



**General Certificate of Secondary Education**

**Home Economics:  
Child Development  
3561**

**3561/H**

**Mark Scheme**

*2007 examination - June series*

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**3561/H**

<b>Question 1</b>	<b>Responses to be credited</b>	<b>Mark</b>	<b>Total</b>
<b>(a)</b>	Nuclear Extended Step/reconstituted Single parent Adopted Foster Same sex parents (do not accept separated) <b>1 mark for each correctly named family type.</b>	<b>3</b>	<b>21</b>
<b>(b)</b>  <b>P + R</b>	Money/finance + reason Relationship + reason Accommodation + reason Maturity/age + reason Career implications + reason Size of family + reason Age gap between children + reason State of health + reason Support + reason related to emotional/practical help (do not accept 'loving family') <b>1 mark per factor</b> <b>1 mark for related appropriate reason</b>	<b>6</b>	
<b>(c)</b>	(i) Condom (ii) (Contraceptive) pill (iii) Coil/IUD (iv) Vasectomy/sterilisation (v) NFP/Natural Family Planning/Safe period/ovulation/rhythm <b>1 mark each correct response</b>	<b>5</b>	
<b>(d)</b> <b>(i)</b>	28 <b>1 mark</b>	<b>1</b>	
<b>(ii)</b>  <b>P</b>	During <b>menstrual period</b> womb lining is prepared to support a baby Once a month/halfway through period/between days 13/15 Egg released from one of the <b>ovaries</b> Into the <b>fallopian tube</b> If intercourse has occurred <b>sperm</b> enter vagina Sperm travel through <b>uterus</b> to fallopian tube Will try to penetrate the egg If one succeeds <b>fertilisation</b> occurs Sperm and egg form one cell Which begins to divide rapidly – <b>morrula</b> Moves along fallopian tube towards uterus 4/5 days after fertilisation cell mass is called <b>Blastocyst</b> Moves into uterus <b>Embeds</b> into uterus wall/lining Called <b>implantation</b> <b>Conception</b> is complete	<b>6</b>	

	<p><b>Criteria for marking</b></p> <p><b>1 – 2 marks</b> Simple response – factual information is very limited showing only limited knowledge and understanding</p> <p><b>3 – 4 marks</b> Factual information is sound and lacking in detail but the candidate shows a basic knowledge and understanding. There may be some use of terminology</p> <p><b>5 – 6 marks</b> Answer is detailed, well structured and factually sound showing a good level of knowledge and understanding. There may be some use of appropriate terminology.</p>		
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Question 2	Responses to be credited	Mark	Total
(a) (i)	Notes where details of ante-natal visits are recorded <b>OWTTE</b> <b>1 mark</b>	<b>1</b>	<b>22</b>
(ii)	Personal details/ and ethnic origin Family history A birth plan/choices about labour and birth/pain relief History of menstrual cycles/previous pregnancies/and the woman's general health Record of antenatal appointments Health issues related to the pregnancy/blood group/urine tests/blood pressure/swelling of feet and hands/weight Issues related to unborn baby/position in the uterus/heartbeat/movement Growth charts to record fundal height and estimated fetal weight Ultrasound scan reports and pictures Details of any hospital admissions EDD General pregnancy and health information/pregnancy complications/smoking/feeding <b>Any 3 valid responses</b>	<b>3</b>	
(b) (i)	Labour is started artificially/ Waters are broken using a special implement A hormone drip/pessary used to stimulate uterus to contract Needed when: contractions have slowed down/stopped high blood pressure baby overdue by 10+ days stillbirth <b>Any 4 valid points</b>	<b>4</b>	
(ii)	Baby is lying across the womb Back facing cervix Cannot be delivered feet or head first Usually needs a caesarean	<b>2</b>	

	<b>1 mark – simple understanding</b> <b>2 mark – clear understanding</b>		
<b>(c)</b> <b>(i)</b>	To see if the baby had might need medical help/resuscitation OWTTE <b>1 mark</b>	<b>1</b>	
<b>(ii)</b>	Given by midwife 1 minute and 5 minutes after birth/immediately after birth Checks Appearance/Pulse/Grimace/Respiration, activity Check lungs/heart and responses/ colour/reflexes/muscle tone/heartbeat, breathing Each is scored (0 – 2) Total 7+ baby is in excellent condition Below 4 may need resuscitation/medical help <b>Any 4 valid points</b>	<b>4</b>	
<b>(d)</b>	Baby born before 37 weeks (accept stated weeks under 37) <b>1 mark</b>	<b>1</b>	
<b>(e)</b>  <b>P + R</b>	<b>Examples of explained points to credit</b> 24 hour care and monitoring High ratio of specialist staff Incubators to maintain temperature/filter air/protect against infection/to replicate womb Ventilators to help breathing Monitors to check breathing/heartbeat/oxygen IV lines to maintain fluid levels/give drugs/food if needed Nasogastric tubes to aid feeding Light therapy to treat jaundice Hygiene levels <b>Any 3 reasoned points</b> <b>Maximum 3 for points only</b>	<b>6</b>	

<b>Question</b> <b>3</b>	<b>Responses to be credited</b>	<b>Mark</b>	<b>Total</b>
<b>(a)</b>	Emotional support during the early days Advice on feeding Advice on care/hygiene Crying/minor ailments Immunisation Developmental testing Mother and baby clinics Postnatal exercises Baby's weight gain/thriving <b>Any 3 valid points</b>	<b>3</b>	<b>20</b>
<b>(b)</b>	Uterus has shrunk back to normal size/checked Any stitches have dissolved/wounds healed No soreness/discomfort Postnatal bleeding Weight BP/blood pressure Emotional state <b>Any 4 valid points</b>	<b>4</b>	

(c) (i)	Strong emotional feelings that develop between parent and (newborn) baby (OWTTE) <b>1 mark</b>	<b>1</b>	
(ii)	Baby is ill Baby is premature/in a SCBU Difficult labour and birth Lack of close relationships in own experience Unwanted baby Mother may be ill/PND/baby blues Difficulty breast feeding Lack of confidence <b>Any 3 valid points</b>	<b>3</b>	
(d) (i)	A disability that is present at birth <b>1 mark</b>	<b>1</b>	
(ii)	Inherited Damage in the womb Damage at birth Drugs/alcohol/smoking abuse <b>Any 2 valid points</b>	<b>2</b>	
(e) (i)	Learning and development will be slower Speech difficulties Mobility problems Can cause problems with; <ul style="list-style-type: none"> <li>• Reading, writing and spelling</li> <li>• Short term memory</li> <li>• Concentration</li> <li>• Personal organisation</li> <li>• Socialisation</li> </ul> <b>Any 3 valid points</b>	<b>3</b>	
(ii)	Child may be: <ul style="list-style-type: none"> <li>• Withdrawn/quiet/introvert</li> <li>• Difficulty relating to others</li> <li>• Repetitive behaviour</li> <li>• Speech and language problems</li> <li>• Pay more attention to objects than people</li> <li>• Lack ability to play</li> <li>• Can be aggressive/rude</li> <li>• May be highly intelligent/gifted</li> <li>• Need for order/dislike of change</li> </ul> <b>Any 3 valid points</b>	<b>3</b>	

Question 4	Responses to be credited	Mark	Total
(a)	Easy to wash/dry/iron Easy to put on/take off Lightweight/soft Non-irritant Flame resistant Appropriate to season/temperature Right size No ribbons/ties etc Cost Appropriate fabric <b>Any 4 points</b>	4	18
(b) (i)	Easy to use No pins needed No need to wash and dry/less work for parent Absorbent so keep moisture away from bottom/less chance of nappy rash Range of sizes Available for boy/girl Daytime/night-time versions No nappies soaking Thrown away after use <b>Any 2 valid points</b>	2	
(ii)	Regular expense Bulky to store Environmental concerns <b>Any 2 valid points</b>	2	
(c)	Sudden Infant Death Syndrome <b>1 mark</b> <b>Do not accept SIDS</b>	1	
(d)  P	<b>New babies;</b> Have no concept of time Unaware of day and night Sleep tends to be determined by the need for food Within first weeks: Are asleep more than awake Can sleep for approximately 16 hours a day Wake up frequently to be fed <b>After approximately 1 month:</b> Have begun to develop a bedtime routine Daytime sleep decreases Night-time sleep increases <b>By 12 months</b> Child is becoming more mobile Is more active Sleeps longer at night Without waking up Short /2+ hours daytime sleep <b>By 3 years</b> Fully mobile Uses lots of energy during day	5	

	<p>May play outdoors/benefit of fresh air May not need daytime sleep Night-time sleep decreases</p> <p><b>Criteria for marking</b> <b>1 mark</b> Answers are brief and show little understanding of changing sleep patterns. <b>2-3 marks</b> Answers show a basic knowledge of changing sleep patterns during the first three years. There may be no reference to age and little understanding of reasons for changes. <b>4-5 marks</b> Answers show a sound knowledge of changing sleep patterns during the first three years. There should be some reference both to age and to the possible <b>reasons</b> for changes.</p>		
(e)	<p>Disease spread from one person to another by contact <b>1 mark</b></p>	<b>1</b>	
(f)	<p>Child is given a vaccine Contains a weak form of the disease Makes the body produce antibodies To fight possible infection <b>1 mark – simple understanding</b> <b>2-3 marks – clear understanding</b></p>	<b>3</b>	

Question 5	Responses to be credited	Mark	Total
(a) (i)	<p><b>A</b> Recommended age Suitable consistency For stage of weaning <b>2 correct responses</b></p> <p><b>B</b> The food contains gluten/wheat/milk Child may be allergic To one of these foods Parents know not to use it <b>2 correct responses</b></p> <p><b>C</b> List of nutrients Allows parent to check amounts (of nutrients) Especially fat/sugar/salt/fibre Reduce risk of health problems <b>2 correct responses</b></p>	<b>6</b>	<b>14</b>
(ii)	<p><b>Salt</b> Increased risk of dehydration Increased risk of kidney damage Digestive system cannot cope with large amounts</p>	<b>2</b>	



	<p><b>Sugar</b>                  Development of a sweet tooth/damage to teeth                  Possible risk of diabetes                  Links to obesity  <b>Max 1 correct response per named food</b>  <b>2 marks</b></p>		
<p>(b)</p> <p>P</p>	<p><b>Examples of points to credit</b>  <u><b>Commercially prepared foods</b></u>  <b>Advantages</b>                  Quick and easy to prepare                  Convenient for travelling/holidays/shopping                  Useful when only small amounts needed                  Wide range and types to choose from                  Produce adequate levels of nutrients                  Some have added nutrients                  Many do not include colours, flavours, preservatives                  Hygienically prepared and packaged                  Easier to know how much to give</p> <p><b>Disadvantages</b>                  More expensive than home made                  May be a lot of wastage when only small amounts needed                  Bland                  They are processed so some nutrients will be lost                  Short storage /careful storage needed once opened</p> <p><u><b>Home made foods</b></u>  <b>Advantages</b>                  Fresh foods/ingredients used                  More interesting diet for baby                  Less expensive                  Baby gets used to eating the same food as the rest of the family                  Less chance of food refusal/fussy eating later                  Amounts can be frozen for later                  No additives</p> <p><b>Disadvantages</b>                  Time needed to purée food                  May need to buy equipment e.g. blender</p> <p><b>1 – 2 marks</b>                  Simple response – factual information is very limited showing only limited knowledge and understanding</p> <p><b>3 – 4 marks</b>                  Factual information is sound and lacking in detail. Candidates may show a basic knowledge and understanding of some advantages and disadvantages of both types of baby food or a sound knowledge and understanding of one. There may be some use of terminology</p>	<p><b>6</b></p>	

	<p><b>5 – 6 marks</b>          Answer is detailed, well structured and factually sound. There is a good awareness of the advantages and disadvantages of both types of baby foods showing a good level of knowledge and understanding. There may be some use of some appropriate terminology.</p>		
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Question 6	Responses to be credited	Mark	Total
(a)	<p><b>Candidates must name the stage and give description</b>  <b>No marks for description only</b></p> <p><b>Solitary play</b>          Playing alone  <b>Parallel play</b>          Playing alongside other children but not with them  <b>Looking-on play</b>          Watching other children play but as a spectator  <b>Joining-in play</b>          Playing with other children doing the same activity but in own way  <b>Co-operative play</b>          Children playing together and sharing and communicating  <b>1 mark for correct type of play</b>  <b>1 mark for correct description</b></p>	6	22
(b)	<p>Make reading fun/talk about the pictures/use different voices/ask questions/let child read along with you          Have special reading times          Not just at bedtime          Allow time to read/read to them          Set an example by reading          Let child choose own books both to read and buy          Join a library          Have lots of books and other reading materials available          Have a special place for books where child can get them          Make it a 'special time/cuddle up/switch off TV          Make own books  <b>Any 5 correct responses</b></p>	5	
(c) (i) <b>Underline point and tick reason</b>	<p>Small number of pages + reason          Sturdy books + reason          Easy to turn pages + reason          Simple pictures + reason (not 'lots of pictures')          Everyday objects + reason          Novelty books + reason          Bright and colourful + reason          No words + reason          No sharp edges/corners + reason          Candidates must give points and reasons  <b>Any 3 reasoned points</b>  <b>Candidates must give points and reasons</b></p>	3	

<b>(ii)</b> <b>Underline point and tick reason</b>	<p>Longer stories with more detail + reason          More complex sentences + reason          Stories with imaginary characters + reason          Detailed pictures and backgrounds + reason          Colourful + reason          Stories about everyday problems + reason          Interests child + reason          Simple words/large font + reason related to independent reading</p> <p><b>Any 3 reasoned points</b>  <b>Candidates must give points and reasons</b></p>	<b>3</b>	
<b>(d)</b>	<p><b>Physical</b>          Fine motor skills          Hand-eye co-ordination          Sensory development          Movement</p> <p><b>Intellectual</b>          Concepts          Size/colour/sequence/number/shapes etc.          Learning about sounds          Memory          Cause and effect          Problem solving          Concentration</p> <p><b>Emotional</b>          Let off steam          Work out aggression          Get enjoyment          Communication</p> <p><b>Social</b>          May give opportunities to share          Co-operate          Creativity and reference to composing music</p> <p><b>Any 5 appropriate points</b></p>	<b>5</b>	

<b>Question</b> <b>7</b>	<b>Responses to be credited</b>	<b>Mark</b>	<b>Total</b>
<b>(a)</b>	<p><b>Links between risk/types of accident and age/stage of development</b></p> <p><b>Young babies:</b>          tend not to be very mobile therefore have fewer accidents          begin to wriggle/kick          quickly learn to roll over          this could result in <b>bumps and falls.</b></p>	<b>15</b>	<b>15</b>

<p><b>P</b></p>	<p><b>Six months</b>                  Have begun to pick up and hold objects                  explore with their mouth (mouthing)                  there is a greater risk of <b>choking and suffocation</b>.</p> <p><b>Nine to twelve months</b>                  many will be crawling/ 'cruising' / beginning to walk.                  can often move quite quickly                  are not very well-balanced                  will often <b>bump</b> into things                  they want to touch and explore                  are small                  cannot always see                  or understand danger                  therefore could be involved in different accidents</p> <p><b>By 2 years old</b>                  more stable and very mobile                  becoming more independent                  more curious                  pull and twist things                  watch and copy adults                  risk of <b>fires</b> – matches and lighters                  risk of <b>poisoning</b> – caps off medicines                  want to try to do things for themselves                  language skills and memory are improving                  begin to understand cause and effect                  risk of <b>falls</b></p> <p><b>Three year olds</b>                  more independent                  understand more                  parents can explain about dangers                  but they will often forget if they see something new or exciting.</p> <p><b>Four year olds</b>                  very mobile                  well balanced and                  may be riding bicycles or tricycles                  will play outdoors/ visit play areas/are more likely to be near                  busy roads.                  more accidents <b>outdoors</b>                  still likely to have <b>falls</b>                  also the danger of being involved in <b>traffic accidents</b>                  cannot see over parked cars                  cannot judge speed and distance.</p> <p><b>ACCIDENT PREVENTION</b></p> <p><b>Falls</b></p> <ul style="list-style-type: none"> <li>•Fit a safety gate at the top and bottom of stairs.</li> <li>•Never leave toys/objects on stairs.</li> </ul>		
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	<ul style="list-style-type: none"> <li>• Repair damaged or worn carpet</li> <li>• Stairs should always be well lit.</li> <li>• Fit child resistant window locks</li> <li>• Do not put anything under the window that can be climbed on.</li> <li>• Mop up any spills immediately</li> <li>• Don't leave baby bouncers on high surface</li> <li>• Use safety harness in highchairs/prams</li> </ul> <p><b>Scalds</b></p> <ul style="list-style-type: none"> <li>• Never hold a hot drink and a child at the same time.</li> <li>• Put hot drinks out of reach.</li> <li>• Use a coiled flex or a cordless kettle.</li> <li>• Keep small children out of the kitchen</li> <li>• Run the domestic hot water system at 46°C or fit a thermostatic value to taps.</li> <li>• When running a bath turn the cold water on first</li> <li>• Always test the water temperature before letting a child get into the bath or shower.</li> <li>• Always use rear hotplates</li> <li>• Turn the panhandles away from the front of the cooker.</li> </ul> <p><b>Fires</b></p> <ul style="list-style-type: none"> <li>• Keep matches and lighters out of sight and reach of children.</li> <li>• Always use a fireguard and secure it to the wall.</li> <li>• Extinguish and dispose of cigarettes properly.</li> <li>• Have an escape route planned, and practise it, in case of fire.</li> <li>• Fit a smoke alarm</li> <li>• Check smoke alarms</li> <li>• Don't use candles</li> <li>• Buy flame resistant nightwear</li> </ul> <p><b>Cuts</b></p> <ul style="list-style-type: none"> <li>• Keep all knives out of reach</li> <li>• Use safety glass</li> <li>• Use shatter resistant film.</li> <li>• Always clear up broken glass quickly and dispose of it safely.</li> </ul> <p><b>Poisoning</b></p> <ul style="list-style-type: none"> <li>• Keep medicines and chemicals out of sight and reach of children</li> <li>• Keep medicines in a locked cupboard.</li> <li>• Buy products in child resistant containers.</li> <li>• Always store chemicals in their original containers.</li> <li>• Dispose of unwanted medicines and chemicals safely.</li> <li>• Avoid buying plants with poisonous leaves or berries or those that can irritate the skin</li> </ul>		
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	<p><b>Drowning</b></p> <ul style="list-style-type: none"> <li>• Never leave children or babies in the bath unsupervised</li> <li>• Never leave uncovered bowls or buckets of water around the home.</li> <li>• Empty paddling pools when not in use.</li> <li>• Fence off or drain garden ponds</li> <li>• Take special care when visiting other people's gardens.</li> <li>• Teach to swim as soon as possible</li> </ul> <p><b>Choking and suffocation</b></p> <ul style="list-style-type: none"> <li>• Choose toys suitable for age of the child.</li> <li>• Keep small objects such as marbles and peanuts out of reach of children under 3 years old.</li> <li>• Encourage older children to keep their toys away from younger children</li> <li>• Keep plastic bags out of reach.</li> <li>• Keep cords on curtains and blinds short and kept out of reach.</li> <li>• Keep animals, especially cats, out of the bedroom</li> <li>• Use a net on a pram.</li> <li>• Don't use pillows under 1 year</li> </ul> <p><b>In the garden</b></p> <ul style="list-style-type: none"> <li>• Check large toys such as swings are stable and secure.</li> <li>• Take care with positioning trampolines.</li> <li>• Keep garden tools, equipment and chemicals are stored away in a locked area.</li> <li>• Garden ponds are covered.</li> <li>• Paddling pools are emptied when not in use.</li> <li>• Sand pits are cleaned out regularly and covered to prevent cats using them.</li> <li>• Dog faeces is cleared up.</li> <li>• Any poisonous plants are removed e.g. laburnum</li> </ul> <p><b>Parks and playground</b></p> <ul style="list-style-type: none"> <li>• Equipment is suitable for the age of the child.</li> <li>• Equipment is stable, safe and in good condition.</li> <li>• Surfaces under the equipment are rubberized or covered with bark or woodchips that will absorb some of the shock of falls.</li> <li>• Area is free from broken glass etc.</li> </ul> <p><b>Road safety</b></p> <ul style="list-style-type: none"> <li>• Hold a young child's hand or use reins near busy roads.</li> <li>• Talk to children about the dangers of traffic when out walking.</li> <li>• Teach children the Green Cross Code.</li> <li>• Bright clothing</li> <li>• Keep reminding children what to do when crossing roads.</li> <li>• Set a good example as children will copy adults.</li> <li>• Not allow children to play in the streets.</li> </ul>		
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	<p><b>Sun safety</b></p> <ul style="list-style-type: none"> <li>• Keep babies under 6 months out of the sun.</li> <li>• Keep children out of the sun between 11am and 3 pm.</li> <li>• Take extra care with children with fair skin and red hair.</li> <li>• Use a parasol on prams and pushchairs.</li> <li>• Dress young children in loose, cool clothing such as long sleeved t-shirts.</li> <li>• Make sure children wear hats that protect neck and ears.</li> <li>• Use sun block on very young children and re-apply regularly.</li> <li>• Always use sun tan lotion with a SPF (sun protection factor) of no less than 15 on older children.</li> </ul> <p><b>Criteria for award of marks.</b></p> <p><b>Throughout look for links between the age/stage of development and risk/type of accident</b></p> <p><b>0 – 5 marks</b>          Answers are brief, superficial and lack structure with evidence of only basic communication skills.</p> <p>Candidates demonstrate little or no understanding of the links between the risk and type of accident and age and stage of development but are able to show some understanding of a limited range of accident prevention.</p> <p>Answers may be repetitious and concentrate on only one area.</p> <p><b>6 – 10 marks</b>          Answers may be organised but lack detail and precision. There may be a limited use of subject specific terminology and satisfactory communication skills.</p> <p>Candidates demonstrate some understanding of the links between the risk and type of accident and age and stage of development but answers may concentrate of accident prevention.</p> <p>They show a good understanding of a range of possible accident prevention both in the home and at play outdoors.</p> <p><b>11 – 15 marks</b>          Answers are well organised, detailed and logical with evidence of good communication skills and some subject specific terminology.</p> <p>Candidates demonstrate a clear understanding of the links between the risk and type of accident and age and stage of development.</p>		
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	They show a detailed understanding of accident prevention both in the home and at play outdoors.		
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