



## **General Certificate of Secondary Education**

# **Home Economics: Child Development 3561**

## **3561/H**

## **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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**3561/H**

Question 1	Responses to be credited	Mark
(a)	<p><b>Extended family</b> Includes parents, children, grandparents/ close family members Living close to each other <b>2 x 1 mark</b></p> <p><b>Step/re-constituted family</b> Where child/ren are the natural child/ren of one parent But not of both. <b>Reference to child needed</b> <b>2 x 1 mark</b></p>	<b>4</b>
(b)	<p>One/lone parent Nuclear Foster Shared care Adoptive <b>2 x 1 mark</b></p>	<b>2</b>
(c) (i)	<p>One made up of different ethnic groups/races <b>1 mark</b></p>	<b>1</b>
(ii)	<p>Language Dress Skin colour Religion/beliefs Education Food Celebrations Traditions Family roles Discipline <b>4 x 1 mark</b></p>	<b>4</b>
(d) (i)	<p>Need more individual attention 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 <b>3 x 1 mark</b></p>	<b>3</b>
(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 <b>3 x 1 mark</b></p>	<b>3</b>

<b>(e) Cot</b>	<b>POINT</b>	<b>REASON</b>	<b>4</b>
	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 knew	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	
	<b>2 x 1 marks for correct points 2 x 1 marks for correct related reasons</b>		

<b>Travel system /pram</b>	<b>POINT</b>	<b>REASON</b>	<b>4</b>
	Reference to lifestyle	Easy to put in and out of car/on bus/up stairs	
	Adjustable handle height	Suit different people/reduce back strain	
	Lockable wheels	Reference: to safety e.g. when shopping	
	Storage space on system	For shopping Reduce risk of system becoming unbalanced	
	Good suspension	Comfort of child	
	Versatile	Can double as a pram/buggy/cot	
	Age of child/size	Expense if baby grows out of it quickly	
	Amount of use/more than one child	Could be more cost effective	
	Easy to steer/swivel wheels	Easier to manoeuvre when shopping	
	Easy to clean	In case of accidents	
	Easy to store/collapsible	Lack of space	
	Weatherproof/waterproof	Protect against bad weather	
	<b>2 x 1 marks for correct points</b> <b>2 x 1 marks for correct related reasons</b>		
<b>TOTAL 26 marks</b>			

Question 2	Responses to be credited		Mark
(a) (i)	When the egg and sperm join together <b>1 mark</b>		<b>1</b>
(ii)	When the fertilised egg attaches to the uterus lining. <b>1 mark</b>		<b>1</b>
(iii)	The fertilised egg ( <b>before</b> it implants in the uterus) <b>1 mark</b>		<b>1</b>
(iv)	The fertilised egg implants (usually) in the fallopian tube. <b>1 mark</b>		<b>1</b>
(b)	Raised blood pressure Swelling of ankles (oedema) Protein in urine Severe/persistent headaches Blurred vision Abdominal/shoulder pain Nausea and vomiting <b>4 x 1 marks</b>		<b>4</b>
(c)	<b>What is checked</b>	<b>How it helps</b>	
	Can identify possible risks	Appropriate treatment can be given	
	Blood group	In case a blood transfusion needed	
	Rhesus factor	Determine risk to baby	
	Haemoglobin level	Low levels can indicate anaemia Advice on diet given Iron tablets/injections	
	Rubella immunity	If lack of immunity given advice given advice on how to reduce the risk of catching disease Advice on what to do if they catch it	
	Blood sugar levels	Raised sugar levels Can indicate diabetes	
	STIs/Syphilis HIV	Failure to treat can result in damage to foetus	
	Hepatitis B	Mother may be a carrier Will infect baby causing liver damage Injection can be given at birth	
	Sickle cell disease/thalassaemia	If both parents have this baby will inherit it Advice and genetic counselling given	
	AFP, Double, triple, quadruple tests	To determine risk of abnormalities Especially Down's Syndrome/ spina bifida Diagnostic tests offered	
	hCG/hormones  <b>8 x 1 marks</b>	Test for pregnancy hormone Presence in blood confirms pregnancy	

<b>(d)</b>	Forceps Ventouse extraction Caesarean section <b>2 x 1 marks</b>	<b>2</b>
<b>(e)</b>	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 Cut umbilical cord <b>5 x 1 marks</b>	<b>5</b>
<b>(f)</b>	History of miscarriage Blood relationship between couple Previous child with a genetic disorder Family history of inherited disorders or birth defects If either partner belongs to an ethnic group where genetic disorders occur <b>2 x 1 marks</b>	<b>2</b>
<b>TOTAL 25</b>		

Question 3	Responses to be credited		Mark
<b>(a)</b>	<b>Check</b>	<b>Importance</b>	
	Hips <b>1 mark</b>	Check for dislocation/'clicking hips'/bone structure	<b>1</b>
	Height, weight, head circumference  Head circumference  Weight <b>2 x 1 marks</b>	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	<b>2</b>
	Hands and feet  <b>2 x 1 marks</b>	Checks number of fingers/toes Testing for club foot Number of creases Can indicate Down's Syndrome	<b>2</b>
<b>(b)</b>	Hungry Thirsty Hot/cold Dirty nappy Colic/unwell/wind/pain Lonely/bored/insecure Tired Startled/frightened <b>4 x 1 mark</b>		<b>4</b>
<b>(c)</b> <b>(i)</b>	2 months/8 weeks <b>1 mark</b>		<b>1</b>
<b>(ii)</b>	Rubella/German measles Whooping cough Mumps Measles Polio Diphtheria Tetanus/lockjaw HIB Tuberculosis Meningitis (A and C) <b>4 x 1 mark</b>		<b>4</b>
<b>(d)</b>	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		<b>5</b>



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	Store correctly Complete course Use a small syringe for babies/crush tablets to avoid choking Check for any reaction and seek medical advice/allergy <b>5 x 1 mark</b>	
<b>TOTAL 19</b>		

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 <b>2 x 1 marks</b>	<b>2</b>
(b)	<b>Answers must refer to preparation</b> 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 <b>5 x 1 mark</b>	<b>5</b>
(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 <b>2 x 1 marks</b>	<b>2</b>
(d) (i)	Protein Found in wheat/barley/rye/flour <b>1 mark</b>	<b>2</b>
(ii)	Increases risk of coeliac disease/allergy <b>1 mark</b>	<b>1</b>
(e)	Peanuts Strawberries/soft fruits Dairy products/milk Eggs Shellfish Chocolate Wheat/gluten <b>3 x 1 mark</b>	<b>3</b>
<b>TOTAL 15</b>		

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 <b>3 x 1 mark</b>	<b>3</b>
(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. <b>3 x 1 mark</b>	<b>3</b>
(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 <b>5 x 1 mark</b>	<b>5</b>
(c) (ii)	Going to parks/play areas Mother and toddler groups/ after school clubs/play groups Childminders/nurseries Swimming Beach/zoo Holidays Invite friends <b>3 x 1 mark</b>	<b>3</b>
<b>TOTAL 14</b>		

Question 6	Responses to be credited	Mark				
(a)	General notion/idea/rule Way in which we organise knowledge/thinking/ideas <b>1 mark</b>	<b>1</b>				
(b)	<p><b>Credit a mark for naming an appropriate activity that could encourage number/maths concepts up to maximum of 4</b>  <b>Credit 1 mark for each appropriate concept linked to activities.</b>  <b>Credit extra marks if more then one concept given for activities up to maximum of 4</b></p> <table border="1" data-bbox="359 577 1348 1099"> <thead> <tr> <th data-bbox="359 577 853 618">Examples of activities</th> <th data-bbox="853 577 1348 618">Examples of concepts</th> </tr> </thead> <tbody> <tr> <td data-bbox="359 618 853 1099">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</td> <td data-bbox="853 618 1348 1099">Counting Shapes Size Money Time Weight Volume Area</td> </tr> </tbody> </table> <p><b>1 mark for each activity – maximum 4</b>  <b>1 mark for different concepts linked to activity – maximum 4</b>  <b>Maximum of 4 marks if only activities are listed.</b></p>	Examples of activities	Examples of concepts	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	Counting Shapes Size Money Time Weight Volume Area	<b>8</b>
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(c)	<p><b>Pre-linguistic</b> Using sounds/smiles/facial expressions to communicate</p> <p><b>Linguistic</b> When children begin to use recognisable words to communicate <b>2 x 1 mark</b></p>	<b>2</b>				
<b>P</b>	<p><b>Pre-linguistic</b> Communication mainly by crying/without words Cries in different ways depending on needs Beginning to <b>vocalise</b>/coos/gurgles/grunts Begin to babble e.g. ‘mama’ ‘dada’ This becomes more repetitive (<b>echolalia</b>) Laughs/chuckles/squeals May understand simple words (<b>passive vocabulary</b>)</p> <p><b>Linguistic</b> Learns first words (<b>active vocabulary</b>) Understand simple instructions Talks incessantly to self In own language (<b>jargon</b>) Vocabulary increases Two word sentences Uses words for more than one thing (<b>holophrases</b>) Begins to use <b>telegraphic</b> sentences Uses pronouns Asks questions – what, where, why?</p>	<b>8</b>				

	<p>Sentences become longer                  More complex                  May still make grammatical mistakes                  Sentences more grammatically correct                  May mispronounce words</p> <p><b>Criteria for award of marks</b></p> <p><b>To gain the higher marks candidates need to demonstrate a clear understanding of the average milestones and stages of development in both areas.</b>  <b>Candidates are not expected to give precise ages.</b></p> <p><b>0 – 3 marks</b>                  Candidates show little or no understanding of the stages of language development.                  Answers are confused but they are able to identify <b>1 to 2</b> recognisable milestones.</p> <p><b>4 – 6 marks</b>                  Candidates show some awareness of the stages of language development although answers will lack depth and detail. They are able to identify <b>3 to 4</b> appropriate milestones.                  There may be some use of specialist terminology.</p> <p><b>7 – 8 marks</b>                  Candidates have a sound awareness of the stages of pre-linguistic and linguistic language development. They are able to identify at least <b>5</b> recognisable milestones.                  There should be some evidence of specialist terminology.</p>	
	<p><b>TOTAL 19</b></p>	

Question 7	Responses to be credited	Mark
<p>(a)</p> <p><b>P</b></p>	<p><b>EXAMPLES OF POINTS TO CREDIT</b></p> <p><b>Ideas for music based activities</b></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><b>References to different types and stages of play e.g.</b></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><b>Areas of learning and development – dependant on activity</b></p> <p><b>Intellectual</b></p> <p><b>Can help to develop:</b></p> <ul style="list-style-type: none"> <li>• Creativity</li> <li>• Imagination</li> <li>• Memory</li> <li>• Concentration</li> <li>• Numeracy skills</li> <li>• Listening skills</li> <li>• Spatial awareness</li> </ul> <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><b>Physical</b></p> <p><b>Can help to develop:</b></p> <ul style="list-style-type: none"> <li>• Fine motor skills</li> <li>• Gross motor skills</li> <li>• Hand-eye co-ordination</li> <li>• Balance</li> </ul>	<p><b>15</b></p>

<b>P</b>	<ul style="list-style-type: none"> <li>• Senses – hearing and touch</li> </ul> <p>Provide exercise</p> <p><b>Emotional</b> Encourages children to express/experience different emotions Can be relaxing</p> <p><b>Social</b> Can encourage: Sharing Taking turns Consideration for others</p> <p><b>Other areas</b> Maths Equal opportunities Other cultures</p> <p><b>Criteria for award of marks</b></p> <p><b>To achieve a mark in the higher mark band candidates need to show knowledge and understanding of the links between the activities chosen, age of the child and aspects of development and learning.</b></p> <p><b>0 – 5 marks</b> Candidates show only a limited understanding of how music can encourage some aspects of play and development. They may be able to suggest possible activities which might be appropriate. Answers may be superficial and lack structure, showing limited language skills and there may be little/no use of specialist terminology</p> <p><b>6 - 10 marks</b> Candidates show some understanding of how music/music activities can encourage play and development although answers may lack breadth and detail. They are able to suggest some appropriate activities. . Answers will be fairly well structured and demonstrate satisfactory language skills with some use of specialist terminology</p> <p><b>11 – 15 marks</b> Candidates demonstrate a good understanding of how music/musical activities can encourage play and all areas of development. They are able to suggest some appropriate activities which are age related. There should be good use of appropriate specialist terminology. Answers are likely to be well organised, demonstrating good language skills with good use of specialist terminology.</p>	
	<b>TOTAL 15</b>	