

GCSE

**Home Economics: Child  
Development**

45801 – Unit 1  
Mark scheme

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4580  
June 2015

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Version 1: Final mark scheme

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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](http://aqa.org.uk)

**Question 1**

Question	Part	Sub Part	Marking Guidance	Mark	Comments																		
1	a		<table border="1"> <thead> <tr> <th>Gross and fine motor skills</th> <th>Gross</th> <th>Fine</th> </tr> </thead> <tbody> <tr> <td>Can colour in neatly, within the lines.</td> <td></td> <td>✓</td> </tr> <tr> <td>Can climb stairs with one foot on each step.</td> <td>✓</td> <td></td> </tr> <tr> <td>Can throw a ball overhand.</td> <td>✓</td> <td></td> </tr> <tr> <td>Can build a tower of 9 or 10 bricks</td> <td></td> <td>✓</td> </tr> <tr> <td>Can cut with toy scissors.</td> <td></td> <td>✓</td> </tr> </tbody> </table>	Gross and fine motor skills	Gross	Fine	Can colour in neatly, within the lines.		✓	Can climb stairs with one foot on each step.	✓		Can throw a ball overhand.	✓		Can build a tower of 9 or 10 bricks		✓	Can cut with toy scissors.		✓	5 x 1	
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1	c	<p>Accept:</p> <ul style="list-style-type: none"> <li>• Creative (1)</li> <li>• Imaginative /pretend/role/dramatic/symbolic/fantasy/s mall world (1)</li> <li>• Discovery/exploratory/intellectual (1)</li> <li>• Manipulative(1)</li> <li>• Physical(1)</li> <li>• Outdoor(1)</li> <li>• Structured (1)</li> <li>• Spontaneous(1)</li> <li>• Sensory (1)</li> </ul>	2 x 1	
1	d	<p>Ref to:</p> <ul style="list-style-type: none"> <li>• Concepts (1)</li> <li>• Colours (1)</li> <li>• Shapes (1)</li> <li>• Sizes/mass/volume (1)</li> <li>• Letters/alphabet (1)</li> <li>• Sequence/patterns/matching/order(1)</li> <li>• Reasoning/thinking skills (1)</li> <li>• Concentration(1)</li> <li>• Memory (1)</li> <li>• Cause and effect (1)</li> <li>• Imagination (1)</li> <li>• Creativity /or appropriate example(1)</li> <li>• Object permanence (1)</li> <li>• Weight(1)</li> <li>• Numbers/counting(1)</li> <li>• Sorting/grouping (1)</li> <li>• Trial and error(1)</li> <li>• Problem solving</li> </ul>	6 x 1	Do not credit reference to language skills

**Question 2**

Question	Part	Sub Part	Marking Guidance	Mark	Comments
2	a		<p><b>Affect social life (1)</b></p> <ul style="list-style-type: none"> <li>• Will change/become more limited (1)</li> <li>• Little spare money to spend on themselves (1)</li> <li>• Has to be planned/babysitters needed (1)</li> <li>• A couple may find it difficult to find time/opportunity to go out together (1)</li> <li>• May go out separately with friends (1)</li> <li>• Could lead to resentment/lack of closeness (1)</li> <li>• Give opportunities to meet/bond with other parents (1)</li> </ul> <p><b>Increased stress/tiredness (1)</b></p> <ul style="list-style-type: none"> <li>• Young babies cry/wake up during the night (1)</li> <li>• 24 hour responsibility (1)</li> </ul> <p><b>Relationship could be affected (1)</b></p> <ul style="list-style-type: none"> <li>• Having a baby could bring parents closer/increase love (1)</li> <li>• Strain/stress may cause arguments between parents (1)</li> <li>• Demands of caring for the baby/ may cause jealousy/resentment of baby (1)</li> </ul> <p><b>Money/financial issues (1)</b></p> <ul style="list-style-type: none"> <li>• Providing for babies/childcare is expensive(1)</li> <li>• equipment, food and clothing are an ongoing expenses (1)</li> <li>• Less money to spend on other essentials/themselves (1)</li> <li>• Lack of money could lead to resentment of baby/cause strain on relationship (1)</li> </ul> <p><b>Career changes (1)</b></p> <ul style="list-style-type: none"> <li>• Having a baby may mean putting career on hold/giving up work (1)</li> <li>• Might affect promotion prospects/mean working part time (1)</li> <li>• If one parent gives up work less income available/could Impact on lifestyle (1)</li> <li>• Parents may choose to stay at home/may not work (1)</li> <li>• Parents may have to work more (1)</li> </ul>	2 x 2	Points are interchangeable but must be realistic match

2	b		<ul style="list-style-type: none"> <li>• Both parents can enjoy their children more /children bond with both parents (1)</li> <li>• Fathers will have more opportunities to bond with /feel closer to children (1)</li> <li>• Both parents can enjoy some social time/free time/leisure time/ time to themselves(1)</li> <li>• Mother/father/parents may feel less stressed/tired/overworked (1)</li> <li>• Mother/father/parents may feel closer (1)</li> <li>• Children will benefit from seeing both role models sharing responsibilities/have an understanding of equality (1)</li> <li>• Both parents may be able to work/have a career (1)</li> </ul> <p>There may be more financial security/standard of living could be improved (1)</p>	3 x 1	Credit 'household tasks can be done quicker' only if referenced to 'enjoy/have more time with children' Do not accept 'equal amounts of time with children'
2	c		<p>Accept:</p> <ul style="list-style-type: none"> <li>• Pram/travel system/buggy/pushchair (1)</li> <li>• Cot/crib (1)</li> <li>• Car seat (1)</li> <li>• <b>Baby</b> bath (1)</li> </ul>	2 x 1	
2	d		<p>Accept:</p> <ul style="list-style-type: none"> <li>• Will not <b>easily</b> catch light/fire(1)</li> <li>• <b>From</b> cigarettes or matches (1)</li> <li>• Burns slowly/smoulders (1)</li> </ul>	2 x 1	Do not accept 'resistant to fire' or 'damaged'

<b>2</b>	<b>e</b>	<p><b>Both options:</b></p> <ul style="list-style-type: none"> <li>• Must be registered with Ofsted</li> <li>• Must be inspected regularly by Ofsted</li> <li>• Have to have CRB/DBS checks</li> <li>• Have regular Health and Safety Checks</li> <li>• Deliver EYFS</li> <li>• Provide individual education</li> <li>• May provide additional opportunities for social development/ visits and trips out</li> <li>• Will not accept children who are ill so back-up care needed</li> <li>• Will usually take siblings</li> <li>• Cost can be variable/both are relatively expensive</li> <li>• May offer sibling discounts</li> </ul> <p style="text-align: center;"><b>Likely points</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;"><b>Childminder</b></th> <th style="width: 50%; text-align: center;"><b>Nursery</b></th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>• Children in a homely environment.</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• More structured functional environment.</li> </ul> </td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>• Cared for by one person so closer bond possible.</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• Staff may change more regularly</li> <li>• Children get used to different carers which helps social development.</li> </ul> </td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>• More limited range of toys and activities.</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• Extensive range of activities/toys to develop all skills areas.</li> </ul> </td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>• Children often different ages/mixed age group which reflect family life.</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• Children mainly grouped according to age.</li> </ul> </td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>• Hours can be flexible to fit parent's working hours but often within limits.</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• Can open from very early until late/7 am to 7 pm.</li> <li>• Often charge extra if parents late.</li> </ul> </td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>• Few childminders will work weekends so back up care would be needed/Need back up care for when childminder is on holiday</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• Usually open all year round</li> </ul> </td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>• If childminder is</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• Will still be open if</li> </ul> </td> </tr> </tbody> </table>	<b>Childminder</b>	<b>Nursery</b>	<ul style="list-style-type: none"> <li>• Children in a homely environment.</li> </ul>	<ul style="list-style-type: none"> <li>• More structured functional environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Cared for by one person so closer bond possible.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff may change more regularly</li> <li>• Children get used to different carers which helps social development.</li> </ul>	<ul style="list-style-type: none"> <li>• More limited range of toys and activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Extensive range of activities/toys to develop all skills areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Children often different ages/mixed age group which reflect family life.</li> </ul>	<ul style="list-style-type: none"> <li>• Children mainly grouped according to age.</li> </ul>	<ul style="list-style-type: none"> <li>• Hours can be flexible to fit parent's working hours but often within limits.</li> </ul>	<ul style="list-style-type: none"> <li>• Can open from very early until late/7 am to 7 pm.</li> <li>• Often charge extra if parents late.</li> </ul>	<ul style="list-style-type: none"> <li>• Few childminders will work weekends so back up care would be needed/Need back up care for when childminder is on holiday</li> </ul>	<ul style="list-style-type: none"> <li>• Usually open all year round</li> </ul>	<ul style="list-style-type: none"> <li>• If childminder is</li> </ul>	<ul style="list-style-type: none"> <li>• Will still be open if</li> </ul>	<p><b>6</b></p> <p><b>Quality of Written Communication (QWC) will be assessed in this question.</b></p> <p><b>Marking criteria</b>  <b>0 marks</b>          No work worthy of credit  <b>1 – 2 marks</b>          The student shows little knowledge or understanding of the merits of either childcare option. Some limited points are given but not explained. Answers may be brief and/or muddled. There are errors in spelling punctuation and grammar.  <b>3 - 4 marks</b>          The student shows some knowledge and understanding of the merits of both childcare options. Some relevant points are explained but answers may concentrate mainly on one of the options.. Answers are organised. There may be some errors in spelling punctuation and grammar.  <b>5 – 6 marks</b>          The student shows a thorough knowledge and understanding of</p>
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		ill parents need to make own arrangements.	staff are ill		the relative merits of both childcare options evaluating each for this family. A good range of relevant and varied points are explained/evaluated for both options. Answers are balanced logical and organised. Spelling punctuation and grammar are accurate.
		<ul style="list-style-type: none"> <li>Children tend to get taken out locally to parks etc more regularly</li> </ul>	<ul style="list-style-type: none"> <li>May be fewer opportunities for trips and visits.</li> </ul>		
		<ul style="list-style-type: none"> <li>May look after up to 6 children of different ages so children have to share attention</li> </ul>	<ul style="list-style-type: none"> <li>Staff to children ratio usually high but will still have to share attention</li> </ul>		
		<ul style="list-style-type: none"> <li>Will often take children up to secondary age meaning more security/continuity.</li> </ul>	<ul style="list-style-type: none"> <li>Care (might) end when child starts school</li> </ul>		
		<ul style="list-style-type: none"> <li>Children have fewer opportunities to mix with other children</li> </ul>	<ul style="list-style-type: none"> <li>Prepares children for school/children are more confident when starting school</li> </ul>		
		<ul style="list-style-type: none"> <li>May also look after own children</li> </ul>	<ul style="list-style-type: none"> <li>May mean less one-to-one attention for other children</li> </ul>		
		<ul style="list-style-type: none"> <li>More likely to be more childminders locally available</li> </ul>	<ul style="list-style-type: none"> <li>May have to travel some distance which adds to time/cost/stress</li> </ul>		
		<ul style="list-style-type: none"> <li>May ask to be paid/pay a retained for school holidays/holidays</li> </ul>	<ul style="list-style-type: none"> <li>Payment is usually in advance so parents pay for holidays or illness</li> </ul>		
		<ul style="list-style-type: none"> <li>Less risk of infection as fewer children</li> </ul>	<ul style="list-style-type: none"> <li>Increased risk of infection but will build up immunity</li> </ul>		
		<ul style="list-style-type: none"> <li>Have to complete training with Local authority/plus first aid course</li> </ul>	<ul style="list-style-type: none"> <li>At least half need to have a childcare qualification (at level 2 or above)</li> </ul>		
		<ul style="list-style-type: none"> <li>May give a verbal report on what child has done</li> </ul>	<ul style="list-style-type: none"> <li>Parents get written reports daily on child's day</li> </ul>		



**Question 3**

Question	Part	Sub Part	Marking Guidance	Mark	Comments
3	a		Accept: • Two eggs (1) • Fertilised by two sperm (1)	2 x 1	Accept converse
3	b		Accept any <b>two</b> of: • Weight (1) • Blood pressure (1) • Urine (1) • Fundal height – or words to that effect(1) • Checking swelling of ankles/feet/hands/for oedema (1) • Foetal heartbeat (1)	2 x 1	
3	c		Accept any <b>two</b> of: • Swimming (1) • Aerobics (1) • Walking (1) • Cycling (1) • Aqua aerobics (1) • Yoga/pilates (1) • Dancing (1) • Exercise ball (1)	2 x 1	Do not accept 'zumba'
3	d	i	Accept any <b>two</b> of: • Ventouse (1) • Forceps (1) • Episiotomy (1) • Induction (1)	2 x 1	Do not accept description.
3	d	ii	Accept any <b>three</b> of: • To deliver baby more quickly (1) • Labour is long • Signs of foetal/baby distress (1) • Baby is overdue (1) • Concern about baby's heart rate (1) • Baby is breech/transverse/'stuck' (1) • Mother is exhausted/ <b>too tired to push</b> (1) • Contractions slowed down/stopped (1) • Baby's is big (1) • Mother has a heart condition/high/low blood pressure (1) • Multiple births/twins (1) • Mother has HIV/STDs(1) • Previous caesarean section (1) • Pre-eclampsia (1)	3 x 1	Do not accept 'baby in danger'  Do not accept 'baby in wrong position' Or: 'baby in an awkward position'

3	e	i	<ul style="list-style-type: none"> <li>• Difficulty breathing (1) linked to (or vice versa):</li> <li>• Lungs immature/not fully developed/not working properly (1)</li> <li>• Unable to suck/feed (1) linked to (or vice versa):</li> <li>• No sucking reflex (1)</li> <li>• Susceptible to infections (1) linked to (or vice versa):</li> <li>• Weak/underdeveloped immune system (1)</li> <li>• Cannot keep warm/cannot regulate their temperature (1) linked to (or vice versa):</li> <li>• Little body fat (1)</li> <li>• Have jaundice (1) linked to (or vice versa):</li> <li>• Liver immature (1)</li> <li>• Low APGAR score (1) linked to (or vice versa):</li> <li>• Needs monitoring</li> <li>• Heart problems/murmur/ linked to (or vice versa):</li> <li>• Vital organs not fully developed (1)</li> </ul>	3 x 2	<p>Question relates to <b>why</b> a baby needs special care and not what special care is provided.</p> <p><b>2 marks for each correctly explained point.</b></p> <p><b>Maximum of 3 marks if no explanation.</b></p> <p>Do not accept reference to underweight</p>
3	e	ii	<p>Accept any <b>two</b> of:</p> <ul style="list-style-type: none"> <li>• Incubators (1)</li> <li>• Ventilators/oxygen hood/respirator (1)</li> <li>• Nasogastric tubes (1)</li> <li>• Monitors (1)</li> <li>• Phototherapy/light therapy/bililight/UV lights (1)</li> <li>• Catheter (1)</li> <li>• Intravenous/IV lines (1)</li> <li>• Radiant warmer (1)</li> </ul>	2 x 1	Do not accept descriptions.

## Question 4

Question	Part	Sub Part	Marking Guidance	Mark	Comments
4	a	i	Midwife (1)	1 x 1	
4	a	ii	Any <b>two</b> of: <ul style="list-style-type: none"> <li>• Weight check (1)</li> <li>• Urine check (1)</li> <li>• Blood test/blood pressure (1)</li> <li>• Any stitches have healed (1)</li> <li>• Any vaginal discharge (1)</li> <li>• If periods have restarted (1)</li> <li>• Rubella immunity (1)</li> <li>• Reproductive organs/uterus returned to original size (1)</li> <li>• Check for postnatal depression/mental health (1)</li> </ul>	2 x 1	Do not accept references to baby.
4	b		Accept: <p><b>Baby blues</b></p> <ul style="list-style-type: none"> <li>• usually only lasts a few days(1)</li> <li>• is mainly hormonal (1)</li> </ul> <p><b>Post- natal depression</b></p> <ul style="list-style-type: none"> <li>• is a long term problem (1)</li> <li>• requires medical help(1)</li> </ul>	2x1	Answers can be descriptive but must show clear understanding of a 'difference'
4	c		Accept any <b>three</b> of: <ul style="list-style-type: none"> <li>• Low self-confidence/self-esteem (1)</li> <li>• Feeling tearful <b>for no reason</b>/constant crying (1)</li> <li>• Problems sleeping (1)</li> <li>• Feelings of guilt (1)</li> <li>• Rejection/not wanting baby/not wanting to breastfeed/not bonding (1)</li> <li>• Rejection/not wanting partner/family (1)</li> <li>• Loss of appetite/comfort eating (1)</li> <li>• Always feeling tired/listless/not wanting to go out (1)</li> <li>• Feeling anxious /sad/low/down/unhappy (1)</li> <li>• Rapid mood swings (1)</li> <li>• Feeling irritable/resentful/angry (1)</li> <li>• Unable to concentrate/make decisions/cope. (1)</li> <li>• Suicidal feelings/self harming (1)</li> <li>• Unable to communicate feelings(1)</li> </ul>	3 x 1	One word answers not acceptable.  Do not accept 'depressed' as in stem of question.
4	d		Accept: <ul style="list-style-type: none"> <li>• Protect against <b>serious</b> diseases /less likelihood of catching serious diseases/builds up immune system (1)</li> <li>• Prevent spread of diseases/epidemics (1)</li> <li>• Reduce risk of children</li> </ul>	2 x 1	Do not accept references to 'illness'.

			dying/disabilities (1) <ul style="list-style-type: none"> <li>• Less risk to unvaccinated children/pregnant women (1)</li> </ul>		
4	e		Accept any <b>two</b> of: <ul style="list-style-type: none"> <li>• Hungry/thirsty (1)</li> <li>• Tired (1)</li> <li>• Too hot/cold (1)</li> <li>• Bored/needs stimulation (1)</li> <li>• Teething (1)</li> <li>• Not feeling well/in pain (1)</li> <li>• Colic/wind/needs burping (1)</li> <li>• Wants to be held (1)</li> <li>• Wet nappy/nappy needs changing (1)</li> </ul>	2 x 1	Do not accept 'attention seeking'
4	f		Accept: <ul style="list-style-type: none"> <li>• Collect all necessary equipment before starting (1)</li> <li>• Never leave baby alone in bath (1)</li> <li>• Don't overflow bath/fill to no more than 13cms/5ins/not too deep (1)</li> <li>• Put cold water in before hot water (1)</li> <li>• Check temperature of water (with wrist/elbow/bath thermometer)/ Buy a bath thermometer to check temperature of water/water temperature 37°C (1)</li> <li>• Have room warm (1)</li> <li>• Buy a bath with a non-slip base/if using main bath buy a non-slip mat (1)</li> <li>• Lower baby gently into bath (1)</li> <li>• <b>Support</b> head and shoulders at all times /Make sure of baby support if using main bath(1)</li> <li>• Keep baby's head clear of water (1)</li> <li>• If using main bath cover taps (1)</li> <li>• If using main bath 'childproof' bath area e.g. razors (1)</li> </ul>	3 x 1	Reference to bath taps and childproofing bath area must be qualified in relation to main/family bath.  Accept 'not too hot or too cold'  Do not accept reference to toiletries  Do not accept reference to 'hold baby'

## Question 5

Question	Part	Sub Part	Marking Guidance	Mark	Comments
5	a		Accept any <b>three</b> of: <ul style="list-style-type: none"> <li>• Contains antibodies (1)</li> <li>• Milk is sterile (1)</li> <li>• Milk is at the right temperature/never too hot/no risk of scalding (1)</li> <li>• Less likely to be overweight/obese/develop Type 2 diabetes (1)</li> <li>• Less likely to develop allergies (1)</li> <li>• Less chance of diarrhoea/vomiting/constipation (1)</li> <li>• Changes to meet baby's growing needs (1)</li> <li>• Contains <b>right</b> nutrients/all nutrients <b>needed</b> (1)</li> <li>• Less likely to have nappy rash/eczema (1)</li> <li>• Easier to digest/doesn't cause indigestion (1)</li> <li>• Helps brain development (1)</li> <li>• May prevent cot death/SIDS (1)</li> <li>• Encourages bonding (1)</li> </ul>	3 x 1	Answers must relate to <b>baby</b> not mother.
5	b		Accept any <b>three</b> of: <ul style="list-style-type: none"> <li>• Baby is still hungry after a feed (1)</li> <li>• Baby wakes up <b>hungry</b> before next feed due (1)</li> <li>• Chews fists/hands (1)</li> <li>• Can stay in a sitting position</li> <li>• Can hold their head steady (1)</li> <li>• Co-ordinates hands and eyes (1)</li> <li>• Can swallow food (1)</li> <li>• Is curious about what others are eating (1)</li> <li>• Picks up food/try to put food in their mouths (1)</li> </ul>	3 x 1	Do not accept reference to baby beginning to wake up during the night – this could be for other reasons.
5	c	i	<ul style="list-style-type: none"> <li>• Shows nutritional value of the meal/range of nutrients in meal (1)</li> <li>• Can be used to check ingredients</li> <li>• In case of allergies (1)</li> <li>• Indicates the age of baby/stage of weaning it is suitable for (1)</li> <li>• Shows whether organic ingredients have been used /no additives/pesticides/chemicals used in foods (1)</li> </ul>	2 x 1	Points need explanation – a list not acceptable.  Do not accept 'tells parents exactly what's in it'

<b>5</b>	<b>c</b>	<b>ii</b>	Accept any <b>two</b> of: <ul style="list-style-type: none"><li>• Whole milk (1)</li><li>• Cheddar cheese (1)</li><li>• Salmon (1)</li></ul>	2 x 1	Exact wording needed
<b>5</b>	<b>c</b>	<b>iii</b>	Accept: <ul style="list-style-type: none"><li>• Formation/maintenance/growth/development/strengthen (1)</li><li>• Bones /teeth (1)</li></ul>	2 x 1	
<b>5</b>	<b>d</b>		Gluten free (1)	1 x 1	

5	e	<p><b>Advantages</b></p> <p>Quick and easy to prepare/only need re-heating/can be served cold/don't need to buy ingredients (1)</p> <p>Convenient for travelling/holidays/when shopping (1)</p> <p>Useful for early stages of weaning (1)</p> <p>Provide/can be bought in bulk adequate levels of nutrients (1)</p> <p>Some have added nutrients (1)</p> <p>Many do not have added sugars/salt (1)</p> <p>Many do not have added colours/flavours/preservatives (1)</p> <p>Hygienically prepared/packaged (1)</p> <p>Guidance on packaging helps to know how much to give (1)</p> <p>Clearly labelled with the weaning stage/age (1)</p> <p>No cooking skills required (1)</p> <p>Wide range and variety to choose from (1)</p> <p>Supermarket/shop offers can make it cost effective (1)</p> <p><b>Max 3</b></p> <p><b>Disadvantages</b></p> <p>More expensive than home-made (1)</p> <p>Bland taste (1)</p> <p>Babies may reject home-made food (1)</p> <p>Baby not eating same food as family (1)</p> <p>May be a lot of wastage when only small amounts needed (1)</p> <p>They are processed so some nutrients will be lost (1)</p> <p>Short storage /careful storage needed (1)</p> <p>Nutritional information can be confusing (1)</p> <p>May contain colours/flavours/additives/preservatives (1)</p> <p>May be high in fat/sugar /salt(1)</p> <p>Parents may not know exactly what is in the food (1)</p> <p><b>Max 3</b></p>	<p>6P</p> <p>Only credit the following points once: References to: additives/colour/flavours/preservatives' Reference to: Fats/sugar/salt</p> <p>Do not accept 'quick and easy' without clarification</p>
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**Question 6**

<b>6</b>			<b>6</b>	<p><b>Marking criteria</b></p> <p><b>Where students simply list how having a child with a special needs might affect the family a maximum of 3 marks can be awarded.</b></p> <p><b>Points can be interchangeable but should be a realistic match.</b></p> <p><b>0 marks</b> No work worthy of credit</p> <p><b>1 - 2 marks</b> Students show little knowledge and understanding of how having a special needs child might affect other members of the family.</p> <p><b>3 – 4 marks</b> Students show sound knowledge and understanding of how having a special needs child might affect other members of the family. Answers may concentrate on only one family member.</p> <p><b>5 – 6 marks</b> Students show a clear detailed level of knowledge are understanding of how having a special needs child might affect other members of the family.</p>
	<b>Parents</b>			
	Feel guilty	Blame themselves for the child's disability		
	Might strain their relationship/lead to divorce	Less time for each other		
	Affect career/jobs	May have to give up work/work part time to care for child		
	Find it difficult to find childcare	Difficult/expensive to find specialist carers		
	Health may be affected	Strain of looking after child		
	Increases stress/be constantly tired	Caring will take up a lot of their time/be very demanding		
	Affect relationship/spend less time with other children	So much time needed caring for disabled child		
	Have less time for themselves/little social life	May not want to leave child/find it difficult to find babysitters		
	Worry about having other children	Concerns that they might have a disability		
	Experience great feelings of love/happiness for child	When they learn new skills		
	Have less money to spend	Because of financial demands of caring for child		
	Affect relationship with other children	Less time for them		
	Relationships with other family members e.g. grandparents may be strained	Rely/expect them to support		
	May limit holidays/days out	Transportation problems/disabled facilities needed		
	Relationship between family members will be closer	Working together to care for the child		
<b>Siblings</b>				
Develop very strong bonds with child/proud of child	Pleased that they can help them to learn new things			



			Feel jealous	Caring for disabled child can take up a lot of parents' time		
			Become more tolerant and caring	Understand more about disability		
			May be bullied/teased	Other children may call child names/cause negative emotions		
			Embarrassed when out with family	People may stare/avoid them		
			Find it difficult to have friends to visit	Worried about what friends might think/how they might react		
			May have behaviour/emotional problems	Parents may not give them enough time/attention		

**Question 7**

<p>7</p>	<p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>• Gross motor skills such as strength/balance/co-ordination e.g. when playing/running around outdoors, when building dens outdoors</li> <li>• Develops fine motor skills/hand-eye co-ordination e.g. when fastening clothes for dressing up, pouring pretend tea, using or making props for role play.</li> <li>• Develops spatial awareness</li> <li>• Develops visual discrimination</li> <li>• Sensory development encouraged through handling different materials</li> </ul> <p><b>Intellectual – concepts</b></p> <ul style="list-style-type: none"> <li>• Helps to develop understanding of the world</li> <li>• Explore/understand different roles and jobs</li> <li>• Investigate how things work.</li> <li>• Helps to understand the concept of past, present and future.</li> <li>• Helps to develop maths and numeracy skills related to money, weight, size e.g. when playing shops pretending to cook</li> <li>• Allows children to explore and experiment.</li> <li>• Encourages problem solving</li> <li>• Can offer a context for reading/making marks/emergent writing</li> </ul> <p><b>Intellectual – language</b></p> <ul style="list-style-type: none"> <li>• Develop/use communication/language/literacy skills to plan and create real life or imaginary stories</li> <li>• Learn new words/develop vocabulary associated with role play e.g. hospital, school, airport</li> <li>• Develop writing skills e.g. writing a shopping list, menu</li> <li>• Develop IT skills through</li> <li>• Talk as they make up and act out stories;</li> <li>• Listen to and talk to other people as they play together;</li> <li>• Instruct others how to act out a certain role;</li> </ul> <p><b>Imagination and creativity</b></p> <ul style="list-style-type: none"> <li>• Use imagination when planning and making up stories and plays and imitating others</li> <li>• Creativity when using everyday items as objects/designing their own dens, outfits,</li> </ul>	<p>8</p> <p><b>Quality of Written Communication (QWC) will be assessed in this question.</b></p> <p>Candidates are not expected to cover all points given in the marking guidance but should give some relevant examples to illustrate points made.</p> <p><b>Marking criteria</b></p> <p><b>0 marks</b> No work worthy of credit</p> <p><b>1-2 marks</b> Answers show little knowledge or understanding of how dressing up and role play can encourage development and learning, with few examples given. Answers may be brief and/or muddled. There is little use of specialist terms. There are errors in spelling, punctuation and grammar.</p> <p><b>3 – 6 marks</b> Answers show some knowledge and understanding of how dressing up and role play can encourage some areas of development and learning with some relevant examples to illustrate the points made. The student knows what he/she is writing about but answers may lack precision and/or be repetitive. Some specialist terms are used. There may be</p>
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		<p>menus, making items for role play</p> <p><b>Social development</b> When playing with other children it encourages:</p> <ul style="list-style-type: none"> <li>• Taking turns;</li> <li>• Sharing;</li> <li>• Co-operation;</li> <li>• Negotiating about roles, space, equipment;</li> <li>• Caring for others;</li> <li>• Respect for other people's ideas and feelings;</li> <li>• Solving problems together;</li> <li>• Making friends.</li> </ul> <p><b>Emotional development</b> Helps children to:</p> <ul style="list-style-type: none"> <li>• Experience and act out feelings e.g. sadness, enjoyment, frustration, anger, happiness;</li> <li>• Share and act out feelings that may be difficult to express;</li> <li>• Release tension and stress;</li> <li>• Build confidence and self-esteem;</li> <li>• Develop autonomy</li> <li>• Understand how other people feel;</li> <li>• Work through new or problem situations, e.g. moving house, going to the doctors/dentist, the arrival of a new baby.</li> </ul>	<p>some errors in spelling, punctuation and grammar.</p> <p><b>7 – 8 marks</b> Answers show thorough knowledge and understanding of how dressing up and role play can encourage a good range of different areas of development and learning. They give a relevant examples to illustrate the points made. Answers are detailed, logical and organised. Specialist terms are used with precision. Spelling, punctuation and grammar are accurate.</p>
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