

Version 1.0



**General Certificate of Secondary Education
June 2010**

Home Economics

45801

Child Development

Final

Mark Scheme

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Qu.	Part	Sub Part	Marking Guidance	Mark	Comments
1	(a)		Nuclear family Step/reconstituted family	2	2 x 1
1	(b)		Children who: Do not live with their own family /are living in foster families or residential homes /are in the care of the local authority	1	1
1	(c)		Effect on lifestyle Financial demands of having a baby Age/maturity Stability of the relationship Possible health issues Possible genetic concerns Number of children Age gap between children Suitability of their environment	3	3 x 1
1	(d)	(i)	Grandparents/relatives Nursery Childminder Nanny	2	2 x 1 Do not accept 'au pair'
1	(d)	(ii)	<p>To achieve marks in the top band answers must clearly compare identified advantages for both options. Some points may be interchangeable.</p> <p>Marking criteria 5 – 6 marks Both options are appropriate. Candidates have identified and compared at least 4 advantages of the chosen options for both parents and children showing good knowledge and understanding. Answers are organised and spelling punctuation and grammar are accurate.</p>		<p><u>Underline</u> 'Advantage'</p> <p>P for explanation</p>

3 – 4 marks

Both options are appropriate. Candidates have identified at least 3/4 possible advantages of the chosen options.

Answers are organised however candidates may simply list advantages rather than make comparisons. There may be some errors in spelling punctuation and grammar.

1 - 2 marks

One of the options may not be appropriate. Candidates are able to give only a limited number of possible advantages. Information is muddled and may concentrate on the parent or child There will be errors in spelling punctuation and grammar.

0 marks

No work worthy of credit

Cost

e.g. reference to

Grandparents may not want payment

Other options will involve quite high costs

Nurseries/childminders may give a reduced rate for more than one child

Financial support might be available

Location

e.g. reference to

In own home and/or home environment

Closeness to work/home

Flexibility

e.g. reference to

Hours available

Care of child when sick

Following child's routine

Training and/or qualifications of carers

e.g. reference to:

Grandparents have experience of bringing up children

Childminders nursery staff and sometimes nannies will have had training/up to date training

			<p>Quality of care e.g. reference to: Ratio of carers to children Ofsted registered References reputation and reports Regular monitoring/checks to ensure standards Delivery of EYF Opportunities for one-to-one Opportunities for interaction with other adults and/or children Provision of meals/sleep time</p> <p>Health and Safety Issues e.g. reference to: Police checks Home safety and hygiene checks Risk of infection/illness</p> <p>Opportunities for play e.g. reference to: Wider range of toys Opportunities to mix with other children/children of same age Space to play</p> <p>Opportunities for learning e.g. reference to: Grandparents and nannies are not Ofsted registered Nurseries and childminders follow EYF Individual learning opportunities Visits</p>		
1	(e)	(i)	Baby bath Pram/travel system Cot/moses basket Steriliser/bottles Car seat Changing mat	3	3x1
1	(e)	(ii)	Child benefit	2	2x1

			Child tax credits Healthy start vouchers Childcare disability allowance Maternity/paternity pay Child trust fund Sure start maternity grant		
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Qu.	Part	Sub Part	Marking Guidance	Mark	Comments
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2	(a)		Increase fertility Increase chances of conceiving Improve chances of a safe healthy pregnancy Ensures best conditions for baby to grow and develop	2	2x1
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2	(b)		<p>Weight Failing to put on weight/loss of weight could indicate baby has stopped growing Excessive weight gain could lead to complications/pre-eclampsia/high blood pressure/more likelihood of needing a caesarean section</p> <p>Blood pressure Increase could indicate risk of pre-eclampsia</p> <p>Urine Test Protein in urine could indicate:</p> <ul style="list-style-type: none"> • a kidney infection • risk of pre-eclampsia <p>Glucose in urine could be a sign of diabetes Ketones in urine could indicate dehydration</p> <p>Fundal height Measured to see if baby is growing at expected rate</p> <p>Baby's/foetal heartbeat To check baby is not in any distress/alive</p> <p>Feeling abdomen To see if baby is in normal position/breech/transverse</p>	4	<p>1 mark for correct test 1 mark for explanation</p> <p>2x1 2x1</p> <p>Do not accept 'heartbeat'</p>
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			Ankles/feets/hands Swelling can indicate high blood pressure/pre-eclampsia		
2	(c)		First baby Multiple birth Young/under 16 mothers Mother over 35 Very overweight/obese mother Very large/premature baby Mother has a known medical problem (accept named problem e.g. diabetes/high blood pressure) Previous caesarean Previous stillbirth History of complications Fifth baby or more	3	3x1
2	(d)	(i)	(Maternity unit) staffed/run by midwives	1	1x1
2	(d)	(ii)	They may offer family accommodation so partners can stay They often have facilities not always available in local hospitals, e.g. water pools, complementary therapies, and comfortable, low-tech birthing rooms. More one-to-one care from a midwife than in a busy hospital Offer antenatal care Often have regular clinics with a visiting obstetrician High level of postnatal care More support for breast feeding Often less need for mothers to be induced, need pain relief, forceps or a caesarean or have problems breast feeding	2	2x1
2	(e)	(i)	Grasp reflex	1	1x1
2	(e)	(ii)	Rooting reflex	1	1x1
2	(f)		Hips/Barlow's test For possible dislocation Hands For webbing Number of digits Number of creases		

		<p>Feet For webbing Number of digits Club foot</p> <p>Eyes For cataracts/cloudiness</p> <p>Heart/lungs For abnormalities</p> <p>Spine Evidence of spina bifida</p> <p>Head Size/shape</p> <p>Genitals Possible malformation</p> <p>Mouth/face Cleft palate Sucking reflex</p> <p>Neck Cysts/swellings</p>		Accept named abnormalities e.g. 'heart murmur'
2	(g)	<p>Takes over care ten days after birth Carry out home visits/give support at home Responsible for health and care until child is 5 years old Runs baby clinics Gives advice on feeding/care/illness/immunisation etc. Carries out developmental testing Will put parents in touch with/promotes support groups e.g. breast feeding, baby massage</p>	3	3x1

Qu.	Part	Sub Part	Marking Guidance	Mark	Comments
3	(a)	(i)	0 - 4 years	1	1x1
3	(a)	(ii)	<p>Marking criteria</p> <p>5 – 6 marks Candidates can describe in detail 5 or more reasons why children in this age group are more likely to have accidents. There is some use of specialist terms and spelling punctuation and grammar are accurate.</p> <p>3 – 4 marks Candidates can identify 3/4 reasons why children in this age group are more likely to have accidents. Answers may lack depth and detail, and may be presented as a list. There will be limited use of specialist terms and some errors in spelling punctuation and grammar</p> <p>1 – 2 marks Answers are muddled and confused but candidates may be able to list 1/2 reasons why children in this age group are likely to have accidents There will be little or no use of specialist terms and frequent errors in spelling punctuation and grammar</p> <p>0 marks No work worthy of credit</p> <p>Babies explore by mouthing As physical skills develop children often clumsy and uncoordinated and bump into things Children are small and cannot always see possible dangers Children are naturally curious so will touch/explore things Adventurous and keen to try new things Like to be independent and do things for themselves without realising dangers Have limited language skills so don't understand what they should or should not do May have a disability which means they are less well co-ordinated/ cannot understand what they should/should not do Copying/imitating parents/other children Lack of parental supervision – often difficult to supervise children all the time Parents unaware of what children can do/reach Lack of suitable safety precautions/equipment in the home</p>	6	P

3	(b)		<p>Use a stair gate/safety gate</p> <p>Avoid having chairs/furniture under windows</p> <p>Use window locks</p> <p>No polished floors</p> <p>Picking up toys/shoes</p> <p>Use non-slip rugs</p> <p>Use a safety harness when child is in pram/pushchair/high chair</p> <p>Don't leave a baby alone on a bed/chair/changing unit/settee</p> <p>Lower cot mattress when baby can pull self up</p> <p>Don't store treats in high places</p>	2	2x1
3	(c)	(i)	<p>Check temperature of bath water / put cold water in bath before hot</p> <p>Don't have thermostats too high in case children turn on taps</p> <p>Cover bath taps with a cloth</p> <p>Don't drink hot drinks when holding a child</p> <p>Avoid leaving hot drinks on low tables</p> <p>Don't let young children drink hot drinks through a straw</p> <p>Never heat baby bottle in microwave</p> <p>Use cooker guards/turn pan handles inwards/use back rings on cookers</p> <p>Have kettles/irons with coiled flexes</p> <p>Use fire guards</p> <p>Keep children out of kitchen</p>	2	2x1
3	(c)	(ii)	<p>Cool burn area with cool/running water</p> <p>Put on a cold compress</p> <p>Give appropriate age paracetamol/ibuprofen to ease pain</p> <p>Comfort child</p>	2	<p>Must give 'appropriate age'</p> <p>2x1</p>

Qu.	Part	Sub Part	Marking Guidance	Mark	Comments
4	(a)		<p>Health Greater risk of heart disease/strokes/high blood pressure/certain types of cancer Greater risk of dying at a younger age Increased risk of developing type 2 diabetes More risk of tooth decay More prone to food allergies/intolerance Use of additives could lead to hyperactivity Shortness of breath/hyperventilating Problems with joints and bones because of excess weight</p> <p>Development Teased and bullied - affecting self esteem/become unhappy/depressed Ignored by others - become shy and withdrawn Unable to make friends - affecting social skills/development Lack confidence – will not join in activities Physical development will be affected - because of inability to join in activities</p>	3	3x1
4	(b)		<p>Breast feed if possible More nutritionally balanced/research has shown babies are less likely to be overweight</p> <p>Provide a balanced diet All the main food groups every day Accept explained examples of a balanced diet in relation to health risks</p> <p>Encourage children to eat more fruit and veg/five fruit and veg daily Provide vitamins and minerals Protect against disease/infection</p> <p>Regular meals Easier to ensure a balanced diet</p> <p>Dilute fruit juices/ avoid sugary snacks between meals/Don't add extra sugar to cereals/drinks Extra sugar is not needed Empty calories/no nutritional value</p>	6	<p>One mark for each correct point to max 3</p> <p>One mark for related explanation/reason</p> <p>3x1 3x1</p> <p>P+R</p>

		<p>Avoid processed/junk foods Often high in fat/sugar/calories Often contain additives which can affect behaviour Processing can destroy some nutrients</p> <p>Set a good example Children learn by copying</p> <p>If children attend nursery discuss meals provided To ensure meals are healthy</p> <p>Give children opportunities to play out Take children swimming/to park/beach etc Regular exercise burns off calories/builds up muscles/ makes it easier to regulate weight</p> <p>Limit time watching TV /playing with computers Lack of exercise will encourage weight gain</p>		
4	(c)	<p>Healthy start vouchers Five-a-day programme Lets get cooking programme Licence to cook programme Improved school meals Free entrance to some leisure activities Controls on TV advertising</p>	2	2x1
4	(d)	<p>Measles Mumps German measles/rubella Scarlet fever Meningitis</p>	3	3x1
4	(e)	<p>Giving children a vaccine (By injection or mouth) Which contains a very small, weak amount of bacteria or virus This triggers the body's immune system to produce antibodies that will fight the disease.</p>	2	2x1
4	(f)	<p>Concerns about possible side effects of vaccines Worried that their child might be the one to be affected Seems cruel to hurt the baby when baby is not ill No obvious benefits of immunisation/parents don't know anyone who has had disease</p>	2	

			Previous child may have had a reaction to vaccine Religious beliefs		
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Qu.	Part	Sub Part	Marking Guidance	Mark	Comments
5	(a)		Gross motor – control of the larger muscles/of body arms and legs Fine motor – control of the smaller muscles of hands and fingers	1	Mark can only be awarded if both skills are described correctly
5	(b)	(i)	Object permanence Understanding that a person or object still exists even when it cannot be seen	1	1x1
5	(b)	(ii)	Separation anxiety When a child becomes very anxious/upset/clingy when separated from primary carer	1	1x1
5	(c)		Solitary play Child plays alone Parallel play Plays alongside other children but not with them Looking-on play Child will watch other children and copy them but not play with them. The child still plays alone. Joining-in play Child plays with other children doing the same activity but in own way. Co-operative play Children will play together in a group at the same activity, sharing and communicating	2	Answers must include both name and description 1x1 1x1
5	(d)	(i)	Slide	1	1x1
5	(d)	(ii)	Jigsaw	1	1x1
5	(d)	(iii)	Paints	1	1x1
5	(d)	(iv)	Dressing up clothes	1	1x1
5	(e)	(i)	Learn right and wrong Learn to share	3	3x1

			<p>Learn to co-operate Less likely to be rude To consider other people's needs/feelings To keep them safe Improves social skills/easier to make friends More pleasant atmosphere Learns self control</p>		
5	(e)	(ii)	<p>Marking criteria</p> <p>5 – 6 marks Candidates can describe clearly at least 5 methods of discipline parents could use with appropriate supporting reasons. Answers are well organised, includes a range of specialist terms and spelling punctuation and grammar are accurate.</p> <p>3 – 4 marks Candidates can identify 3/4 methods of discipline parents could use although answers may lack depth, and may be presented as a list. There may be some use of specialist terms and some errors in spelling punctuation and grammar</p> <p>1 – 2 marks Candidates may be able to list 1/2 suitable methods of discipline parents with little or no supporting reasons. Answers are confused and information superficial. There is little or no use of specialist terms and frequent errors in spelling punctuation and grammar</p> <p>0 marks No work worthy of credit</p> <p>Set a good example</p>	6	P

		<p>Children learn by copying what others do</p> <p>Praise good behaviour Children learn what is acceptable/ Like to please parents</p> <p>Ignore bad behaviour where possible Children often use this to get attention</p> <p>Do not threaten something and not carry it out Children need to learn that when they misbehave there is a consequence/cause and effect</p> <p>Discipline needs to be consistent/discipline each time unacceptable behaviour occurs Have clear rules If not children will become confused Not learn what is right or wrong</p> <p>Have realistic sanction/boundaries So that discipline is fair/ in proportion to action Appropriate for age/stage of development So that the child can understand what is acceptable</p> <p>Use time out/naughty step Gives child time to calm down Child learns what is acceptable</p> <p>Take away privileges Learns that actions are not acceptable</p> <p>Deal with the problem immediately Children will not be able to remember what they did So child understands/learns what is acceptable</p> <p>Avoid confrontation/stay calm Losing temper will make situation worse</p> <p>Use eye contact/facial expression/say 'no' firmly</p>		
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			This will often stop a child before the situation gets out of hand		
			Be prepared to say sorry Helps children learn to apologise		

Qu.	Part	Sub Part	Marking Guidance
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6			<p>Answers are expected to show knowledge and understanding of both the importance of play for learning and development and how this can be influenced by external factors</p> <p>To gain marks in the higher mark bands candidates need to address both parts of the question.</p> <p>Marking criteria</p> <p>10 – 12 marks Candidates describe a varied number of reasons why play is important. They demonstrate good knowledge of the ways in which technology work and lifestyles have changed and have a clear understanding of the possible effects of these on play learning and development. Answers are well organised logical and detailed with accurate use of spelling punctuation and grammar. A wide range of specialist terminology is used.</p> <p>7 – 9 marks Candidates describe a range of reasons why play is important. They have a satisfactory knowledge of the ways in which technology work and lifestyles have changed and demonstrate sound understanding the possible effects of these on play learning and development. Answers are organised but may lack depth and detail. There is accurate use of spelling punctuation and grammar. A range of specialist terminology is used accurately.</p> <p>4 – 6 Candidates suggest some reasons why play is important. Mainly using the stimulus material they can suggest some ways in which technology work and lifestyles have changed and show a simple understanding of how these might affect</p>	12	<p><u>Underline points related to importance</u></p> <p>C for change</p> <p>E for effect</p>
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		<p>play learning and development. Answers may be in the form of a list or bullet points and information repetitive. Use of specialist terms is limited and there will be several errors in spelling punctuation and grammar.</p> <p>1 – 3 Candidates suggest a limited number of reasons why play is important. They may have used the stimulus material in a simple way to suggest some ways in which technology work and lifestyles have changed but there is little understanding of how these might affect play learning and development. Answers are confused and superficial. There is little or no evidence of specialist terms and frequent errors in spelling punctuation and grammar</p> <p>0 marks No work worthy of credit</p> <p>Importance of play Allows children to: Explore/discover/experiment Problem solve Understand concepts Develop imagination Develop creativity Be able to work/share/co-operate with others Learn about themselves/the world Express ideas and emotions/reduce stress Develop fine and gross motor skills Prevent boredom Develop language skills Develop independence and confidence Learn to avoid prejudice</p> <p><u>TECHNOLOGY</u> Toys/games</p> <p>Fewer traditional toys being bought Can limit opportunities for spontaneous creative and imaginative play</p>		
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		<p>More hi-tech/electronic toys</p> <p>Helps understanding of cause and effect</p> <p>Can help cognitive/concept development (credit appropriate examples)</p> <p>Develop understanding/use of technology</p> <p>Repetitive actions only</p> <p>Children soon become bored</p> <p>TV/DVDs</p> <p>Tend to be solitary therefore restricts opportunities for social development (credit appropriate examples)</p> <p>Restricts opportunities for physical imaginative and creative play</p> <p>Advertising may imply/make parents feel there is no need to play with the child</p> <p>At least one in every home has a TV/many children have one in bedroom</p> <p>Main source of family entertainment</p> <p>Good range of educational programmes/DVDs that can help and encourage all aspects of development (credit appropriate examples)</p> <p>Many programmes deal with social and emotional issues and can help children's learning and understanding</p> <p>Sometimes used as a 'babysitter' reducing parent child time</p> <p>Computers/computer games</p>		
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(some points interchangeable with TV)

Limits opportunities for talking and socialising

Helps children to learn basic computer skills

Prepares for school/work

More interactive than TV

CD-ROMs and website can help develop language and numeracy skills

Some games involve more than one person encouraging competitiveness

WORK and LIFESTYLE

Both parents working/

Longer work hours

Can limit the time families spend together

Can restrict opportunities for play especially outdoor/spontaneous play

Parents often too tired to play

More families use childcare/more children looked after by other people

Nurseries/childminders can offer children opportunities to meet and mix with people from different ethnic groups

Encourages social and emotional development (**credit appropriate examples**)

Can help prevent prejudice/discrimination

Offers opportunities to play with a wider range of toys which will help development

Carers are often qualified

Have to deliver EYFS

		<p>Activities will be suitable for age/stage of development</p> <p>Play is often more structured</p> <p>Difficult to supervise children plus more concerns about children having accidents both at home and in childcare settings</p> <p>Money Both parents working/families generally have more money</p> <p>Children are bought more toys/more often Used to replace parents spending time with them</p> <p>Transport and travel More families have cars - can visit more places helping children learn about world</p> <p>Drive more than walk – lack of exercise – health related issues</p> <p>Cheaper/more available methods of transport/ air travel - families can afford more holidays/holiday abroad – learn about different cultures</p> <p>More activity holidays Parents/children spend time together</p> <p>Health and safety concerns New legislation makes parents/carers reluctant to let children play rough and tumble games</p> <p>Emphasis on education Passing exams/doing well at school Parents want their children to ‘do well’ so more emphasis on developing intellectual skills/extra activities to help this rather than playing</p>		
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