

CAMBRIDGE NATIONALS

Examiners' report

CHILD DEVELOPMENT

J818

R018 January 2022 series

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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.

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R018 series overview

Most questions were attempted by most of the candidates. There was evidence of well-prepared candidates who demonstrated their subject knowledge by producing well-structured responses, meeting the requirements of the command verb and confidently using specific and appropriate terminology.

Few candidates made use of the extra pages this session, suggesting they were able to focus their answers and were guided by the number of lines provided for the answer. It was good practice and very helpful for examiners when candidates put a note at the bottom of their response in the main paper stating that a question had been continued on the extra pages.

<i>Candidates who did well on this paper generally did the following:</i>	<i>Candidates who did less well on this paper generally did the following:</i>
<ul style="list-style-type: none"> • Demonstrated an understanding and familiarity with the type of answer that the different command verbs require, e.g., identify, state, describe, explain and discuss. • Produced well-organise and detailed answers to Level of response Questions 2(c) and 5(a). • Ensured their responses to Section A questions related to the context or scenario provided. 	<ul style="list-style-type: none"> • Lacked familiarity with the requirements of different command verbs, e.g., identify, describe and explain. Question 1(c) – explain Question 3(a) - describe • Lacked specific knowledge, for example: Questions 3b(i) + (ii) Question 3(c) Questions 4(b)(i) and (ii) Question 4(d) • Did not read the question carefully enough, as seen in: Question 4b(ii) Question 6(a)

Section A overview

Section A of the paper consists of three questions based in different contexts. For this paper the three scenarios are Sarah who has given birth prematurely, Nina and Zac - Layla and Amir's two children and Charlie, 41, pregnant with her first baby. 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 Sarah has given birth to a premature daughter, Beth.

(a) Identify the number of weeks pregnant Sarah would have been, for the birth to be classed as **premature**.

Tick (✓) the correct answer below.

Number of weeks pregnant	Tick (✓) one only
Less than 37 weeks	
Less than 38 weeks	
Less than 39 weeks	

[1]

The question was well answered with the vast majority of candidates able to select the correct answer – less than 37 weeks.

Question 1 (b)

(b) When Beth was born, her skin was covered with a fine layer of soft hair.

State the name given to this fine layer of soft hair.

..... [1]

Candidates were given 'bod' (benefit of doubt) for answers with incorrect spelling. However, a good number of candidates were able to correctly spell and state 'lanugo'.

Question 1 (c)

- (c) Immediately after being born, Beth is placed in an incubator to help with any specific needs she may have.

Explain **two** specific needs Beth could have as a premature baby.

1

.....

.....

.....

2

.....

.....

.....

[4]

A good understanding shown by the majority of candidates and many were able to gain 3 to 4 marks. Sometimes answers were vague and lacked explanation, such as 'baby not developed..' or 'lungs not developed...' without qualifying/expanding to explain. Some candidates suggested conditions that may need special care but which do not necessarily require an incubator.

Question 1 (d)

- (d) While in hospital, Sarah is told that her lifestyle before she became pregnant may have contributed to Beth being born prematurely.

Identify **two** factors that can affect pre-conception health and may contribute to babies being born prematurely.

1

2

[2]

Drinking alcohol and smoking were the most popular correct responses. However, some candidates just stated 'drinking' without qualifying it with 'alcohol' and so lost a mark, as did those who just stated 'diet' or 'weight'. They needed to be more specific and qualify their answers, for example, 'unhealthy weight' and 'inadequate diet'.

Question 1 (e)

- (e) The hospital gives Sarah an information leaflet on ways to reduce the risk of Sudden Infant Death Syndrome (SIDS).

State **two** ways Sarah can reduce the risk of SIDS and say how each way reduces that risk.

Way 1

How it reduces the risk of SIDS

Way 2

How it reduces the risk of SIDS

[4]

Some excellent responses involving putting baby on its back, not smoking, and descriptions of having baby's feet at the foot of the cot. How it reduces the risk of SIDS sometimes lacked specific detail or repeated 'prevents suffocation'.

Some candidates did not know what SIDS means, confusing it with HIV, others were too vague stating 'keeps baby at a good temperature', rather than the more specific 'prevents baby from overheating'.

Question 2 (a)

2 Layla and Amir have two children, Nina aged 4 years and Zac aged 2 years.

(a) Layla and Amir know that manners are learnt at home. They want to teach Nina and Zac to behave in a socially acceptable way by showing consideration of others.


State **four** ways Nina and Zac could show consideration of others.

- 1
- 2
- 3
- 4

[4]

Candidates found this to be a straightforward question and gave a good range of answers, with many gaining full or almost full marks. Saying please and thank you was the most common correct answer along with sharing, being kind and helping others.

A few candidates misread the question and suggested things such as parents acting as role models, teaching manners and showing them what to do. These answers did not gain marks as the question required what the children would do, not the adults.

	AfL	Candidates should always read the question twice and refer back to it when part way through their answer. This will make sure their response is relevant and answers the question.
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Question 2 (b)

(b) Layla and Amir gave Nina a 'Kids Edition' tablet for her fourth birthday.

They want to make sure that Nina is safe when she uses the internet.

Identify **two** safety strategies Layla and Amir could use.

- 1
-
- 2
-

[2]

Popular correct answers involved 'setting a time limit', 'use in a place they can be seen/monitored' and 'use of parental locks'.

Many incorrect answers were too vague and involved suggestions such as 'locks', 'blocks', 'safety locks' and other imprecise ways.

Question 2 (c)

(c)* Explain safety precautions that Layla and Amir could take in their home to prevent Nina and Zac from choking and suffocating.

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

[8]

A reasonable range of responses, however, a lack of explanation often prevented candidates gaining Level 3. Frequent answers included: cutting up food into bite size pieces, check no small pieces on the floor safety labels, blind cords, plastic bags, small toys. However, explanations were often limited, not developed and repetitive or just mentioned choking/suffocate. Exemplar 1 shows how answers can be more detailed with relevant explanations.

Exemplar 1

..... Layla

and Amir could also make sure plastic bags and packaging is out of reach of Nina and Zac, this is because if they put a plastic bag over their head, it would limit oxygen and suffocate the children. Layla and Amir could cut up foods such as grapes, into smaller pieces, because foods like this can easily get stuck in childrens throats and cause them to choke.

Exemplar 1 shows an extract from a response that demonstrates using a clear structure to develop the points made. The response begins with an explanation of an everyday hazard – plastic bags and packaging, a description of how they can cause suffocation and a precaution that is needed in order to avoid suffocation.

The response continues this well-structured approach with another appropriate answer about precautions needed to avoid a child choking on food.

Lower ability responses included wrongly assuming that drowning was suffocating. A number of candidates mentioned stair gates and cupboards. Just a few did mention cleaning products and the necessity to keep chemicals out of reach. Some just gave ‘preventing choking and suffocating’ after every precaution.

Question 3 (a)

- 3 Charlie is 41 years old and pregnant with her first baby. At her first ante-natal appointment Charlie is seen by a midwife.

(a) Describe how the midwife can support Charlie.

.....
.....
.....
.....
.....
..... [3]

This question was well answered by many. Answers covered advice on exercise and diet, reassurance aspects, how to care for baby linked to breast feeding, bathing, help/advice and answer questions plus high-risk pregnancy for older mum popular correct responses.

A few of the candidates were not able to give specific information about the role of the midwife. Marks were generally lost due to repetition or lack of detail in the description. Statements about telling Charlie 'What will happen' was a common vague response in lower ability answers.

Exemplar 2

The midwife can talk Charlie through the options for her birth and what to expect. They can talk to Charlie about different options of pain relief during labour and birth. The midwife can also give information about how to feed, ~~care~~ bath and care for her baby. [3]

Within Exemplar 2, two valid descriptions have been given:

- talking about different options for pain relief
- teach how to care/bath/feed the baby

The maximum mark for this answer is 2. The 'options' on line 1 and 'different options' on line 3 are all the same point. Candidates should check how many marks are available and make sure they include, in this case, three different points to gain full marks.

Question 3 (b) (i) and 3 (b) (ii)

- (b) (i) As Charlie is 41 years old there is an increased risk of her baby having a genetic disorder such as Down's syndrome.

Charlie is given an amniocentesis, one of the specialised diagnostic tests that check for genetic disorders.

Name **two** other specialised diagnostic tests that check for genetic disorders.

1

2

[2]

- (ii) Give **two** possible risks of Charlie having an amniocentesis test.

1

.....

2

.....

[2]

The higher level responses usually gained full marks and were able to provide both the abbreviation and the correct words – though either would gain the marks.

Many candidates just repeated amniocentesis from the stem of the question.

For the second part of the question, 3(b)(ii) quite a few candidates were able to gain a mark for 'miscarriage'. Very few gained 2 marks. Generally the question was not answered well, as many candidates gave incorrect risks / complications or vague responses suggesting harm/ damage to baby/ harm/ pain for mother/ wrong results, etc. Those candidates gaining full 2 marks always suggested 'miscarriage' and 'infection'.

Question 3 (c)

(c) Explain why Charlie may decide to give birth in a private hospital.

.....

.....

.....

.....

..... [3]

Not particularly well answered as nearly all candidates vaguely referred to 'more expert or better trained staff'. Most suggestions could all be provided in an NHS hospital.

A small number of candidates correctly suggested 'private room' and choice of 'visitors when wanted' and that the individual 'can afford' to pay for a private room.

Question 3 (d) (i) and 3 (d) (ii)

(d) (i) Charlie's labour is long and she becomes very tired. The decision is made for her baby to be delivered with the assistance of a ventouse.

Describe how a ventouse is used to help delivery.

.....

.....

.....

..... [3]

(ii) Name **one** other method of assisted delivery that could have been used to help Charlie with the delivery of her baby.

..... [1]

There were some good attempts at this question. Some candidates showing clear and accurate knowledge of this type of assisted delivery. For example, 'suction cup' placed 'on baby's head' and gaining 2 marks. Few gained the third mark as they did not qualify 'pull', without 'gentle and/ or ease out'.

A few gave reasons why a ventouse may be used and so did not gain marks as why it is used was not required by the question. The most common incorrect answer was to help tired mother. Many also incorrectly suggested alarming examples such as 'plungers, tongs (confusing with forceps), vacuums, a Hoover, sucking baby out of vagina'.

The majority of candidates correctly named another method of assisted delivery, most often 'forceps'.

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) Complete the table below by describing the function of each part of the female reproductive system.

The cervix has been completed for you.

Part of the female reproductive system	Description of the function
Cervix	Is usually closed but opens (dilates) during labour to allow the baby to be born.
Fallopian tubes (oviduct)	
Ovaries	
Uterus (womb)	
Vagina	

[8]

Knowledge was good for this question. This was well answered and candidates who had provided lower ability responses elsewhere managed to gain half marks.

Question 4 (b) (i)

(b) (i) Pethidine is a method of pain relief offered to pregnant women during labour.

Give **three** reasons why pethidine should **not** be given to a pregnant woman too close to the birth of her baby.

- 1
- 2
- 3

[3]

The most common correct responses were to make mother or baby drowsy, tired or sleepy. Not many candidates gained more than 1 mark for this question. Lack of knowledge meant there were many vague statements regarding pethidine harming the mother and baby, or it might not work and it makes the mother unconscious.

Question 4 (b) (ii)

(ii) TENS (Transcutaneous Electrical Nerve Stimulation) is another method of pain relief offered to pregnant women during labour.

Give **one** benefit of using TENS as a method of pain relief.

-
- [1]

Some candidates did not read the question and gave the description of how TENS works—relaxes mother, relieves pain etc. Common correct responses included no side effects, no needles, drug free and natural, and that the mother controls it.

Question 4 (c)

(c) Explain why it is important that parents/carers take time to talk and listen to their child.

.....

.....

.....

.....

.....

.....

.....

..... [3]

Most candidates were able to gain at least 1 mark with 'develop good relationship' or 'bond with parents'.

Some candidates gained 2 marks, adding examples of emotional development, such as developing confidence, feeling heard and loved.

Lower ability responses did not always gain marks as they focused on benefits for the parent, for example so they (parents), learn or understand. Some candidates gave negative suggestions about not being listened to, and so were unable to gain marks.

Question 4 (d)

(d) Give **two** benefits of the Domino Scheme as a choice for the delivery of a baby.

1

.....

2

.....

..... [2]

Few candidates are familiar with the Domino Scheme and some made guesses as to what it means.

However, a number obviously knew the meaning and answers were linked to stay at home as long as possible before the birth, same midwife for support. Home after 6 hours from hospital.

Question 5 (a)

5 (a)* Explain how parents/carers can meet the needs of children with food allergies or food intolerances.

.....

.....

.....

.....

.....

.....

.....

..... [6]

This was not particularly well answered. Few candidates made the differentiation between intolerance and an allergy. Responses were generalised, based on checking ingredients, alerting people of the issue, looking for alternatives, and check they are getting the required nutrients. Quite a few mentions of 'having an Epipen with them'.

Lower ability responses lacked detail – vaguely talking about the obvious point of not giving the food to the child which they are allergic to. Very few candidates could develop their answer with examples of allergens and suitable alternatives that could be used instead.

Some candidates gave accurate suggestions, for example 'raising awareness' and contacting the doctor/hospital for help and advice, informing school/ carers/ friends/ family.

However, many candidates did not explain how and why the ways could/should meet needs, therefore most candidates remained within the Level 1 and 2 mark ranges.

Some candidates provided detail around the parents not offering certain foods, not buying certain foods or anything 'allergic', but this focus on negative suggestions detracted focus on positive actions to meet needs.

Question 5 (b)

(b) Blood pressure is a routine check carried out at an antenatal clinic. In the table below, identify the condition a pregnant woman with high blood pressure could suffer from.

Tick (✓) **one** condition only.

Condition	Tick (✓) one only
Anaemia	
Pre-eclampsia	
Rubella	

[1]

The majority of candidates gained the mark by choosing Pre-eclampsia.

Question 5 (c)

(c) State **two** ways that parents or carers can help keep their child safe when crossing the road.

1

.....

2

.....

[2]

Excellent responses with most candidates gaining 2 marks. This question was very well answered and even candidates who provided lower achieving responses elsewhere answered this well.

Usually, responses included 'hold parents' hand' and 'follow the green cross code'.

Question 6 (a)

6 (a) Providing for a child's primary needs is a parent's/carer's responsibility. One primary need is shelter.

Describe **two** ways parents/carers can provide a home for a child to grow up in that meets their need for shelter.

1

.....

.....


2

.....

.....

[4]

This question was not answered well, some candidates gained 2 marks for the importance of a 'safe place' and it being 'warm and dry'. Generally though candidates did not focus on the meaning of a 'child's need for shelter' and so incorrectly suggested other basic needs such as food, clothes, sleep, etc. or focusing on parents working to earn enough money to pay rent / mortgage.

	AfL	<p>Some candidates need practice in reading questions and being careful to work out what their answer should focus on.</p> <p>For this question the 'how providing a home meets a child's need for shelter'</p>
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Question 6 (b)

(b) Babies can acquire natural immunity from antibodies passed from their mother.

State **one** way that antibodies can be passed to a baby from their mother.

..... [1]

Very well answered by the majority of candidates.

Question 6 (c)

(c) Identify and state the meaning of **two** safety symbols parents or carers should look for when buying toys for their child.

Symbol 1

Meaning

.....

Symbol 2

Meaning

.....

[4]

Generally well answered, most getting 2 marks.
Some candidates were too vague about the 'Age warning' symbol, sometimes got the name correct but not the explanation as they did not qualify under 3's/choking hazard.
A few candidates had repetitions so only got credit once. A common wrong answer was the fire symbol / flammability.

Question 6 (d)

(d) The table below shows examples of meeting an ill child's needs.

Complete the table to identify whether each example meets an ill child's needs:

- Physically (**P**)
- Intellectually (**I**)
- Emotionally (**E**)
- Socially (**S**).

Write **one** letter only: **P**, **I**, **E** or **S**, for **each** answer.

Use each letter once, more than once or not at all.

Example of meeting an ill child's needs	Answer P, I, E or S
Arranging for the child's friends to visit them.	
Giving medication when needed.	
Giving the child love and affection.	
Giving the child books to read.	
Making sure the child gets enough sleep.	

[5]

Well answered by the majority of candidates. Most achieved 4 – 5 marks.

Exemplar 3

Example of meeting an ill child's needs	Answer P, I, E or S
Arranging for the child's friends to visit them.	S
Giving medication when needed.	P
Giving the child love and affection.	E
Giving the child books to read.	I
Making sure the child gets enough sleep.	E P

Some candidates put more than one letter in a box, as shown in Exemplar 3.

This last answer did not gain a mark. The candidate needs to put the correct answer as examiners will not choose from multiple responses.

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