

...day ... Month Year – Morning/Afternoon

Level 1/Level 2 Cambridge Nationals in Child Development

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

SAMPLE ASSESSMENT MATERIAL

Time allowed: 1 hour 15 minutes

No extra materials are needed.



Write clearly in black ink. **Do not write in the barcodes.**

Centre number

--	--	--	--	--

Candidate number

--	--	--	--

First name(s) _____

Last name _____

INSTRUCTIONS

- Use black ink.
- Write your answer to each question in the space provided. You can use extra paper if you need to, but you must clearly show your candidate number, the centre number and the question numbers.
- Answer **all** the questions.

INFORMATION

- The total mark for this paper is **70**.
- The marks for each question are shown in brackets [].
- This document has **14** pages.

ADVICE

- Read each question carefully before you start your answer.

Section A

1 Anika is pregnant and has her first appointment at the antenatal clinic.

(a) State the meaning of **antenatal**.

.....[1]

(b) At the appointment Anika meets some of the health professionals who will support her through her pregnancy.

Identify **one** health professional who will support Anika through her pregnancy.

.....[1]

(c) One of the routine checks Anika has at her first antenatal appointment is a blood test.

(i) Explain **two** reasons for this blood test.

1

.....

.....

2

.....

.....

[4]

(ii) Identify **three** routine checks or tests, other than a blood test, that are done at an antenatal clinic.

1

2

3

[3]

(d) At the antenatal clinic Anika receives an appointment for her **first** ultrasound scan.

Identify and explain **two** reasons for this scan.

1

.....

.....

2

.....

.....

[4]

SAMPLE

(b) Kai is going back to work when his paternity leave ends.

State **three** ways Nina’s family can help and support her when Kai is at work.

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

[3]

(c) Six weeks after giving birth to Leo, Nina visits her GP for her postnatal check.

State **two** checks that the GP will carry out.

- 1
- 2

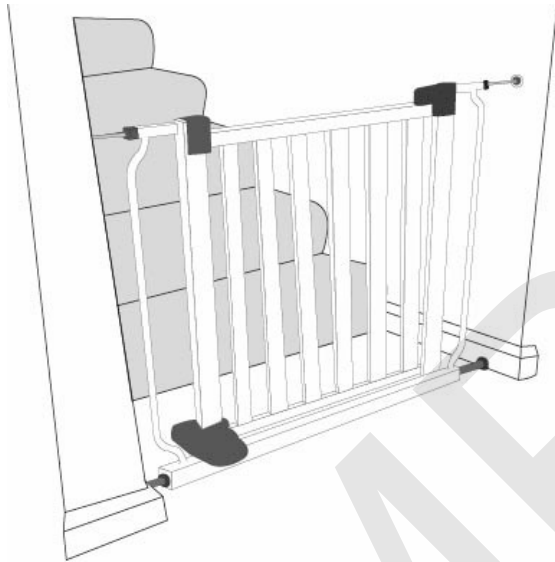
[2]

3 Sam is 15 months old and has just started to walk. Sam’s parents want to keep Sam as safe as possible in their home.

(a) State the meaning of a **hazard**.

..... [1]

(b) Look at the picture of the stairs in their home.



(i) Identify the piece of safety equipment at the bottom of the stairs.

..... [1]

(ii) Explain how this piece of safety equipment keeps Sam safe.

.....
..... [2]

(iii) Identify **one** safety label that we could see with this piece of safety equipment.

..... [1]

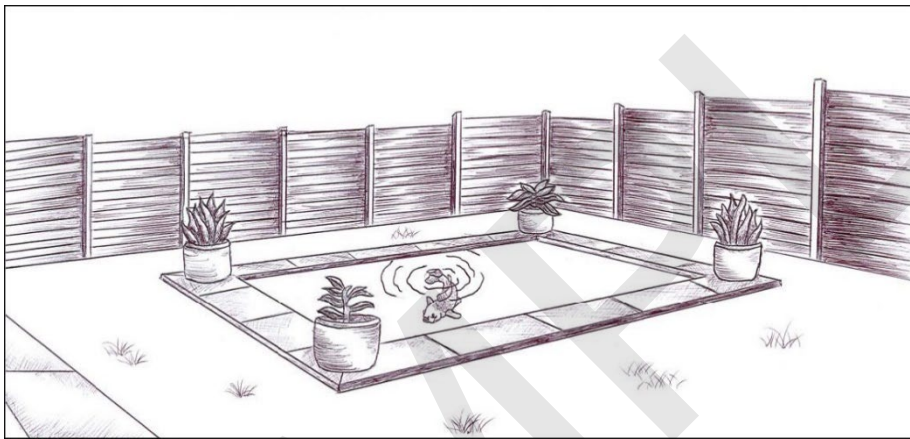
(c) Sam enjoys playing outside in the garden.

(i) State **three** benefits to Sam of playing outside.

- 1
- 2
- 3

[3]

This is a picture of the garden Sam plays in.



(ii) Identify and explain **one** feature of the pond area that could cause danger to Sam.

-
-
-

[2]

(iii) State **two** different ways the pond could be made safe for Sam.

- 1
-
- 2
-

[2]

(iv) Identify and explain **one** feature that makes the garden a safe place for Sam to play.

.....

.....

..... [2]

SAMPLE

Section B

4 (a) Below are the names of some childhood illnesses.

chickenpox
measles
meningitis
mumps
tonsillitis

(i) Fill in the table to match the signs and symptoms with the correct illness.

Use the illnesses in the box above. Use each illness once or not at all.

Signs and symptoms	Illness
Headache, high fever, inability to tolerate light, a rash that does not fade when a glass is rolled over it.	
Fever, fretful, white spots inside mouth followed by blotchy red rash on body, discharge from eyes.	
Very sore throat, fever, headache, pain on swallowing, earache.	
Slight fever, red itchy spots, severe headache, spots fill with fluid and become blisters.	

[4]

(ii) Identify **one** childhood illness in the box above that would require you to dial 999 and request an ambulance.

.....[1]

(b) Describe how parents and carers can meet **one** physical need and **one** social need of a child suffering from chickenpox.

(i) Physical need.....

.....
.....
.....
.....
.....

[3]

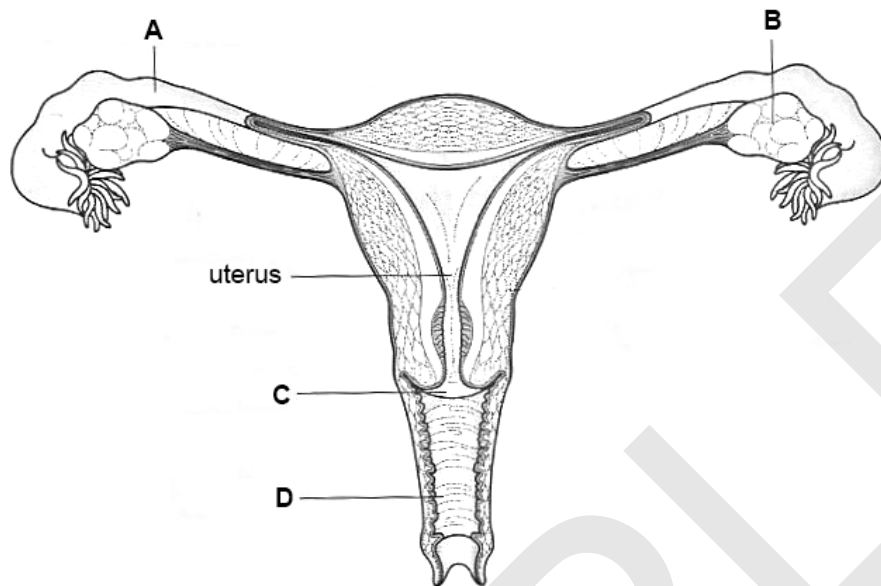
(ii) Social need

.....
.....
.....
.....
.....

[3]

SAMPLE

- 6 (a) The drawing below shows the female reproductive system. The uterus has been labelled for you.



- (i) In the table below, identify the parts of the female reproductive system labelled **A**, **B**, **C** and **D**.

Use these names.

cervix
fallopian tube
ovary
testes
vagina

Use each name once or not at all.

	Name
A	
B	
C	
D	

[4]

(ii) State another name for the **uterus**.

.....[1]

(b) Explain **one** precaution parents and carers can take to reduce the risks of SIDS (Sudden Infant Death Syndrome).

.....
.....
.....[2]

(c) Identify **three** developmental needs of a newborn baby that should be provided by the parents or carers.

1
2
3 [3]

END OF QUESTION PAPER

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Sample Assessment Material (SAM)

Cambridge Nationals in Child Development
Unit R057/01: Health and well-being for child development

MARK SCHEME

Duration: 1 hour 15 minutes

MAXIMUM MARK 70

Final
Version: **3.0**
Last updated: 24/10/22
(FOR OFFICE USE ONLY)

This document consists of 14 pages

Crossed Out Responses

If a student has crossed out a response and written a clear alternative response, then the crossed out response is not marked. If no alternative is given, examiners will give students the benefit of the doubt and mark the crossed out response if it is legible.

Multiple Choice Question Responses

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

Contradictory Responses

When a student provides contradictory responses, no mark will be awarded, even if one of the answers is correct.

Short Answer Questions (usually worth only one mark per response)

If a student needs to give a set number of short answer responses, but gives more, only the set number of responses will be marked. The response space will be marked from left to right on each line and then line by line until the required number of responses have been marked. The remaining responses will not be marked.

Short Answer Questions (worth two or more marks)

If a student is required to provide a description of, say, three items or factors and four items or factors are provided, then marking will be similar to the above example (but downwards).

Longer Answer Questions

If a student provides two (or more) responses to a medium or high tariff question which only needs a single (developed) response, and does not cross out the first response, the first response will be marked.

Levels of response marking

- a. **To determine the level** – examiners will start at the highest level and work down until they reach the level that matches the answer
- b. **To determine the mark within the level**, they will 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

Question			Answer	Mark	Guidance
1	(a)		<p>One from:</p> <ul style="list-style-type: none"> • pre-birth • before birth <p>Award credit for any other appropriate response</p>	1	<p>Do not accept:</p> <ul style="list-style-type: none"> • after birth
1	(b)		<p>One from:</p> <ul style="list-style-type: none"> • GP/General Practitioner/Doctor • Midwife • Obstetrician 	1	
1	(c)	(i)	<p>Up to two marks for each reason explained.</p> <p>Any two from:</p> <ul style="list-style-type: none"> • to check for anaemia (1) <ul style="list-style-type: none"> ○ Anika may be anaemic/lack iron in her blood/need iron tablets. (1) • to check for hepatitis B (1) <ul style="list-style-type: none"> ○ without treatment this can cause liver disease/ this can be passed on to Anika's baby. (1) • to check for HIV (1) <ul style="list-style-type: none"> ○ without treatment this can be passed on to Anika's baby. (1) • to check for high blood sugar (1) <ul style="list-style-type: none"> ○ which could indicate Anika is suffering from diabetes. (1) • Anika's blood group (1) <ul style="list-style-type: none"> ○ this is needed in case Anika needs a blood transfusion during pregnancy or birth / to check Rhesus factor/preventing Rhesus disease. (1) <p>Award credit for any other appropriate response</p>	4	<p>1 mark for each reason given, up to a maximum of 2 reasons.</p> <p>1 mark for explaining each reason given, up to a maximum of 2 marks.</p>

Question			Answer	Mark	Guidance
1	(c)	(ii)	<p>Any three from:</p> <ul style="list-style-type: none"> • baby's heartbeat • blood pressure • examination of the uterus • urine test • weight check <p>Award credit for any other appropriate response</p>	3	<p>Do not accept:</p> <ul style="list-style-type: none"> • blood test (given in the question)
1	(d)		<p>Up to two marks for each reason explained.</p> <p>Any two from:</p> <ul style="list-style-type: none"> • to see how far along Anika's pregnancy is (1) <ul style="list-style-type: none"> ○ so, the baby's due date can be calculated (1) • to check Anika's baby's development (1) <ul style="list-style-type: none"> ○ so any abnormal conditions can be detected. (1) • to check the number of babies (1) <ul style="list-style-type: none"> ○ as multiple babies may require more monitoring/care. (1) • that Anika's baby is growing in the right place (1) <ul style="list-style-type: none"> ○ because an ectopic pregnancy is dangerous to Anika. (1) • to check that the placenta is in the correct position/placenta praevia/low lying (1) <ul style="list-style-type: none"> ○ as it will make a vaginal delivery dangerous/Anika would have to have a caesarean section. (1) <p>Award credit for any other appropriate response</p>	4	<p>1 mark for each reason given, up to a maximum of 2 reasons.</p> <p>1 mark for explaining each reason, up to a maximum of 2 marks.</p> <p>Reasons given must relate to the dating ultrasound scan as context is the first ultrasound scan.</p> <p>Do not accept</p> <ul style="list-style-type: none"> • reference to anomaly scan • 'if anything is wrong with the baby' this is too vague to be awarded a mark

Question	Answer	Mark	Guidance
2 (a)	<p>Discussion might include:</p> <p>Male condom</p> <p>Advantages</p> <ul style="list-style-type: none"> • 98% effective when used correctly so little chance of Nina becoming pregnant • Kai can take responsibility for contraception • easily obtained/sold widely • available free from most family planning clinics • would not affect Nina breastfeeding • barrier method so helps to prevent the spread of STIs though this should not be a problem because Nina and Kai are in a relationship <p>Disadvantages</p> <ul style="list-style-type: none"> • if not properly used, male condoms can split or slip off which can result in sperm getting into the vagina and Nina becoming pregnant • can only be used once • putting one on can interrupt or impair enjoyment • have to plan ahead, not always easy with a young child • have a use by date • Nina or Kai could be sensitive to latex <p>Contraceptive Implant</p> <p>Advantages</p> <ul style="list-style-type: none"> • effective for up to three years therefore it will last until Nina and Kai want to try for another baby • fertility returns immediately when implant removed therefore Nina and Kai can plan when to have it removed and start a family 	8	<p>Level 3 (high) 6-8 marks</p> <p>A thorough discussion showing detailed understanding of the advantages and disadvantages of the male condom and the contraceptive implant.</p> <p>Makes many relevant points to help Nina and Kai decide which method to use, many of which are developed.</p> <p>Consistently uses appropriate terminology.</p> <p>Level 2 (mid) 3-5 marks</p> <p>An adequate discussion showing sound understanding of the advantages and disadvantages of the male condom and the contraceptive implant.</p> <p>Makes some relevant points to help Nina and Kai decide which method to use, some of which are developed.</p> <p>Uses some appropriate terminology.</p> <p>Maximum 4 marks if discussion is adequate and shows sound understanding but:</p> <ul style="list-style-type: none"> • only covers advantages and disadvantages of one method of contraception. • only covers advantages or disadvantages of both contraceptives. <p>Level 1 (low) 1-2 marks</p>

Question		Answer	Mark	Guidance
		<ul style="list-style-type: none"> • over 99% effective therefore less chance of Nina becoming pregnant • safe to use when Nina is breastfeeding • once the implant is in place Nina and Kai won't need to think about contraception <p>Disadvantages</p> <ul style="list-style-type: none"> • initial bruising, tenderness or swelling where implant put in • can be difficult to remove • side effects can be heavy or irregular periods which may make Nina anaemic/tired • some prescribed medicines may reduce effectiveness so Nina and Kai would have to take extra precautions if that is the case • weight gain/headaches can affect Nina's health • would not prevent the spread of STIs though this should not be a problem because Nina and Kai are in a relationship. <p>Award credit for any other appropriate response</p>		<p>A brief discussion which shows limited understanding of the advantages and/or disadvantages of the male condom and/or the contraceptive implant.</p> <p>Points made may not be wholly relevant or developed.</p> <p>Little or no use of appropriate terminology.</p> <p>0 marks Response is not worthy of credit.</p>
2	(b)	<p>Any three from:</p> <ul style="list-style-type: none"> • give advice • be there to listen/just being there • cleaning • cooking meals • shopping • washing • looking after Leo/taking for a walk/giving a bath etc. so Nina can rest/shower <p>Award credit for any other appropriate response</p>	3	<p>Answers must relate to supporting for Nina.</p> <p>Do not accept:</p> <ul style="list-style-type: none"> • 'looking after Leo' unless it is qualified to say how this would support Nina.

Question		Answer	Mark	Guidance
2	(c)	<p>Any two checks from:</p> <ul style="list-style-type: none"> • if Nina has any concerns about contraception • if Nina has any vaginal discharge • how Nina is feeling/mental health/postnatal depression • blood pressure • check scar if had a caesarean • check uterus going back to size • if Nina has had a period yet/have periods returned to normal • if Nina has any concerns about herself or baby/sleeping/breast feeding • perineal check – check stitches/tears/pelvic floor • weight <p>Award credit for any other appropriate response</p>	2	

Question			Answer	Mark	Guidance
3	(a)		Hazards are: <ul style="list-style-type: none"> Items/situations that could cause harm. 	1	
3	(b)	(i)	One from: <ul style="list-style-type: none"> stair gate/guard safety gate <p>Award credit for any other appropriate response</p>	1	
3	(b)	(ii)	Up to two marks for explanation. <ul style="list-style-type: none"> it stops Sam from climbing up the stairs (1) <ul style="list-style-type: none"> so, he cannot fall down and hurt himself. (1) so he cannot access rooms upstairs where there might be things that can cause him harm. (1) <p>Award credit for any other appropriate response</p>	2	Accept any named item such as bleach in bathroom
3	(b)	(iii)	<ul style="list-style-type: none"> BSI safety mark / Kitemark 	1	This is the only correct answer.
3	(c)	(i)	Any three from: <ul style="list-style-type: none"> Aids sleep Builds confidence/self esteem Builds fitness Builds vitamin D Fresh air Helps growth and development/ strong bones Stimulates appetite <p>Award credit for any other appropriate response</p>	3	

Question			Answer	Mark	Guidance
3	(c)	(ii)	<p>Up to two marks for one feature explained.</p> <ul style="list-style-type: none"> • Sam may fall in the pond (1) and could drown (1) • the fish in the pond (1) could attract Sam to the water (1) • the paving slabs around the pond are raised (1) so there is a danger of Sam tripping (1) • Sam may want to touch the plants (1) which are close to the edge of the pond (1) <p>Award credit for any other appropriate response</p>	2	<p>1 mark for identifying a feature.</p> <p>1 mark for an appropriate expansion/explanation of the feature identified.</p>
3	(c)	(iii)	<p>Any two from:</p> <ul style="list-style-type: none"> • the pond could be made into a sandpit/filled in/removed • the pond could be covered with a rigid grill/mesh/lockable cover • the pond could be fenced off • items from around the edge of the pond could be removed <p>Award credit for any other appropriate response</p>	2	
3	(c)	(iv)	<p>Up to two marks for one feature explained.</p> <ul style="list-style-type: none"> • There is a high fence (1) so: <ul style="list-style-type: none"> ○ the garden is secure (1) ○ it stops Sam getting out (1) ○ it stops strangers/dogs getting in (1) ○ it is too high for Sam to climb over (1) • There is grass in the garden (1) <ul style="list-style-type: none"> ○ it is soft so Sam won't hurt himself if he falls over (1) ○ it would cushion his fall/he would not cut himself (1) <p>Award credit for any other appropriate response</p>	2	<p>1 mark for identifying a feature.</p> <p>Up to 1 mark for an appropriate expansion/explanation of the feature identified.</p>

Question			Answer	Mark	Guidance										
4	(a)	(i)	<table border="1"> <thead> <tr> <th>Signs and symptoms</th> <th>Illness</th> </tr> </thead> <tbody> <tr> <td>Headache, high fever, inability to tolerate light, a rash that does not fade when a glass is rolled over it.</td> <td>meningitis</td> </tr> <tr> <td>Fever, fretful, white spots inside mouth followed by blotchy red rash on body, discharge from eyes.</td> <td>measles</td> </tr> <tr> <td>Very sore throat, fever, headache, pain on swallowing, earache.</td> <td>tonsillitis</td> </tr> <tr> <td>Slight fever, red itchy spots, severe headache, spots fill with fluid and become blisters.</td> <td>chickenpox</td> </tr> </tbody> </table>	Signs and symptoms	Illness	Headache, high fever, inability to tolerate light, a rash that does not fade when a glass is rolled over it.	meningitis	Fever, fretful, white spots inside mouth followed by blotchy red rash on body, discharge from eyes.	measles	Very sore throat, fever, headache, pain on swallowing, earache.	tonsillitis	Slight fever, red itchy spots, severe headache, spots fill with fluid and become blisters.	chickenpox	4	Correct answers only
			Signs and symptoms	Illness											
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Slight fever, red itchy spots, severe headache, spots fill with fluid and become blisters.	chickenpox														
4	(a)	(ii)	<ul style="list-style-type: none"> meningitis 	1	Correct answer only.										
4	(b)	(i)	<p>Up to three marks for a description.</p> <p>Physical need</p> <ul style="list-style-type: none"> Reduce itching / stop scratching / soothe blisters <ul style="list-style-type: none"> e.g. cut nails short, gloves, calamine lotion/soothing lotion/creams from chemist, give antihistamine, loose/comfortable clothing Bring down temperature <ul style="list-style-type: none"> e.g. give children's paracetamol, cool/natural clothing, bathe in cool water, pat the skin do not rub, keep their room airy Prevent dehydration <ul style="list-style-type: none"> e.g. encourage them to keep drinking, offer them water regularly, ice lollies 	3	<p>1 mark for a need identified.</p> <p>Up to 2 marks for describing the need.</p>										

Question			Answer	Mark	Guidance
			<ul style="list-style-type: none"> • Plenty of sleep <ul style="list-style-type: none"> ○ e.g. will be tired and need rest, encourage the child to doze off, read then a story e.g. To help stop the child from scratching (1) the blisters parents/carers could cut the child's nail short (1) and put gloves on them at night. (1) <p>Award credit for any other appropriate response</p>		
4	(b)	(ii)	<p>Up to three marks for a description.</p> <p>Social need e.g.</p> <ul style="list-style-type: none"> • The child may be lonely <ul style="list-style-type: none"> ○ e.g. they may be frightened, provide reassurance, spend time with the child. • Read a story together/watch film together/play game together <ul style="list-style-type: none"> ○ e.g. child will enjoy spending time together, can help them fall to sleep/relax, may not be able to play with others if still infectious • Use skype/face time/video calls <ul style="list-style-type: none"> ○ e.g. the child can still enjoy the company of other members of the family/friends, as the child may be infectious so cannot mix with other people <p>e.g. The child may be lonely 1) their parents/carers could spend time with them (1) and provide reassurance (1).</p> <p>Award credit for any other appropriate response</p>	3	<p>1 mark for a need identified.</p> <p>Up to 2 marks for describing the need.</p>

Question	Answer	Mark	Guidance
5 (a)	<p>Factors explained might include:</p> <p>Weight:</p> <ul style="list-style-type: none"> they should both follow guidelines for a healthy diet because being overweight/underweight can affect a woman's ovulation and fertility therefore the mother would have less chance of conceiving man being overweight can cause low sperm count therefore lowers the chance of the woman conceiving being overweight could lead to diabetes/high blood pressure which could cause complications if/when the woman becomes pregnant <p>Smoking:</p> <ul style="list-style-type: none"> smoking affects a woman's fertility making conception more difficult can lower a man's sperm count making conception more difficult men who smoke produce a higher proportion of abnormal sperm therefore there is a higher chance of the baby having abnormalities <p>Alcohol:</p> <ul style="list-style-type: none"> they should both give up alcohol (at least three months) before trying to conceive because alcohol affects a woman's fertility men who drink alcohol have a lower sperm count risk of accidents if taken in excess <p>Recreational drugs:</p> <ul style="list-style-type: none"> risks to men and women's health of addiction/fertility drugs should not be taken at least one month before conception as they can affect the development of the baby <p>Award credit for any other appropriate response</p>	6	<p>Level 3 (high) 5-6 marks</p> <p>A thorough explanation showing detailed understanding of how men and women can ensure good pre-conception health.</p> <p>Two factors are given, relevant points are made many of which are developed.</p> <p>Consistently uses appropriate terminology.</p> <p>Level 2 (mid) 3-4 marks</p> <p>An adequate explanation showing sound understanding of how men and women can ensure good pre-conception health.</p> <p>Two factors are given, relevant points are made some of which are developed.</p> <p>Uses some appropriate terminology.</p> <p>Maximum 3 marks if response only indicates one factor.</p> <p>Level 1 (low) 1-2 marks</p> <p>A brief discussion which shows limited understanding of how men and women can ensure good pre-conception health.</p> <p>Examples made may not be relevant to pre-conception health and are not developed.</p> <p>Little or no use of appropriate terminology.</p> <p>0 marks Response is not worthy of credit.</p>

Question			Answer	Mark	Guidance										
5	(b)		<p>Any three from:</p> <ul style="list-style-type: none"> • breast changes/become larger/become tender • missed period • nausea • passing urine frequently • tiredness <p>Award credit for any other appropriate response</p>	3											
6	(a)	(i)	<p>One mark for each correct answer:</p> <table border="1"> <thead> <tr> <th></th> <th>Name</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>fallopian tube</td> </tr> <tr> <td>B</td> <td>ovary</td> </tr> <tr> <td>C</td> <td>cervix</td> </tr> <tr> <td>D</td> <td>vagina</td> </tr> </tbody> </table>		Name	A	fallopian tube	B	ovary	C	cervix	D	vagina	4	Correct answers only.
	Name														
A	fallopian tube														
B	ovary														
C	cervix														
D	vagina														
6	(a)	(ii)	<ul style="list-style-type: none"> • Womb 	1	Correct answer only.										

Question	Answer	Mark	Guidance
6 (b)	<p>Up to two marks one precaution explained. Any one from:</p> <ul style="list-style-type: none"> • place the baby on its back to sleep (1) <ul style="list-style-type: none"> ○ so they can breathe more easily / does not breathe in exhaled carbon dioxide (1) • put baby to sleep in the same room as parents for the first 6 months (1) <ul style="list-style-type: none"> ○ so parents are more likely to be aware if baby stops breathing (1) • do not overheat the room/18 degrees Celsius/65 F (1) <ul style="list-style-type: none"> ○ as overheating can increase the risk of SIDS/ may restrict baby's breathing (1) • do not smoke in same room as baby (1) <ul style="list-style-type: none"> ○ as baby will inhale carbon monoxide (1) • place baby in 'feet to foot' position/with their feet at the end of the cot (1) <ul style="list-style-type: none"> ○ so baby does not 'move down' the cot/ so baby does not go under the blankets (1) • do not put pillows/cot bumpers/toys in cot with baby(1) <ul style="list-style-type: none"> ○ as they are a suffocation hazard (1) <p>Award credit for any other appropriate response</p>	2	<p>1 mark for one precaution identified.</p> <p>1 mark for explaining the precaution identified.</p>
6 (c)	<p>Any three from:</p> <ul style="list-style-type: none"> • cleanliness/hygiene • feeding • fresh air • love and emotional security • rest/sleep • routine • stimulation/play • warmth <p>Award credit for any other appropriate response</p>	3	Answers must be appropriate to a new-born baby.