

Home Economics (Child Development)

General Certificate of Secondary Education **GCSE 1972**

Mark Schemes for the Components

June 2006

1972/MS/R/06

OCR (Oxford, Cambridge and RSA Examinations) is a unitary awarding body, established by the University of Cambridge Local Examinations Syndicate and the RSA Examinations Board in January 1998. OCR provides a full range of GCSE, A level, GNVQ, Key Skills and other qualifications for schools and colleges in the United Kingdom, including those previously provided by MEG and OCEAC. It is also responsible for developing new syllabuses to meet national requirements and the needs of students and teachers.

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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

© OCR 2006

Any enquiries about publications should be addressed to:

OCR Publications
PO Box 5050
Annersley
NOTTINGHAM
NG15 0DL

Telephone: 0870 870 6622
Facsimile: 0870 870 6621
E-mail: publications@ocr.org.uk

CONTENTS

General Certificate of Secondary Education Home Economics (Child Development)(1972)

MARK SCHEMES FOR THE UNITS

Unit	Content	Page
1972/01	Paper 1	1
1972/02	Paper 2	11
*	Grade Thresholds	24

Mark Scheme 1972/01
June 2006

Section A

1 (a)	ONE mark for each correct answer. FOUR required. Thirsty Hungry Tired Boredom Colic/needs winding Lonely/wants attention/cuddle Loud/sudden noises/startled/frightened Discomfort/wet or dirty nappy Dislike of the dark Pain/hurt themselves Teething Illness/unwell Too hot/cold	4x1	[4]
(b)	ONE mark for each correct answer. FOUR required. Baby monitor Cot Pram Infant carrier Bath Changing mat Bottle	4x1	[4]
(c)	ONE mark for each correct answer. FOUR required. Football/ball Rocking horse Tricycle/bicycle Roller skates Climbing frame See saw Skipping rope Slide Push/pull along toy/pram Sit and ride toy/go-cart/tractor/toy car Swing Trampoline Water slides Tunnels Frisbees Bat & ball e.g. cricket Stilts	4x1	[4]
(d)	ONE mark for each correct answer. THREE required. Height on leg/fits around leg Waterproof Colour Cost Right size/fits(foot) Ridged sole/non slip Design/pattern/style/decoration/drawstrings around top Hardwearing/durable/well made/good quality Lined/fleeces inside Do not accept strong/will last a long time Do not accept room for growth/comfortable	3x1	[3]
		Total	[15]

2 (a)	<p>ONE mark for each correct answer. FIVE required.</p> <p>Emotional/physical/imaginative Intellectual/physical/imaginative Physical Imaginative/Intellectual/creative/physical/emotional Creative/Imaginative/physical/intellectual</p> <p>The words in the box can only be used once</p>	5x1	[5]
(b)	<p>ONE mark for each correct answer. FOUR required.</p> <p>CE/Lion mark/BTMA Strong/won't break easily/no loose parts/durable Non flammable/flame resistant No sharp edges Non toxic/lead free Stability/won't tip over if large equipment Suitable for age/ability for child Battery area secure/not easily accessible to child</p>	4x1	[4]
(c)	<p>ONE mark for each correct answer. THREE required.</p> <p>Overtired Frustrated Boredom Attention seeking Not getting own way/bribery e.g. cannot have a particular toy/being told off Imitation Jealousy Don't know it is wrong Not shown love/emotional starvation Reaction to colourings/E numbers Not wanting to share</p>	3x1	[3]
(d)	<p>ONE mark for correct answer. THREE required.</p> <p>Make sure they do not put themselves in danger Do not shout at child Do not smack child Keep calm/don't fuss/be patient Wait until finished/ignore Don't reward/bribe Distract child's attention Be consistent/do not give in Explain behaviour is not acceptable Talk to child to find root of problem if not obvious Good role model/set good example Avoid situations that can cause tantrums Naughty corner/step/area/mat Cuddle/show affection afterwards</p>	3x1	[3]
		Total	[15]

3 (a) (i)	ONE mark for correct answer. Bites and stings	1	[1]
(ii)	ONE mark for correct answer. 7	1	[1]
(iii)	ONE mark for correct answer. 230,000/two hundred and thirty thousand	1	[1]
(b)	ONE mark for each correct answer. FOUR required. (Window) locks/bars Stair/child gate/baby gate/gate Bed guard/bed barrier/bed rail/bar Harness/reins/straps Do not accept seat belts CORRECT ORDER ONLY	4x1	[4]
(c)	ONE mark for each correct answer. THREE required. Parent going to college/re-train Single parent who works Both parents work Social development of child/make friends/mix with own age group More toys/activities Break for parent/rest/time for themselves Special needs child needing special provision Use to other adults/being away from parent/encouraging independence/get ready for school Parents can get on with other jobs, shopping/housework No relatives nearby to look after child	3x1	[3]
(d)	ONE mark for correct answer. FOUR required. Clean home Safe Warm Smoke free Toilet/kitchen facilities Garden Opportunities to play/toys Registered/police check/Ofsted No more than 3 children under 5 First aid trained Same views on discipline/training Special diets catered for Cultural needs catered for Pets-positive/negative Experienced/references/recommendation Other children to play with Flexible hours/in holidays Qualified Do not accept tidy/costs	4x1	[4]

(e)	<p>ONE mark for each correct answer. THREE required.</p> <p>Can help with jobs around the house Emotional support for parent/carer/child Financial support Can help with baby sitting/child minding Children with people they know/feel secure Bonding with family members/see more often Knows parents routines/rules Passing on family history Advice to parent/carer/child/guidance Extra attention/pass on skills May have similar aged relatives/always someone to play with Help in a emergency-not far away</p>	3x1	[3]
(f)	<p>ONE mark for each correct answer. THREE required.</p> <p>Feel less loved Little attention given/feel left out/neglected Parents have little/no time to play/read/do things with them Miss out on opportunities as parents can not afford either time or money/restricted activities As parents too tired or stressed could lack patience with other children Parents could be more protective Few/no holidays Lack of money to spend on children for treats etc Bullied/teased by peers Embarrassed to be seen with sibling Family bonds stronger/closer/work together Learn to accept others as they are/tolerance Bonding with other family members if they choose to help Wider range of friends/specialist clubs/groups More responsible/more independent/grow up faster Jealousy/envy/resentment Siblings feel protective of sibling Stress/upset to see sibling suffer</p>	3x1	[3]
		Total	[20]

Section B

4 (a)	<p>ONE mark for each correct answer. THREE required.</p> <p>Do not like the taste/food Given too much/small appetites Attention seeking Not hungry Enjoy playing/experimenting with food Do not want to cooperate/development stage Given snacks between meals Child unwell/teething Child tired Engrossed in play/excited/distracted-must be qualified</p>	3x1	[3]
(b)	<p>ONE mark for each correct answer. FOUR required.</p> <p>Praise Small portion Own crockery/cutlery No snacks between meals No bribery/coaxing No forcing/threats Do not rush/be patient Eat as a family/with child/social occasion/enjoyable time/relaxing time/time to look forward to/stress free Give a variety of food/introduce new foods Do not fuss/make comment/remove food Allow child to help make meal Serve food attractively/shapes/colourful Allow child to feed itself Parent set good example/eat same food Offer drinks instead i.e. milk Establish routine/regular meals/set meal times Invite a friend Involved in shopping Do not accept fun</p>	4x1	[4]
(c) (i)	<p>ONE mark for correct answer. THREE required.</p> <p>Eggs Wheat/flour/bread Gluten Strawberries Nuts Dairy/milk/cheese/yoghurt/lactose foods Shellfish/seafood</p>	3x1	[3]
(ii)	<p>ONE mark for correct answer.</p> <p>Coeliac/gluten free/wheat free diets/wheat intolerance/wheat allergy/wheat sufferers</p>	1	[1]

(d) (i)	ONE mark for each correct answer. TWO required. Clinical/mercury/alcohol Digital	2x1	[2]
(ii)	ONE mark for each correct answer. THREE required. Temperature above 39°C/ very high temperature/ very low temperature/103°F Having a fit/convulsion/seizure Breathing difficulties/stopped breathing Can't wake child up/unconscious/floppy/lifeless Turning blue/ very pale Purple/ red rash/spots or rash that does not go away when a glass is pressed over them Severe vomiting/constant vomiting/all the time vomiting/projectile vomiting Bloody stools Stiff neck Sensitive to light Coughing up blood Constant diahorrea	3x1	[3]
(e)	ONE mark for each correct answer. FOUR required. Make sure it is the right medicine/for right age Do not give other (children's) medicines Read instructions carefully/check no allergy risk/read label/check side effects Follow instructions/don't give more than stated dose/don't give more often than stated/can use a medical syringe/timing/shake bottle Get the advice of Dr/pharmacist Complete course (unless instructed otherwise) Do not use out of date medicines/throw away old medicines (safely) Store medicines safely (to prevent child helping themselves))/out of reach/locked away Store medicines at the correct temperature/store in fridge Give tablets with water to prevent chocking/crush tablets Clean spoon Any reaction seek medical advice	4x1	[4]
		Total	[20]

5 (a)	ONE mark for each correct answer. THREE required. Seminal/ vesicle Testis/Testes/testicle/testicles Epididymis CORRECT ORDER IS NECESSARY	3x1	[3]
(b)	ONE mark for correct answer. Testosterone	1	[1]
(c)	ONE mark for each correct answer. THREE required. Sperm meets the egg (in fallopian tube)/swims/travels/reaches One sperm penetrates egg/gets through/enters/breaks through The sperm joins with the egg/fertilises CORRECT ORDER IS NECESSARY	3x1	[3]
(d)	ONE mark for each correct answer. Embryo/Zygote	1	[1]
(e)	ONE mark for each correct answer. Implantation	1	[1]
(f)	ONE mark for each correct answer. TWO required. Family history/inherited genes/carriers of an abnormal gene/mutation Couple closely related One child in family with a genetic disease Genetic defects in ethnic/racial groups Mothers 35 Years old or older Mother who had 2 or more /several miscarriages Mothers who have lost babies in infancy Ante-natal screening test yields an abnormal result	2x1	[2]
(g)	ONE mark for each correct answer. FOUR required. Bring pleasure/happiness/feelings of pride/satisfaction/fun/achievement New friends/contacts with other families Think about others as they get involved with local community/children's activities Less selfish/think of child first Hard work/extra work Long lasting responsibility Less time for themselves/each other Less money to spend Restrict freedom/social life Career break for one parent/stops working Less sleep/more tired Father feels left out/stress on relationship Do not accept cannot go out unless qualified	4x1	[4]
		Total	[15]

6	<p>This question is marked according to the quality of response.</p> <p>In order to achieve a high level response both areas must be addressed in detail. If a candidate fails to address both parts of the question they remain in the lower level response. If candidates only list answers, they remain in the lower level response.</p> <p>If both parts addressed one well but only one test mentioned- bottom of middle box High Level Response: 10-15</p> <p>A high level candidate is likely to be able to suggest at least 5/6 signs that could indicate to a woman that she might be pregnant and is able to explain in detail 4/5 different blood tests taken in pregnancy. The candidate can demonstrate the accurate use of spelling, punctuation and grammar. A range of specialist terms is used with precision.</p> <p>Medium Level Response: 5-9</p> <p>The candidate can suggest 3/4 signs that could indicate to a woman that she might be pregnant and 2/3 examples of different blood tests will be outlined, but lack detail. There may be occasional errors in punctuation, spelling and grammar. The candidate uses some specialist terms.</p> <p>Low Level Response: 0-4</p> <p>The candidate can give 1/2 basic signs that a woman may be pregnant. A list or brief description of 1/2 blood tests that may be given but with limited supporting evidence. There will be errors in spelling, punctuation and grammar. The candidate uses few, if any, specialist terms.</p> <p>Signs of pregnancy may include:</p> <p>Nausea, known as morning sickness as it often occurs in the morning Darkening of the skin around the nipples Breasts become tender and/or sore Breasts enlarge/increase in size/swollen Passing urine more often than usual Constipation may occur Missed one or more periods Feeling in need of more rest/sleep than usual for no other reasons Aversion to food Metallic taste in the mouth Increased vaginal discharge Headaches due to hormonal changes</p> <p>Do not accept weight gain</p>		
---	---	--	--

	Blood Test	Importance		
	<i>blood group</i>	Needed for an emergency/blood transfusion		
	<i>rhesus factor</i>	Explain negative/positive antibodies		
	<i>anaemia</i>	To establish iron levels/give supplement if needed		
	<i>rubella immunity</i>	Mother is immune to German measles. Risk to baby		
	<i>sickle cell disease or thalassaemia</i>	Congenital illness. Detect carrier. Genetic counselling		
	<i>syphilis/STI's</i>	To detect and treat to prevent infecting baby		
	<i>hepatitis B</i>	Liver disease that may infect baby if mother is a carrier or infected during pregnancy. Baby can be immunised at birth		
	<i>placental hormones</i>	To make sure the placenta is working properly and the baby is supplied with enough food and oxygen		
	<i>Down's risk screening</i>	To find the risk of the baby having Down's syndrome. If mother is high risk group, amniocentesis is recommended		
	<i>AFP test</i>	Screening for spina bifida		
	<i>HIV test</i>	To give mother treatment/advise on types of birth and feeding baby		
	<i>Toxoplasmosis</i>	A rare infection that can cause hearing loss and mental retardation		
		Total	[15]	

Mark Scheme 1972/02
June 2006

HIGHER PAPER: SECTION A

1 (a)	<p>ONE mark for each correct answer. THREE required</p> <p>Do not like the taste/food Given too much/small appetites Attention seeking Not hungry Enjoy playing/experimenting with food Do not want to cooperate/development stage Given snacks between meals Child unwell/teething Child tired Engrossed in play/excited/distracted - must be qualified</p>	3 x 1	[3]
(b)	<p>ONE mark for each correct answer. FOUR required</p> <p>Praise Small portion Own crockery/cutlery No snacks between meals No bribery/coaxing No forcing/threats Do not rush/be patient Eat as a family/with child/social occasion/enjoyable time/relaxing time/time to look forward to/stress free Give a variety of food/introduce new foods Do not fuss/make comment/remove food Allow child to help make meal Serve food attractively/shapes/colourful Allow child to feed itself Parent set good example/eat same food Offer drinks instead i.e. milk Establish routine/regular meals/set meal times Invite a friend Involved in shopping Do not accept fun</p>	4 x 1	[4]
(c) (i)	<p>ONE mark for each correct answer. THREE required</p> <p>Eggs Wheat/flour/bread Gluten Strawberries Nuts Dairy/milk/cheese/yoghurt/lactose foods Shellfish/seafood</p>	3 x 1	[3]
(ii)	<p>ONE mark for correct answer.</p> <p>Coeliac/gluten free/wheat free diets/wheat intolerance/wheat allergy/wheat sufferer</p>	1	[1]
(d) (i)	<p>ONE mark each for correct answer. TWO required.</p> <p>Clinical/mercury/alcohol Digital</p>	2 x 1	[2]

(ii)	<p>ONE mark for each correct answer. THREE required.</p> <p>Temperature above 39°C/very high temperature/very low temperature/103°F Having a fit/convulsion/seizure Breathing difficulties/stopped breathing Cant' wake child up/unconscious/floppy/lifeless Turning blue/very pale Purple/red rash/spots or rash that does not go away when a glass is pressed over them Severe vomiting/constant vomiting/all the time vomiting/projectile vomiting Bloody stools Stiff neck Sensitive to light Coughing up blood Constant diahorrea</p>	3 x 1	[3]
(e)	<p>ONE mark for each correct answer. FOUR required.</p> <p>Make sure it is the right medicine/for right age Do not give other (children's) medicines Read instructions carefully/check no allergy risk/read label/check side effects Follow instructions/don't' give more than stated dose/don't give more often than stated/can use a medical syringe/timing/shake bottle Get the advice of Dr/pharmacist Complete course (unless instructed otherwise) Do not use out of date medicines/throw away old medicines (safely) Store medicines safely (to prevent child helping themselves)/out of reach/locked away Store medicines at the correct temperature/store in fridge Give tablets with water to prevent choking/crush tablets Clean spoon Any reaction seek medical advice</p>	4 x 1	[4]
		Total	(20)

2 (a)	<p>ONE mark for each correct answer. THREE required.</p> <p>Seminal/ vesicle Testis/testes/testicles/testicle Epididymus</p> <p>CORRECT ORDER IS NECESSARY</p>	3 x 1	[3]
(b)	<p>ONE mark for correct answer.</p> <p>Testosterone</p>	1	[1]
(c)	<p>ONE mark for each correct answer. THREE required.</p> <p>Sperm meets the egg (in fallopian tube)/swims/travels/reaches One sperm penetrates egg/gets through/enters/breaks through The sperm joins with the egg/fertilises</p> <p>CORRECT ORDER IS NECESSARY</p>	3 x 1	[3]
(d)	<p>ONE mark for correct answer.</p> <p>Embryo/Zygote</p>	1	[1]
(e)	<p>ONE mark for correct answer.</p> <p>Implantation</p>	1	[1]
(f)	<p>ONE mark for each correct answer. TWO required.</p> <p>Family history/inherited genes/carriers of an abnormal gene/mutation Couple closely related One child in family with a genetic disease Genetic defects in ethnic/racial groups Mothers 35 years old or older Mother who had 2 or more / several miscarriages Mothers who have lost babies in infancy Ante-natal screening test yields an abnormal result</p>	2 x 1	[2]
(g)	<p>ONE mark for each correct answer. FOUR required.</p> <p>Bring pleasure/happiness/feelings of pride/satisfaction/fun/achievement New friends/contacts with other families Think about others as they get involved with local community/children's activities Less selfish/think of child first Hard work/extra work Long lasting responsibility Less time for themselves/each other Less money to spend Restrict freedom/social life Career break for one parent/stops working Less sleep/more tired Father feels left out/stress on relationship Do not accept cannot go out unless qualified</p>	4 x 1	[4]

		Total	[15]
3	<p>This question is marked according to the quality of response.</p> <p>In order to achieve a high level response both areas must be addressed in detail. If a candidate fails to address both parts of the question they remain in the lower level response.</p> <p>If candidates only list answers, they remain in the lower level response.</p> <p>If both parts addressed one well but only one test mentioned-bottom of middle box</p> <p>High level Response 10 – 15</p> <p>A high level candidate is likely to be able to suggest at least 5/6 signs that could indicate to a woman that she might be pregnant and is able to explain in detail 4/5 different blood tests taken in pregnancy. The candidate can demonstrate the accurate use of spelling, punctuation and grammar. A range of specialist terms is used with precision.</p> <p>Medium Level Response 5 – 9</p> <p>The candidate can suggest 3/4 signs that could indicate to a woman that she might be pregnant and 2/3 examples of different blood tests will be outlined, but lack detail. There may be occasional errors in punctuation, spelling and grammar. The candidate uses some specialist terms.</p> <p>Low Level Response 0 – 4</p> <p>The candidate can give 1/2 basic signs that a woman may be pregnant. A list or brief description of 1/2 blood tests that may be given but with limited supporting evidence. There will be errors in spelling, punctuation and grammar. The candidate uses few, if any, specialist terms.</p>		
	<p>Signs of pregnancy may include:</p> <p>Nausea, known as morning sickness as it often occurs in the morning.</p> <p>Darkening of the skin around the nipples</p> <p>Breasts become tender and/or sore</p> <p>Breasts enlarge/increase in size/swollen</p> <p>Passing urine more often than usual</p> <p>Constipation may occur</p> <p>Missed one or more periods</p> <p>Feeling in need of more rest/sleep than usual for no other reasons</p> <p>Aversion to food</p> <p>Metallic taste in mouth</p> <p>Increased vaginal discharge</p> <p>Headaches due to hormonal changes</p> <p>Do not accept weight gain</p>		

	Blood Test	Importance		
	<i>blood group</i>	Needed for an emergency/blood transfusion.		
	<i>rhesus factor</i>	Explain negative/positive antibodies.		
	<i>anaemia</i>	To establish iron levels/give supplement if needed.		
	<i>rubella immunity</i>	Mother is immune to German measles. Risk to baby.		
	<i>sickle cell disease or thalassaemia</i>	Congenital illness. Detect carrier. Genetic counselling.		
	<i>Syphilis/STI's</i>	To detect and treat to prevent infecting baby.		
	<i>hepatitis B</i>	Liver disease that may infect baby if mother is a carrier or infected during pregnancy. Baby can be immunised at birth.		
	<i>placental hormones</i>	To make sure the placenta is working properly and the baby is supplied with enough food and oxygen.		
	<i>Down's risk screening</i>	To find the risk of the baby having Down's syndrome. If mother is high risk group, amniocentesis is recommended.		
	<i>AFP test</i>	Screening for spina bifida.		
	<i>HIV test</i>	To give mother treatment/advise on types of birth and feeding baby.		
	<i>Toxoplasmosis</i>	A rare infection that can cause hearing loss and mental retardation		
			Total	[15]

HIGHER PAPER: SECTION B

4 (a)	<p>ONE mark for correct answer.</p> <p>The use of the hands and fingers/fingers</p> <p>Do not allow hands on own.</p>	1	[1]
(b)	<p>ONE mark for correct answer. FOUR required.</p> <p>Posting box/shape sorter Play mat/baby gym Pram beads/abacus Stacking cups Play bricks/building blocks/large Lego/Duplo Hammer pegs Activity centre Rattles Bath toy Drop in/large/chunky/simple jigsaw Activity books/feely/board/fabric Toy cars/trains Pop-up toys</p> <p>Do not allow books on own Do not allow teddy bears/balls/dolls</p>	4 x 1	[4]
(c)	<p>ONE mark for each correct answer. THREE required.</p> <p>Head control Lying on stomach/prone position Crawling/shuffling Pulling themselves up Standing Walking Rolling over Bear walking Climbing</p>	3 x 1	[3]
(d)	<p>ONE mark for each correct answer. FOUR required.</p> <p>Full inflation of lungs/aids lung development/is good for their lungs Muscles develop/become strong/develop physically Muscles become supple Keeps (body) fit/child active Helps sleep well/tires child out Gives an appetite Develops co-ordination/co-ordination skills Increase blood supply to heart/improves circulation Strengthens heart Feel good factor/enjoyment/endorphins Sets good habits/helps prevent obesity Source of Vitamin D-sunshine</p>	4 x 1	[4]

(e)	ONE mark for each correct answer. THREE required. Dress themselves/put clothes on Blow nose/use handkerchief Can do zips/buttons Put on shoes/do up shoes Eat with a knife and fork/feeding themselves Wash hands Go to toilet on their own/toilet trained Hold a pencil	3 x 1	[3]
		Total	[15]

5 (a)	ONE mark for each correct answer. TWO required. Single parent works Both parents work/more mothers work/both mother and father work Government policy providing more childcare places/provision No extended family living near by to help out More subsidised child care	2 x 1	[2]
(b)	ONE mark for each correct answer. TWO required. Exploring Imitation/copying Repetition/practice Asking questions/explaining information Play/toys/books/ educational programs –DVD's /TV Uses senses or as an example e.g. watching others Stimulation/encouragement/praise Through experience/mistakes	2 x 1	[2]
(c)	ONE mark for correct answer. General ideas/understanding/knowledge	1	[1]
(d)	Pre school activity Rhymes/songs/abacus Stories Clocks Calendars/dates/birthdays Weighing/scales Movement games Water/sand Postboxes/playdough/jigsaws Stacking beakers/sorting boxes Measuring heights Races/hopscotch Questioning, how many ... Cash register/playing shop Cooking activity Number games identified- e.g. snakes & ladders/dominoes Simple computer game/program 5 different activities and 5 different concepts -explanation must match for full marks. If only name activities can only be awarded up to 5 marks May mix and match but no repeats	Mathematical concept Counting/numbers/adding up/taking away Time Progression/numbers/time Mass/weight Area Volume/mass/shape Shape Sizes Distance/length Numbers Money counting Mass/time Quantities Division	(10)
		Total	(15)

6	<p>Marks are allocated according to the quality of response.</p> <p>In order to achieve a high level response both areas must be addressed in detail. If a candidate fails to answer both parts of the question they remain in the lower level response.</p> <p>If candidates respond by giving answers in a list, they remain in the low level response.</p> <p>High Level Response 14 – 20</p> <p>A good candidate is able to describe with detail 7/8 factors that make accidents to children more likely.</p> <p>A good candidate can identify and explain at least 5 safety features a parent/carer could expect to find in playground equipment.</p> <p>Medium Level Response 7 – 13</p> <p>A medium level candidate is able to give 4/5 factors that make accidents to children more likely but with descriptions that lack detail.</p> <p>The candidate may give 3/4 safety features a parent/carer could expect to find in playground equipment but with little depth.</p> <p>Low level response 0 – 6</p> <p>A low level candidate may name 2/3 factors that make accidents more likely but with little or no explanations.</p> <p>The candidate is likely to write in a limited and muddled way giving 2/3 general safety points.</p>		
---	---	--	--

(a)	Look for awareness of:			
	Factor	Description		
	Supervision	Lack of adult supervision/parent/carer ill/busy/tired/stressed		
	Size	Child is physically small/can't see things easily		
	Coordination	Coordination is poor/not well developed/clumsy		
	Imitating	Seen adults/older children/copy bad habits		
	Language skills/ learning disability	Don't understand/limited understanding why they can't do something or rules		
	Limited experience	Don't understand consequences/not seen/done something before		
	Concentration	Absorbed in what they are doing		
	Curiosity	Naturally inquisitive/want to feel/touch/taste things		
	Unable to control emotions/distressed	Temper tantrums/not aware of hurting themselves/throw themselves to ground/lash out		
	Safety equipment	Lack of safety equipment or in poor working order puts child at risk		
Adventurous/over exited	Keen to try things/see what they can do			
Environment	Roads/Canals/Flats/Home			

(b)	Safety features	Reason		
	Safety marks on equipment meets CE/BSI	Tested and conforms to a high standard		
	Swings should have rubber seats	To soften impact if they hit a child		
	Cradle swings for very young children	To give support to neck/back muscles which are not well developed at this age/to prevent falling out		
	Slides should be set in slopes or banks	Less distance to fall/cushion any falls		
	Climbing equipment should be low	Not as far for a child to fall/lessen impact		
	Floor areas should be bark chippings/special surfaces	Cushion falls/less serious damage to child		
	Plenty of space between equipment	To prevent hitting other children/equipment		
	Openings/bars on equipment should be wide	Can't trap a child's head/limbs		
	Sand cleaned/inspected regularly/covered when not in use	To prevent contamination from rubbish/animal waste		
	Play area/garden fenced	To prevent children from wandering away, running onto roads		
	Equipment regularly inspected	So there are no rusty broken items.		
	No dogs/no dog mess/dog mess cleared	To prevent fouling of play area and spread of disease or attacks		
	Age restrictions for equipment adhered to/height or number of children on piece of equipment	Prevent damage to equipment which may leave it unsafe. Child is of an age to use equipment safely		
	Litter bins provided/No litter/bottles	Prevent accident with cans/bottles/not attracting insects/vermin to safeguard health.		

	Equipment securely fastened in place	To prevent tipping over and child falling off.		
	Nets around trampoline	To prevent falling to the ground/breaking limbs/brain/head injury		
	Nets/fencing around water features	To prevent drowning		
	Lock away sharp instruments/equipment/chemicals	To prevent cuts/accidents/poisoning		
			Total	(20)

**General Certificate of Secondary Education (Home Economics: Child Development (1972))
June 2006 Assessment Series**

Component Threshold Marks

Component	Max Mark	A	B	C	D	E	F	G
Paper 1	100			51	44	37	31	25
Paper 2	100	60	49	39	30			
Coursework	100	79	67	56	44	33	22	11

Syllabus Options

Foundation Tier

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200				103	86	69	53	37
Percentage in Grade					34.1	26.6	20.2	11.0	5.00
Cumulative Percentage in Grade					34.1	60.8	81.0	92.0	97.0

The total entry for the examination was 11334

Higher Tier

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	152	133	114	95	74	63		
Percentage in Grade		4.44	18.1	32.7	28.1	12.8	1.94		
Cumulative Percentage in Grade		4.44	22.5	55.2	83.4	96.3	98.2		

The total entry for the examination was 6823

Overall

	A*	A	B	C	D	E	F	G
Percentage in Grade	1.71	6.98	12.6 0	31.8	21.3	13.2	6.77	3.07
Cumulative Percentage in Grade	1.71	8.69	21.2 8	53.1	74.45	87.6	94.4	97.5

The total entry for the examination was 18357

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Information Bureau

(General Qualifications)

Telephone: 01223 553998

Facsimile: 01223 552627

Email: helpdesk@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

Oxford Cambridge and RSA Examinations
is a Company Limited by Guarantee
Registered in England
Registered Office; 1 Hills Road, Cambridge, CB1 2EU
Registered Company Number: 3484466
OCR is an exempt Charity



OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553

© OCR 2006