

CAMBRIDGE NATIONALS

Examiners' report

# CHILD DEVELOPMENT

J818

**R018 Summer 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 is 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 and the mark scheme can be downloaded from OCR.

### Advance Information for Summer 2022 assessments

To support student revision, advance information was published about the focus of exams for Summer 2022 assessments. Advance information was available for most GCSE, AS and A Level subjects, Core Maths, FSMQ, and Cambridge Nationals Information Technologies. You can find more information on our [website](#)

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## R018 series overview

For the externally assessed Unit R018 a wide range of marks were seen to be achieved this session. Many candidates had evidently been well-prepared and were able to demonstrate detailed knowledge of the specification topics. Many candidates produced well-structured responses that demonstrated good exam technique and that clearly addressed the command verbs and used subject specific terminology confidently. There were only a few 'no responses' this session. All questions were answered by most of the candidates, indicating that candidates had enough time to complete the paper.

Many candidates were able to achieve Level 2 on banded questions but were unable to achieve Level 3 due to not providing structured, logical answers with relevant content. Listing content, however correct the information is, is not enough to gain Level 3 when answers are required to 'discuss', 'explain' or 'describe'.

Some scripts proved very challenging to mark due to poor handwriting. This can be very difficult for examiners to decipher, and centres should encourage candidates to write as clearly as possible so that they can gain full credit for their responses.

Equally as important is the correct numbering of responses on typed scripts and on additional pages. Examiners sometimes have to work out which question number, or part question, is being answered as an incorrect number is written. Some candidates have written the question page number rather than the question number. This is very confusing; it is essential that answers on typed scripts and on extra pages are correctly numbered.

Candidates who did well on this paper generally did the following:	Candidates who did less well on this paper generally did the following:
<ul style="list-style-type: none"> <li>• made sure their responses to Section A questions related fully to the context or scenario provided</li> <li>• produced responses that were relevant to what had been asked, such as writing in detail about reasons for post-natal checks on Mia 2(c)</li> <li>• demonstrated accurate knowledge of:               <ul style="list-style-type: none"> <li>- the fontanelle 2(a)</li> <li>- reflexes 2(b)</li> <li>- routine checks 3(b)</li> <li>- general signs of illness 5(b).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• did not address the question's command verb, e.g., discuss, describe or explain</li> <li>• lacked specific knowledge, for example:               <ul style="list-style-type: none"> <li>- 2(a)(i) + (ii) – fontanelle</li> <li>- 3(d)(i) – pain relief</li> <li>- 5(c)(i) – pre-conception health</li> <li>- 6(a)(i) – conditions diagnosed by specialised diagnostic tests</li> </ul> </li> <li>• lacked precision in their responses, for example stating 'Lion Mark' or 'CE symbol' instead of the BSI Kitemark.</li> </ul>

## Section A overview

Section A of the paper consists of three questions based in different contexts. For this paper the three scenarios are Taylor who has an accident with a hot drink, Mia who has just given birth to her first child, Leo, and Azmi who has just had a positive pregnancy test. 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 Ten month old Taylor was crawling around the living room and grabbed a cup of hot tea that spilt all over him.  
His skin was badly damaged where the hot liquid had touched him, so Taylor's parents rushed him to hospital.

(a) Describe **two** precautions that Taylor's parents could take to prevent Taylor getting burnt in this way again.

1 .....

.....

.....

.....

2 .....

.....

.....

[4]

Many candidates gained half marks on this question, with 'on a high shelf' or 'in the centre of the table' being the most common correct answers. However, the second mark for the description was frequently missed as candidates did not make it hot drink related, more general safety, or they gave one word answers. Candidates should read the question carefully; this one asks for a 'description' and so a one word answer will not gain 2 marks.

### Question 1 (b)

(b) Other than a hot drink spill, identify **four** ways that children could get burnt in the home.

- 1 .....
- 2 .....
- 3 .....
- 4 .....

[4]

Candidates performed well on this question with many achieving full marks. Hair straighteners, candles, radiators and kettle were the most common correct answers.

A few suggested 'fire' and 'sunburn' which did not gain a mark – fires needed to be 'unguarded' or 'open' and sunburn does not occur inside the home.

### Question 1 (c)

(c) Taylor's parents want to check that the safety products in their home meet British safety standards.

Name the symbol found on safety products that shows they meet British standards.

..... [1]

The CE and Lion Mark were very common incorrect answers, although many candidates did get the correct answer.

Candidates gained credit for naming the BSI Kitemark or for an accurate drawing of it.

### Question 1 (d)

(d) Taylor's mother, Jane, stayed with him in hospital when he was having his burns treated.

Explain how Jane staying in hospital with Taylor meets his emotional needs.

.....

.....

.....

.....

.....

.....

..... [3]

Well answered, candidates were able to explain how emotional needs were met – there were lots of comments about providing comfort, reassurance, feeling safe, not alone etc.

If mistakes were made it was often due to the candidate suggesting Taylor could talk to his mother or she could explain to him what was happening - but Taylor is only 10 months old.

Question 2 (a) (i) and (ii)

2 Mia has just given birth to her first child Leo.

Within 72 hours of Leo being born a health professional does routine physical checks on him.

(a) The health professional checks Leo's fontanelle.

(i) What is another name for the fontanelle?

..... [1]

(ii) Describe what the fontanelle is.

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

Very few candidates were able to identify the common name for the 'fontanelle'. Some were able to gain marks in the description of where it is, how and why it is not fused or 'joined up' yet and that it protects the brain which is underneath.  
Generally, for this topic there was a gap in many candidates' knowledge.

Question 2 (b)

(b) The health professional also checks Leo's reflexes.

Name **four** reflexes the health professional will check.

1 .....  
2 .....  
3 .....  
4 ..... [4]

Generally, this question was well answered, candidates on the whole know the reflexes.  
Weaker responses incorrectly listed parts of the body or repeated answers such as walking and stepping, Moro and startle, a number suggested 'grabbing' or 'blinking'.





## Exemplar 1

- If she had any stitches or tears in the vagina and see how its healing
- blood pressure
- check the <sup>how the</sup> mothers feeling (post natal depression)
- check how the baby is feeding
- Check the babies weight
- See if there is any problems with baby's health
- Measure the growth of the baby

Exemplar 1 shows a typical 'list-like' response. This does not provide a 'discussion of reasons for the post-natal review' and so only gains marks in Level 1.

The answer is basically just a list. The first point is relevant, healing of stitches would be checked, as would blood pressure and signs of post-natal depression.

The rest of the listed content is not relevant at all, as it concerns checks of the baby. This was a common error.

## Exemplar 2

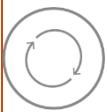
..... If mia is having trouble coping with being a mum she could have post-partum depression. This is very common and can mostly be helped. The health visitor may reccomened some new-mum groups that she can go to that will allow her to meet other mums in ~~the~~ similar position.

Exemplar 2 shows an extract from a more developed response.

Exemplar 1 only included one line regarding this check compared to a paragraph here in Exemplar 2.

This is a reasoned response discussing the need for and importance of checking Mia's mental health. One or two additional paragraphs like this one, about other checks, would enable the candidate to achieve higher marks in Level 2 or Level 3.

### Assessment for learning



Candidates should always read the question twice and refer back to it when part way through their answer. This will ensure their response is relevant and answers the question.

For example, here in 2(c), re-reading the question would have helped the Exemplar 1 candidate to remember that the question is about Mia the mum, not her son Leo.

### Question 3 (a)

3 Azmi has made an appointment with her GP (doctor) after a positive home pregnancy test.

(a) Describe the role of Azmi's GP now she is pregnant.

.....

.....

.....

..... [2]

Mixed responses to this question were seen. Marks gained mainly for referring Azi to a midwife or providing initial advice on pregnancy.

Some candidates thought the GP would treat Azmi for the whole of the pregnancy arranging scans or regular ante-natal classes. But most completely forgot about the non-pregnancy role that her GP would still have, such as treating any non-pregnancy related conditions she might have.

### Question 3 (b)

- (b) When Azmi is 28 weeks pregnant she attends an appointment at the antenatal clinic where the midwife does routine checks.

The names of some of the routine checks are shown in the box below.

baby's heartbeat check	blood test	examination of the uterus
urine test	vitamin K screening check	weight check

Complete the table with the correct name for each routine check described.

Use each name once or not at all.

Description of routine check	Name of routine check
This check could show the baby has stopped growing	
This check could show if the mother is suffering from anaemia	
This check assesses the size of the baby	
This check could indicate the onset of pre-eclampsia	

[4]

Many candidates gained full marks for this question. Most were able to gain at least 2 marks as usually candidates were able to correctly identify blood test and urine test. However, the weight check and examination of the uterus were the most common incorrect responses - many got them the wrong way round.

**Question 3 (c)**

(c) Azmi decides to give birth to her baby in hospital.

Give **three** reasons why Azmi may have chosen to give birth in hospital.

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

**[3]**

Most candidates gained marks for this question. Strong points in candidates' answers were that the hospital could provide specialist equipment for an assisted delivery, a wider range of pain relief and health professionals available at all times. Other reasons were having a first baby or having experienced complications with a previous delivery.

Weaker responses vaguely referred to 'more staff', 'more pain relief' and 'safer'.

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

(d) Azmi's chosen method of pain relief during the birth is gas and air.

(i) Give another name for gas and air.

..... **[1]**

(ii) Describe how gas and air helps relieve pain during birth.

.....

.....

.....

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

Some candidates gained the mark for naming 'Entonox', and though they often did not spell it correctly, they were given benefit of the doubt (Bod) and credited with the mark.

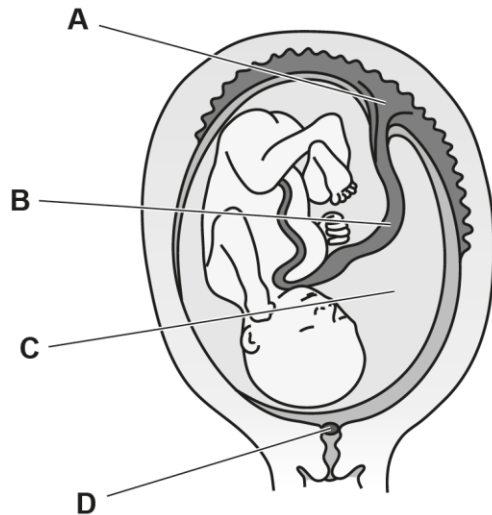
Generally, knowledge was weak here. A few know it was 'breathed in' 'through a mouthpiece' but that was the extent of their knowledge. There was a lack of knowledge about how it worked, and some candidates got it mixed up with an epidural or TENS.

## 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) The diagram below shows a foetus at 23–30 weeks.



Identify the names for **B**, **C** and **D** from those given in the box below.

**A** has been done for you.

Use each name once or not at all.

Amniotic fluid	Mucus plug	Pelvis
<del>Placenta</del>	Umbilical cord	Uterus

	Name
<b>A</b>	Placenta
<b>B</b>	
<b>C</b>	
<b>D</b>	

[3]





Question 5 (a) (i)

5 (a) (i) The passage below is about vaccinations and how they work. Complete the passage by adding the most appropriate words from the list below.

Use each word once or not at all.

antibodies	blood	bodies	body
disease	germs	influenza	protect
rabies	symptom		

A vaccination makes the ..... produce the right type of ..... to destroy the ..... that cause a particular .....

One common vaccination given to children is for .....

[5]

Many candidates achieved full marks on this question.

The most common error was 'rabies' instead of 'influenza'. Some candidates filled the gaps with words of their own, such as 'MMR' 'whooping cough' - this did not gain any marks as the question states that words needed to be chosen from the list provided.

Question 5 (a) (ii)

(ii) State one common way of giving a vaccination.

..... [1]

Most candidates gave a correct answer, the most frequent was 'injection'.

The most common error was to state where the vaccination would be given, e.g., such as in the thigh or the arm, rather than stating how it would be given.

### Question 5 (b)

(b) Identify **three** general signs of illness in a child.

1 .....

.....

2 .....

.....

3 .....

.....

**[3]**

Most candidates achieved the full 3 marks by identifying general signs of illness. The most common were high temperature, coughing, stomachache and vomiting.

Just a few incorrect responses were seen when candidates named an illness rather than identifying a 'sign' of illness.

### Question 5 (c) (i) and (ii)

(c) (i) State the meaning of **pre-conception health**.

.....  
..... [1]

(ii) Explain why diet is important for pre-conception health.

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

About half the candidates correctly stated that preconception health is the parent's/mother's health before getting pregnant. The main error was stating it was health before birth.

Correct explanations referenced having a healthy diet and being a healthy weight would make it easier to conceive and a few mentioned the importance of folic acid. But there were many weak responses to this second part of the question, with many candidates not gaining marks due to referring to diet during pregnancy and the effect on the baby.

#### Misconception



Many candidates gave answers that incorrectly referred to pregnancy or effects on the baby. This suggests that some candidates are not clear about the meaning of 'pre-conceptual'.

### Question 5 (d)

(d) Identify **four** ways that parents/carers can help prevent their child from being involved in an accident when walking on a pavement or crossing the road.

1 .....

.....

2 .....

.....

3 .....

.....

4 .....

.....

[4]

Answered well overall, it was evident that candidates had been well prepared for this topic. Many candidates achieved at least 3 marks for this question. The most commonly given correct responses included holding an adult's hand, crossing at a zebra crossing and wearing bright colourful clothing.

Some candidates fell short of achieving full marks as they would just say watching a road safety video with the child, or 'teach them about it', when the question requires what a parent should do when out walking with the child.

**Question 6 (a) (i)**

**6 (a) (i)** During pregnancy a woman is offered a number of specialised diagnostic tests.

State a condition that may be identified for each of the tests in the table.

Give a different condition for each test.

Test	Condition
AFP (Alpha fetoprotein)	
Amniocentesis	

[2]

It did appear that candidates were just writing 'Down's syndrome' for both answers as this was the only condition they knew. It could only be credited once as the question states 'Give a different condition' for each of the tests.

Other than Down's syndrome, Patau's and Edward's syndrome were stated more often than any of the other answers, but usually given for AFP, so therefore no marks.

**Question 6 (a) (ii)**

**(ii)** Describe how an amniocentesis test is done.

.....

.....

.....

.....

.....

..... [3]

Some candidates gave very good responses, confidently written and clear about how the test is carried out and easily gained the three marks.

Other candidates were not so clear and referred to piercing the woman's 'stomach' with a needle or carrying out a blood test.

**Misconception**



Many candidates thought that amniocentesis was a blood test and described how a blood test would be carried out.

Candidates need to clear about the difference between a blood test and an amniocentesis test.

**Question 6 (b)**

(b) Identify **two** factors, other than age, which may affect the decision to have children.

1 .....

2 ..... [2]

Most candidates gained the 2 marks. 'Finance' and 'stable relationship' were the common correct responses from most candidates.

**Question 6 (c)**

(c) State **three** rules children could be taught about to avoid inappropriate personal contact.

1 .....

.....

2 .....

.....

3 .....

..... [3]

Generally, candidates gained a mark.

Weaker responses lacked understanding and turned the question round writing about how the child shouldn't be touching others. Many candidates got confused and wrote about stranger danger and internet safety was often written about instead. There were many vague responses without reference to specific personal contact. These responses could not be given any marks.

Exemplar 3

1 ...Children should be taught the right to their own bodies...  
~~and that~~.....

2 They should be taught 'red areas' and know that if there's.....  
 any inappropriate contact in these areas, they must tell <sup>trusted/safe</sup> an adult....

3 They should be taught to break normal behaviour rules.....  
 (shouting, kicking, punching) if anyone attempts to make inappropriate  
 contact. [3]

Exemplar 3 shows a response which achieved full marks.

Key aspects of the answer are:

- the candidate has read the question carefully and so writes three clear and relevant rules to avoid inappropriate personal contact
- each of the three answers are different, each one focusing on one particular aspect.

Question 6 (d)

(d) Labour passes through three stages.

Identify if the statements in the table about the **third** stage of labour are **true** or **false**.

Tick (✓) the box to show your answer.

Third stage of labour	True (✓)	False (✓)
An injection of syntocinon may be given to speed up the process		
Contractions push the placenta out		
It begins when the baby's head has crowned		

[3]

A mixed response here. Most candidates gained at least some marks.

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