



**General Certificate of Secondary  
Education**

*Home Economics:  
Child Development*

**Specimen Mark Scheme**

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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## Home Economics: Child development

## Specimen Paper

Question 1	Responses to Credit	Mark
(a)	Relationship Money/financial situation Social life Work/career Increased tiredness Enrichment <b>3 x 1 explained points</b>	<b>3</b>
(b)	Examples of points to credit: Travel system Bath Moses basket/crib/carry cot (not cot) Car seat/infant carrier Changing mat Steriliser/bottles <b>3 x 1 marks</b>	<b>3</b>
(c)	Safety Cost Suitability Hygiene <b>Accept any point relevant to each of the above points.            Credit only one mark per point.            3 x 1 marks</b>	<b>3</b>
(d)	Location/closeness to home Cost Hours open Ratio of staff to children Recommendations of other parents/reputation Safety/hygiene issues Range of toys/play facilities/stimulating environment Outside play area Outings Qualification of carers Ofsted reports Daily routine Atmosphere/attitude of staff/well looked after Stimulating environment Provision of meals Provisions for special needs Sympathetic to religious/cultural/ethnic needs <b>4 x 1 marks</b>	<b>4</b>
(e)	Cared for in a familiar environment Will have continuity of care May be flexible about hours Will develop a close bond with grandparents Grandparents are experienced May be prepared to come to child's house May drop off/collect from nursery/school One to one care Less possibility of contact with childhood illness	<b>3</b>

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	No need to take time off work if child is ill May not want payment Know and trust/security <b>3 x 1 marks</b>	
<b>(f)</b>	Education programme for 3 – 5 year olds OWTTE <b>1 mark</b>	<b>1</b>
<b>TOTAL 17</b>		

Question 2	Responses to Credit	Mark																
(a)	Pre-conceptual care is care before becoming pregnant Antenatal care is the care during pregnancy. <b>1 mark</b>	<b>1</b>																
(b)	<p><b>One mark for each correct point and one mark for appropriate related reason.</b></p> <table border="1" data-bbox="347 501 1331 2020"> <thead> <tr> <th data-bbox="347 501 836 546">Factors involved</th> <th data-bbox="836 501 1331 546">Why important</th> </tr> </thead> <tbody> <tr> <td data-bbox="347 546 836 837">Making changes to lifestyle</td> <td data-bbox="836 546 1331 837">To improve general health of prospective parents  To improve fertility  To maximise chances of conceiving</td> </tr> <tr> <td data-bbox="347 837 836 972">Checking medical history</td> <td data-bbox="836 837 1331 972">To minimise possible risks to mother and baby during pregnancy, labour and birth</td> </tr> <tr> <td data-bbox="347 972 836 1173">At least 3 months before trying for a baby</td> <td data-bbox="836 972 1331 1173">Foetus is easily damaged during first 12 weeks of pregnancy  May be 8 weeks pregnant before pregnancy is confirmed</td> </tr> <tr> <td data-bbox="347 1173 836 1308"><b>Includes advice on:</b> Diet</td> <td data-bbox="836 1173 1331 1308">To ensure baby receives needed nutrients</td> </tr> <tr> <td data-bbox="347 1308 836 1532">Weight and exercise</td> <td data-bbox="836 1308 1331 1532">Being overweight can affect fertility Lead to problems during the pregnancy + examples And during labour and birth.</td> </tr> <tr> <td data-bbox="347 1532 836 1621">Folic Acid</td> <td data-bbox="836 1532 1331 1621">To reduce risk of spina bifida/neural tube defects</td> </tr> <tr> <td data-bbox="347 1621 836 2020">Harmful substances e.g. smoking, alcohol and drugs Testing for STI's Rubella immunity</td> <td data-bbox="836 1621 1331 2020">Reduce risk of: <ul style="list-style-type: none"> <li>• Premature birth</li> <li>• Miscarriage and stillbirth</li> <li>• Placental damage</li> <li>• Low-birth weight</li> <li>• Foetal abnormalities</li> <li>• Growth problems</li> <li>• Learning difficulties</li> <li>• FAS.</li> </ul> </td> </tr> </tbody> </table>	Factors involved	Why important	Making changes to lifestyle	To improve general health of prospective parents  To improve fertility  To maximise chances of conceiving	Checking medical history	To minimise possible risks to mother and baby during pregnancy, labour and birth	At least 3 months before trying for a baby	Foetus is easily damaged during first 12 weeks of pregnancy  May be 8 weeks pregnant before pregnancy is confirmed	<b>Includes advice on:</b> Diet	To ensure baby receives needed nutrients	Weight and exercise	Being overweight can affect fertility Lead to problems during the pregnancy + examples And during labour and birth.	Folic Acid	To reduce risk of spina bifida/neural tube defects	Harmful substances e.g. smoking, alcohol and drugs Testing for STI's Rubella immunity	Reduce risk of: <ul style="list-style-type: none"> <li>• Premature birth</li> <li>• Miscarriage and stillbirth</li> <li>• Placental damage</li> <li>• Low-birth weight</li> <li>• Foetal abnormalities</li> <li>• Growth problems</li> <li>• Learning difficulties</li> <li>• FAS.</li> </ul>	<b>6</b>
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	<p>Genetic counselling</p> <p><b>3x1 marks</b></p>	<p>To reduce risk of congenital abnormality</p> <p><b>3 x 1 marks</b></p>	
<b>(c)</b>	<p><b>Uterus</b>  Baby grows inside the uterus  Wall of strong muscle  Expands in size during pregnancy  Keeps baby safe/secure</p> <p><b>Placenta</b>  Is attached to the wall of the uterus  It links the blood supply of mother to baby  It transfers oxygen from the mother to the foetus  It removes waste products  It carries nutrients from mother to baby  Carries antibodies from mother to foetus to protect against infection  Produces hormones to maintain the pregnancy</p> <p><b>The amniotic sac/fluid</b>  The fluid maintains a constant warm body temperature  Protects against knocks and bumps  Allows the baby to move  Can be used to test for abnormalities</p> <p><b>Umbilical cord</b>  Links the placenta to the foetus  Carries blood/nutrients  Removes waste products</p> <p><b>Cervix/mucus plug</b>  Neck of the womb  Protects baby from infection</p> <p><b>Criteria for award of marks</b>  <b>5 – 6</b>  Candidates have a good knowledge and understanding of at least <b>4</b> aspects of the baby's support system.  <b>3 – 4</b>  Candidates have a satisfactory knowledge understanding of <b>3/4</b> aspects of the baby's support system.  <b>0 – 2</b>  Candidates have only a limited understanding of the purpose of <b>1/2</b> aspects of the baby's support system.</p>		<b>6</b>
<b>(d)</b>	<p>Birth pool  Birth ball  TENS  Relaxation and breathing exercises  Aromatherapy  Hypnotherapy  Acupuncture</p> <p><b>2 x 1 marks</b></p>		<b>2</b>
<b>(e)</b>	<p>Giving encouragement and support  Monitor the number of people involved</p>		<b>3</b>

	<p>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 and legs                  Suggest different positions to stay comfortable                  Sponging down face, neck, arms                  Timing contraction</p> <p><b>3 x 1 marks</b></p>	
<p><b>TOTAL 18</b></p>		

<b>Question 3</b>	<b>Responses to Credit</b>	<b>Mark</b>
<b>(a)</b>	A baby born less than 37 weeks into the pregnancy <b>1 mark</b>	<b>1</b>
<b>(b)</b>	Under-developed lungs which cause breathing problems/Respiratory Distress Syndrome A weak immune system resulting in an increased risk of infection Under-developed digestive system leading to an insufficient nutrient intake Little body fat making it difficult to regulate temperature/hypothermia Feeding difficulties due to inability to suck and swallow Jaundice due to high levels of bilirubin and possible risk of brain damage <b>4 x 1 marks</b>	<b>4</b>
<b>(c)</b>	Difficult for parents to bond with baby Parents may feel guilty Other children may feel left out Parents may now have time to play with/care for other children Mother may develop post-natal depression Parents may reject child Tiredness and stress may affect relationships <b>3 x 1 marks</b>	<b>3</b>
<b>(d)</b>	Hungry Thirsty Too hot/cold Dirty nappy Tired Colic Fear/insecurity Bored Uncomfortable Illness <b>4 x 1 marks</b>	<b>4</b>
<b>(e)</b>	Can limit its use It can sooth a child instantly/help sleep It is an easier habit to break than thumb sucking Can be cleaned and sterilised If lost can be easily replaced Orthodontic dummies are specially shaped to help develop the formation of teeth Can comfort a baby in pain e.g. colic <b>2 x 1 marks</b>	<b>2</b>
<b>TOTAL 14</b>		



Question 4	Responses to Credit		Mark
(a)	Uses thumb and first finger to pick up small objects Learns first words Can 'cruise' along furniture Are still shy with strangers <b>4 x 1 marks</b>		<b>4</b>
(b) (i)	Jigsaw <b>Fine motor skills</b> Develop different grasps and grips Improves hand-eye-co-ordination <b>Language skills</b> Increase vocabulary <b>Intellectual development</b> Improve concepts – size, shapes, number and colour Encourages matching skills Improve concentration and memory <b>3 x 1 marks</b>		<b>3</b>
(ii)	Soft toys/teddy bear <b>Intellectual</b> Encourages creativity and imagination Physical development Improve fine motor skills Improve hand-eye-co-ordination <b>Language</b> Practise communication skills <b>Emotional development</b> Provide comfort/security for child Encourages caring/concern for others Children can act out feelings/reduce stress <b>Social development</b> Encourage co-operative play Encourage sharing <b>3 x 1 marks</b>		<b>3</b>
(c)	Jacket  Trousers  Hat/mittens  Boots  <b>3 x 1 marks</b>	Padded will keep children warm Protect against falls Short allows easy movement  Long trousers will give some protection against falls  Prevent heat loss from head  Protect against wet feet Soles will give good grip	<b>3</b>

(d)	Area of house	Safety item	How it prevents accidents	6
	Kitchen	Drawer/cupboard locks  Cooker guards  Fire extinguisher  Cordless/coiled flex  Kettle  Door stops	Trapped fingers Poisoning  Scalds and burns  Burns  Scalds  Trapped fingers	
	Bathroom	Bath safety mat  Bath thermometer	Drowning  Scalds	
	Living room	Radiator guard  Fire guard  Corner guards  Socket covers  Window catches	Burns  Burns  Cuts/bruises  Electrocution  Falls	
	<b>3 x 1 marks for appropriate safety device</b> <b>3 x 1 mark for relevant accident prevention</b>			
	<b>TOTAL 19</b>			

Question 5	Responses to Credit		Mark
(a)	Shows the type of foods And proportion of foods Needed daily To provide a balanced diet Of all the essential nutrients. <b>Simple explanation 1 mark</b> <b>Clear explanation 2 marks</b>		<b>2</b>
(b)	<b>Problem area</b>	<b>Link to healthy diet</b>	<b>6</b>
	Carbohydrate levels in meal	Too high/provides too many calories Could lead to obesity Long term health problems	
	Type of carbohydrate	Little complex carbohydrates Slow releasing/ Regulate blood sugar Keep us fuller for longer Less inclined to snack Helps brain to function Keeps mood steady	
	Sugar levels in cake/mousse/fizzy drink	Has no nutritional value/provides empty calories Increase blood sugar levels which quickly drop Leading to mood swings/irritability Lack of concentration Tooth decay 'Sweet tooth'	
	Protein levels	Children of this age growing quickly Need a regular/daily supply	
	Lack of fibre	Needed to help digestive system	
	Lack of fresh fruit and vegetables	Will not provide the necessary vitamins and minerals Needed for all bodily functions	
	Additives and preservatives	If high can affect: Mood Concentration Increase hyperactivity Possible links to ADHD	
	Amount of food	Lead to overweight/obesity Long term health problems in later life Bullying and teasing	

	<p><b>Criteria for award of marks</b></p> <p><b>5 – 6 marks</b> Candidates can suggest <b>4</b> or more different ways in which this may not be a healthy option giving a good range of reasons which show a detailed understanding of related health issues.</p> <p><b>3 – 4 marks</b> Candidates can suggest <b>3/4</b> ways in which this may not be a healthy option showing a satisfactory understanding of related health issues but with some repetition.</p> <p><b>0 – 2 marks</b> Candidates may be able to suggest <b>1/2</b> ways in which this may not be a healthy option giving simple reasons which show limited understanding of health issues.</p>	
(c)	<p>Meningitis Mumps Measles Chicken Pox</p> <p><b>4 x 1 marks</b></p>	<b>4</b>
(d)	<p>Child is given a vaccine Contains a weak form of the disease Makes the body produce antibodies To fight possible infection</p> <p><b>1 mark – simple understanding</b> <b>2 marks – clear understanding</b> <b>3 marks – detailed understanding</b></p>	<b>3</b>
(e)	<p>Very high temperature/fever Fit or convulsion Breathing difficulties Unusual amount of crying Unusually sleepy/cannot be roused Severe diarrhoea/vomiting Blood stained vomit/faeces Child has not eaten or drunk for 24 hours Meningitis symptoms Vomiting and severe abdominal pain Head injuries Severe burns/scalds Swallowed poisonous substances Sunken or bulging fontanelle</p> <p><b>3 x 1 marks</b></p>	<b>3</b>
<b>TOTAL 18</b>		

Question 6	Responses to Credit	Mark						
(a)	Structured Play – play organised usually by adults to develop skills or knowledge Spontaneous Play – when children make up their own games from their own imagination <b>2 x 1 marks</b>	<b>2</b>						
(b)	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" data-bbox="341 465 1337 506" style="text-align: center;"><b>Play malnourishment</b></th> </tr> <tr> <th data-bbox="341 506 836 573" style="text-align: center;"><b>Possible causes</b></th> <th data-bbox="836 506 1337 573" style="text-align: center;"><b>Possible affects on development and health</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="341 573 836 2018">           Parent's lifestyle/work             Cars             Lack of outdoor play facilities             Stranger danger             Supervision difficulties             Unsafe home area             Inner city living             TV, DVD programmes and games             Hi-tech toys and games             Computer and internet             Emphasis on academic success             Overprotective parents         </td> <td data-bbox="836 573 1337 2018"> <b>Physical development</b>            Much of play is sedentary            Lack of exercise            Can lead to health problems            Obesity            Less opportunities to develop motor skills   <b>Intellectual development</b>            Reduces opportunities for children to:            Think for themselves            Develop creativity            Develop and use imagination            Problem solve            Make decisions            Learn for by discovery and experiment            Gain confidence            Develop language skills            Children may find it difficult to concentrate.   <b>Social development</b>            Less opportunities to:            Socialise            Make friends            Interact with others            Learn to share and co-operate            Develop language and communication skills            Understand needs of others            Learn and accept rules            May become antisocial   <b>Emotional development</b>            Less opportunities to:            'Let off steam'            Manage and express feelings            Be happy            Work off aggression            Take risks            May lead to behaviour problems and aggressive behaviour         </td> </tr> </tbody> </table>	<b>Play malnourishment</b>		<b>Possible causes</b>	<b>Possible affects on development and health</b>	Parent's lifestyle/work  Cars  Lack of outdoor play facilities  Stranger danger  Supervision difficulties  Unsafe home area  Inner city living  TV, DVD programmes and games  Hi-tech toys and games  Computer and internet  Emphasis on academic success  Overprotective parents	<b>Physical development</b> Much of play is sedentary Lack of exercise Can lead to health problems Obesity Less opportunities to develop motor skills  <b>Intellectual development</b> Reduces opportunities for children to: Think for themselves Develop creativity Develop and use imagination Problem solve Make decisions Learn for by discovery and experiment Gain confidence Develop language skills Children may find it difficult to concentrate.  <b>Social development</b> Less opportunities to: Socialise Make friends Interact with others Learn to share and co-operate Develop language and communication skills Understand needs of others Learn and accept rules May become antisocial  <b>Emotional development</b> Less opportunities to: 'Let off steam' Manage and express feelings Be happy Work off aggression Take risks May lead to behaviour problems and aggressive behaviour	<b>12</b>
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		<p><b>Health issues</b>                  Lack of fitness                  Lack of exercise can contribute to health problems both in childhood and in later life such as:                  Obesity                  Chronic Fatigue Syndrome                  Risk of heart disease                  Risk of strokes and HBP                  ADHD</p>	
	<p>Marks should be awarded according to the depth and quality of the knowledge and understanding and the appropriate use of specialist terminology.</p> <p>To be awarded marks in the top mark band, answers show a clear understanding of the possible causes of play malnourishment as well as the possible impact on all areas of development and health.</p> <p>Candidates who cover only one area in detail can only be awarded marks in the intermediate mark band. In this instance a mark of no more than 6 can be awarded.</p> <p>Candidates who answer using bullet points and/or lists can only be awarded marks up to the intermediate mark range.</p> <p><b>Top mark range</b>  <b>9 – 12 marks</b>                  Candidates can identify and describe at least 5/6 possible causes of play malnourishment. They will demonstrate a reasoned and wide understanding of possible affects on all areas of development and health which is clearly linked to identifies causes.</p> <p>Answers are well structured, logical and demonstrate good spelling, punctuation and grammar.                  There is good use of appropriate terminology</p> <p><b>Intermediate mark range</b>  <b>4 – 8 marks</b>                  Candidates can identify and describe at least 4 possible causes of play malnourishment. They will demonstrate a reasoned understanding of possible affects on all areas of development and health.</p> <p>Answers are organised but lack precision and there may be errors in spelling, punctuation and grammar.                  There may be some use of appropriate terminology.</p> <p><b>Lower mark range</b>  <b>0 – 3 marks</b>                  Candidates can identify and list 3/4 possible causes of play malnourishment. They will demonstrate limited understanding of the possible affects on development and health.</p> <p>Answers are superficial, lack structure and may be repetitive. There will</p>		

	be errors in spelling, punctuation and grammar. There will be little use of specialist terminology.	
	<b>TOTAL 14</b>	

### Assessment Objectives

Question	AO1 marks	AO2 marks	AO3 marks	Total
1	8	6	3	17
2	3	9	6	18
3	9	2	3	14
4	7	6	6	19
5	13	2	3	18
6	2	2	10	14
	42	27	31	

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