



Oxford Cambridge and RSA

Cambridge National

Child Development

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

Level 1/2 Cambridge National Certificate/Award

Mark Scheme for January 2024

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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 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
	Level 1
	Level 2
	Level 3
	Benefit of doubt (Do not 'tick' as well because 'Bod' does count as a mark)
	Omission mark
	Too vague
	Repeat
	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)	<p>One from:</p> <ul style="list-style-type: none"> • can affect the quality/mobility of (Rishi's) sperm • can affect the quantity/decreases sperm of (Rishi's) sperm • can cause fertility problems/ harder to conceive • low sperm count 	1	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For an incorrect answer use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> REP ^ SEEN TV </div> <p>Do not accept:</p> <ul style="list-style-type: none"> • makes it healthier • Rosa/wife losing weight rather than Rishi/husband
1	(a)	(ii)	<p>Any three from:</p> <ul style="list-style-type: none"> • drinking alcohol • parental age/age • smoking • taking recreational drugs 	3	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For an incorrect answer use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> REP ^ SEEN TV </div> <p>Do not accept:</p> <ul style="list-style-type: none"> • weight/over-weight/under-weight (given in the question) • 'drinking' on its own must say drinking alcohol • 'drugs' on its own • unhealthy diet

Question		Answer	Mark	Guidance
1	(b)	<p>Up to two marks an explanation e.g.:</p> <ul style="list-style-type: none"> to prevent her baby being born with birth defects (1) neural tube birth defects (1) spina bifida (1) 	2	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For an incorrect answer use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> REP ^ SEEN TV </div> <p>For explanation:</p> <p>2 marks:</p> <ul style="list-style-type: none"> A clear reason why is stated with additional explanation/detail example that shows understanding of why Rosa should take folic acid before she becomes pregnant 2 valid points <p>1 mark:</p> <ul style="list-style-type: none"> A statement / identification of a reason of why, with little or no explanation. 1 valid point <p>Do not accept:</p> <ul style="list-style-type: none"> aids development of spinal cord baby develops / grows properly

Question		Answer	Mark	Guidance
1	(c)	<p>Up to three marks for description</p> <ul style="list-style-type: none"> • provides full antenatal care • parenting classes • tells Rosa about labour • tells Rosa about different types of birth • helps Rosa to know what to expect/answer any questions/especially as this is her first baby • gives advice about lifestyle during pregnancy • clinical examinations • checks Rosa's blood pressure • checks Rosa's weight • checks the baby's heartbeat • routine tests/checks • tests urine • tests blood • identify high risk pregnancies • is there during the labour and birth • gives encouragement and monitoring the health of the Rosa and the unborn baby • teaches Rosa how to feed/bath/change nappies for when baby when it is born <p>Award credit for any other appropriate response.</p>	3	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For an incorrect answer use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> REP ^ SEEN TV </div> <p>Any three valid points.</p> <p>The answer must relate to pre-birth/during pregnancy and labour. Context of a first baby.</p> <p>Do not accept:</p> <ul style="list-style-type: none"> • reference to scanning foetus • ask for advice too vague • teaches how to 'look after' the baby

Question		Answer			Mark	Guidance			
1	(d)				4	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For an incorrect answer use the cross.</p> <p>No other answers are acceptable.</p> <p>Crossed Out Responses:</p> <ul style="list-style-type: none"> • 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. <p>If a row has two ticks e.g.</p> <table border="1" style="margin-left: 20px;"> <tr> <td>An ultrasound anomaly scan is a screening test.</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> </table> <p>Award zero marks as this is a contradictory response.</p>	An ultrasound anomaly scan is a screening test.	✓	✓
		An ultrasound anomaly scan is a screening test.	✓	✓					
			Statement	True			False		
		An ultrasound anomaly scan checks for major physical abnormalities in the baby.	✓						
		An ultrasound anomaly scan checks how far along Rosa's pregnancy is.		✓					
An ultrasound anomaly scan looks at the baby's spinal cord	✓								
An ultrasound anomaly scan is a screening test.	✓								

Question		Answer	Mark	Guidance
2	(a)	<p>Discussion might include:</p> <p>Advantages</p> <ul style="list-style-type: none"> highly trained staff available should an emergency arise while Jamila is in labour/giving birth specialised equipment available should an emergency arise while Jamila is in labour/giving birth all types of pain relief are available for Jamila in hospital/ may offer birthing pools for comfort/pain relief and for giving birth forceps / ventouse/ caesarean section deliveries can be carried out Jamila needs them. midwives are there to help with any concerns and issues Jamila may have the demands of Jamila's home life are left behind/housework/looking after children mother may spend more time resting after the birth clean and sterile environment reduces the chances of infection <p>Disadvantages</p> <ul style="list-style-type: none"> Interventions such as forceps and ventouse are more likely for Jamila in hospital Jamila's other children will not be part of the birth Jamila is less likely to be looked after by a midwife she knows 	8	<p>Annotation: 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>Level 3 (high) 6-8 marks</p> <ul style="list-style-type: none"> A thorough discussion showing detailed understanding of the advantages and disadvantages of Jamila having a hospital birth. Makes many relevant points related to Jamila, many of which are developed. Consistently uses appropriate terminology. <p>Level 2 (mid) 3-5 marks</p> <ul style="list-style-type: none"> An adequate discussion showing sound understanding of the advantages and disadvantages of Jamila having a hospital birth. Makes some relevant points related to Jamila, some of which are developed. Uses some appropriate terminology. <p>Sub-Max 4 marks if discussion is adequate and shows sound understanding however:</p> <ul style="list-style-type: none"> it only covers advantages or disadvantages <p>Level 1 (low) 1-2 marks</p> <ul style="list-style-type: none"> A brief discussion which shows limited understanding of the advantages and/or disadvantages of Jamila giving birth in hospital.

Question		Answer	Mark	Guidance
		<ul style="list-style-type: none"> • a hospital is noisy/unfamiliar environment, and Jamila may not be able to relax/find it more stressful • childcare may be difficult to find for Jamila's other children • limited number of visitors/short visiting hours <p>Do not accept</p> <ul style="list-style-type: none"> • privacy • reference to giving birth at home <p>Award credit for any other appropriate response</p>		<ul style="list-style-type: none"> • Points made may not be wholly relevant or developed. • Little or no use of appropriate terminology. <p>0 marks Response is not worthy of credit.</p>

Question			Answer	Mark	Guidance
2	(b)	(i)	Any one from: <ul style="list-style-type: none"> • Congenital hypothyroidism • Cystic fibrosis (CS) • Glutaric aciduria type 1 (GA1) • Homocystinuria (pyridoxine unresponsive) (HCU) • Isovaleric acidaemia (IVA) • Maple syrup urine disease (MSUD) • Medium-chain acyl-CoA dehydrogenase deficiency (MCADD) • Phenylketonuria (PKU) • Sickle cell/disease 	1	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For an incorrect answer use the cross.</p> <p>Accept abbreviations</p> <p>Allow CF for Cystic fibrosis but use BOD annotation</p> <p>Accept incorrect spelling if answer is discernible annotate with a BOD.</p>
2	(b)	(ii)	Any five physical checks from: <ul style="list-style-type: none"> • eyes • feet • fingers • fontanelle/soft spot • heart/heartbeat • hips • testicles in boys • umbilical cord 	5	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For an incorrect answer use the cross.</p> <p>Do not accept:</p> <ul style="list-style-type: none"> • Heel prick test (blood spot test) (given in the question) • Hands • Eyesight

Question		Answer	Mark	Guidance
3	(a)	<p>Three from:</p> <ul style="list-style-type: none"> • fever/high temperature • headache • loss of appetite • muscle ache/joint pain • pain during chewing or swallowing/hard to eat • pain in the swollen area • weakness/fatigue/tiredness • earache • abdominal pain/ stomach ache • dry mouth • feeling sick/nausea 	3	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For an incorrect answer use the cross.</p> <p>Do not accept:</p> <ul style="list-style-type: none"> • swollen face/swollen jaw in front of the ears (given in the question) • being sick/sick • redness on face
3	(b)	(i) <p>Any two from e.g.:</p> <ul style="list-style-type: none"> • reduce swelling/bring swelling down/reduce inflammation • help reduce pain • make more comfortable/soothe 	2	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For an incorrect answer use the cross.</p>
3	(b)	(ii) <p>Any two from e.g.:</p> <ul style="list-style-type: none"> • Take painkillers accept named medicines e.g. Paracetamol/Calpol/Nurofen • Drink fluids • Lots of rest • Give food that doesn't need chewing/soft foods 	2	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For an incorrect answer use the cross.</p> <p>Do not accept:</p> <ul style="list-style-type: none"> • warm compress (given in the question) • 'medicine' on its own

Question		Answer	Mark	Guidance
3	(c)	(i)	3	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For an incorrect answer use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> REP ^ SEEN TV </div> <p>Up to three marks for a description:</p> <p>One mark for intellectual need identified and two marks for describing how the need can be met Or Two marks for intellectual needs identified and one mark for describing how the need is met</p> <p>Answers must be appropriate for a child suffering from mumps.</p> <p>Do not accept:</p> <ul style="list-style-type: none"> toys on its own

Question		Answer	Mark	Guidance	
3	(c)	(ii)	3	<p>Up to three marks for a description.</p> <p>Emotional need</p> <ul style="list-style-type: none"> • to feel confident / positive/reassured e.g. <ul style="list-style-type: none"> ○ show a lot of love / affection / hugs & kisses / cuddles ○ talk positively to her about mumps • to feel safe e.g. <ul style="list-style-type: none"> ○ comfort blanket / favourite toy • to not be frightened/scared/alone e.g. <ul style="list-style-type: none"> ○ pay her a lot of attention / keep her company ○ comforted that they will feel better ○ explaining the symptoms of mumps/what is wrong in a way she can understand <p>Award credit for any other appropriate response.</p>	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For an incorrect answer use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> REP ^ SEEN TV </div> <p>Up to three marks for a description:</p> <p>One mark for emotional need identified and two marks for describing how the need can be met Or Two marks for emotional needs identified and one mark for describing how the need is met</p> <p>Answers must be appropriate for a child suffering from mumps.</p>

Question			Answer	Mark	Guidance
4	(a)	(i)	<p>Labour – Stage 1 Neck of the uterus opens description could include:</p> <ul style="list-style-type: none"> • stage 1 is the longest stage of labour • stage 1 ends when the cervix has open wide enough for the baby’s head pass through • cervix starts to soften so it can open • contractions start • uterus muscles start to contract and release slowly • contractions gradually become stronger and closer together • pain relief may be required as contractions get stronger • pregnant women could be encouraged to move/walk around during this stage • have a bath or massage to help pain relief • cervix gradually dilates to 8-10 cm wide • baby’s head becomes engaged in mother’s pelvis if not already there. • may feel an urge to push at end of stage 1 • this stage of labour may be speeded up by breaking of waters/oxytocin drip • baby/foetal heart monitored throughout this stage <p>Do not accept:</p> <ul style="list-style-type: none"> • mucus plug/show • ‘waters break’ on its own <p>Award credit for any other appropriate response.</p>	6	<p>Annotation: 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>Level 3 (high) 5-6 marks</p> <ul style="list-style-type: none"> • A thorough description showing detailed knowledge and understanding of the first stage of labour. • Many relevant points are made. • Consistently uses appropriate terminology. <p>Level 2 (mid) 3-4 marks</p> <ul style="list-style-type: none"> • An adequate description showing sound knowledge and understanding of the first stage of labour. • Some relevant points are made. • Uses some appropriate terminology. <p>Level 1 (low) 1-2 marks</p> <ul style="list-style-type: none"> • A brief description which shows limited knowledge of the first stage of labour. • Little or no use of appropriate terminology. <p>0 marks Response is not worthy of credit.</p>

Question		Answer	Mark	Guidance
4	(b)	<p>Any three from:</p> <ul style="list-style-type: none"> • elective/emergency caesarean section/caesarean/C-section • episiotomy • forceps • ventouse 	3	<p>Annotation: The number of ticks must match the number of marks awarded. For an incorrect answer use the cross.</p>
4	(c)	<p>Up to two marks for a description.</p> <p>How</p> <ul style="list-style-type: none"> • be positive/supportive/show affection • massage • holding hands • doing breathing techniques with her • talk to her • make sure the health professionals are aware of the birthing plan <p>Emotional support</p> <ul style="list-style-type: none"> • to reassure/encourage/relax/calm the pregnant woman • take her mind off things • stop her worrying <p>Example e.g.:</p> <ul style="list-style-type: none"> • doing breathing techniques with her (1) to calm the pregnant women (1) <p>Award credit for any other appropriate response</p>	2	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For an incorrect answer use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> REP ^ SEEN TV </div> <p>Up to two marks for a description: One mark a 'how' identified One mark for appropriate description of how it provides emotional support</p> <p>Answers should relate to emotional support to the pregnant woman throughout the birth</p> <p>Do not accept:</p> <ul style="list-style-type: none"> • comfort them on its own • breathing techniques on its own

Question		Answer		Mark	Guidance												
5	(a)	<table border="1"> <thead> <tr> <th>Key signs and symptoms</th> <th>Tick (✓) if emergency help will be needed</th> </tr> </thead> <tbody> <tr> <td>Breathing difficulties</td> <td>✓</td> </tr> <tr> <td>Headache</td> <td></td> </tr> <tr> <td>High fever/temperature that cannot be lowered</td> <td>✓</td> </tr> <tr> <td>Reduced appetite</td> <td></td> </tr> <tr> <td>Seizures/fitting</td> <td>✓</td> </tr> </tbody> </table>		Key signs and symptoms	Tick (✓) if emergency help will be needed	Breathing difficulties	✓	Headache		High fever/temperature that cannot be lowered	✓	Reduced appetite		Seizures/fitting	✓	3	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For an incorrect answer use the cross.</p> <p>If more than 3 boxes are ticked mark the first 3 boxes only.</p> <p>No other answers are acceptable.</p>
Key signs and symptoms	Tick (✓) if emergency help will be needed																
Breathing difficulties	✓																
Headache																	
High fever/temperature that cannot be lowered	✓																
Reduced appetite																	
Seizures/fitting	✓																

Question			Answer	Mark	Guidance
5	(b)	(i)	<p>Any two advantages from:</p> <ul style="list-style-type: none"> • 99% effective • can be in place for between 3 and up to 5 years depending on type/couple don't have to think about contraception for this time/not taking the contraceptive pill • can be used immediately after birth • not affected by medication/vomiting/diarrhoea • periods become less painful • periods become lighter/shorter/stop • safe to use when breastfeeding • does not interrupt sex 	2	<p>Annotation: The number of ticks must match the number of marks awarded. For an incorrect answer use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> REP ^ SEEN TV </div> <p>Advantages must relate to Intrauterine system (IUS)</p>
5	(b)	(ii)	<p>Any two disadvantages from:</p> <ul style="list-style-type: none"> • may cause breast tenderness • may cause headaches • may cause infection after inserted • may cause mood swings • no protection against STIs • may not be suitable for all women e.g. if they have problems with their uterus or cervix • must be fitted by nurse or doctor • discomfort when being inserted 	2	<p>Annotation: The number of ticks must match the number of marks awarded. For an incorrect answer use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> REP ^ SEEN TV </div> <p>Do not accept:</p> <ul style="list-style-type: none"> • 100% effective • Side effects on its own must be specific <p>Disadvantages must relate to Intrauterine system (IUS)</p>

Question		Answer	Mark	Guidance
5	(c)	<p>Up to two marks for an explanation e.g.:</p> <ul style="list-style-type: none"> • Nourishment: (1) • carries nutrients from the mother's placenta to the foetus /helps the foetus develop and grow (1) • Breathing: (1) • it transports oxygen- (rich blood) to the foetus. (1) • Excretion: (1) • carbon dioxide released by breathing/waste from nourishment are expelled through the umbilical cord.(1) • Antibodies pass from mother to baby: (1) • so baby is protected from certain illnesses when born (1) 	2	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For an incorrect answer use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> REP ^ SEEN TV </div> <p>For explanation:</p> <p>2 marks:</p> <ul style="list-style-type: none"> • A clear function is stated with additional explanation/detail that shows understanding of the function of the umbilical cord in the development of the embryo and foetus • 2 valid points <p>1 mark:</p> <ul style="list-style-type: none"> • A statement / identification of a function with little or no explanation. • 1 valid point <p>Do not accept:</p> <ul style="list-style-type: none"> • food is transferred through cord • any reference to feeding/or food

Question			Answer	Mark	Guidance
6	(a)	(i)	Any three from <ul style="list-style-type: none"> • can be controlled by the mother • no harmful side effects for mother • no harmful side effects for baby • easy to use • works straight away/works quickly • no use of needles • relaxes/calms the mother 	3	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For an incorrect answer use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> REP ^ SEEN TV </div>
6	(a)	(ii)	Any two from: <ul style="list-style-type: none"> • epidural (anaesthetic) • pethidine • Remifentanil • TENS 	2	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For an incorrect answer use the cross.</p> <p>Do not accept:</p> <ul style="list-style-type: none"> • Entonox (as given in the question) • using water in labour/water birth • breathing techniques 'as cannot be given' <p>Accept incorrect spelling if answer is discernible annotate with a BOD.</p>

Question		Answer		Mark	Guidance
6	(b)	Definition	Word	5	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For an incorrect answer use the cross</p> <p>No other answers are acceptable.</p> <p>If more than one answer is given in a box no mark awarded. Except for the first definition - accept either or both answers if stated.</p>
		A health professional that specialises in all aspects of pregnancy and childcare.	Obstetrician/health visitor		
		A white, waxy, greasy substance that covers the baby's skin when it is born.	vernix		
		Something that can cause harm to others.	hazard		
		The medical care which is given to a woman after giving birth.	post-natal		
		This occurs when the egg is fertilised by a sperm.	conception		

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