Cambridge National

Child Development

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

Level 1/2 Cambridge National Certificate in Child Development

Mark Scheme for June 2017

These are the annotations, (including abbreviations), which are used when marking R018

Annotation	Meaning of annotation
BP	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 – correct answer
✘	Cross – incorrect answer
✔₊	Development of point (only for use on questions where stated in the mark scheme)
L1	Level 1
L2	Level 2
L3	Level 3
BOD	Benefit of doubt (This **does** count as a mark – so do not 'tick' as well)
∧	Omission mark
TV	Too vague
REP	Repeat
SEEN	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'

Question			Answer/Indicative content	Mark	Guidance
1	**(a)**		**One** mark. • up to 1 year	**1** (1x1)	The number of ticks must match the number of marks awarded. For **incorrect** answers use the **cross.** Accept 10 months – 1 year.

Question			Answer/Indicative content	Mark	Guidance
1	**(b)**		**One** mark for correct identification. <table><tr><th>Part of the menstrual cycle</th><th>Tick ✓ one only</th></tr><tr><td>Days 1 – 11</td><td></td></tr><tr><td>**Days 12 – 16**</td><td>✓</td></tr><tr><td>Days 17 – 28</td><td></td></tr></table>	**1** (1x1)	The number of ticks must match the number of marks awarded. For **incorrect** answers use the **cross**. **This is the only acceptable answer.** **If more than one answer is ticked**: No mark should be awarded.

Question			Answer/Indicative content	Mark	Guidance
1	(c)		**Three** signs or symptoms required, **one** mark each: **Signs / symptoms of pregnancy:** • missed period / periods stop • breast changes – enlarged breasts / darkened skin around nipples / tenderness • passing urine frequently • tiredness • nausea / sickness / morning sickness • constipation • feeling dizzy or faint • sudden dislike of previously enjoyed food • metallic taste in her mouth	**1** (3x1)	The number of ticks must match the number of marks awarded. For **incorrect** answers use the **cross** or appropriate annotation from the following: ˄ TⱯ REP SEEN **Do not accept:** • food cravings • regular urination

Question			Answer/Indicative content	Mark	Guidance
1	(d)		**One** reason required, **one** mark. • twins run in her family / family history of twins • she is bigger than she should be for her dates • she has had fertility treatment / IVF • she is an older mother	**1** (1x1)	The number of ticks must match the number of marks awarded. For **incorrect** answers use the **cross** or appropriate annotation from the following: ˄ TⱯ REP SEEN .

Question		Answer/Indicative content	Mark	Guidance
1	(e)	**Four** points, **one** mark each. **Identical twins:** • one egg is released • a single egg is fertilised and then divides in two • each develops into an individual • the twins are always the same sex • have identical inherited genes **Non-identical twins:** • two eggs are released instead of one • both are fertilised by separate sperm • twins are no more alike than any other children in the family • can be the same sex or a boy and a girl • are called 'fraternal' twins	4 (2x2)	The number of ticks must match the number of marks awarded. For **incorrect** answers use the **cross** or appropriate annotation from the following: ∧ T∨ REP SEEN 2 marks for identical twins 2 marks for non-identical twins

Question		Answer/Indicative content	Mark	Guidance
2	(a)	**Two** explanations required, two marks each. • **familiarisation** – helps overcome fear of the unknown / learning what's going to happen to her • **Kelly can act out what might happen** – so she is prepared • **Kelly can act out fears** – helps reduce anxiety / less scary • **role-play being a nurse / doctor** – helps Kelly understand what they will do / doctors do the same • **Gets Kelly used to the idea of going into hospital** –familiarisation with type of equipment they use • **Prompts questions about what it will be like** – parent can answer these to reassure her	**4** (2x2)	The number of ticks must match the number of marks awarded. For **incorrect** answers use the **cross** or appropriate annotation from the following: ʌ TV REP SEEN Two explanations required: **One mark** – for a statement plus **One mark** for the explanation Do not credit repeated explanations.

Question		Answer/Indicative content	Mark	Guidance
2	(b)	**Three** ways required, **one** mark each: **Ways parents could prepare Kelly for hospital:** • take her on a hospital / ward visit / meet doctors and nurses • be honest in explanation of why she has to go into hospital • be honest in explaining what her treatment will involve • watch dvd with her about going into hospital • pack her case with her – get her involved • talk about it with her – encourage questions • dressing up and playing doctors and nurses / role play • read books / stories about staying in hospital • reassure / comfort her they will stay with her • pack her favourite toy / blanket that reminds her of home	3 (3x1)	The number of ticks must match the number of marks awarded. For **incorrect** answers use the **cross** or appropriate annotation from the following: ⌃ TV REP SEEN Do not credit: Repetition of stethoscope or similar hospital toys Answers must be <u>preparation</u> for a hospital stay.

Question		Answer/Indicative Content	Marks	Guidance	
				Content	**Levels of response**
2	(c)*	**Examples of what Kelly's parents could do:** • break up the day with different activities • establish a routine – rest time, meal times, story time, play time, sleep etc • reading a story together • watch a dvd together – talk about it • jigsaw (or other toys) • puzzle / quiz • drawing / colouring books • treasure box • play games (on her bed) • singing **How intellectual needs are met:** • mental stimulation / entertainment • interest • learn something new / getting her education • conversation / interaction • avoids boredom • stimulates imagination • breaks up the day, provides structure **Do not credit:** Examples of what the parents should **not** do.	8	**Annotation:** The number of ticks will not necessarily correspond to the marks awarded. **Level 3 checklist** • detailed explanation • 2 or more examples • linked to intellectual needs • understanding of Kelly's situation is evident • QWC – high **Level 2 checklist** • sound explanation • at least 2 examples • link to intellectual needs • some understanding of Kelly's situation • sub-max if just examples • QWC – mid **Level 1 checklist** • basic explanation • likely to identify examples with little or no explanation • basic information • may not be specifically linked to Kelly's situation • list like/muddled • QWC – low	**Level 3 (7–8 marks)** Answers will provide a detailed explanation of examples of how Kelly's parents could meet her intellectual needs. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant. There will be few errors, if any, of grammar, punctuation and spelling. **Level 2 (4–6 marks)** Answers will provide a sound explanation of examples of how Kelly's parents could meet her intellectual needs. There is a line of reasoning presented with some structure. The information presented is in the most part relevant. There may be some errors of grammar, punctuation and spelling. **Sub–max of 4** if just examples **Level 1 (1–3 marks)** Answers will provide a basic description of how Kelly's parents could meet her intellectual needs. List like answers should be placed in this level. Answers may be muddled, demonstrating little knowledge or understanding. Errors of grammar and spelling may be noticeable and intrusive. **0 marks** – response not worthy of credit

Question			Answer/Indicative content	Mark	Guidance
3	(a)		**Two** explanations required. **Two** marks each. **Reasons Skye has a tantrum:** • **she is used to having sweets and chocolate from her grandparents** – and does not understand why she has none • **Skye is confused** – she isn't usually refused sweets/chocolate • **frustration** – she doesn't like being told 'no' / can't have what she wants • **attention seeking** – due to boredom with the shopping • **Skye is tired or hungry** – less likely to handle emotions	**4** (2x2)	The number of ticks must match the number of marks awarded. For **incorrect** answers use the **cross** or appropriate annotation from the following: ⌃ TV REP SEEN Two explanations required: **1 mark** – for a statement plus **1 mark** for the explanation Do not credit repeated explanations.

Question			Answer/Indicative content	Mark	Guidance
3	(b)		Why giving in is not a good way to deal with a tantrum: • reinforces Skye's bad behaviour / getting her own way all the time • leads to repeating the behaviour • Skye learns she gets what she wants if she makes a fuss • rewarding bad / un co-operative behaviour / will keep having tantrums • Skye will not learn that sometimes she cannot have what she wants • Skye continues to associate supermarket shopping with sweets and chocolate • Skye needs to learn bad behaviour will not get rewards	**2** (2x1)	The number of ticks must match the number of marks awarded. For **incorrect** answers use the **cross** or appropriate annotation from the following: $\boxed{\Lambda}$ $\boxed{TV}$ $\boxed{REP}$ $\boxed{SEEN}$

Question		Answer/Indicative content	Mark	Guidance
3	(c)	**Two** ways described. **Two** marks each. **Distract** • point to something Skye will be interested in • direct her attention to something else • so Skye will forget about the sweets • praise for something else (good) that Skye has done / reward chart • avoid the sweets aisle • get Skye involved in the shopping / prevents boredom **Ignore** • just carry on with the shopping (but checking Skye is ok) • the more attention given the longer the tantrum can last • when Skye realises Jayne's not interested the tantrum will stop • praise as soon as she behaves nicely again to reinforce the idea that good behaviour = praise and attention **Give choices** • give Skye a choice of something else that Jayne knows she likes • makes Skye feel she has some control **Stay calm** • Skye will react if Jayne shows anger / stress / embarrassment • Jayne should smile, take a deep breath • talk calmly to avoid making the situation worse • can diffuse the situation **Be consistent with rules** • no sweets or chocolates – stick to this to avoid confusion • speak to grandparents and suggest healthy alternatives Skye could have instead of sweets **Create some consequences** • Jayne could say Skye will not be allowed to go shopping if she behaves like this • must follow through for it to work	4 (2x2)	The number of ticks must match the number of marks awarded. For **incorrect** answers use the **cross** or appropriate annotation from the following: ⟨ ∧ ⟩ ⟨ TV ⟩ ⟨ REP ⟩ ⟨ SEEN ⟩ For each way: **Two marks:** • appropriate, realistic, way described • clearly shows understanding of the situation **One mark:** • a way identified • limited or no description

Question		Answer/Indicative content	Mark	Guidance
3	(d)	**Five** reasons. **One** mark each. **General** • it is part of a balanced diet • it follows healthy eating guidelines • has incorporated most of the main food groups • eatwell guide • government guidelines / healthy tips **Grilled Home-made beef burger** • Jayne controls what is in it, e.g. The amount of added salt • no chemical additives • can use lower/lean fat beef • can use organic, beef • source of protein for growth / repair • source of iron/ needed to make haemoglobin • High Biological Value (HBV) - protein containing all of the essential amino acids • grilling removes or reduces fat content **Peas** • source of B vitamins/vitamins – prevents diseases • source of fibre for healthy digestive system • part of your 5-a-day • sources of protein (LBV) **Boiled new potatoes** • lower fat than chips / are not fried • (starchy) carbohydrate for energy • source of B vitamins/vitamin C **Glass of milk** • source of calcium for bones and teeth • no added sugar • no chemical additives • source of protein (HBV) **Apple** • source of vitamins – prevention of disease • part of your 5-a-day • source of fibre for healthy digestive system • no added sugar • no fat	5 (5x1)	The number of ticks must match the number of marks awarded. For **incorrect** answers use the **cross** or appropriate annotation from the following: ￼ ∧ TV REP SEEN Any five **different** appropriate reasons. **Do not accept:** • repeats e.g. only accept: 'part of your 5-a-day' once Detailed nutritional knowledge is not required, but can be credited. If multiple answers are given, credit the first one on the line.

Question		Answer/Indicative content	Mark	Guidance
4	(a)	**Three** advantages. **One** mark each. **Advantages of a home birth:** • familiar surroundings mean the mother is more relaxed and in control • medical intervention is less likely • can have as many people present, or not, as liked • partner can spend more time with her and their baby • privacy guaranteed before, during and after the birth • mother and baby not disturbed by other babies crying • can follow own routine not that of a hospital ward • other children in the family are less disrupted, as their mother is not separated from them • more personalised care • likely to know the midwife better • can still have pain relief – gas & air, pethidine, use of TENS machine provided by midwife • quiet / calm environment / can sleep/rest	3 (3x1)	The number of ticks must match the number of marks awarded. For **incorrect** answers use the **cross** or appropriate annotation from the following: ⊼ T̶V̶ REP SEEN

Question		Answer/Indicative content	Mark	Guidance
4	(b)	**Three** reasons. **One** mark each. **Reasons a hospital birth may be advised:** • if there have been complications during pregnancy • women with placenta praevia • women who will need a caesarean section • if there has been a difficult birth in a previous pregnancy • babies likely to be born prematurely • babies who are likely to need special care • if the woman has a very small pelvis – as a caesarean section may be needed • if the woman has existing health problems, such as diabetes or obesity • high blood pressure / pre-eclampsia • if there is more than one baby • if the mother lives a long way from the hospital, in case of emergencies / quick response to emergencies • if an epidural is wanted for pain relief – has to be administered by an anaesthetist • if the medical staff believe the baby should be induced • very young mothers – under 16 years • first baby • baby in breech position	3 (3x1)	The number of ticks must match the number of marks awarded. For **incorrect** answers use the **cross** or appropriate annotation from the following: ∧ TV REP SEEN

Question		Answer/Indicative content	Mark	Guidance
4	(c)	**Three** marks for a description. **Why TENS is used for pain relief:** • it provides an electrical stimulus that interferes with passage of pain signals to the brain / relieves pain • may help the body to produce endorphins – natural pain-killing hormones • hand held control which the mother can use to vary the strength of the stimulus • has no side effects for mother or baby / drug free • can be used at home or in hospital • the mother is in control of the pain relief • the mother can move around freely • quick and easy to use	**3** (3x1)	The number of ticks must match the number of marks awarded. For **incorrect** answers use the **cross** or appropriate annotation from the following: ∧ TⱯ REP SEEN Any three points. Not 'how' TENS works – must be 'why' it is used.

Question		Answer/Indicative content	Mark	Guidance
4	(d)	**Two** situations identified, **one** mark each. **Situations when an emergency Caesarean section would be carried out:** • when induction of labour has failed • when there is severe bleeding • when the baby is too large • when the baby is in breech position • in placenta praevia – when the placenta is covering the cervix • in cases of foetal distress / baby stuck in birth canal / baby has medical problems • if the mother is too ill to withstand labour / too tired • cord around baby's neck • baby stopped breathing • twins / multiple births	2 (2x1)	The number of ticks must match the number of marks awarded. For **incorrect** answers use the **cross** or appropriate annotation from the following: ⌃ T✓ REP SEEN

Question		Answer/Indicative content	Mark	Guidance
4	(e)	Term identified. **One** mark. • premature	1 (1x1)	The number of ticks must match the number of marks awarded. For **incorrect** answers use the **cross.** **Do not accept:** • prem • early

Question		Answer/Indicative content	Mark	Guidance
4	(f)	**Two** reflexes named. **One** mark each. **Two** descriptions. **One** mark each.<table><tr><th>Name of reflex</th><th>Description</th></tr><tr><td>grasping (grasp)</td><td>When an object is put into the baby's hand, it is automatically grasped.</td></tr><tr><td>rooting</td><td>When gently touched on the cheek, the baby's head turns in search of its mother's nipple.</td></tr><tr><td>Walking (stepping)</td><td>When held upright with the feet touching a firm surface, babies will make forward stepping movements.</td></tr><tr><td>sucking</td><td>When anything is put in the baby's mouth, the baby immediately sucks and swallows.</td></tr></table>	4 (2x2)	The number of ticks must match the number of marks awarded. For **incorrect** answers use the **cross** or appropriate annotation from the following: ∧ T▼ REP SEEN For the description, wording does not have to exactly match that on the mark scheme. For a named reflex or an accurate description award one mark. Must match correctly for both marks. **Do not accept:** • 'falling' this is Moro (startle) which is in the question • 'head turns' on its own for rooting

Q		Answer/Indicative Content	Marks	Guidance	
				Content	**Levels of response**
5	(a)*	**Examples of ways parents can use to teach road safety** **Look for ways such as:** • explain • tell • show them • demonstrate • encourage / discourage **Set a good example:** • Young children copy adults so roads should always be crossed in a careful way – e.g. Avoid crossing between parked cars. • Always use a zebra or light-controlled crossing if there is one – explain to child why this is important. • Encourage the child to be aware of hidden entrances or driveways crossing the pavement **Provide guidance and explanation:** • Teach them the Green Cross Code – always go through it every time the road is crossed so the child knows it • Talk about road safety when out walking with the child – helps them learn about negotiating roads safely • Make sure the child can be seen, light-coloured, reflective clothing – explain to the child why this is necessary • Put reins or a wrist strap on a younger child to control where they go • Use road safety worksheets and games available from the Government 'Think!' website • Use DVDs / games / cartoons / books / songs about road safety	6	**Level 3 – checklist** • detailed explanation • at least two ways • relevant information • QWC – high **Level 2 – checklist** • sound explanation • one or more ways- but not fully developed • relevant information • QWC – mid **Level 1 – checklist** • basic explanation • one or more ways • likely to identify ways with little or no explanation • list like/muddled • QWC – low **Do not credit:** Descriptions of how to cross the road safely. **Annotation:** The number of ticks will not necessarily correspond to the marks awarded.	**Level 3 (5–6 marks)** Answers will provide a detailed explanation of at least two ways parents can teach children about road safety. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant. There will be few errors, if any, of grammar, punctuation and spelling. **Level 2 (3–4 marks)** Answers will provide a sound explanation of one or more ways parents can teach children about road safety. There is a line of reasoning presented with some structure. The information presented is in the most part relevant. There may be some errors of grammar, punctuation and spelling. **Sub–max of 3** if just one way done well. **Level 1 (1–2 marks)** Answers will provide a basic explanation of ways parents can teach children about road safety. List like answers should be placed in this level. Answers may be muddled, demonstrating little knowledge or understanding. Errors of grammar and spelling may be noticeable and intrusive. **0 marks** – response not worthy of credit

Question		Answer/Indicative content	Mark	Guidance
5	(b)	**Four** ways, **one** mark each. **Reducing the risk of electric shock in the home:** • fit socket covers to all electric sockets / safety guards • check plugs are all wired correctly and safe • check plugs are not cracked • check cables are not frayed or worn/cracked along their length • use cable holders / tidies to make electric cables too short for children to grab / hide cables away • coiled flexes are safer • don't let the child plug things in • place electrical items out of reach • supervision • do not overload plug sockets • switch off plug sockets when not in use • warn children of electrical dangers • no electrical toys in the bathroom	4 (4x1)	The number of ticks must match the number of marks awarded. For **incorrect** answers use the **cross** or appropriate annotation from the following: [∧] [T⌄] [REP] [SEEN] **Do not accept vague responses such as:** • cover electrical sockets • cover up wires

Question		Answer/Indicative content	Mark	Guidance
5	(c)(i)	**One** identification required. **One** mark. • sleepwear • bathrobes • pyjamas • onesie • nightwear made from 100% terry towelling	1 (1x1)	The number of ticks must match the number of marks awarded. For **incorrect** answers use the **cross** or appropriate annotation from the following:
	(c)(ii)	Meaning of 'Low Flammability. **One** mark. • it means that the garment is slow to burn • it means that the garment has passed the low flammability test • low risk of catching fire	1 (1x1)	∧ T∀ REP SEEN
	(c)(iii)	How the label should be attached. **One** mark. • the label must be permanent • sewn into the garment • must be securely attached • printed on	1 (1x1)	

Question		Answer/Indicative content	Mark	Guidance
6	**(a)**	**Two** description points, **one** mark each. • a ventouse delivery is an assisted birth • used when the contractions are not strong enough to push baby out • involves a suction cup being placed on a baby's head to assist with delivery • the rubber cap provides gentle suction • sometimes called a vacuum extraction • may bruise the baby's head but it soon returns to normal	**2** (2x1)	The number of ticks must match the number of marks awarded. For **incorrect** answers use the **cross** or appropriate annotation from the following: ⌃ T✓ REP SEEN **One** mark for attaching to head **One** mark for helping to 'pull out'

Question		Answer/Indicative content	Mark	Guidance
6	**(b)**	**One** definition. **One** mark. **Postnatal:** • The first days and weeks after the birth of the baby. • Post = after, natal = birth.	**1** (1x1)	The number of ticks must match the number of marks awarded. For **incorrect** answers use the **cross** or appropriate annotation from the following: ⌃ T✓ REP SEEN

Question		Answer/Indicative content	Mark	Guidance

6	**(c)**	**Four** checks required. **One** mark each.
		
		Physical postnatal checks:
		• abdomen
		• APGAR score (Appearance, Pulse, Grimace, Activity, Respiration)
		• breathing
		• ears
		• eyes
		• feet / toes
		• fingers
		• fontanelle
		• genitals
		• head circumference / size
		• heartbeat
		• hips
		• length
		• mouth / cleft palette
		• muscle tone
		• neck
		• skin (vernix, lanugo) colour
		• spine
		• temperature
		• tongue
		• weight
			4
			(4x1)
				The number of ticks must match the number of marks awarded. For **incorrect** answers use the **cross** or appropriate annotation from the following:
				
				     ⋀ TⱯ REP SEEN
				
				Checks must be <u>**physical.**</u>
				
				Do not credit:
				    • reflexes
				    • height
				    • blood tests
				    • hearing test
				    • eyesight test

Question		Answer/Indicative content	Mark	Guidance
6	**(d)**	**Four** advantages. **One** mark each. **Advantages of breast feeding:** • milk is sterile – clean and safe • milk is at the correct temperature • contains the right amounts of all necessary food ingredients a baby needs / natural nutrients / all the nutrients needed • easy for the baby to digest and absorb • no need for bottles to be sterilised and feeds mixed / quicker / saves time • breast milk contains antibodies protecting baby from infection / immune system • less risk of diarrhoea, vomiting, gastro-enteritis • baby less likely to develop allergies – asthma, eczema • baby is less likely to become overweight • no risk of over-feeding as can happen with formula • promotes bonding • relaxing – if qualified • cheaper • mother's uterus returns to pre-pregnancy state more quickly • helps mother to lose weight • more convenient when out and about / going to work (not having to carry bottles/kit) • can be expressed for father to feed • possible link to reduced risk of cancer for mother • reduces the risk of sudden infant death syndrome (SIDS)	**4** (4x1)	The number of ticks must match the number of marks awarded. For **incorrect** answers use the **cross** or appropriate annotation from the following: ∧ TV REP SEEN

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