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GCSE

**Home Economics:  
Child Development**

Unit 1

Mark scheme

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4580  
June 2016

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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)

1		<p>Accept any <b>three</b> of:</p> <ul style="list-style-type: none"> <li>• One parent / Lone/ Single (1)</li> <li>• Extended (1)</li> <li>• Step / Re-constituted/ Blended</li> <li>• Foster (1)</li> <li>• Adoptive (1)</li> <li>• Same sex (1)</li> <li>• Shared care (1)</li> </ul>	3 x 1	
2	a	<p>Accept any <b>five</b> of:</p> <ul style="list-style-type: none"> <li>• Healthy/balanced diet (1)</li> <li>• Folic acid/Pre-conceptual preparations. e.g. 'Centrium pre-pregnancy', 'Pregnacare conception'</li> <li>• If overweight/underweight reduce/increase weight</li> <li>• Exercise to maintain fitness (1)</li> <li>• Avoid alcohol (1)</li> <li>• Avoid smoking (1)</li> <li>• Avoid recreational drugs/Named drug (1)</li> <li>• Genetic factors (1)</li> <li>• Test for/treat STIs/STDs (1)</li> <li>• Avoid working with chemicals/hazardous substances (1)</li> <li>• Check rubella status (1)</li> <li>• Reduce caffeine intake (1)</li> <li>• Genetic counselling (1)</li> </ul>	5 x 1	<p><b>Points need qualifying, not just one word answers. Do not accept 'Not drinking'. 'Just 'drugs' without qualification</b></p>
2	b	<p>Accept:</p> <ul style="list-style-type: none"> <li>• Missed period (1)</li> <li>• Tender/enlarged breasts/ darker areola (1)</li> <li>• Passing urine more frequently (1)</li> <li>• Increased vaginal discharge (1)</li> <li>• Nausea/vomiting/(morning) sickness (1)</li> <li>• Strange taste in mouth (metallic) (1)</li> <li>• Tiredness (1)</li> <li>• Unable to consume certain foods (1)</li> <li>• Feeling faint/fainting (1)</li> <li>• Sudden/unexplained dislike to certain tastes/ smells (1)</li> </ul>	4 x 1	

2	c	Accept: <ul style="list-style-type: none"> <li>• Gonadotropin/hCG (1)</li> </ul>	1 x 1	
3	a	Accept and <b>two</b> of: <ul style="list-style-type: none"> <li>• Check for Downs Syndrome (1)</li> <li>• Female over 35 years of age (1)</li> <li>• <b>History</b> of genetic disorders (1)</li> <li>• Ultrasound scan has detected a problem (1)</li> <li>• Nuchal fold/ AFP serum screening indicates a higher risk (1)</li> <li>• Neural tube defects/Spina bifida (1)</li> <li>• Lung development (1)</li> <li>• Viral infections (1)</li> </ul>	2 x 1	Allow mark if candidate gives female age which is over 35 years.
3	b	Accept: <ul style="list-style-type: none"> <li>• Baby would <b>survive</b> (outside the uterus) AW (1)</li> </ul>	1 x 1	
3	c	Accept any <b>three</b> of: <ul style="list-style-type: none"> <li>• Tens (1)</li> <li>• Water birth/birthing pool/bath (1)</li> <li>• Breathing techniques/ exercises (1)</li> <li>• Homeopathy (1)</li> <li>• Aromatherapy (1)</li> <li>• Acupuncture (1)</li> <li>• Hypnosis (1)</li> <li>• Reflexology (1)</li> <li>• Massage (1)</li> <li>• Birthing/exercise ball</li> </ul>	3 x 1	

3	d	<p>Ref to:</p> <ul style="list-style-type: none"> <li>• Contractions become stronger and more painful AW</li> <li>• Contractions closer together</li> <li>• Cervix fully dilated (10cm)</li> <li>• Vagina and cervix form the birth canal/birth canal formed</li> <li>• Baby's head moves down (the canal)</li> <li>• Mother feel urge/ encouraged to push</li> <li>• Once head can be seen mother told to stop pushing and to blow/pant</li> <li>• Crowning</li> <li>• Baby's head born</li> <li>• Cord checked</li> <li>• Body turned to allow one shoulder at a time to be delivered AW</li> <li>• Rest of body follows</li> <li>• Cord clamped</li> <li>• Cord cut</li> </ul>	<p><b>Quality of Written Communication (QWC) will be assessed in this question.</b></p> <p><b>Lists/bullet point answers can only get 4 marks max</b></p> <p><b>Mark Bands</b></p> <p><b>5 – 6</b> Description is detailed and sequentially correct. Answers show clear knowledge and understanding, are well organised with good use of specialist terms. Spelling, punctuation and grammar is generally accurate.</p> <p><b>3 – 4</b> Description is sound but lacking in details. Sequence may be incorrect. Answers show some knowledge and understanding and are organised. Some specialist terms are used. There may be some errors in spelling, punctuation and grammar.</p> <p><b>1 – 2</b> Description is limited, sequence muddled Answers show limited knowledge and understanding. There is little use of specialist terms. Frequent errors in spelling, punctuation and grammar.</p> <p><b>0</b> No work worthy of credit.</p> <p>(P mark points during standardisation, tick points on CMI+)</p>
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3	e	<p>Accept any <b>three</b> of:</p> <ul style="list-style-type: none"> <li>• Paediatrician (1)</li> <li>• Obstetrician (1)</li> <li>• Midwife/hospital midwife/community midwife (1)</li> <li>• GP/doctor (1)</li> <li>• Practice/paediatric nurse (1)</li> <li>• Health visitor (1)</li> </ul>	3 x 1	Do not accept 'nurse'
4		<p>Accept any <b>four</b> of:</p> <ul style="list-style-type: none"> <li>• Sucking/swallow(ing) (1)</li> <li>• Rooting (1)</li> <li>• Palmar/ grasp (1)</li> <li>• Plantar reflex (1)</li> <li>• Stepping/ walking reflex (1)</li> <li>• Moro/falling reflex (1)</li> <li>• Startle reflex (1)</li> <li>• Blinking (1)</li> </ul>	4 x 1	Needs to name reflex, do not accept a description of the reflex.
5	a	<p>Ref to:</p> <ul style="list-style-type: none"> <li>• Bonding (1)</li> <li>• No preparation required /at correct temperature (1)</li> <li>• Causes uterine contraction (immediately after birth) (1)</li> <li>• Uterus returns (more quickly) to normal size (1)</li> <li>• Delays the return of periods (1)</li> <li>• Regains figure/weight loss (1)</li> <li>• Breast milk is free/cheaper/saves money (1)</li> <li>• Fewer dirty nappies/less smelly nappies (1)</li> <li>• Reduces risk of breast/ovarian cancer</li> </ul>	4 x 1	<p><b>Reminder.</b> Advantages for mother not baby.</p>

5	b	<p>Ref to:</p> <ul style="list-style-type: none"> <li>• <i>Boil kettle (1)</i></li> <li>• <i>Wash hands (1)</i></li> <li>• <i>Allow water to cool,(not less than 70°C</i></li> <li>• <i>Use sterilised bottle (1)</i></li> <li>• <i>Fill bottle with cooled water (1) to correct water level (1)</i></li> <li>• <i>Using the scoop supplied with formula (1)</i></li> <li>• <i>Add correct number of scoops (1)</i></li> <li>• <i>Level off each scoop (with the flat side of a knife/or special lip on tin) (1)</i></li> <li>• <i>Do not pat down or compress (1)</i></li> <li>• <i>Put the teat and ring on the bottle and shake to dissolve the formula (1)</i></li> <li>• <i>Do not make in advance (1)</i></li> </ul>	6 x 1	<p>As question asks for 'safely' and 'hygienically', the sequence should be correct, with the exception of the first two points which are interchangeable.</p> <p><b>No marks for sterilisation process.</b>  <b>Do not credit addition of water if it is added after the formula.</b></p>
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5	c	<p>Ref to:</p> <ul style="list-style-type: none"> <li>• <i>Adjust meal times if too tired (1)</i></li> <li>• <i>Eat together as a family/at same food (1)</i></li> <li>• <i>Make meals that look interesting/shapes (1)</i></li> <li>• <i>Use 'fun'/own children's plates/cutlery(1)</i></li> <li>• <i>Do not allow to snack between meals (1)</i></li> <li>• <i>Cut down on large drinks before mealtimes (1)</i></li> <li>• <i>Involve them in shopping/preparing the meal/ setting the table (1)</i></li> <li>• <i>Serve small portions (to avoid over facing them) (1)</i></li> <li>• <i>Serve the food at the correct temperature (1)</i></li> <li>• <i>Introduce new foods gradually (1)</i></li> <li>• <i>Praise/ sticker charts</i></li> <li>• <i>Invite children who are 'good eaters' for a meal (1)</i></li> <li>• <i>Stay calm/be patient (1)</i></li> </ul>	5 x 1	<p>Do not accept any reference to 'bribes'.</p>
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6	a	<p>Accept any <b>three</b> of:</p> <ul style="list-style-type: none"> <li>• Measles (1)</li> <li>• Mumps (1)</li> <li>• Chicken pox (1)</li> <li>• German measles/Rubella (1)</li> <li>• Scarlet fever/Scarlatina (1)</li> <li>• Whooping cough/Pertussis (1)</li> <li>• Hand, foot and mouth (1)</li> </ul>	3 x 1	
6	b	<p>Accept any <b>two</b> of:</p> <ul style="list-style-type: none"> <li>• Strip/fever strip/forehead thermometer (1)</li> <li>• Ear thermometer (1)</li> <li>• Digital thermometer (under arm) (1)</li> </ul>	2 x 1	Type of thermometer needed. Do not accept just 'thermometer', or a reference to a mercury/glass thermometer.
6	c	<p>Likely answers:</p> <ul style="list-style-type: none"> <li>• Remove (unnecessary layers of) clothing/bedding (1)</li> <li>• Put child in a lukewarm bath</li> <li>• Reduce room temperature (1)</li> <li>• Use a fan/ open window to cool room (1)</li> <li>• Sponge child with <b>cool</b> flannel (1)</li> <li>• Offer fluids/ water/ ice lollies (1)</li> <li>• Use child appropriate analgesic/Calpol (1)</li> </ul>	3 x 1	Do not accept reference to 'warm drinks', 'cold bath' or a cold flannel
6	d	<p>Likely answers:</p> <ul style="list-style-type: none"> <li>• Check mouth for button (1)</li> <li>• Lay baby over arm/lap face down/lean baby forwards (1)</li> <li>• Slap back/<b>firmly</b> pat (5x) to dislodge button (1)</li> <li>• Remove button (1)</li> <li>• Seek emergency help if not dislodged straight away (1)</li> </ul>	3 x 1	<p>Do not accept reference to 'Heimlich manoeuvre'</p> <p>Accept seeking emergency help, if no evidence of button after the back slaps.</p>



6	d	ii	<p>Likely answers:</p> <ul style="list-style-type: none"> <li>• Cool the scald with cold water (1)</li> <li>• For at least 10 minutes (1)</li> <li>• Do not use cream/ointment/lotion (1)</li> <li>• If skin broken/blistered/scald larger than child's fist seek emergency medical help (1)</li> <li>• Cover (with Clingfilm/non-fluffy material)</li> </ul>	2 x 1	
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6	d	iii	<p>Likely answers:</p> <ul style="list-style-type: none"> <li>• Calm child down/ comfort child (1)</li> <li>• Monitor child for allergic reaction (1)</li> <li>• Remove sting (if visible) (1)</li> <li>• Apply <b>anti-histamine</b> cream/give liquid <b>anti-histamine</b> (1)</li> <li>• Use a cold compress/ice (1)</li> <li>• Give child appropriate analgesic/Calpol (1)</li> </ul>	2 x 1	
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7	a		<p><b>6 months</b></p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto; text-align: center; line-height: 40px;">✓</div>	<p><b>12 months</b></p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>	1 x 1	
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7	b		<p><b>6 months</b></p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto; text-align: center; line-height: 40px;">✓</div>	<p><b>12 months</b></p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>	1 x 1	
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7	c		12 months	18 months	1 x 1	
			<input checked="" type="checkbox"/>	<input type="checkbox"/>		

7	d		18 months	24 months	1 x 1	
			<input type="checkbox"/>	<input checked="" type="checkbox"/>		

7	e		18 months	24 months	1 x 1	
			<input checked="" type="checkbox"/>	<input type="checkbox"/>		

7	f		18 months	24 months	1 x 1	
			<input checked="" type="checkbox"/>	<input type="checkbox"/>		

8	a		Accept any <b>three</b> of:		3 x 1	
			<ul style="list-style-type: none"> <li>• Tired (1)</li> <li>• Attention seeking (1)</li> <li>• Hungry (1)</li> <li>• Bored (1)</li> <li>• Cannot communicate/limited language skills</li> <li>• Frustrated (1)</li> <li>• Wants to be independent (1)</li> <li>• Has been told No/can't have what they want/ not getting own way (1)</li> </ul>			

<b>8</b>	<b>b</b>	<p>Accept any <b>three</b> of:</p> <ul style="list-style-type: none"> <li>• Biting (1)</li> <li>• Nipping/ pinching (1)</li> <li>• Hitting/fighting (1)</li> <li>• Spitting (1)</li> <li>• Telling lies (1)</li> <li>• Scratching (1)</li> <li>• Kicking (1)</li> <li>• Head banging (1)</li> <li>• Throwing things (1)</li> <li>• Swearing/ bad language (1)</li> <li>• Bullying (1)</li> <li>• Destroying/breaking things (1)</li> <li>• Defiance/ disobedience (1)</li> <li>• Screaming (1)</li> </ul>	3 x 1	
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<b>9</b>		<p>Likely answers:</p> <ul style="list-style-type: none"> <li>• Warm bath at bedtime to help her relax (1)</li> <li>• Warm drink at bedtime to help her relax (1)</li> <li>• Read her an (appropriate) bed time story so she has pleasant thoughts going to sleep (1)</li> <li>• Avoid 'scary' stories /TV programmes which may frighten her/play on her mind (1)</li> <li>• Stay with her while she drifts off to sleep so she doesn't feel scared/alone (1)</li> <li>• Use a nightlight so her room isn't too dark/can see where she is when she wakes in the night (1)</li> <li>• Leave bedroom door open so she doesn't feel alone/locked in (1)</li> <li>• Sibling could sleep in the same room with her (1)</li> <li>• Give favourite toy/comforter (1)</li> <li>• Reassure her so she feels comforted/check under bed with her (1)</li> <li>• Show understanding by being patient with her at bedtime (1)</li> <li>• Encourage her to talk about fears (1)</li> <li>• Give lots of cuddles so she feels loved/comforted (1)</li> </ul>	5 x 1	
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10		<p>Likely answers:</p> <ul style="list-style-type: none"> <li>• Becomes very familiar with technology (1)</li> <li>• Expands the imagination (1)</li> <li>• Encourages investigating/exploring/curiosity (1)</li> <li>• Learn by copying (1)</li> <li>• Learn how things work/ cause and effect (1)</li> <li>• Develops awareness of how technology fits into life. (1)</li> <li>• Preparation for school (1)</li> <li>• Apps/Supports learning (intellectual/ cognitive development) e.g. literacy, speech, numeracy, problem solving (1)</li> <li>• Learn 'consequences' in gaming (1)</li> <li>• Use Skype/Face time for contact with extended family (1)</li> <li>• Helps develop fine motor skills (1)</li> <li>• Helps develop hand eye coordination (1)</li> </ul>	4 x 1	Not a P.I.E.S. answer
11	a	<p>Accept: Early Years Foundation Stage (1)</p>	1 x 1	
11	b	<p>Accept any <b>two</b> of:</p> <ul style="list-style-type: none"> <li>• Communication and language (1)</li> <li>• Physical (development) (1)</li> <li>• Personal, social and emotional development/PSE (1)</li> <li>• Literacy (1)</li> <li>• Maths/Numeracy (1)</li> <li>• Understanding the world (1)</li> <li>• Expressive arts and design (1)</li> </ul>	2 x 1	No alternative wording accepted.

12	a	<p>Ref to:</p> <ul style="list-style-type: none"> <li>• Exposure to fresh air improves skin tone / rosy cheeks (1)</li> <li>• improves appetite (1)</li> <li>• encourages sleep (1)</li> <li>• improves mood (1)</li> <li>• Exercise from outdoor play Improves heart rate/ blood circulation/ lung capacity (1)</li> <li>• strengthens muscles (1)</li> <li>• Strengthens bones/ reduce risk of obesity (1)</li> <li>• Running/jumping/skipping/climbing/hopping improves balance and co-ordination (1)</li> <li>• improves gross motor skills (1)</li> <li>• Gives them opportunity to explore/investigate (1)</li> <li>• encourages independence (1)</li> <li>• increases confidence (1)</li> <li>• Gives them space to run about (1) release tension/ let off steam (1)</li> <li>• Encourages social development (1)</li> <li>• e.g gives them chance to meet/play/mix with other children/people of different ages/cultures (1)</li> <li>• Develops social skills (1)</li> <li>• e.g they cooperate with one another/ show consideration for one another/ sharing (1)</li> </ul>	6 x 1	<p>Do not allow a mark for 'using up energy' as this is given in the stem of the question.</p> <p>If only a list of points Max 3 marks</p>
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<p>12</p>	<p>b</p>	<p>Ref to:</p> <p><b>Helps physical development</b></p> <ul style="list-style-type: none"> <li>• fine motor skills</li> <li>• hand-eye coordination</li> <li>• sensory development</li> </ul> <p><b>Helps intellectual development</b></p> <ul style="list-style-type: none"> <li>• Experimenting</li> <li>• concentration</li> <li>• imagination</li> <li>• memory</li> <li>• trial and error</li> <li>• decision making</li> <li>• problem solving</li> <li>• increases vocabulary</li> <li>• design</li> </ul> <p><b>Helps emotional development</b></p> <ul style="list-style-type: none"> <li>• express feelings</li> <li>• confidence</li> <li>• self- esteem</li> <li>• pride in creation</li> <li>• enjoyment, pleasure</li> </ul> <p><b>Helps social development</b></p> <ul style="list-style-type: none"> <li>• Sharing</li> <li>• taking turns</li> <li>• co-operating</li> <li>• Learn rules</li> <li>• Develop social skills</li> </ul>	<p><b>Quality of Written Communication (QWC) will be assessed in this question.</b></p> <p><b>Candidates are not expected to cover all points given in the marking guidance but should give some relevant examples to illustrate points made.</b></p> <p><b>To gain marks in the higher mark band students must demonstrate knowledge and understanding of all four areas of development</b></p> <p><b>Mark bands</b></p> <p><b>7 - 8</b> Candidate evaluates how the activities encourage all areas of development in detail. Answers show clear knowledge and understanding, are well organised with good use of specialist terms. Spelling, punctuation and grammar is mainly accurate.</p> <p><b>3 - 6</b> Candidate evaluates how the activities encourage most of the areas of development but lacks depth and detail. Answers show some knowledge and understanding and are organised. Some specialist terms are used. There may be some errors in spelling, punctuation and grammar.</p> <p><b>1 - 2</b> There is limited evaluation of how the activities can encourage the different areas of development. Answers show limited knowledge and understanding. There is little use of specialist terms. Frequent errors in spelling, punctuation and grammar.</p> <p><b>0</b> No work worthy of credit.</p> <p>(P mark points during standardisation, tick points on CMI+)</p>
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