

New  
Specification



*Rewarding Learning*

General Certificate of Secondary Education  
2011

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## Home Economics: Child Development

Unit 2

*assessing*

Child Development 0–5 years

[GHC21]

FRIDAY 10 JUNE, AFTERNOON

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**MARK  
SCHEME**

1 (a) Write down **two** methods used to sterilise bottles when bottle feeding. (AO1)

- steam steriliser / steaming / electrical
- microwave steriliser / microwave
- sterilising solution / Milton solution / cold water sterilising tablet
- boiling for 10 minutes

hot = 0; steriliser = 0; tablet = 0

All other valid points will be given credit

(2 × [1])

[2]

(b) Write down **two** advantages of bottle feeding (AO1)

- bonding with father / other
- mother knows how much milk baby is getting
- baby can be fed anywhere
- anyone can feed the baby / give mum a rest
- mum can return to work / childminder can feed baby
- can buy ready prepared formula bottles
- won't be embarrassed feeding baby
- good substitute for mothers who breast feed

quick to make = 0; easier = 0; cheaper = 0

All other valid points will be given credit

(2 × [1])

[2]

(c) Write down **two** reasons why it is important not to make a bottle feed too strong for the baby. (AO1)

- too much protein
- too much salt
- baby very thirsty / dehydrated
- baby becomes fat / overweight / obesity / overfeeding
- baby very ill / convulsions / coma / permanent brain damage
- difficult to digest / vomit / stomach pains
- kidney damage

sick = 0; colic = 0; choking = 0

All other valid points will be given credit

(2 × [1])

[2]

(d) A midwife will visit a newborn baby daily at home until the baby is 10 days old.

Explain the role of the midwife during this time. (AO1, AO2)

Answer may address the following points:

- help and advice e.g. about feeding, sleeping, crying, routine
- answers questions, helps parents adjust to their new lifestyle
- baby clinic – importance of attending regularly, checks carried out
- immunisation – makes mother aware of programme and importance
- health of baby checked, weighs baby, checks development, PKU test
- health of mother checked, uterus back to normal, episiotomy healed, stitches dissolved, post natal depression

All other valid points will be given credit

(1 × [2])

[2]

8

2 (a) Write down **three** safety measures which should be taken, in the home, to keep Dylan safe. (AO1)

- stair gate
- socket covers
- cooker/hob guard
- nursery fireguard
- window locks
- no loose rugs, mats on floor
- cleaning materials / chemicals out of reach / locked away
- close external doors
- no polish under rugs, mats / avoid highly polished floors
- no trailing flexes, no hanging electric leads eg kettles, irons
- safety glass / covering doors
- corner protectors
- supervise
- drawer locks
- cupboard locks
- all medicines, drugs kept in locked cupboard
- knives, scissors in locked drawers
- no tea, coffee, hot liquids on tables

close all doors = 0; **dangerous items** out of way = 0 (must specify)

All other valid points will be given credit

(3 × [1])

[3]

(b) This safety mark is found on cots. Explain what this means. (AO1, AO2)

- made to British standard (B.S.I.)/kite mark  
(**must be included for full marks**)
- tested safe for use / pass safety tests
- tests for quality and suitability of materials
- tests design features of cot
- parents are reassured it is safe to use

All other valid points will be given credit

(1 × [2])

[2]

(c) Explain **three** points to consider when choosing clothes for Dylan.  
(AO1, AO2)

- comfortable / easy to move in
- easy to wash and dry / clothes will get dirty quickly now he's walking / suitable colour
- no loose strings (buttons), anything hanging down / Dylan could trip on material / choke
- correct size / comfortable / easy for Dylan to move about / not tight / allow for growth
- hardwearing / last long time, withstand wear and tear of him walking and falling over
- easy to put on and get off / may need changed frequently eg when dirty, after feeding, at nappy change
- poppers for easy access when changing nappy
- all-in-one suits, outfits / keep him warm, no gaps between bottom and top half / footless, to prevent slipping / non-slip soles
- cost, not too expensive / children grow quickly and expensive clothes would not be economical
- suitable for time of year + exp.
- suitable for activity + exp.
- non-irritant material + exp.
- low-flammability (1) + nightwear (2)

shoes/footwear = 0; ease of putting on (Dylon) = 0

All other valid points will be given credit

(3 × [2])

[6]

11

- 3 (a) Write down **one** reason why two year old Ruby needs each of the following nutrients: (AO1)

Carbohydrates

- Energy

(1 × [1])

[1]

Calcium

- teeth
- bones
- growth

(1 × [1])

[1]

Iron

- Blood / haemoglobin
- Prevent anaemia
- Prevent tiredness
- Transports oxygen

energy = 0

All other valid points will be given credit

(1 × [1])

[1]

- (b) Ruby's parents are trying to ensure Ruby's diet is healthy.

Write down **two** pieces of information on food labels which could help them.  
(AO1, AO2)

must state content / amount / low / high

- fat content in food
- sugar content in food
- salt content in meal
- NSP content in food
- list of ingredients
- Nutrients listed (max 1 mark) / nutritional information
- Low in fat
- Low in sugar
- Low in salt
- High in NSP
- allergy advice eg. nuts
- organic
- enriched with calcium / folic acid
- additive free / E numbers
- traffic light label / G.D.A. / 1 of 5 a day

All other valid points will be given credit

(2 × [1])

[2]

(c) Some children are lactose intolerant. Explain what this means? (AO1, AO2)

Answers may address the following points:

- Can't digest cow's milk, lack of lactose/avoid cow's milk
- Opt for low-lactose or lactose free drinks / soya milk / goats milk / rice milk
- Symptoms/cramps, bloating, diahorrea
- avoid dairy products / cows milk

All other valid points will be given credit

(1 × [2])

[2]

(d) Explain how play can help Ruby's physical development. (AO1, AO2, AO3)

- help **manipulate** skills, using hands, playing with blocks, jigsaws, using fingers
- help develop **her muscles**, running, walking, skipping, using her legs & arms to play / strengthen heart
- help develop **her balance**, climbing, hopping
- help her **exercise**, be active, good for her health, less risk of obesity
- help her walking, playing in garden, **help her posture** and balance, climbing frame
- garden play/outside play help develop muscles & keep Ruby active, build up **her stamina** / strength
- use up Ruby's **energy**, help her appetite, keep her active, develop good habits for later life, prevent obesity / aids restful sleep
- strengthen bones / weight bearing exercise + e.g.
- gross motor skills + e.g.
- sensory development + e.g.(one point only)
- growth related to vitamin D + sunshine outside

**N.B.** Skills must relate to 3 year old

develop new skills = 0

All other valid points will be given credit

(3 × [2])

[6]

13

4 (a) Many parents read stories to their children at bedtime.

Discuss the advantages of this for a child's development (AO1, AO2, AO3)

Answers may address the following points:

- will help child and parent to bond, spending time together regularly will bring them closer together
- child may be frightened about something eg going into hospital, reading a book could help child cope with situation
- child will become confident about , books and reading, will feel happier about playgroup and school / good for emotional health
- child will be happy spending time with parent, have time together to talk and laugh, good for their relationship
- will learn words, help vocabulary, will repeat words parent says, describe what's happening in book
- will learn colours, numbers , time by saying them from book, parents asking them colour of tree etc (max one explained point)
- will enjoy time spent reading or being read to, will think of reading and books as enjoyable, good for them when they start school
- will learn about world around them, find out about things they may not ever see eg other countries, space, enjoyable way for children to learn (max one explained point)
- will learn to listen to story when parent is reading, will enjoy experience and good preparation for listening to instructions in school
- can help child sleep, good for them to have a routine, child will **be settled** and may sleep better / relaxing
- child and parent can talk to each other about their day, might discuss anything that is worrying child, give child a chance to talk to parent on their own
- develop manipulative skills/handling books
- helps sensory development – looking around, listening to stories
- develops memory skills, recalling events
- encourages question asking, develops speech and enquiring mind
- develops imagination through stories, broadens view
- improves concentration / good preparation for school
- develops empathy / relate to story

All other valid points will be given credit

(2 × [2])

[4]

- (b) Evaluate the possible effects of moving house on a young child's emotional development.

Answers may address the following points: (AO1, AO2, AO3)

**Positive**

- happy to be moving to new house, getting new room to decorate, may have had to share a room before and now room of own
- excited to be getting new garden to play in, will have more room to play, old house may not have had garden or be near a playpark
- looking forward to moving house, may be moving nearer to grandparents or cousins or friends from playgroup and so will have people to play with, may like thought of being closer to family
- glad to get away from house he is living in to go to new one, may be small for family or may be moving away with one parent and be glad to be away from arguing parents, stressful situation

preparation for moving = 0

**Negative**

- sad to be leaving friends, worried about not having anyone to play with, will need to make new friends
- worried about where they are moving to, new area, not knowing who they can play with, worried about the unknown
- lonely without old friends, will need to make new friends, could be very shy and this may be very difficult for child
- angry with parents for making them leave their home, may become badly behaved and blame parents
- become withdrawn, refuse to eat properly, stay in room, not want to play, stress of moving house may be cause and not knowing how to deal with new situation
- anxious, about making new friends, leaving school or playgroup, fear of unknown, children like routine and this is being disrupted, uncertain time for child
- frightened of moving from what they know and are familiar with, may cry a lot, even be sick, at thought of new school, house, new surroundings
- regressive behaviour eg. bed wetting

All other valid answers will be given credit.

(3 × [2])

[6]

[0] is awarded for a response not worthy of credit.

**Level 1 ([1]-[2])**

Overall impression: Basic

- **limited** range of points
- **basic** points with limited explanation
- Quality of written communication is basic
- No evaluation



**Level 2 ([3]-[4])**

Overall impression: Competent

- Good range of valid explained points
- shows good understanding and discusses possible effects on emotional development
- Quality of written communication is competent

**Level 3 ([5]-[6])**

Overall impression: Highly competent

- wide range of of well explained explained points
- **shows excellent** understanding and evaluates possible effects on emotional development
- Quality of written communication is highly competent
- Must give positive **and** negative points for level 3

10

- 5 Discuss the benefits of playgroup for a young child's social and intellectual development. (AO1, AO2, AO3)

Answers may address the following points:

#### Social development

- make friends, mix with peer group, form relationships, only child, shy child
- learn to share, toys & playing together
- learn to take turns, e.g. with toys and games
- talk, communicate with other children, adults/learn songs & rhymes to help speech
- learn manners, saying please & thank you, listening to stories
- learn to behave, become socially acceptable through stories, teachers etc.
- learn to interact & behave with other children & adults
- independence, preparation for school

#### Intellectual development

- develop vocabulary, talking to other children & leaders
- learn words – from flashcards, names on things, through story telling
- learn to listen to teachers and stories, good preparation for primary school
- help their memory – through repetition of words, rhymes
- learn to count, learn basic colours – through play and books
- learn to enjoy learning, think it's fun to learn through play, good preparation for school

(learn to read & write = 0)

All other valid answers will be given credit.

[0] is awarded for a response not worthy of credit.

#### Level 1 ([1]-[3])

Overall impression: Basic

- **limited** range of points, not all explained
- shows basic knowledge of playgroup & social development & intellectual development
- Quality of written communication is basic

#### Level 2 ([4]-[6])

Overall impression: Competent

- **Good** range of valid explained points
- shows good knowledge of intellectual development, social development & relates both playgroup situation
- Quality of written communication is competent

Max of 5 marks if only **one** area discussed

#### Level 3 ([7]-[9])

Overall impression: Highly competent

- **Wide range** of valid, well explained points
- shows excellent knowledge intellectual development, social development and relates both to playgroup situation
- Quality of written communication is highly competent

Must have **more than one** well developed point on **each** type of development

[9]

9

- 6 Three year old Liam sometimes has a temper tantrum when his mum takes him to the supermarket.  
Discuss possible ways Liam's mum could **deal** with this situation. (AO1, AO2, AO3)  
Answers may address the following points:

- ignore Liam, he is attention seeking and when he sees he is not getting any attention he will stop having tantrums
- remove Liam when he starts to have a tantrum, take him out of supermarket and put him into car seat to keep him safe, sit with him until he settles, he will associate tantrum with being taken out of supermarket and won't like it
- do not give Liam attention, walk a short distance away from him or turn away from him, show him she is displeased with him, do not give him attention or he will do it again
- do not shout at Liam, that is giving him attention he wants and will only make him worse, try to stay calm and speak quietly to him, tell him his behaviour is not acceptable
- before she goes to supermarket talk to Liam, tell him tantrums are not acceptable behaviour, encourage him to be good, tell him he can do something nice after shopping eg go to park if he is good ( bribery with sweets is not acceptable)
- keep Liam occupied during shopping, get him involved, let him pick tins from shelf, count apples needed, this will stop him getting bored and misbehaving / use miniature trolley
- before mum starts shopping she should give Liam something to do while she shops eg bring his favourite book or toy or sticker book to do, or give him a list of things to look for in the shop eg red apples, their favourite cereal etc
- talk at his level, speak firmly and quietly / he may be frustrated, can't get what he wants
- try to avoid things in supermarket he wants eg. sweets, biscuits, go to 'sweet-free' tills at checkout
- do not give into his demands or he will repeat behaviour, this can help prevent tantrums
- reward and praise calm behaviour in supermarket / reward chart
- mum might choose to leave Liam at home with a relative, as he is unable to cope with the supermarket situation
- keep shopping trips short / boredom punishing when get home = 0

All other valid answers will be given credit

[0] is awarded for a response not worthy of credit.

### Level 1 ([1]-[3])

Overall impression: Basic

- limited range of points, not all explained
- shows basic understanding of situation
- Quality of written communication is basic

**Level 2 ([4]-[6])**

Overall impression: Competent

- good range of valid explained points
- shows good understanding of situation and discusses possible ways to deal with situation
- Quality of written communication is competent

**Level 3 ([7]-[9])**

Overall impression: Highly competent

- Wide range of valid, well explained points
- shows excellent understanding of situation and discusses possible ways to deal with situation
- Quality of written communication is highly competent

Must relate to supermarket situation

[9]

**Total**

**AVAILABLE  
MARKS**

9

**60**