

# CHILD DEVELOPMENT

*Examiners' report*

INCLUDED ON THE  
KS4 PERFORMANCE TABLES

OCR Level 1/Level 2

Cambridge National in  
**Child Development**

**J809**

For first teaching in 2022 | Version 1

**R057 January 2025 series**

[ocr.org.uk/cambridgenationals](https://ocr.org.uk/cambridgenationals)



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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 [Teach Cambridge](#).

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## R057 series overview

This was the third cohort to sit the examined Unit R057. Candidates achieved a full range of marks demonstrating the paper's accessibility and level of demand. Where candidates had been taught all the Topic Areas, they successfully applied their knowledge and understanding to each question. There were some 'no response' answers, and often these were for factual answers that required an explanation indicating a gap in the candidate's knowledge.

When answering Level of Response questions candidates were able to achieve Level 1 or Level 2 with only a few able to achieve Level 3. Where candidates achieved Level 1, answers were often list-like or bullet pointed, and very often, information that was provided in the stem of the question was repeated. The most successful candidates demonstrated comprehensive subject knowledge, and their answers were fully developed, applied to the scenario or topic effectively, and used appropriate terminology.

Time appears to have been used effectively, as all questions were attempted by most candidates, which indicates that they had sufficient time to produce their responses to all questions.

| Candidates who did well on this paper generally:   | Candidates who did less well on this paper generally:   |
|--|---|
| <ul style="list-style-type: none"> <li>• demonstrated an understanding of the different command words</li> <li>• ensured that their responses related fully to the context or scenario</li> <li>• read the questions carefully so that responses were relevant to what they had been asked</li> <li>• planned and structured the Level of Response questions enabling them to produce well organised and focused responses</li> <li>• demonstrated accurate knowledge on Questions:                             <ul style="list-style-type: none"> <li>○ 1 (a) (i) the purpose of the Apgar score</li> <li>○ 1 (a) (iv) the health professional that checks the Apgar score</li> <li>○ 2 (b) how identical twins are conceived</li> <li>○ 3 (b) Taylor's needs</li> <li>○ 4 (b) (iii) what happens during the second stage of labour</li> <li>○ 6 (a) ovulation, conception and implantation.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• did not address the question's command word, e.g. explain or discuss</li> <li>• repeated information found in the stem of the question</li> <li>• did not develop points made and use the answer space available for the Level of Response questions</li> <li>• lacked specific knowledge on Questions:                             <ul style="list-style-type: none"> <li>○ 1 (a) (iii) when a baby is given the second Apgar score</li> <li>○ 1 (b) (i) the name of the soft, fine, colourless hair</li> <li>○ 1 (b) (ii) the purposes of the soft, fine, colourless hair</li> <li>○ 2 (a) (ii) developmental needs</li> <li>○ 4 (a) (i) how TENS works as pain relief</li> <li>○ 5 (b) where the safety label would be found</li> <li>○ 6 (b) the number of weeks after conception a baby becomes known as a foetus.</li> </ul> </li> </ul> |

## Section A overview

Section A consists of three questions based in different contexts. The three scenarios for this paper focused on Sam and her newborn baby, Finley and Ryan and their 4-year-old twins, and Taylor who attends nursery school. Candidates are required to apply their knowledge of the four Topic Areas of the R057 specification to produce responses that are relevant to the scenarios.

### Question 1 (a) (i)

1

(a) One minute after being born, Sam's baby is given their first Apgar score.

(i) State **one** purpose of the Apgar score.

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

This question was well answered, with the most common answer being to check that the baby is healthy. Where an incorrect response was given answers were vague. For example, 'to check that the baby is ok'.

### Question 1 (a) (ii)

(ii) In the table below, identify **five** checks that are done on Sam's newborn baby to give the Apgar score.

| Checks  | Tick (✓) five only |
|---|--------------------|
| Does the baby pull a face when touched?         |                    |
| Has the baby's head been squashed during birth? |                    |
| How fast is the baby's heart rate?              |                    |
| How long is the baby?                           |                    |
| Is the baby a healthy weight?                   |                    |
| Is the baby moving?                             |                    |
| Is the baby breathing well?                     |                    |
| Is the baby's skin colour pink or blue?         |                    |

[5]

Generally, this was well answered with most candidates gaining some marks. Less successful candidates incorrectly identified 'Has the baby's head been squashed during birth?', 'How long is the baby?' and 'Is the baby a healthy weight?'

**Question 1 (a) (iii)**

**(iii)** How long after being born is a baby given a **second** Apgar score?

..... [1]

Many candidates gave a range in terms of the time, for example 5-10 minutes for this question so did not gain the mark. There were many candidates who lacked knowledge and therefore found this question difficult suggesting that the second Apgar score was given after a few hours or weeks.

**Question 1 (a) (iv)**

**(iv)** Identify **one** health professional that would check the baby's Apgar score.

..... [1]

This was well answered with the most common answer being Midwife. Less successful candidates thought that a doctor or Obstetrician would check the baby's Apgar score.

**Question 1 (b) (i)**

**(b)** When Sam's baby is born they are covered with soft, fine, colourless hair.

**(i)** State the name of this soft, fine, colourless hair.

..... [1]

There was a mixed response to this question. Candidates who did not achieve the mark most commonly gave the incorrect answer of Vernix.

Where the spelling of Lanugo was incorrect but decipherable candidates were given the mark. Candidates should be encouraged to learn how to spell key vocabulary correctly.

**Question 1 (b) (ii)**

**(ii)** State **two** purposes of this soft, fine, colourless hair.

1 .....

.....

2 .....

.....

**[2]**

Many candidates achieved 1 mark for this question even though they may have not answered Question (1) (b) (i) correctly. The most common answers given were ‘to protect the baby’s skin’ and ‘to keep the baby warm’. Some candidates gave vague answers such as ‘protect the baby’ or referred to ‘keeping the baby’s head warm’.

**Question 1 (c)**

**(c)** Sam has decided to breastfeed her baby.

Explain why breastfeeding is encouraged for at least the first two weeks after a baby is born.

.....

.....

.....

.....

.....

**[3]**

This question was not well answered. Specific knowledge was lacking as to why breastfeeding is encouraged for at least the first two weeks after the baby is born.

There was very little reference to colostrum and the nutrients that breast milk is rich in, with many candidates stating ‘it contains nutrients’ which is too vague.

The most common answer was bonding and where candidates did achieve full marks, they were also able to explain that breastmilk contains antibodies to protect the baby from infection and it is good for the immune system.

Exemplar 1

↗ refer to extra pages to see end of question

3

colostrum  
↳ protein

(c) Sam has decided to breastfeed her baby.

↗ bonding

↗ natural immunity

Explain why breastfeeding is encouraged for at least the first two weeks after a baby is born.

.....In the first two weeks after giving birth the mother.....  
 .....produces colostrum. A type of milk which contains.....  
 .....proteins and antibodies to ~~pre~~ protect and help the.....  
 .....baby to grow. Breast feeding is also a good source.....  
 .....of natural immunity for the baby, ~~to~~ which helps [3]  
~~them to build their immune system. It is also a~~  
~~good opportunity for the mother and baby to bond~~  
~~creating a relationship.~~

This response gained full marks. There is a detailed explanation using appropriate terminology.

The candidate explains that the mother produces colostrum and identifies protein as one of the nutrients breastmilk is rich in. The response also explains that colostrum contains antibodies which protect the baby providing natural immunity.



Exemplar 2

(i) Discuss how regularly eating meals together, as a family, helps meet Darcie and Emma's developmental needs for:

- learning acceptable patterns of behaviour <sup>role models</sup> <sup>kind</sup> <sup>behave</sup> <sup>social acceptable</sup>
- having opportunities for listening and talking. <sup>constant discipline</sup> <sup>conversational + intellectual</sup> <sup>feel loved + care</sup>

manners  
if not provided struggle later on

...Eating meals as a family helps the childrens learning by  
 ...learning how to behave <sup>in a</sup> socially acceptable way. This could  
 ...include using a knife and fork to eat food encouraging the  
 children to be kind and polite. children ~~to~~ would learn  
 to use manners when receiving food or drinks which reinfor-  
 ces positive manners whilst eating the parents should be  
 role models by eating with their mouth closed to encourage  
 positive actions to the children which they should learn to  
 also do. The children should be receiving constant  
 discipline. parents could do this by saying thank you  
 and please when children forget. children would develop  
 conversational language which helps to grow intellectual  
 needs allowing children to express emotions. Talking and  
 listening makes the children feel loved and cared for  
 strengthening relationships. Talking helps the children to  
 use kind words, ~~which~~ this skill will be transferred into  
 a school setting to help make friends. If there is not  
 an opportunity for talking and listening the child could  
 grow up to struggle in emotionally ~~even~~ challenging  
 situations so <sup>making sure the child talks and listens.</sup> this helps the child to support others  
 and understand their emotions.

This is a Level 3 response. The candidate has considered both learning acceptable patterns of behaviour and having opportunities for listening and talking.

There is a thorough discussion, many relevant points are made and are fully developed demonstrating detailed understanding. Reference is made to learning to use a knife and fork correctly, using manners and parents being positive role models for example. Developing language which meets intellectual needs and understanding emotions are also discussed.

Appropriate language is used throughout the response.

### Question 2 (a) (ii)

(ii) Two of Darcie and Emma’s developmental needs are:

- acceptable patterns of behaviour
- opportunities for listening and talking.

Identify **four other** developmental needs that Darcie and Emma have.

1 .....

2 .....

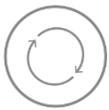
3 .....

4 .....

[4]

This question focused on developmental needs and was not well answered. Many candidates identified PIES rather than the specific developmental needs for example routine and exercise.

### Assessment for learning



Candidates must be taught the developmental needs of children from birth to five years (3.3 in the specification) to be able to answer a question like this correctly.

### Question 2 (b)

(b) Darcie and Emma are identical twins.

Explain how identical twins are conceived.

.....

.....

.....

.....

.....

..... [3]

Many candidates achieved full marks for this question correctly explaining that one egg is fertilised by one sperm and then splits into two.

Less successful candidates often referred to two sperm fertilising one egg or did not mention the egg being fertilised, and in some cases just said the egg splits without mentioning that it splits in two.

**Question 3 (a) (i)**

**3**

**(a)** Taylor is sent home from nursery school as he is suffering from gastroenteritis.

**(i)** State **three** key signs and/or symptoms of gastroenteritis.

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

**[3]**

Many candidates achieved 2 or 3 marks for this question with the most common answers referring to sickness, fever and diarrhoea.

Some candidates did not gain marks as they included signs and/or symptoms that were not specific to gastroenteritis such as coughing and sore throat. Temperature was often given on its own which is too vague, the word 'high' must be included.

**Question 3 (a) (ii)**

**(ii)** Explain the treatment Taylor's parents should give to him for gastroenteritis.

- .....
- .....
- .....
- .....
- .....

**[3]**

This question was not well answered with many candidates explaining that medicine should be given to Taylor which is too vague. Some advised that Taylor's parents should seek further support from the hospital or doctor to be given antibiotics which could not be credited.

Some candidates suggested that Taylor should get plenty of rest and parents should keep him company which are not treatment.

More successful candidates explained that Taylor's parents should replace lost fluids by giving him water to prevent dehydration or rehydrate him and give him medication such as Calpol to reduce his high temperature.

### Question 3 (b)

(b) While Taylor is ill, he has different needs:

- Physical needs (**P**)
- Intellectual needs (**I**)
- Emotional needs (**E**)
- Social needs (**S**)

The table below gives some ways that Taylor's parents can meet his needs while he is ill.

Complete the table to show which need (**P**, **I**, **E** or **S**) will be met by each way.

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

| Way  | Need (P, I, E or S) |
|--|---------------------|
| Being reassuring                             |                     |
| Doing a jigsaw with him                      |                     |
| Arranging a video call with his grandparents |                     |
| Giving him lots of cuddles                   |                     |
| Reading a story with him                     |                     |

[5]

Most candidates achieved 4 or 5 marks on this question. The most common incorrect answer given was box 2 'doing a jigsaw with him' where candidates thought this was physical. Some had identified more than one need for each way which could not be credited.

## Section B

### Question 4 (a) (i)

4

(a) A mother is in labour and has chosen TENS as her method of pain relief.

(i) Describe how TENS works as a method of pain relief.

.....

.....

.....

.....

..... [3]

This question describing how TENS works as a method of pain relief was not well answered. Many candidates suggested that it gives an electric shock and that it is attached to the mother's stomach, while others confused it with epidural. Where candidates did answer correctly, they described sticky pads attached to the mother's back, impulses interfering with pain signals to the brain and explained that TENS relaxes muscles.

### Question 4 (a) (ii)

(ii) State **two** advantages and **two** disadvantages of using TENS as a method of pain relief.

Advantages

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

Disadvantages

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

[4]

More successful candidates correctly identified the advantages of TENS with the most common responses being 'the mother is in control' and 'no side effects for the mother or baby'. Common correct disadvantages given were 'the mother not being able to use it if they have a pacemaker fitted' and 'can't be used with a water birth'.

Where candidates did not achieve any marks for this question answers were vague. Many referred to TENS being easy to use, relaxing the mother and stating that it was expensive.

### Question 4 (b) (i)

(b) The mother's cervix is fully dilated.

(i) How wide is a fully dilated cervix?

..... centimetres

[1]

This question was well answered by most candidates correctly identifying that a fully dilated cervix is 10cm wide.

### Question 4 (b) (ii)

(ii) Identify the stage of labour that starts when the cervix is fully dilated.

..... [1]

This was generally well answered. Less successful candidates provided statements of what happens during the stage of labour, e.g. the baby is born, rather than a numbered stage. Some appeared to not have read the question properly and incorrectly identified Stage 1.

### Question 4 (b) (iii)

(iii) Describe what happens during this stage of labour.

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

Most candidates gained at least 1 or 2 marks describing that the mother is ready to start pushing, crowning of the baby's head occurs, and those gaining full marks referred to the baby being born. Some also mentioned that the baby moves down the birth canal and the umbilical cord is cut.

Less successful candidates described either the signs that labour has started or what happens during Stage 1 of labour.

### Question 5 (a)

5

(a) Roads can be dangerous, especially for young children.

Explain how parents and carers can make sure that young children are safe when crossing the road.

.....

.....

.....

.....

.....

.....

..... [6]

Most candidates achieved Level 1 or Level 2. Many responses included points from the mark scheme, however they were list-like, and were not developed. Common answers referred to zebra crossings, green cross code, look both ways, hold child's hand and do not run.

Those candidates that achieved Level 3 gave a thorough explanation demonstrating a detailed understanding and the points made were fully developed.

## Exemplar 3

..teach them about the different types of crossings.....  
 ..such as zebra crossings or islands so they are aware.....  
 ..~~and~~ of them, the parents/carers can take the children.....  
 ..to the types of crossings to teach them how to effectively.....  
 ..use them. while walking next to a road always.....  
 ..make sure to hold their hand and that they are on.....  
 ..the inside furthest away so if a car was to come.....  
 ..off the road the child is safer, tell them about.....  
 ..stop, listen, look so when they have to cross a road.....  
 ..they can see and hear any oncoming cars.....

This is a Level 2 response. There is an adequate explanation showing sound understanding of how parents can make sure young children are safe when crossing the road. Some relevant points are made and developed for example 'tell them about stop, listen, look so when they have to cross, they can see and hear any oncoming cars.'

To achieve Level 3 further points made should be explained to demonstrate how parents could keep children safe. For example, this response could have been developed by explaining that holding the child's hand when crossing the road would prevent them from running off into oncoming traffic. It would also ensure that they did not cross before it was safe to do so, as young children sometimes lack the awareness needed when crossing a road.

### Question 5 (b)

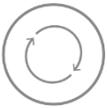
(b) State where you would find the safety label below.



..... [1]

This was not well answered with many candidates stating items such as sofas and toys. Some gave vague answers such as clothing or children’s clothing with very few candidates correctly identifying children’s nightwear.

#### Assessment for learning



The specification (4.3) includes teaching content relating to the importance of safety labelling including the meaning of each label and why it is used on specific products. Candidates should be able to identify examples of products the labels are found on including children’s nightwear labelling.

### Question 5 (c)

(c) Identify **two** potential hazards on the stairs in the home.

1 .....

2 .....

[2]

This was reasonably well answered with common correct answers referring to objects left on stairs or unsafe or missing handrails.

Less successful candidates identified accidents rather than hazards, for example trips or falls.

#### Misconception



When answering a question about hazards, candidates often confuse hazards and the resulting accidents that can occur.

The hazard is the item or the situation that can cause harm. For example, items left on the stairs would be the hazard. Tripping would be the accident.

### Question 6 (a)

6

(a) Ovulation, conception and implantation are steps that occur during reproduction.

Tick (✓) to show if the following statements are describing ovulation, conception or implantation.

You should only place **one** tick (✓) in each row.

| Statement  | Ovulation | Conception | Implantation |
|--|-----------|------------|--------------|
| An egg is released from one of the woman's ovaries               |           |            |              |
| Starts around day 14 of a woman's menstrual cycle                |           |            |              |
| The fertilised egg attaches itself into the lining of the uterus |           |            |              |
| The sperm fertilises the woman's egg                             |           |            |              |
| This takes place in the fallopian tube                           |           |            |              |

[5]

This was well answered by most candidates.

An incorrect answer was sometimes given for box 5 where some thought this described implantation.

### Question 6 (b)

(b) How many weeks after conception does a developing baby become known as a foetus?

..... [1]

This question was not well answered with some candidates suggesting a range of weeks which could not be credited, for example stating 8-10 weeks instead of 8 weeks.

### Question 6 (c)

(c) State **three** functions of the placenta.

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

**[3]**

Most candidates gained 1 or 2 marks for this question and were able to correctly state that the placenta provides the baby with nutrients and oxygen.

Less successful candidates referred to the mother being able to eat the placenta, it holds the baby in place and that it provides the baby with blood.

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