



**General Certificate of Secondary Education
June 2012**

**Home Economics: Child
Development**

45801

(Specification 4580)

Unit 1:Written Paper

Report on the Examination

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Set and published by the Assessment and Qualifications Alliance.

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General comments

The written paper proved accessible to candidates of all abilities and provided opportunities for them to achieve positive success while allowing for differentiation.

45801: Unit 1 Written Paper

The paper proved accessible to all candidates and clearly gave opportunities for differentiation to be achieved. Overall, questions were well attempted by candidates of all abilities and it was clear that many centres had addressed all the required subject content of the specification well, and had prepared candidates in examination techniques. It was pleasing to see a high number of candidates who had clearly planned answers for higher tariff questions – as a result answers were more focused and logical showing good knowledge and understanding.

Where candidates relied on paraphrasing questions, one word answers, simple bullet pointed lists or answering questions with questions there was often insufficient evidence of knowledge and understanding to be awarded marks.

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| 1 | a | | Most were able to give a simple description of the difference between nuclear and extended families. Several confused extended families with large families. |
| 1 | b | | Very well answered. |
| 1 | c | | On the whole answered well with references to 'career', 'financial stability', 'independence', 'maturity' and waiting to 'meet the right person' being the most popular. |
| 1 | d | | Although generally well answered some candidates wrongly referred to cost, colour and comfort. |
| 1 | e | | Again well answered with most of the points on the mark scheme being mentioned. Because the question asked candidates to 'describe' features one word answers were not acceptable. Again some candidates wrongly referred to cost, colour and comfort. |
| 1 | f | (i) | Generally well answered with references to 'homely environment', 'cheaper than nursery care' and 'flexible hours' being the most popular. Some candidates lost marks where they had clearly confused childminders with nannies. |
| 1 | f | (ii) | Well answered although some answers concentrated on bonding issues. |
| 1 | g | (i) | While attempted by the majority of candidates this was poorly answered. Some candidates were able to describe one of the services but generally correct answers were few and far between. |
| 1 | g | (ii) | The most common correct answers were 'Sure Start', 'social services and the NHS'. Incorrect answers seen referred to 'child benefits' and 'nurseries'. |
| 2 | a | | While the majority of candidates provided the correct answer a surprising number had clearly confused the menstrual cycle with menstruation. |
| | b | | Well done by all, references to 'blocked fallopian tubes', 'cancer', 'ovulation problems', 'STDs' and 'drugs, alcohol and smoking' being popular answers. |
| 2 | c | (i) | Most candidates attempted this question but many clearly did not understand the difference between the two types of tests although there were some very |

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| | | | innovative answers. |
| 2 | c | (ii) | 'Blood test' and 'ultrasound scan' were the most common correct answers but candidates lost marks if they simply referred to 'scan' or 'ultrasound'. |
| 2 | d | | Well done by all, 'pain relief', preferred delivery', birth partner' and 'who would cut the umbilical cord' being popular answers. |
| 2 | e | | Some good answers were seen where candidates were able to use appropriate specialist terms to accurately describe the second stage of labour. Weaker candidates tended to repeat the information given in the question with only limited additional information referring to the baby 'being born' and the 'cord cut and clamped'. |
| 2 | f | | Well attempted by all candidates with 'previous caesarean', 'wrong position'. 'baby too large' and multiple births' being popular answers. Common incorrect answers referred to cord wrapped round baby's neck' and 'baby not breathing'. |
| 2 | g | (i) | On the whole well answered although some answers referred to why the test was given. |
| 2 | g | (ii) | Most common correct answers referred to 'special care' but some were too vague to be credited. |
| 2 | h | | On the whole well answered with the correct terms being given – spelling was often very poor. |

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| 3 | a | | While most candidates were able describe at least two of the points to consider they often failed to explain accurately why they were important, especially in relation to measuring the correct amount of formula milk and using the microwave. |
| 3 | b | | Well done by most candidates although some had clearly confused weaning with teething. |
| 3 | c | | Some interesting answers ranging from 'curries', 'fast foods', 'hard foods' and worryingly 'alcohol' . Most popular answers related to 'sugar', 'eggs', 'nuts' 'salt' and 'gluten' although reasons were not always correct. |
| 3 | d | | 'Exercise' and 'environment' were popular answers and most candidates scored well. |
| 3 | e | | Most were able to describe two or three ways of handling food refusal although few gained full marks. Some answers were worryingly incorrect with answers relating to bribing, punishment and smacking. |
| 3 | f | | Well done by the majority of candidates. Good answers referred to 'use by dates' 'correct age' and 'reaction/allergy'. However candidates lost marks for repetition, e.g. 'correct amount' 'at the right time' 'don't give more than the recommended dose' where they had already given 'read and follow instructions'. |

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| 4 | a | (i) | Although the majority identified the figure of 2, many candidates scored no marks as they omitted years. |
| 4 | a | (ii) | Well done by all. |
| 4 | b | (i) | Well done by most candidates. Some lost marks for simply describing bonding as a 'relationship between child and parent' with no clarification. |
| 4 | b | (ii) | On the whole there were some good answers seen although weaker candidates worryingly interpreted this in relation to looks and body image. |

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| 4 | c | Well attempted by all candidates. Good answers referred to 'praise', 'encourage', 'role model', and giving 'love and affection' and opportunities to 'mix with others'. Those candidates who had clearly misinterpreted self-image rarely gained more than one mark. |
| 5 | a | Candidates who read the question carefully scored well and gave appropriate sequential answers, although few gained full marks. Weaker candidates confused gross motor skills with fine motor skills or simply described the illustrations with little additional information. |
| 5 | b | Well answered by most candidates. |
| 5 | c | Although the majority clearly described four sequentially correct stages of play others lost marks because they had simply listed the types while some confused 'stages' with 'types' of play. |
| 5 | d | This question successfully achieved differentiation. Where candidates had read the question carefully and underlined the key words, answers demonstrated good understanding of the different ways that playing with sand could support and encourage different types of play and learning. Some candidates had missed the reference to 'different types of play' and simply described in general terms how this activity would encourage PIES development, with no reference to the types of play. |
| 6 | | <p>A very well answered question by candidates of all abilities. It was pleasing to see that many candidates had underlined key words and planned their answers in advance resulting in more structured and logical answers.</p> <p>Most candidates were able to identify and describe a good range of different factors supporting these with appropriate reasons which showed good levels of knowledge and clear understanding. While some answers were repetitive and at times muddled most were logical and organised – the more able candidates were able to demonstrate how different factors could be linked and discussed these in some detail. Some excellent answers were seen fully justifying the award of marks in the higher mark bands. Weaker candidates were able to identify a range of factors with more limited understanding of their importance but overall relatively few answers were credited in the lower mark band.</p> <p>A small number of candidates chose to answer this question with questions which simply did not produce the depth of knowledge and understanding required for the higher mark bands.</p> |

Centres could support candidates by:

- Teaching all sections of the specification
- Encouraging them to highlight key words and phrases
- Helping them to understand the **trigger** words in questions especially '**describe**', '**discuss**', '**explain**' and '**reasons**'
- Give full answers for all questions – **one word answers rarely score well**
- Discouraging them from answering questions with questions
- Encouraging candidates to look at the mark allocation for each question
- Planning extended/high tariff questions

Grade boundaries

Grade boundaries and cumulative percentage grades are available on the AQA website at www.aqa.org.uk/over/stat.html

