

## **CAMBRIDGE NATIONALS**

*Examiners' report*



# **CHILD DEVELOPMENT**

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**J818**

**R018 January 2020 series**

Version 1

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## Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates. The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. A selection of candidate answers are also provided. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report. A full copy of the question paper can be downloaded from OCR.

## Paper R018 series overview

The majority of candidates answered all the questions and a wide spread of marks were achieved. There were very few 'no response' answers, often these were for single word, factual answers indicating a gap in the candidate's knowledge.

Time appears to have been used effectively and longer answer questions were attempted by the majority, suggesting that candidates had enough time to produce their responses. Most candidates were able to complete all of the questions on the examination paper itself with few using the extra pages at the back of the script or requiring additional answer books.

Many excellent responses demonstrated that candidates were well prepared for the examination, they gave well-informed and well-structured answers using appropriate subject specific terminology from the specification. There is scope for improvement by some candidates in tackling the two longer levels of response questions. Candidates need to be encouraged to read the question carefully and consider what is being asked. Using a paragraph for each aspect of the question is a good approach used by many candidates, helping them to produce a more considered and well-structured answer which addresses the command verb of the question.

There was some evidence of candidates having revised using past papers and in some cases examiners could recognise answers memorised by candidates, from previous mark schemes. These were not relevant to this session's questions and so marks were lost. Candidates should be reminded that questions on every paper will always be different so there is no point in memorising 'model' answers.

### *Candidate performance overview*

Candidates who did well on this paper generally did the following:

- Demonstrated an understanding and familiarity with the different command verbs e.g. identify, describe and explain.
- Produced detailed, clear and concise responses for Level of Response questions: 2(c) and 4(a).
- Applied knowledge and understanding to questions in section A based on a scenario or set in a particular context.

Candidates who did less well on this paper generally did the following.

- Lacked precision in their responses e.g. 6(b) writing about meeting physical or social needs when the question is about intellectual needs and 1(b) not reading the question carefully enough and so giving answers that are not relevant to 'unprotected sex'.
- Found it difficult to apply what they had learnt to different scenarios or contexts for questions in Section A, e.g. 2(a) and 3(a).
- Produced responses that lacked depth and were often rambling and peripheral to what had been asked, sometimes simply repeating information provided, e.g. 4(a) and 2(c).

## Section A overview

Section A of the paper consists of three questions based in different contexts. For this paper the three scenarios are Hannah's pregnancy, breastfeeding and toddlers' football. Candidates are required to apply their knowledge of the R018 specification topics to produce answers that are relevant to the scenarios provided.

### Question 1 (a)

1 Hannah goes out regularly with her friends. She smokes cigarettes and often drinks too much alcohol. Three weeks ago, after a night out, Hannah had unprotected sex and now thinks she might be pregnant. She has missed a period.

(a) Give **two** signs or symptoms of pregnancy, other than a missed period, that Hannah may be experiencing.

1 .....

2 .....

[2]

Well answered by the majority of candidates who gained at least one mark using the wide range of answers on the mark scheme.

The most common reason not to gain a mark was a vague response such as 'breast changes' without giving a specific change such as 'breast tenderness' or using the general term 'sickness' rather than stating 'morning sickness'.

### Question 1 (b) (i)

(b) (i) Name a method of contraception Hannah could have taken after having unprotected sex.

..... [1]

The majority of candidates gave a correct answer, with the 'morning after pill' the most common response, very few suggested 'IUD'.

Some candidates did not read the question carefully enough and did not notice the words 'after having unprotected sex' and so incorrectly gave examples of contraception such as 'the pill' or a 'condom'.

### Question 1 (b) (ii)

(ii) State **one** advantage and **one** disadvantage of this method of contraception.

Advantage .....

.....

Disadvantage .....

.....

[2]

Varied responses with some candidates giving very vague answers such as 'stops you getting pregnant' or 'it may not work'.

Other candidates, however, were able to give accurate answers involving the correct number of hours the morning after pill has to be taken within so that it is effective and the fact that it does not protect against STIs.

It was evident that some candidates had been well prepared and had the correct knowledge which enabled them to give clear, accurate answers.

### Question 1 (c)

(c) Hannah is pregnant and thinks she would like to give birth to her baby at home.

Explain **one** reason why Hannah may like to have a home birth.

.....

.....

.....

..... [2]

Many candidates gave a basic reason but not an explanation. Many just stated that being at home is more 'comfortable' or 'safe' without any development of the point to explain why home is more comfortable or safe.

Most correct responses related to 'familiar surroundings' that enabled the mother to feel more relaxed and in control. Others provided explanations of how a number of family members could be there to support her, or that home offers privacy and a quiet, calm atmosphere.

Incorrect answers focussed on the disadvantages of a hospital birth which does not answer the question.

### Question 1 (d)

- (d) Hannah's GP advises against a home birth because of the risk of her baby having FAS.

What do the letters **FAS** stand for?

..... [1]

Candidates gained the mark for 'foetal alcohol syndrome'. Spelling did not have to be correct to gain the mark.

### Question 1 (e)

- (e) Hannah goes into labour. There are three stages of labour, **stage 1**, **stage 2** and **stage 3**.

Look at the table below and identify which stage of labour the statements are describing.

Each stage may be used once, more than once or not at all. The first one has been done for you.

Statement	Stage of labour
The uterus, cervix and vagina now become one single passage called the birth canal.	Stage 2
Contractions push the placenta out.	
The cervix gradually opens.	
The waters break.	
The baby's head can be seen (crowning).	

[4]

Well answered by the majority of candidates who gained either 3 or 4 marks for this question.

A number of candidates gave 'stage 4' or 'stage 5' which was obviously incorrect as the question clearly states 3 stages.

### Question 2 (a)

2 Read the press release below.

Breastfeeding is promoted in antenatal classes.

Almost 75% of women start breastfeeding when their child is born, however by 6 to 8 weeks this drops to 44%.

This makes breastfeeding rates in England among the lowest in the world.

Adapted from: Public Health England, March 2018

(a) Give **three** possible reasons for this drop in the number of women breastfeeding.

1 .....

.....

2 .....

.....

3 .....

.....

[3]

The majority of candidates gained marks on this question. The most common correct answers linked to it being painful or the baby not latching on and also referenced mothers going back to work.

There was evidence that some candidates had not taken note of the information given in the article and wrote about the advantages of formula milk which does not answer the question.

Others incorrectly wrote about the baby being vegan.

### Question 2 (b)

(b) Identify if the following statements are true or false. Tick (✓) the correct answer.

Statement	True	False
Breast milk protects babies from infectious diseases.		
Breastfed babies are more likely to develop crooked teeth later in life.		
Breastfed babies are less likely to become overweight.		
Women with small breasts cannot breastfeed.		

[4]

A large number of candidates achieved full marks on this question.

### Question 2 (c)

(c)\* It is helpful for parents/carers to establish a feeding routine with their child.

Explain the benefits, for parents/carers and their child, of having a feeding routine.

Your answer must:

- include benefits for parents/carers
- include benefits for the child.

.....

.....

..... [8]

Very mixed responses to this question. Good answers focussed on bonding opportunities and developing good habits to prevent 'grazing' or 'snacking' that could lead to obesity; establishing set times for meals / feeding developing a sense of security and promoting good habits were also features of the best answers.

Candidates achieving high marks did also remember to include benefits for both the child and the parents as required by the question, demonstrating good exam technique.

Weaker responses did not seem to understand or be aware of what a 'routine' involves or any real benefits. These answers lacked depth, knowledge and were rambling and repetitive with comments about knowing when to eat.

#### Exemplar 1

This also helps to form bonds between parents and children because they are all eating at the same time instead of children first, then adults. Having this sort of routine makes a child feel included and not feel left out, which makes them feel loved and happy.

This extract shows an example of a good explanation. The benefits of a feeding routine for both the child and parents/carers are related to bonding.

An additional benefit, explained, would enable the candidate to gain full marks.

### Question 3 (a)

3 Amjad knows it is important to provide good conditions for development for his 3-year-old twins Mira and Elaina. To help with their development Amjad takes the twins to toddlers' football class every Saturday morning. It is something they all enjoy.

(a) Explain **two** different ways that taking part in toddlers' football classes provides Mira and Elaina with good conditions for development.

1 .....

.....

.....

2 .....

.....

.....

[6]

Candidates generally attempted this well, although many did not provide an explanation in sufficiently detail for full marks. For example, they were able to identify that it could develop communication skills but they did not go further by including that it can also help the development of language.

Common correct responses included development of physical skills, fitness and providing exercise. Links to social skills, team work and making friends, gaining confidence were also features of good responses.

In weaker responses there was often a lack of application to the football scenario which limited the marks.

### Question 3 (b)

- (b) Two of the twins' primary needs when attending the toddlers' football classes are clothing and food.

Describe how Amjad can meet these two primary needs.

Clothing .....

.....

.....

.....

.....

.....

.....

Food .....

.....

.....

.....

.....

.....

.....

[6]

Mixed responses to this question.

Most candidates gained two marks for football kit and replacing any energy used. The remainder of the weaker answers tended to be a repeat and a mention of weather appropriate clothes for warmth and cooler for summer.

Minimal links made to the football activity in some answers, with many stating points about clothes and food generally which were unable to gain full marks.

Good answers were clearly related to the football scenario, with points about protection such as shin pads and football boots and providing water to drink / fresh fruit to prevent dehydration due to all the running around, for example.

## Section B overview

Section B of the paper consists of three questions that are fact and knowledge based. Candidate responses do not have to relate to a particular situation or scenario.

### Question 4 (a)

- 4 (a)\* Explain how attending antenatal and parenting classes could prepare the **father/partner** for labour and parenthood.

.....

.....

.....

..... [6]

Those candidates gaining high marks explained well, in specific detail, how classes could prepare the father/partner for labour and parenthood, giving clear and relevant examples.

Many candidates, however, failed to reference the father/partner and wrote in general terms about the parents or in some cases just the mother and so their answers did not address the question.

There were many vague references to 'supporting' and 'being there' suggesting a lack of knowledge about the importance of antenatal and parenting classes and what they actually involve. There were few explanations detailed enough to reach level 3.

### Exemplar 1

EXemplare candidate work

- 4 (a)\* Explain how attending antenatal and parenting classes could prepare the **father/partner** for labour and parenthood.

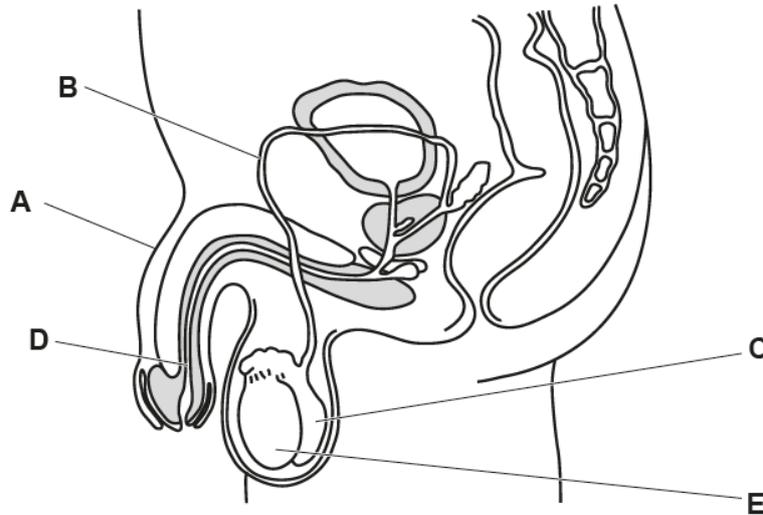
Attending antenatal classes and parenting classes can prepare the father/partner on what to expect during the birth of their baby so they aren't shocked and don't know what to do. the parenting classes can give them any tips or advise on how to care for the baby.

Exemplar 1 shows a typical Level 1 response, basic information with limited explanation not clearly linked to the father/partner.

More specific detail about how the father/partner could provide support needs to be explained. Examples such as in labour reassurance, encouraging breathing techniques, massage, creating a birth plan together or afterwards helping care for baby, how to bath baby, feeding, spotting post-natal depression etc.

**Question 4 (b) (i)**

(b) The diagram below shows the male reproductive system.



(i) Identify the names of **A**, **B**, **D** and **E**, from those given below, to complete the table. **C** has been done for you.

testes	urethra	cervix	vas deferens
fallopian tubes	penis	<del>epididymis</del>	

	Name
<b>A</b>	
<b>B</b>	
<b>C</b>	epididymis
<b>D</b>	
<b>E</b>	

[4]

This question was mostly answered correctly with many candidates gaining full marks.

There were some candidates, however, that labelled the diagram incorrectly with female anatomical parts, mainly fallopian tubes instead of vas deferens and uterus instead of urethra, indicating a lack of knowledge.

### Question 4 (b) (ii)

(ii) Name the system that consists of the epididymis and vas deferens.

..... [1]

Many incorrect answers here with candidates either leaving it blank or suggesting the 'male reproductive system'.

The sperm duct system or epididymis is a gap in candidates knowledge.

	<b>OCR support</b>	The teaching activity on male and female reproductive systems may be useful to support the teaching of content relating to question 4b: <a href="https://www.ocr.org.uk/qualifications/cambridge-nationals/child-development-level-1-2-j818/planning-and-teaching/">https://www.ocr.org.uk/qualifications/cambridge-nationals/child-development-level-1-2-j818/planning-and-teaching/</a>
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### Question 4 (c)

(c) Identify and explain **one** way that parents/carers could promote positive behaviour in their child.

Way .....

.....

Explanation .....

.....

.....

.....

.....

.....

[4]

Most candidates were able to give an appropriate 'way'. Many gave good explanations of how it could be used to promote positive behaviour with the child. Good responses clearly explained how sticker charts or rewards, for example, would motivate the child to repeat desired behaviour.

Weaker answers gave incorrect negative ways such as 'naughty step' and 'time out' or explained how bad behaviour was learned.

### Question 5 (a) (i)

5 (a) One way parents/carers can help keep children safe online is to have the internet-connected computer in a family room.

(i) Explain how this could help keep children safe online.

.....

.....

.....

.....

..... [3]

Well answered by many candidates who gave good explanations that demonstrated their understanding of how this strategy keeps children safe online.

A few candidates referred to general points about safety online that were relevant to 5(a)(ii) not this question.

### Question 5 (a) (ii)

(ii) Identify **four other** different ways that parents/carers can help keep children safe online.

1 .....

.....

2 .....

.....

3 .....

.....

4 .....

.....

[4]

This was generally very well answered by the majority of candidates. Common correct responses included: use safe search facilities, passwords on devices, check history, teach internet safety, time limits.

Weaker answers generally included some repetition of the previous question i.e. monitoring, and there were some very vague statements about 'locking' or 'banning' sites.



### Question 5 (c) (i)

(c) The symbol below is often found on products for children.



(i) Explain what this symbol means.

.....

.....

.....

..... [2]

A few candidates explained that the mark is related to meeting European standards of health, safety and environmental or meets European legal requirements. Many seemed unfamiliar with this symbol.

### Question 5 (c) (ii)

(ii) Identify **two** different children's products that would be labelled with this symbol.

1 .....

2 .....

[2]

There were many correct responses linked to named toys and specific items of equipment. Weaker answers did not gain the marks due to vague statements such as 'toys' or 'clothes'.

### Question 6 (a)

- 6 (a) To prepare a child for a planned stay in hospital, parents/carers sometimes take their child to visit the ward they will be staying on.

Give **two** reasons a ward visit could benefit the child.

1 .....

.....

2 .....

.....

[2]

Very well answered by the majority of candidates. Frequent correct answers included meeting the doctors / nurses, familiarising themselves with the surroundings and reassurance reducing fear of the unknown.

### Question 6 (b)

(b) Identify **four** ways a child's **intellectual** needs could be met while recovering in hospital.

1 .....

.....

.....

2 .....

.....

.....

3 .....

.....

.....

4 .....

.....

.....

[4]

Very well answered by the majority of candidates who focussed the ways on meeting a child's intellectual needs as required by the question.

Unfortunately, some candidates wrote about social or emotional needs which have been asked about in previous papers. It is very important that candidates read the question and clearly address the requirements in order to gain the marks.

### Question 6 (c)

(c) The passage below describes 'natural immunity' in babies.

Complete the passage by adding the most appropriate words from the list below. A word should only be used once.

antibodies	father	infectious	inoculate
mother	non-contagious	placenta	protect
uterus	viruses		

Natural immunity in babies occurs when ..... from the  
 ..... are passed on to an unborn baby through the  
 ..... . Natural immunity helps to .....  
 the baby against ..... diseases.

[5]

Many candidates gained full marks.  
 A few put 'viruses' instead of 'antibodies' and 'uterus' instead of 'placenta'.

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