



GCSE MARKING SCHEME

HOME ECONOMICS - CHILD DEVELOPMENT

SUMMER 2012

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2012 examination in GCSE HOME ECONOMICS - CHILD DEVELOPMENT. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conferences was to ensure that the marking schemes were interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conferences, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about these marking schemes.

GCSE HOME ECONOMICS – CHILD DEVELOPMENT

- Q.1 Award **1 mark** for **each** part of the question. [4]
- (i) Uterus
 - (ii) Cervix
 - (iii) Ovary
 - (iv) Vagina
- Q.2 Award **1 mark** for **each** part of the question. [4]
- (i) Gingerbread
 - (ii) NSPCC
 - (iii) Mencap
 - (iv) Relate
- Q.3 (a) Award **1 mark** for **each** part of the question. [3]
- (i) 6-9 months
 - (ii) 3 months
 - (iii) 10-18 months
- (Accept any one figure within these bands, e.g. 8 months, 16 months.)
- (b) Accept any **three** of the following for **1 mark each**. [3]
- Diet
 - Rest & sleep
 - Fresh air
 - Opportunities to exercise
 - Genetic inheritance
 - Home living conditions/access to a garden/outdoor play area
 - Family background/expectations/guidance
 - Encouragement/support/praise
 - Poverty
 - Ill health
 - Disability
 - Contact with other children/siblings
- Q.4 (a) Award **1 mark** for **each** nutrient and **1 mark** per food source. [4]
- (i) Calcium - cheese, eggs, fish, milk, yoghurt, green vegetables, breakfast cereals – fortified
 - (ii) Vitamin D - oily fish, egg yolks, cod liver oil, milk, margarine
 - (iii) Fluoride - fish, added to water supply
- (b) Accept any **three** of the following for **1 mark each**. [3]
- Teeth and gums cleaned every day
 - Use (fluoride) toothpaste/mouthwash
 - Visit dentist regularly
 - Sugar free drinks/water
 - Substitute healthy snacks for ones high in sugar
 - Healthy well-balanced diet
 - Only give sweets as a treat
 - Encourage use of an electric toothbrush
 - Brush correctly – direction, time etc.
 - Control the amount of sugary foods given to the child/sugar added to foods, e.g. cereals

Q.5 (a) Award **1 mark** for **each** correct answer. [3]

- (i) A cut made in the perineum (cut in the vagina) to help prevent the skin tearing during labour.
- (ii) A tool shaped like spoons that holds and helps to pull the baby through the vagina (grabbers/tongs).
- (iii) Delivering a baby using suction (works like a Hoover, uses vacuum, suction).

(b) Award **1 mark** for one suggestion, **2 marks** for full response covering two or more points. [2]

Answers could include

- They can hold the hand of the mother
- Cool her face with damp cloth
- Give support and encouragement
- Help keep her calm/relaxed/help breathing exercises
- Explain mother's wishes to staff
- Rub her back
- To cut the cord (optional)

(c) Accept any **three** of the following for **1 mark each**. [3]

- Misshapen head/bruising/swollen face
- Head large in comparison with the body
- Jaundice (yellow tinge)
- Birthmarks on the skin
- Vernix/creamy/greasy/oily substance on the skin
- Lanugo/fine hair on body
- Meconium in the faeces
- Milia/small white/yellow spots
- Umbilical stump
- Sticky eyes
- Bluish hands and feet
- Soft/pulsating fontanelle
- Flexed/curled up position
- Lack of head control
- Wrinkled/dry skin (overdue)
- Pink/rosy colour
- Born with blue eyes

Q.6 (a) Award **1 mark** for correct answer (all answers required for full marks). [2]

(i) Mumps, measles and rubella (german measles)

(ii) Diphtheria, tetanus and whooping cough (pertusis)

(b) Award **1 mark** for **each** correct answer. [2]

- Protection against diseases/helps body develop antibodies
- Eliminates serious/life threatening diseases
- Helps to protect child's own children – rubella in girls causes blindness
- Prevents epidemics – stops diseases being passed on

(c) Points that could be included in the answer. [5]

- Give child lots of reassurance
- Sit and chat with child/lots of cuddles
- Provide good variety of toys that do not require a lot of energy
- Read them stories
- DVDs
- Give them plenty of fluids
- Check their temperature/reduce temperature (cold flannel etc.)
- Give appropriate medicine, following the storage and dosage instructions
- Encourage visitors
- Small appetizing meals
- Warm well ventilated environment not necessarily bedroom
- Adequate/appropriate supervision
- Monitor symptoms
- Seek medical attention if necessary
- Ensure child only does what they are up to doing, rest, stay in bed etc.

Award 0–2 marks Candidate identifies some points but little attempt to qualify, answer may resemble a list.

Award 3–4 marks A planned and structured answer, many points identified and qualified.

Award 5 marks A planned balanced and well-structured answer, most points identified with detailed discussion qualifying points. Specialist language used and largely error free.

Q.7 Award **1** mark for **each** correct answer. [3]

(a) Vegetable pasta in a tomato sauce.

(b) Apple pie and custard.

(c) Fresh fruit salad.

(d) Points that could be included in the answer. [5]

- Too tired to eat – adjust meal or sleep patterns/states they are not hungry
- Child is unwell physically or emotionally – give fluids their appetite will return when well (teething, stressed, upset)
- Growing independence – offer wide variety, help with shopping
- Wanting to play – keep mealtimes short/don't call them until food on the table/allow to leave when finished
- Genuine dislike of food – don't force a food leave it for couple weeks try again (10 times rule recent research).
- Attention seeking
- Make meal times happy/fun
- Family mealtimes/events social time/child gets involved with preparation
- Remove unappealing textures/make foods more appealing
- Remove a meal which is refused – do not offer snacks
- Stay calm and avoid battles
- Invite friends around/eat with siblings
- Exercise to improve appetite
- Serve small portions – not overwhelming
- Check utensils appropriate
- Adopt a sticker reward system
- Eat with the child themselves

Award 0–2 marks Candidates identify some points but little attempt to qualify, answer may resemble a list. Little or no use of specialist vocabulary.

Award 3–4 marks Explanation addressed a restricted number of points but meaning was clearly expressed and largely error free.

Award 5 marks A planned, balanced and well structured answer, most points identified with detailed discussion qualifying points. Specialist language used and largely error free.

Q.8 (a) Award up to **3 marks** for **each** part question from the following: [6]

Discovery/Exploratory Play

- Enables a child to find out about things – size, shape, texture, colour
- Enables a child to find out about how things are made
- Find out about what they can do with things – sand and water play

Physical Play

- Muscle development
- Develops gross motor skills
- Uses excess energy/let of steam
- Promotes appetite
- Helps sleep patterns
- Develops co-ordination and balance
- Teaches about outside world
- Develops concepts of size, speed and spatial awareness
- Encourages social development
- Encourages language development
- Boost self-confidence and encourages adventure

Creative Play

- Helps develop fine motor skills
- Develops sensory awareness
- Develops hand-eye co-ordination
- Language development
- Allows child expression of ideas and feelings without words
- Develops imagination
- Learn about properties of different materials
- Can be sociable if done with other children

Imaginative/Pretend/Role play

- Develops language skills
- Develops imagination
- Promotes self-confidence
- Encourages fine and gross motor skills
- Promotes sharing and taking turns

Manipulative Play

- Fine motor skills
- Hand and eye co-ordination
- Problem solving/think logically
- Understand concepts such as shape, size and spatial awareness
- Emotional/self-esteem raised

Social Play

- Sharing skills
- Language development
- Engages children in stimulating and constructive activities
- Promotes imagination

Award 0–1 mark Type of play identified.

Award 2 marks Type of play is identified and discussed briefly.

Award 3 marks Type of play is identified, qualified and discussed in some detail. Specialist language used and largely error free.

(b) Points that could be included in the answer: [6]

- Improves physical skills especially fine motor skills/reduces opportunity to develop gross motor skills
- Improves hand and eye co-ordination
- Helps to develop language skills
- Helps to develop numerical skills
- Helps to develop memory and improves concentration
- Often can be used in various surroundings
- This child can play alone
- Can be repetitive
- Little social value, some make children selfish/don't learn to share
- Little emotional value
- Can be addictive/can limit time spent
- Often no imagination is required
- May encourage aggression if child allowed to play on unsuitable games
- May reduce opportunity to have fresh air
(reference to PIES)

Award 0–2 marks Candidates identify some points but little attempt to qualify, answer may resemble a list. Little or no use of specialist vocabulary.

Award 3–4 marks Explanation addressed a restricted number of points but meaning was clearly expressed. Specialist language used and largely error free.

Award 5–6 marks A planned, balanced and well-structured answer, most points identified with detailed discussion qualifying points. Specialist language used and largely error free.

Q.9 Points that could be included in the answer:

[10]

- Financial aspects – low income, loss employment
- Ill health – of parent, sibling, or member of extended family
- Bereavement – of family member, if of parent apart from the emotional aspects, this can affect financial matters
- Housing/accommodation – this can be more severe than just "a move" if financial hardship/moving away from extended family
- Parental separation/divorce – initial loss of parent but often with added difficulties resulting from it
- Step families/relationship problems
- Parents fighting/family feuds/problems with neighbours
- Disabled family member – on-going situation which can put strain on family relationships
- Being part of an ethnic minority
- Having English as second language
- Both parents working – childcare issues
- Lack of parental control/poor parenting/lack of consistency of rules
- Sibling rivalry
- One/single parent family – having to complete all the roles 100% in charge

Award 0–3 marks Discussion reflects limited knowledge and understanding. Writing conveys some meaning although errors and poor expression hamper communication skills. Little or no use of specialist vocabulary.

Award 4–7 marks Discussion displays knowledge and understanding. Writing is structured to communicate meaning clearly and contains relatively few errors. The use of specialist vocabulary is evident and correct.

Award 8–10 marks Discussion displays excellent understanding and application of knowledge. Writing is well-structured, fit for purpose, clearly expressed and largely error free. Specialist vocabulary is used appropriately.

Q.10 Either,

(a) Points that could be included in the answer: [12]

- Structured activities – planned activity to develop a particular skill, e.g. simple sorting activity
- Indoor activities which enable children to play quietly/TV
- Outdoor activities that enable child develop gross motor skills using large apparatus and to experience outside environment. Fresh air.
- Opportunities to play alone
- Opportunities to socialise, visit toddler groups, friends around
- Opportunities to play spontaneously, i.e. take advantage of the weather or a birthday, complete a household task, allow the child involvement
- Some free play for child to allow them own choice of toys/activities
- Opportunity to have age appropriate rest/sleep
- Recognised mealtimes so child able to recognise routine
- Balanced diet
- Bed time routine
- Activities planned are justified to child's needs and have been checked with the parent (visits outside the home)

Award 0–4 marks Discussion reflects limited knowledge and understanding. Writing conveys some meaning although errors and poor expression hamper communication skills. Little or no use of specialist vocabulary.

Award 5–8 marks Discussion displays limited knowledge and understanding. Writing is structured to communicate meaning clearly and contains relatively few errors. The use of specialist vocabulary is evident and correct.

Award 9–12 marks Discussion displays excellent understanding and application of knowledge. Answer is balanced and well-structured, fit for purpose, clearly expressed and largely error free. Specialist vocabulary is used appropriately.

Or,

(b) Points that could be included in the answer: [12]

- Hand and eye co-ordination using cutlery and other tools
- Sensory development taste, touch, sight and smell
- Subject specific language
- Development of concepts of shape and size using food samples
- Independence skills develop
- Listening skills
- Courtesy/taking turns
- Sharing experiences a social focus in the child's day
- Manners/social skills
- Self-esteem child's family and cultural background are valued
- Family time
- Hygiene
- Learning through linked activities/stories about where food comes from
- Learn about healthy eating/eating patterns/three meals day – educational benefits

Award 0–4 marks Discussion reflects limited knowledge and understanding. Writing conveys some meaning although errors and poor expression hamper communication skills. Little or no use of specialist vocabulary.

Award 5–8 marks Discussion displays knowledge and understanding. Writing is structured to communicate meaning clearly and contains relatively few errors. The use of specialist vocabulary is evident and correct.

Award 9–12 marks Discussion displays excellent understanding and application of knowledge. Answer is balanced and well-structured, fit for purpose, clearly expressed and largely error free. Specialist vocabulary is used appropriately.



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