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**CHILD DEVELOPMENT**

**0637/01**

Paper 1 Theory Paper

**October/November 2017**

MARK SCHEME

Maximum Mark: 100

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**Published**

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

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This document consists of **8** printed pages.

Question	Answer	Marks
1	<p>Antenatal – Before the birth of the baby. (Maximum of 1 mark.)</p> <p>Post-natal care – After the birth of the baby (Maximum of 1 mark.).</p> <p>Any variations that give the same meaning might be awarded a make. Total of two marks.</p>	<b>2</b>
2	<p>The answers might include:</p> <ul style="list-style-type: none"> <li>• Severe bleeding</li> <li>• Poisoning</li> <li>• Electric shock</li> <li>• Broken bones</li> <li>• Loss of consciousness</li> <li>• Fits</li> <li>• Head injury</li> <li>• Serious burns</li> <li>• Not breathing or irregular breathing</li> </ul> <p>One mark for any reasonable response up to a maximum of 5 in total.</p> <p>Any reasonable and correct response might be awarded a mark.</p>	<b>5</b>
3	<p>Parents are working, parents are studying, parents are unwell, one parent family, parents need a break, child has special needs, child has no siblings so no one else to play with, to get them ready for starting school.</p> <p>One mark for any reasonable response up to a maximum of 3 in total.</p>	<b>3</b>
4	<p>Not brushing teeth and having good oral hygiene (1). Eating too many sugary drinks and foods (1).</p> <p>Accept any other reasonable answer.</p>	<b>2</b>
5	<p>Answers might include: Obesity, tooth decay, underweight, not having enough energy, not growing well, being hyperactive, developing disease or ill health, being irritable, impaired physical and or/intellectual development.</p> <p>One mark for any reasonable response up to a maximum of 6 in total.</p> <p>Any reasonable and correct response might be awarded a mark.</p>	<b>6</b>

Question	Answer		Marks
6	Illness	Signs and symptoms	8
	Measles	Fever, severe cold, cough rash (2)	
	Mumps	Painful swelling around the jawline, high temperature, tiredness (2)	
	Chicken Pox	Itchy blistery spots, unwell feeling, high temperature. (2)	
	Tuberculosis	Fever, coughing with blood in phlegm, loss of weight, ill health (2)	
Maximum of 8 marks, max of 2 marks for each disease.			
7	<p>Answers might include:            Low flammability, soft materials, hard wearing, loose fitting, easy to wash and dry, wide neck, colourful, attractive</p> <p>One mark for any reasonable response up to a maximum of 4 in total.</p>		4

**SECTION B**

Question	Answer	Marks
8(a)	<p>Responses will only be awarded a mark where there is explanation. Any reasonable and correct mark might be awarded a mark.</p> <p>The bars should be 45–65 mm apart so that the baby cannot get their head or parts of their bodies stuck between them.</p> <p>The mattress should be new, clean and fit correctly. This is because babies can get their heads stuck between the mattress and the bars. Research suggests that old mattresses could contain bacteria that might contribute towards sudden infant death syndrome (SIDS).</p> <p>Ensure that the drop side is secure and works correctly to prevent babies from falling out of the cot.</p> <p>Do not use cot bumpers or pillows as these can cause the baby to become overheated and this can contribute to the likelihood of SIDS.</p> <p>Blankets should be light and duvets should not be used as babies can become tangled beneath them and become overheated or suffocate. This can contribute towards the likelihood of SIDS.</p> <p>Do not place the cot near over hanging shelves or blind cots. This is because the baby could hang in the cords or things could fall from the shelves on to them.</p> <p>Make sure that the cot has no sharp edges as this could lead the baby to cut themselves and cause serious injury.</p> <p>Make sure the cot is put together correctly to prevent it collapsing, which could cause the child injury.</p>	<b>12</b>

Question	Answer	Marks
8(b)	<p>Any correct response might be awarded a mark.</p> <p>Weed killer – chemicals can be harmful to children if swallowed and can cause burns if touched.</p> <p>Garden tools – if children touch these they could fall on them or cut themselves if sharp.</p> <p>Ponds – young children do not know the risk of water and can easily drown if they fall in a pond.</p> <p>Sun – children can quickly burn in hot sun causing painful blisters, burns and this poses a risk of skin cancer.</p> <p>Animals – animals, even pets can scratch and bite children causing them serious harm or even death.</p> <p>Plants – some plants are dangerous because they are toxic if eaten or touched.</p> <p>One mark for each correctly identified hazard and one mark for explanation of how this could harm the child. Award a max of 2 marks per response to 8 marks in total.</p>	<b>8</b>
8(c)	<p>The responses might differ from those listed below. Logical correct responses will be awarded a mark. For example:</p> <p>Drawer locks – these prevent children from pulling open drawers where knives might be kept.</p> <p>Cooker guard – This prevents the child from being able to reach up and touch the pots and pans on the cooker rings, preventing burning.</p> <p>Flexible kettle wire or removable base – This stops the child from pulling on a flex or wire that could mean the child pours the hot water from the kettle onto themselves.</p> <p>Safety gates – this can be placed across the kitchen doorway to prevent the child from accessing the kitchen.</p> <p>One mark for the safety measure and one mark for the explanation. Award a max of 2 marks per response to a max of 6 in total.</p>	<b>6</b>
8(d)	<p>There might be variations on the correct responses. Any logical correct response might be awarded a mark.</p> <p>Do not put any creams on the burn, run the affected area under a cold tap to reduce heat for 10 minutes, make sure that the child is safe and if needed call an ambulance, cover the burn with a non-fluffy gauze or clingfilm to prevent bacteria entering it, seek medical help.</p> <p>One mark for any correct response, to a max of 5 marks.</p>	<b>5</b>

Question	Answer	Marks								
9(a)	<p>There may be many differing responses. Italics sections must be included to receive the full marks, but may be worded differently. (3 marks max)</p> <p>This is where the <i>baby forms a close emotional bond</i>. They may quieten and <i>show contentment</i> with this person. They may become <i>distressed when this person is not nearby</i>. This attachment grows stronger overtime.</p>	<b>3</b>								
9(b)	<p>The responses might differ from those stated below. Any reasonable response that covers the same meaning might be awarded a mark. 2 marks for each response to a max of 10. Responses MUST be explained to receive a mark.</p> <p>As soon as the baby is born, having skin to skin contact to promote warmth, smell of parents and feel heartbeat to calm baby.</p> <p>Breastfeeding encourages eye contact, warmth and comfort for the baby and the mother feels a sense of contentment due to hormones released during feeding.</p> <p>Familiar smell of parents help baby to recognise them. So parents should avoid strong perfumes and cigarette smoke to help promote this.</p> <p>Talking to the baby will help them to recognise the voices that they have heard in the womb. This helps to promote feeling of contentment.</p> <p>Minimising time apart as babies need to feel attached to those who care for them most. As the bond is developed, closeness reduces anxiety.</p> <p>Having baby in bedroom at night means that parents can meet their needs quickly, reducing the time baby is upset. This reassures them that parents respond when they need them.</p>	<b>10</b>								
9(c)	<p>There will be a range of correct responses that might be awarded a mark.</p> <table border="1" data-bbox="316 1384 1294 1854"> <thead> <tr> <th data-bbox="316 1384 767 1435">Event</th> <th data-bbox="767 1384 1294 1435">Ways children might show this.</th> </tr> </thead> <tbody> <tr> <td data-bbox="316 1435 767 1552">Break up of family (1)</td> <td data-bbox="767 1435 1294 1552">Regression, wanting to be babied, being uncooperative and withdrawn. (1)</td> </tr> <tr> <td data-bbox="316 1552 767 1704">Hospital stay (1)</td> <td data-bbox="767 1552 1294 1704">Refusal to speak to doctors and nurses, crying, rocking and thumb sucking. (1)</td> </tr> <tr> <td data-bbox="316 1704 767 1854">Child abuse (1)</td> <td data-bbox="767 1704 1294 1854">Aggression, acting out, violence or aggressive acts, silent, withdrawal from others. (1)</td> </tr> </tbody> </table> <p>Total of 6 marks</p>	Event	Ways children might show this.	Break up of family (1)	Regression, wanting to be babied, being uncooperative and withdrawn. (1)	Hospital stay (1)	Refusal to speak to doctors and nurses, crying, rocking and thumb sucking. (1)	Child abuse (1)	Aggression, acting out, violence or aggressive acts, silent, withdrawal from others. (1)	<b>6</b>
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**SECTION C**

Question	Answer	Marks
10(a)	<p>0–6 Low level response. The learner has not focused on development. There are no ways that development is measured and responses lack clarity.</p> <p>7–11 Medium level response. The learner has attempted both parts of the question. There are correct responses to each part of the question, but this may be limited to one or two examples. Answers have not been explained or fully extended upon.</p> <p>12–20 High level response. The learner has answered both parts and given several examples for each. Answers are logical and well explained. There are clear explanations of areas of development and how this is measured. Suggestions to promote development are logical and well explained.</p> <p>Development might be measured by: The child gaining weight when new born. This is measured by regular weighing. Parents can promote this by ensuring that they offer regular feeds and meet children’s changing demands for food. The parents should introduce solids when the baby appears ready in line with recommendations.</p> <p>Baby starts to replace the primary reflexes with meaningful actions, such as reaching for the bottle and smiling. Parents can promote these by spending time making eye contact with the baby, talking to the baby and making sure that the baby has lots of stimulation.</p> <p>Babies grow in size. This can be assessed by measuring the baby. Parents can promote this by ensuring that the baby has enough sleep and food.</p> <p>Children start to become mobile and are able to move through crawling, shuffling or walking. The parents can assess this by watching for the baby showing signs of moving forward, rocking and attempting to pull themselves up on furniture. They can support development through offering toys that are stable and can be used for supporting early walking. They can offer praise and encouragement so children want to learn.</p> <p>Other development might include: Talking Eating/feeding Toilet training Sleeping through the night Learning to write name Learning to count There will be a wide range of potentially correct responses and where appropriate, marks will be awarded for each.</p>	<b>20</b>

Question	Answer	Marks
10(b)	<p>0–6 Low level response. The responses do not take into account the question. The question has been misunderstood or the response does not include information about diet, rest and exercise or relaxation classes.</p> <p>7–11 Medium level response. The learner has attempted both parts of the question. There are correct responses to each part of the question, but this may be limited to one or two examples. Answers have not been explained or fully extended upon.</p> <p>12–20 High level response. The learner has answered both parts and given several examples for each. Answers are logical and well explained. There is discussion of diet, rest and exercise that is logical, correct and explained. Well written responses are given for why women benefit from relaxation classes.</p> <p>There will be a wide range of correct responses. Each might be awarded a mark.</p> <p>Diet might discuss:            What parents should avoid such as soft cheeses, pate, liver, unpasteurised foods. There should be a brief explanation for the reasons why this is advised.            Learners might also discuss that alcohol should be avoided as this can cause damage to the unborn baby.            Learners might discuss that pregnant women should eat plenty of foods that are rich in fibre to help avoid constipation.            Foods such vegetable pastes can be high in folic acid which is beneficial in early pregnancy to help prevent spina bifida.            Pregnant women should not eat excessively as gaining a lot of weight in pregnancy is not good for the mother's health.            The mother might want to eat small portions in later pregnancy as her stomach is restricted in size due to the growing baby.</p> <p>Pregnancy can make mother extremely tired. Pregnant women will need to lay down and rest when needed. In later pregnancy lungs are reduced in size due to the baby growing. This can make mother breathless and make them feel more tired. Extreme tiredness can be a sign of anaemia which is common in pregnancy.</p> <p>Women should undertake regular gentle exercise. Swimming can be very helpful as this can help mothers to move more freely as the water supports the weight of the baby. Heavy exercise is best avoided as this could lead to women injuring themselves. Women who are fit and healthy tend to cope better in labour.</p> <p>Relaxation classes can help women to prepare for giving birth. By talking to others they are able to reduce anxiety and feel better prepared. Meeting with other pregnant women is also beneficial. This is because they can share experiences and talk through concerns. By learning how to relax they can help to maintain control during labour where they may experience high levels of pain.</p>	20