

INCLUDED ON THE
KS4 PERFORMANCE TABLES

Candidate Style Answers

OCR Level 1/Level 2

Cambridge National in
Child Development

J809

For first teaching in 2022 | Version 1

Unit R057 Health and well-being for child development

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About this resource

We have produced this resource using the [sample question paper and mark scheme](#) Cambridge National in Child Development J809.

The aim of the resource is to show you how marks or levels could be given and why. Our senior assessors have provided possible candidate responses and then applied the sample mark scheme, adding commentary.

Please note this resource does not constitute an indication of grade boundaries or endorsed answers. In a live series the mark a response gets depends on the process of standardisation, which considers the big picture of the year's scripts. The levels or marks we show in our resource is an estimation of what could be awarded. How levels and marks correspond to grade boundaries is then determined during the Awarding process. This process happens after the marking of scripts and depends on a number of factors including candidate performance across the board.

You can read more about this process in our [guide](#).

Question 1(a) and 1(b)

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]

Exemplar 1

2 marks

(a) *Before birth* [1]

(b) *Midwife* [1]

Exemplar 2

0 marks

(a) *The birth of a baby* [1]

(b) *Nurse* [1]

Both answers are correct and on the mark scheme.
1 mark for each answer.

(a) 'the birth of a baby' is incorrect. The answer must relate to before the birth of the baby.

0 marks.

(b) 'Nurse' is too vague. The answer needs to be specific to Midwife.

0 marks.

Question 1 (c) (i)

(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]

Exemplar 1

4 marks

1. *To check to see if Anika is anaemic. If she is, she may need iron tablets.*

2. *To check Anika's blood group because Anika may need to be given some blood during the birth of her baby.*

Exemplar 2

2 marks

1. *To see if Anika is diabetic.*

2. *To check for HIV.*

The command verb is 'explain two reasons' therefore each answer must contain a reason, '*check to see if Anika is anaemic*,' and an explanation of the reason, '*she may need iron tablets*'.

4 marks (2 marks for each).

Teaching point: When answering a question where the command verb is 'explain' it is useful for you to teach students to use the words 'because' or 'so' after they have given a reason. This will lead them into an explanation.

1. In this answer the student has only given the explanation, to get full marks the student must include the reason i.e. to check for high sugar levels in the blood.
 1 mark.

2. In this answer the student has only given the reason. To achieve full marks the student must explain the reason i.e. because HIV can be passed on to the baby.
 1 mark.

Question 1 (c) (ii)

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

- 1.....
 - 2.....
 - 3.....
- [3]**

Exemplar 1

3 marks

1. *Urine test.*.....
 2. *Blood pressure.*.....
 3. *Checking and measuring the size of the mother's bump to see how big the baby is.*.....
- [3]**

Exemplar 2

1 mark

1. *Blood test, urine test.*.....
 2. *How big the baby is.*.....
 3. *Check to see if the baby's heart is beating.*.....
- [3]**

3. Though this check is not listed in the mark scheme it is accepted under 'Award credit for any other appropriate response.'
3 marks.

1. When the student gives more than one answer on the same line credit can only be given for the first answer, which in this case is incorrect as the question asks for routine checks or tests other than a blood test.
0 marks.

2. This answer is too vague. How is the size of the baby checked?
0 marks.

3. This answer is correct = baby's heartbeat is on the mark scheme.
1 mark.

Teaching point: it will be useful for you to direct students to be as specific as they can to avoid vague responses which will not be credited.

Question 1 (d)

(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]

Exemplar 1

4 marks

- 1 *To see how many weeks pregnant Anika is so the baby's due date can be worked out.*
- 2 *To see where the baby is growing because the baby might be growing in the fallopian tube, and this is dangerous for Anika.*

Exemplar 2

2 marks

- 1 *To check if Anika is having twins.*
- 2 *To check if the baby is developing properly because there might be something wrong with it.*

One mark is given for identifying the reason and one mark is given for the explanation.
 4 marks (2 marks for each).

Teaching point: When answering a question where the command verb is 'explain' it is useful for you to teach students to use the words 'because' or 'so' after they have given a reason. This will lead them into an explanation.

1. The student has only given the reason for the first ultrasound scan not an explanation.
 1 mark.
2. The student has given a correct reason for the first ultrasound scan but though they have given an explanation of the reason it is too vague to be given a mark. To be given the second mark the student must refer to abnormal conditions (these can be named) being detected.
 1 mark.

Question 2 (a)

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.

[8]

Exemplar 1

Level 3

One advantage of using the male condom as a method of contraception is that Kai can take responsibility for contraception. Nina has just given birth and her hormones are probably all over the place, she also has a lot to think about so Kai taking responsibility for this is one less thing for her to think about. Also using the male condom would not affect Nina breastfeeding Leo as no hormones are involved. However, if Kai does not use the male condom correctly it can split or slip off which could result in sperm getting into the vagina and Nina becoming pregnant. The male condom can only be used once and putting one on can interrupt or impair the enjoyment.

An advantage of Nina having a contraceptive implant is that it lasts for up to three years, therefore it will last until Nina and Kai want to try for another baby. It will not affect Leo while Nina is breastfeeding him and Nina's fertility will return as soon as the implant is removed so Kai and Nina can plan when to have it removed and try for another baby, however the implant can be difficult to remove. Nina may also suffer from side effects when using the contraceptive implant as her periods can be heavy or irregular which may cause Nina to become anaemic and tired.

This is a Level 3 (high level) answer

The student has given a thorough discussion showing detailed understanding of **both** the advantages and disadvantages of **both** the male condom and the contraceptive implant. The student makes relevant points to help Nina and Kai decide which method to use, many of which are developed. E.g. Nina may also suffer from side effects when using the contraceptive implant as her periods can be heavy or irregular which may cause Nina to become anaemic and tired. The whole answer is pertinent to Nina and Kai.

The student has consistently used appropriate terminology.

Exemplars continued on the next page

Exemplar 2

Level 2

Advantages of using the male condom is that Kai can be responsible for contraception. Also using the male condom would not affect Leo as Nina is breastfeeding him. However, the male condom can split or slip off if it is not used correctly which means Nina could become pregnant. Another disadvantage is the male condom can only be used once. A contraceptive implant can last for up to three years, so it will last until Nina and Kai want to try for another baby. It does not affect breastfeeding and fertility will return as soon as the implant is removed, however the implant can be difficult to take out. Nina may also suffer from heavy periods which can make her tired.

This is a Level 2 (mid level) answer

The student has given an adequate discussion and shows a sound understanding of **both** the advantages and disadvantages of **both** the male condom and contraceptive implant.

The student makes some relevant points to help Nina and Kai decide which method to use, some of which are developed. Some of the points made are pertinent to Nina and Kai but some are generic.

The student has used some appropriate terminology.

Exemplar 3

Level 1

Advantages of the male condom are that it helps stop the spread of STIs and that you can get it free from family planning clinics. A disadvantage of the contraceptive implant is that Nina could have heavy periods.

This is a Level 1 (low level) answer

The student has only given advantages of the male condom and one disadvantage of the contraceptive implant. The points made are not relevant to Nina and Kai nor have they been developed.

There is little use of appropriate terminology.

Question 2 (b)

(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.

- 1.....
.....
- 2.....
.....
- 3.....
.....

[3]

Exemplar 1

3 marks

1. *Go shopping for Nina.*
2. *Cook meals for Nina.*
3. *Reassure Nina that she is a good mother.*

Exemplar 2

1 mark

1. *Look after Leo.*
2. *Give Leo a bath so Nina can rest.*
3. *Babysit.*

3. Though this answer is not on the mark scheme it can be credited as credit can be given for any other appropriate response.

3 marks.

1. Look after Leo is too vague to be credited with a mark. To be given a mark the student must say how looking after Leo would support Nina.

0 marks.

2. Credit can be given for this answer as the student has said how giving Leo a bath supports Nina.

1 mark.

3. This answer is too vague. How does this support Nina?

0 marks.

Teaching point: it will be useful for you to direct students to be as specific as they can to avoid vague responses which will not be credited.

Question 2 (c)

(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]

Exemplar 1

2 marks

1. *Check Nina's stitches are healing properly.*

2. *Check to see if Nina is feeling depressed.*

Both answers are correct and on the mark scheme.
2 marks.

Exemplar 2

1 mark

1. *Check to see if Leo has put on weight.*

2. *See if Nina has the baby blues.*

1. The question is about Nina's postnatal check not Leo's six week check.
0 marks.

2. This answer can be credited even though it is not on the mark scheme as 'baby blues' is an informal term for postnatal depression.
1 mark.

Question 3 (a)

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**.

.....
[1]

Exemplar 1

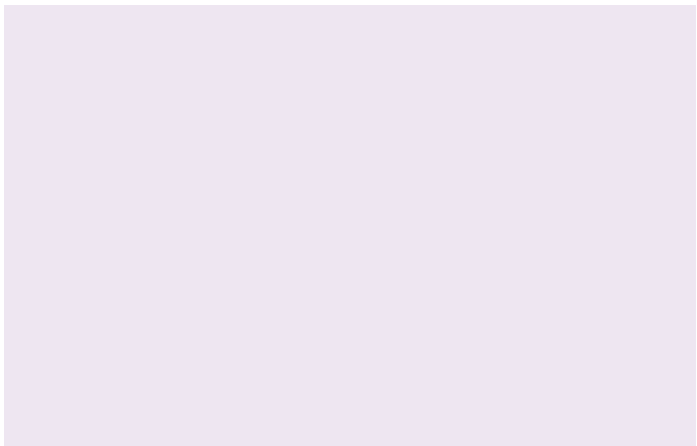
1 mark

Something that can cause someone harm.
.....

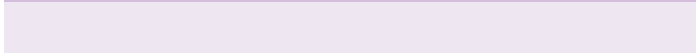
Exemplar 2

0 marks

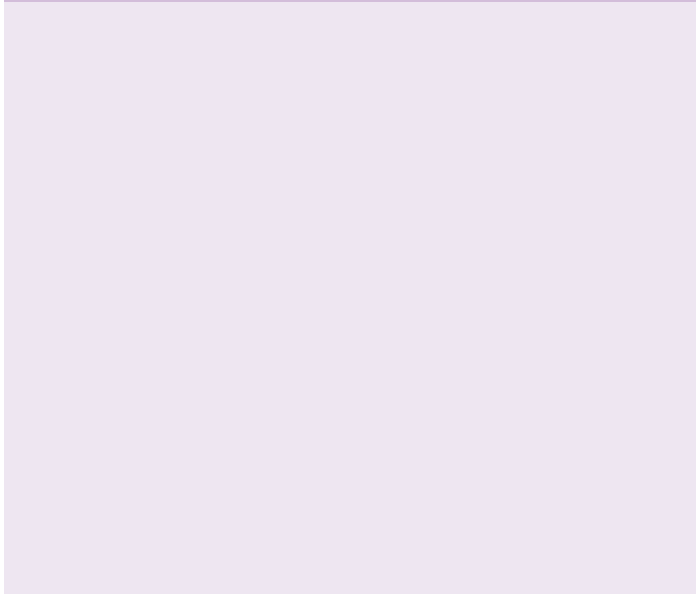
The stairs.
.....



Answers do not have to be exactly the same/ word for word as on the mark scheme.
1 mark.

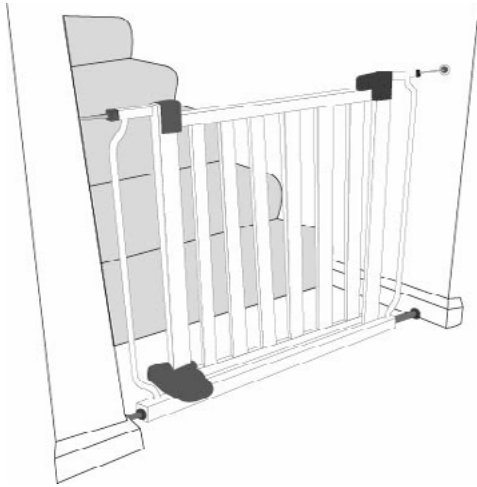


The student has given the name of a hazard not the meaning of the word hazard.
0 marks.



Question 3 (b)

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



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

..... [1]

Exemplar 1**4 marks**

- (i) *Stair gate*
- (ii) *It stops Sam from climbing the stairs so he can't get into the bathroom and drink bleach.*
- (iii) *Kitemark*

Exemplar 2**2 marks**

- (i) *Safety gate*
- (ii) *Stops Sam climbing the stairs.*
- (iii) *Lion mark*

i. Correct answer.

1 mark.

ii. The command verb is explain so the student has to give a 'how and why' answer to the question to gain full/2 marks. The student will be given 2 marks for this answer. 'It stops Sam from climbing the stairs' this is 'how' the stair gate keeps Sam safe. 'so he can't get in the bathroom and drink bleach' is the 'why' is keeps Sam safe.

2 marks.

iii. Kitemark is correct.

1 mark.

i. Correct answer.

1 mark.

ii. This answer is only worth 1 mark. The student has given 'how' the safety gate keeps Sam safe but not 'why'.

1 mark.

iii. This answer is incorrect.

0 marks.

Question 3 (c) (i)

(c) Sam enjoys playing outside in the garden.

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

1.....

2.....

3.....

[3]

Exemplar 1

3 marks

1. *He is out in the fresh air.*.....

2. *Makes him hungry.*.....

3. *Helps build his muscles.*.....

Exemplar 2

1 mark

1. *Makes Sam strong.*.....

2. *He is outside in the fresh air.*.....

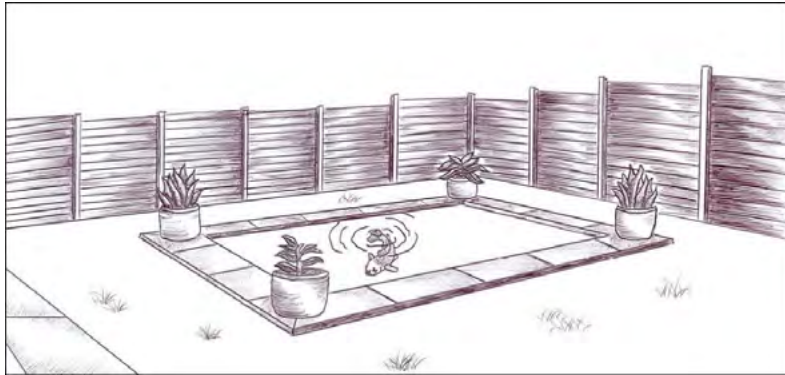
3. *He is outside in the garden.*.....

1. This answer is correct and on the mark scheme.
 2. 'makes him hungry' can be accepted as it equates to 'stimulates appetite' on the mark scheme.
 3. 'helps build muscles' can be accepted because even though it is not on the mark scheme credit can be given for any other appropriate response.
 3 marks.

1. 'Makes Sam strong' is TV (Too Vague) for a mark. Strength must be applied to bones.
 0 marks.
 2. This answer is correct.
 1 mark.
 3. This answer is incorrect as it is a repeat of the stem of the question.
 0 marks.

Question 3 (c) (ii)

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]

Exemplar 1

2 marks

The pond. Sam could fall in and drown.

Exemplar 2

1 mark

Sam could drown.

There must be two parts to this answer for 2 marks, the identification of the feature i.e. the pond, and the explanation i.e. fall in and drown.
 2 marks.

This answer is worth 1 mark. The student has only explained the danger to Sam, no feature has been identified.
 1 mark.

Question 3 (c) (iii)

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

- 1.....
-
- 2.....
-

[2]

Exemplar 1

2 marks

- 1. *The pond could be filled in.*.....
- 2. *A fence could be put round the pond.*.....

Exemplar 2

1 mark

- 1. *The pond could be made into a sand pit.*.....
- 2. *The pond could be filled in.*.....

Both answers are correct and on the mark scheme.
2 marks.

Only 1 mark can be given for these two answers because 'The pond could be filled in' is a REP (Repeat) of 'The pond could be made into a sand pit' as it is on the same line of the mark scheme.
1 mark.

Question 3 (c) (iv)

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

.....
.....
..... [2]

Exemplar 1

2 marks

There is a fence round the garden to stop Sam from getting out.

Exemplar 2

1 mark

Strangers can't get in the garden.

There must be two parts to this answer to be given 2 marks. The identification of the safety feature i.e. the fence and an explanation of how it keeps Sam safe i.e. stops Sam getting out.
2 marks.

The student has not identified the safety feature only explained how Sam is kept safe.
1 mark.

Question 4 (a) (i)

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]

Exemplar 1

4 marks

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

[4]

All answers correct.
4 marks.

Exemplar 2

2 marks

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

[4]

The first answer is incorrect. Even though the student has written the correct answer (meningitis) in the box, they have written an incorrect answer (tonsilitis) first and so meningitis cannot be credited.

The third answer given 'mumps' is incorrect and is a distracter i.e. all the signs and symptoms of mumps do not match the signs and symptoms of the illnesses in the table.

2 marks.

Teaching point: You will need to make students aware that in this style of question where one response is required; their first response will be marked, even if their second response is correct.

If students change their mind and give a second response they need to cross through the first one.

Question 4 (a) (ii)

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

..... [1]

Exemplar 1

1 mark

Meningitis......

This answer is correct and on the mark scheme.
1 mark.

Exemplar 2

0 marks

Appendicitis......

This answer is incorrect. Though children can suffer from appendicitis and may require emergency hospital treatment, appendicitis is not one of the illnesses listed in the box and the question requires the student to 'identify one childhood illness in the box above...'
0 marks.

Question 4 (b) (i)

(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]

Exemplar 1

3 marks

(i) Physical need..... *Chicken pox can be very itchy so one way parents could meet the physical need of a child suffering from chicken pox is to try and reduce or stop the itching by dabbing calamine lotion on the blisters with cotton wool.*

1 mark is given for the need i.e. reduce or stop the itching and 2 marks are given for describing how the need is met i.e. dabbing calamine lotion on the blisters with cotton wool.
3 marks.

Exemplar 2

1 mark

(i) Physical need..... *Put calamine lotion on.*

This answer is worth 1 mark. The student has not identified the need, only given a brief description of how a need is met.
1 mark.

Question 4 (b) (ii)

(ii) Social need.....

 [3]

Exemplar 1

3 marks

(ii) Social need..... *The child could be infectious so cannot meet their friends. The parents could set up a skype call between their child and their child's friends so their child can enjoy their friend's company and not feel lonely.*

This is a good answer. The student has identified the need i.e. need company so won't feel lonely and has described how that need could be met i.e. set up a skype meeting with the child's friends.
3 marks.

Exemplar 2

2 marks

(ii) Social need..... *The child could be lonely so they could watch a film.*

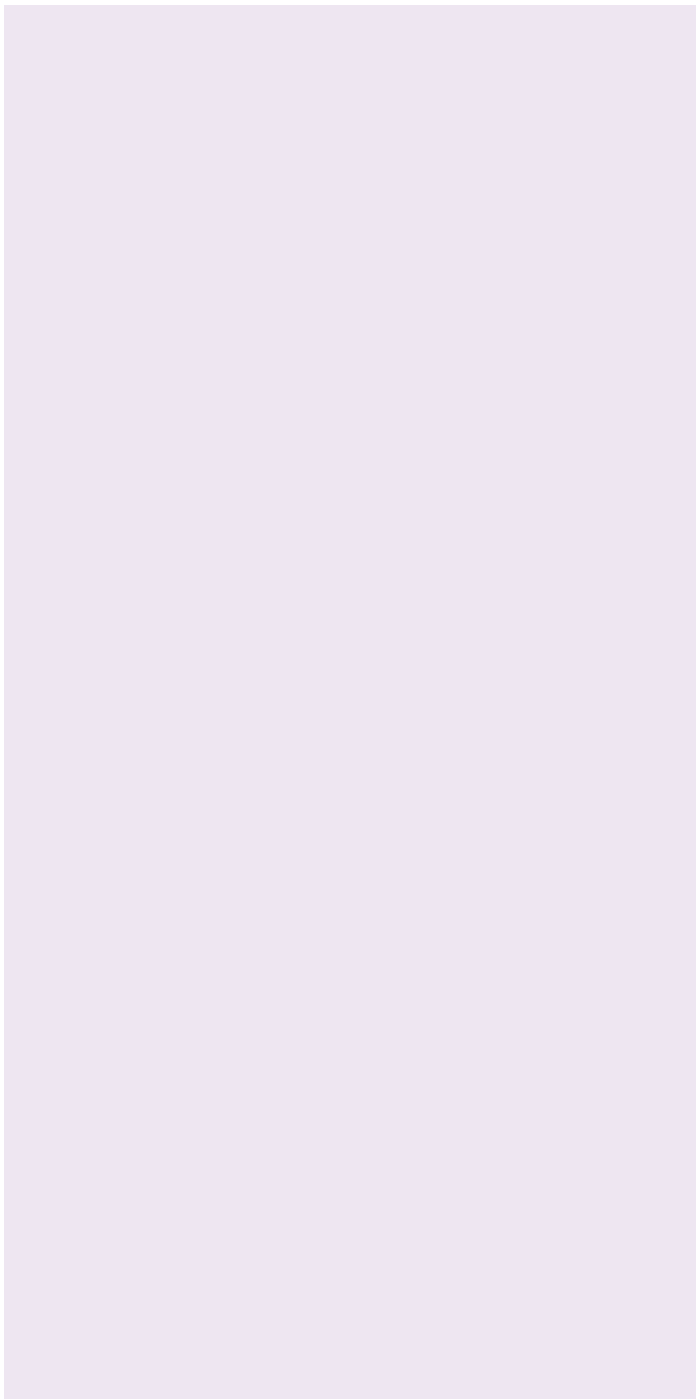
This answer is worth 2 marks. 1 mark is given for identifying a need i.e. the child could be lonely but meeting the need has not been fully described. Watching a film can be credited with 1 mark but to be given full marks the student must say 'watching a film together' as just watching a film will not stop the child from being lonely.

Question 5 (a)

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

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

[6]



Exemplar 1

Level 3

One way that men and women can ensure good pre-conception health before starting a family is to stop smoking, if they smoke. Smoking affects a woman's fertility which makes it more difficult for the woman to conceive. Smoking can lower a man's sperm count which again makes conception more difficult, also men who smoke produce a higher amount of abnormal sperm so there is more chance of the baby being born with abnormalities.

Another way that men and women can ensure good pre-conception health is for both of them to give up alcohol. Alcohol can affect a woman's fertility and cause irregular periods making it more difficult to conceive. Men who drink alcohol have a lower sperm count which again makes conception more difficult.

[6]

This is a Level 3 (high level) answer.

The student has given a thorough explanation showing detailed understanding of how men and women can ensure good pre-conception health.

The student has explained two factors and how they can affect **both** men and women's pre-conception health. Relevant points are made, many of which are developed.

The student has consistently used appropriate terminology.

Exemplars continued on the next page

Exemplar 2

Level 2

Men and women should stop smoking before they try for a baby.
 Smoking can make it more difficult for the woman to conceive.
 Smoking can lower a man's sperm count and men who smoke
 produce more abnormal sperm so there is more chance of the baby
 being born with something wrong with it.

Another way is for both of them to give up alcohol. Alcohol can
 cause the woman to have irregular periods. Men who drink alcohol
 have a lower sperm count which makes conception more difficult.

This is a Level 2 (mid level) answer.

The student has given an adequate explanation showing sound understanding of how men and women can ensure good pre-conception health.

The student has explained two factors and how they can affect **both** men and women's pre-conception health. Relevant points are made, some of which are developed.

The student has used some appropriate terminology.

Exemplar 3

Level 1

Women should stop smoking and drinking alcohol. The baby could
 be small when it is born.

Men should stop smoking and drinking alcohol because smoking
 affects a man's sperm. Smoking can lower a man's sperm count.

This is a Level 1 (low level) answer.

The student has given a brief explanation which shows limited understanding of how men and women can ensure good pre-conception health.

The student has identified two factors but the examples given are not always relevant to pre-conception health e.g. when talking about the effects of smoking and drinking alcohol has on a woman, the student has referred to when the baby is born. This is not pre-conception health but the effects of smoking while pregnant.

The student has given a brief explanation of why men should stop smoking and drinking alcohol.

There is little use of appropriate terminology.

Question 5 (b)

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

- 1.....
- 2.....
- 3.....

[3]

Exemplar 1

3 marks

- 1 *Missed period.*
- 2 *Morning sickness.*
- 3 *Passing urine more often.*

Exemplar 2

1 mark

- 1 *Go to the toilet more often.*
- 2 *Missed period.*
- 3 *Boobs hurt.*

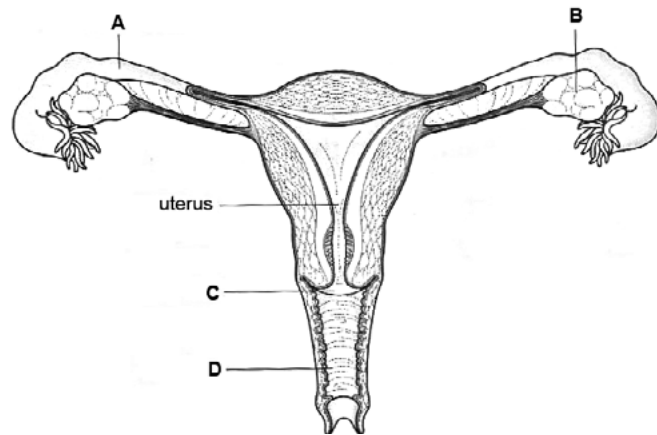
1. This answer is correct and on the mark scheme.
 2. Morning sickness can be accepted as it equates to nausea on the mark scheme and credit can be given for any other appropriate response.
 3. This answer is correct and on the mark scheme.
 3 marks.

1. 'Go to the toilet more often' is TV (Too Vague) the answer must relate to passing urine frequently.
 2. This answer is correct and on the mark scheme.
 3. 'Boobs' is not an acceptable term for breasts and 'hurts' is TV (Too Vague). The answer must relate to the breasts becoming tender.
 1 mark.

Teaching point: it is useful for you to stress that students use the correct terminology in their answers.

Question 6 (a) (i)

- 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]

Exemplar 1

Use each name once or not at all.

	Name
A	<i>fallopian tube</i>
B	<i>ovary</i>
C	<i>cervix</i>
D	<i>vagina</i>

4 marks

[4]

All answers correct.
4 marks.

Exemplar 2

Use each name once or not at all.

	Name
A	<i>ovary, fallopian tube</i>
B	<i>fallopian tube</i> <i>ovary</i>
C	<i>testes</i>
D	<i>vagina</i>

2 marks

[4]

A is incorrect because the student has given two answers and though the second answer is correct the first answer is the answer marked.

B is correct because though the student has given two answers the first one has been clearly crossed out so the second answer can be accepted.

C is incorrect. Testes is the distractor.

D is correct.

2 marks.

Question 6 (a) (ii)

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

..... [1]

Exemplar 1

1 mark

Womb [1]

Exemplar 2

0 marks

Belly [1]

Womb is the only acceptable answer.
1 mark.

Incorrect answer.
0 marks.

Question 6 (b)

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

.....
.....
..... [2]

Exemplar 1

2 marks

.....
*Parents could put the baby to sleep on its back so that the baby
can breathe more easily.*.....

Exemplar 2

1 mark

.....
Parents could put the baby to sleep on its back......
.....

The command verb is explain and to be given 2 marks the student must give a precaution – ‘Parents could put the baby to sleep on its back’ and a ‘why’ – ‘So that the baby can breathe more easily’.
2 marks.

Teaching point: When answering a question where the command verb is ‘explain’ it is useful for you to teach students to use the words ‘because’ or ‘so’ after they have given a reason. This will lead them into an explanation.

The student has given a correct precaution but has not given an explanation of why putting the baby to sleep on its back can reduce the risks of SIDS.
1 mark.

Question 6 (c)

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

- 1.....
- 2.....
- 3.....

[3]

Exemplar 1

3 marks

- 1 *Love.*.....
- 2 *Warmth.*.....
- 3 *Sleep.*.....

These answers are correct and on the mark scheme.
3 marks.

Exemplar 2

1 mark

- 1 *Friends to play with.*.....
- 2 *Sleep.*.....
- 3 *Rest.*.....

1. This answer is incorrect because though 'Friends to play with' is a developmental need, it is for an older child. This question asks for developmental needs of a newborn baby.
2. Sleep is a correct answer.
3. Rest cannot be credited as this is a repeat of the developmental need identified in 2. Rest/sleep are the same developmental need in the specification.
1 mark.

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