

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 2018

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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 2018

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

Annotation	Meaning of annotation
	Blank Page – this annotation must be used on all blank pages within an answer booklet 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
} Place the Level annotation on the left hand margin.	
	Benefit of doubt (This does 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.) 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)	<p>One way stated. One mark.</p> <p>Ensuring bath water temperature is not too hot:</p> <ul style="list-style-type: none"> • put the cold water in first • Jenna tests (temperature) using her elbow • use a (bath) thermometer 	<p>1 (1x1)</p>	<p>The number of ticks must match the number of marks awarded. For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> ^ TV REP SEEN </div> <p>Any one answer from the list.</p> <p>Do not accept vague responses such as:</p> <ul style="list-style-type: none"> • test the temperature • check the temperature • feel the temperature • test with finger / hand / skin

Question		Answer/Indicative content	Mark	Guidance
1	(b)	<p>One mark for each way. Two required.</p> <p>Bath toy safety checks:</p> <ul style="list-style-type: none"> • Check for damage / loose parts • Check for sharp edges • Age advice label / age appropriate • Lion Mark • CE symbol • BSI mark / Kitemark • not too small if linked to swallowing/choking hazard 	<p>2 (2x1)</p>	<p>The number of ticks must match the number of marks awarded. For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> ^ TV REP SEEN </div> <p>One mark only for: 'check safety labelling'. Two different labels must be specified for two marks.</p> <p>Accept other appropriate ways that relate to safety.</p>

Question	Answer/Indicative Content	Marks	Guidance	
			Content	Levels of response
1	(c)* Benefits for children: <ul style="list-style-type: none"> • bonding with parent/carer/siblings – time spent together develops parent/child relationship/playing with parent/carer/siblings • creates sense of security –belonging, bathing routine helps baby become part of family life • learning routines around bedtime – child learns to expect bedtime and know it is time to sleep • helps them sleep better – warm water helps baby feel soothed, relaxed and ready to sleep • hygiene – keeps them clean • enjoyment – fun games and bath toys, blowing bubbles; look forward to this • learning and development – exploring cause and effect when splashing; fine motor skills; hide and seek with toys; floating/sinking; vocabulary, singing, talking / used to being in water-prep for swimming Benefits for parents/carers: <ul style="list-style-type: none"> • bonding – regular quality time with child, one-to-one • relaxation and enjoyment – having fun playing with your child • interaction – time for positive interaction between baby and carer • nurturing – opportunity to promote baby’s ability to learn, think and love • establishes routine – smooth transition to bedtime, allows baby to relax, gently winding down and ready for bedtime / calm, less stressful bedtimes • Health – easy to check any skin problems / rashes / bruises 	8	Annotation: The number of ticks will not necessarily correspond to the marks awarded. Level 3 checklist <ul style="list-style-type: none"> • detailed discussion • 2 or more benefits • benefits for both parent/carer and children • QWC – high Level 2 checklist <ul style="list-style-type: none"> • some discussion • 1 or 2 benefits discussed • may be unbalanced – just children or just parents/carers • sub-max 4 for only one benefit done well or several not fully discussed • QWC – mid Level 1 checklist <ul style="list-style-type: none"> • basic discussion / information • benefits identified • little or no discussion of benefits • list like/muddled • QWC – low Do not credit: Instructions for bathing a baby. Repetition of it establishes ‘a regular bath time routine’- this is in the question.	Level 3 (7–8 marks) Answers will provide a detailed discussion of at least two benefits of a bath time routine for children and for parents/carers. Answers are coherent, clear and logically structured. There will be few errors, if any, of grammar, punctuation and spelling. Level 2 (4–6 marks) Answers will provide some discussion of benefits of a bath time routine for children and for parents/carers. Answers are presented with some structure and are relevant to bath time routines. There may be some errors of grammar, punctuation and spelling. Sub-max of 4 if just one benefit done well or several not fully discussed. Level 1 (1–3 marks) Answer provides benefit(s) of a bath time routine for children and/or parents/carers. Answers may be list like, 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
2	(a)	<p>Two marks for a correct description.</p> <p>Paediatrician:</p> <ul style="list-style-type: none"> • specialist doctor in the care of children up to 16 years • expert in child health / child and baby specialist • attends all difficult births, in case the baby needs resuscitation • trained to diagnose and treat childhood illnesses, injuries and health problems • usually hospital based • examine children to assess their growth and development • some specialise in new born babies – usually based in intensive care unit looking after premature babies 	<p>2 (2x1)</p>	<p>The number of ticks must match the number of marks awarded. For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> ^ TV REP SEEN </div> <p>Any two points.</p> <p>Do not credit:</p> <ul style="list-style-type: none"> • carries out checks • checks how the baby is doing • gives special care to babies (is in the question)

Question		Answer/Indicative content	Mark	Guidance
2	(b)	<p>Two marks for an explanation.</p> <p>An incubator can supply oxygen:</p> <ul style="list-style-type: none"> helps with breathing as her respiratory system is immature / lungs not fully developed Aleesha may have difficulty breathing by herself she may have what is called 'respiratory distress' <p>An incubator provides constant temperature control:</p> <ul style="list-style-type: none"> Aleesha may be unable to maintain her own body temperature incubator has built in alarm to monitor baby's body temperature keeps the baby at a constant humidity and temperature / regulates the baby's temperature <p>General:</p> <ul style="list-style-type: none"> has sensors and alarm systems – that monitor heartbeat, breathing, blood oxygen levels provides isolation – keeps Aleesha away from potential infections/germs as she may have a weak immune system 	2 (2x1)	<p>The number of ticks must match the number of marks awarded. For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> A TV REP SEEN </div> <p>Two marks for any point and explanation.</p> <p>Do not credit: provides warmth.</p> <p>Wording of answers does not have to exactly match that of the mark scheme.</p>

Question	Answer/Indicative content	Mark	Guidance
2 (c)	<p>Three ways required. One mark each.</p> <p>Family and friends could:</p> <ul style="list-style-type: none"> • help Nadia to rest – do chores around the house, laundry, cleaning etc. for her • prepare meals • do the shopping • provide emotional support, someone to talk to • be there for her if she is feeling down • take care of visitors – Nadia needs to rest • look after Aleesha to give Nadia a break • register the birth for Nadia • nappy changing • help to feed her – bottle fed/expressed milk • provide advice – but only if asked for • babysit so Aleesha can go out for a break • ask her what she would like them to help her with 	3 (3x1)	<p>The number of ticks must match the number of marks awarded. For incorrect answers the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block; margin: 10px 0;"> ^ TV REP SEEN </div> <p>use</p> <p>Any three different ways.</p>

Question	Answer/Indicative content	Mark	Guidance
2 (d)	<p>One mark for one advantage. One mark for one disadvantage.</p> <p>The combined pill Advantages:</p> <ul style="list-style-type: none"> • 99% effective if taken as instructed • reduces period pain / can prevent heavy, painful periods • can protect against ovary, womb and colon cancer • does not interfere with the sex act <p>Disadvantages:</p> <ul style="list-style-type: none"> • must be taken at the same time every day - inconvenient • if forgotten, or if the woman vomits/has diarrhoea, it may not work • side effects – mood swings, headaches, breast tenderness • doesn't protect against STIs • have to remember to take it for 3 weeks and then have a break for a week 	2 (2x1)	<p>The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> A TV REP SEEN </div> <p>Do not accept:</p> <ul style="list-style-type: none"> • percentages other than 99% • has to be taken regularly – too vague • it is effective • it prevents pregnancy • it doesn't always work

Question	Answer/Indicative content	Mark	Guidance
2 (e)	<p>Two marks for a correct description.</p> <p>How the contraceptive patch works:</p> <ul style="list-style-type: none"> • A sticky patch stuck on to the arm or any clean dry and non-hairy part of the body. • It delivers / releases hormones (through the skin) • releases oestrogen and progestogen. • It prevents ovulation. (Release of an egg). • Thickens cervical mucus making it harder for the sperm to travel. • Thins the womb lining to reduce the chance of implantation. • Each patch lasts for 1 week. You change the patch every week for 3 weeks, then have a week off without a patch. 	2 (2x1)	<p>The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> ^ TV REP SEEN </div> <p>Any two points.</p> <p>Wording does not have to be exactly as on the mark scheme.</p> <p>Do not accept:</p> <ul style="list-style-type: none"> • it is effective • it prevents pregnancy • easy to use

Question	Answer/Indicative content	Mark	Guidance
3	<p>(a) One mark for identification of an unsafe feature. Three required. One mark for an appropriate reason. Three required.</p> <p>No stair gates / stairs / safety gates</p> <ul style="list-style-type: none"> • Jamie has access to the stairs • danger of falling • could attempt to climb the stairs unsupervised <p>Wide gaps between bannisters / bannister</p> <ul style="list-style-type: none"> • Jamie's head / leg could get stuck between the banisters • danger of suffocation / strangulation • head / neck / back injury <p>Floor length blind at top of stairs</p> <ul style="list-style-type: none"> • trip hazard, danger of falling down the stairs • blind cord trip hazard • might be attractive for Jamie to play with / swing on, he could get tangled up and fall • blind cord caught round his neck / strangulation • could pull the cord and the blind could fall on him <p>Toy on stairs / train toy / toy</p> <ul style="list-style-type: none"> • trip / slip hazard • attracts Jamie to play on the stairs <p>Full length window / window</p> <ul style="list-style-type: none"> • could collide with it and be injured • fall through it 	<p>6 (3x1 + 3x1)</p>	<p>The number of ticks must match the number of marks awarded. For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> A TV REP SEEN </div> <p>1 mark for the feature identified 1 mark for the reason</p> <p>Do not credit:</p> <ul style="list-style-type: none"> • stairs are too steep • blind cord as a choke hazard • gaps between the handrail • 'handrail' as an unsafe feature • repetition of falling

Question	Answer/Indicative content	Mark	Guidance
3	<p data-bbox="208 228 255 260">(b)</p> <p data-bbox="293 228 842 260">One mark for identification. Four required.</p> <p data-bbox="293 296 539 328">Possible injuries:</p> <ul data-bbox="293 331 913 794" style="list-style-type: none"> • back / spine injury • brain injury • broken bones / fractures e.g. leg, arm, skull • bruises • concussion • cuts • death • dislocation e.g. shoulder / knee • grazes / scrapes • head injury / bang his head • internal injuries • knocked unconscious • sprain e.g. ankle / wrist 	<p data-bbox="1227 228 1274 260">4</p> <p data-bbox="1205 263 1296 295">(4x1)</p>	<p data-bbox="1323 228 2018 292">The number of ticks must match the number of marks awarded.</p> <p data-bbox="1323 295 2145 359">For incorrect answers use the cross or appropriate annotation from the following:</p> <div data-bbox="1644 347 2011 427" style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p data-bbox="1323 464 1733 496">Four different injuries required.</p> <p data-bbox="1323 564 1514 596">Do not credit:</p> <ul data-bbox="1323 600 1957 703" style="list-style-type: none"> • repeats - broken bones e.g. leg and arm • repeats – dislocation e.g. shoulder and knee • ‘bleeding’ on its own

Question			Answer/Indicative content	Mark	Guidance
3	(c)	(i)	<p>Two ways required. Two marks each.</p> <p>Ways of meeting physical needs:</p> <ul style="list-style-type: none"> • ensure medication is taken as required • change dressings as required • plenty of fluids to drink / ensure not dehydrated • regular meals • ensure room temperature is appropriate / provide blankets for warmth • open window for fresh air / use an electric fan if too warm • make sure he gets enough sleep • help him if he needs assistance e.g. to go to the toilet <p>Explanations:</p> <ul style="list-style-type: none"> • correct medication / dressings etc aid recovery • fluids prevent dehydration • appropriate room temperature helps comfort levels and feeling of well-being • food meets nutritional needs • speeds recovery • to keep wounds clean 	<p>4 (2x2)</p>	<p>The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> ^ TV REP SEEN </div> <p>2 marks: A way identified with a reason / explanation</p> <p>1 mark: A way identified with little or no explanation.</p> <p>Accept other appropriate ways.</p>

Question			Answer/Indicative content	Mark	Guidance
3	(c)	(ii)	<p>Four ways required. One mark each.</p> <p>Ways of meeting social needs:</p> <ul style="list-style-type: none"> • reading a story together • singing together • play a board game together / play a game together • have a conversation / talking • invite one or two of Jamie's friends to visit and chat • watch a TV programme/dvd together • using skype, facetime, video calls • have rest time/meal time/play time routine • have visits from family members • cuddle him and reassure him he will be ok <p>Accept other appropriate ways that must relate to social needs.</p>	4 (4x1)	<p>The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> A TV REP SEEN </div> <p>One mark for each way identified.</p> <p>If candidate states 'friends and family' or similar on the same line – credit the first one on the line only.</p>

Question	Answer/Indicative Content	Marks	Guidance	
			Content	Levels of response
4	(a)*	6	<p>Annotation: The number of ticks will not necessarily correspond to the marks awarded.</p> <p>Level 3 – checklist</p> <ul style="list-style-type: none"> detailed explanation both finance and age logically structured relevant information QWC – high <p>Level 2 – checklist</p> <ul style="list-style-type: none"> some explanation may be unbalanced – just finance or just age some relevant information sub-max 3 for only one factor done well or several points not fully explained QWC – mid <p>Level 1 – checklist</p> <ul style="list-style-type: none"> limited explanation basic information list like/muddled QWC – low 	<p>Level 3 (5–6 marks) Answers will provide a detailed explanation of how finance and age can affect a couple’s decision to have children. The answer is well-developed, clear and logically structured. The information presented is relevant. There will be few errors, if any, of grammar, punctuation and spelling.</p> <p>Level 2 (3–4 marks) Answers will provide a sound explanation of how finance and age can affect a couple’s decision to have children. The answer presented with some structure and 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 factor done well or several points not fully explained</p> <p>Level 1 (1–2 marks) Answers will provide a limited explanation of how finance and/or age can affect a couple’s decision to have children.. 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.</p> <p>0 marks – response not worthy of credit</p>
			<p>Finance</p> <ul style="list-style-type: none"> Is where they live big enough to accommodate a child / enough bedrooms? Can they afford to provide a warm, clean, safe and secure home? Will future job prospects be affected if the mother or father has a career break? Does the mother or father want to stay at home and look after the child – is this affordable? Does the mother want to return to work – is child care affordable? Is a child affordable – equipment/clothing etc What support would be available from family and friends e.g. Child care? <p>Age</p> <ul style="list-style-type: none"> Are they mature enough to take on the responsibility? Are they willing to change their lifestyle to accommodate a baby? Fertility falls so maybe is it better for the mother to have a baby earlier Fertility issues / IVF for older women Being an older mother has a higher chance of baby with Down’s syndrome or other conditions Do they want to establish careers first and have a child later? Effect on education for a very young mother Fit / healthy enough to become a parent? Do they have realistic expectations of children? Does her partner want to become a father at this time? Peer pressure - friends may have ‘cute’ babies – don’t want to feel left out Social pressures – parents desire to become a grandparent sooner than later 	

Question	Answer/Indicative content	Mark	Guidance
4	<p>(b) Two marks for each rule. Two required.</p> <p>Stranger danger rules:</p> <ul style="list-style-type: none"> • Always ask before going anywhere – so carer knows where they are and who with. • Don't talk to strangers – walk away, they might be dangerous / not nice / weird - find a safe place or safe stranger. • Only trust safe strangers – teach them who these are, for example teachers, police officers, fire fighter, PCSO. • Only trust safe places – local shops, restaurants, homes of known neighbours. • It is ok to say 'no' to an adult – if the child does not know the person and feels unsafe. • It is ok to run away – in some circumstances to keep themselves safe in a dangerous situation e.g. if they are being followed. • Never go anywhere on your own – stay with friends, safety in numbers. • Tell them an adult should never ask a child for help – find a trusted adult if this happens and tell them. E.g. Stranger asks for help finding a lost dog in the park. • 'no, go, yell, tell' rule – if in a dangerous situation say no, run away, yell as loud as they can, tell a trusted adult right away. • Don't answer the door to someone you don't know • Don't take anything from a stranger – sweets etc could be something harmful 	4 (2x2)	<p>The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> A TV REP SEEN </div> <p>Two marks:</p> <ul style="list-style-type: none"> • appropriate, realistic, rule suggested • additional detail that clearly shows understanding <p>One mark:</p> <ul style="list-style-type: none"> • a suitable rule identified • limited or no additional detail <p>Wording does not have to be exactly as on the mark scheme. Explanations given in the indicative content may be interchangeable, but no repeats.</p> <p>Accept other appropriate rules and explanations.</p>

Question	Answer/Indicative content	Mark	Guidance
4 (c)	<p>One mark for each example. Four required.</p> <p>Examples of role modelling behaviour:</p> <ul style="list-style-type: none"> • always saying please and thank you • taking turns • never dropping litter • not interrupting someone when they are talking • always being polite / manners / please and thank you • not smoking / drinking alcohol / taking non-prescribed drugs in front of children • not shouting • sharing • tidy up after playing • listen when mummy/daddy's talking • not swearing • not arguing / fighting in front of the children • using green cross code when crossing the road • saying sorry • good eating habits / using knife and fork correctly / manners when eating / healthy diet choices • good personal hygiene habits – teeth/hair/hand washing • having a positive attitude • demonstrate a good work ethic <p>Accept other appropriate <u>examples</u> of role modelling good behaviour.</p>	4 (4x1)	<p>The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> ^ TV REP SEEN </div> <p>Credit may be given for other appropriate examples.</p> <p>Each bullet may only be credited once. i.e. not smoking in front of children. (or drinking) (or taking drugs)</p> <p>Do not accept:</p> <ul style="list-style-type: none"> • reward children for good behaviour • reward charts • role play

Question		Answer/Indicative content	Mark	Guidance
5	(a)	<p>One mark for a description. Three required.</p> <p>Ovulation:</p> <ul style="list-style-type: none"> egg is released an ovum (ripened egg) is released from one of the ovaries. <p>Intercourse:</p> <ul style="list-style-type: none"> sperm are deposited in the vagina penis releases / ejaculates sperm sperm travels up through the vagina sperm travels via the cervix and uterus into the fallopian tubes sperm swims to the egg <p>Fertilisation:</p> <ul style="list-style-type: none"> the sperm meets the egg sperm reaches the egg the egg meets with a sperm (in the fallopian tube) and joins with it. 	3 (3x1)	<p>The number of ticks must match the number of marks awarded. For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> ^ TV REP SEEN </div> <p>Wording does not have to be exactly as on the mark scheme.</p> <p>Note: Intercourse: Credit BOD for:</p> <ul style="list-style-type: none"> have sex / sexual intercourse the penis enters the vagina <p>Fertilisation:</p> <ul style="list-style-type: none"> 'egg is fertilised' is too vague as it repeats the heading. Must have some reference to meeting with / joining with sperm

Question		Answer/Indicative content	Mark	Guidance
5	(b)	<p>One mark for a correct identification.</p> <p>8 weeks</p>	1 (1x1)	<p>The number of ticks must match the number of marks awarded. For incorrect answers use the cross annotation.</p> <p>This is the only acceptable answer.</p>

Question		Answer/Indicative content	Mark	Guidance
5	(c)	<p>One mark for a reason. Two required.</p> <p>Urine is tested for:</p> <ul style="list-style-type: none"> sugar (glucose) – may be an early sign of diabetes protein (albumen) – may indicate an infection in the kidneys or bladder or an early sign of pre-eclampsia ketones – may be caused by constant vomiting or there may be some kidney damage check for STIs - chlamydia and gonorrhoea, 	2 (2x1)	<p>The number of ticks must match the number of marks awarded. For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> <input type="checkbox"/> A <input type="checkbox"/> TV <input type="checkbox"/> REP <input type="checkbox"/> SEEN </div> <p>Accept just 'sugar', 'protein', 'ketones' or just the description, i.e. For signs of diabetes.</p> <p>Do not accept: Test to see if she is pregnant</p>

Question		Answer/Indicative content	Mark	Guidance				
5	(d)	<p>Three marks for identification. Three required.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Name of the test:</td> </tr> <tr> <td>AFP (alpha fetoprotein test)</td> </tr> <tr> <td>Amniocentesis</td> </tr> <tr> <td>CVS (chorionic villus sampling)</td> </tr> </table>	Name of the test:	AFP (alpha fetoprotein test)	Amniocentesis	CVS (chorionic villus sampling)	3 (3x1)	<p>The number of ticks must match the number of marks awarded. For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> <input type="checkbox"/> A <input type="checkbox"/> TV <input type="checkbox"/> REP <input type="checkbox"/> SEEN </div> <p>This is the only acceptable answer.</p>
Name of the test:								
AFP (alpha fetoprotein test)								
Amniocentesis								
CVS (chorionic villus sampling)								

Question		Answer/Indicative content	Mark	Guidance
5	(e)	<p>One mark for a correct identification.</p> <p>Between 8 and 14 weeks.</p>	<p>1 (1x1)</p>	<p>The number of ticks must match the number of marks awarded. For incorrect answers use the cross annotation.</p> <p>Accept any weeks between the given range.</p>

Question		Answer/Indicative content	Mark	Guidance
5	(f)	<p>One mark for a reason. Three required.</p> <p>To check that weight gain is steady</p> <ul style="list-style-type: none"> the average is 12–15 kg weight gain during pregnancy steady weight gain <p>Check for gaining too much weight:</p> <ul style="list-style-type: none"> can increase the risk of complications can increase risk of gestational diabetes can increase the risk of pre-eclampsia <p>Check for gaining too little weight:</p> <ul style="list-style-type: none"> can cause premature birth a baby with low birth weight can also mean the body is not storing enough fat 	<p>3 (3x1)</p>	<p>The number of ticks must match the number of marks awarded. For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block; text-align: center;"> ^ TV REP SEEN </div> <p>Any three points.</p>

Question		Answer/Indicative content	Mark	Guidance
5	(g)	<p>Four marks for a description.</p> <p>Domino scheme delivery:</p> <ul style="list-style-type: none"> • Can stay at home for as long as possible before the delivery – have labour at home, only transferring to hospital to actually deliver the baby. • Get to know the community midwife – provides continuity of care. • Midwife goes to the hospital with you – so baby is delivered by the midwife you know. • Greater feeling of control – as mother is at home and is not in the hospital environment for long, mother more comfortable / relaxed at home. • Reduces the chance of assisted deliveries – statistics show there is less likely to be forceps or ventouse delivery. • Can go back home as soon as possible – community midwife goes home with you. <p>Accept other appropriate points.</p>	<p>4 (4x1)</p>	<p>The number of ticks must match the number of marks awarded. For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> A TV REP SEEN </div> <p>Any four points.</p>

Question		Answer/Indicative content	Mark	Guidance
5	(h)	<p>Two reasons required. One mark each.</p> <p>Emotionally satisfying because:</p> <ul style="list-style-type: none"> • father has active involvement • mother does not feel alone, feels more at ease with someone there with her • will feel more at ease when the time comes • gains knowledge about how his baby is developing • learns about practical help he can provide • learns how to help with breathing and relaxation exercises • gives partner support / encouragement • good for their relationship • preparation for the birth together • already developing a bond with the baby • both parents will get to know and trust the midwife • they will both be prepared for when the baby comes <p>Accept other appropriate emotional reasons.</p>	2 (2x1)	<p>The number of ticks must match the number of marks awarded. For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> ^ TV REP SEEN </div>

Question		Answer/Indicative content	Mark	Guidance
6	(a)	<p>One mark for a definition.</p> <p>Natural immunity:</p> <ul style="list-style-type: none"> immunity gained from the mother gained through the placenta and through breast feeding. 	1 (1x1)	<p>The number of ticks must match the number of marks awarded. For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> ^ TV REP SEEN </div> <p>Wording does not have to exactly that on the mark scheme.</p>

Question		Answer/Indicative content	Mark	Guidance
6	(b)	<p>One mark for an identification. Three required.</p> <ul style="list-style-type: none"> Chicken pox Diphtheria Flu Haemophilus influenza type B (Hib) Measles Meningococcal disease (Men C) / meningitis Mumps Pertussis or whooping cough Pneumococcal disease (PCV) Polio Rubella (German measles) Sepsis Tetanus Tuberculosis 	3 (3x1)	<p>The number of ticks must match the number of marks awarded. For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> ^ TV REP SEEN </div> <p>Any three from the list.</p> <p>Do not accept:</p> <ul style="list-style-type: none"> sickness

Question		Answer/Indicative content	Mark	Guidance
6	(c)	<p>Two marks for an explanation. One required.</p> <p>Immunisation:</p> <p>When a vaccine triggers the immune system [1 mark]</p> <p>to produce antibodies against the disease [1 mark].</p>	<p>2 (1x2)</p>	<p>The number of ticks must match the number of marks awarded. For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> ^ TV REP SEEN </div> <p>Wording does not have to exactly that on the mark scheme</p>

Question		Answer/Indicative content	Mark	Guidance
6	(d)	<p>One mark for a reason. One required.</p> <ul style="list-style-type: none"> • if the child is not well • if there has been a reaction to any previous immunisation • if he child is currently taking any medication that might interfere with vaccine • parents may have concerns/worries about the child having the vaccination and side effects 	<p>1 (1x1)</p>	<p>The number of ticks must match the number of marks awarded. For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> ^ TV REP SEEN </div> <p>Any one from the list.</p> <p>Do not accept:</p> <ul style="list-style-type: none"> • child is on holiday • not old enough

OCR (Oxford Cambridge and RSA Examinations)
The Triangle Building
Shaftesbury Road
Cambridge
CB2 8EA

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

Oxford Cambridge and RSA Examinations

is a Company Limited by Guarantee

Registered in England

Registered Office; The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA

Registered Company Number: 3484466

OCR is an exempt Charity

OCR (Oxford Cambridge and RSA Examinations)

Head office

Telephone: 01223 552552

Facsimile: 01223 552553

© OCR 2018

