

GCSE

Home Economics Child Development

Unit **B013**: Principles of Child Development

General Certificate of Secondary Education

Mark Scheme for June 2015

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by Examiners. It does not indicate the details of the discussions which took place at an Examiners' meeting before marking commenced.











All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

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

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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Annotations

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

Question			Answer	Mark	Guidance
1	a		<p>ONE mark for each correct answer. FIVE required.</p> <p>Emotional/Physical/Imaginative Intellectual/Physical/imaginative Physical Imaginative/Intellectual/Creative/Physical/Emotional Creative/Imaginative/Physical/Intellectual</p>	5x1	The words in the box can only be used once
1	b	i	<p>ONE mark for correct answer.</p> <p>Thinking skills/process of thought/development of understanding/reasoning/learning/perception/remembering/intellectual skills</p>	1	Do not accept “Intellectual development”
1	b	ii	<p>ONE mark for correct answer.</p> <p>Ideas/an idea/knowledge/understanding of new things</p>	1	
1	b	iii	<p>ONE mark for correct answer.</p> <p>The way an individual thinks/feels about themselves/sense of worth/how they value themselves</p>	1	
1	b	iv	<p>ONE mark for correct answer.</p> <p>Brothers and/or sisters or step/half brothers and/or sisters/ children who have the same parents/their parents are the same</p>	1	

Question			Answer	Mark	Guidance
1	c	i	<p>ONE mark for each correct answer. THREE required.</p> <p>Frustration Boredom Attention seeking Not getting own way Imitation Jealousy/sibling rivalry/new baby in the family Don't know it is wrong Not shown love/emotional starvation Reaction to colourings/E numbers/additives Tired Test boundaries Hungry Don't know how else to express themselves Change of routine/confused by change</p>	3x1	<p>NOTE: Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Further guidance on this is given on page 2.</p>
1	c	ii	<p>ONE mark for each correct answer. THREE required.</p> <p>Do not shout at child/don't get angry/speak quietly Do not smack child Avoid confrontation with child/do not argue with the child Keep calm/don't fuss/be patient Wait until finished/ignore/don't give attention Don't reward/bribe Distract child's attention/offer alternative Be consistent/do not give in Explain behaviour is not acceptable Talk to child to find root of problem if not obvious Good role model/set good example Avoid situations that can cause tantrums Naughty step/timeout/thinking chair/remove from situation</p>	3x1	<p>NOTE: Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Further guidance on this is given on page 2.</p> <p>Do not accept naughty corner</p>
			Total	15	

Question		Answer		Mark	Guidance
2	a		ONE mark for correct answer. THREE required. ONE mark for correct description. THREE required.	3x1 3x1	
			<p>Nuclear/co-habiting Couples who live together but may/may not be married. Some have children. Relatives may live far away.</p> <p>Same sex parents Two people of the same sex with dependent children</p> <p>Extended (Parents and children) extended by grandparents and other relatives. May live together or very near and share bringing up of children/chores.</p> <p>Reconstituted/step/modified / blended Families that have changed in structure and reformed. The family may be made up of children from one or both parents' previous relationships.</p> <p>Fostered Children who are removed from their natural family and placed in a foster family. Can be short/long term, usually on a temporary basis.</p> <p>Adopted A legal process where adults become parents of other people's children. Permanent /parents gain full legal rights.</p> <p>Lone/single parent Usually one parent with a child/children. The lone parent may be unmarried, divorced or separated.</p>		<p>The verb is to describe – for candidates' answers there will be two parts – point given and a description</p> <p>For point or accurate description award one mark only. Must match correctly for both points.</p> <p>Reconstituted- must include children in the description</p>

Question			Answer	Mark	Guidance
			<p>Residential care</p> <p>Shared care families</p>	<p>To provide a family type structure for children in care. Adult carers take responsibility for a small group of children to build a secure and caring relationship.</p> <p>Parents live in separate homes and children spend part of the week with one parent and the rest of the week with the other. Both parents are equally responsible for the children's needs. Usually occurs after separation or divorce.</p>	
2	b	i	<p>ONE mark for each correct answer. TWO required, e.g.</p> <p>Always supervise children/do not leave on own/keep an eye/watch what they put in their mouths Plastic bags stored safely/out of reach Small objects out of reach Do not give children nuts/small sweets Do not give children toys with small pieces/small toys/use age-appropriate toys No pillow/duvet/pillow given to babies/children under 1 yr old No cord around hoods/necks of clothing Do not allow children to play/run around while eating/sit while eating Do not allow a baby to bottle feed itself No blinds with cords Cut up food into small pieces No low curtain/blind cords "Foot to foot" to avoid wriggling under covers while asleep Lay on back to sleep Be aware of the procedure five back slaps</p>	2x1	<p>NOTE: Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Further guidance on this is given on page 2.</p> <p>Do not accept - small things</p>

Question			Answer	Mark	Guidance
2	b	ii	<p>ONE mark for each correct answer. TWO required, e.g.</p> <p>Keep in locked cupboard/safety locks on cupboards Keep in high cupboard/stored high Keep in original container Labelled container Keep out of sight/reach of children Tops tightly fastened Buy medicines with security caps/child proof cap</p>	2x1	<p>NOTE: Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Further guidance on this is given on page 2.</p> <p>Do not credit – out of date Do not credit – hard to reach</p>
2	c	i	<p>ONE mark for correct answer.</p> <p>Falls</p>	1	
2	c	ii	<p>ONE mark for correct answer.</p> <p>3</p>	1	
2	c	iii	<p>ONE mark for correct answer.</p> <p>26,000/twenty six thousand</p>	1	
2	d	i	<p>ONE mark for correct answer.</p> <p>Lion Mark or UK safety standard</p>	1	Do not accept Lion/Lion symbol/Lion label
2	d	ii	<p>ONE mark for correct answer.</p> <p>CE/CE mark Flammability label/flammable Not suitable for children under 3years/age advice Kite mark/British Standards Institution (BSI) BTMA/British Toy Manufacturers Association</p>	1	
			Total	15	

Question		Answer		Marks	Guidance	
					Content	Levels of response
3		Nursery class/nursery school/pre-school	Preparation for school/for children 3-5 years/part of foundation stage. Short sessions/open only during term time. Structured learning/with peers.		<p>NB Nursery on its own is not correct terminology</p> <p><i>Level 4 Checklist</i> <i>Detailed description and explanation.</i> <i>Range of specialist terms used with precision.</i> <i>Clear and well organised.</i> <i>Accurate and high level of QWC</i></p>	<p>This is a levels of response question, 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 will remain in the Level 2 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 Level 1 response.</p> <p>Bullet point sentences can achieve up to the Level 2 response.</p> <p>Level 4 :13-15 marks</p> <p>The candidate describes in detail several different types of day care provision available to children and gives comprehensive explanations why parents/carers could use day care provision for their child.</p> <p>The information will be presented in a clear and organised way. A whole</p>
		Day nursery/private nursery	Care from birth to 4 years. Fee payable. Open early morning to evening can suit working parents/carers. Qualified staff. A range of toys. Structured learning			
		Playgroup/playschool	For children 2-5 years/open only in term time/with peers/community based/strong parental involvement			
		Montessori	Mixed age classes from 2 1/2 to 6 years. Children learn concepts rather than directed supervision. Fee payable.			
		Kindergarten	From German <i>Kindergarten</i> , literally "children's garden" is a preschool educational institution for children. The term was created by <u>Friedrich Fröbel</u> for the play and activity institute that he created in 1837 in <u>Bad Blankenburg</u> as a social experience for children for their transition from home to school. His goal was that children should be taken care of and nourished			
		Crèche	Occasional care for children, usually for a couple of hours			

Question			Answer	Marks	Guidance	
					Content	Levels of response
		Workplace crèche	Often subsidised at parent/carers workplace. Open all year round		<p><i>Level 3 Checklist</i> <i>Description makes valid points</i> <i>Explanation lacks detail</i> <i>Specialist terms used.</i> <i>Clear and well organised.</i> <i>QWC accurate – occasional errors</i></p> <p><i>Level 2 Checklist</i> <i>Some relevant information</i> <i>Attempts to explain</i> <i>Only one part of question answered</i> <i>Some specialist terms used.</i> <i>Some errors of QWC</i></p>	<p>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 marks</p> <p>The candidate describes some different types of day care provision available to children and explanations why parents/carers could use day care provision for their child. Information will be offered to support the answer but in general terms with little detail. The information will be offered in a structured format. The candidate can use a range of specialist terms with facility. There may be occasional errors in spelling, punctuation and grammar.</p> <p>Level 2: 5-8 marks</p> <p>The candidate gives some different types of day care provision available to children and/or gives some explanations why parents/carers could use day care provision for their child but explanations may lack detail. Some information will be relevant. The candidate uses some specialist terms, although these may not always be used appropriately. There may be errors in spelling, punctuation and grammar</p>
		Nannies/mannies	Provide childcare in child's own home. Can live in or out. Can look after all children in family/flexible hours to suit parents/carers. Can be part of family.			
		Au pairs	An overseas visitor who comes to learn English and to help out in a family home. Lives with family but has time off for language classes.. Do not have to be registered or have any qualifications in childcare.			
		Childminders	Child looked after in someone's home. May have other children/ of different ages. Have to be registered and Ofsted inspected.			
		Relatives	Family members/child bonds/ knows them already. No regulations and can be paid or do it for free. One to one care.			
		Wrap around care	Before and after day care provision			

Question			Answer	Marks	Guidance	
					Content	Levels of response
		Meet children from ethnic groups	Promotes social harmony/acceptance		<p><i>Level 1 Checklist</i> <i>Vague comments given</i> <i>Some generic points</i> <i>All descriptive</i> <i>Little or no use of specialist terms used</i></p> <p>0 marks must be given where there is no evidence worthy of credit</p> <p>NR is given where the candidate has not attempted the question at all</p>	<p>Level 1: 1 – 4 marks</p> <p>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 relate to the question. 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>
		Opportunity for an only child	Company/people to play with/ make friends			
		Can mix with others of same age	Sharing/cooperating with children in play			
		Used to other adults/being away from parents/carers	Encouraging independence/ preparation for school/being away from parents/carers			
		Promotes language development	Make friends/mix with own age group			
		More toys/activities	Access to a wider variety of toys/saves parents/carers buying expensive toys/opportunity for activities not done at home e.g. messy play			
		More space to play/can run around	If child lives in a small environment/flat with no garden			
		Single parent/carer can work	Self esteem for parent/carer/ to earn money			
		Both parents/carers work/study	Income to meet needs of child/family/no need for career break/allows both parents/carers to continue careers/study			
		Break for parent/carer	Allows parent/carer time for themselves			

Question			Answer	Marks	Guidance	
					Content	Levels of response
			Respite care			
			Special needs child needing special provision/gives time with other child in family			
			Parents/carers can get on with other jobs/chores/shopping/house work			
			Can do shopping/reduces stress .Do jobs more quickly or safely e.g. ironing			
			Parents/carers can belong to activity/friendship/interest groups			
			Contact with other adults/gives parent/carer some time socially/keep social contacts			
			Gives parent/carers equal choices/opportunities			
			If no relatives nearby to look after child			
			Government provision			
			15 funded hours per week for 3 year olds			
			Parent unwell			
			Allows parent to recuperate if no support			
			Total	15		

Question		Answer		Mark	Guidance																										
4	a		ONE mark for each correct answer. THREE required. 4 months 6 months Birth onwards/new born/one day/few days/0 month	3x1	Do not accept - age ranges																										
4	b		ONE mark for each correct answer. FOUR required. ONE mark for each correct explanation. FOUR required.	4x1 4x1																											
			<table border="0"> <tr> <td>Washable frame/easy to clean</td> <td>Frequent use</td> </tr> <tr> <td>Washable cushions</td> <td>Babies spill food/make a mess</td> </tr> <tr> <td>Stable/wide base/sturdy</td> <td>Baby cannot rock it over</td> </tr> <tr> <td>Durable</td> <td>Not easily broken</td> </tr> <tr> <td>Tray</td> <td>To put food and drink on. Allows baby to feed self</td> </tr> <tr> <td>Removable tray</td> <td>Can put up to a table/fits height of table</td> </tr> <tr> <td>Lockable tray</td> <td>Baby cannot remove/hot food will not spill over baby</td> </tr> <tr> <td>Fit easily to table</td> <td>Be part of the family</td> </tr> <tr> <td>Can fold up/easy to put up and down</td> <td>For storage and/or transport/lack of space</td> </tr> <tr> <td>Lockable when folded</td> <td>Cannot cause an accident</td> </tr> <tr> <td>Fits into space needed</td> <td>Not a danger hazard</td> </tr> <tr> <td>No hinges/sharp points/holes</td> <td>Baby cannot hurt itself</td> </tr> <tr> <td>Cost/price</td> <td>Consider budget/will last</td> </tr> </table>	Washable frame/easy to clean	Frequent use	Washable cushions	Babies spill food/make a mess	Stable/wide base/sturdy	Baby cannot rock it over	Durable	Not easily broken	Tray	To put food and drink on. Allows baby to feed self	Removable tray	Can put up to a table/fits height of table	Lockable tray	Baby cannot remove/hot food will not spill over baby	Fit easily to table	Be part of the family	Can fold up/easy to put up and down	For storage and/or transport/lack of space	Lockable when folded	Cannot cause an accident	Fits into space needed	Not a danger hazard	No hinges/sharp points/holes	Baby cannot hurt itself	Cost/price	Consider budget/will last		<p>The verb is to explain – for candidates' answers there will be two parts – cause and effect</p> <p>For cause or effect award one mark only</p> <p>Cause and effects could be interchangeable – look at how the candidate has written their answer.</p>
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Question			Answer	Mark	Guidance
			Harness/straps D rings High back Height adjustment BSI safety mark/Kite Mark Foot rest Colour Reviews	Baby cannot slip out Can attach an extra harness To support baby's head/neck Multi –function/converts to low chair with table Tested for safety/complies to safety standard Support feet/legs Parental choice Recommendations/ advice from others	
4	c	i	ONE mark for correct answer. Layette	1x1	
4	c	ii	ONE mark for each correct answer. THREE required, e.g. Variety of sizes for different ages/weight Nappies for day time and night time use Designed for boys/girls No washing involved/saves time and effort in washing Saves electricity Less bulky/shaped No nappy pins/no risk of injury to baby Easy to use fastenings Useful when travelling/out and about/holidays/parent is ill/working parents Cost of buying is spread out/bulk buying could be cheaper	3x1	Accept 'biodegradable' if qualified Easy to change has to be qualified

Question		Answer	Mark	Guidance
4	d	<p>ONE mark for each correct answer. FOUR required.</p> <p>Heart rate/beat/pulse Skin colour/appearance/milia/jaundice/melanocytes/Mongolian spot Grimace Activity/movement/reflexes Head circumference/round the head Number of fingers and toes/webbing Baby's eyes/ears/nose Mouth/cleft palate Hips/dislocation of hips Fontanelle/soft spot Passing of meconium Abdomen Genitals/ testicles in boys Nerves Muscles Birth marks Lines on palms of hands</p>	4x1	<p>NOTE: Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Further guidance on this is given on page 2.</p>
4	e	<p>ONE mark for correct answer.</p> <p>Post natal</p>	1x1	
		Total	20	

Question			Answer	Mark	Guidance
5	a	i	ONE mark for correct answer. THREE required e.g. Diphtheria Tetanus Pertussis/Whooping cough	3x1	
5	a	ii	ONE mark for correct answer. TWO required e.g. Mumps Measles Rubella/German measles Polio (IPV) Hib/haemophilus influenza type b Flu Meningitis(C) Pneumococcal infection Rotavirus	2x1	Do not accept PCV/MMR (these are vaccines not diseases)
5	a	iii	ONE mark for correct answer. By mouth/swallowed	1x1	
5	b		ONE mark for correct answer. THREE required. Contact Ingestion Droplet	3x1	CORRECT ORDER ONLY
5	c	i	ONE mark for correct answer. TWO required. Calcium - Strong bones/strong teeth/clotting of blood/correct functioning of muscles and nerves/prevent rickets Protein - Growth/repair/body builder/builds muscles/energy	2x1	CORRECT ORDER ONLY

Question			Answer	Mark	Guidance
5	c	ii	ONE mark for correct answer. TWO required. Meat/named meat/poultry Fish/named fish/seafood Cheese Eggs Milk/yogurt	2x1	
5	c	iii	ONE mark for correct answer. TWO required. Peas Beans Lentils Pulse vegetables Tofu Quorn Soya Nuts/seeds Textured Vegetable Protein (TVP)	2x1	
			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

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

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