



**General Certificate of Secondary Education
June 2011**

**Home Economics: Child
Development**

45801

(Specification 4580)

Unit 1:Written Paper

Report on the Examination

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General comments

Both the written paper and the two controlled assessment tasks proved accessible to all candidates and provided opportunities for all candidates to achieve positive success while allowing for differentiation.

It was clear that where centres had a clear understanding of the requirements of the new specification, especially related to the controlled assessment tasks, they were able to give appropriate guidance and support.

While some excellent work was seen there was evidence that a number of centres seemed to have clearly allowed candidates to spend much more than the suggested time recommended for completion of the tasks, resulting in work that was overlong, especially in terms of research. Often this research was not relevant to the chosen task which made it difficult to justify awarding high marks when assessment criteria required work to be “concise”, “selective” and “relevant”.

Similarly some centres made reference to “BAR and FAR” which was a requirement of the legacy specification but not relevant to the new specification.

45801: Unit 1 Written Paper

The papers proved accessible to all candidates and gave opportunities for differentiation to be achieved. Generally questions were well attempted and it was clear that many centres had addressed all the required subject content of the specification well, and had prepared candidates in examination techniques.

Many weaker candidates relied on paraphrasing questions, one word answers, or simple bullet pointed lists which did not provide sufficient evidence of knowledge and understanding to be awarded marks. There were few questions not attempted.

Question 1

- (a) Most candidates correctly identified the two types of families illustrated.
- (b) Well attempted with most candidates able to identify two relevant points usually related to “neglect”, “risk of abuse”, “drug/alcohol addiction” and “parents dying”. Other answers referring to parents “being ill”, “cannot cope” were too vague to be credited.
- (c) References to more men “taking time out from work to care for children” and “men and women sharing domestic chores” were some of the good answers seen. Answers referring to “both men and women work” were too vague to be credited.
- (d) Most candidates were able to give two appropriate possible changes to lifestyle.
- (e) This was well answered with most candidates gaining at least two marks.
- (f) Very few candidates had any awareness of Sure Start.
- (g) Few candidates could identify two ways that Sure Start can help support families with young children although many gained one mark for appropriate references to the provision of child care.
- (h) Although full marks were not often achieved, this question was well answered with many candidates able to clearly describe possible effects on different family members. Some answers concentrated on the care the child might need.

Question 2

- (a) Well answered with accurate use of specialist terms in evidence.
- (b) Well answered.
- (c) Well answered. Most were able to correctly name the test shown and give at least two correct pieces of information the test provides. Common correct answers referred to “size”, “number of babies” and “sex of baby”
- (d) Some correct answers but also some extreme suggestions ranging from 7 grams to 7 stone!
- (e) This was answered successfully by a number of candidates although many described a nasogastric tube being used to help breathing.
- (f) More able candidates were able to give a clear description of the main differences but many answers were vague showing little understanding.
- (g) This was a good differentiating question. Although there were some excellent answers weaker candidates found this question difficult and gave very simplistic inaccurate responses.

Question 3

- (a) Well answered – where candidates failed to score a mark for (a) (i) it was because of incorrect transfer of information from the eatwell plate.
- (b) Most candidates answered correctly although some gave “bread, rice, potato and pasta”
- (c) Well answered.
- (d) Most answers referred to “cost”, “convenience” and “additives” and the majority of candidates achieved between 3 – 4 marks.

Question 4

- (a) The majority of candidates was able to correctly relate at least two of the three logos to appropriate items. Understanding of what information they gave parents was often limited and vague. Most linked “coeliac” to wheat rather than gluten.
- (b) Some good responses given especially for disposable nappies but candidates should be discouraged from giving one word answers such as “cheaper”, “easier” and “absorbent”.
- (c) Well answered with most answers referring to “direct contact” and “coughing and sneezing”

Question 5

- (a) While the majority of candidates achieved high marks some had interpreted the question as relating specifically to the child and concentrated on issues such as clothing, footwear and sun safety which were not acceptable.
- (b) Answers usually referred to “colour”, “pictures” and “text” but again many who had simply given one word answers failed to gain marks. Some chose to answer with questions which again were vague and could not be credited

- (c) This question clearly differentiated with only the most able being aware of any pre-reading skills.
- (d) This was poorly answered by the majority of candidates with few knowing about the Bookstart programme. Several answers concentrated on how parents could encourage children to have a love of books while others clearly thought it was a television programme.
- (e) This question differentiated well. Some candidates demonstrated a good awareness of how toys could help children to develop technology skills and understanding while many simply described how the toys and activities shown in the stimulus material would help different areas of development.

Question 6

This was a very successful differentiation question. It gave the more able candidates the opportunity to demonstrate their depth of knowledge and understanding of the importance of a range of different social skills and behaviour children need to learn, supporting this with ideas for a variety of appropriate and reasoned strategies parents might use to help encourage the development of these.

Those candidates who had used the stimulus material as intended, rather than simply describing it, and planned their responses, generally produced more coherent and factually detailed answers, and scored higher marks. Weaker candidates often simply described the stimulus material and tried, as in question 5 (e,) to relate this to the different areas of development.