OCR
RECOGNISING ACHIEVEMENT

GCSE

Home Economics Child Development

General Certificate of Secondary Education

Unit **B013:** Principles of Child Development

Mark Scheme for January 2011

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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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Question			Expected Answer	Mark	Additional Guidance
1	(a)		**Identify <u>three</u> ways a woman can look after her health before she becomes pregnant.** Good nutritious diet/balanced diet Not to be overweight/underweight/correct weight for height Take regular exercise Give up smoking Give up drinking alcohol Avoid taking drugs/medicines Be free from infections/STIs Check for rubella immunity Take plenty of Folic acid Genetic counselling if there are any hereditary diseases Time without taking hormone-based contraceptives/the pill/injections/coil **NB** Do not accept 'healthy diet'.	[3]	
	(b)		**Identify <u>four</u> foods that a pregnant woman should avoid.** Unpasteurised milk Soft cheeses Rare steak Cook chill meals Mayonnaise Pate/liver pate Swordfish	[4]	
1	(c)		**Identify <u>one</u> health professional who looks after a woman during her pregnancy.** Midwife Obstetrician GP **NB** Do not allow 'doctor' on own	[1]	

Question	Expected Answer	Mark	Additional Guidance
(d)	**Explain <u>three</u> ways antenatal classes could help a woman expecting her first baby.** **Any three points with three matching description.**	[6]	

Learn about diet	To make correct choices in foods/foods to avoid
Keeping healthy/exercise	To maintain the correct weight
Choice of clothing/shoes	For comfort/to prevent damage to feet/strain on body
How a baby develops	Understanding of what is happening to her body
How the baby will be born/birth	Understanding of birth
Preparation for birth	Know what will happen/expect/what to take into hospital/contact numbers
Options/choices for birth/birth plan	Make choices to suit her
Pain relief	What is available/suitable/consider own wishes
How to breast feed/bottle feed	Confidence/preparation for birth
How to look after the new born baby	Needs/what to buy/bathing a baby etc
Learn relaxation/breathing techniques	Practise before event
Able to ask questions/advice	Express fears/concerns
Talk /mix with other pregnant women	Make friends/sharing same experiences
Involvement of fathers/partners	Make feel part of process/help relationship/support
Pelvic floor exercises	Helps body to recover after birth

<table>
<tr><th colspan="3">Question</th><th>Expected Answer</th><th>Mark</th><th>Additional Guidance</th></tr>
<tr><td></td><td>(e)</td><td></td><td>State <u>three</u> financial benefits that could be available to a pregnant woman.

Statutory maternity pay
Maternity allowance
Sure start maternity grant
Free dental treatment
Free prescriptions
Free milk/vitamins/fruit and vegetables/Healthy Start scheme/Healthy Start vouchers
Health in Pregnancy Grant</td><td>[3]</td><td></td></tr>
<tr><td></td><td>(f)</td><td></td><td>Children with additional or special needs are entitled to a range of statutory benefits.
Match the benefit to each description.

<table><tr><td>Description</td><td>Benefit or Support</td></tr><tr><td>Given to families with a child unable to move around on their own.</td><td>Disability Living Allowance</td></tr><tr><td>Assists with the costs of transport to hospital or school.</td><td>Financial Help</td></tr><tr><td>Given to parents/carers with a child over 2 years old who needs constant care</td><td>Carer’s Allowance</td></tr></table></td><td>[3]</td><td></td></tr>
<tr><td></td><td></td><td></td><td>Total</td><td>[20]</td><td></td></tr>
</table>

<table>
<tr><th colspan="3">Question</th><th>Expected Answer</th><th>Mark</th><th>Additional Guidance</th></tr>
<tr><td>2</td><td>(a)</td><td>(i)</td><td>Identify the correct order in which the stages occur by writing the letters in the table below. The first one has been done for you.

<table><tr><td></td><td>1st</td><td>2nd</td><td>3rd</td><td>4th</td><td>5th</td></tr><tr><td>Letter</td><td>B</td><td>E</td><td>D</td><td>A</td><td>C</td></tr></table></td><td>[4]</td><td></td></tr>
<tr><td></td><td></td><td>(ii)</td><td>Give <u>three</u> ways drawing could help development in a young child.

Creative skills/creativity
Able to express feelings
Develops imagination
Helps concentration
Holding a pencil/pincer grip
Control of a pencil/fine manipulative skills/fine motor skills
Hand and eye coordination
Tracing letters
Copying skills
Forming letter shapes/patterns</td><td>[3]</td><td></td></tr>
<tr><td></td><td>(b)</td><td>(i)</td><td>Describe how a mother could prepare her three year old child for the arrival of a new baby in the family

High Level Response 5-6

The candidate will describe in detail how a mother could prepare her three year old for the arrival of a new baby in the family, with accurate descriptions. Specialist terms will be used appropriately and correctly. The information will be presented in a structured format. The candidate can demonstrate the accurate use of spelling, punctuation and grammar.</td><td>[6]</td><td></td></tr>
</table>

Question	Expected Answer	Mark	Additional Guidance

Medium Level Response 3-4

A candidate will give some ways a mother could prepare her three year old for the arrival of a new baby in the family but lack detail and clear descriptions. There will be some use of specialist terms although these may not be used appropriately. The information will be presented for the most part in a structured format. There may be occasional errors in spelling, punctuation and grammar.

Low Level Response 0-2

The candidate may give limited or confused information. Answers may be in the form of a list with little or no description. There will be little or no use of specialist terms. Errors of spelling, punctuation and grammar may be intrusive.

Answers may include

Decorating/planning sleeping area	Letting them help choose colours/decorations etc
Involve with buying of baby equipment/baby clothes/layette	Allowing them to look with you and make choices
Answer questions	Child understands/not frightened
Discuss names	Feels part of process
Look at other babies with child/visit friends or relatives with new babies	Gets used to babies and their needs
Take child to clinics	Not shut out/isolated
Show scan pictures	Start to understand real person
Involve child with choice of passing down clothes/equipment	If make choices less likely to feel jealous

Question	Expected Answer	Mark	Additional Guidance
			"Talk" must be qualified

Look at children's books/ TV programmes/videos/CD about babies	Help children cope with a new sibling/talk through scenarios
Explain needs of a baby/how it will be fed/cared for etc	Understanding of a baby's needs/how could help
Explain a baby cries	So not frightened/anxious for baby
Preparing child about what happens when mother goes into labour/hospital	So knows that mother has not abandoned child /knows what will happen to them /knows/likes/is comfortable with whoever looks after them when mother goes into hospital
Consistent handling/routine of older child	Security/routine
Let child feel baby kick	Realises it is a real person/talking point with friends
Buy present for new baby	Make child feel important/thinking of others
Tell child is still loved	Reassurance/ knows is wanted/valued
Role play/play with dolls/buy a doll	Act out fears/worries/feels like mum

Question			Expected Answer	Mark	Additional Guidance
2	(b)	(ii)	**Give <u>two</u> different ways children could show feelings of insecurity.** Nightmares Clingy Withdrawn/unusually quiet/not wanting to play Bed wetting Baby talk Thumb sucking Hitting/biting/kicking/bullying/pinching Spitting Rudeness Temper tantrums Symptoms of illness/stomach/headache Stutter Destructiveness Jealousy Role play/drawings	**[2]**	
			Total	**[15]**	

Question			Expected Answer	Mark	Additional Guidance
3			**Describe why a child could be taken into local authority care.** **Explain how divorce could affect children in a family** 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. In order to achieve a **High Level** response, **both** areas must be addressed **in detail**. **A candidate answering only one part of the question well remains in the Limited Response level and can access up to 7 marks only. Must be answered well, with clear descriptions and/or explanations.** If candidates respond by giving answers in a **list**, they remain in the **Low Level** response. Bullet point sentences can achieve up to the **limited response** level only. **High Level Response: 13-15** The candidate describes in detail reasons why a child may be taken into local authority care **and** gives comprehensive explanations of the effects of divorce on 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. **Good/Satisfactory Response 9-12** The candidate describes some reasons why a child may be taken into local authority care **and** gives some explanations of the effects of divorce on 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 spelling, punctuation and grammar.	**[15]**	

Question	Expected Answer	Mark	Additional Guidance

Limited Response 5-8
The candidate makes some valid reasons why a child may be taken into local authority care **and/or** some effects of divorce on 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

Low Level Response 0 – 4
The candidate is likely to give limited, muddled or incorrect answers generally with no real knowledge.
Answers may be in the form of a list.
Answers may not always relate to the question.
Answers may be ambiguous or disorganised
There will be little or no use of specialist terms.
Errors of grammar, punctuation and spellings may be intrusive

Answers may include

Single parent/carer going into hospital	No relatives/ nearby
Long term illness e.g. drugs/HIV	Parent unable to care/not in fit state for child
Housing problems/damp/homeless	Could cause serious illness/danger
Neglect	Child has become ill/malnutrition
Ill treated/abused	Needs to be protected
Parents dead	Whilst finding relatives
Abandoned/left	Unable to look after themselves
Parent in prison	Needs short/long term/stability

Question	Expected Answer		Mark	Additional Guidance
	Parent unable to cope	Child out of control		
	Respite	Temporary care for parents to have a break/special needs child		
	Awaiting adoption	Allows time for arrangements to be made		
	Happier/relieved	If there had been arguments, rows or violence		
	Stronger bonds with siblings	One constant in lives/share empathy		
	Children could feel guilty	Feel responsible for the break up		
	Insecurity/anxiety/confusion/lack of understanding	Loss of routine, not sure what is going to happen in the future		
	May not have same opportunities	Less money available		
	Lose friends/feel unsettled	May have to move home/school		
	Feels angry	Blames parents for break up		
	Upset/sad/lonely/unhappy/ distressed/emotional stress	May be separated from siblings/parent/grandparents/extended family/if there is a custody battle		
	May regress	Feelings unloved/needing attention/love		
	Child may have to move between parents	Unsettling/having to watch what it says to either parent/could play each parent off against one another		
	May miss parent who has left	Withdrawn/affect bonding		
	More time/less time for children	Problem has been removed or parent left has to work		
		Total	**[15]**	

Question			Expected Answer	Mark	Additional Guidance
4	(a)		**Give <u>three</u> advantages to a baby of being breast fed.** Provides correct amount of nutrients Less likely to become overweight Easier to digest Contains antibodies to protect against infections Less risk of gastroenteritis/clean/sterile Less risk of allergies/nappy rash and eczema Always correct temperature Readily available Skin to skin contact/bonding Reduces risk of SIDS	**[3]**	No credit for advantages to mother.
	(b)		**Give <u>three</u> advantages to parents/carers of using ready prepared food products for a baby.** No skill required/easy to make Quick to prepare/saves cooking time Useful for travel/emergencies/holidays/when going out/useful for baby-sitters or child minders Hygienically prepared Reduced shopping time Easy to store Individual portions/right portion size Many varieties No special equipment required Correctly balanced nutritionally May have added nutrients Dietary information on label/packet Safety information on label/packet e.g. lactose/gluten free	**[3]**	
	(c)	**(i)**	**What is the recommended age at which babies could begin to eat this product?** 4 months	**[1]**	

<table>
<tr><th colspan="3">Question</th><th>Expected Answer</th><th>Mark</th><th>Additional Guidance</th></tr>
<tr><td></td><td></td><td>(ii)</td><td>State the amount of fat per 100 grams of this product.

1.7g</td><td>[1]</td><td>Must include units (grams or g)</td></tr>
<tr><td></td><td></td><td>(iii)</td><td>Give <u>one</u> reason why the body needs fat.

For warmth/insulation/energy/protects internal organs/provides fat soluble vitamins</td><td>[1]</td><td></td></tr>
<tr><td></td><td></td><td>(iv)</td><td>State the amount of calcium per 100 grams of this product.

50mg</td><td>[1]</td><td>Must include units (mg)</td></tr>
<tr><td></td><td></td><td>(v)</td><td>Identify the deficiency disease that could develop if a child’s diet lacks calcium.

Rickets</td><td>[1]</td><td></td></tr>
<tr><td>4</td><td>(d)</td><td></td><td>Once a jar of baby food has been opened, any unused food must be stored correctly to prevent food poisoning.

Explain <u>two</u> ways of safely storing the unused food from this jar.

<table>
<tr><th>Way of storing 2 x 1</th><th>Explanation 2 x 1</th></tr>
<tr><td>Empty into a container</td><td>To prevent contamination/keep clean</td></tr>
<tr><td>Cover/put on lid/cling film</td><td>To keep clean/free of bacteria/flies</td></tr>
<tr><td>Keep refrigerated</td><td>To slow down growth of bacteria</td></tr>
<tr><td>Freeze</td><td>Bacteria becomes dormant/stops growing</td></tr>
</table></td><td>[4]

2x2</td><td>Each explanation can only be credited once.</td></tr>
<tr><td></td><td></td><td></td><td>Total</td><td>[15]</td><td></td></tr>
</table>

Question			Expected Answer	Mark	Additional Guidance
5	(a)	(i)	**What is meant by premature birth?** Baby born **before** 37 weeks/ baby **less than** 2.5kg/5lb/at full term	**[1]**	
		(ii)	**Identify <u>three</u> problems a premature baby could have immediately after birth.** Breathing Keeping warm/maintaining body temperature Sucking/feeding Little/no resistance to infections/bacteria **N.B. Do not allow eating.**	**[3]**	
	(b)		**A newborn baby shows several reflex actions.** **Describe the reflex action shown in each of the pictures below.** Rooting reflex If a baby's cheek is touched (1) The baby's head will turn towards it/as if searching for the mother's nipple/breast (1) Falling reflex Suddenly movement/affecting the neck/ gives the baby the feeling it may be dropped (1) The baby will fling out the arms/open hands as if falling (1)	**[2]** **[2]**	

Question			Expected Answer	Mark	Additional Guidance
			 When a baby is held upright/with feet placed on a flat surface (1) The baby will make forward stepping/walking movements (1) Stepping or walking reflex	[2]	
	(c)		**Give <u>five</u> ways of making a garden a safe place for toddlers.** No dogs/no dog mess/dog mess cleared No litter/bottles/broken glass Sand pit cleaned regularly/cover sand pit when not in use Garden fenced/no gaps in fence Gates locked Barrier to any steps No poisonous plants or trees/shrubs/prickly plants/stinging plants Ponds/water covered/fenced/no pond No sharp tools left out/tools locked away No garden chemicals left out/chemicals locked away Do not use weed killers/garden chemicals/slug pellets/rat poison Barbeques removed/not left unattended Sheds locked Swings should have rubber seats Cradle swings for very young children Slides should be set in slopes or banks Climbing equipment should be low Play areas should be bark chippings/soft/grassy/no concrete Plenty of space between any equipment Openings/bars on equipment should be wide	[5]	**This list is not definitive.**

Question			Expected Answer	Mark	Additional Guidance
			Equipment regularly inspected for rust/sharp edges/well maintained Age restrictions for equipment adhered to Equipment securely fastened in place		
			Total	**[15]**	

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