th data-bbox="331 352 875 389">Advantages</th> <th data-bbox="875 352 1406 389">Disadvantages</th> </tr> </thead> <tbody> <tr> <td data-bbox="331 389 875 807"> <ul style="list-style-type: none"> <li>• effective for up to 3 years</li> <li>• fertility returns immediately when implant removed</li> <li>• don't have to think about contraception for 3 years</li> <li>• useful for women who cannot use contraception containing oestrogen</li> <li>• over 99% effective</li> </ul> </td> <td data-bbox="875 389 1406 807"> <ul style="list-style-type: none"> <li>• initial bruising, tenderness or swelling</li> <li>• can be difficult to remove</li> <li>• side effects can be heavy or irregular periods</li> <li>• some prescribed medicines may reduce effectiveness</li> <li>• some homeopathic remedies may reduce effectiveness</li> <li>• weight gain/headaches</li> </ul> </td> </tr> </tbody> </table> <table border="1" data-bbox="331 874 1406 1366"> <thead> <tr> <th colspan="2" data-bbox="331 874 1406 911">Male condom</th> </tr> <tr> <th data-bbox="331 911 875 948">Advantages</th> <th data-bbox="875 911 1406 948">Disadvantages</th> </tr> </thead> <tbody> <tr> <td data-bbox="331 948 875 1366"> <ul style="list-style-type: none"> <li>• also protects against STIs including HIV</li> <li>• the man can take responsibility for contraception</li> <li>• easily obtained - sold widely</li> <li>• available free from most family planning clinics</li> </ul> </td> <td data-bbox="875 948 1406 1366"> <ul style="list-style-type: none"> <li>• some people are sensitive to latex</li> <li>• if not used properly, male condoms can slip off or split</li> <li>• can only be used once and discarded</li> <li>• putting one on can interrupt or impair enjoyment</li> <li>• penis has to be quickly withdrawn from the vagina after ejaculation</li> <li>• Having to plan ahead/have one with you</li> </ul> </td> </tr> </tbody> </table>	Contraceptive Implant		Advantages	Disadvantages	<ul style="list-style-type: none"> <li>• effective for up to 3 years</li> <li>• fertility returns immediately when implant removed</li> <li>• don't have to think about contraception for 3 years</li> <li>• useful for women who cannot use contraception containing oestrogen</li> <li>• over 99% effective</li> </ul>	<ul style="list-style-type: none"> <li>• initial bruising, tenderness or swelling</li> <li>• can be difficult to remove</li> <li>• side effects can be heavy or irregular periods</li> <li>• some prescribed medicines may reduce effectiveness</li> <li>• some homeopathic remedies may reduce effectiveness</li> <li>• weight gain/headaches</li> </ul>	Male condom		Advantages	Disadvantages	<ul style="list-style-type: none"> <li>• also protects against STIs including HIV</li> <li>• the man can take responsibility for contraception</li> <li>• easily obtained - sold widely</li> <li>• available free from most family planning clinics</li> </ul>	<ul style="list-style-type: none"> <li>• some people are sensitive to latex</li> <li>• if not used properly, male condoms can slip off or split</li> <li>• can only be used once and discarded</li> <li>• putting one on can interrupt or impair enjoyment</li> <li>• penis has to be quickly withdrawn from the vagina after ejaculation</li> <li>• Having to plan ahead/have one with you</li> </ul>	<p><b>8</b> (4x1 + 4x1)</p>	<p>The number of ticks must match the number of marks awarded.</p> <p>For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div data-bbox="1615 432 1980 512" style="border: 1px solid black; padding: 5px; text-align: center;"> <span style="border: 1px solid red; padding: 2px;">A</span> <span style="border: 1px solid red; padding: 2px;">TV</span> <span style="border: 1px solid red; padding: 2px;">REP</span> <span style="border: 1px solid red; padding: 2px;">SEEN</span> </div> <p>Do not credit repeats.</p>
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Question	Answer/Indicative content	Mark	Guidance
6 (a)(i)	<p><b>Two</b> named, <b>one</b> mark each.</p> <p><b>Routine antenatal checks:</b></p> <ul style="list-style-type: none"> <li>• weight check</li> <li>• blood tests</li> <li>• blood pressure</li> <li>• urine test</li> <li>• vaginal examination</li> <li>• examination of the uterus</li> <li>• baby's heartbeat</li> <li>• ultrasound scan</li> </ul>	<p><b>2</b> (2x1)</p>	<p>The number of ticks must match the number of marks awarded.</p> <p>For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> <span style="border: 1px solid red; padding: 2px;">^</span> <span style="border: 1px solid red; padding: 2px;">TV</span> <span style="border: 1px solid red; padding: 2px;">REP</span> <span style="border: 1px solid red; padding: 2px;">SEEN</span> </div>

Question	Answer/Indicative content	Mark	Guidance
6 (a)(ii)	<p><b>Two</b> named, <b>one</b> mark each.</p> <p><b>Specialised screening tests:</b></p> <ul style="list-style-type: none"> <li>• amniocentesis</li> <li>• AFP (alpha fetoprotein) test</li> <li>• Nuchal fold translucency test</li> <li>• CVS (chorionic villus sampling)</li> </ul>	<p><b>2</b> (2x1)</p>	<p>The number of ticks must match the number of marks awarded.</p> <p>For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> <span style="border: 1px solid red; padding: 2px;">^</span> <span style="border: 1px solid red; padding: 2px;">TV</span> <span style="border: 1px solid red; padding: 2px;">REP</span> <span style="border: 1px solid red; padding: 2px;">SEEN</span> </div> <p>Accept: 2/3/4D imagery.</p>

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
6	(b)*	<p>Benefits of a regular bedtime routine:</p> <ul style="list-style-type: none"> <li>• helps to calm and soothe the child</li> <li>• provides a sense of security</li> <li>• helps the child fall asleep</li> <li>• comforting and reassuring</li> <li>• helps the child learn the signals which mean it is time for sleep</li> <li>• routine may help to overcome sleep problems</li> <li>• enjoyable for parent – reading story, bonding time</li> </ul> <p>Examples of bedtime routines:</p> <ul style="list-style-type: none"> <li>• warm bath</li> <li>• warm drink</li> <li>• an appropriate story</li> <li>• kisses and cuddles</li> <li>• comfort objects or favourite toys</li> <li>• night light</li> <li>• door left slightly open</li> </ul>	6	<p>The number of ticks will not necessarily correspond to the marks awarded.</p> <p><b>Level 2 – checklist</b></p> <ul style="list-style-type: none"> <li>• detailed explanation</li> <li>• two or more benefits</li> <li>• correct use of terminology</li> </ul> <p><b>Level 1 – checklist</b></p> <ul style="list-style-type: none"> <li>• basic explanation</li> <li>• one or two benefits</li> <li>• likely to identify benefits with little or no explanation</li> <li>• list like/muddled</li> </ul> <p>Candidates may use different wording. Accept appropriate alternatives.</p>	<p><b>Level 2 (4–6 marks)</b> Answers will provide a detailed explanation of two or more benefits of a regular bedtime routine. Answers will be coherent and use correct terminology. <i>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</i></p> <p><b>Level 1 (1–3 marks)</b> There may be evidence of one or two benefits of a regular bedtime routine. Only one aspect or a second mentioned briefly. Answers may be list like or muddled and lack technical detail. <i>The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</i></p> <p><b>Sub-max of 3</b> for one benefit</p> <p><b>0 marks</b> = response not worthy of credit</p>

Question	Answer/Indicative content	Mark	Guidance
6	<p>(c) <b>Three</b> named. <b>One</b> mark each.  <b>Three</b> meanings. <b>One</b> mark each</p> <p><b>Lion Mark</b></p> <ul style="list-style-type: none"> <li>the toy meets the British Toy Manufacturers Association standards of safety.</li> <li>symbol of safety and quality.</li> <li>adheres to strict advertising and counterfeiting ethics.</li> </ul> <p><b>Age Warning</b></p> <ul style="list-style-type: none"> <li>warning – do not give the toy to children less than three years old, do not allow them to play with it.</li> <li>choking hazard - usually because of small parts</li> </ul> <p><b>CE Mark</b></p> <ul style="list-style-type: none"> <li>a European Union symbol that means the toy has been made to conform with European standards of safety.</li> <li>it is an enforcement mark and has to appear indelibly on the toy or its packaging.</li> <li>a 'passport' for toys in the EU.</li> </ul>	<p><b>6</b>  (3x1  +  3x1)</p>	<p>The number of ticks must match the number of marks awarded.</p> <p>For <b>incorrect</b> answers use the <b>cross</b> or appropriate annotation from the following:</p> <div data-bbox="1406 427 1771 507" style="border: 1px solid black; padding: 5px; text-align: center;">  </div>