

General Certificate of Secondary Education

Home Economics: Child Development

3561/F

Mark Scheme

2006 examination - June series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

GCSE Home Economics: Child Development Tier F

Question 1	Responses to be credited	Mark
(a)	40 weeks 1 valid point	1
(b)(i)	All major organs are being formed (not ‘developed’ or ‘growing’) Harmful substances can cross placenta May not know of pregnancy Mother may be taking drugs/alcohol or smoking Any 2 valid points	2
(ii)	Can harm by crossing placenta More risk of miscarriage Slower growth rate/small babies/low birth-weight Behavioural problems Can result in ‘foetal alcohol syndrome’ Learning difficulties/brain damage Small heads/facial abnormalities Heart defects Can suffer withdrawal symptoms Do not accept ‘abnormalities’ alone. Any 3 valid points	3
(c) (i)	Baby’s size/growth (related to gestation period/length of pregnancy) Any major abnormalities e.g. spina bifida Assess risk of Down’s syndrome Diagnose ectopic pregnancy Possible multiple births Position of placenta/baby Confirms EDD Can tell the sex of the baby (See/check) heartbeat (not hear) Check for movement/if alive Any 4 valid points	4
(c) (ii)	Over 37 years old/older Other tests (Bart’s test)have indicated a risk of (chromosome) abnormality Ultrasound scan has detected an abnormality History of genetic disorder in family Previous baby born with chromosomal problem At mothers request Any 2 valid points	2
(d) (i) ‘P’ marking	Community midwife (and GP) responsible for antenatal care Accompanies to hospital Delivers baby If no complications Returns home with mother after 6 hours Visits afterwards for 10 days 1 mark – simple understanding 2 - 3marks – clear understanding	3
(d) (ii)	Small metal/plastic cap/cup(attached to vacuum pump)/special piece of equipment Placed on baby’s scalp Pump is worked as mother pushes with contractions Baby (gently) pulled from birth canal Any 2 valid points	2
(e)	ENTONOX Advantages Mother is in control	8

	<p>More relaxed/focused/distracted Easy to use Works quickly Cannot cross placenta Therefore not harmful to baby Effects not long lasting Can be used during a water birth/epidural/home birth Contains oxygen-good for baby Used at any stage of labour Useful if mother does not want to use drugs</p> <p>Disadvantages Doesn't take away all the pain/not effective for everyone May make mother feel light headed/drowsy May make mother feel sick Not as effective during second stage of labour (not doesn't last long) Dries mouth</p> <p style="text-align: center;">EPIDURAL</p> <p>Advantages Takes away all pain from waist down/very effective Doesn't cause drowsiness Mother is calmer/less stressed Will benefit baby Can be used for emergency caesarean Can be used for stitches (if still effective)</p> <p>Disadvantages Cannot be used for a home birth (+ reason)/ Needs an anaesthetist May not feel in control/cannot feel contractions (NOT can't push) Mat increase length of labour May not be available at all hospitals May increase the need for forceps or ventouse delivery May result in headaches afterwards May have to stay bed/can't move around must be qualified) May have a drip in arm (link to blood pressure) Have to have a catheter to empty bladder Needs to be planned in advance/takes time to be affective May cause long term side effects May be painful to administer May not work May take time to wear off</p> <p>Credit 2 DIFFERENT advantages and disadvantages for each option.</p>	
<p>(f)</p>	<p>Who will be birth partner Preferred birth positions Views on foetal monitoring Views on assisted delivery e.g. episiotomy, forceps Cutting umbilical cord Preferred method of feeding Religious requirements Personal requirements eg music, students present Dietary requirements Choices if problems should arise What type of delivery Where she wants to give birth What happens to baby afterwards</p> <p>Any 4 valid points</p>	<p style="text-align: center;">4</p> <p style="text-align: right;">TOTAL 29</p>

Question 2	Responses to be credited	Mark
(a)	Swallowing/Sucking reflex Rooting reflex Grasp reflex Stepping/ Walking reflex Falling reflex(Moro reflex) Asymmetric tonic neck reflex Crawling reflex Blinking Startle Any 3 valid responses	3
(b) (i)	Automatically adjusts to baby's needs Contains antibodies to protect against infection More easily digestible protein More easily digestible fat Contains less protein/better quality protein Rich in lactose Helps reduce obesity Rarely causes allergies/asthma Less salt Natural laxative/prevents constipation Less risk of infection/always sterile Rich in cholesterol which can affect fat metabolism in later life Correct balance of water to quench thirst/concentration Accept reference to (correct balance of) nutrients No additives Contains colostrum Any 3 valid points	3
(ii)	2 years (must be qualified) 1 mark	1
(c) (i)	German measles 1 mark	1
(ii)	Red-purple rash that does not fade under pressure(do not accept 'rash/spots') Neck stiffness (Severe)headaches Irritability/lack of concentration Dislike of bright lights Fever/high temperature Any 3 valid points	3
(d)	Don't start before child is ready – about 2 years Be patient Don't force a child to sit on the potty Praise/encourage/sticker chart Don't give bribes Put on potty at appropriate times e.g. as soon as child wakes up/after a meal Make sure potty is easily accessible Avoid too many drinks before bedtime Learn to recognise signals when child needs toilet/keep asking Allow child to play with a clean dry potty/familiarity Accept occasional accidents Sit with child/read to child to help relax Provide clothing which is easy to lift up/pull down Buy an interesting/colourful potty/let them choose themselves Use training pants Any 6 valid points	6
		TOTAL 17

Question 3	Responses to be credited	Mark
(a)	Only have small stomachs/small appetites For energy Very active Any 2 valid points	2
P	(b) Examples of points to credit Throughout look for candidates' understanding of nutritional knowledge linked to specific examples in the packed lunch. Levels of fat + examples + reason Levels of sugar + examples + reason Lack of protein + reason Level of carbohydrate + reason Cakes + reason Lack of fresh fruit/vegetables + reason Lack of fibre + reason Salt + reason Caffeine + reason Acid attack on teeth Can lead to addiction/habit forming Processed foods + reason Hyperactivity Criteria for award of marks 0 – 2marks Answers may be brief. There is a limited understanding of nutrition and healthy eating issues with superficial links to the packed lunch shown. Answers may be repetitive. 3 – 4 marks Answers may lack depth. There is a simple understanding of nutrition and healthy eating issues. There may be some links to the packed lunch shown although there could be some repetition. 5 – 6 marks Answers are more detailed and organised. There is a sound understanding of different nutrition and healthy eating issues which may be linked to the packed lunch shown.	6
(c) (i)	Consumption of more food than body requires for daily energy requirements OWTTE Unhealthy diet Lack of exercise Comfort eating/low self-esteem Hormonal disorder Any 2 valid points	2
(ii)	Teased and bullied by other children Ignored by other children Unable to join in games and play Lack of social development Emotional problems e.g. low self esteem Greater risk of health problems/named problem Any 2 valid points	2

TOTAL 12

Question 4	Responses to be credited	Mark
(a)	(i) Co-operative/manipulative (ii) Imaginative/pretend/role play (iii) Creative play (iv) Physical play (v) Manipulative play 5 valid responses	5
(b)	Only accept reference to PIES if qualified. Encourages sharing/co-operation/taking turns Allows children to experiment/explore/discover Encourages curiosity Develops language skills Helps understanding of concepts / Colour/number/size Encourages imagination/creativity Gives opportunities to act out problems/‘let off steam’/reduce stress Improve social behaviour/right from wrong//table manners Fun/enjoyment/express emotions Improves confidence/self-esteem/independence Fine motor skills/ /hand-eye co-ordination Concentration/prevents boredom Gross motor skills Any 6 valid points	6
(c)	Lack of facilities nearby May live in high rise/flats with no outside space Live near a busy road Fear of abduction Parents may work during day No-one of similar age living nearby Difficult for parent to supervise when out May be disabled Danger from vandalism Concern about older children bullying Outdoor play may be seasonal/allergies Parental choice Any 3 valid points	3
(d)	Make sure garden gates are securely (locked)/no holes in fences Set up outdoor toys properly and check stability Check outdoor toys frequently Remove poisonous/dangerous plants from garden Cover/fence off garden ponds/avoid water Lock away tools/pesticide etc Clean up after dogs and cats Have something soft under swings and climbing frames Teach children to use equipment properly Empty paddling pools after use Check play areas for danger e.g. broken glass, uneven surfaces Avoid play areas with old/damaged equipment/unsafe area Supervise at all times Use high factor sun protection/hats/clothes Safe clothing (non dangling) Any 6 valid points	6

TOTAL 20

Question 5	Responses to be credited	Mark
(a)	Development of the mind/brain Development of knowledge/ reasoning//understanding/learning Development of concepts/cognitive Development of language 2 valid points	2
(b)	Defective eyesight/hearing Lack of verbal communication Not being played with Accidental injury causing brain damage Low self-esteem/lack of confidence Insecurity/abuse Lack of social contact Genetic disability e.g. Downs Syndrome Congenital disorder e.g. cerebral palsy Frequent illness Absence from school Lack of encouragement Lack of toys/stimulus Any 3 valid points	3
(c)	Understanding concepts; Shape Size Colour Sequence Ranking Sorting Matching Counting Develops memory Helps concentration Creativity Problem solving/learning to stack/build Language skills (qualified) Any 4 valid points	4
(d) 'P' marking	Ignore reference to age/specific fine motor skills Moves hand backwards and forwards Making a scribble Without lifting hand from paper Starts to lift hand from paper Scribbles too and fro Makes dots Makes circular scribbles Copies vertical lined Draws a recognisable circle Draws a horizontal line Adds features to a circle to make face Begins to copy letters and shapes Adds legs/arms/fingers/toes to drawings of people	9

	<p>Can draw a person with body parts Adds clothes/hair/features Can draw a house Adds detail to drawings Pictures may have background detail</p> <p>Criteria for award of marks</p> <p>0 – 3marks Answers may be limited and sketches and notes show only a simple understanding of how drawing skills develop.</p> <p>4 – 6 marks Answers are more structured and candidates are able to use sketches and notes to identify with some accuracy the stages of learning to draw.</p> <p>7 – 9 marks Answers are well organised and presented and candidates show by the use of sketches and notes a clear understanding of how drawing skills develop</p>	
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TOTAL 18

Question 6	Responses to be credited	Mark
(a)	<p style="text-align: center;">ONLY CHILD</p> <p>Advantages May have more material advantages/spoilt (credit only once) Given more attention and encouragement No sibling rivalry Better bonding</p> <p>Disadvantages May be overprotected May be spoilt May be lonely May grow to be selfish/demanding/attention seeking/jealous Find difficulty in making friend No role models</p> <p style="text-align: center;">OLDEST CHILD</p> <p>Advantages Have had advantages of being an only child May see themselves as a ‘protector’ Stronger bonding Role models</p> <p>Disadvantages May be expected to behave as a ‘grown up’ Always expected to set a good example May be blamed for behaviour of younger children May feel jealous/unloved Not get as much attention</p> <p>Any 2 valid advantages and disadvantages for each</p>	8
(b)	<p>Involving child in care of baby/bond with baby Spending quality time with Talk about child’s feelings Avoid making comparisons Make child feel loved/give hugs and kisses/attention/share attention equally Buy child a present from baby</p> <p>Any 4 valid points</p>	4
<p>(c)</p> <p style="text-align: center;">P Marking</p> <p style="text-align: center;">Circle type of care</p>	<p>Examples of points to credit.</p> <p style="text-align: center;">CHILDMINDER</p> <p>Advantages Will be registered and inspected by Ofsted Inspected regularly May have childcare qualifications Is often a parent therefore experienced May live locally May provide flexible hours of care May be prepared to pick up/drop off children There will be other children to play with Cared for in a small group Will be in a home environment May have continuity of care especially if childminder will do after school hours Childminder may become life-long friend</p> <p>Disadvantages You may have to fit in with childminders routine/lifestyle Travelling may be involved Children will have to share attention</p>	12

<p>P marking</p> <p>Circle type of care</p>	<p>Difficulties if childminder is ill May not look after child if ill – risk of infection May be worries about health and safety May not be flexible about hours May be bullied</p> <p style="text-align: center;">GRANDPARENTS AND FAMILY(not friends)</p> <p>Advantages Cared for in a familiar environment Will have continuity of care May be flexible about hours Will develop a close bond with grandparents Grandparents are experienced May be prepared to come to child’s house May drop off/collect from nursery/school One to one care Less possibility of contact with childhood illness No need to take time off work if child is ill May not want payment Know and trust/security</p> <p>Disadvantages Child may become too attached to grandparent May find child physically demanding May have other commitments which may not fit in with work hours May not want to look after child full time May have different ideas about discipline, potty training etc May be difficult to ask them to do things your way If caring in their home may not be as child-safe May restrict opportunities to mix with other children</p> <p style="text-align: center;">DAY NURSERIES/DAY CARE(not nursery school)</p> <p>Advantages Will care for children all day Full time or part time At least half staff must have early years qualifications Children usually grouped according to age Take children from 6 months to 5 years (this may vary) Registered Regularly inspected Will have a structured learning programme/early years curriculum Usually open long hours e.g. 8.00am to 7.00pm Usually open all year Safety checked and employers police checked Ofsted inspected Food provided Get used to routine /preparation for school</p> <p>Disadvantages May not be one nearby May involve travelling Child won’t be in own environment Hours may not be as flexible as needed Children may be exposed to illness and infection May not get a lot of individual attention May not get continuity of care Can be costly Waiting lists can be long Staff won’t be able to care for child if ill</p>	
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<p>P marking</p> <p>Circle type of care</p>	<p>Get used to routine /preparation for school May be bullied</p> <p style="text-align: center;">NANNY</p> <p>Advantages May have childcare qualifications Can work hours to suit family needs/ Useful if parents work long or irregular hours Can care for all children in family Can live in or out Child gets personal attention Child is in family home Will cook for the child May do other jobs in the home No travelling involved Disadvantages Do not have to be registered by social services Not monitored Usually expensive Child may become more attached to nanny than parent Lack of privacy Extra costs – one extra May expect ‘perks’ e.g. car</p> <p style="text-align: center;">AU PAIR</p> <p>Advantages Similar to nanny Will expect to live in so more available Because young may bond with children easily Cheaper Can introduce children to their culture Will expect to do household tasks Disadvantages Do not have to be registered by social services Rarely have child care qualifications Not monitored Usually young Usually expensive Child may become more attached to nanny than parent Lack of privacy Language skills may be limited Need an extra room to accommodate them Lack of privacy</p> <p style="text-align: center;">CRÈCHE/WORKPLACE NURSERIES</p> <p>Advantages Registered and inspected May be attached to workplace Often subsidised by employer Therefore cheaper Can visit child in breaks Normally operates all year Disadvantages Not readily available Problems if job changes May be large/impersonal May be difficulties if travelling is involved Ages of children may vary</p>
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	<p>PRE-SCHOOL AND PLAYGROUPS</p> <p>Advantages Registered with local authority Ofsted inspected Run by trained staff Community based Child will be among others of similar age May offer full time care Managed by parents Will follow early years curriculum</p> <p>Disadvantages May need additional care as most operate short sessions Often only during school time Premises may not be specifically designed Child cannot go if ill Cost implications</p> <p>Criteria for award of marks</p> <p>0 – 4 marks Answers are superficial, brief and lack structure There is little use of specialist terminology and only basic communication skills.</p> <p>Answers correctly identify 1 or 2 types of appropriate childcare for children of working parents There is little evidence of understanding of the relative advantages and disadvantages of chosen care types.</p> <p>5 - 8 marks Answers show some structure but may lack precision and detail. There may be some use of specialist terminology at a basic level and satisfactory communication skills.</p> <p>Answers show some awareness of at least 2 types of appropriate childcare for working parents. There is knowledge and understanding of the advantages and disadvantages of at least two of the choices, although there may be some repetition.</p> <p>9 – 12 marks Answers are well organised, logical and detailed with a good range of appropriate terminology. There is evidence of good communication skills.</p> <p>Answers show a good awareness of three types of appropriate childcare for working parents. There is a good level of knowledge and understanding of some of the different advantages and disadvantages of all three choices.</p>	
		TOTAL 24