



General Certificate of Secondary Education

**Home Economics
Child Development
4580**

45801

Report on the Examination

June 2010

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45801 Written Paper

General comments

The entry for this year was, as expected, relatively small. However the paper clearly gave appropriate opportunities for differentiation to be achieved and all candidates were able to achieve at some level. For all candidates this is a new subject and apart from their own personal experiences they do not have any previous subject knowledge to build on. This combined with the breadth of the subject content, the maturity of the candidates, the relatively limited time available to cover the subject content before the examination date and at times an obvious lack of examination technique all affected the overall performance.

Many candidates relied on either paraphrasing questions giving one word answers, simple bullet pointed lists or answering a questions with a question often providing insufficient evidence of knowledge and understanding to be awarded marks, especially on high tariff questions. Answers mainly lacked depth and detail with often little knowledge or use of a range of specialist terminology. Previously candidates have been able to use the knowledge gained from working on the Child Study Coursework to support answers especially in questions related to development and learning. Because this is usually completed in Year 11 this impacted on overall performance. Questions 5 and 6 in particular were not well answered.

Candidates need to be encouraged to both read questions carefully and underline key words – this helps them to focus more clearly. Similarly they need to be taught to plan answers to the longer free-response questions – this generally produces more coherent and logical answers which gain higher marks.

It is also important that candidates have a good grasp of up-to-date factual information and that this is taught in a balanced way so that they can support their answers with sound knowledge and understanding rather than anecdotal information.

Centres could support candidates by:

- ensuring that all parts of the specification are taught
- giving opportunities to practice questions so that they are familiar with the structure and requirements of different types of questions.

Candidates could also be encouraged to:

- read questions carefully, ensuring that they understand the demands of key/trigger words used in questions
- explain identified points
- link information concepts and subject knowledge gained from coursework to examination questions
- note the number of marks available for each question
- plan answers for free-response questions

Candidates could also be encouraged not to:

- repeat the stem of the question in the answer
- give single word answers and/or bullet pointed lists especially in free-response questions.

Question 1

- 1 (a) Well answered with most candidates gaining full marks.
- 1 (b) Some good answers although weaker candidates found it difficult to offer a clear description.
- 1 (c) Generally well answered with most candidates able to suggest at least two appropriate factors usually related to '*financial considerations*', '*effect on lifestyle*' '*age/maturity*' and '*stability of relationship*'.
- 1 (d) The majority of candidates scored well on part (i) although several suggested a babysitter or day care centres as options, neither of which was acceptable. Some simply listed several options which made it difficult for them to gain marks.
While most were able to offer some advantages for both options, few considered both the parent and the child and generally answers lacked depth and detail. Where options given in (i) were not appropriate opportunities marks could not be awarded in (ii). Most answers referred to '*cost*', '*quality of care*,' '*training*' and '*flexibility*'.
- 1 (e) The majority of candidates correctly suggested three appropriate pieces of equipment and most were able to suggest two possible sources of financial support, although reference to unemployment benefit was not acceptable.

Question 2

Overall at all levels this question showed a lack of knowledge and understanding

- 2 (a) Candidates clearly did not understand pre-conceptual care and few scored two marks. Answers tended to relate in very general terms to the 'health' of the mother and baby or to not smoking, drinking alcohol and taking drugs.
- 2 (b) Not well answered with only a minority of candidates able to suggest regular tests and few explaining correctly why they were important.
- 2 (c) Candidates who had read the question carefully were often able to get full marks. Others gave the possible advantages of hospital births.
- 2 (d) Generally not known although most attempted an answer.
- 2 (e) Very few candidates were able to give two correct responses – many simply described the pictures.
- 2 (f) Not well answered. Some candidates were able to suggest '*hips*,' '*hands*' and '*heart*' but gave no detail or description and consequently could not be awarded marks. Several simply stated Apgar.
- 2 (g) Most answers referred to the midwife's role in the period immediately after the birth – concentrating only on '*developmental testing* and '*giving advice*'.

Question 3

- 3 (a) Most candidates gave the correct answer for (i) and in (ii). Many had a sound knowledge of why children in this age group were more accident prone. However, overall answers tended to lack sufficient depth and detail to score the higher marks.
- 3 (b) Generally well answered.
- 3 (c) Most candidates were able to suggest two ways to reduce burns and scalds and knew to treat a burn under running cool water (sometimes 'icy' and for variable amounts of time!). Many referred to covering with a plaster or applying cream which was incorrect.

Question 4

- 4 (a) This question asked candidates to ‘describe three ways obesity might affect health and development - many candidates who simply gave one word answers failed to score marks. Most frequently correct answers related to health issues rather than effects on development.
- 4 (b) While candidates were often able to suggest possible ways to reduce the risk of obesity, many failed to give supporting reasons reducing their opportunities to score high marks.
- 4 (c) Very well answered with a wide range of initiative given.
- 4 (d) Well answered.
- 4 (e) Overall quite well answered although weaker candidates lacked the literacy skills to be able to give a clear explanation.
- 4 (f) Most candidates could suggest ‘*concerns about possible side effects*’ and/or ‘*religious/ethical concerns*’.

Question 5

- 5 (a) (b) and (c)
Surprisingly this section of the question was not well done. While (b) (i) and (b) (ii) were expected to differentiate it was expected that candidates would know the difference between gross and fine motor skills and be able to name and describe one type of social play.
- 5 (d) Overall a well answered question.
- 5 (e) Most candidates were able to suggest at least two reasons why children need to learn to behave and were able to suggest a variety of different methods parents could use to discipline children. Worryingly several referred to ‘a little slap’

Question 6

This question was not well done and clearly reflected the level of maturity of candidates and the depth to which it had been possible to cover this within the time constraint of preparing for this examination. While the question was intended as a potentially differentiated and testing question it was still expected that many candidate would be able to score at least half of the available marks through their understanding of the importance of play. It was hoped that the stimulus material would help the more able candidates to consider the impact of technology and changing work and lifestyles on play and learning. However the majority of candidates had simply not read the question carefully. While some did discuss the importance of play this often lacked depth and detail and most candidates simply used the ideas suggested by the stimulus material to describe in simple terms how these might help physical, intellectual emotional and social development.

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