



GCSE MARKING SCHEME

SUMMER 2016

**HOME ECONOMICS – CHILD DEVELOPMENT
4291/01**

INTRODUCTION

This marking scheme was used by WJEC for the 2016 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

Online marking

WJEC will be using a method of marking examination scripts known as e marker ® for this paper. Under this system, candidates' scripts are scanned and then transmitted to examiners electronically via the internet. Examiners mark on-screen; marked responses and marks are then submitted electronically.

Whilst the basic principles remain unchanged, this method entails some important changes to the way the system operates when examiners mark on paper:

- Examiners do not mark complete scripts. Instead scripts are divided into segments by question (item), and are transmitted to examiners in this form. Therefore each candidate's script will be marked by a number of different examiners.
- Examiners are required to complete an online standardising exercise. This involves the marking of a number of common candidate responses (roughly 30 of each item) which will be included in examiners' allocations at regular intervals during the process. Should marks given to these items fall outside the tolerance agreed by senior examiners on more than one occasion, examiners will be prevented from further marking of that item until the team leader has been able to resolve the issue.

In terms of technical requirements, examiners participating will need a personal computer running on Windows XP, Vista or Version 7 and a broadband internet connection. With an Apple Mac a Windows emulator is required.

For further details, please see the user guide available on e marker ® when you log on. Instructions on how to log on to the system and your username and password have been sent separately.

GCSE HOME ECONOMICS
CHILD DEVELOPMENT
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<p>Q.1 (a) Award one mark for each correct response</p> <ul style="list-style-type: none">(i) Placenta(ii) Umbilical cord(iii) Cervix(iv) Amniotic sac <p>(b) Award one mark for correct identification of twins and one mark for the explanation. The non-identical twins must be correct to get the reason.</p> <p>Answer – Non-identical twins/fraternal/di-zygotic Reason – They have their own placentas/Don't share a placenta Not egg splitting</p>	<p>[4]</p> <p>[2]</p>
<p>Q.2 Award one mark for each correct response</p> <ul style="list-style-type: none">(a) Taking action to prevent a pregnancy(b) Vasectomy(c) Amniotic fluid	<p>[3]</p>
<p>Q.3 (a) Award one mark for each correct response</p> <ul style="list-style-type: none">(i) Natural childbirth(ii) Sexually Transmitted Diseases(iii) Menstruation <p>(b) Award one mark for each correct response</p> <p>Likely answers may include:</p> <ul style="list-style-type: none">(i) Sugary food can cause tooth decay/dental cavities/bad for teeth/damage/rot teeth/ obesity, <u>type 2</u> diabetes(ii) Used for building muscles and repairing damaged tissues/<u>growth</u> and repair/secondary source of <u>energy</u> - can be by themselves, i.e. growth, energy NOT bones and teeth or development as too vague(iii) Keeps gums healthy and helps wounds to heal/prevents scurvy/needed for connective tissue/helps the body absorb iron/protects against infections/healthy skin/supports strong immune system/helps absorption of iron NOT disease/illness	<p>[3]</p>

Q.4 (a) Allow **one** mark for each correct response to a maximum of **two** [2]

Likely answers may include:

- missed period/no period/don't come on
- sickness/feelings of nausea
- may need to pass urine more frequently/needing the toilet more frequently
- breasts are tender/enlarged
- nipples and areola around them become darker
- metallic taste in the mouth
- may crave new foods/dislike foods usually eaten
- more vaginal mucus is discharged

NOT tiredness/feeling faint; strong smells making them sick

(b) Allow **one** mark for each correct response to a maximum of **two** [2]

Likely answers may include:

- provides oxygen from the mother's blood/helps baby breathe
- provides Food for the foetus using nutrients from the mother/feeds the baby/gives it nutrients
- removes carbon dioxide from the foetus
- removes waste products

NOT named nutrients unless all 5 are listed

(c) Allow **one** mark for each correct response to a maximum of **three** [3]

Likely answers may include:

- measures baby's size/growth/development
- checks heartbeat present
- confirms the length of pregnancy to calculate the due date/number of weeks/how old is the baby
- checks the position of the placenta
- checks the position of the baby
- checks if twins are present/number of babies
- check for abnormalities/spina bifida

NOT - sex of baby
- weight
- Downs Syndrome or illness

- Q.5 (a) Award **one** mark for each correct response up to a maximum of **three** [3]
- measles
 - mumps
 - chicken pox
 - rubella/German measles
 - whooping cough
 - scarlet fever
- NOT** Meningitis/hand, foot and mouth
- (b) Award **one** mark for each correct response, up to a maximum of **two** [2]
- Likely answers may include:
- loss of appetite/may not eat food
 - rash
 - flushed appearance/red rosy cheeks/unusually pale/very pale skin
 - raised temperature (not temperature on its own) /fever/burning up/high/if temperature mentioned must be over 39°C
 - crying more than usual/fretful/crying without known reason
 - irritable/agitated/restlessness/unsettled
 - clingy
 - unusually quiet/listless/not wanting to play
 - sleeping more than usual/drowsiness/tiredness
 - swollen glands
 - difficulty breathing/shallow breathing
 - sickness/vomiting
 - diarrhoea
 - difficulty in waking
 - dull eyes
- NOT** headaches/light colour skin
- (c) Award **one** mark for each correct response to a maximum of **four** [4]
- Ways given must be before the child goes to hospital **NOT** while in hospital.
- Likely answers may include:
- talk about what will happen in hospital
 - talk about the different professionals – nurses and doctors
 - encourage role play games about hospital
 - show them books about being in hospital
 - try to visit the hospital with the child beforehand
 - let the child pack their own bag if possible – if child be referenced have input into packing
 - make sure they take some of their favourite toys/books/nightwear with them – anything for comfort
 - mention more toys/other children to play with in hospital
 - tell them parents can visit/or one parent may be allowed to stay with them
- NOT** - love and cuddles it implies the child is in hospital
- rewards/toys for being good in hospital

Q.6 (a) Award **one** mark for each correct response. [3]

- (i) False
- (ii) True
- (iii) True

(b) (i) Award **one** mark for a brief response, **two** marks for full response which explains gross motor skills. [4]

Likely answers may include:

- gross motor skills involve the co-ordination of the brain and muscles
- use of large muscles in the body
- includes walking, running, climbing, kicking a ball, etc.
- use of large muscles – arms, legs for movement, e.g. walking, catching

(ii) Award **one** mark for a brief response, **two** for a full response which explains fine manipulative skills.

Likely answers may include:

- precise use of hands and fingers
- includes painting, drawing, doing up buttons, using a knife and fork, writing, etc.
- co-ordination of the smaller muscles – hands, fingers
- reference to the different types of grasp (1) plus example (2)
- hand/eye co-ordination (1) plus example (2)

Q.6 (c) **0-2 marks** Identification of some points of how the play equipment encourages a child's physical development but little attempt to quality; answer may resemble a list. [6]

3-4 marks A planned and structured answer, many points identified with some discussion of how a child's physical development is encouraged whilst playing on the equipment.

5-6 marks A planned, balanced and well-structured answer, range of points identified with detailed discussion of how a child's physical development is encouraged whilst playing on the equipment.

Likely answers may include:

- improves co-ordination and balance
- builds up their co-ordination and leg muscles when they learn to swing/run/climb
- helps their foot-eye co-ordination
- practice climbing up steps or a ladder with one foot leading
- develops jumping distances
- develops balancing skills
- improves stamina
- improves balance when climbing
- develop or strengthen arm and leg muscles and bones and helps develop coordination and movement skills
- control of body
- put weight onto different parts of the body
- uses up energy
- physical activity helps to maintain a healthy weight – sedentary lifestyles in young children are a risk factor for overweight and obesity/having exercise
- fresh air
- improve children's appetite, give them more energy and help them to sleep soundly at night
- develops fine motor skills when holding onto swings and climbing frames
- develop gross motor skills

Q.7 (a) Accept any **two** of the following for **one** mark each. [2]

- divorce
- separation/split up
- death of one parent
- births to single women/father not part of family/parents not together/artificial insemination
- imprisonment of one parent
- illness, long term hospitalisation
- long term working away from home

(b) Award **one** mark each for **two** valid points or **two** marks for a full response. [2]

Likely answers may include:

- provides support for single parent by providing advice and practical support on a number of issues
 - online advice and information on website, interactive advice tools, online community for members
 - provides fact sheets and information on managing finances, childcare, education and employment, advice on food banks
 - provides information specifically for single fathers to provide support and to try to alleviate isolation when bringing up children on their own
 - mutual support of parents/children, social meetings, interaction opportunities, share experiences/planned activities/days out
 - local groups offering peer support for other single parents and their families
- NO** - to childcare whilst parent at work
- to food banks and financial support- being issued to them
- to give support as in question

Q.7 (c) **0-2 marks** Identification of some points of the benefits of an extended family but little attempt to qualify. Answer may resemble a list. [6]

3-4 marks A planned and structured answer, many points identified with some discussion of the benefits of an extended family.

5-6 marks A planned, balanced and well-structured answer, many points identified with detailed discussion of the benefits of an extended family.

Likely answers may include:

- care/support from all family members
- help parents in bringing up children
- always somebody there in case of emergency
- advice available on problems
- family members can enjoy each other's company
- close family bonding
- grandparents have joy of seeing grandchildren
- children have cousins to play with helping to extend social skills or learn new skills
- comfort at times of distress
- looking after children when parents are at work
- children cared for by people they know and may feel more secure
- possible financial help
- don't have to travel to visit family so transport won't be an issue

Q.8 (a) Award **one** mark for a brief response, **two** marks for full response, for example: [2]

- Different stages of being happy/sad/angry (1 mark)
- Development of feelings (1 mark) plus example (2 marks)
- Development of a child's ability to control his/her feelings (2 marks)
- Development of emotions (1) e.g. happy/sad (2)
- Learning to deal with emotions (1) example (2)

NOT reactions

(b) **0-2 marks** Identification of some points of how a child can be encouraged to be emotionally healthy but little attempt to qualify. Answer may resemble a list. [6]

3-4 marks A planned and structured answer, many points identified with some discussion of how a child can be encouraged to be emotionally healthy.

5-6 marks A planned, balanced and well-structured answer, many points identified with detailed discussion of how a child can be encouraged to be emotionally healthy.

Likely answers may include:

- praise for what they can do, not criticism for what they cannot do
- encouraged to develop new skills
- encouraged to discuss their feelings and express their ideas
- supported – especially when experience stress, parents to discuss the stressful event with the child in a way which helps them to understand/comfort them
- feeling of being valued by family and friends, etc.
- love the child and accept her for what she is/valued as individuals
- given time, attention and companionship
- given opportunities to be independent
- acceptable behaviour encouraged
- reassured and helped to develop confidence
- activities/books/role play to identify feelings about certain situations, e.g. going to the dentist
- having a pet would help the child develop caring skills

Q.9 **0-2 marks** Identification of some effects of watching TV on a child's development, but little attempt to qualify. Answer may resemble a list. Little or no use of specialist vocabulary.

3-5 marks A restricted number of points identified but some discussion of the effects of watching TV on a child's development. Some specialist language used.
(If only one side of the argument - max 4 marks)

6-8 marks A planned, balanced and well-structured answer, most points identified with detailed discussion of the effect of watching TV on a child's development. Specialist language used and largely error free. Positive and negative comments for full marks.

Likely answers may include:

Negative

- opportunities for conversation/social interaction with parents and others limited. A child learns a lot more efficiently from real interaction with people
- prevents children from playing out/fresh air/being physically active/playing with friends/spending time with family
- TV viewing takes away the time that children need to develop skills like language, creativity, motor, and social skills. Children's language skills, for example, do not improve by passively listening to the TV. It is developed by interacting with people, when talking and listening is used in the context of real life
- too much interferes with children doing homework/reading/TV viewing takes away time from reading and improving reading skills through practice
- may copy violent behaviour as it seems acceptable/become confused when trying to understand right from wrong
- may become fearful that the world is scary and that something bad will happen to them
- frightened by violent images
- behaviour problems/nightmares/difficulty in sleeping may follow exposure to media violence
- may copy/encourage use of bad language
- may encourage sexual/racial stereotyping
- make children tired and listless if watched until late at night/when they lose sleep because of TV they become less alert during the day, this results in poor school performance
- understanding may be limited when parents don't watch with child/talk to child about programme
- possible risk of obesity if children spend a lot of time watching TV as they are inactive and tend to snack, they are not running, jumping, or doing activities that burn calories and increase metabolism. Obese children unless they change their habits, tend to be obese when they become adults
- advertisement may encourage them to eat unhealthy foods
- TV characters often show risky behaviours, e.g. smoking and drinking alcohol children may copy

NOT eyesight

Positive

- if selective TV can educate children, some programmes feature elements for a child to copy or join in with, e.g. helping with maths or literacy skills/language development
- not all children love reading but books that are developed as a result of a TV programme or programmes that are inspired by existing books can encourage children to read
- TV programmes can help get children interested in other subjects, e.g. art, science, maths
- children can learn about different backgrounds and cultures.
- some TV shows can educate, inform and inspire. It can be more effective than books or audiotapes in teaching your kid about processes like how a plant grows or how to bake a cake
- through TV, children can explore places, animals, or things that they couldn't see otherwise and gain a greater appreciation for our world and the animals and other people who inhabit it
- TV shows can inspire children to try new activities and engage in other forms of learning, when children see their favourite characters engaged in fun learning games, they want to play too
- children can build analytical skills by discussing the programme seen, e.g. What do you think will happen next? Who did it? What will the result be? What could that character have done instead? Asking these types of questions as the parent co-views with the children will help them learn to think, problem solve, and predict, making TV viewing a more active experience
- good role models and examples on TV can positively influence children, TV shows have begun promoting some positive agendas such as healthy living and environmental awareness. As children see their favourite characters making positive choices, they will be influenced in a good way
- parents can also point out positive traits that characters display and thereby spark valuable family discussions

Q.10 (a) **0-3 marks** Discussion reflects limited knowledge and understanding. Possible suggestions of simple factors which determine healthy eating habits. Poor communication skills with little or no use of specialist vocabulary. [10]

4-7 marks Discussion reflects some knowledge and understanding. Some appropriate suggestions given showing some understanding of the importance of healthy eating habits but lacking in detail. Writing is structured to communicate meaning clearly with evidence of correct use of specialist vocabulary.

8-10 marks Discussion displays good understanding and application of knowledge. A comprehensive range of suggestions as to how healthy eating habits can be achieved is given. Well-balanced answer that is well-structured, clearly expressed, largely error-free with specialist vocabulary used appropriately.

Likely answers may include:

How

- discussion of avoidance of sugary foods as cause tooth decay
- inclusion of variety of fruits and vegetables in the diet – ensures continued use later in life – fibre
- variety of foods important to allow children to experience different flavours and textures and gain all nutrients
- avoidance of 'junk' foods which contain high proportions of fat, sugar and additives
- avoid overeating as can lead to obesity, once acquired, difficult to break
- ensure snacks are chosen wisely, healthy alternatives in childhood will help later in life when making choices
- give child apples, carrots to chew instead of biscuits
- drinks – avoid sugary drinks, encourage milk, diluted fruit juices to avoid tooth decay
- if using commercial products, check labels for additives/fat, sugar and salt levels
- don't add extra sugar/salt to food
- present food attractively – smiley face plates, etc.
- make good use of manufactured products that promote healthy eating, e.g. box raisins, snack packs; (novelty value).
- regular meal routine to avoid snacking in day
- give child same meals as rest of family/role model – helps to avoid food fads later
- use whole milk until 2 years, use semi-skimmed from age 2 years
- encourage child to eat wholemeal/wholewheat food
- make sure meals are well-balanced
- avoiding eating between meals
- children to help shop/prepare food
- disguise fruit and vegetables in any food dishes, e.g. smoothies, mashed potatoes

Q.10
(cont.)

- (a)
- don't give chocolates, sweets/crisps between meals; keep these as occasional treats
 - avoid frying food – grill instead
 - reference to the proportions of the main food groups as referred to in the Eatwell plate - either version.

Why - further elaboration may include:

- during childhood need to develop food habits that will affect children for life
- healthy eating pattern helps to develop normal growth and development
- vitamins in diet – helps protect against disease
- children need protein for growth
- need to have sufficient energy to remain active and fit and enjoy activities through carbohydrates/provide energy foods in form of carbohydrates rather than fats
- calcium – development of bones and teeth

(b) **0-4 marks** Discussion reflects limited knowledge and understanding of children with special/additional needs. Possible valid suggestions of how a family could be affected. Poor communication skills with little or no use of specialist language. [10]

5-7 marks Discussion reflects some knowledge and understanding of children with special/additional needs. Able to give some relevant suggestions with some understanding of how a family could be affected. Writing is structured to communicate meaning clearly with evidence of correct use of specialist vocabulary.

8-10 marks Discussion displays good understanding and application of knowledge of children with special/additional needs. Able to give appropriate suggestions with a good understanding of how a family might be affected. Well-balanced answer that is well-structured, clearly expressed, largely error-free with specialist vocabulary used appropriately.

Likely answers may include:

- feel guilty/argue which might strain their relationship
- be tired/stressed/lack patience as caring will take up a lot of their time
- have less time/attention to give to other children/family members
- have little time/no time to play/read – do things with them
- have less time for themselves/little social life
- find the child brings them closer
- experience great feelings of love/happiness for child
- could be more protective
- parent/parents may be unable to work/loss of social life
- financial problems/have less money to spend on luxuries because of financial demands of caring for child
- may need to move house/adapt accommodation/lack of space/equipment for family/space for carer

Children:

- develop very strong bonds with rest of family
- other siblings very protective/gain confidence/develop negative behaviour
- learn to be more tolerant/accept others
- understand more about disability
- may be bullied/teased by peers
- may feel left out/lonely/ignored
- embarrassed, e.g. when out with family
- find it difficult to have friends to visit
- miss out on opportunities – parents cannot afford either time or money

Family:

- may be very close and supportive/family bonds stronger/close/work together
- may be able to take fewer holidays because of equipment needed/routines
- bonding with other family members – if they choose to help
- wider range of friends/specialist clubs/groups
- wanting to raise awareness – raise money
- effect on family of another person/carer being in the house
- may need larger/adapted vehicle
- stress of getting children to different schools