CHILD DEVELOPMENT

Teacher guide

INCLUDED ON THE KS4 PERFORMANCE TABLES

OCR Level 1/Level 2

Cambridge National in Child Development

J809

For first teaching in 2022 | Version 2

Exploring our exams: a guide to our Sample Assessment Material

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Cambridge Nationals

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Introduction

This is Sample Assessment Material (SAM) which has been produced for the qualification OCR Level 1/Level 2 Cambridge National in Child Development.

The SAM is an example exam paper that we publish alongside a new specification to help illustrate its intended style and structure when a qualification is first launched. We wanted to share the story of our assessment approach with you so when you look through the paper you will find we have pointed out certain features and explained the decisions we have made.

Resources to help support in teaching different areas of content can be found on the Cambridge National in Child Development webpage under 'Planning and teaching'.

Our exam papers are developed with our accessibility principles in mind. The Cambridge Nationals Understanding the Assessment guide tells you a little more about the principles and rationale underpinning our approach for the qualifications. The 'Command Words' are in both the Understanding the Assessment guide and the specification. These tell you what we mean by each command word and how students should approach the question and understand its demand.

You said, we did

During the development of this qualification, we talked extensively with teachers, subject experts and our senior assessment teams to influence its structure, content and assessment materials. We then shared our final materials with teachers to make sure that they met the identified needs.

You told us that you wanted to keep the **exam as close to the current exam as possible** for the existing Cambridge National in Child Development, so that's what we have tried to do.

You told us that your **students were familiar with the one mark per minute plus reading time approach** and that they found shorter exams more accessible, so we've made the exam 70 marks and 1 hour, 15 minutes.

You told us that your students liked **Section A questions being set in a situation/scenario** as it gave a purpose to the content being assessed. You also told us that your students liked having the **situation/scenario questions at the start of the paper** as it eases students into the examination and helps build confidence, so that's what we have tried to do.

2

All students will sit the exam at the same time on the same day.

The time allowed is designed to give approximately one minute per mark plus reading time.

Each exam will sample topics from across the unit. The topics may not necessarily be in the same order as they appear in the unit content.

OCR
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…day … Month Year – Morning/Afternoon

Level 1/Level 2 Cambridge Nationals in Child Development

Unit R057/01: Health and well-being for child development

SAMPLE ASSESSMENT MATERIAL

Time allowed: 1 hour 15 minutes

No extra materials are needed.

Write clearly in black ink. **Do not write in the barcodes.**

Centre number ☐☐☐☐☐   Candidate number ☐☐☐☐

First name(s) _____

Last name _____

INSTRUCTIONS
- Use black ink.
- Write your answer to each question in the space provided. You can use extra paper if you need to, but you must clearly show your candidate number, the centre number and the question numbers.
- Answer **all** the questions.

INFORMATION
- The total mark for this paper is **70**.
- The marks for each question are shown in brackets **[ ]**.
- This document has **14** pages.

ADVICE
- Read each question carefully before you start your answer.

The exam will always be set and marked by us. Exams will be available in January and June each year. The exam must be taken as terminal assessment. This means that the result from the exam taken in the final assessment series before certification will be the one that counts towards the student's overall grade.

If students require additional answer space, lined paper may be available at the end of the answer booklet in a live question paper. Remember the question number(s) must be clearly shown.

The exam will always have 70 marks. Section A will have 40 marks and Section B will have 30 marks.

2

Section A

Section A has three compulsory questions set in a scenario/situation. Question types include:
- Short and medium answer
- Multiple choice
- Extended response

Short and medium answer responses test knowledge and understanding from across the unit content and allow students the opportunity to give free responses.

There will also be one extended response 8 mark question that will assess Performance Objective 3 (PO3): Analyse and evaluate knowledge, understanding and performance.

Appendix B in the Specification has a glossary of Command Words that will be used in our exams. The glossary tells you what we mean by each command word.

Where scenarios/situations are used, information will be concise and specific to the question.

1   Anika is pregnant and has her first appointment at the antenatal clinic.

   (a)   State the meaning of **antenatal**.

   ....**[1]**

   (b)   At the appointment Anika meets some of the health professionals who will support her through her pregnancy.

   Identify **one** health professional who will support Anika through her pregnancy.

   ....**[1]**

   (c)   One of the routine checks Anika has at her first antenatal appointment is a blood test.

      (i)   Explain **two** reasons for this blood test.

   1 ....

   ....

   ....

   2 ....

   ....

   ....
   [4]

Although the total mark shown is 4 marks there are 2 marks awarded for each reason explained.

      (ii) Identify **three** routine checks or tests, other than a blood test, that are done at an antenatal clinic.

   1 ....

   2 ....

   3 ....
   [3]

The number of marks assigned to a question will always be given at the end of the question and will always be right aligned.
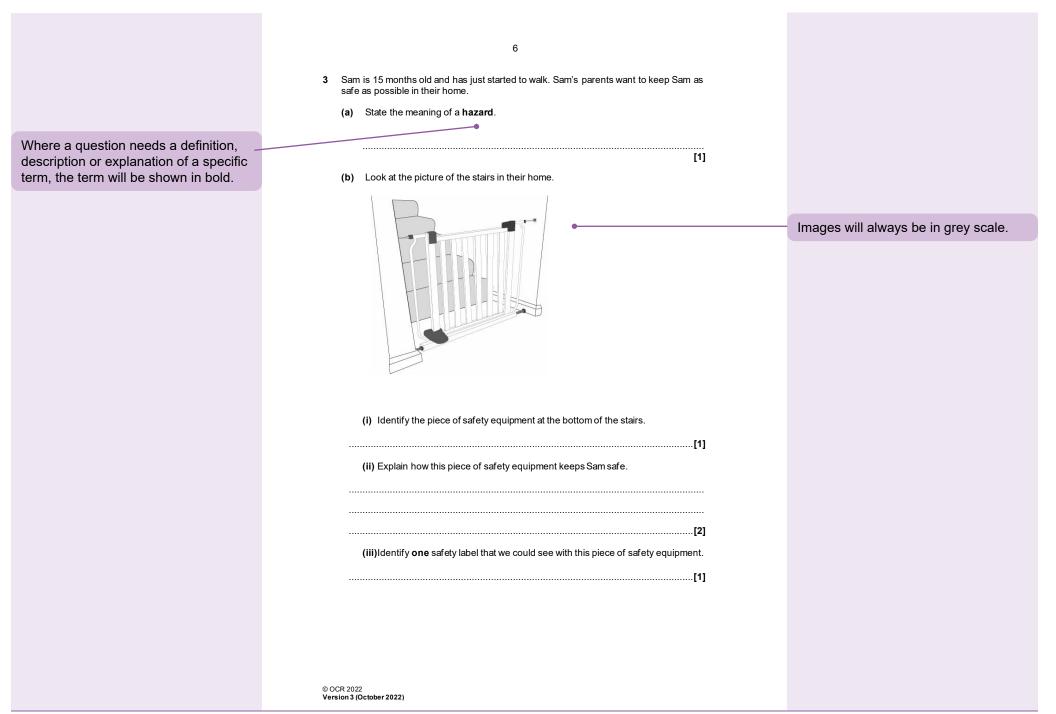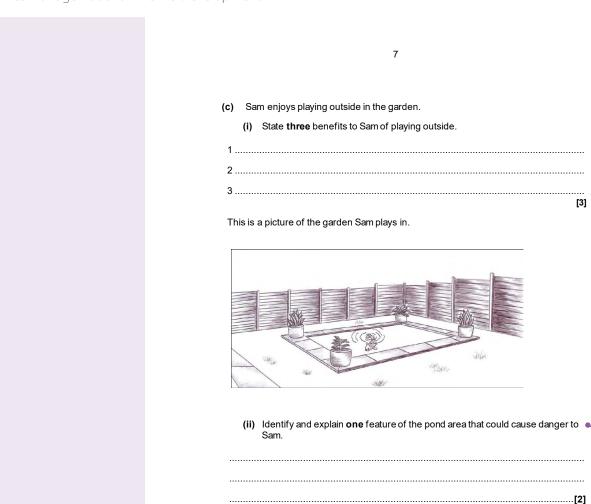
3

When a question asks for a specific number of points, the number of points will be in bold.

(d) At the antenatal clinic Anika receives an appointment for her **first** ultrasound scan.

Identify and explain **two** reasons for this scan.

1 ....

....

....

2 ....

....

....

[4]

In this question Performance Objective 2 (PO2) is being tested: 'Apply knowledge and understanding' to provide relevant explanations.

Reasons given must relate to the scenario/situation.

4

2 (a) Nina gave birth to her son, Leo, six weeks ago.

Nina is breastfeeding Leo.
She and her partner Kai do not want Nina to become pregnant again until Leo is at least two years old.

The health visitor suggests two methods of contraception:
- the male condom
- the contraceptive implant.

Discuss the advantages and disadvantages of each method of contraception to help Nina and Kai decide which method to use.

....

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....

....**[8]**

This 8 mark question requires an extended written response and draws on the student's analytical and evaluative skills to answer a question set in a scenario/situation.

Extended response 8 mark questions are marked using a levels of response approach using these mark bands:

Level 1: 1-2 marks
Level 2: 3-5 marks
Level 3: 6-8 marks

Extended response questions give students a real opportunity to show examiners the extent of their knowledge and understanding of the subject.

The number of lines given for a question indicate the approximate length of the answer required.

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5

Answers must relate to the scenario/situation.

(b) Kai is going back to work when his paternity leave ends.

State **three** ways Nina's family can help and support her when Kai is at work.

When a question asks for a specific number of points, we will always put numbers or response headings against the answer lines to show where students should write each point of their answer.

1 ....

....

2 ....

....

3 ....

....

[3]

(c) Six weeks after giving birth to Leo, Nina visits her GP for her postnatal check.

State **two** checks that the GP will carry out.

1 ....

2 ....

[2]

6

3 Sam is 15 months old and has just started to walk. Sam's parents want to keep Sam as safe as possible in their home.

(a) State the meaning of a **hazard**.

Where a question needs a definition, description or explanation of a specific term, the term will be shown in bold.

....
[1]

(b) Look at the picture of the stairs in their home.

Images will always be in grey scale.

(i) Identify the piece of safety equipment at the bottom of the stairs.

....**[1]**

(ii) Explain how this piece of safety equipment keeps Sam safe.

....

....

....**[2]**

(iii) Identify **one** safety label that we could see with this piece of safety equipment.

....**[1]**

8

7

(c) Sam enjoys playing outside in the garden.

(i) State **three** benefits to Sam of playing outside.

1 ....

2 ....

3 ....

[3]

This is a picture of the garden Sam plays in.

(ii) Identify and explain **one** feature of the pond area that could cause danger to Sam.

....

....

....**[2]**

(iii) State **two** different ways the pond could be made safe for Sam.

1 ....

....

2 ....

....

[2]

In this question the student will be awarded one mark for identifying a feature which makes the pond area a danger to Sam and one mark for an appropriate expansion/ explanation of the feature identified. Answers must relate to the scenario/ situation.

8

(iv) Identify and explain **one** feature that makes the garden a safe place for Sam to play.

....

....

....**[2]**

In this question the student will be awarded one mark for identifying a feature which makes the garden safe and one mark for an appropriate expansion/explanation of the feature identified.

9

Section B

4 (a) Below are the names of some childhood illnesses.

chickenpox
measles
meningitis
mumps
tonsillitis

(i) Fill in the table to match the signs and symptoms with the correct illness.

Use the illnesses in the box above. Use each illness once or not at all.

Signs and symptoms	Illness
Headache, high fever, inability to tolerate light, a rash that does not fade when a glass is rolled over it.	
Fever, fretful, white spots inside mouth followed by blotchy red rash on body, discharge from eyes.	
Very sore throat, fever, headache, pain on swallowing, earache.	
Slight fever, red itchy spots, severe headache, spots fill with fluid and become blisters.	

[4]

(ii) Identify **one** childhood illness in the box above that would require you to dial 999 and request an ambulance.

....[1]

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Turn over

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(b) Describe how parents and carers can meet **one** physical need and **one** social need of a child suffering from chickenpox.

(i) Physical need...

....

....

....

....

....**[3]**

(ii) Social need...

....

....

....

....

....**[3]**

11

5 **(a)** Explain how **men and women** can ensure good pre-conception health before starting a family. Use **two** factors.

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....**[6]**

(b) State **three** signs that may indicate a woman is pregnant.

1 ....

2 ....

3 ....

[3]

This 6 mark question requires an extended written response.

Extended response 6 mark questions are marked using a levels of response approach using these mark bands:

Level 1: 1-2 marks
Level 2: 3-4 marks
Level 3: 5-6 marks

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Turn over

12

6　(a)　The drawing below shows the female reproductive system. The uterus has been labelled for you.

(i)　In the table below, identify the parts of the female reproductive system labelled **A**, **B**, **C** and **D**.

Use these names.

cervix
fallopian tube
ovary
testes
vagina

Use each name once or not at all.

	Name
A	
B	
C	
D	

[4]

Students need to identify the parts labelled, choosing the correct names from the list provided.

Answers should be written in the space given in the table. There is one mark awarded for each correct answer.

13

(ii) State another name for the **uterus**.

....**[1]**

(b) Explain **one** precaution parents and carers can take to reduce the risks of SIDS (Sudden Infant Death Syndrome).

....

....

....**[2]**

(c) Identify **three** developmental needs of a newborn baby that should be provided by the parents or carers**.**

1 ....

2 ....

3 ....

[3]

This shows students there are no more questions to answer.

END OF QUESTION PAPER

Need to get in touch?

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