

GCSE
HOME ECONOMICS:
CHILD DEVELOPMENT

45801 – Unit 1
Mark scheme

4580
June 2014

Version: 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

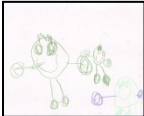
It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.


Further copies of this Mark Scheme are available from aqa.org.uk

Question 1

Question	Part	Sub Part	Marking Guidance	Mark	Comments	
1	a		Learn to think reason and remember.	Intellectual (1)	4 x 1	
			Learn to cope with feelings.	Emotional (1)		
			Learn to behave respect and accept others	Social (1)		
			Learn to control and use muscles and movement	Physical (1)		
1	b		<p>Physical</p> <ul style="list-style-type: none"> • Accept any of the following: • Gross motor skills • Balance • Co-ordination • Rhythm • Spatial awareness • Fine motor skills • Listening skills • Touch <p>Intellectual</p> <ul style="list-style-type: none"> • Language/improves/increases vocabulary • Listening skills • Communication/talking • Imagination • Numeracy concepts/counting • Sequence • Concentration • memory • Self-expression • Following instructions • Explore and experiment 	3 x 2	<p>Accept appropriate references to activities such as singing, dancing, playing instruments even making instruments etc.</p> <p>Where only one activity is referred to award a maximum of 5 marks.</p> <p>Where candidates give lists/bullet point/chart with no description, award a maximum of 3 marks only.</p> <p>Quality of Written Communication (QWC) will be assessed in this question.</p> <p>Marking criteria 6 marks Candidates can describe in good detail how different musical activities can encourage all areas of development. Answers show clear knowledge and understanding, are well organised</p>	

		<p>Emotional Accept and of the following:</p> <ul style="list-style-type: none"> • Express/show feelings • Proud • Excited • Happy • Relieve stress/negative emotions/let off steam • Calming • Increases confidence/ Self-esteem <p>Social</p> <ul style="list-style-type: none"> • Sharing with others • Taking turns • Consideration/ respect for others • Equal opportunities • Make new friends • Learning rules/how to behave <p>Other areas:</p> <ul style="list-style-type: none"> • Other cultures 		<p>with good use of specialist terms. QWC is accurate. 3 – 5 marks Candidates can describe some ways that musical activities can encourage some areas of development. Answers show knowledge and understanding, are organised but lack depth and detail. Some specialist terms are used. There are some errors in QWC. 1 – 2 marks Candidates suggest limited ways that musical activities can encourage development. Answers are brief and superficial and show little knowledge and understanding with limited use of specialist terms. There may be frequent QWC errors. 0 marks No work worthy of credit.</p>
1	c	<p>Answers should clearly refer to “encouraging” reading, not choosing types of books.</p> <p>Accept any three of the following:</p> <ul style="list-style-type: none"> • Read with the child regularly/at bedtime (1) • Set a good example/read books themselves (1) • Take children to the library (to choose books/listen to storytime) (1) • Provide books involving favourite TV characters/reflect child’s interests (1) 	3 x 1	

			<ul style="list-style-type: none"> • Switch off television when reading (1) • Provide age appropriate books (1) • Give books as rewards/special treats (1) • Store books on low shelves (1) • Talk about stories when reading them/role play stories/use different voices (1) • Use story sacks/Bookstart packs (1) 		
1	d		<p>Answers should clearly refer to qualities of books. Accept any three of the following:</p> <ul style="list-style-type: none"> • Primary colours/colourful will attract child's attention (1) • Illustration/simple pictures /mainly pictures (1) • Material/thick pages /book will be durable/no sharp edges (1) • Size/small enough for baby to hold (1) • Number of pages/small number (1) • Text/simple everyday words/single words (1) • Large font size/lower case (1) • Repetition of words (1) • Interactive/textures/lift up flap books • Age appropriate 	3 x 1	
1	e		 <p>5 years and over (1)</p> <p>2 – 3 years (1)</p> <p>15 months – 2 years (1)</p>	3 x 1	

			<p>3 – 5 years (1)</p> 		
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Question 2

Question	Part	Sub Part	Marking Guidance	Mark	Comments
2	a		Accept any three of the following: <ul style="list-style-type: none"> • Food (1) • Shelter/home/warmth (1) • Care (1) • Clothing (1) • Security (1) • Discipline (1) • Role models (1) • Safe environment (1) • Hygiene/cleanliness (1) • Stability/consistency (1) • Stimulation/opportunities to play/socialise (1) • Support/encouragement/praise/time/attention (1) • Sleep/rest (1) 	3 x 1	Do not accept reference to money/financial security
2	b		Accept: <ul style="list-style-type: none"> • Single/one/lone parent family (1) • Extended family (1) 	2 x 1	Do not accept 'large' family.

2	c	Accept any two of the following: <ul style="list-style-type: none"> • Size/number of people in family (1) • Age range (1) • Religious beliefs/views (1) • Traditions/celebrations (1) • Language/food they can eat (1) • Clothing (1) • Culture/country of birth (1) • Housing/home conditions (1) • Ethnicity (1) • Roles within the family (1) • Parenting/discipline styles • Occupations/money/wealth/financial security(1) • Special needs within family (1) 	2 x 1	Do not accept reference to different family types.
2	d	Accept: <ul style="list-style-type: none"> • Adoption is long term/permanent/legal (1) • Fostering is short term/not permanent (1) • Foster families receive financial help/payment(1) 	1 x 1	Accept implied difference.
2	e	Accept any of the following: <ul style="list-style-type: none"> • Behaviour could deteriorate/become badly behaved/difficult to handle/have temper tantrums (1) • Child may regress/bed wetting/comfort habits(1) • Irrational fears/nightmares (1) • Become clingy/insecure/afraid to be left/less confident (1) • Unwilling to talk /be quiet/withdrawn (1) • Suffer separation anxiety/ (1) 	2	Only accept reference to how the child will react , not how they might feel . Do not accept angry, upset, sad, guilty etc.

Question 3

Question	Part	Sub Part	Marking Guidance	Mark	Comments
3	a		Accept any two of the following: <ul style="list-style-type: none"> • Missed period (1) • Tiredness (1) • Needing to go to the toilet more frequently (1) • Constipated (1) • Increased vaginal discharge (1) • Feeling sick/nauseous (1) • Tender breasts (1) • Craving new foods or drinks/losing interest in some foods or drinks (1) • Metallic taste (1) 	2 x 1	
3	b	i	Placenta <ul style="list-style-type: none"> • Produces hormones (to maintain pregnancy) (1) • Barrier/protects against harmful substances (1) • Allows foetus to breathe/provides oxygen (1) • Removes waste substances /carbon dioxide (1) • Links blood supply of mother to baby (1) • Passes antibodies from mother to baby/gives baby some resistance to infection (1) • Nourishes/feeds developing baby/provides nutrients (1) 	2 x 1	Accept reference to ' baby ' ' Protects ' must be qualified.

3	b	ii	<p>Amniotic sac & fluid</p> <ul style="list-style-type: none"> • Allows foetus to float/stretch and flex limbs (1) • Keeps foetus at a constant temperature/body temperature/37°C/warm (1) • Cushions/protects foetus against bumps/knocks (1) • Enables baby to breathe/swallow /helps lung development (1) • Can be used to diagnose possible disabilities/amniocentesis testing (1) • Acts as a lubricant/stops limbs from sticking together (1) • Helps muscle/skeleton development (1) • Stops umbilical cord from being squeezed (1) 	2 x 1	Accept reference to 'baby' 'Cushions' 'protects' need to be qualified.
3	b	iii	<p>Uterus</p> <ul style="list-style-type: none"> • Where the baby develops/grows (1) • Keeps the baby safe/secure/protected (1) • Contracts to deliver baby (1) • Expands to support/fit baby (1) 	2 x 1	
3	c		<p>Ref to:</p> <ul style="list-style-type: none"> • Helps to protect against neural tube defects/spina bifida (1) • Helps formation of spine (1) • Needed when foetus is developing (1) 	2 x 1	Credit anencephaly if given. Do not accept 'growing'.

3	d	<p>Accept any three of the following:</p> <p>Before birth can cause:</p> <ul style="list-style-type: none"> • Premature birth (1) • Stillbirth/miscarriage (1) • Placental damage/baby doesn't receive nourishment (1) • lack of/affects growth (1) • Low birth weight (1) • Foetal abnormalities/deformities (1) <p>After birth can cause:</p> <ul style="list-style-type: none"> • Learning difficulties/brain development(1) • Bronchitis/asthma (1) • Cot death (1) 	3 x 1	Accept a list/one word answers
3	e	<p>Accept any two of the following:</p> <ul style="list-style-type: none"> • Raw/undercooked meat/poultry (1) • Pâté (1) • Liver/liver products (1) • Peanuts/products containing peanuts (1) • Unpasteurised/raw milk (1) • Soft/blue veined/unpasteurised cheeses (1) • Lightly cooked/raw eggs (1) • Raw shellfish (1) • Alcohol (1) • Caffeine (1) • Cold meats such as salami, chorizo (1) 	2 x 1	<p>Credit either foods or drinks. Both not needed</p> <p>Do not accept tea/coffee/energy drinks unless qualified in relation to caffeine</p>
3	f	<p>Accept:</p> <ul style="list-style-type: none"> • Stimulates contractions during labour (1) • Can be used to start/induce labour (1) • Stimulates the production of breast milk (1) • Can help mother/baby bonding (1) 	1 x 1	

3	g	i	Ref to: Home birth <ul style="list-style-type: none"> • Family can be more involved/Children will be nearby/won't be away from family (1) • Partner can still be present (1) • Most types of pain relief are available for a home birth (1) • Midwives will deliver babies at home (1) • She will feel more comfortable/relaxed (1) • No problem with getting to the hospital (1) • More freedom to move around/don't have to follow hospital rules (1) 	2 x 1	Accept converse points
3	g	ii	Ref to: Hospital birth <ul style="list-style-type: none"> • Because she has had a previous miscarriage (1) • Wider range of pain relief available (1) • Partner will be welcome (1) • Because she has high blood pressure there may be a risk of pre-eclampsia (1) • More medical staff/facilities to deal with complications (1) • Usually allowed home within a few hours (1) 	2 x 1	Accept converse points HBP must be qualified.
3	h		Accept only: <ul style="list-style-type: none"> • Baby lies/coming out feet or bottom first/AW (1) 	1 x 1	Either or.

Question 4

Question	Part	Sub Part	Marking Guidance	Mark	Comments
4	a	(i)	Accept: <ul style="list-style-type: none"> • Babies tend to put everything into their mouth (1) • Have no sense of danger (1) 	1 x 1	

4	a	(ii)	<p>Accept:</p> <ul style="list-style-type: none"> • Children are becoming more mobile (1) • Becoming more curious/want to explore (1) • Are walking but may be unsteady/bump into things (1) • Have poor spatial awareness (1) 	1 x 1	Don't accept 'just learning to walk' as child is over the age of two.
4	b		<p>Accept:</p> <ul style="list-style-type: none"> • Boys are often more adventurous /rough/physical (1) • Girls are often not encouraged to be adventurous (1) 	1 x 1	Accept alternative wording e.g. like to explore, braver, more daring, take risks etc.
4	c	(i)	<p>Accept:</p> <ul style="list-style-type: none"> • Vomiting/being sick (1) • Diarrhoea (1) • High temperature/fever (1) 	1 x 1	
4	c	(ii)	<p>Ref to:</p> <ul style="list-style-type: none"> • Give plenty of fluids (to avoid dehydration) (1) • Feed as usual if baby will take it (1) • Avoid juices/milk (1) • Give small amounts of bland food/toast (1) • Contact a doctor if symptoms persist/child is under 6 months/high temperature/blood in stools/swollen hard tummy(1) 	2 x 1	'Contact doctor' needs to be qualified.

4	c	(iii)	<p>Preparation</p> <ul style="list-style-type: none"> • Wash hands before preparing food (1) • Cover any cuts (1) • Sterilise bottles/feeding equipment (1) • Never cough/sneeze over food (1) • Wash fruit and vegetables (1) • Check use by/sell by dates (1) • Clean work tops/equipment (1) • Wear clean/protective clothing (1) • Keep raw and cooked foods separate <p>Cooking</p> <ul style="list-style-type: none"> • Read and follow cooking instructions (1) • Cook food thoroughly (1) • reheat food thoroughly (1) • Don't reheat food more than once (1) 	3 x 1	<p>Answers must refer to the preparation and cooking.</p> <p>Maximum of two marks if only one covered.</p> <p>Do not accept 'cook it right'</p>
4	d		<p>Accept any two of the following:</p> <ul style="list-style-type: none"> • High temperature/fever (1) • Spots that don't fade under pressure/AW (1) • Blotchy or unusually pale skin (1) • Bulging fontanelle (1) • Stiffening body/neck stiffness (1) • Inability to tolerate light (1) • High pitched scream (1) 	2 x 1	<p>Temperature must be qualified.</p>
4	e		<p>Accept any three of the following:</p> <ul style="list-style-type: none"> • Read books about hospital (1) • Watch suitable DVDs/role play (1) • Visit hospital (1) • Explain what will happen (in a positive way) (1) • Let child help with packing bag (1) • Let child choose favourite toys to take (1) 	3 x 1	

4	f		<p>Accept any three of the following:</p> <ul style="list-style-type: none"> • Place child on back to sleep (1) • Put in feet to foot position in cot (1) • Don't smoke when pregnant/or after the baby is born (1) • Don't let anyone smoke in same room as baby (1) • Don't share a bed with baby if you have had alcohol/taken drugs/are tired or medication (1) • Don't let baby get too hot (1) • Keep baby's head uncovered (1) • Never sleep on a sofa/armchair with baby (1) • Use a dummy (1) • Don't use pillows/duvets/lots of covers (1) • No toys/bumpers in cot (1) • Make sure bedding is tucked in (1) • Use a firm mattress (1) • Use a Moses basket/have baby sleep in parents room/for first six months (1) • Take outdoor clothing off as soon as indoors (1) 	3 x 1	
4	g	(i)	<p>Ref to how badly fitting shoes can:</p> <ul style="list-style-type: none"> • Harm/damage development/growth of bones/feet (1) • Cause feet/bones to be deformed (1) • Can affect child's walking (1) • Cause strain legs/ back (1) • Cause back problems (1) • Cause blisters/corns/ingrown toenails/bunions/athletes foot (1) 	2 x 1	

4	g	(ii)	Accept any three of the following: <ul style="list-style-type: none">• Low heel/flat (1)• Room for toes to spread/move/for growth (1)• Good support/supports all the foot (1)• Non slip sole/good grip (1)• Adjustable fastening (1)• Easy to fasten (1)• No seams inside shoe that may rub (1)• Easy to put on/take off (1)	3 x 1	Do not accept reference to comfort, colour etc.
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Question 5

Question	Part	Sub Part	Marking Guidance	Mark	Comments
5	a		<p>Accept any four of the following:</p> <p>Staff</p> <ul style="list-style-type: none"> • Are they friendly/involved with the children (1) • How many staff are qualified/CRB/DBS checked/is there a first aider (1) • How many staff are the/ratio of staff to children (1) • Does the nursery have a 'drop in' policy (1) <p>The nursery itself</p> <ul style="list-style-type: none"> • Is it easy to get to/near work/near to home/ in case of emergency (1) • Do hours fit around work hours (1) • Do children look stimulated/happy (1) • Are there outdoor play facilities (1) • Is there a wide/varied range of equipment/toys (1) • What is the general condition of equipment (1) • Is the nursery clean/safe/secure (1) • Are there separate areas for babies/toddlers(1) • Is children's work on display (1) • What other parents think of the nursery/look at online parenting websites (1) • What is the policy on behaviour/discipline (1) • The results of Ofsted report (1) • Do they organise visits outside the nursery (1) <p>Money</p> <ul style="list-style-type: none"> • How much does it cost (1) • Is there a reduction for more than one child (1) • Is there a surcharge if parents are late in collecting (1) <p>Meals</p>	4 x 1	

			<ul style="list-style-type: none"> • Are meals provided/what sort of food is offered (1) • Are meals cooked on the premises (1) 		
5	b		<p>Likely Answers:</p> <p>Encourage them to do things for themselves:</p> <p>Feeding themselves:</p> <ul style="list-style-type: none"> • Buy children’s cutlery and plates • Choose foods that are easy for them to eat • Let them choose what they want to eat <p>Dressing themselves:</p> <ul style="list-style-type: none"> • Buy clothes that are easy to fasten/put on • Let them choose what they want to wear <p>Play/toys/social:</p> <ul style="list-style-type: none"> • Buy toys that are age appropriate • Give them toys that will challenge but not frustrate them • Give opportunities to meet other people i.e. play school, dance lessons • Give opportunities to spend time away from parents/put in nursery • Give children the chance to practice and learn new skills e.g. riding a bike <p>Hygiene</p> <ul style="list-style-type: none"> • Buy novelty toothbrush/toothpaste to encourage them to clean their own teeth • Have a step stool to that they can wash own hands <p>Task Setting</p> <ul style="list-style-type: none"> • Give them simple tasks to do – tidying toys/setting the table/making own bed • Give them responsibility e.g. feeding a pet <p>Other likely answers include:</p> <ul style="list-style-type: none"> • Have a set routine – so children feel safe/know what to expect • Praise and encourage children when they do something on their own well 		<p>Where candidates give lists/bullet point/chart with no description, award a maximum of 3 marks only.</p> <p>5 – 6 marks Candidates are able to identify and describe at least 4 different where independence can be encouraged by parents with some examples. Answers show clear knowledge and understanding and are well organised.</p> <p>3 – 4 marks. Candidates are able to identify and describe at least 3 different areas where independence can be encouraged by parents with some examples. Overall answers lack detail.</p> <p>1 – 2 marks Candidates show little knowledge or understanding of how independence can be encouraged by parents with few/no examples. Answers are brief and superficial.</p> <p>0 marks - No work worthy of credit.</p>

			<ul style="list-style-type: none"> • Be a good role model • Help with shopping/cooking/gardening/domestic chores (1) 		
5	c		<p>Ref to:</p> <ul style="list-style-type: none"> • Build a ramp (for easy access to house)/lift (1) • Have low level storage (for toys/books) (1) • Lower handles on doors/light switches (1) • Handles on bath (to make getting in and out easier) (1) • Install a downstairs toilet (1) • Have child's bedroom on ground floor (1) • Adapt taps on sinks/lower sink (1) • Install a wet room (1) • Remove doors/widen doorways (to make manoeuvrability easier) (1) 	2 x 1	
5	d		<p>Ref to:</p> <ul style="list-style-type: none"> • Charity/voluntary services such as Mencap, Scope, the Children's Trust, Action for Kids, Rainbow Trust, Shelter (1) • Respite care for both children and carers (1) • Childcare/tax credits (1) • Disability living allowance (1) • Carers allowance (1) • Grants for adapting homes (1) • Housing benefit/help with council tax (1) • Blue badge for parking (1) 	2 x 1	<p>Charity/voluntary services must be named. Do not accept benefits/money from the government without qualification</p>

Question 6

Question	Part	Sub Part	Marking Guidance	Mark	Comments																								
6	a		<table border="1"> <thead> <tr> <th>Guidelines for parents</th> <th>Reason</th> </tr> </thead> <tbody> <tr> <td>Start at an early age (1)</td> <td>Encourages good habits (1)</td> </tr> <tr> <td>Set a good example by eating healthy (1)</td> <td>Children will copy (1)</td> </tr> <tr> <td>Have regular meals/eat as a family (1)</td> <td>may reduce need to snack (1) Sets a good example (1)</td> </tr> <tr> <td>Breast feed rather than bottle feed (1)</td> <td>Balance of /correct nutrients (1)</td> </tr> <tr> <td>Base meals on the Eatwell plate (1)</td> <td>Provides a range/balance of nutrients. (1)</td> </tr> <tr> <td>Provide a variety/balance of foods/balanced diet</td> <td>Provides a range/balance of nutrients. (1)</td> </tr> <tr> <td>Buy fewer foods such as cakes, biscuits, crisps (1)</td> <td>High in fats/sugar (1)</td> </tr> <tr> <td>Encourage children to eat more fruit and vegetables/eat 5 a day (1)</td> <td>Lower in calories(1) Provide vitamins and minerals (1)</td> </tr> <tr> <td>Make own meals (1)</td> <td>Can control what is going in them/reduces amounts fats/ sugars. (1)</td> </tr> <tr> <td>Read labels on foods carefully (1)</td> <td>To check calories/amounts of fat/sugar (1)</td> </tr> <tr> <td>Reduce snacks (1)</td> <td>Too many increases number of calories/fats/sugars</td> </tr> </tbody> </table>	Guidelines for parents	Reason	Start at an early age (1)	Encourages good habits (1)	Set a good example by eating healthy (1)	Children will copy (1)	Have regular meals/eat as a family (1)	may reduce need to snack (1) Sets a good example (1)	Breast feed rather than bottle feed (1)	Balance of /correct nutrients (1)	Base meals on the Eatwell plate (1)	Provides a range/balance of nutrients. (1)	Provide a variety/balance of foods/balanced diet	Provides a range/balance of nutrients. (1)	Buy fewer foods such as cakes, biscuits, crisps (1)	High in fats/sugar (1)	Encourage children to eat more fruit and vegetables/eat 5 a day (1)	Lower in calories(1) Provide vitamins and minerals (1)	Make own meals (1)	Can control what is going in them/reduces amounts fats/ sugars. (1)	Read labels on foods carefully (1)	To check calories/amounts of fat/sugar (1)	Reduce snacks (1)	Too many increases number of calories/fats/sugars	3x2	<p>One mark for valid guideline – maximum 3 marks One mark for related reason – maximum 3 marks.</p> <p>Reasons can be interchangeable .and duplicated</p>
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			consumed (1)		
		Eat less convenience foods/takeaway meals (1)	High in fats/sugars (1)		
		Drink less fizzy drinks (1)	High in sugar (1)		
		Introduce new healthy foods, but slowly (1)	give children time to acquire the taste (1)		
		Encourage children to make healthy foods (1)	More likely to eat/try them (1)		
		Give children packed lunches (1)	More control over what they eat (1) Children not pressured to copy choices of peers (1)		
		Encourage/plan/join in physical activities with children e.g. walking, bike rides, playing football (1)	Use up energy/calories (1) Be fit/healthy/lose weight (1)		
		Limit the amount of time children spend watching TV/playing computer games (1)	Activities use few calories (1)		
		Cur down fatty/sugary/fried foods (1)	Adds unwanted/unnecessary calories (1)		
		Don't be persuaded by advertising/special offers in supermarkets/on TV (1)	Often foods high in fats/sugar (1)		
		Don't put children on a strict diet without medical advice (1)	It could affect health and development (1)		

6	b	<p>Ref to:</p> <p>Health</p> <ul style="list-style-type: none"> • Greater risk of heart disease and cholesterol • Greater risk strokes • Greater risk high blood pressure • Greater risk certain types of cancer • Greater risk of dying at a younger age • Increased risk of developing (type 2) diabetes • More prone to food allergies/intolerance • Could lead to hyperactivity • Shortness of breath/hyperventilating/overtired/tired easily • Knee/joint problems <p>Development</p> <ul style="list-style-type: none"> • Teased and bullied affecting self-esteem, self image and confidence • Ignored by others affecting social skills • May become shy and withdrawn and unable to make friends • Lack confidence so will not try new things • Problems with joints and bones because of excess weight • Physical development will be affected because of inability to join in activities • May be reluctant to mix with other people which will affect development of social skills • Not want to go out to play with other children which will affect development of social skills • Refuse to join in games and physical activities which will affect development of social skills • Result in negative emotions and stress 	<p>Quality of Written Communication (QWC) will be assessed in this question.</p> <p>Candidates are not expected to address all the points suggested.</p> <p>Marking criteria</p> <p>7 - 8 marks Answers cover a wide range of both health and development issues. Candidates show clear knowledge and understanding of the impact of obesity on young children. Answers are detailed, logical and well-presented. Subject specific terms are used accurately and with precision. QWC is of a high standard with few errors.</p> <p>3 – 6 marks Answers cover a good range of health and development issues, although they may focus on one in more detail. Candidates show reasonable knowledge and understanding of the impact of obesity on young children. Answers are organised but may lack some detail. Subject specific terms are used. While QWC is sound, there may be some errors.</p> <p>1 – 2 marks</p>
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					<p>Answers show limited knowledge and understanding of the impact of obesity on health and development. Answers may be simplistic and lack organisation. There is limited use of subject specific terms. QWC is poor with frequent errors.</p> <p>0 marks No work worthy of credit.</p>
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