



Oxford Cambridge and RSA

**Cambridge National**

**Child Development**

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

Level 1/2 Cambridge National Certificate/Award/Diploma

**Mark Scheme for January 2025**

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.

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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 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 available in RM Assessor.
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

### 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, email or via the RM Assessor messaging system.
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.

#### **Rubric Error Responses – Optional Questions**

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

**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 the annotation 'SEEN' to confirm that the work has been seen and mark any responses using the annotations in section 11.
7. There is a NR (**No Response**) option. Award NR (No Response):
  - if there is nothing written at all in the answer space
  - OR if there is a comment which does not in any way relate to the question (e.g., 'can't do', 'don't know')

- OR if there is a mark (e.g., a dash, a question mark) which is not an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

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.**
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:
  - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
  - b. **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
	Level 1
	Level 2
	Level 3
	Benefit of doubt ( <b>Do not 'tick'</b> as well because 'Bod' <b>does</b> count as a mark)
	Omission mark
	Too vague
	Repeat
	Noted but no credit given / zero-mark response

## 12. Subject Specific Marking Instructions

Question			Answer	Mark	Guidance
1	(a)	(i)	<p><b>One</b> from:</p> <ul style="list-style-type: none"> <li>• It assesses the (physical) health of the baby</li> <li>• It identifies any problems or complications/serious health conditions</li> <li>• It's a quick check of initial health/shows how the baby is doing in the first few minutes of life</li> <li>• It checks the vital signs*</li> <li>• To check if the baby needs any additional help</li> </ul>	1	<p>Do <b>not</b> accept</p> <ul style="list-style-type: none"> <li>• Checks baby is responsive</li> <li>• Checks if anything is wrong</li> </ul> <p>*Accept if a named vital sign is given:</p> <ul style="list-style-type: none"> <li>• Breathing/respiration</li> <li>• Heartrate/heartbeat/pulse</li> <li>• Muscle tone/activity/movement</li> <li>• Reflex response/grimace</li> <li>• Appearance/colour</li> </ul>

Question			Answer	Mark	Guidance																		
1	(a)	(ii)	<p><b>One</b> mark for each correct answer</p> <table border="1"> <thead> <tr> <th>Checks</th> <th>Tick (✓) five only</th> </tr> </thead> <tbody> <tr> <td>Does the baby pull a face when touched?</td> <td>✓</td> </tr> <tr> <td>Has the baby's head been squashed during birth?</td> <td></td> </tr> <tr> <td>How fast is the baby's heart rate?</td> <td>✓</td> </tr> <tr> <td>How long is the baby?</td> <td></td> </tr> <tr> <td>Is the baby a healthy weight?</td> <td></td> </tr> <tr> <td>Is the baby moving?</td> <td>✓</td> </tr> <tr> <td>Is the baby breathing well?</td> <td>✓</td> </tr> <tr> <td>Is the baby's skin colour pink or blue</td> <td>✓</td> </tr> </tbody> </table>	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	<p><b>These are the only acceptable answers.</b></p> <p>If more than five answers have been ticked, mark first five answers only.</p>
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1	(a)	(iii)	5 minutes	1	<b>Only acceptable answer</b>																		
1	(a)	(iv)	<p><b>One</b> from:</p> <ul style="list-style-type: none"> <li>• Midwife</li> <li>• Paediatrician (BOD spelling if decipherable)</li> </ul>	1	<p>Do <b>not</b> accept:</p> <ul style="list-style-type: none"> <li>• GP/Doctor</li> <li>• Obstetrician</li> </ul>																		

Question		Answer	Mark	Guidance
1	(b)	(i) Lanugo (BOD spelling if decipherable)	1	<b>Only acceptable answer</b>
1	(b)	(ii) <b>One</b> mark for each correct answer <ul style="list-style-type: none"> <li>• It helps keeps the baby's body at the right temperature / helps baby stay warm / keeps baby warm.</li> <li>• It protects the baby's skin from being damaged (by the amniotic fluid).</li> <li>• It makes it easier for the vernix to stay on the skin</li> </ul>	2	Do <b>not</b> accept: <ul style="list-style-type: none"> <li>• Helps baby come out easier</li> <li>• Protects baby – Too vague</li> <li>• Protects from bacteria</li> </ul>
1	(c)	Up to <b>three</b> marks for an explanation <ul style="list-style-type: none"> <li>• Soon after birth the mother produces colostrum</li> <li>• Colostrum is a thick, concentrated form of milk</li> <li>• Colostrum/breast milk is rich in fats/protein</li> <li>• Colostrum/breast milk is good for the baby's immune system</li> <li>• Colostrum/breast milk has antibodies in it</li> <li>• Colostrum/breast milk protect the baby from infections/ viruses/ diseases</li> <li>• Bonding/ emotional attachment/ allows mother and baby to bond</li> <li>• Adapts to the baby's changing needs</li> </ul>	3	<b>Up to three valid points</b>  Do <b>not</b> accept: <ul style="list-style-type: none"> <li>• Gives nutrients – Too vague</li> </ul>

Question			Answer	Mark	Guidance
2	(a)	(i)	<p>Discussion might include:</p> <p><b>Learning acceptable patterns of behaviour</b></p> <ul style="list-style-type: none"> <li>• Parents are role models so if they sit down together everyday Emma and Darcie will learn from their parents how to: <ul style="list-style-type: none"> <li>○ behave in a positive way</li> <li>○ behave in social situations/ when eating out in a restaurant</li> <li>○ learn social skills/manners</li> <li>○ behave while eating at the table/not talk with their mouth full/use cutlery correctly</li> <li>○ have a conversation</li> <li>○ listen to others</li> <li>○ respect other people</li> </ul> </li> </ul> <p><b>Opportunities for listening and talking</b></p> <ul style="list-style-type: none"> <li>• Listening and talking as a family shows Emma and Darcie that Finley and Ryan care about them/allows them to bond/show love</li> <li>• Shows Emma and Darcie that they are interested in them</li> <li>• It is vital for Emma and Darcie’s intellectual development</li> <li>• It is vital for Emma and Darcie’s language development.</li> <li>• Emotional development - expressing feelings</li> </ul> <p><b>Ignore</b> explanations about routine as these are not relevant to the question.</p> <p><b>Award credit for any other appropriate response</b></p>	8	<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>  A <b>thorough</b> discussion showing <b>detailed</b> understanding of how eating <b>together every night</b> helps meet Emma’s and Darcie’s development needs for learning acceptable behaviour and having opportunities for listening and talking.  Makes many relevant points related to Emma and Darcie <b>many</b> of which are developed  <b>Consistently</b> uses appropriate terminology.</p> <p><b>Level 2 (mid) 3-5 marks</b>  An <b>adequate</b> discussion showing <b>sound</b> understanding of how eating <b>together every night</b> helps meet Emma’s and Darcie’s development needs for learning acceptable behaviour and having opportunities for listening and talking.  Makes <b>some</b> relevant points related to Emma and Darcie, <b>some</b> of which are developed.  Uses <b>some</b> appropriate terminology.</p> <p><b>Maximum 4 marks</b> if discussion is adequate and shows <b>sound</b> understanding but only relates to <b>one</b> of:</p> <ul style="list-style-type: none"> <li>• learning acceptable patterns of behaviour <b>or</b></li> <li>• having opportunities for listening and talking.</li> </ul> <p><b>Level 1 (low) 1-2 marks</b></p>

Question			Answer	Mark	Guidance
					<p>A <b>brief</b> discussion which shows <b>limited</b> understanding of how eating <b>together every night</b> helps meet Emma's and Darcie's development needs for learning acceptable behaviour and/or having opportunities for listening and talking.</p> <p>Points made <b>may not</b> be wholly relevant or developed. <b>Little or no use</b> of appropriate terminology.</p> <p><b>0 marks</b> Response is not worthy of credit.</p>
2	(a)	(ii)	<p>Any <b>four</b> from:</p> <ul style="list-style-type: none"> <li>• Warmth</li> <li>• Feeding/food</li> <li>• Love and emotional security</li> <li>• Rest/sleep</li> <li>• Fresh air</li> <li>• Exercise</li> <li>• Cleanliness/hygiene</li> <li>• Stimulation</li> <li>• Routine</li> <li>• Shelter/home</li> <li>• Socialisation*/play</li> </ul>	4	<p>Do <b>not</b> accept:</p> <ul style="list-style-type: none"> <li>• Acceptable patterns of behaviour (given in the question)</li> <li>• Opportunities for listening and talking (given in the question)</li> <li>• Water/safety/social needs</li> <li>• Any reference to PIES</li> </ul> <p>*Accept:</p> <ul style="list-style-type: none"> <li>• Socialising for socialisation</li> </ul>
2	(b)		<p>Up to <b>three</b> marks for an explanation</p> <ul style="list-style-type: none"> <li>• <b>One</b> egg</li> <li>• is <b>fertilised</b> (by one sperm)</li> <li>• and splits into <b>two/in half</b> (cells/ embryos)</li> </ul>	3	<p>Do <b>not</b> accept:</p> <ul style="list-style-type: none"> <li>• Splits on its own</li> </ul>

Question			Answer	Mark	Guidance
3	(a)	(i)	<p>Any <b>three</b> from:</p> <ul style="list-style-type: none"> <li>• Diarrhoea/upset stomach</li> <li>• Vomiting/ being sick/ sickness/ nausea</li> <li>• Dehydration</li> <li>• High temperature/ raised temperature/ mild fever – fever/high fever</li> <li>• Aches and pains/ stomach ache/ headache</li> <li>• Loss of appetite</li> </ul>	3	<p>Diarrhoea: BOD spelling if decipherable</p> <p>Do <b>not</b> accept: Temperature on its own</p>
3	(a)	(ii)	<p>Up to <b>three</b> marks for explanation e.g.:</p> <ul style="list-style-type: none"> <li>• <b>Replace</b> lost fluids (1) with water/ dehydration drinks/ soup/diluted juice (1) to prevent dehydration (1)</li> <li>• No solid food (1) for 24 hours (1) as this can make vomiting/ diarrhoea worse (1)</li> <li>• Give pain killers accept named pain relief e.g. (junior) paracetamol/ Calpol/ (children’s) Nurofen/ ibuprofen (for children) (1) to bring down temperature (1) and help aches and pains (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>• Fizzy drinks or fruit juice/liquids/fluids</li> <li>• Rest/sleep</li> <li>• Do not accept medicine on its own</li> <li>• Seek urgent medical care (the question is asking what treatment Taylor’s parents should give to him)</li> </ul> <p><b>Some marking points are interchangeable</b></p>

Question		Answer	Mark	Guidance												
3	(b)	<p>One mark for each correct answer</p> <table border="1"> <thead> <tr> <th>Ways</th> <th>Needs P, I, E or S</th> </tr> </thead> <tbody> <tr> <td>Being reassuring</td> <td>E</td> </tr> <tr> <td>Doing a jigsaw with him</td> <td>I</td> </tr> <tr> <td>Arranging a video call with his grandparents</td> <td>S</td> </tr> <tr> <td>Giving him lots of cuddles</td> <td>E</td> </tr> <tr> <td>Reading a story with him</td> <td>I</td> </tr> </tbody> </table>	Ways	Needs P, I, E or S	Being reassuring	E	Doing a jigsaw with him	I	Arranging a video call with his grandparents	S	Giving him lots of cuddles	E	Reading a story with him	I	5	<p><b>These are the only acceptable answers.</b></p> <p>If more than one answer is given in the same box, no mark can be awarded.</p>
Ways	Needs P, I, E or S															
Being reassuring	E															
Doing a jigsaw with him	I															
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Giving him lots of cuddles	E															
Reading a story with him	I															

Question			Answer	Mark	Guidance
4	(a)	(i)	<p>Up to <b>three</b> marks for a description.</p> <ul style="list-style-type: none"> <li>• Sticky pads/electrodes <b>attached to mothers back</b></li> <li>• The mother can give herself small electrical impulses</li> <li>• The impulses interfere with the passage of pain signals to the brain/spinal cord</li> <li>• natural endorphins are released</li> <li>• Relaxes muscles</li> </ul>	3	<p><b>Three valid points</b></p> <p>Do <b>not</b> credit 'electric shock'</p>

Question			Answer	Mark	Guidance
4	(a)	(ii)	<p>Any <b>two</b> advantages and any <b>two</b> disadvantages</p> <p><b>Advantages:</b></p> <ul style="list-style-type: none"> <li>• The mother can move around freely</li> <li>• The mother is in control of the pain relief</li> <li>• There are no side effects/harm for mother or baby</li> <li>• It is a non-invasive pain relief</li> <li>• Reduces anxiety</li> <li>• Can be used with other pain relief</li> <li>• Can be used at home</li> <li>• No use of needles</li> </ul> <p><b>Disadvantages:</b></p> <ul style="list-style-type: none"> <li>• The mother cannot use it if she has a pacemaker fitted/ heart problem/epilepsy</li> <li>• Not as effective in the later stages of labour</li> <li>• Would need to be used alongside other methods of pain relief in the later stages of labour</li> <li>• More effective for lower back pain in early stages of labour</li> <li>• Cannot use with a water birth (bath due to electrical impulses)</li> <li>• Does not provide complete pain relief/take all the pain away/less pain</li> </ul>	4	<p>Do <b>not</b> credit:</p> <ul style="list-style-type: none"> <li>• Easy to use/reduces pain</li> <li>• Expensive</li> </ul>

Question			Answer	Mark	Guidance
4	(b)	(i)	10 (centimetres)	1	<b>Only acceptable answer</b>
4	(b)	(ii)	(Stage) 2	1	<b>Only acceptable answer</b>
4	(b)	(iii)	<p>Up to <b>three</b> marks for a description.</p> <ul style="list-style-type: none"> <li>• The mother is ready to push the baby out</li> <li>• The vagina and cervix form one passage/birth canal</li> <li>• The mother pushes with each contraction</li> <li>• The baby moves down the birth canal</li> <li>• The baby's head crowns/shows at the entrance of the vagina</li> <li>• The baby's head is born followed by the rest of the body</li> <li>• The umbilical cord is (clamped) and cut</li> </ul>	3	<p><b>Three valid points</b></p> <p>Do <b>not</b> accept:</p> <ul style="list-style-type: none"> <li>• Cervix is fully dilated</li> </ul>

Question		Answer	Mark	Guidance
5	(a)	<p>The explanation may include reference to:</p> <ul style="list-style-type: none"> <li>• Always cross at a zebra/pelican crossing/wait for the green man</li> <li>• Find a safe place to cross/not between parked cars</li> <li>• Child should hold adult's hands at all times/supervised</li> <li>• Child should always cross the road with an adult</li> <li>• Teach the child the Green Cross Code/stop look listen</li> <li>• Teach the child to look both ways</li> <li>• Explain the dangers of the road to the child/watch educational videos/games on road safety</li> <li>• Use reins on a young child to prevent them from running into the road</li> <li>• Child wear a reflective / high visibility clothing</li> <li>• Teach the child not to run across the road</li> <li>• Cross in a straight line / diagonally</li> <li>• Teach the child not to use electronic devices when crossing the road</li> </ul> <p><b>Award credit for any other appropriate response</b></p>	6	<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> A <b>thorough</b> explanation showing <b>detailed</b> understanding of how parents/carers can make sure children are safe when crossing the road. Relevant points are made <b>many</b> of which are developed. <b>Consistently</b> uses appropriate terminology.</p> <p><b>Level 2 (mid) 3-4 marks</b> An <b>adequate</b> explanation showing <b>sound</b> understanding of how parents/carers can make sure children are safe when crossing the road. Relevant points are made <b>some</b> of which are developed. Uses <b>some</b> appropriate terminology.</p> <p><b>Level 1 (low) 1-2 marks</b> A <b>brief</b> explanation which shows <b>limited</b> understanding of parents/carers can make sure children are safe when crossing the road. <b>Little or no</b> use of appropriate terminology.</p> <p><b>0 marks</b> Response is not worthy of credit.</p>

Question		Answer	Mark	Guidance
5	(b)	<p><b>Children's</b> nightwear/ nightie/ pyjamas/ night clothes/ Halloween costume</p>	1	<p><b>Must</b> say children's</p> <p>Do <b>not</b> accept: children's clothing -Too vague</p>
5	(c)	<p>Any <b>two</b> from:</p> <ul style="list-style-type: none"> <li>• Items/toys left on the stairs</li> <li>• Loose carpets</li> <li>• Long curtains</li> <li>• Stairgate not closed/lack of stairgate</li> <li>• Unsafe handrails/bannisters/too high to reach/lack of railing or handrail</li> <li>• Gap too large in spindles</li> </ul> <p><b>Award credit for any other appropriate response</b></p>	2	The focus is on the hazard

Question		Answer	Mark	Guidance																								
6	(a)	<p><b>One</b> mark for each correct answer.</p> <table border="1"> <thead> <tr> <th>Statement</th> <th>Ovulation</th> <th>Conception</th> <th>Implantation</th> </tr> </thead> <tbody> <tr> <td>An egg is released from one of the woman's ovaries</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>Starts around day 14 of a woman's menstrual cycle</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>The fertilized egg attaches itself into the lining of the uterus</td> <td></td> <td></td> <td>✓</td> </tr> <tr> <td>The sperm fertilises the woman's egg</td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td>This takes place in the fallopian tube</td> <td></td> <td>✓</td> <td></td> </tr> </tbody> </table>	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 fertilized egg attaches itself into the lining of the uterus			✓	The sperm fertilises the woman's egg		✓		This takes place in the fallopian tube		✓		5	<b>These are the only acceptable answers</b>
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Question		Answer	Mark	Guidance
6	(b)	8 weeks	1	Only acceptable answer
6	(c)	Any <b>three</b> from: <ul style="list-style-type: none"><li>• Provides foetus with oxygen/gives baby oxygen</li><li>• Provides foetus/baby with nutrients/food</li><li>• Removes foetal/baby waste products/takes away waste/removes urine/carbon dioxide</li><li>• Passes on antibodies</li></ul>	3	Do <b>not</b> accept one-word answers e.g. oxygen

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