



General Certificate of Secondary Education

Home Economics: Child Development 3561

3561/F

Mark Scheme

2008 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.

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Set and published by the Assessment and Qualifications Alliance.

3561/F

Question	Responses to be credited	Mark
1		
(a)	<p>Extended family Includes parents, children, grandparents/ close family members Living close to each other 2 x 1 mark</p> <p>Step/re-constituted family Where child/ren are the natural child/ren of one parent But not of both. Reference to child needed 2 x 1 mark</p>	4
(b)	<p>One/lone parent Nuclear Foster Shared care Adoptive 2 x 1 mark</p>	2
(c)	<p>One made up of different ethnic groups/from different countries/races</p>	1
(i)	<p>1 mark</p>	
(ii)	<p>Language Dress Skin colour Religion/beliefs Education Food Celebrations Traditions Family roles Discipline 4 x 1 mark</p>	4
(d)	<p>Need more individual attention</p>	2
(i)	<p>Opportunities for bonding/good relationship Smaller number of children Daily routine more flexible More likely to cater for specific feeding/sleep requirements Homely atmosphere Flexible hours More opportunities for visits/walks etc 2 x 1 mark</p>	
(ii)	<p>Children of this age are more active/need more stimulus Staff are trained and experienced Programme of activities for age/level of development Variety of toys and activities/stimulating environment Preparation for school Opportunities to play/socialise with children of same age Used to being away from parents/independence Curriculum designed to educate/develop skills 2 x 1 mark</p>	2

(e) Cot	POINT	REASON	4
	Cost	Value for money/quality/money available	
	Bars should be sufficiently close / less than 45 – 67 mm apart	To prevent head slipping between bars	
	Cot/mattress has British Standard’s label	Designed made to a safe standard	
	Height of cot sides	Deep enough to prevent child climbing out	
	Catches must be childproof	Prevent child releasing	
	Drop-side mechanism	Easier to lift baby in and out	
	Safety catches easy for adult to use with one hand	When holding baby	
	Check quality of cot if second hand	Can be dangerous /or appropriate example	
	Mattress must be new	Links to cot death	
	No decorative cut-outs	Prevent limbs being trapped	
	Mattress must fit snugly	Prevent limbs being trapped	
	Lockable castors	Easy to move about if needed/safe	
	Adjustable mattress	Easier to lift baby in and out	
	Fun features/teething rail	Stimulation for baby	
	Safe/secure/stable	To prevent injury to child	
	2 x 1 marks for correct points 2 x 1 marks for correct related reasons		

<p>Travel system /pram</p>	<p style="text-align: center;">POINT</p> <p>Reference to lifestyle</p> <p>Adjustable handle height</p> <p>Lockable wheels</p> <p>Storage space on system</p> <p>Good suspension</p> <p>Versatile</p> <p>Age of child/size</p> <p>Amount of use/more than one child</p> <p>Easy to steer/swivel wheels</p> <p>Easy to clean</p> <p>Easy to store/collapsible</p> <p>Weatherproof/waterproof</p>	<p style="text-align: center;">REASON</p> <p>Easy to put in and out of car/on bus/up stairs</p> <p>Suit different people/reduce back strain</p> <p>Reference: to safety e.g. when shopping</p> <p>For shopping Reduce risk of system becoming unbalanced</p> <p>Comfort of child</p> <p>Can double as a pram/buggy/cot</p> <p>Expense if baby grows out of it quickly</p> <p>Could be more cost effective</p> <p>Easier to manoeuvre when shopping</p> <p>In case of accidents</p> <p>Lack of space</p> <p>Protect against bad weather</p>	<p>4</p>
<p>2 x 1 marks for correct points</p> <p>2 x 1 marks for correct related reasons</p>			
<p>TOTAL 23 marks</p>			

Question 2	Responses to be credited		Mark
(a)	Embryo Implantation Conception 3 x 1 marks		3
(b)	The fertilised egg Implants (usually) in the fallopian tube. 2 x 1 marks		2
(c)	Missed period Metallic/strange taste in mouth Sickness Tiredness Faintness/dizziness Cravings for foods 'Going off' foods Constipation Darkening of areola Sore/tender breasts Need to go to toilet more often. 4 x 1 marks		4
(d)	Test	Why important	
	Blood group	In case a blood transfusion needed Check rhesus factor 1 mark	1
	Haemoglobin level	Low levels can indicate anaemia Advice on diet given Iron tablets/injections 1 mark	1
	Blood sugar levels	Raised sugar levels Can indicate diabetes 1 mark	1
	Sickle cell disease/thalassaemia	If both parents have this baby will inherit it Advice/genetic counselling given 1 mark	1
(e)	Forceps Ventouse extraction Caesarean section 2 x 1 marks		2
(f)	Giving encouragement and support Monitor the number of people involved Offering cool drinks/ice cubes/snacks Reminding her to go to the toilet Making sure that the nurses/doctors are aware of what she has included in her birth plan Talking/playing simple games to occupy the time Helping with breathing and relaxation techniques Massaging back/ shoulders/legs Suggest different positions to stay comfortable Sponging down face, neck, arms Timing contraction		5

	Cut umbilical cord 5 x 1 marks	
TOTAL 20		

Question 3	Responses to be credited		Mark
(a)	Check	Importance	
	Hips 1 mark	Check for dislocation/'clicking hips'/bone structure	1
	Height, weight, head circumference Head circumference Weight 2 x 1 marks	Used to check size Monitor growth Check for any obvious abnormalities Low birth-weight could indicate small for dates baby Special care may be needed	2
	Hands and feet 2 x 1 marks	Checks number of fingers/toes Testing for club foot Number of creases Can indicate Down's Syndrome	2
(b)	Hungry Thirsty Hot/cold Dirty nappy Colic/unwell/wind/pain Lonely/bored/insecure Tired Startled/frightened 3 x 1 mark		3
(c) (i)	2 months/8 weeks 1 mark		1
(ii)	Rubella/German measles Whooping cough Mumps Measles Polio Diphtheria Tetanus/lockjaw HIB Tuberculosis Meningitis (A and C) 4 x 1 mark		4
(d)	Check with pharmacist before buying/make sure medicine is suitable for the age of child Measure accurately/use spoon provided/do not exceed dose Follow manufacturer's/doctor's instructions Check use by dates/do not use out of date medicine Do not give children other people's medicine Make sure spoon is clean/sterilised		4

	Store correctly Complete course Use a small syringe for babies/crush tablets to avoid choking Check for any reaction and seek medical advice 4 x 1 mark	
	TOTAL 17	

Question 4	Responses to be credited	Mark
(a)	Immune system is not well developed/babies very susceptible to infection Reduce risk of infection/kill germs 2 x 1 marks	2
(b)	Answers must refer to preparation Wash/clean all bottles and teats thoroughly before sterilising Sterilise bottles Follow manufacturer's instructions/sterilise for the correct amount of time Change chemical steriliser every 24 hours Wash hands before preparing feeds Use sterilised tongs when handling teats Make up formula feeds as required/do not make up in advance Store expressed milk in fridge until needed Formula feeds must be suitable for age/stage of child Measure formula feeds accurately Use boiled cooled water to make formula feeds Check temperature before feeding Check dates on formula milk 5 x 1 mark	5
(c)	Digestive system is not sufficiently developed Kidneys cannot cope with the salt content Ability to chew and swallow not developed Avoid allergies/food refusal Reduce risk of overfeeding/obesity 2 x 1 marks	2
(d) (i)	Increases dribbling Sore gums Increased fist chewing Red/swollen cheeks Crying more than usual 3 x 1 mark	3
(ii)	Cuddling/comforting Giving something hard to chew e.g. teething ring Give something cold to chew Using teething gel (not under 4 months) Baby paracetamol (Calpol) if feverish Offering different activities to distract Dummy 3 x 1 mark	3
(e) (i)	Protein Found in wheat/barley/rye 2 x 1 mark	2
(ii)	Increases risk of coeliac disease Possible allergic reaction 1 mark	1
TOTAL 18		

Question 5	Responses to be credited	Mark
(a) (i)	Frustration Hungry Tired Need to be independent Attention seeking/jealous Being refused something Boredom Copying others 3 x 1 mark	3
(ii)	Be calm/patient Divert attention Ignore behaviour Recognise the signs Avoid situations which trigger tantrums e.g. supermarket trips Use the 'naughty step' Speak firmly but at their level Be consistent in what is acceptable. 3 x 1 mark	3
(b) (i)	Develops 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/play together 5 x 1 mark	5
(ii)	Going to parks/play areas Mother and toddler groups/ after school clubs/play groups Childminders/nurseries Swimming Beach/zoo Holidays Invite friends 3 x 1 mark	3
TOTAL 14		

Question 6	Responses to be credited		Mark
(a)	General notion/idea Way in which we organise knowledge/thinking/ideas 1 mark		1
(b)	Examples of points to credit Time Colour Space Pattern Temperature Speed Size Volume Right and wrong Letter/alphabet Shape Sound 2 x 1 mark		2
(c)	Credit a mark for naming an appropriate activity that could encourage number/maths concepts up to maximum of 4 Credit 1 mark for each appropriate concept linked to activities. Credit extra marks if more than one concept given for activities up to maximum of 4		8
Examples of activities Sand/water play Shopping Threading beads Building Cooking activities Jigsaws Sorting Snakes and ladders/lotto Stacking beakers Making books/calendars Singing songs/rhymes/reading stories Setting tables Hopscotch Computer games		Examples of concepts Counting Shapes Size Money Time Weight Volume Area	
1 mark for each activity 1 mark for appropriate concept linked to activity. Maximum of 4 marks if only activities are listed.			
TOTAL 11			

Question 7	Responses to be credited	Mark
<p>(a)</p> <p>P</p>	<p>EXAMPLES OF POINTS TO CREDIT</p> <p>Possible ideas for music based activities</p> <p>Singing nursery rhymes/finger and action rhymes</p> <p>Musical activity centres</p> <p>Clapping hands to music</p> <p>Rattles</p> <p>Musical statues/bumps/chairs</p> <p>Dancing to music</p> <p>Making simple musical instruments</p> <p>Karaoke</p> <p>Listening to music</p> <p>Different containers filled with water</p> <p>Buying musical/interactive toys</p> <p>Role play activities</p> <p>Playing with pans/wooden spoons</p> <p>Dancing lessons</p> <p>Using interactive CD-Roms</p> <p>References to different types and stages of play e.g.</p> <p>Creative</p> <p>Physical</p> <p>Manipulative</p> <p>Imaginative</p> <p>Social</p> <p>Solitary</p> <p>Parallel</p> <p>Joining in</p> <p>Areas of learning and development – dependant on activity</p> <p>Intellectual</p> <p>Can help to develop:</p> <ul style="list-style-type: none"> • Creativity • Imagination • Memory • Concentration • Numeracy skills • Listening skills • Spatial awareness <p>Encourages exploring/experimentation</p> <p>Improve and increase vocabulary</p> <p>Understanding repetition and pattern</p> <p>Encourages non-verbal/alternative methods of communication</p> <p>Physical</p> <p>Can help to develop:</p> <ul style="list-style-type: none"> • Fine motor skills • Gross motor skills • Hand-eye co-ordination • Balance 	<p>12</p>

<p>P</p>	<ul style="list-style-type: none"> • Senses – hearing and touch <p>Provide exercise</p> <p>Emotional Encourages children to express/experience different emotions Can be relaxing</p> <p>Social Can encourage: Sharing Taking turns Consideration for others</p> <p>Other areas Maths Equal opportunities Other cultures</p> <p>Criteria for award of marks</p> <p>To achieve a mark in the higher mark band candidates need to show clear knowledge and understanding of how music can encourage development and learning linked to appropriately chosen activities.</p> <p>0 – 4 marks Candidates have only a limited awareness of how music can encourage play, and development. They may be able to suggest some possible musical activities...</p> <p>Answers may be superficial and lack structure, showing limited language skills and there may be little/no use of specialist terminology</p> <p>5 - 8 marks Candidates show some understanding of how music can encourage development and learning although answers lack depth and detail. They are able to suggest some appropriate activities.</p> <p>Answers will be fairly well structured and demonstrate satisfactory language skills with some use of specialist terminology</p> <p>9 – 12 marks Candidates demonstrate a good understanding of how music could encourage different areas of development and learning. They are able to suggest a range of appropriate activities</p> <p>Answers are likely to be well organised, demonstrating good language skills with some use of a variety of specialist terminology.</p>	
	<p>TOTAL 12</p>	