



ASSESSMENT and  
QUALIFICATIONS  
ALLIANCE

# Mark scheme

# June 2003

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## GCSE

### Home Economics: Child Development

3561

Higher

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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/more available contraception 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 Higher divorce rate More 'latch-key' children More step-families More child care facilities Choosing to have children later More cohabiting families <b>Any 6 valid points</b>	6	29
(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  <b>Fostering</b> 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>	4	

(ii)	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 3 valid answers</b>	3	
(d) (i)	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>	2	
(ii)	Family size Celebrations Expected behaviour/discipline/traditional values Religion Dress Language Foods Lifestyle Status/rights of women/children Colour of skin Education <b>Any 4 valid points</b>	4	
(e)	<b>Examples of points to credit</b>  <b>Childminder</b>  <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 Learn to be separated from parents  <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 Costs involved	6	

	<p><b>Private nursery</b></p> <p><b>Advantages</b>  Staff are usually trained and qualified  Planned activities for children of different ages  Usually some checks for health and safety  Good ratio of staff to children  Children get to mix with other children  Wide variety of toys etc.</p> <p><b>Disadvantages</b>  May not get a lot of individual attention  Can be costly  Opening hours may not fit in with working hours  May involve a lot of travel  Children may be exposed to illness and infection</p> <p><b>Criteria for award of marks</b></p> <p><b>0 – 2 marks</b>  Answer shows only superficial knowledge and understanding of the two options.  A limited number of advantages and disadvantages are given for at least one of the options.</p> <p><b>3 – 4</b>  Answer shows a general understanding of the advantages &amp; disadvantages of both options with some repetition, or a good understanding of one option.</p> <p><b>5 – 6</b>  Answer shows a clear understanding of the different options.  A good range of advantages and disadvantages has been given for both options</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)	Reduce risks which may harm the baby Help to create a safe environment for baby to grow and develop in <b>Any 2 valid points</b>	2	

(iii)	<p><b>Could include</b>  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)	<p>Loss of a baby/baby dies  before 24 weeks/before viable  <b>2 marks</b></p>	2	
(ii)	<p>Smoking/drugs  Abnormalities of foetus  Exposure to toxins/aromotherpay/x-rays  Cervical incompetence  Placental problems  Ectopic pregnancy  Severe illness of mother  Injury to mother  Genetic/medical condition  Amniocentesis  <b>Any 2 valid answers</b></p>	2	

(e)	Show Waters breaking Onset of contractions <b>1 mark for name</b> <b>1 mark for description</b> <b>Total 6 marks</b>	6	
(f) (i)	The cervix is dilated to a width of 8 – 10 cm <b>1 mark</b>	1	
(ii)	Baby is in the bottom or feet first position <b>2 marks</b>	2	
(iii)	The baby's head can be seen (at the vaginal opening) <b>1 mark</b>	1	
(iv)	Small cut Made into the perineum To prevent tearing/large enough for head to pass through <b>2 marks</b>	2	
(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 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 May also organise visits to hospital <b>Any 6 valid points</b>	6	

Question 3	Responses to be credited	Mark	Total
(a)	Soft spot or fontanelle Lanugo Vernix Stump of umbilical cord Hands clenched Blue eyes/brown eyes (depending on ethnicity) Eyes puffy/closed most of the time Legs/arms 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	20
(b)	Test done between 1 and 5 minutes of birth To make sure heart rate/muscle tone/breathing/skin tone Score is given 7 is average A low score may mean baby needs some special care. <b>Any 4 valid points showing clear understanding</b>	4	
(c)	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 <b>1 mark – general understanding</b> <b>2 marks – clear understanding</b> <b>3 marks – clear understanding + reference to weight /gestation</b>	3	
(d)	<b>Examples of points to credit linked to specific problems</b>  <b>Possible problems</b> 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>Care given</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	9	

	<p>Limited visiting  Linked to ventilator  Intravenous lines  Light therapy – jaundice  Placed in an incubator  Emotional support and counselling  Assistance with feeding breast milk  Special equipment</p> <p><b>Criteria for award of marks</b></p> <p><b>0 – 3 marks</b>  Answers show limited awareness of the possible problems for premature and small for dates babies. Knowledge of how equipment and staff in S.C.B.U. can help may be superficial. Little or no use of specialist terminology.</p> <p><b>4 – 6 marks</b>  Answers will show some awareness of a range of possible problems and ways in which the S.C.B.U. can help. There will be some use of specialist terminology.</p> <p><b>7 – 9 marks</b>  Answers will show a sound understanding of a good range of possible problems and causes for premature and small for dates babies. A good understanding of appropriate care in the S.C.B.U. will be evident. There will be good use of accurate terminology,</p>			
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Question 4	Responses to be credited	Mark	Total
(a)	<p>Less likely to become obese  Contains natural antibodies/colostrum  Which protect against infection  Easier to digest  Less chance of gastro-enteritis/infection from bottle  Less likely to suffer from eczema/nappy rash/colic  Less risk of allergies  Doesn't cause indigestion  Research suggests breast fed babies tend to be more intelligent  Reference to providing correct level of nutrients  Bonding (must refer to baby + mum)  <b>Any 4 valid points</b></p>	4	20
(b) (i)	<p>The first milk produced by the breasts  <b>1 mark</b></p>	1	



(ii)	Contains vital antibodies Which protect against infections <b>2 marks</b>	2	
(c) (i)	<b>Examples of points to credit</b> To provide a good balance of nutrients + explained examples Good habits will last/bad habits are difficult to break Health problems in later life + examples Less risk of obesity Less risk of developing allergies Less chance of becoming a fussy eater <b>Any 3 valid points</b>	3	
(ii)	Include + reasons one pint of milk per day one portion of protein food (accept examples) at least 5 portions of fruit and vegetables bread or whole grains Limit + reasons Too much fat Too much sugar Too much salt 'junk' foods Food high in additives Snacks between meals  <b>General points</b> Use a variety of cooking methods Grill rather than fry Have regular mealtimes Breast feed instead of bottle feed Varied meals Avoid bribing Make meals colourful/attractive Have child eat with rest of family Avoid confrontations Setting a good example <b>Any 10 valid points/reasons</b>	10	
<b>Question 5</b>	<b>Responses to be credited</b>	<b>Mark</b>	<b>Total</b>
(a) (i)	10% of all children under 15 / Over 1 million <b>1 mark</b>	1	25
(ii)	Living/dining room <b>1 mark</b>	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/similarly safety gates/high places	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 <b>Any 3 valid points</b>	3	
(ii)	Supervise at all times Use high factor sun protection Wear hat Wear T-shirt/thin clothes/sleeves 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)	<p>Examples of points to credit</p> <p>Trial and error</p> <p>Copying</p> <p>Exploring</p> <p>Repeating</p> <p>Investigating</p> <p>Playing</p> <p>Looking</p> <p>Role play</p> <p>Listening</p> <p>Questioning</p> <p>Experimenting</p> <p>Doing</p> <p>Credit</p> <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/teachers</li> <li>• Visits</li> <li>• TV/video/computers</li> <li>• Reading/books</li> </ul> <p><b>Any 6 valid answers</b></p>	6	30
(b)	<p>Give them confidence</p> <p>Make friends</p> <p>Learn how to share</p> <p>Learn how to respect/value others</p> <p>Become independent</p> <p>Learn to communicate</p> <p>Improve social</p> <p>Emotional skills</p> <p>Mix with variety of ages</p> <p>Experience other cultures</p> <p><b>Any 4 valid answers</b></p>	4	
(c)	<p>Happiness</p> <p>Love</p> <p>Joy</p> <p>Pride</p> <p>Confidence</p> <p>Excitement</p> <p>Contentment</p> <p><b>Any 3 valid responses</b></p>	3	

(d)	<p>Bored  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 know how to express anger/feelings/frustration  Not getting what they want  Following example set by parents  Behavioural problems  Unhappiness  Lack of parental control  Testing parents  Spoilt  <b>Any 6 valid answers</b></p>	6	
(a) (i)	<p><b>Drawing and painting</b>  Children do not have the language skills  To be able to express themselves  Can show how they feel in drawings and paintings  By the colours they use  The pictures they paint</p>	6	
(ii)	<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  Allows children to divert feelings</p>		
(iii)	<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 6 valid points</b></p>		
(f)	<p><b>Examples of points to credit</b></p> <p><b>Cerebral palsy</b>  Caused by damage to the brain  Before/during/after birth  Can cause</p>	5	

	<p>Learning difficulties  Speech/hearing difficulties  Co-ordination problems  Epilepsy  Suitable toys  Accept anything which encourages sensory development  e.g. mobiles, jack-in-the-box, textured books squeezey  toys, feely bags</p> <p><b>Cystic Fibrosis</b>  Hereditary condition  Secretions from glands are thick  Block up connecting tubes  Affects lungs/digestive system  Causes breathing difficulties  Chest infections  Children need daily physiotherapy  Reduced life expectancy  Frequent need for medication</p> <p><b>Down's Syndrome</b>  Genetic condition  Caused by extra chromosome  Causes distinctive characteristics  Some learning difficulties  Eyes slanted  Single crease on palm  Eyelids have extra fold  Tongue may be too large  Causing feeding problems  Reduced life expectancy  Possible heart defects</p> <p><b>Autism</b>  Developmental disorder  Child has difficulty relating to others/introvert/quiet  Pay more attention to objects than people  Lack ability to play  Repeat activities  Speech and language problems  Can be aggressive/rude  May be highly intelligent</p> <p><b>Any 5 valid points</b></p>		
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Question 7	Responses to be credited	Mark	Total
(a)	<p><b>Examples of points to look for + appropriate reason</b></p> <p>Bright and colourful  Simple pictures  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></p>	8	29
(b)	<p><b>Examples of points to credit</b>  <b>Throughout look for evidence of knowledge and understanding of the relative advantages of books and television in developing a range of skills and learning.</b></p> <p><b>BOOKS</b></p> <p><b>Intellectual</b>  Developing reading skills  Increase vocabulary  Number recognition  Letter recognition  Recognise and associate words and/letters and objects  Understanding of wider world  Understanding of concepts  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>	15	

	<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  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>		
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	<p><b>Social</b>  Can watch programmes with friends  Talk about them  Share ideas  Can limit social skills  Children may become withdrawn  Unable to make friends</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 incorrect use of language  Dangerous/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 – 6</b>  Answers may be muddled and information superficial  A limited number of points will have been made, and candidates will have only a basic understanding of the value of books and television to a child’s development and learning.  Answers may concentrate mainly on one area.  Little or no use of appropriate terminology and only basic communication skills.</p> <p><b>7 – 10</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 television.  There will be some use of appropriate and relevant terminology and satisfactory communication skills.</p> <p><b>11 – 15</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 good communication skills.</p>		
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