



ASSESSMENT and  
QUALIFICATIONS  
ALLIANCE

# Mark scheme

# June 2003

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## GCSE

### Home Economics: Child Development

3561

### Foundation

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Question 1	Responses to be credited	Mark	Total
(a)	More one parent families More nuclear families/less extended families Male/female share responsibility for caring (OWTTE) Smaller families Better education for both male/female More women go out to work More men stay at home to care for children Women have more rights/independence Better lifestyle Children often involved in decision making Children often cared for outside family More co-habiting couples with children More mixed race families Small minority of families with single sex parents More career women delaying pregnancy Large families in some communities e.g. Bengali Higher divorce rate More 'latch-key' children More step-families More child care facilities Choosing to have children later More cohabiting families <b>Any 4 valid points</b>	4	24
(b)	One partner dies Divorce Separation One parent in prison/working abroad long term/in hospital/home Parents never married Teenage pregnancies No stigma attached to unmarried mothers Own choice Father unknown/rape <b>Any 4 valid answers</b>	4	
(c) (i)	<b>Adoption</b> Is a legal agreement Adoptive parents take over all responsibilities of birth parents Unpaid	4	

	<p><b>Fostering</b></p> <p>Usually a short term arrangement  When parents are unable to look after children  Foster parents are paid  <b>1 - 2 marks for a simple response</b>  <b>3 - 4 marks for clear understanding</b></p>		
(ii)	<p>Parent is seriously ill and cannot cope  Child is seriously ill and parents cannot cope  Parents may have died  Children taken into care by social services/abuse/accommodation problems  Problem children whom parents cannot handle  Children with special need whose parents need a break  Too many children in the family to look after  Halfway house to adoption  <b>Any 2 valid answers</b></p>	2	
(d)	<p>A society where many different ethnic groups/different cultures/different religions  Live side by side  <b>1 mark simple understanding</b>  <b>2 marks clear understanding</b></p>	2	
(e)	<p><b>Examples of points to credit</b></p> <p><b>Childminder</b></p> <p><b>Advantages</b>  Children get to mix with other children  Some individual care  In a 'homely' atmosphere  Registered and monitored by social services  Cheaper than live in nanny/cost  Learn to be away from parents</p> <p><b>Disadvantages</b>  Travelling may be involved  Children will have to share attention  Difficulties if childminder is ill  May be worries about health and safety  Child may not like childminder</p> <p><b>Grandparents</b></p> <p><b>Advantages</b>  Genuine loving relationship  Family traditions carried on  May be cheaper alternative  Parents will feel more secure</p>	8	

	<p>Can be actively involved in family Own/known family environment More individual attention Experienced</p> <p><b>Disadvantages</b> Conflict over child rearing May have limited energy/enthusiasm Difficult to end arrangement Children may have more limited social experiences Child may be 'spoilt' Child may become more attached to grandparent <b>Any 8 valid points</b></p>		
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Question 2	Responses to be credited	Mark	Total
(a) (i)	Care before conception <b>1 mark</b>	1	38
(ii)	<p><b>Could include</b> Reducing drugs/alcohol/smoking Healthy diet Regular exercise Stop taking pill Folic acid Genetic counselling Health check <b>Any 3 valid answers</b></p>	3	
(b)	<p>Missed period Metallic/strange taste in mouth Sickness Desire to urinate more frequently Tiredness Constipation Slight vaginal discharge 'Going off' foods Cravings Breasts larger/more tender <b>Any 4 valid points</b></p>	4	
(c)	<p>Protect from knocks and bumps Maintain a steady temperature Allow baby to move and grow Provide special nutrients Can be tested for abnormalities <b>Any 3 valid answers</b></p>	3	

(d) (i)	Loss of a baby /baby dies before 24 weeks /viable <b>2 marks</b>	2	
(ii)	Smoking/drugs Abnormalities of foetus Exposure to toxins/aromatherapy/x-ray Cervical incompetence Placental problems Ectopic pregnancy Severe illness of mother Injury to mother Genetic/medical condition Amniocentesis <b>Any 2 valid answers</b>	2	
(e)	Show + appropriate description Waters breaking + appropriate description Onset of contractions + appropriate description <b>1 mark each for sign</b> <b>1 mark for description</b> <b>Total 6 marks</b>	6	
(f)	The placenta is delivered <b>Stage 3</b>	8	
	The cervix is fully dilated <b>Stage 1</b>		
	The baby's head is 'crowned' <b>Stage 1/2</b>		
	The baby's head now moves along the birth canal <b>Stage 2</b>		
	The umbilical cord is clamped and cut <b>Stage 2/3</b>		
	An injection of sytocin might be given <b>Stage 3</b>		
	The longest stage of labour <b>Stage 1</b>		
	Mother is told to stop pushing and to pant <b>Stage 2</b> <b>1 mark each correct answer</b>		
(g)	Mother is very tired/not pushing hard enough Mother and/or baby are showing signs of stress Baby is in the breech position Premature birth Mother has had an epidural and does not know when to push <b>Any 3 valid answers</b>	3	
(h)	Prepare mother and partner for pregnancy and birth Give expectant mums to meet other expectant mums Chance to ask questions In an informal atmosphere	6	

	Provide information + examples e.g. <input type="checkbox"/> diet <input type="checkbox"/> feeding baby <input type="checkbox"/> bathing baby <input type="checkbox"/> labour and birth <input type="checkbox"/> pain relief <input type="checkbox"/> exercise teach breathing and relaxation techniques to help cope with labour May also organise visits to hospital <b>Any 6 valid points</b>		
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<b>Question 3</b>	<b>Responses to be credited</b>	<b>Mark</b>	<b>Total</b>
(a)	Soft spot or fontanelle Lanugo Vernix Stump of umbilical cord Hands clenched Brown/Blue eyes (depending on ethnicity) Eyes puffy/closed most of the time Arms/legs drawn up to body Involuntary movements Milia Head out of proportion to rest of body Abdomen distended Can only see short distance Wrinkled skin <b>Any 4 valid points</b>	4	28
(b)	<b>Grasp reflex/Gripping (not grabbing)</b> When an object is placed in the palm of hand Baby will automatically grip tightly <b>Falling/Moro reflex</b> Sudden movements affecting neck make baby feel they are being dropped Throw out arms Bring back together <b>1 mark for correct name</b> <b>1 mark for stimulus</b> <b>1 mark for reaction</b>	6	
(c)	<b>Mouth</b> – for cleft palate <b>Chest and heart</b> – for any sign of problems/abnormalities <b>Arms and hands</b> – pulse strength and movement <b>Palms of hand</b> – for creases – may indicate physical abnormalities/Down’s Syndrome	6	

	<b>Hips legs and feet</b> – dislocation <b>Reflex actions</b> – to see if all are functioning <b>Abdomen</b> – check size and shape of liver <b>Lower spine (and anus)</b> – for abnormalities <b>Any 3 explained points</b>		
(d)	Premature babies are those born before 37 weeks (1) Small for dates babies have gone full term/40 weeks (1) Weigh less than 2.5kg (1) <b>Simple understanding – 1 mark</b> <b>Clear understanding 2 marks</b> <b>Clear understanding + reference to weight/gestation 3 marks</b>	3	
(e) (i)	May have underdeveloped lungs Unable to suck and swallow Unable to maintain body temperature Suffer from jaundice Unable to fight infection Problems digesting milk Organs may not be fully developed Underweight/weaker <b>Any 3 valid answers</b>	3	
(ii)  <b>P + R</b>	24 hour care and monitoring High ratio of specialist staff Fed by tube through nose into stomach Kept separate from other patients and visitors Limited visiting Linked to ventilator Intravenous lines Light therapy – jaundice Placed in an incubator Special equipment <b>Any 3 valid points + reasons</b>	6	

<b>Question</b>	<b>Responses to be credited</b>	<b>Mark</b>	<b>Total</b>
<b>4</b>			
(a)	Less likely to become obese Contains natural antibodies/colostrum Which protect against infection Easier to digest Less chance of gastro-enteritis/infection from bottles Less likely to suffer from eczema/nappy rash/colic Less risk of allergies Doesn't cause indigestion	4	20

	<p>Research suggests breast fed babies tend to be more intelligent</p> <p>Reference to providing correct level of nutrients</p> <p>Bonding (must refer to baby + mum)</p> <p><b>Any 4 valid points</b></p>		
(b)	<p><b>Examples of points to credit + appropriate reasons</b></p> <p>Wash hands</p> <p>Clean and sterilise thoroughly</p> <p>Use boiled water</p> <p>Use correct number of scoops</p> <p>Use scoop provided</p> <p>Do not pack powder down</p> <p>Add water to bottle first</p> <p>Shake to dissolve powder</p> <p>Throw away unused milk</p> <p>Store made feeds in a refrigerator</p> <p>Ensure milk is at correct temperature</p> <p>Check use by dates</p> <p><b>1 mark per point</b></p> <p><b>1 mark per reason</b></p> <p><b>Max 4 marks for list of points</b></p>	8	
P + R			
(c) (i)	<p>Eat less fat</p> <p>Eat less sugar</p> <p>Eat less salt</p> <p>Eat more fibre</p> <p>Eat 5 pieces of fruit and/or vegetables daily</p> <p>No snacking/eating between meals</p> <p><b>4 marks</b></p>	4	
(ii)	<p><b>Examples of points to credit</b></p> <p>To provide a good balance of nutrients + explained examples</p> <p>Good habits will last/bad habits are difficult to break</p> <p>Health problems in later life + examples</p> <p>Less risk of obesity</p> <p>Less risk of developing allergies</p> <p>Less chance of becoming a fussy eater</p> <p>Problems of teeth and gum decay</p> <p><b>Any 4 valid points</b></p>	4	

Question	Responses to be credited	Mark	Total
<b>5</b>			
(a) (i)	<p>10% of all children under 15 / Over 1 million</p> <p><b>1 mark</b></p>	1	25
(ii)	<p>Living/dining room</p> <p><b>1 mark</b></p>	1	



(iii)	Kitchen Stairs <b>2 marks</b>	2	
(iv)	Human error <b>1 mark</b>	1	
(v)	Under fives Boys <b>2 marks</b>	2	
(b)	Small and cannot see over obstructions Small and cannot always be seen by an adult Adventurous/curious No concept of danger Like to show off Inexperienced Not supervised Clumsy Parents have not taken appropriate safety precautions Tiredness <b>Any 3 correct responses</b>	3	
(c) (i) (ii) (iii)	<b>Accept any valid accident prevention for each of the specified areas</b> <b>3 marks for each part</b> Accept reference to supervision only once	9	
(d) (i)	Use child locks on cars Make sure children wear seat belts Use a car seat suitable to age/weight Have seat fitted correctly Do not sit in front of car with child on knee Do not allow child to stand in well of car Windows closed/under parental control Disable airbags <b>Any 3 valid points</b>	3	
(ii)	Supervise at all times Use high factor sun protection Wear hat Wear T-shirt Avoid being out between 12 and 3/early afternoon Use a parasol Use arm bands when swimming Give plenty of fluids to prevent dehydration Shoes/sandals worn Regulate length of time spent in sun <b>Any 3 valid points</b>	3	

Question 6	Responses to be credited	Mark	Total
(a)	Trial and error Copying Exploring Repeating Investigating Playing Looking Role play Listening Questioning Experimenting Doing Credit <ul style="list-style-type: none"> <li>• Socialising with different people</li> <li>• appropriate activities e.g. types of play, painting</li> <li>• types of toys</li> <li>• School/nursery/Playgroup</li> <li>• Visits</li> <li>• TV/Radio/Video/Computer</li> <li>• Reading/Books</li> </ul> <b>Any 6 valid answers</b>	6	20
(b)	Give them confidence Make friends Learn how to share Learn how to respect/value others Become independent Learn to communicate Improve social Emotional skills Mix with variety of ages Experience other cultures <b>Any 4 valid answers</b>	4	
(c)	Bored/lonely Jealous Tired Ill New carer Separation or divorce of parents Death of someone/pet To get attention Mum/dad going back to work Starting schools/nursery Don't understand how to express anger & feelings/frustrated Don't get what they want	4	

	<p>Following example set by others/parents  Behaviour problems  Unhappy  Lack of parental control  Spoilt  Testing parents  <b>Any 4 valid answers</b></p>		
(d)	<p>Anger/envy  Hate  Jealousy  Frustration  Guilt  Anxiety  Fear  Sadness  Annoyance  <b>Any 2 valid responses</b></p>	2	
(e) (i)	<p><b>Playing football</b>  Allows children to let off steam  Release tensions  In a non-aggressive/confrontational way  Improves self-confidence  Allows children to succeed  Diverts feelings  <b>Any 2 valid points</b></p>	4	
(ii)	<p><b>Imaginary/pretend play</b>  Children can express positive and negative feelings  And act out positive and negative feelings  By pretending to be someone else  Without hurting others  Acting out roles  Can improve confidence and self-esteem  <b>Any 2 valid points</b></p>		

Question 7	Responses to be credited	Mark	Total
(a)          <b>P + R</b>	Examples of points to look for + appropriate reason Bright and colourful Simple pictures/words Everyday objects Easy to hold/turn pages Suitable for age of child Suit interests of child Made from suitable material for age Clear/large/lower case letters <b>1 mark per point</b> <b>1 mark per reason</b> <b>Max 4 marks for list of unexplained points</b>	6	20
(b)	Set aside special time to read with child Join a library Make books easily accessible – low shelves Allow children to choose own books Visit bookshops Make simple books with child Buy special books with child's name in story Provide a variety of different books Buy sets of books the child likes e.g. Mr Men Introduce from an early age Talk about the books/stories when reading Buy talking books Parents should be seen to read themselves Switch off television to read <b>Any 4 valid points</b>	4	
(c)	<b>Examples of points to credit</b> <b>Throughout look for evidence of knowledge and understanding of the advantages/disadvantages of books and/or television in developing a range of skills and learning.</b>  <b>BOOKS</b>  <b>Intellectual</b> Developing reading skills Increases vocabulary Number recognition Letter recognition Recognise and associate words and/letters and objects Understanding of wider world Understanding of concepts	10	

	<p>Creativity Imagination Concentration Memory Learning</p> <p><b>Physical</b> Develop fine motor skills Hand-eye co-ordination Sensory development Especially sight and touch Sitting listening requires physical control</p> <p><b>Social</b> Bonding with parent Quality time with parents/siblings Right and wrong Can encourage social skills Moral issues</p> <p><b>Emotional</b> Allow children to experience a variety of emotions Show emotions Can prepare children for new experiences e.g. starting school Being able to read increases independence And self-esteem</p> <p><b>General</b> Can use/read in a variety of situations Can go back to a book again and again Can be expensive</p> <p><b>TELEVISION</b></p> <p>Depends on how used And type of programme watched Parents need to spend time watching with child Talk about what seen Follow up with activities</p> <p><b>Intellectual</b> Number recognition and counting Concepts Memory Understanding of technology Can experience things they may never be able to otherwise see Learn about/see different places And cultures</p>		
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	<p>In an exciting/informative way  May prevent  Development of imagination  Creativity</p> <p><b>Physical</b>  Can join in activities + example  Can make things shown in programmes  Thus developing fine motor skills  May discourage children from playing out  Getting fresh air  Letting off steam</p> <p><b>Social</b>  Can watch programmes with friends  Talk about them  Share ideas</p> <p><b>Emotional</b>  Difficult to interact with TV  May be upset by what they see  May not have language skills to talk about</p> <p><b>General</b>  Can encourage use of bad language  Can encourage use of incorrect language  Dangerous/anti-social behaviour  Anti-social behaviour  Stereotyping  Racism  Limits ability to explore and investigate  Learning tends to be passive</p> <p><b>Criteria for award of marks</b></p> <p><b>0 – 3</b>  Answers may be muddled and information superficial  A limited number of points will have been made.  Candidates will have only a very basic understanding of the value of books and/or television to a child’s development and learning.  Answers may concentrate only on one area.  Little or no use of appropriate terminology and only basic communication skills.</p> <p><b>4 – 7</b>  Answers will be fairly well organised but may lack precision.  A range of points will be given which will show some knowledge and understanding of the value of books and</p>		
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	<p>television. There will be limited use of appropriate and relevant terminology, and satisfactory communication skills.</p> <p><b>8 – 10</b> Answers will be well organised and clearly presented. A good range of points will be given which show a good understanding of the value of <b>both</b> books and television to aspects of development. There will be good use of appropriate terminology and evidence of good communication skills.</p>		
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