

GCSE

Home Economics Child Development

Unit **B013**: Principles of Child Development

General Certificate of Secondary Education

Mark Scheme for June 2016

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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
	Tick
	Incorrect
	Caret sign to show omission
	Level 1
	Level 2
	Level 3
	Level 4
	Repeat
	Noted but no credit given. /
	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.

Question			Answer	Mark	Guidance
1	a	i	<p>ONE mark for each correct answer. TWO required.</p> <p>Progesteron/progesterone Oestrogen</p>	2x1	<p>NOTE: Where candidates are required to provide a set number of short answer responses, only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Further guidance on this is given on page 3.</p>
1	a	ii	<p>ONE mark for each correct answer. TWO required.</p> <p>Blood clots are a possible side effect Does not protect against STI's/prevent STI's Has to be taken (at the same time) every day May cause mood swings/headaches/breast tenderness May take time to become fertile/to conceive after stopping/wait for regular cycle to return Needs a prescription/needs to see a doctor/nurse/health practitioner Not effective if taken more than 12 hours late Not effective after vomiting or diarrhoea Research suggests an increased risk of breast or cervical cancer Some medicines may stop it working</p>	2x1	
1	a	iii	<p>ONE mark for each correct answer. THREE required.</p> <p>Abstention/saying no/not having sex (Contraceptive) injection (Contraceptive) implant (Contraceptive) patch Diaphragm (Cap) Emergency contraception/Morning after pill Female condom/femidom Female sterilisation Intrauterine system (IUS) IUD/IUCD/coil/copper-T Natural Family Planning (NFP)/Rhythm method Progesterone only pill (mini pill)</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 3.</p>

Question			Answer	Mark	Guidance
1	b		ONE mark for each correct answer. FOUR required. Folic acid Smoking Rubella Genetic counselling	4x1	CORRECT ORDER ONLY
1	c	i	ONE mark for correct answer. Parents and children extended by grandparents and other relatives. (May live together or very near.)	1x1	Any statement that indicates family members beyond parents and children.
1	c	ii	ONE mark for each correct answer. THREE required. Advice to parent/carer/child Allows parents/carers to work Bonding with family members Can help with babysitting/child minding/childcare/emergency situation Can help with jobs around the house Can help with shopping Children with people they know/feel secure Emotional support for parent/carer/child/not isolated Extra attention/always someone for child to play with/pass on skills Financial support Knows parent's routines/rules More adults to serve as role models Passing on family history	3x1	Support must be qualified.
			Total	15	

Question		Answer	Mark	Guidance																				
2	a	<p>ONE mark for each correct answer. FOUR required.</p> <p>Baked beans Cheese Fish Meat Milk Yoghurt</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 3.</p>																				
2	b	<table border="1"> <tbody> <tr> <td>Learn about diet</td> <td>Correct growth of baby/to keep mother in good health/ensures she gets the nutrients needed</td> </tr> <tr> <td>Exercise</td> <td>Maintain mother's good health/develops muscle tone</td> </tr> <tr> <td>Choice of clothing/equipment</td> <td>Comfort/cost/what to buy/what will need</td> </tr> <tr> <td>How a baby develops</td> <td>Understanding of what is happening</td> </tr> <tr> <td>How the baby will be born/birth</td> <td>Preparation for birth/what will happen/what to expect</td> </tr> <tr> <td>Decide on options/choices for birth/birth plan</td> <td>Pain relief available/home or hospital birth</td> </tr> <tr> <td>How to breast feed/bottle feed</td> <td>Decide on options/know what equipment to buy</td> </tr> <tr> <td>How to look after the new born baby</td> <td>Washing/changing/needs of baby</td> </tr> <tr> <td>Learn relaxation/breathing techniques</td> <td>Know what to do during birth</td> </tr> <tr> <td>Able to ask questions/advice</td> <td>Express fears</td> </tr> </tbody> </table>	Learn about diet	Correct growth of baby/to keep mother in good health/ensures she gets the nutrients needed	Exercise	Maintain mother's good health/develops muscle tone	Choice of clothing/equipment	Comfort/cost/what to buy/what will need	How a baby develops	Understanding of what is happening	How the baby will be born/birth	Preparation for birth/what will happen/what to expect	Decide on options/choices for birth/birth plan	Pain relief available/home or hospital birth	How to breast feed/bottle feed	Decide on options/know what equipment to buy	How to look after the new born baby	Washing/changing/needs of baby	Learn relaxation/breathing techniques	Know what to do during birth	Able to ask questions/advice	Express fears		<p>Level Response 3: 5-6 The candidate will give several ways ante natal classes are important for an expectant mother and her partner with detailed explanations.</p> <p>Level Response 2: 3-4 A candidate will give some ways ante natal classes are important for an expectant mother and her partner but may lack specific explanations.</p> <p>Level Response 1: 1-2 The candidate may give limited or confused information. Answers may be in the form of a list with little or no explanation.</p> <p>The verb is to explain – for candidates' answers there will be two parts – cause and effect</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
		<p>Talk to other mothers/parents</p> <p>Involvement of fathers/birthing partner</p>	<p>concerns/ seek reassurance Share problems/ideas</p> <p>So does not feel left out/how can help/help support during birth</p>	
2	c	<p>ONE mark for each correct answer. THREE required.</p> <p>(Household) bleach Pram Pyjamas</p>	3x1	CORRECT ORDER ONLY
2	d	<p>ONE mark for each correct answer. TWO required.</p> <p>Baby walker/play pen Bath mat/non-slip mat Coiled/curly flexes Fire guard Harness/reins e.g. in high chair/pram Stair/child/gate/baby gate/gate/safety gate (Window) locks/bars/guards</p>	2x1	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 3.
Total			15	

Question	Answer	Marks	Guidance	
			Content	Levels of response
3	<p>Very long stage</p> <p>A show</p> <p>Amniotic sac with the amniotic fluid</p> <p>Waters break</p> <p>Contractions start</p> <p>Contractions get stronger</p> <p>Contractions become regular and more frequent</p> <p>Cervix becomes fully dilated</p> <p>Uterus/cervix and vagina open</p> <p>Contractions/ increase in strength and Frequency</p> <p>Mother told to push with each contraction</p> <p>Mother is told to pant as the head is born</p> <p>An episiotomy may be needed</p> <p>Mucous is cleared from the baby's nose and mouth</p> <p>The shoulders are eased through the birth canal</p> <p>Umbilical cord is clamped in two places and a cut made between them.</p> <p>Contractions continue</p>		<p>Can last up to 12 - 18 hours</p> <p>Plug of mucous coming away from cervix</p> <p>Ruptures</p> <p>Fluid is released</p> <p>Slowly/ intermittently at first</p> <p>As cervix gradually opens/dilates</p> <p>Usually up to 2 to 3 minutes near the end of this stage</p> <p>10cm for baby to be born</p> <p>To become one long/continuous birth canal</p> <p>To push the head downwards/into the birth canal</p> <p>To help the baby move along the birth canal</p> <p>Crowning, the name for the head emerging</p> <p>If head is too large</p> <p>To enable breathing/the baby may start to breathe or even cry before the body emerges</p> <p>The rest of the baby can easily follow</p> <p>In order for a cut to be made between</p> <p>Until afterbirth/placenta is delivered</p>	<p>Marks are allocated according to the quality of the response. Candidates should be able to show their depth of knowledge and understanding, using correct terminology.</p> <p>In order to achieve a Level 4 Response, both areas must be addressed in detail.</p> <p>A candidate answering only one part of the question well remains in the Level 2 Response 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 the Level 1 response.</p> <p>Bullet point sentences can achieve up to the Level Response 1 only.</p> <p>Level Response 4: 13–15 marks The candidate gives a comprehensive description of the stages of labour and gives comprehensive explanations of the routine examinations carried out on a new born baby. The information will be presented in a clear and organised way. All 3 stages of labour should be clearly identified. A whole range of specialist terms are used with precision. The candidate can demonstrate the accurate use of spelling, punctuation and grammar.</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
		Oxytocin/ergometrine may be given		Simulates contraction of uterus to deliver placenta	
		The placenta/afterbirth delivered through vagina		Birth is now complete	
		Face /facial features/fontanelle		Check for paralysis that may occur after a forceps delivery/could indicate Downs syndrome	<p>Level Response 3: 9–12 marks The candidate gives a detailed description of the stages of labour and gives some explanations of the routine examinations carried out on a new born baby. Examples given will be relevant. 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 Response 2: 5–8 marks The candidate gives a description of the stages of labour. The candidate may give some explanations of the routine examinations carried out on a new born baby but explanations may lack specific detail. The candidate uses some specialist terms, although these may not always be used appropriately. There may be errors in spelling, punctuation and grammar</p>
		Mouth		Gap in roof/cleft palette of mouth/tongue tie	
		Neck		To ensure no injury to neck muscles after a difficult delivery	
		Eyes		Cataracts/red reflex/no infections	
		Hands		Correct number of fingers/no webbing/single unbroken crease from one side of the palm to the other is a feature of Down's syndrome	
		Heart and lungs		Stethoscope check to ensure no heart murmur/abnormal sounds	
		Feet		Correct number of toes/no webbing/talipes (club foot) which needs early treatment	
		Abdomen		No obstruction(pyloric stenosis)/cord checked for infections	
		Hips		Barlow's test for congenital dislocation which needs early treatment	
		Spine		Checked for any sign of spina bifida	
		Skin		No yellow colouring due to jaundice as may need to light therapy	

Question		Answer	Marks	Guidance	
				Content	Levels of response
		Height/weight/length measurement/ head circumference		To establish baby has reached full term/ no hydrocephalus	<p>Level Response 1: 1–4 marks The candidate makes general comments about the stages of labour which may be list-like. May give one or two suggestions how to carry out routine checks on a baby at birth, limited examples may be given. Facts may not always relate to the content. Answers may be ambiguous or disorganised There will be little or no use of specialist terms. Errors of grammar, punctuation and spellings may be intrusive.</p> <p>0 = there is no response worthy of credit</p> <p>NR = No Response. This is given where the candidate has not attempted the question at all</p>
		Reflexes		<p>Nervous responses indicating nervous system is functioning</p> <p>Sucking/swallowing reflex. A baby will suck on anything placed in its mouth. Rooting reflex .If one side of a baby's cheek is touched it will turn as if seeking for breast Grasp/grasping reflex. If the palm of the hand is touched with an object or finger a baby will automatically grasp it. Startle reflex. When startled by a loud noise or bright light a baby will move arms outwards with elbows bent/hands clenched. Falling/moro reflex. Sudden movements that give the baby a feeling it may be dropped will fling out the arms and open hands as if falling. Step/stepping/walking reflex. When held upright with feet on a flat surface, the baby will make forward stepping movement.</p>	
		Apgar test		Pulse/heartbeat, breathing, skin colour, movements, reflexes. A score out of 10. Help needed if less than 7.	
		Temperature		If cold will need warming	
		Genitals		Any obvious problems penis/testicles/vagina	
		Hearing		Response is measured by echoes reflecting back into microphone	
		Total	15		

Question			Answer	Mark	Guidance
4	a	i	ONE mark for correct answer. Third/stage 3	1x1	
4	a	ii	ONE mark for correct answer. Pureed	1x1	
4	a	iii	ONE mark for correct answer. Potato, cooked apple, dahl, rusks, yoghurt, carrot sticks , pitta bread	1x1	
4	b		ONE mark for correct answer. Salt/sodium	1x1	
4	c		ONE mark for each correct answer. THREE required. Bullied/teased/name calling Social problems/hard to make friends/left out/excluded/isolated Feel different/uniform issues/self conscious/insecure/lacks confidence Low self esteem/low self image/unhappy Easier to pick up infections Embarrassed to do PE Unable to join in physical activities/easily become breathless (Further weight gain)strain on heart/circulation/joints Could lead to diabetes which makes them different from peers	3x1	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 3.
4	d	(i)	ONE mark for correct answer. The time between a child being infected and the appearance of the first symptoms of a disease	1x1	Full response needed indicating time between infection and appearance of the symptoms.

Question			Answer	Mark	Guidance
4	d	(ii)	<p>ONE mark for each correct answer. TWO required.</p> <p>Clinical Digital Ear/tympanic Strip</p>	2x1	<p>NOTE: Where candidates are required to provide a set number of short answer responses, only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Further guidance on this is given on page 3.</p>
4	d	(iii)	<p>ONE mark for each correct answer. THREE required.</p> <p>Keep in locked cupboard Keep in high cupboard Keep in original container Labelled container Keep out of sight/reach of children Tops tightly fastened Buy medicines with security caps Throw away medicine that is out of date/make sure in date Give on advice of GP/pharmacist/consult GP Complete course Do not give medicine prescribed for others Correct dosage/follow instructions/age of child/ do not give more than stated dose Clean spoon/use the spoon that comes with the medicine Give at the correct times Make sure it is the right medicine (for the illness) Store at the correct temperature/correct storage Wash hands before giving medicine</p>	3x1	<p>Read instructions only allowed if qualified, for example, before giving medicine</p> <p>High must be qualified by out of sight/out of reach</p>
4	e	i	<p>ONE mark for each correct answer. TWO required.</p> <p>National Health Service/NHS Local Authorities/Academy trusts</p>	2x1	<p>NOTE: Where candidates are required to provide a set number of short answer responses, only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Further guidance on this is given on page 3.</p>

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4	e	ii	<p>ONE mark for each correct answer. THREE required</p> <p>Child benefit Child support maintenance Child tax credit Council tax benefit Disability (living) allowance Fares to hospital Free dental treatment Free eye tests Free medical prescriptions Free milk and vitamins Free school meals Healthy Start Scheme Housing benefit Income support Pupil premium Reduced price formula milk School uniform vouchers/allowance (Sure start) maternity grant Universal credits Welfare to work scheme Working (families) tax credit</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 3.</p>
4	f		<p>ONE mark for each correct answer. TWO required.</p> <p>Self /parent/carer Professional e.g. Police/social worker/GP/doctor/Health Visitor Third party/relative/friend Pre-school/School</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 3.</p>
			Total	20	

Question		Answer	Mark	Guidance									
5	a	<p>ONE mark for each correct answer. FOUR required.</p> <p>Bathing/changing Breastfeeding/putting to breast/bottle feeding/feeding Cuddling/holding/cradling/rocking baby/kissing Eye contact Singing to baby Skin to skin contact with baby/place on mother's body Stroking/touching/massaging baby Talking to baby</p>	4x1	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 3.									
5	b	i	ONE mark for each correct answer. FIVE required.	5x1	CORRECT ORDER ONLY								
			<p>Imaginative Physical Creative Exploratory/discovery (Fine) Manipulative</p>										
5	b	ii	ONE mark for correct answer. THREE required. ONE mark for description. THREE required.	3x1 3x1									
			<table border="1"> <tbody> <tr> <td>Solitary play</td> <td>Child (happily) plays on their own</td> </tr> <tr> <td>Parallel play</td> <td>Child plays alongside or next to another child, may not be doing the same activity</td> </tr> <tr> <td>Looking on play</td> <td>Child watching other children play. The child plays alone but watches from the edge of a group without joining in</td> </tr> <tr> <td>Joining in play</td> <td>Child/children join in with another child or group of children but in their own way</td> </tr> </tbody> </table>	Solitary play	Child (happily) plays on their own	Parallel play	Child plays alongside or next to another child, may not be doing the same activity	Looking on play	Child watching other children play. The child plays alone but watches from the edge of a group without joining in	Joining in play	Child/children join in with another child or group of children but in their own way		<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>Children playing together is co-operative play. Joining in play is when children play the same game but not necessarily together or in the same way</p>
Solitary play	Child (happily) plays on their own												
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