

GCSE 2004
June Series



Mark Scheme

Home Economics: Child Development

3561 Higher Tier

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Question 1	Responses to be credited	Mark	Total
(a)	Families provide: Love Shelter Support/advice Security Clothing Teach/encourage Family values/religion Role models Social skills Care/look after Financial (must be qualified) Any 3 valid points	3	26
(b)	Nuclear family; Includes both parents and one or more children Living together/away from the rest of the family Extended family Includes grandparents, parents, brothers, sisters etc Living locally to support one another 4 valid points	4	
(c)	Examples of points to credit Some points may be interchangeable Money Additional income from child benefit May get family income support to assist with finances Having a baby is expensive May only have one wage Baby's needs will have to come first May result in resentment Freedom Babies are a full time responsibility Their needs will always have to come first/cannot always do what you want They are very demanding Will not be able to go out without planning/spur of the moment More freedom if been restricted to a job More flexibility to organise days Free to go visit people/places	8	

	<p>Tiredness/stress Lack of sleep Babies need to be fed during the night They don't understand about night and day Will not fit into parents routine Lots of disturbed nights Feel helpless/overwhelmed unable to cope Baby may constantly cry</p> <p>Career Mother may feel that she needs to give up her career to care for the baby This could result in financial problems Which may cause stress May be able to job share/part time work May resent having to defer career Can be refreshing to have a career break</p> <p>Social life Parents may find it more difficult to go out as often as they did May not be able to go out together Will have to organise and pay for babysitters Friends without children may begin to avoid them</p> <p>Relationship with partner Can bring couples closer together Father may feel pushed out /jealous/neglected Mother may give all her attention to the baby Both may be tired and irritable because of lack of sleep etc. May result in arguments More time at home to spend with whole family More time to focus/concentrate on each other</p> <p>Emotions Bring happiness Changing hormone levels can affect emotions May become tearful/irritable for no apparent reason May be worried about prospect of coping with parenthood May suffer baby blues PND</p> <p>Credit any 2 valid points/reasons per chosen area which clearly shows an understanding of how and why parents lives might be affected</p>		
d(i)	<p>Honest/trustworthy/no criminal record Reliable/responsible Known to the family Live close by Used to dealing with children/like children Old enough to cope</p> <p>Any 3 valid points</p>	3	

(ii)	<p>What time they should go to bed Whether they need to have a light left on/sat with until asleep What toys/comforters they need Whether they have any sort of drink/biscuit What bedtime story they like If toilet needed Teeth cleaned DO NOT ACCEPT reference to bathing child Points MUST refer to bedtime routine Any 4 valid points</p>	4	
(iii)	<p>Where the parents are going Phone number where they can be contacted When they will be expected home Where the first aid box is Phone numbers for someone to contact if a problem e.g. grandparents Name and number of doctor Any special words the child uses for drinks, toilet etc Where to find tea, coffee, biscuits/show around How to use TV/video/baby monitor etc Any allergies the child may have TV – length of time/type of programme Any 4 valid points</p>	4	
	<p>For (ii) and (iii) accept some points given as interchangeable but credit only once.</p>		

Question 2	Responses to be credited	Mark	Total
(a)(i)	Care given to the pregnant woman during pregnancy Or Care given to the pregnant woman From conception to labour and birth 2 valid points	2	39
(ii)	Care that should be taken by both partners Before conception To increase chances of conceiving/to ensure baby is given the best start in life OWTTE 2 valid points	2	
(iii)	Classes run usually by Midwife/Health Visitor/NCBT For pregnant woman(and partner) To inform about Labour/birth/care of baby/diet etc. Any 3 valid points	3	
(b)	Mainly responsible for running ante-natal clinics Carries out the Booking appointment Carries out all routine tests/monitors health Books scans/specialist tests Establishes a relationship with the mother Gives advice and support May run ante-natal classes May deliver baby at a home birth May deliver in hospital (if no complications) Assists during labour + example Assists during birth + example Cleans baby/passes baby to mum Carries out (Apgar) testing Help draw up a birth plan Check placenta Check for <u>excess</u> bleeding Administer/give pain relief drugs during labour May stitch after an episiotomy Any 6 valid points	6	

(c)	(Ultrasound) Scan	1	
	Gives information about Baby's size/ growth related to gestation period/properly Any major abnormalities Which may need further tests Possible multiple births Position of placenta/baby Confirms EDD Can tell the sex of the baby See/check heartbeat (not hear) Credit reference to use with other diagnostic tests DO NOT ACCEPT 'problem' unless qualified DO NOT ACCEPT 'forming' Any 4 valid points	4	
	Blood test	1	
	Can detect; Anaemia Rubella immunity Blood sugar levels STD's Blood group Rhesus factor Hepatitis B and C HIV/Aids Any 4 valid points / reasons	4	
	Blood pressure check	1	
	Monitors Checks for sudden rise in blood pressure - needs to imply change Which could indicate pre-eclampsia Which if not treated Could be fatal to baby Lead to mother 'fitting' Any 3 valid points	3	

(d) (i)	<p>Examples of points to credit with appropriate reasons</p> <p>Levels of fat + examples + reasons Levels of sugar + examples + reasons Cakes and biscuits + reasons Soft boiled egg + reason Chicken liver pate + reason Liver and bacon casserole + reason Peanuts + Reason Black coffee + reason Cola + reasons Lack of fresh fruit and vegetables + reason Lack of fibre + reason Low in folic acid + reason Salt levels + reason</p> <p>Criteria for award of marks.</p> <p>0 – 3 marks Answer is limited and superficial. Candidate may have highlighted possible problem areas but reasoning is limited.</p> <p>4 – 6 Candidate has highlighted the most obvious problem areas and is able to support this with some appropriate reasoning.</p> <p>7 – 9 Candidate has shown a good awareness of the possible problem areas of this diet and is able to give accurate supporting reasoning</p>	9	
(ii)	<p>Examples of points to credit.</p> <p>De-caffeinated coffee Fresh fruit in place of snacks Scrambled or poached egg Replace cola with sugar free cola Replace cola with fresh fruit juice Increase fresh fruit/vegetables Increase fibre Reduced fat/semi-skimmed milk</p> <p>Any 3 valid points</p>	3	

Question 3	Responses to be credited	Mark	Total
(a) (i)	Being unable to conceive/have children 1 valid point	1	25
(ii)	Too few sperm being produced Ovaries not producing eggs Blocked fallopian tubes Fibroids Poor diet Endometriosis Sexually transmitted diseases Hormone imbalance Alcohol, smoking or drug abuse Age of woman Cancer of uterus/testes Cysts on ovaries Excessive mucus Any 2 valid points	2	
(b) (i)	46 / 23 pairs 1 valid point	1	
(ii)	They carry the genes Which determines appearance, growth etc. OWTTE 2 valid points	2	
(iii)	Disability caused by a faulty gene. 1 valid point	1	
(iv)	Down's Syndrome Cystic Fibrosis Haemophilia Muscular Dystrophy PKU Sickle cell Autism Huntingtons Any 1 valid point	1	
(c)(i)	Diagram A 1 valid point	1	
(ii)	Two eggs are released from the ovaries at the same time Fertilised by two separate sperm 2 valid points	2	

(d)	<p>Examples of points to credit</p> <p>Foetus grows inside the uterus Placenta links the blood supply of mother to baby Is attached to the wall of the uterus It transfers oxygen from the mother to the foetus It removes waste products It carries nutrients from mother to baby Carries antibodies from mother to foetus to protect against infection The amniotic sac ensures baby grows safely The fluid maintains a constant warm body temperature Also protects against knocks and bumps Allows the baby to move Can be used to test for abnormalities Umbilical cord links the placenta to the foetus</p> <p>Criteria for award of marks</p> <p>0 – 3 Candidate shows a basic understanding of the purpose of up to three aspects of the baby’s support system.</p> <p>4 – 6 Candidate shows a good understanding of at least three aspects of the baby’s support system</p>	6	
(e)	<p>Woman will feel more relaxed Family can be involved Freedom to move around as and when she wants Other members of the family can be involved Will build up a good relationship with the midwife More privacy Will not have to stick to hospital routines Can look after the baby in her own way</p> <p>Any 3 valid points</p>	3	
(f)	<p>Multiple births History of complications First baby Very young mother /under 16 years old Previous stillbirth Aged over 35 Named known medical problems of mother Known medical problem of baby Previous Caesarean section Narrow pelvis Fifth baby or more Rhesus negative Induced birth Small/premature baby Home conditions unsuitable Breech/transverse/wrong position</p>	5	

	Pre-eclampsia DO NOT ACCEPT ‘overdue’ Any 5 valid points		
Question 4	Responses to be credited	Mark	Total
(a)	Will visit mother and baby 10 days after the birth Then from time to time after Check home conditions are adequate Check that mother is coping Check that baby is making normal progress/health of baby Advise on feeding Plan immunisation Often runs baby clinics Help with any problems Carry out developmental testing DO NOT ACCEPT ‘health of mother’ Any 3 valid points	3	12
(b)	6 weeks after the birth 1 valid point	1	
(c)	Mothers weight Blood pressure Urine Reproductive organs have returned to normal size Look for signs of post natal depression Stitches have healed Offer a smear test Any 5 valid points	5	
(d)	Baby blues only lasts for a short time Caused by hormones trying to get back to normal Or because mother is worrying about coping Post natal depression is when mother is very ‘down’ Can last for a long time Cannot cope with the simplest of tasks May even reject baby Medical help is needed Answer is simple and shows limited understanding of the difference – 1 mark Answer is detailed and shows a clear understanding of the difference – 2 – 3 marks	3	

Question 5	Responses to be credited	Mark	Total
(a) (i)	Bottle fed babies are more at risk of infection And may catch gastro-enteritis From bottles which have not been sterilised correctly Do not have the natural antibodies From breast milk Accurate measuring + related reasons 1 mark – simple understanding 2 marks – clear understanding 3 marks – with terminology	3	35
(ii)	Examples of points to credit + appropriate reasons Milk is an ideal medium for bacterial growth All bottles and equipment must be washed thoroughly in hot soapy water Paying special attention to neck of bottle and teats Sterilise all equipment used thoroughly For correct length of time Make sure there are no air bubbles in a chemical steriliser Wash hands before preparing feed Rinse bottles in cooled boiled water Use cooled boiled water for the feed Add the water first Then add level scoops of milk Do not pack down the milk powder Do not add extra scoops Use only recommended formulae milk Do not add salt or sugar Shake the bottle thoroughly Store prepared feeds in a refrigerator For no longer than 24 hours Throw away any unused milk Test temperature of feed before offering to baby Any 6 valid points + appropriate reasons	12	
(b)	Always place babies on their back to sleep Place in the ‘feet to foot’ position Avoid contact with tobacco smoke Don’t allow babies to become overheated/ reference to bedding /clothing Breast feed if possible If baby is unwell seek medical advice No pillow Check room temperature Tuck bedding under baby’s arms/up to chest Any 4 valid points	4	
(c)	Whooping cough German measles Mumps Chicken pox 4 correct answers	4	

(d)	<p>Talk to the child positively about going into hospital Tell them there will be other children for them to play with Read books about going into hospital Try to visit the hospital beforehand Let children pack their own suitcase Allow them to take their favourite toys Role play at being doctors and nurses Draw/paint pictures about hospitals Try to stay with them when they go into hospital Explain that you will visit Reassure them that you will miss them and that you love them</p> <p>Any 6 valid points</p>	6	
(e) (i)	<p>Feet grow very quickly during the first three years Bones are very soft and Feet can be easily damaged by badly fitting shoes</p> <p>2 valid points</p>	2	
(ii)	<p>Well fitting Adjustable fastening No heels Good support Made from leather to allow feet to breathe Room for growth No inside seams Don't buy second hand Cost Quality Rounded toes Easy fastening Non-slip soles/good grip DO NOT ACCEPT 'suitable for activity' as question refers to shoes</p> <p>Any 4 valid points</p>	4	

Question 6	Responses to be credited	Mark	Total
(a)	Using the eyes Using the hands to point/throw/push away/pull etc Using tone of voice e.g. crying, gurgling, squealing Facial expressions Sign language Drawing/painting Any 3 correct points	3	9
(b) (i)	Communication without using words 1 valid point	1	
(ii)	The child's 'own' language 1 valid point	1	
(iii)	Simple sentences are used Without linking words 2 valid points	2	
(iv)	Words that a child understands But cannot use 2 valid points	2	

Question 7	Responses to be credited	Mark	Total
(a)	<p>Examples of points to credit Collage Making junk toys Sand and water play Play dough and platercine Credit any other valid response</p>	3	24
(b) (i)	<p>Examples of points to credit + appropriate reasons Activities planned and resources Plan a variety of different painting activities Such as finger painting, printing, sponge and rag painting, blow painting + reason Have a variety of materials to draw and paint with Paintbrushes, Variety of paper Variety of paint in primary colours Materials such as sand to change the texture Newspaper or plastic sheet to cover the floor Flat table or easel Access to water Protective clothing Non-spillable paint containers Pots to mix colours Somewhere to put paintings to dry Organisation and safety Check with parents Choose an appropriate area with sufficient space Choose an appropriate time Remove anything which might get broken/damaged Cover the floor, tables etc with newspaper Have everything ready beforehand Allow the child to try their own ideas Be ready to mop up any spills Choose non-toxic/lead free paints Discourage children from putting brushes into their mouths Avoid children having to climb on chairs</p> <p>Criteria for marking 0 – 2 marks Answers will be limited Minimal suggestions for activities/resources Little recognition of organisation and safety Little/no reasons 3 – 4 marks Answers more detailed Some appropriate activities/resources Some awareness of organisation and safety Simple/few reasons</p>	6	

	<p>5 – 6 marks Answers well organised Range of appropriate activities/resources Sound awareness of organisation and safety Sound reasoning ACCEPT 3 activities as a reasonable range</p>		
(ii)	<p>Examples of points to credit. Throughout the answer look for an awareness of a range of benefits and examples across different aspects of development</p> <p>Physical Development Fine motor skills- when handling paintbrushes, mixing Gross motor skills – large muscles in the arms when painting at an easel Hand-eye co-ordination</p> <p>Sensory development Encourages sight and touch</p> <p>Intellectual Development Encourages creativity and imagination Learn about textures Learn different techniques Colours Shapes Creating new colours by mixing Spatial awareness and composition Making patterns Can lead to development of writing skills/use of symbols Helps concentration Decision making</p> <p>Emotional Development Allows children to express emotions that they cannot put into words Enjoyment Sense of achievement Confidence Self esteem</p> <p>Language Development Children might want to talk about their painting Use descriptive words Mathematical language such as big, little, circle etc. Social Development Creative development Exploring use of colour shape and texture Making own designs and pictures</p> <p>Social development If activity involves another child Share Take turns Co-operate</p>	15	

	<p>Criteria for award of marks</p> <p>0 – 5 marks Answers will be superficial and lack structure There will be only a limited awareness of how painting activities can encourage learning and development. There will be little or no use of specialist terminology</p> <p>6 - 10 marks Answers will be fairly well structured. There should be a sound awareness of the various ways painting activities can encourage learning and development across a range of areas. There should be some use of specialist terminology</p> <p>11 – 15 marks Answers are well organised and detailed. There will be a good understanding of how painting activities can encourage learning and development across a wide range of areas. There should be good use of appropriate specialist terminology</p>		
	Total for Paper		170