

**GCSE**

**Home Economics Child Development**

Unit **B013**: Principles of Child Development

General Certificate of Secondary Education

**Mark Scheme for June 2018**

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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.

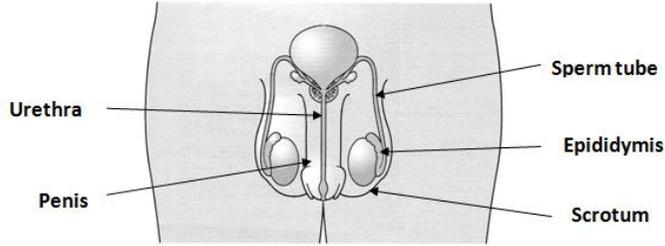
Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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## Annotations

Annotation	Meaning
	Blank Page – this annotation <b>must</b> 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
	Incorrect
	Level 1
	Level 2
	Level 3
	Level 4
	Repeat

Question		Answer	Mark	Guidance
1	a	<p>ONE mark for each correct answer. FOUR required.</p> <p>Clothing/shoes            Drink/water            Food/balanced diet/correct/good diet/need to eat            Fresh air/sunshine            Hygiene/cleanliness            Love/security/affection            Opportunity to learn/stimulation/play/talk to/attention            Rest/sleep            Role model/values/training/discipline            Safety/safe environment/protection            Shelter/home            Socialisation            Support/encouragement/praise            Warmth</p>	4 x1	<p><b>NOTE:</b> 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>
1	b	<p>ONE mark for each correct answer. FOUR required</p> <p>Shared roles            Cohabit            Family            Role reversal</p>	4 x1	CORRECT ORDER ONLY
1	c	<p>ONE mark for each correct answer. THREE required.</p> <p>Enjoyment of work            For money            For their career/promotion            Has support of extended family to look after the baby            Independence            Lone parent family            Misses adult company/stimulus of work colleagues/social aspect            Role reversal/ partner will stay at home/partner can bond</p>	3 x1	<p><b>NOTE:</b> 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	d	i	ONE mark for correct answer.  Local Authority/Social Services	1 x1	
1	d	ii	ONE mark for each correct answer. THREE required.  Abandoned/left Drug abuse/alcohol abuse/substance abuse by parent Housing problems/damp/homeless Ill treated/abused Long term illness of parent Parents dead/passed away/child orphaned Parent in prison Parent unable to cope with child/child out of control Single parent/carer going into hospital	3 x1	<b>Do not award a mark for neglect.</b>  <b>NOTE:</b> 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. ( DO NOT ACCEPT Abuse on it's own, needs qualifying)
			<b>Total</b>	<b>15</b>	
2	a		ONE mark for each correct answer. FIVE required  	5 x1	
2	b		ONE mark for correct answer.  Testosterone	1	

Question			Answer	Mark	Guidance
2	c	i	ONE mark for each correct answer. TWO required.  When the sperm meets/fertilises the egg/gametes meet <b>(1mark)</b>  penetrates the egg's outer membrane/ nuclei combine/ joins the egg/fuses with the egg <b>(1mark)</b>	2 x 1	The verb is to describe – for candidates' answers there will be two parts – cause and effect . For cause <b>or</b> effect award one mark only.  Correct terminology required.
2	c	ii	ONE mark for correct answer.  In the fallopian tube	1	
2	d	i	ONE mark for correct answer.  46/23 <b>pairs</b>	1	Do not accept 23 by itself
2	d	ii	ONE mark for correct answer.  47	1	
2	e		ONE mark for each correct answer. FOUR required.  Anaemia/iron levels/haemoglobin levels Blood group/type Diabetes Hepatitis B Hepatitis C HIV Immunity to rubella/German measles Rhesus factor Sickle cell anaemia/sickle cell disease Syphilis Thalassaemia	4 x 1	<b>NOTE:</b> 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.
			<b>Total</b>	<b>15</b>	

Question			Answer	Mark	Guidance
3	a	i	ONE mark for each correct answer. THREE required.  Breathing difficulties/Lungs not fully developed Susceptible to infections/weak immune system Unable to maintain/keep warm/ regulate own body temp Unable to suck/feed Yellow skin/jaundice	3 x1	<b>NOTE:</b> 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.
3	a	ii	ONE mark for each correct answer. THREE required.  Feeding/nasogastric tube Incubator <b>Intravenous</b> line/drip Monitoring sensors/alarm systems/heart rate monitor Sun lamp/light/UV light/blue light Ventilator/ <b>oxygen</b> tube (Venous) cannula	3 x1	<b>NOTE:</b> 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.
3	b		ONE mark for each correct answer. FOUR required.  Chicken pox Vaccination Antibodies Incubation period	4 x1	CORRECT ORDER ONLY
3	c		ONE mark for each correct answer. THREE required.  NSPCC Gingerbread Mencap	3 x1	CORRECT ORDER ONLY
3	d		ONE mark for each correct answer. TWO required.  Care of a child with additional/special needs/disability/illness <b>(1 mark)</b>  To give parents/carers/the child a break <b>(1 mark)</b>	2 x1	The verb is to explain – for candidates' answers there will be two parts – point given and an explanation/reason
			<b>Total</b>	<b>15</b>	

Question			Answer	Mark	Guidance
4	a	i	<p>ONE mark for each correct answer. THREE required.</p> <p>Be able to sit up/support head            Cries to be fed more often/demands milk more frequently            Making chewing motions            Not gaining/losing weight            Restless/hungry after a feed            Sucks/chews fists/hands/toys            Waking early for next feed            Waking in the night when has been sleeping through            Watching parents eat/interest in food/pointing at food</p>	3 x 1	<p><b>NOTE:</b> 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	a	ii	<p>ONE mark for each correct answer. THREE required.</p> <p>Baby does not like            Limited knowledge/don't know how to make a nutritionally balanced meal            May be some wastage if baby only eats small amount            May need (to buy) equipment/blender/containers            May lack some/right/enough nutrients/named nutrient            Portion not controlled/too large/too small            Risk of unsafe/unhygienic preparation of the food/risk of cross contamination            Takes time            What you are eating is not always suitable/food has added sugar or salt</p>	3 x 1	<p><b>NOTE:</b> 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		
4	b		ONE mark for correct answer. THREE required. ONE mark for matching explanation. THREE required.	3 x 1 3 x 1		
			<p>Avoid eating between meals</p> <p>Avoid fizzy drinks/offer/milk/water</p> <p>Give foods high in calcium/examples e.g. dairy foods/named example</p> <p>Avoid sweets/offer fruit/carrot/celery sticks</p> <p>Own toothbrush/novelty toothbrush</p> <p>Novelty toothpaste</p> <p>Fluoride toothpaste</p> <p>Taught to clean own teeth</p> <p>Help to clean teeth</p> <p>Praise/stickers/reward charts</p> <p>Establish regular cleaning/twice a day/morning and night</p>	<p>To prevent build up of bacteria in the mouth</p> <p>Sugar acids help cause decay</p> <p>Strengthen teeth</p> <p>Sugar damages/rots teeth/causes decay</p> <p>Feel special they have own/want to use it</p> <p>To make teeth cleaning fun</p> <p>Helps to reduce plaque</p> <p>Independence</p> <p>Difficult for a young child</p> <p>To encourage/establish good habits</p> <p>Child gets into a routine</p>		<p>The verb is to explain – for candidates' answers there will be two parts – way and effect or reason why.</p> <p>For way <b>or</b> effect /reason award one mark only Ways and effects/reasons why <b>could</b> be interchangeable – look at how the candidate has written their answer.</p> <p><b>NOTE:</b> 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
			Let children watch parents clean their teeth/set good example  Role play/songs  Talk about/read books about looking after teeth  Regular visits to dentist	So know what to do/copy parent  To gain understanding of real life situations  Teaches children/ makes aware through stories of the importance  Problems can be found early/ not scared of dentist	
4	c	i	ONE mark for correct answer.  Oils and spreads	1 x1	
4	c	ii	ONE mark for correct answer.  Dairy and alternatives	1 x1	
4	c	iii	ONE mark for each correct answer. TWO required.  Chick peas Eggs Fish/tuna Lentils Peas Plain nuts/nuts Pulses Quorn Tofu	2 x1	

Question			Answer	Mark	Guidance
4	d	i	ONE mark for correct answer.  5 (accept any number up to 10)	1 x 1	Allow any range between 5 and 10
4	d	ii	ONE mark for correct answer.  Helps digestion To remove waste material from the body Prevent constipation/helps go to the toilet Prevents diverticular disease	1 x 1	
4	d	iii	ONE mark for each correct answer. TWO required.  Antioxidants Boost immune system/protects from infections Contain water/hydrating Filling/good to snack/won't spoil appetite Gives variety/variety of colours/variety of textures Good habit for life Heal wounds/prevents scurvy Help maintain a healthy weight/help to prevent obesity Low in fat Part of a <b>balanced</b> diet/five a day Reduce risk of heart disease/stroke/some cancers Source of minerals/named Source of vitamins/named	2 x 1	<b>NOTE:</b> 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.
<b>Total</b>				<b>20</b>	

Question	Answer		Marks	Guidance	
				Content	Levels of response
5	Keep floor area clear/use storage boxes	Prevent trips/falls		<p><b><u>Level 4 Checklist</u></b>  <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><b><u>Level 3 Checklist</u></b>  <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><b><u>Level 2 Checklist</u></b>  <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><b><u>Level 1 Checklist</u></b>  <i>Vague comments given</i>  <i>Some generic points</i>  <i>All descriptive</i>  <i>Little or no use of specialist terms used.</i>  <i>Errors in QWC intrusive</i></p> <p><b>0 marks must be given where there is no evidence worthy of credit</b></p> <p><b>NR is given where the candidate has not attempted the question at all</b></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 <b>Level 4</b> response, <b>both</b> areas must be addressed <b>in detail</b>.</p> <p><b>A candidate answering only one part of the question will remain in Level 2 and can access up to 8 marks only. Must be answered well, with clear descriptions and/or explanations.</b></p> <p>If candidates respond by giving answers in a <b>list</b>, they remain in the <b>Level 1</b> response.</p> <p>Bullet point <b>sentences</b> can achieve up to the <b>Level 2</b> response.</p>
	Playpen	So know where child is			
	Harness for highchair	To prevent child falling			
	Safety/stair gate	Keeps child in one room/ from a room that is unsafe/off stairs			
	Plug/socket covers	Cannot poke fingers /implements in holes to be electrocuted			
	Coiled flex/cordless appliances	Prevents falls/pulling hot kettles onto child			
	Cooker guard/turn pan handles inwards	Prevent burning/ scalding			
	Smoke alarm/carbon monoxide alarm	Alert parent/carer to danger			
	Fire extinguisher/fire blanket	Fires can be dealt with swiftly			
	Fireguard	Prevent falls and burning			

Question		Answer		Marks	Guidance	
					Content	Levels of response
		Cupboard/drawer/ door safety catches	Prevent access to things that may harm/stop doors slamming on fingers			<p><b>Level Response 4: 13–15 marks</b> The candidate describes in detail how to create a safe environment inside the home for children to play <b>and</b> gives comprehensive explanations of why play is important for children. The information will be presented in a clear and organised way. A whole range of specialist terms are used with precision. The candidate can demonstrate the accurate use of spelling, punctuation and grammar.</p> <p><b>Level Response 3: 9–12 marks</b> The candidate describes some ways to create a safe environment inside the home for children to play <b>and</b> gives some explanations of why play is important for children. 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</p>
		Window/fridge/freezer locks/ Safety glass/ toughened/safety film on doors/windows	Prevents child falling out/ getting locked in/to prevent serious cuts if child falls against			
		Blind cords secured out of reach	To prevent strangulation			
		Corner protectors	Helps guard against bumps/cuts if child falls			
		Knife block	To prevent cuts			
		Always supervise children/do not leave on own/with pet	To head off any potential dangers			
		Store hazardous items safely e.g matches, plastic bags, fragile item	To prevent specific injury			
		Give age appropriate/approved toys/do not give children toys with small pieces	To know toys have passed safety tests/ prevent choking			

Question			Answer	Marks	Guidance	
					Content	Levels of response
			Do not allow children to play/run around while eating	So food doesn't get stuck in windpipe and cause choking		<p>spelling, punctuation and grammar.</p> <p><b>Level Response 2: 5–8 marks</b> The candidate gives some valid descriptions of a few ways to create a safe environment inside the home for children to play and/or gives some explanations of why play is important for children 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>
		Medicines/tablets kept in locked cupboard/ high cupboard/in original container/ labelled container/out of sight/reach/tops tightly fastened/medicines with security caps	To prevent poisoning/child will not understand the dangers			
		Store household chemicals/cleaning products kept in locked cupboard/ high cupboard/ in original container/labelled container/out of sight/reach	Prevent poisoning			
		Non toxic paints Use safe glue	Prevent poisoning To avoid them eating unsafe substances			
		Keeps a child happy/have fun	Helps reduce /worries/act out fears		<p><b>Level Response 1: 1–4 marks</b> The candidate is likely to give limited, muddled (1/2) or incorrect answers. (0) Generally little reference to advantages showing no real knowledge. Answers may be in the form of a</p>	
		Prevents boredom	Keeps busy/gives child something to do			
		Quality time with	Bonding/security			

Question			Answer		Marks	Guidance	
						Content	Levels of response
			parent/ carer				list.
			Learns new skills/concepts	Allows child to find out about themselves and world around them			Answers may not always relate to the question. Answers may be ambiguous or disorganised There will be little or no use of specialist terms.
			Gives a child confidence/independence	Show off/proud of something they have made/promotes self esteem			<b>Errors of grammar, punctuation and spellings may be intrusive.</b>
			Physical development	Develops muscles/Helps with coordination/exercise/physical development/aids sleep at night/ appetite			<b>0 marks must be given where there is no evidence worthy of credit</b>
			Communication	Develops speech			<b>NR is given where the candidate has not attempted the question at all</b>
			Allows child to discover/experiment	Be creative/express ideas/feelings/invent/be imaginative			
			Helps a child to concentrate	Thinking skills			
			Helps divert aggression	Helps a child not to use physical violence on others/be a bully			
			Use of large play equipment e.g. tricycles/climbing	Aids gross motor skills			

Question			Answer		Marks	Guidance	
						Content	Levels of response
			frames				
			Playing with paints/crayons etc	Aids fine motor skills/creativity			
			Including and playing with other children	Helps a child learn to cooperate and get on with others/make friends/learn right from wrong/share			
			Playing with/alongside adults	Can follow instructions and not be fearful of other adults			
			<b>Total</b>		<b>15</b>		

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