



Rewarding Learning

**General Certificate of Secondary Education
2016**

Home Economics (Child Development)

Unit 2:

Child Development 0–5 years

[GHC21]

FRIDAY 3 JUNE, AFTERNOON

**MARK
SCHEME**

General Marking Instructions

Introduction

Mark schemes are published to assist teachers and students in their preparation for examinations. Through the mark schemes teachers and students will be able to see what examiners are looking for in response to questions and exactly where the marks have been awarded. The publishing of the mark schemes may help to show that examiners are not concerned about finding out what a student does not know but rather with rewarding students for what they do know.

The Purpose of Mark Schemes

Examination papers are set and revised by teams of examiners and revisers appointed by the Council. The teams of examiners and revisers include experienced teachers who are familiar with the level and standards expected of students in schools and colleges.

The job of the examiners is to set the questions and the mark schemes; and the job of the revisers is to review the questions and mark schemes commenting on a large range of issues about which they must be satisfied before the question papers and mark schemes are finalised.

The questions and the mark schemes are developed in association with each other so that the issues of differentiation and positive achievement can be addressed right from the start. Mark schemes, therefore, are regarded as part of an integral process which begins with the setting of questions and ends with the marking of the examination.

The main purpose of the mark scheme is to provide a uniform basis for the marking process so that all the markers are following exactly the same instructions and making the same judgements in so far as this is possible. Before marking begins a standardising meeting is held where all the markers are briefed using the mark scheme and samples of the students' work in the form of scripts. Consideration is also given at this stage to any comments on the operational papers received from teachers and their organisations. During this meeting, and up to and including the end of the marking, there is provision for amendments to be made to the mark scheme. What is published represents this final form of the mark scheme.

It is important to recognise that in some cases there may well be other correct responses which are equally acceptable to those published: the mark scheme can only cover those responses which emerged in the examination. There may also be instances where certain judgements may have to be left to the experience of the examiner, for example, where there is no absolute correct response – all teachers will be familiar with making such judgements.

1 (a) Amy is bathing her one month old baby. Write down **two** points Amy should consider when bathing her baby. (AO1)

- use bath seat/sponge/support
- have all you need close at hand
- only use baby bath products, do not use adult products
- make sure bath is secure and will not topple over/place bath on stable surface
- hold the baby tightly/make baby feel secure/wrap baby in towel
- wipe baby's eyes from nose outwards using cotton wool
- check the temperature of the water with thermometer or elbow /make sure water not too hot or too cold/put cold water in first, then warm water 37°C/body temperature/room temperature 16–22°C/no draughts
- do not put in too much water/depth of water
- dry the baby thoroughly/use a soft towel on baby's skin
- talk softly to baby to keep baby relaxed, feeling comforted
- do not leave unattended
- cover taps

Use a baby bath = [0] Temperature = [0]

All other valid answers will be credited

(2 × [1])

[2]

(b) Safety symbols are used on nursery equipment and clothing.

(i) Name this safety symbol. (AO1)

- kite mark
- BSI/British Standards Institute

Safety mark = [0] British Standard = [0]

(1 × [1])

[1]

(ii) What does this care symbol mean? (AO1)

- Do not bleach/no bleach

Bleach = [0]

(1 × [1])

[1]

(c) Safety is important in the home. Write down **two** ways a two year old child can be protected from **scalds** and **burns**. (AO1) Something that **causes** scalds and burns

- keep all electrical goods out of reach + any example
- use a cooker guard/saucepan handles turned in
- use curly or short flexes on kettles and electrical equipment/no long leads on kettles or irons/put iron away
- do not leave child unsupervised/unattended if at risk of scalds or burns
- check bath water correct temperature
- put cold water in first when running a bath
- always use a fireguard
- have smoke alarms fitted
- keep matches and lighters out of reach/lit cigarettes
- keep candles out of reach of child
- ensure hot drinks are out of reach of children
- fit thermostats on water taps/cover

- don't leave hot water taps running
 - radiator covers
 - teach them about oven safety
 - chemicals stored in a locked cupboard – chemical burn
- Safety gates on kitchen door = [0] Keep out of kitchen = [0]
All other valid answers will be credited
(2 × [1])

[2]

AVAILABLE
MARKS

6

2 (a) Write down **two** methods to sterilise feeding bottles. (AO1)

- Dishwasher
- Microwave steriliser
- Electric steriliser/steam steriliser
- Chemical sterilising/Milton solution/cold water sterilising/tablet sterilising
- Boiling for **10** minutes

Steam = [0]; Hot water = [0]; Steriliser = [0]; Tablet = [0]; Boiling = [0]

All other valid answers will be credited

(2 × [1])

[2]

(b) Explain the importance of following the instructions carefully **when preparing** a formula bottle feed. (AO1, AO2)

- General statement, e.g. right amount of powder = [1]
- will ensure feed is correct proportion, too much formula put in can cause excessive thirst and dehydration
- it tells parents how to make up the formula feed correctly, if feed is not made up correctly and formula is too strong can cause damage to baby's kidneys/thirsty/coma
- if formula is too weak with not enough formula, baby will be hungry and not put on weight
- it informs parents how much the baby needs at each age, so mother knows what baby needs and won't over or under feed baby
- it gives instructions re hygiene as bacteria from unwashed/unsterilised bottles/hands can be transferred to the baby while handling the bottle and can make baby ill, causing thirsty, vomiting, diarrhoea
- made up formula bottles should not be kept at room temperature as bacteria grow quickly at room temperature/if equipment is not sterilised to kill germs baby can become ill
- temperature = made with boiling water – cooled prevent burn.

3rd mark for understanding

All other valid answers will be credited

(1 × [3])

[3]

(c) Write down **three health** benefits of breastfeeding for the baby. (AO1)

- strong immune system/gives baby antibodies/protects baby from infections/less likely to be in hospital
- less likely to become obese/less risk of being overfed
- less chance type 2 diabetes
- less likely to have eczema/dermatitis
- nappy rash
- does not cause indigestion/colic
- less likely to develop allergies
- less likely to be constipated
- less chance of diarrhoea and vomiting/gastroenteritis
- helps brain development
- fewer chest and ear infections
- can prevent S.I.D
- provide **all** the nutrients the baby needs
- changes with baby's age/needs
- contains colostrum

healthy baby = [0]

All other valid answers will be credited

(3 × [1])

[3]

(d) Explain how a parent can deal with sibling rivalry.

- spend time individually, have time for each child during the day, don't let child feel neglected
- let child help with the baby, e.g. when changing baby's nappy, child will feel involved and baby will become familiar to older child
- read books about a new baby, older child will be able to relate to story and realise it is not just in home it is happening
- go on family outings to places child enjoys, e.g. park, take baby and older child will get used to baby being included, become familiar with baby being included *only award once*
- explain they are related – importance of family love and respect each other
- treat them equally + explanation
- teach them to share – prevents fighting
- spend equal time with both children/give some gifts, won't be jealous of each other

All other valid answers will be credited

(2 × [2])

[4]

12

AVAILABLE
MARKS

3 (a) Explain how parents can encourage a child when toilet training. (AO1, AO2, AO3)

- provide clothes that a child can take off quickly to access potty/toilet
- praise/reward child, use stickers on a potty chart for every successful potty use, more likely to use it, use positive language (not sweets, toys)
- don't force child to sit on potty or use toilet, do it at child's pace, be patient
- don't shout at child if they make a mistake, never show anger or punish child, make the minimum fuss
- increase child's fluids and include plenty of fresh fruit and vegetables to avoid painful stools which could discourage child
- use character, musical or coloured potty, child will like using potty and want to sit on it
- toilet training pants, encourage independence, prevents accidents
- copying parents behaviour
- talk to child, read books, ask when they need to go
- easy to remove clothing, to prevent accidents, elasticated waists
- let child sit on potty as long as they want, don't take them off too early, child may have accident, be confused
- keep potty or toilet training seat nearby, child will get used to seeing it, can also be used quickly so less chance of accidents, child won't get discouraged by having to wait
- specific training toy + explanation

All other valid answers will be credited

(1 × [2])

[2]

(b) Five year old Joe is starting school. (AO1, AO2)

Explain how his parents can help prepare him **emotionally** for school, e.g. less frightened/excited. **Find** emotion + explain

- develop his independence, let Joe get used to being away from his mother, e.g. let him have playdates at friend's house, will prepare him for being left at school without parents, he will be able to cope better with the school day/let Joe make decisions about school, e.g. choosing own pencil case and school bag, he will feel involved and feel he is grown up (max 2 explained points)
- develop his confidence/self esteem, teach Joe to put on his coat, shoes, ensure he can go to the toilet on his own so that he will be able to look after himself in school and this will help his confidence/teach Joe basic skills, e.g. holding a pencil, drawing, he will be more confident about starting school if he thinks he can already do some tasks himself/have friends round to play who will be going to same school, Joe will know people when he goes to school, will help him develop friendships and he will feel more confident about his first day (max 2 explained points)
- make school a less frightening place for Joe, take Joe to visit school he will know what to expect and it won't seem as strange for Joe/let Joe walk past school frequently, he will see other children playing, will help him see school as a fun place to be, he will want/read stories/sing songs about starting school, make it seem real to Joe, he will become familiar with routines of school day/make Joe see school as a happy experience, let Joe go to playschool or nursery, he will become familiar with routine similar to school, he will know what to expect and be happy

to go to school/read stories/sing songs about starting school, make it

- seem real to Joe, he will become familiar with routines of school day
- talk to Joe about how he feels, make sure he understands it is fine for him to be frightened and is a normal feeling, talk about what to expect in school, let Joe ask questions and do not ignore his concerns/read books and watch DVDs about starting school, he will see it as what everyone does

- role plays – less anxious

All other valid answers will be credited

(2 × [2])

[4]

(c) Discuss the factors that can influence **intellectual** development. What will help.

- parents and carers talking and listening to the child, children copy what they see and hear, if they are read stories/have conversations/ answering questions they will copy words and hear how to pronounce words
- older siblings
- parents who encourage and praise children, are keen for them to do well, child will be encouraged to do well, learn words, children thrive on praise, being sensitive in correction
- going to playgroup, nursery, etc, child will learn basic skills, etc drawing, learning from play, being stimulated by play to communicate with others and learn from other children and leaders
- neglect, if child is not stimulated and left on own, not spoken to/or interacted with regularly, they will not learn from parents, they will become withdrawn and not want to learn.
- ensuring a child may not have good diet, may be too hungry to concentrate and learn
- identifying hearing or speech problems at an early age, may hinder learning, e.g. child will not hear words, will need to be stimulated in another way to learn. If hearing problem not detected child will not be learning as they will not hear words, instructions, stories
- illness – unable to attend preschool
- parents setting a good example/role model, e.g. taking an interest in/ in reading/demonstrating perseverance/being positive about intellectual pursuits
- exposure to intellectual activity, e.g. TV, museums, library visits, electronic devices, a range of toys, days out
- genes – if parents are intelligent, the child may be naturally intelligent – inherit
- family life, e.g. divorce
- disability, e.g. mentally can't cope – harder to understand
- poor eyesight – unable to see the board
- parents helping, e.g. homework/play reading Max 1 mark explanation
- parents smoking – lowers reading age
- income – ability to buy resources – extend knowledge
- working parents – could be positive/negative
- poor diet – hungry – concentration
- sleeping – poor routine cannot concentrate

All other valid answers will be credited

(3 × [2])

[6]

12

4 (a) Discuss the **nutritional content** of this breakfast for a four year old child.

Wholemeal toast and scrambled egg

Glass of milk

Name food – nutrient – function = [2]

- wholemeal toast high in fibre needed to prevent constipation
- wholemeal bread provides carbohydrates for energy, active 4 year old needs energy for playing, running – B vitamins
- wholemeal bread provides starchy carbohydrates, child will feel full up longer, prevent unhealthy snacking on sugary or fatty snacks
- egg provides protein for growth, 4 year olds are growing quickly
- egg provides protein for repair, children fall and get injured and need protein to help repair wounds/**secondary** source of energy
- egg contains vitamins A,B,D; vitamin A helps cell development, skin, immune system, vitamin B helps energy release, vitamin D helps bones and teeth
- milk provides calcium for teeth and bones, 4 year olds need to strengthen their baby teeth and their bones are still growing
- butter provides fat, child needs fat for warmth, as energy source and to protect organs
- butter is high in fat, too much fat can cause obesity, child may have difficulty running around, may be bullied and affect social and emotional development
- butter/milk is high in fat, too much fat can contribute to heart disease long term
- breakfast has no fruit and vegetable, not a balanced meal

Not allergies or intolerances

All other valid answers will be credited

(3 × [2])

[6]

(b) Explain how food labels can help a mother ensure her young child has a balanced, healthy diet. (AO1, AO2)

- ingredients listed, mother can check if food is healthy, e.g. no added sugar, no added salt, help monitor child's diet/ E numbers (max 2 explained points)
- lists nutrients, e.g. protein, carbohydrates, etc in food + function (max 2 explained points)
- if child has allergy, e.g. nuts, label will have ingredients list, child not at risk
- traffic light system shows mother quickly nutritional value, she can make informed choice
- ethical choice fairtrade/organic
- serving size = portion control
- 5 a day
- recipe idea = balanced diet

All other valid answers will be credited

([3] × 2)

[6]

AVAILABLE
MARKS

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5 Catherine has a one year old daughter and is returning to work.

AVAILABLE
MARKS

Evaluate these childcare options she could consider.

- Day Nursery
 - Relative
- } must evaluate both

Level 1: (0–3 marks) Basic response

- lists points, little or no explanation or evaluation
- basic understanding evident
- basic quality of written communication

3 marks if only discussed 1

Level 2: (4–6 marks) Competent response

- some evaluation evident
- competent understanding evident
- competent quality of written communication

Level 3: (7–9 marks) Highly competent response

- both childcare options well explained + evaluated
- highly competent understanding evident
- highly competent quality of written communication

Day Nursery

Advantages

- well equipped, has up to date equipment which is safety checked yearly and parents don't need to buy extra cot, pram, etc.
- baby gets used to different carers, helps social development makes them less clingy
- lots of play opportunities and activities when baby gets older, helps child's creative and intellectual skills
- nurseries are inspected and registered, parents know they are safe, clean and adhere to strict guidelines, parents will feel reassured
- staff are trained and experienced with babies, parents will know baby will be cared for professionally
- daytime routine will help settle baby and develop important routines, e.g. sleeping, eating
- parents get update (usually written) on child's daily progress and can see when child had slept, what he/she has eaten, etc.
- stable, reliable environment, important for babies to have routine and stability every day, nursery has same timetable every day
- usually long hours, opens early in morning which may suit parents, price includes whole day provision
- baby becomes used to other babies and children and has one-to-one contact with staff too, will help their social development

Playgroup/care group = [0]

Disadvantages

- high cost compared to other childminding options, usually pay for long hours, pay retainer for holidays
- if baby ill can't go to nursery, need to have alternative option
- higher risk of catching illness from other babies and children, e.g. colds, tummy bugs

- little one-to-one attention for baby, staff have several babies to look after, may not be able to give baby much attention if busy
- may need to travel in car to day nursery, time consuming, hassle for parent who has to transport baby

Relative

Advantages

- they know baby, familiar with baby's routine, baby will be settled with familiar person
- parents will feel happier knowing baby is with family or friend, they know the person and trust them
- can come to baby's own house, better for parents – don't need to drive or transport equipment, baby in familiar cot and surroundings
- may not charge or will not charge usual childminding rates
- will be flexible with working hours, may not need to pay for holidays
- will take baby even if baby is ill, can look after baby if baby not well, know baby's usual routine
- will know how parents want baby raised, will know their values and how they want baby disciplined
- may do some housework for the parents, will help mum settle back into work

Disadvantages

- not registered, illegal to look after baby if not registered, house will not have been made childproof
- if parents not happy with anything may be difficult for them to approach carer, can cause rift in family
- may not feel they should discipline child, may not be good for baby's development
- no opportunity to mix with other children
- impact relationship
- spoiling child

[9]

9

AVAILABLE
MARKS

6 Discuss how to encourage social skills in a young child.

Level 1: (0–3 marks) Basic response

- lists points, little or no discussion
- basic understanding evident
- basic quality of written communication

Level 2: (4–6 marks) Competent response

- 2–3 well discussed points
- competent understanding
- competent quality of written communication

Level 3: (7–9 marks) Highly competent response

- 4–5 well discussed points
- highly competent understanding
- highly competent quality of written communication

- **make friends**, e.g. pre-school groups/clubs/organisations, learn from other children, organisations, dance classes, mini rugby team, play dates
- **meet other children**, e.g. invite other children to house, take child to family occasions, this will give them confidence to mix with others
- **share their toys** and take turns, learn not to be selfish, will help them make friends, e.g. at nursery, on play dates
- **talk to other children and adults** to improve their speech and help them make friends and communicate their feelings to others
- **teach good manners**, encourage the child to say please and thank you, parents set a good example and they will copy
- **have dinner together as a family**, encourages table manners, setting the table, they will copy their parents and learn from repetition and develop communication skills
- **teach the importance of rules**, make sure they understand the importance of rules, e.g. when playing a game to make it fair for everyone, when eating at the table
- **take child on outings**, e.g. zoo/beach/park/leisure centre, let them meet other people and learn, e.g. how to communicate with people and show good manners, take turns when doing activities
- **ensuring child has acceptable standards of hygiene**, e.g. washing hands
- **provide opportunities to build self-esteem**, parents should praise when they display responsible and independent behaviour
- independence
- self esteem – sense of achievement

All other valid answers will be credited

[9]

Total

**AVAILABLE
MARKS**

9

60