

## **Cambridge National**

### **Child Development**

#### **R057/01: Health and well-being for child development**

Level 1/2 Cambridge National Certificate/Award/Diploma

### **Mark Scheme for June 2024**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

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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**MARKING INSTRUCTIONS****PREPARATION FOR MARKING  
RM ASSESSOR**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

**MARKING**

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.
5. **Crossed Out Responses**  
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

**Multiple Choice Question Responses**

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

*When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.*

**Contradictory Responses**

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

**Short Answer Questions** (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

**Short Answer Questions** (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

**Longer Answer Questions** (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add a tick to confirm that the work has been seen.
7. Award No Response (NR) if:
  - there is nothing written in the answer space

Award Zero '0' if:




- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**  
If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
  - To determine the mark within the level**, consider the following

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

## 11. Annotations

Annotation	Meaning of annotation
	Tick – correct answer / development of point
	Cross – incorrect answer
<b>L1</b>	Level 1
<b>L2</b>	Level 2
<b>L3</b>	Level 3
<b>BOD</b>	Benefit of doubt (Do not 'tick' as well because 'Bod' <b>does</b> count as a mark)
	Omission mark
<b>TV</b>	Too vague
<b>REP</b>	Repeat
<b>SEEN</b>	Noted but no credit given / zero mark response

## 12. Subject Specific Marking Instructions

**ADDITIONAL OBJECTS:** You must annotate responses on any additional objects, as above. ('Additional objects' are continuation sheets.) If no credit is to be awarded for the answer written on the additional object, please use the annotation 'seen'. If the page is blank use 'BP'.

Question			Answer	Mark	Guidance
1	(a)	(i)	<b>Three</b> from: <ul style="list-style-type: none"> <li>• blocked/runny nose/stuffy nose</li> <li>• cough</li> <li>• sneezing</li> <li>• sore throat</li> <li>• sore ears/blocked ears/partial deafness/trouble hearing</li> <li>• muscle aches/achy body/ache</li> <li>• raised temperature/high/fever*</li> <li>• headache</li> <li>• loss of taste/smell</li> <li>• irritable</li> </ul>	3	<p>Do <b>not</b> accept:</p> <ul style="list-style-type: none"> <li>• loss of appetite</li> <li>• tired/fatigue</li> <li>• temperature</li> </ul> <p>* If a specific temperature is stated accept any temperature above 37.4°C (the top of the normal range). Unit required.</p> <p><b>Annotation:</b> The number of ticks must match the number of marks awarded.</p> <p>For an <b>incorrect</b> answer use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> <div style="display: flex; gap: 10px;"> <div style="border: 1px solid red; padding: 2px 5px;">REP</div> <div style="border: 1px solid red; padding: 2px 5px;">^</div> <div style="border: 1px solid red; padding: 2px 5px;">SEEN</div> <div style="border: 1px solid red; padding: 2px 5px;">TV</div> </div> </div>
1	(a)	(ii)	<b>One</b> from: <ul style="list-style-type: none"> <li>• something to drink e.g. water/fluids/liquid</li> <li>• water</li> <li>• iced lolly</li> </ul>	1	<p>Do <b>not</b> accept:</p> <ul style="list-style-type: none"> <li>• ice cream</li> </ul> <p><b>Annotation:</b> The number of ticks must match the number of marks awarded.</p> <p>For an <b>incorrect</b> answer use the cross.</p>



Question			Answer	Mark	Guidance
1	(b)		<p><b>Two</b> from:</p> <ul style="list-style-type: none"> <li>• colouring activities</li> <li>• reading books (together)</li> <li>• jigsaws/puzzles</li> <li>• educational games on iPad/laptop</li> <li>• watch educational TV programmes</li> <li>• number/letter games</li> <li>• board games</li> </ul> <p><b>Award credit for any other appropriate response</b></p>	2	<p>Answers must be relevant to intellectual needs for a three-year-old whilst ill with a common cold.</p> <p>Do <b>not</b> accept:</p> <ul style="list-style-type: none"> <li>• playing games/activities</li> <li>• school work/homework</li> </ul> <p><b>Annotation:</b> The number of ticks must match the number of marks awarded.</p> <p>For an <b>incorrect</b> answer use the cross or appropriate annotation from the following: Do not accept</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <span style="border: 1px solid red; padding: 2px 5px;">REP</span> <span style="border: 1px solid red; padding: 2px 5px;">^</span> <span style="border: 1px solid red; padding: 2px 5px;">SEEN</span> <span style="border: 1px solid red; padding: 2px 5px;">TV</span> </div>

Question			Answer	Mark	Guidance
1	(c)		<p>Up to <b>two</b> marks for one reason explained e.g.</p> <ul style="list-style-type: none"> <li>• helps social development (1)</li> <li>• interaction (1)</li> <li>• learn how to share/ /co-operate (1)</li> <li>• learn how to take turns (1)</li> <li>• Zayn will learn how form positive relationships (1)</li> <li>• understand his friend will have needs (1)</li> <li>• talk/communicate/communication skills/improve speech (1)</li> <li>• helps physical development/ fine/gross motor skills (1)</li> <li>• Zayn will be active/run around (1)</li> <li>• Zayne will develop muscle/bone/ strength (1)</li> </ul> <p><b>Award credit for any other appropriate response</b></p>	2	<p>Do <b>not</b> accept:</p> <ul style="list-style-type: none"> <li>• mental health</li> <li>• prevents loneliness</li> <li>• friendship (on its own)</li> </ul> <p><b>For explanation:</b></p> <p><b>2 marks:</b></p> <ul style="list-style-type: none"> <li>• A clear reason stated with additional explanation/detail example that shows understanding of why <b>playing with a friend is important for Zayn's development</b></li> </ul> <p><b>1 mark:</b></p> <ul style="list-style-type: none"> <li>• A statement / identification of a reason with little or no explanation.</li> <li>• 1 valid point</li> </ul> <p><b>Annotation:</b> The number of ticks must match the number of marks awarded.</p> <p>For an <b>incorrect</b> answer use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <span style="border: 1px solid red; padding: 2px;">REP</span> <span style="border: 1px solid red; padding: 2px;">^</span> <span style="border: 1px solid red; padding: 2px;">SEEN</span> <span style="border: 1px solid red; padding: 2px;">TV</span> </div>

Question			Answer	Mark	Guidance
1	(d)		<b>One</b> mark for each correct answer.	4	<p>These are the only acceptable answers. <b>If more than one developmental need is given in a box –</b> mark the first answer only.</p> <p>Do <b>not</b> mark the first row this is given as an example in the question.</p> <p>Do <b>not</b> accept:</p> <ul style="list-style-type: none"><li>Feels safe (for providing a comfortable living environment)</li></ul> <p><b>Annotation:</b> The number of ticks must match the number of marks awarded.</p> <p>For an <b>incorrect</b> answer use the cross</p>
		<b>Example</b>	<b>Developmental need</b>		
		Looking at a book with Zayne	Opportunity for listening and talking		
		Showing Zayn how to clean his teeth	Cleanliness/Clean/Hygiene (1)		
		Taking Zayn swimming	Exercise (1)		
		Putting Zayn to bed at 7pm every night	Routine/Sleep/Rest (1)		
		Providing a comfortable living environment	Shelter/Home/Warmth/ Safety/safe (1)		

Question			Answer	Mark	Guidance												
2	(a)	(i)	<p>One mark for each correct answer.</p> <table><tr><td>Signs that labour has started</td><td>Tick (✓) three</td></tr><tr><td>Orla has a 'show</td><td>✓</td></tr><tr><td>Orla starts having contractions</td><td>✓</td></tr><tr><td>Orla's cervix is fully dilated</td><td></td></tr><tr><td>Orla's placenta is delivered</td><td></td></tr><tr><td>Orla's waters break</td><td>✓</td></tr></table>	Signs that labour has started	Tick (✓) three	Orla has a 'show	✓	Orla starts having contractions	✓	Orla's cervix is fully dilated		Orla's placenta is delivered		Orla's waters break	✓	3	<p><b>Annotation:</b></p> <p>The number of ticks must match the number of marks awarded.</p> <p>For an <b>incorrect</b> answer use the cross.</p> <p><b>No other answers are acceptable.</b></p>
Signs that labour has started	Tick (✓) three																
Orla has a 'show	✓																
Orla starts having contractions	✓																
Orla's cervix is fully dilated																	
Orla's placenta is delivered																	
Orla's waters break	✓																

Question			Answer	Mark	Guidance
2	(b)		<p>Discussion might include:</p> <p><b>Entonox</b></p> <p><b>Advantages</b></p> <ul style="list-style-type: none"> <li>• can be controlled by the mother</li> <li>• only takes 15-20 seconds to work</li> <li>• no harmful side effects for mother or baby</li> <li>• easy to use</li> <li>• helps mother relax</li> <li>• gives them something to concentrate on</li> <li>• no needles involved</li> </ul> <p><b>Disadvantages</b></p> <ul style="list-style-type: none"> <li>• does not take away all of the pain</li> <li>• can cause feelings of light-headedness</li> <li>• can make it difficult to concentrate</li> <li>• can cause drowsiness/feel sleepy</li> <li>• can cause sickness</li> </ul> <p><b>Pethidine</b></p> <p><b>Advantages</b></p> <ul style="list-style-type: none"> <li>• causes muscles to relax</li> <li>• effects last for 2-4 hours</li> <li>• helps mother relax</li> <li>• helps mother settle and rest in first stage of labour</li> <li>• most effective during first stage of labour</li> </ul>	8	<p>Do <b>not</b> accept:</p> <ul style="list-style-type: none"> <li>• can be used at home and in hospital</li> <li>• relieves pain/less pain</li> <li>• tired</li> <li>• any reference to water birth</li> <li>• quickly</li> </ul> <p><b>Annotation:</b> The number of ticks will not necessarily correspond to the marks awarded. This is a levels of response question – marks are awarded on the quality of the response given in line with the level descriptors below.</p> <p><b>Level 3 (high) 6-8 marks</b></p> <ul style="list-style-type: none"> <li>• A <b>thorough</b> discussion showing <b>detailed</b> understanding of the advantages <b>and</b> disadvantages using Entonox <b>and</b> Pethidine as a method of pain relief.</li> <li>• Makes <b>many</b> relevant points <b>many</b> of which are developed</li> <li>• <b>Consistently</b> uses appropriate terminology.</li> </ul> <p><b>Level 2 (mid) 3-5 marks</b></p> <ul style="list-style-type: none"> <li>• An <b>adequate</b> discussion showing <b>sound</b> understanding of the advantages <b>and</b> disadvantages of using Entonox <b>and</b> Pethidine as a method of pain relief.</li> <li>• Makes <b>some</b> relevant points <b>some</b> of which are developed.</li> <li>• Uses <b>some</b> appropriate terminology.</li> </ul> <p><b>Sub-maximum 4 marks</b> if discussion is <b>adequate</b> and shows <b>sound</b> understanding but:</p> <ul style="list-style-type: none"> <li>• only covers advantages or disadvantages.</li> <li>• only covers Entonox or Pethidine</li> </ul>

			<p><b>Disadvantages</b></p> <ul style="list-style-type: none"> <li>• should not be given too close to birth/ second stage of labour as it can: <ul style="list-style-type: none"> <li>○ affect the mother's ability to push</li> <li>○ affect baby's breathing</li> <li>○ make baby sleepy</li> <li>○ affect baby's first feed</li> </ul> </li> <li>• can cause mother to feel sick</li> <li>• can cause mother to feel disorientated/woozy/forgetful</li> <li>• does not take away all the pain</li> <li>• takes 20 minutes to work</li> <li>• given as an injection/may be frightened of injections/needles</li> </ul> <p><b>Award credit for any other appropriate response</b></p>		<p><b>Level 1 (low) 1-2 marks</b></p> <ul style="list-style-type: none"> <li>• A <b>brief</b> discussion which shows <b>limited</b> understanding of the advantages <b>and/or</b> disadvantages of using Entonox <b>and/or</b> Pethidine as a method of pain relief.</li> <li>• Points made <b>may not be wholly</b> relevant or developed.</li> <li>• <b>Little or no use</b> of appropriate terminology.</li> </ul> <p><b>0 marks</b> Response is not worthy of credit.</p>
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Question			Answer	Mark	Guidance
2	(c)		<p>Any <b>two</b> from:</p> <ul style="list-style-type: none"> <li>the baby's (head) was too big to fit through the vagina/helps push baby's head out</li> <li>Orla needed a forceps/ventouse delivery/assisted delivery</li> <li>risk of a tear/to prevent a tear/to prevent tear getting worse</li> <li>baby became distressed</li> <li>there was a need to speed up delivery</li> <li>baby is breeched</li> <li>serious condition e.g. heart condition</li> <li>reduce risk of still birth</li> <li>reduce birth injuries</li> <li>Orla/mother too tired</li> </ul>	2	<p>Reasons must be relevant to Orla having an episiotomy</p> <p>Do <b>not</b> accept:</p> <ul style="list-style-type: none"> <li>stressed</li> <li>stuck</li> <li>struggling</li> </ul> <p><b>Annotation:</b> The number of ticks must match the number of marks awarded.</p> <p>For an <b>incorrect</b> answer use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> <div>REP</div> <div>^</div> <div>SEEN</div> <div>TV</div> </div>

Question			Answer	Mark	Guidance
2	(d)		<p>Any <b>two</b> from:</p> <ul style="list-style-type: none"> <li>• it protects the baby (1)</li> <li>• ...from infection/bacteria/pathogens (1)</li> <li>• is a (natural) moisturiser/helps baby's skin retain moisture/acts as a barrier (1)</li> <li>• ...while in the amniotic fluid (1)</li> <li>• allows baby to move around uterus (1)</li> <li>• ... without chafing their skin (1)</li> </ul> <p><b>Award credit for any other appropriate response</b></p>	2	<p>Do <b>not</b> accept:</p> <ul style="list-style-type: none"> <li>• lubricant</li> <li>• help guide baby out of birth canal</li> </ul> <p><b>For explanation:</b></p> <p><b>2 marks:</b></p> <ul style="list-style-type: none"> <li>• A clear purpose is stated with additional explanation/detail example that shows understanding of the purpose of vernix</li> <li>• 2 valid points</li> </ul> <p><b>1 mark:</b></p> <ul style="list-style-type: none"> <li>• A statement / identification with little or no explanation.</li> <li>• 1 valid point</li> </ul> <p><b>Annotation:</b></p> <p>The number of ticks must match the number of marks awarded.</p> <p>For an <b>incorrect</b> answer use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: flex; justify-content: space-around; align-items: center;"> <span style="border: 1px solid red; padding: 2px;">REP</span> <span style="border: 1px solid red; padding: 2px;">^</span> <span style="border: 1px solid red; padding: 2px;">SEEN</span> <span style="border: 1px solid red; padding: 2px;">TV</span> </div>



Question			Answer	Mark	Guidance
3	(a)		<ul style="list-style-type: none"> <li>dating (scan)</li> </ul>	1	<p><b>This is the only correct answer.</b></p> <p><b>Annotation:</b> Tick for a correct answer.</p> <p>For an <b>incorrect</b> answer use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> <div style="display: flex; gap: 10px;"> <div style="border: 1px solid red; padding: 2px 5px;">REP</div> <div style="border: 1px solid red; padding: 2px 5px;">A</div> <div style="border: 1px solid red; padding: 2px 5px;">SEEN</div> <div style="border: 1px solid red; padding: 2px 5px;">TV</div> </div> </div>
3	(b)	(i)	<ul style="list-style-type: none"> <li>Obstetrician</li> </ul>	1	<p><b>This is the only correct answer.</b></p> <p><b>Annotation:</b></p> <ul style="list-style-type: none"> <li>Tick for a correct answer.</li> <li><b>Credit using BOD annotation if obstetrician is misspelt, but it is recognisable as the correct answer.</b></li> <li>For an <b>incorrect</b> answer use the cross.</li> </ul>

Question			Answer	Mark	Guidance
3	(b)	(ii)	<p>Any <b>three advantages</b> from:</p> <ul style="list-style-type: none"> <li>• Sasha can spend longer resting after the birth</li> <li>• There will be a range of trained staff/professionals</li> <li>• There will be a range of equipment available</li> <li>• Sasha may be more relaxed as she knows she is in good hands</li> <li>• Sasha can ask the midwife any questions she may have</li> <li>• A wide range of pain relief available</li> <li>• forceps/ventouse/caesarean section deliveries can be carried out if Sasha needs them</li> </ul> <p><b>Award credit for any other appropriate response</b></p>	3	<p>Answers should be in relation to Sasha giving birth to twins in hospital.</p> <p>Do <b>not</b> accept:</p> <ul style="list-style-type: none"> <li>• sterile/clean environment</li> </ul> <p><b>Annotation:</b> The number of ticks must match the number of marks awarded.</p> <p>For an <b>incorrect</b> answer use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <span style="border: 1px solid black; padding: 2px 5px;">REP</span> <span style="border: 1px solid black; padding: 2px 5px;">A</span> <span style="border: 1px solid black; padding: 2px 5px;">SEEN</span> <span style="border: 1px solid black; padding: 2px 5px;">TV</span> </div>

Question			Answer	Mark	Guidance
3	(c)		<p>Up to <b>two</b> marks for <b>each</b> way explained. Two required.</p> <ul style="list-style-type: none"> <li>• care for/hold first born (1) while the second child is being born (1)</li> <li>• help her to move about (1) to help Sasha's labour progress (1)</li> <li>• supporting Sasha's body (1) to help her find a comfortable position (1)</li> <li>• time contractions (1) so Sasha knows how close they are together (1)</li> <li>• hold her hand (1) distract (from the pain) (1)</li> <li>• sponge Sasha down/wipe face/fan/blanket (1) to make her feel more comfortable (1)</li> <li>• get Sasha food/drinks (1) as labour could take a long time/especially as she is having twins/to keep her hydrated (1)</li> <li>• make sure health professionals are aware of the method of pain relief in the birthing plan (1) so Sasha has the birth she planned/wants (1)</li> <li>• massaging Sasha's back/shoulders/legs (1) to help Sasha relax/distract (from the pain) (1)</li> <li>• do with her/remind her of breathing and relaxation techniques (1) to encourage her to use these techniques to help with labour (1)</li> </ul> <p><b>Award credit for any other appropriate response</b></p>	4	<p>Do <b>not</b> accept:</p> <ul style="list-style-type: none"> <li>• The same explanation point for each way. The question asks for a different explanation for each way.</li> </ul> <p><b>Annotation:</b> The number of ticks must match the number of marks awarded.</p> <p>For an <b>incorrect</b> answer use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <span style="border: 1px solid red; padding: 2px 5px;">REP</span> <span style="border: 1px solid red; padding: 2px 5px;">^</span> <span style="border: 1px solid red; padding: 2px 5px;">SEEN</span> <span style="border: 1px solid red; padding: 2px 5px;">TV</span> </div> <p><b>For each way explained:</b></p> <p><b>2 marks:</b></p> <ul style="list-style-type: none"> <li>• A clear way is stated with additional explanation/detail example that shows understanding of <b>how Sasha's birth partner can provide physical support during labour and birth of her twins</b></li> </ul> <p><b>1 mark:</b></p> <ul style="list-style-type: none"> <li>• A statement / identification of a way with little or no explanation.</li> <li>• 1 valid point</li> </ul>

Question			Answer	Mark	Guidance
3	(d)	(i)	Any <b>one</b> from: <ul style="list-style-type: none"> <li>• fraternal</li> <li>• dizygotic/dizygous</li> <li>• binovular</li> </ul>	1	<b>Annotation:</b> <ul style="list-style-type: none"> <li>• Tick for a correct answer.</li> <li>• <b>Credit using BOD annotation if fraternal/dizygotic/dizygous/binovular are misspelt but are recognisable as the correct answer.</b></li> <li>• For an <b>incorrect</b> answer use the cross.</li> </ul>
3	(d)	(ii)	<b>Three</b> from: <ul style="list-style-type: none"> <li>• More than one/two eggs are released (during ovulation) (1)</li> <li>• <b>Each</b> egg is/eggs are fertilised* (1)</li> <li>• By a different sperm/two sperms (1)</li> </ul>	3	<p>*Must read as <b>plural</b> e.g. to fertilise eggs</p> <p><b>Annotation:</b> The number of ticks must match the number of marks awarded.</p> <p>For an <b>incorrect</b> answer use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <span style="border: 1px solid black; padding: 2px 5px;">REP</span> <span style="border: 1px solid black; padding: 2px 5px;">^</span> <span style="border: 1px solid black; padding: 2px 5px;">SEEN</span> <span style="border: 1px solid black; padding: 2px 5px;">TV</span> </div>

Question			Answer	Mark	Guidance
4	(a)		<b>Two</b> from: <ul style="list-style-type: none"> <li>toes are counted</li> <li>(toes) checked for webbing</li> <li>correct position of foot/feet / club foot / talipes / foot turning inwards/downwards</li> <li>heel prick test</li> </ul>	2	Do <b>not</b> accept: <ul style="list-style-type: none"> <li>Check for abnormalities</li> </ul> <b>Annotation:</b> The number of ticks must match the number of marks awarded.  For an <b>incorrect</b> answer use the cross.
4	(b)	(i)	Any <b>one</b> from: <ul style="list-style-type: none"> <li>6 (weeks)</li> <li>6-8 (weeks)</li> </ul>	1	<b>Accept</b> 7 or 8 weeks on their own.  <b>Annotation:</b> The number of ticks must match the number of marks awarded.  For an <b>incorrect</b> answer use the cross.

Question			Answer	Mark	Guidance
4	(b)	(ii)	<p>Up to <b>three</b> marks for an explanation.</p> <p><b>Purpose</b></p> <ul style="list-style-type: none"> <li>• make sure mother is recovering from giving birth (1) so support (1) or medical attention (1) can be given if needed</li> <li>• make sure mother is recovering mentally (1) and physically e.g. uterus/womb/vagina (1) from the birth so support can be given if needed (1)</li> <li>• check mother's mental health (1) may be suffering from postnatal depression (1) so help and medication can be given (1)</li> <li>• check healing of any stitches (1) from episiotomy/caesarean (1) as there may be an infection (1)</li> <li>• ask if the mother has any concerns/questions</li> <li>• check the mother's blood pressure (1)</li> <li>• reschedule cervical screening (1)</li> <li>• give advice on contraception (1)</li> <li>• check if periods have returned (1)</li> <li>• guidance on healthy eating/exercise (1)</li> </ul> <p><b>Award credit for any other appropriate response</b></p>	3	<p>Do <b>not</b> accept:</p> <ul style="list-style-type: none"> <li>• not coping</li> <li>• weight</li> </ul> <p><b>For explanation:</b></p> <p><b>3 marks:</b></p> <ul style="list-style-type: none"> <li>• A clear purpose is stated with additional explanation that shows understanding of <b>the mother's postnatal check</b>. OR</li> <li>• <b>Accept 3 valid different points</b></li> </ul> <p><b>2 marks:</b></p> <ul style="list-style-type: none"> <li>• The purpose is stated with some explanation that shows understanding of <b>the mother's postnatal check</b>. OR</li> <li>• <b>Accept 2 valid different points</b></li> </ul> <p><b>1 mark:</b></p> <ul style="list-style-type: none"> <li>• a statement / identification made with little or no explanation.</li> <li>• <b>1 valid point</b></li> </ul> <p><b>Annotation:</b> The number of ticks must match the number of marks awarded.</p> <p>For an <b>incorrect</b> answer use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> <div style="display: flex; gap: 10px;"> <div style="border: 1px solid red; padding: 2px 5px;">REP</div> <div style="border: 1px solid red; padding: 2px 5px;">^</div> <div style="border: 1px solid red; padding: 2px 5px;">SEEN</div> <div style="border: 1px solid red; padding: 2px 5px;">TV</div> </div> </div>

Question			Answer	Mark	Guidance
4	(c)		<p>Up to <b>three</b> marks for each valid point</p> <ul style="list-style-type: none"> <li>the family's main source of advice and support after the baby is born/answer questions</li> <li>they will liaise with other health professionals if needed</li> <li>they will check on baby's growth/development/health</li> <li>weight</li> <li>check mother's postnatal recovery</li> <li>mother's emotional well being</li> <li>gives advice</li> <li>named areas where advice could be given: <ul style="list-style-type: none"> <li>SIDS/<b>safe</b> sleeping</li> <li>Breastfeeding/feeding</li> <li>immunisations</li> <li>minor illnesses</li> <li>sexual health and relationships</li> <li>parenting</li> <li>bathing</li> <li>changing</li> </ul> </li> </ul> <p><b>Award credit for any other appropriate response</b></p>	3	<p>Do <b>not</b> accept:</p> <ul style="list-style-type: none"> <li>they will check that the home is safe for the baby</li> <li>they will check that they are providing the needs of the baby e.g. clothes</li> <li>reference to mother's health - too vague</li> <li>reference to sleeping - too vague</li> </ul> <p>For specific areas where advice can be given – credit each area e.g. The health visitor will check the mother's post-natal recovery (1) and can give advice on breastfeeding (1) and safe sleeping. (1) OR one mark for referring to just advice e.g. The health visitor will give the mother advice. (1)</p> <p><b>Annotation:</b> The number of ticks must match the number of marks awarded.</p> <p>For an <b>incorrect</b> answer use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <span style="border: 1px solid black; padding: 2px 5px;">REP</span> <span style="border: 1px solid black; padding: 2px 5px;">A</span> <span style="border: 1px solid black; padding: 2px 5px;">SEEN</span> <span style="border: 1px solid black; padding: 2px 5px;">TV</span> </div>

Question		Answer	Mark	Guidance
5	(a)	<p>Hazards explained might include:</p> <ul style="list-style-type: none"> <li>scalds from <b>hot water/steam</b> <ul style="list-style-type: none"> <li>use cordless kettle/coiled flex</li> <li>make sure kettle is pushed to the back of the work surface</li> <li>hot drinks containers with lids</li> </ul> </li> <li>burns from <b>hot appliances/cookers/toaster</b> <ul style="list-style-type: none"> <li>use cooker guards so children can't reach up and pull a handle</li> <li>use rear hot plates on cooker</li> <li>oven locks</li> </ul> </li> <li><b>fire/flames</b> <ul style="list-style-type: none"> <li>keep tea towels away from hob</li> <li>have a fire extinguisher/blanket in kitchen</li> <li>have smoke alarm</li> </ul> </li> <li>cuts from <b>knives/broken glass/cutlery/scissors/graters</b> <ul style="list-style-type: none"> <li>store knives etc out of reach/in drawer/cupboard with child lock on</li> <li>keep children away from broken glass</li> </ul> </li> <li>poisoning from <b>cleaning products</b> <ul style="list-style-type: none"> <li>keep cleaning products etc in cupboard with childproof lock</li> <li>use products with child proof caps</li> </ul> </li> <li>electrocution/access to <b>electric sockets</b> <ul style="list-style-type: none"> <li>use socket covers</li> </ul> </li> <li>choking/suffocation <ul style="list-style-type: none"> <li>blind cords out of reach</li> <li>plastic bags out of reach</li> </ul> </li> </ul>	6	<p><b>If more than two hazards are explained, credit the best two examples.</b></p> <p>Do <b>not</b> accept:</p> <ul style="list-style-type: none"> <li>not supervised in the kitchen</li> <li>gates</li> </ul> <p><b>Annotation:</b> The number of ticks will not necessarily correspond to the marks awarded. This is a levels of response question – marks are awarded on the quality of the response given in line with the level descriptors below.</p> <p><b>Level 3 (high) 5-6 marks</b></p> <ul style="list-style-type: none"> <li>A <b>thorough</b> explanation showing <b>detailed</b> understanding of hazards in the kitchen and how they can be prevented.</li> <li><b>Two</b> different hazards given; <b>relevant</b> points are made <b>many</b> of which are developed.</li> <li><b>Consistently</b> uses appropriate terminology.</li> </ul> <p><b>Level 2 (mid) 3-4 marks</b></p> <ul style="list-style-type: none"> <li>An <b>adequate</b> explanation showing <b>sound</b> understanding of hazards in the kitchen and how they can be prevented</li> <li><b>Two</b> different hazards given; <b>relevant</b> points are made <b>some</b> of which are developed.</li> <li>Uses <b>some</b> appropriate terminology.</li> </ul> <p><b>Sub-Maximum of 3 marks if explanation is thorough and shows detailed understanding however:</b></p> <ul style="list-style-type: none"> <li><b>only one hazard is included</b></li> </ul>



Question			Answer	Mark	Guidance
			<ul style="list-style-type: none"> <li>slips and falls               <ul style="list-style-type: none"> <li>clean up any spillages/splashes on the floor straight away</li> </ul> </li> </ul> <p><b>Award credit for any other appropriate response</b></p>		<p><b>Level 1 (low) 1-2 marks</b></p> <ul style="list-style-type: none"> <li>A <b>brief</b> explanation which shows <b>limited</b> understanding of <b>one or two</b> hazards in the kitchen and how they can be prevented.</li> <li>Examples <b>may not be</b> relevant and are <b>not</b> developed.</li> <li><b>Little or no</b> use of appropriate terminology.</li> </ul> <p><b>0 marks</b> Response is not worthy of credit.</p>
5	(b)		<p>Any <b>three</b> hazards from:</p> <ul style="list-style-type: none"> <li>access to <b>water</b> in the sink/toilet/bath</li> <li>hot water*/hot taps</li> <li>cleaning materials/chemicals/bleach/toiletries</li> <li>razors/scissors/tweezers</li> <li>medicines</li> <li>water spilt on the floor</li> <li>hot radiators/hot towel rail</li> <li>surfaces that are slippery when wet/bath/shower tray/floor</li> <li>toilet brush</li> <li>blind cords</li> <li><b>bath</b> toys on the floor</li> <li>window</li> </ul> <p><b>Award credit for any other appropriate response</b></p>	3	<p>The focus is on the <b>hazard</b></p> <p>*Accept reference to boiling water for hot water but annotate BOD</p> <p>Do <b>not</b> accept:</p> <ul style="list-style-type: none"> <li>electric sockets</li> <li>drowning</li> <li>sharp objects on its own</li> </ul> <p><b>Annotation:</b> The number of ticks must match the number of marks awarded.</p> <p>For an <b>incorrect</b> answer use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> <span style="border: 1px solid red; padding: 2px;">REP</span> <span style="border: 1px solid red; padding: 2px;">^</span> <span style="border: 1px solid red; padding: 2px;">SEEN</span> <span style="border: 1px solid red; padding: 2px;">TV</span> </div>

Question			Answer	Mark	Guidance
6	(a)	(i)	<p>Any <b>two</b> from:</p> <ul style="list-style-type: none"> <li>• releasing progestogen (into blood stream) (1)</li> <li>• ...which prevents ovulation (1)</li> <li>• thickening the mucus around the cervix (1)</li> <li>• ...which prevents the <b>sperm</b> from reaching the egg/the <b>sperm</b> cannot fertilise the egg (1)</li> <li>• thins the womb lining (1)</li> <li>• ...so fertilised egg can't become implanted (1)</li> </ul>	2	<p>Do <b>not</b> accept:</p> <ul style="list-style-type: none"> <li>• releases hormones in the blood stream</li> <li>• fertilise the egg on its own – reference must be made to the sperm</li> </ul> <p><b>For explanation:</b></p> <p><b>2 marks:</b></p> <ul style="list-style-type: none"> <li>• A clear way is stated with additional explanation/detail example that shows understanding of <b>how the contraceptive injection prevents pregnancy</b></li> <li>• 2 valid points</li> </ul> <p><b>1 mark:</b></p> <ul style="list-style-type: none"> <li>• A statement / identification of a way with little or no explanation.</li> <li>• 1 valid point</li> </ul> <p><b>Annotation:</b> The number of ticks must match the number of marks awarded.</p> <p>For an <b>incorrect</b> answer use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <span style="border: 1px solid red; padding: 2px 5px;">REP</span> <span style="border: 1px solid red; padding: 2px 5px;">^</span> <span style="border: 1px solid red; padding: 2px 5px;">SEEN</span> <span style="border: 1px solid red; padding: 2px 5px;">TV</span> </div>

Question			Answer	Mark	Guidance
6	(a)	(ii)	<p>Any <b>two</b> advantages and any <b>two</b> disadvantages from:</p> <p><b>Advantages</b></p> <ul style="list-style-type: none"> <li>• can be used if woman unable to use contraceptive containing oestrogen</li> <li>• 99% effective</li> <li>• can protect against some cancers and infections</li> <li>• periods can become more regular/lighter less painful</li> <li>• not affected by medication</li> <li>• can be used while breastfeeding</li> <li>• lasts up to 8 to 13 weeks/12 weeks/13 weeks/3 months/</li> <li>• doesn't interrupt sex</li> <li>• can be used straight after birth</li> <li>• does not need to be injected every day for those who are forgetful/no need to take a daily pill/change patch</li> <li>• can inject herself/does not need a health professional</li> </ul> <p><b>Disadvantages</b></p> <ul style="list-style-type: none"> <li>• can take up to a year for periods to return to normal after injections stop</li> <li>• can stop periods altogether/irregular periods</li> <li>• can cause weight gain</li> <li>• side effects can include headaches/mood swings</li> <li>• no protection against STIs</li> <li>• use of needle</li> </ul>	4	<p><b>Annotation:</b></p> <p>The number of ticks must match the number of marks awarded.</p> <p>For an <b>incorrect</b> answer use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> <div style="display: flex; gap: 10px;"> <div style="border: 1px solid red; padding: 2px 5px;">REP</div> <div style="border: 1px solid red; padding: 2px 5px;">A</div> <div style="border: 1px solid red; padding: 2px 5px;">SEEN</div> <div style="border: 1px solid red; padding: 2px 5px;">TV</div> </div> </div>

6	(b)	(i)	Any <b>one</b> from: <ul style="list-style-type: none"><li>Down's syndrome</li><li>Edwards syndrome</li><li>Patau's syndrome</li></ul>	1	<b>Annotation:</b> The number of ticks must match the number of marks awarded.  For an <b>incorrect</b> answer use the cross.																								
6	(b)	(ii)	<b>One</b> mark for each correct identification in each row. <b>Five</b> required. <table border="1"><thead><tr><th>Test</th><th>Screening test</th><th>Diagnostic test</th></tr></thead><tbody><tr><td>Amniocentesis</td><td></td><td>✓</td></tr><tr><td>Anomaly scan</td><td>✓</td><td></td></tr><tr><td>Chorionic villus sampling (CVS)</td><td></td><td>✓</td></tr><tr><td>Nuchal fold translucency scan</td><td>✓</td><td></td></tr><tr><td>Triple test</td><td>✓</td><td></td></tr></tbody></table>	Test	Screening test	Diagnostic test	Amniocentesis		✓	Anomaly scan	✓		Chorionic villus sampling (CVS)		✓	Nuchal fold translucency scan	✓		Triple test	✓		5	<b>Annotation:</b> The number of ticks must match the number of marks awarded.  For an <b>incorrect</b> answer use the cross.  <b>No other answers are acceptable.</b>  <b>Crossed Out Responses:</b> <ul style="list-style-type: none"><li>Where a candidate has crossed out a response and provided a clear alternative then the crossed-out response is not marked.</li><li>Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed-out response where legible.</li></ul> <b>If a row has two ticks e.g.</b> <table border="1"><thead><tr><th>Test</th><th>Screening test</th><th>Diagnostic test</th></tr></thead><tbody><tr><td>Amniocentesis</td><td>✓</td><td>✓</td></tr></tbody></table> Award zero marks as this is a contradictory response.	Test	Screening test	Diagnostic test	Amniocentesis	✓	✓
Test	Screening test	Diagnostic test																											
Amniocentesis		✓																											
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Triple test	✓																												
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Amniocentesis	✓	✓																											

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