



General Certificate of Secondary Education
2012

Home Economics: Child Development

Unit 2

assessing

Child Development 0–5 years

[GHC21]

THURSDAY 31 MAY, AFTERNOON

**MARK
SCHEME**

1 (a) Describe the following: (AO1)

(i) vernix

- sticky/greasy white substance covering baby at birth
- protects skin while baby is in womb
- protects against infection after birth.

All other valid points will be given credit

(1 × [1])

[1]

(ii) fontanelle

- soft spot (on top of) a baby's head
- four pieces of bone that form the top of the skull have not yet joined together
- takes 12–18 months to fully close
- may pulsate with beat of heart.

All other valid points will be given credit

(1 × [1])

[1]

(iii) grasp reflex

- when an object is put in baby's hand baby grabs it automatically
- disappears at 3 months.

All other valid points will be given credit

(1 × [1])

[1]

(iv) falling/moro reflex

- sudden movements cause this reaction – baby thinks it is falling/reaction to falling
- baby's arms fling out and hands open.

All other valid points will be given credit

(1 × [1])

[1]

(b) Amy has a newborn baby.

(i) Write down **three** advantages of Amy and her baby attending the local baby clinic. (AO1)

- measure length, weight of baby
- doctor, health visitor present to examine baby
- check baby's development and progress is normal
- record kept of baby's weight and progress
- mother can discuss any concerns
- advice given on feeding and any concerns mum may have/help and information
- talk to other mums with babies same age, discuss concerns
- developmental checks carried out – hearing, eyesight, stage of development
- immunisation available/timetable
- buy formula milk, pre-owned clothes, equipment.

All other valid points will be given credit

Advice – award only once, apart from immunisation

(3 × [1])

[3]

(ii) Write down **three** safety points she should follow when bathing her baby. (AO1)

- always put cold water in first, then add hot water
- keep the water shallow (5–8cm is deep enough)
- water temperature must be tested using elbow to prevent scalding baby – check water with thermometer 37°C (too warm or too cold)
- clean baby's eyes using cotton wool and cooled boiled water, wipe towards outside of eye to avoid cross infection
- room should be warm (18–21°C is ideal) to prevent baby losing heat – check with thermometer
- do not leave baby unattended at any time – have all equipment, etc. close at hand before you start
- hold baby tightly at all times – wrap securely in towel when cleaning face, etc. babies slippery when wet, could easily drop baby
- use **baby** products only, especially made for sensitive skin – adult products can cause irritation to baby's skin and eyes/do not use soap
- support head/baby
- use support cradle/sponge
- position of bath so mother can hold safely, reduce risk of drowning.

All other valid points will be given credit
(3 × [1])

[3]

10

2 (a) Write down **two** possible ways to treat headlice in young children. (AO1)

- wet combing/comb headlice out/fine tooth comb
- chemical shampoos from chemist
- natural/herbal remedies
- electronic nit combs
- using medicated treatments
- prescribed treatment
- using “Hedrol” (or other specific make)
- headlice shampoo.

All other valid points will be given credit

“Special” combing = [0]

“Special” shampoo = [0]

Ways of preventing = [0]

Treatment = [0]

(2 × [1])

[2]

(b) Write down **two** reasons for the immunisation of babies and young children. (AO1)

- stops spread of disease, required before attending pre-school, nursery
- children get long-lasting protection from the disease
- the more children immunised the rarer the disease becomes
- peace of mind for parents knowing child is protected
- protects children who are unable to have vaccines due to poor immune system caused by cancer, leukemia
- builds child’s immunity.

All other valid points will be given credit

(2 × [1])

[2]

(c) Explain **two** points to consider when choosing shoes for one-year-old Max. (AO1, AO2)

- correct size, won’t hurt child, be more comfortable, child will not slip out of shoe and possibly trip
- Max will be starting to walk, needs shoes to be secure, have strap over or Velcro fastening, stop child tripping, weight of shoe, ease of walking
- easy to put on and take off, e.g. Velcro or slip on style, help child’s independence, child can easily change shoes quickly
- flexible material, bendable, soft and comfortable, won’t cause blisters, could discourage child from walking
- room for growth, shoes will last longer as child’s feet grow quickly + cost
- go to reputable shoe shop, have child’s feet measured by trained specialist, ensure shoe fits correctly – comfort, ease of walking, won’t slip out of shoe

- cost reasonable, child will grow out of them quickly but choose quality shoes that are comfortable
- natural materials best, e.g. leather, breathable, feet won't sweat, suitable for time of year
- smooth, no rough edges to hurt child and discourage walking
- non-slip sole, grip, keeps him steady, reduce falling
- durable and exp.

All other valid points will be given credit

"support" and "protect" feet = [0]

(2 × [2])

[4]

(d) Explain **two** ways the National Childminding Association can help parents when choosing childcare. (AO1, AO2)

- provide list of registered childminders, parents are reassured that childminders have been checked and child will be in safe home
- website provides information on how to choose a childminder or nanny, gives advice about rates of pay
- provide advice about home-based, childcare provision, play, learning and support for families, parents can phone, read leaflet or look up website
- work with childminders and nannies to support them and make sure they are trained, informed about legislation – this means parents are getting a professional service, local area/convenience
- provides training for registered child
- advice/guidance to consider for choosing childcare, special needs, face-to-face contact.

All other valid points will be given credit

Suggest a suitable childminder = [0]

Focus is not the **childminder** but **NCMA**

Not a register of childminders

(2 × [2])

[4]

12

3 (a) Label the diagram of the breast. (AO1)

- (i) milk gland.
 - (ii) the reservoir/milk store/milk duct.
 - (iii) nipple.
 - (iv) areola.
- (4 × [1])

[4]

(b) Evaluate the decision to breastfeed a baby. (AO1, AO2, AO3)

At least **one** positive and **one** negative point must be included in the answer for full marks.

Advantages:

- antibodies passed to baby, babies have little resistance to infections, help immune system
- baby less likely to be overweight and overfed, tend to stop feeding when full rather than mother keeping giving her baby bottle feed
- baby less likely to be constipated or develop nappy rash than bottle fed baby
- baby less likely to develop allergies such as asthma and eczema
- breast milk never causes indigestion, baby will be happier, less pain, easy to digest
- safe, no risk of infection from incorrectly sterilised bottles, etc.
- convenient, saves time and effort, no preparation of bottles needed
- easy for mother, no need to prepare bottles, less to think about when mums are particularly busy and tired
- develops bond between mum and baby, close skin to skin contact, good for relationship
- periods take longer to return to normal, less stress for mum
- mother will feel especially close to baby, feel relaxed and enjoy time with baby
- mother's uterus contracts **quicker**, oxytocin produced helps the uterus to contract
- easier for mum to return to pre-pregnancy weight as breastfeeding burns calories
- mum needs to eat balanced diet when breastfeeding so more likely to be healthy herself
- milk can be expressed so mum can return to work, go out socially and baby can be fed by another carer
- nutrients in correct proportion for baby's needs changes as baby grows
- improved IQ for baby, more essential fatty acids
- less cost, no equipment, formula needed.

Only positive or only negative = ([4] maximum)

Advice about breast feeding = [0]

Disadvantages:

- baby may not get enough milk from breast as mum may be tense or overtired, baby will not gain enough weight
- alcohol, drugs and spicy foods are passed to baby and can cause problems, defects to baby
- only mum can feed baby (unless milk expressed), tiring for mum, she may feel stressed and under pressure especially during night feeds
- dad may feel left out as he will not be spending time feeding baby, he may feel pushed aside, not included in daily routine, could resent this
- can be time consuming, takes up a lot of mum's time, she may feel pressure, may be very tired
- painful, discomfort for mum, sore, cracked nipples, baby not latching on, mastitis
- difficulty in returning to work, hard to wean baby off, lack of facilities in work place to express
- embarrassing for mother to do in public, going out inconvenient.

All other valid points will be given credit

(3 × [2])

[6]

10

4 (a) Explain **two** ways parents can encourage a child when toilet training. (AO1, AO2, AO3)

- praise/reward child, use stickers on a potty chart for every successful potty use, more likely to use it, use positive language (not sweets, toys)
- don't force child to sit on potty or use toilet, do it at child's pace, be patient
- don't shout at child if he makes a mistake, never show anger or punish child, make the minimum fuss
- increase child's fluids and include plenty of fresh fruit and vegetables to avoid painful stools which could discourage child
- use character, musical or coloured potty, child will like using potty and want to sit on it
- toilet training pants, encourage independence, prevents accidents
- copying parents behavior
- talk to child, read books, ask when they need to go
- easy to remove clothing, to prevent accidents, elasticated waists
- let child sit on potty as long as they want, don't take them off too early, child may have accident, be confused
- keep potty or toilet training seat nearby, child will get used to seeing it, can also be used quickly so less chance of accidents, child won't get discouraged by having to wait.

All other valid points will be given credit

(2 × [2])

[4]

(b) Describe **three** stages of social play. (AO1, AO2)

Stages can be in **any** order.

- solitary play – first stage, plays on own, does not understand playing with anyone else, usually evident from birth
- parallel play – two children play alongside each other, do not interact or play with each other, becoming familiar with other children
- looking-on play – watching from the edge of group as other children play, not ready or confident enough to join in
- joining-in play – playing with others by doing same as everyone else, may not be sharing
- co-operative play – belonging to a group or playing with couple of children, children share activities and take on roles, follow the rules.

All other valid points will be given credit

Must indicate that they understand the stage of play, may not always state the exact term for the stage

(3 × [2])

[6]

10

- 5 Evaluate the nutritional content of this lunch for four-year-old James.
(AO1, AO2, AO3)

Level of response

[0] is awarded for a response not worthy of credit.

Level 1 ([1]–[3])

Overall impression: basic

- limited range of points, not all explained
- shows basic understanding of value of the lunch, little evaluation
- quality of written information is basic.

Level 2 ([4]–[6])

Overall impression: competent

- good range of valid, explained points
- shows competent understanding and includes some evaluation of the lunch
- quality of written information is competent.

Level 3 ([7]–[9])

Overall impression: highly competent

- wide range of valid, well explained points
- shows excellent understanding and evaluates the lunch competently
- quality of written information is highly competent.

Chicken salad wrap:

Positive

- protein from chicken – growth and repair
- carbohydrate from bread – energy (starch)
- salad – vitamins and minerals, provides protection
- NSP – prevents constipation, aids digestion
- five-a-day – contributes to five-a-day, part of healthy, balanced diet
- low in fat if chicken is grilled or roasted.

Negative

- high in fat if chicken is fried – obesity risk, CHD.

Packet of crisps:

Positive

- carbohydrate – energy.

Negative

- high in salt – raises blood pressure, CHD risk
- high in fat – obesity risk, CHD
- encourage bad habits – unhealthy snack choices.

Strawberry yoghurt:

Positive

- protein – growth and repair
- calcium – teeth and bones
- good way to include dairy foods in diet
- may contribute to five-a-day
- fat – energy
- vitamins A, D and exp.

Negative

- can be high in sugar – tooth decay
- high fat content – risk of overweight/obesity.

Bottle of water:

Positive

- water essential for body fluids
- prevents dehydration, controls body temperature
- fortified waters, calcium, vitamins
- prevents constipation, softens stools
- no fat, sugar, additives like other drinks.

Giving alternatives, make changes = [0]

Portion size = [0]

How to encourage healthy eating habits = [0]

All other valid points will be given credit

[9]

9

- 6 Discuss how independence can be encouraged in **young children**.
(AO1, AO2, AO3)

Level of response

[0] is awarded for a response not worthy of credit.

Level 1 ([1]–[3])

Overall impression: basic

- limited range of points, not all explained
- shows basic understanding of independence and how it can be encouraged
- quality of written information is basic.

Level 2 ([4]–[6])

Overall impression: competent

- good range of valid, explained points
- shows competent understanding of independence and how it can be encouraged
- quality of written information is competent.

Level 3 ([7]–[9])

Overall impression: highly competent

- wide range of valid, well explained points
- shows excellent understanding of independence and how it can be encouraged
- quality of written information is highly competent.

- feeding themselves – encourage them by using children’s cutlery and plates, let them choose own, choose food they can easily feed to themselves
- dressing themselves – choose clothes that are easy for them to put on or take off, won’t be frustrating for them, velcro instead of buttons, poppers, etc.
- provide a step stool so child can wash own hands after toilet, before meals, child will feel grown up
- let them help setting the table, chores around the house, making own bed, feel grown up and that they are helping
- let them make choices, e.g. food to eat, what clothes to wear, will give them sense of being grown up and in charge
- give them responsibility, e.g. tidying up toys, make them feel grown up and encourage good habits
- buy toys for their age group which they can use and challenge them – they will want to play with them and be able to do so on their own – if toys not for their age group they can get frustrated
- feeling grown up, self-esteem, skills, how to encourage
- role model, independent characteristics of parents

- encourage a sense of responsibility with money – shop play, role play using money, feel grown up and making own decisions, pocket money
- encourage games to play which require them to share, take turns, win and lose to help them take responsibility, make decisions, encourage language skills
- praise and encourage child when does something well, child will realise they are capable of doing things
- parents should show child new skills, adopt the “let me show” approach
- encourage child to look after pet, feeding, cleaning, walking, this allows child to experience a sense of responsibility
- spending time away from parents, relatives, playschool, clubs, improving confidence, social skills
- establishing routines, bed time, meal times, bath times, self-help routines, knows what to expect.

Suggest activities that are not safe or emotionally neglectful for young children – do not credit – **not applicable**.

All other valid points will be given credit

[9]

9

Total

60