

Oxford Cambridge and RSA Examinations
General Certificate of Secondary Education

HOME ECONOMICS (CHILD DEVELOPMENT)
PAPER 2
HIGHER TIER

1972/2

Specimen Paper 2003

Additional materials: None
Candidates answer on the question paper.

TIME 2 hours

Candidate Name	Centre Number	Candidate Number												
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INSTRUCTIONS TO CANDIDATES

- Write your name in the space above.
- Write your Centre number and Candidate number in the boxes above.
- Answer all the questions.
- Write your answers, in blue or black ink, in the spaces provided on the question paper.
- Read each question carefully and make sure you know what you have to do before starting your answer.

INFORMATION FOR CANDIDATES

- The number of marks is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is 100.
- *You will be awarded marks for the quality of written communication where an answer requires a piece of extended writing.*

Question number	For examiner's use only
1	
2	
3	
4	
5	
6	
TOTAL	

SECTION A

Answer **all** questions.

- 1 (a) When choosing toys for children suggest **four** factors which should be taken into consideration.

1 _____

2 _____

3 _____

4 _____

[4]

- (b) Complete the chart below by suggesting a **different** suitable toy to stimulate a child's manipulative skills.

Age of child	Area of manipulative skills development	
up to six months	The baby is reaching and grasping.	
up to twelve months	The baby is developing fine manipulative skills and hand to eye co-ordination, exploring with hands and mouth.	
up to eighteen months	The child continues to develop fine manipulative skills and enjoys exploring ideas.	
up to three years	The child is learning rapidly, is curious, creative and fine manipulative skills are developed further.	

[4]

(c) (i) Why is play considered to be important?

_____ [1]

(ii) List **four** types of play.

1 _____

2 _____

3 _____

4 _____

_____ [4]

(d) (i) Social development is important if children are to interact successfully.
Suggest **four** social skills which children need to learn.

1 _____

2 _____

3 _____

4 _____

_____ [4]

(ii) Suggest **three** common types of unacceptable social behaviour in children.

1 _____

2 _____

3 _____

_____ [3]

Total [20]

2 (a) (i) What is meant by the term 'family'?

[1]

(ii) Name **three** types of family.

1 _____

2 _____

3 _____

[3]

(iii) List **four** needs of a child which should be provided by the family.

1 _____

2 _____

3 _____

4 _____

[4]

(b) Name the department of the local authority which is responsible for the fostering of children.

[1]

(c) Give **three** reasons why children might be looked after by the local authority.

1 _____

2 _____

3 _____

[3]

(d) Give **three** reasons why people may wish to adopt a child.

1 _____

2 _____

3 _____

[3]

Total [15]

[15]

Total [15]

SECTION B

Answer **all** questions.

- 4 (a) Weaning is the gradual introduction of solid foods in the diet of a baby.

Explain the stages of weaning.

[3]

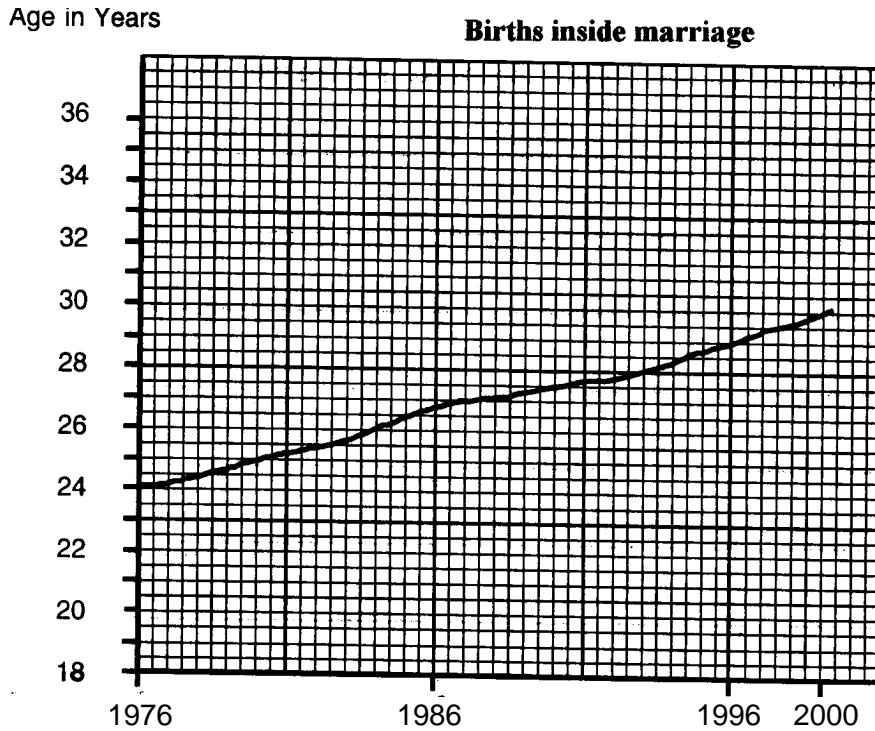
- (b) What are the advantages of commercially prepared weaning foods?

[3]

- (c) Suggest how parents can encourage their children to establish regular eating patterns.

[4]

- 5 (a) Study the chart below. It shows the average age at which married women in the UK gave birth to their first child from 1976-2000.



Use the chart above to help you answer the following questions.

- (i) What was the average age for married women to have their first baby in 1976?

_____ [1]

- (ii) What was the average age for married women to have their first baby in 1996?

_____ [1]

- (iii) The chart indicates that there is a trend for women to have their first child at a later age. Explain the reasons for this trend.

[3]

[10]

Total [15]

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HIGHER TIER

1972/2

MARK SCHEME

Specimen Paper 2003

PAPER 2 – SECTION A

HIGHER TIER

Question	Answer	Mark	Total
1 (a)	<p>ONE mark for each correct response. FOUR required e.g.</p> <ul style="list-style-type: none"> • suitable for the age of the child • strong • safe – no sharp edges/small bits which can fall off/be swallowed • provides more than a temporary interest – makes the child think/play • scope for learning new skills/develop • safety mark 	4x1	4
(b)	<p>ONE mark for each correct suggestion e.g.</p> <ul style="list-style-type: none"> • up to six months – mobile, rattle, musical toys, soft toys etc. • up to twelve months – activity toys, soft toys to handle, bricks etc. • up to eighteen months – stacking toy/bricks, construction sets, pet and hammer, picture books • up to three years – picture dominoes, construction toys, pencils, paints, crayons, books, puzzles etc. 	4x1	4
(c) (i)	ONE mark for correct answer – while children are playing they are learning	1	1
(ii)	<p>ONE mark for each correct type of play. FOUR required e.g.</p> <p>discovery / physical / creative / imaginative / manipulative / social</p>	4x1	4
(d) (i)	<p>ONE mark for each correct response. FOUR required e.g.</p> <ul style="list-style-type: none"> • ability to mix/get on with others/meet/play • ability to communicate with others • learn how to share/take turns/be patient • learn to accept rules/instructions • have standards of cleanliness acceptable to others/toilet training • eat in manner which does not offend others • have manners – please and thank you 	4x1	4
(ii)	<p>ONE mark for each correct response. THREE required e.g.</p> <p>temper tantrums / aggressive behaviour / hitting / lying / screaming / biting / kicking / swearing / stamping / pushing / throwing objects / calling other children names / snatching / pinching / shouting / fighting</p>	3x1	3
TOTAL 20			

Question	Answer	Mark	Total	
2	(a) (i)	ONE mark for correct answer – family is the basic unit of society – group of people of various ages who are usually related by birth, marriage or adoption	1	1
	(ii)	ONE mark each correct response. THREE required e.g. one parent / step / extended / nuclear / foster / adopted	3x1	3
	(iii)	ONE mark for each correct response. FOUR required e.g. food / shelter / warm / clothes / love / protection / care / training / secure environment / support	4x1	4
	(b)	ONE mark for correct answer – Social Services	1	1
	(c)	ONE mark for each correct response. THREE required e.g. <ul style="list-style-type: none"> • single mother going into hospital • parents unable to look after the child because of illness • family problems • housing problems • neglect • ill-treated/abused • parent in prison • parents dead • parents cannot cope • parents drug addicts/alcoholics <p><u>Do not accept:</u> have no money</p>	3x1	3
(d)	ONE mark for each correct response. THREE required e.g. <ul style="list-style-type: none"> • unable to have children themselves • grandparents and parents have died • mother remarries and wishes to adopt new name • foster parents who wish to adopt the child they have fostered for 3 years • wish to give an underprivileged child a home/like children and want to help them 	3x1	3	
			TOTAL 15	

Question	Answer	Mark	Total
3	<p>Marks are awarded according to the quality of this response.</p> <p>High level of response 10-15 The candidate can explain the need for day care provision. The explanation is developed logically and supported by reasoning and relevant information. At least three of the following reasons will be identified.</p> <ul style="list-style-type: none"> • Both parents working • Parents need a break from the child • Children require stimulation outside the home • Access to toys and equipment not available at home • Special needs children require special help only provided by day care • Meeting of children of their own age <p>Four/five types of day care provision will be described in detail. The candidate can demonstrate the accurate use of spelling, punctuation and grammar. A wide range of specialist terms is used with precision.</p> <p>Mid-range response 5-9 The candidate can explain clearly the need for day care provision. The explanation will focus on one/two reasons for this need and may be supported by some relevant information. Three/four examples of day care provision will be outlined, the descriptions will be factually correct but have little detail. There may be occasional errors in spelling, punctuation and grammar. The candidate can use a good range of specialist terms with facility.</p> <p>Low-level response 0-4 The candidate can make basic comments about the need for day care provision possibly identifying 'parents' working as the reason. A list or brief description of one/two types of day care provision may be given but with limited accuracy and little supporting evidence. There will be errors in spelling, punctuation and grammar which may be intrusive. The candidate can use a limited range of specialist terms.</p> <p>Look for awareness of:</p> <p>Child minder – Person who looks after other people's children in their own home. Required by law to be registered with the local authority if they are to receive payment for more than 2 hours a day. They will be inspected to complete the registration. The rules on the number of babies and children are complex, up to three children under 5 including her/his own children. A home environment can be less threatening than a nursery. Often cheaper form of child care.</p>		

Question	Answer	Mark	Total
<p>3 (continued)</p>	<p>Pre-schools – (also called playgroups). Consist of a group of children who play under supervision. Age range 3-5 children learn through play. Take place in community halls and are organised by playgroup leaders who are often parents who have undergone special training. Parents may be involved with running the group. Playgroups are usually sessional – take place for short sessions 2-3 hours and do not operate during school holidays. Children attend one or more sessions during the week. A fee is paid for attendance. Most playschools belong to the Pre-school Learning Alliance which can offer advice and support to the leaders. Playgroups are controlled by regulations. They are registered with the local authority. OFSTED inspected. Will be visited by social services who will ensure that the facilities are appropriate. Playgroups are recognised as being part of the pre-school provision.</p> <p>Day nurseries – Offer a broader form of care as opposed to nursery school which offer more formal learning. Day nurseries are governed by registration requirements such as staffing levels, space, light, safety, and access. Open 8.00 a.m.-6.00 p.m. up to 6 days a week and most of them are open all year. They provide children with a good standard of basic care. Also provide children with a rich and varied social life which can help to establish independence and confidence. Wide range of activities. The cost varies. Private nurseries are run as charitable foundations or businesses. Staff include nursery nurses, nursery teachers, play leaders or unqualified staff. They vary in their facilities and approaches to care. Large increase in recent years to accommodate women returning to work soon after the birth of a child. Local authority nurseries are run by the local authority's social services department and parents apply through their health visitor for a place. The cost of these nurseries varies being free in some areas to being means tested. Places are limited.</p> <p>Workplace crèche – Provided by some employers – held on workplace premises, sharing the running costs between employer and employees. Advantage: employee can visit child in lunch break. Convenience of travel, drawback if you change your job.</p> <p>Nursery schools – Run formally as classes as an extension of primary school. Guidelines – activities appropriate for age of child, variety of activities, time and space for quiet and noisy activities, allowed to learn at their own pace.</p> <p>Nannies – Look after children in their own homes – employed by parents, maybe live with them, not regulated by local authority – have NNEB qualification.</p>		<p>15</p>
			<p>TOTAL 15</p>

PAPER 2 – SECTION B

HIGHER TIER

Question	Answer	Mark	Total
4	<p>(a)</p> <p>ONE mark for explanation of stages, any THREE required:</p> <ul style="list-style-type: none"> • Baby indicates that liquid food not enough by – Appearing restless, awakes in the night after regularly sleeping through, cries after good feed/wakes early for next feed, sucks fist etc. • Introduction of cereals such as baby rice/sago, or vegetables/ fruit mixed to a purée (often with milk) which is semi liquid. • Wider range of foods introduced with more texture may be minced or mashed, can include protein foods, fish, poultry, meat and wider range of fruit and veg (no salt or sugar added). • Finger foods introduced, such as bread or fruit to encourage self feeding. • Milk can be given in feeding beaker. • Progression to wider range of textures and to pattern of family eating (three meals and drinks). Most food eaten by family can be prepared for baby. Reduction in number of breast or bottle feeds by this time. <p>Credit acknowledgement of approx. age of baby to stages.</p>	3x1	3
	<p>(b)</p> <p>Any three advantages explained</p> <ul style="list-style-type: none"> • Easy, quick and convenient to use, saving time in preparation and being produced in appropriate sizes. • A wide range of food products are available. • Parents are assured the product is safe to eat having been prepared in hygienic conditions. • Very useful if the family is eating foods unsuitable for the baby. • Nutritional content is on the label to inform of food value/careful monitoring of contents of weaning food to ensure no extra salt/sugar added. • Particularly useful when not at home/travelling. 	3x1	3

Question	Answer	Mark	Total
4 (c)	<p>High level response – 4 Can suggest at least three realistic ways that parents can encourage children to establish regular eating patterns. Explanation recognises importance of this issue and of social aspects of family eating. Sound reasoning evident in answer.</p> <p>Mid level response – 2-3 Can suggest at least two ways that parents can encourage children to establish regular eating patterns. Explanation demonstrates understanding of importance of regular eating patterns but may be descriptive.</p> <p>Low level response – 0-1 Can list one or two ways that parents can encourage children to establish regular eating pattern.</p> <p>Answer may include:</p> <ul style="list-style-type: none"> • All family sits down to some meals together each day. • Meal times are made to be happy, social occasions. • Children are praised for positive eating habits, rather than dwelling on negative. • Small attractive meals are served to children. • A wide variety of foods are introduced. • Avoid giving children foods between meals. <p>Any other valid answer.</p>		4

Question	Answer	Mark	Total
<p>4 (d)</p>	<p>High level response – 5 Can demonstrate an understanding of DRVs and explain how they can be used to plan healthy family meals. Examples are given of specific nutrients measurement such as protein or energy and related to meal planning for children.</p> <p>Mid level response – 3-4 Can explain how DRVs are used to plan healthy family meals in general terms. Examples may be given to support answer. Knowledge of nutrition evident in explanation.</p> <p>Low level response – 0-2 Limited understanding of DRVs evident, can describe/list some nutritional information related to the planning of children’s meals.</p> <p>Answer may include:</p> <ul style="list-style-type: none"> • Definition of DRVs as measure of amounts of nutrients required. • Explanation that they are measurements for groups of people i.e. children rather than individual and that everyone within a group may vary. • Specific examples used such as EAR – Estimated Average Requirement, amount of energy (kilocalories/joules) per day, RNI reference nutrient intake for a nutrient such as protein. • An awareness of necessary DRVs will aid the planning of a balanced meal. • Information to support the importance of an RNI such as protein and its role in the diet/or the energy balance. • Any specific information/data or EARs/RNIs/PALs to be credited, if correct. <p>Any other valid points made.</p>		5
TOTAL 15			

Question	Answer	Mark	Total	
5	(a) (i)	ONE mark for correct answer:- 24-25	1	1
	(ii)	ONE mark for correct answer:- 29	1	1
	(iii)	ONE mark for each correct suggestion. THREE required e.g. <ul style="list-style-type: none"> • Career • Plans about money/able to provide adequately • Accommodation – good standard • Providing an adequate standard of living • Medical advances – safer • More socially acceptable • Travel/see the world • Broad experience of life 	3x1	3
(b)	<p>Marks allocated depending upon the quality of response</p> <p>High level response 7-10 A good candidate will be able to describe a minimum of three advantages of planning for parenthood. They will be able to explain three methods of contraception which require medical advice in some detail.</p> <p>Mid range response 4-6 A mid ability candidate is likely to suggest only one or two advantages of planning for parenthood. They are likely to be able to offer three types of contraception which require medical advice but will be unable to describe them in detail.</p> <p>Low level response 0-3 The candidate is unlikely to be able to offer any advantages of planning for parenthood couple. They are likely to be able to suggest three types of contraception which require medical advice but the descriptions are likely to be muddled.</p> <p>Advantages of planning for parenthood organised finances parents can be sure that relationship is happy and stable parents mature – ready for a child have a home parents can decide when they are ready/responsible for a child parents able to provide for the child's physical, social, intellectual and emotional needs</p>			

Question	Expected Answer	Mark	Total
<p>5 (continued)</p>	<p>Methods of contraception</p> <p>Combined pill – contains two hormones oestrogen and progesterone which will stop ovulation.</p> <p>Progestogen pill (mini pill) – one hormone progesterone – alters lining of the womb and causes changes in the cervical mucus which makes it difficult for the sperm to enter or for an egg to settle there.</p> <p>Contraceptive injections – injection of progesterone is given every 2-3 months. The hormone is slowly absorbed into the body and works like the combined pill.</p> <p>Contraceptive implant – small rods containing progesterone are inserted under the skin of the inside upper arm. The hormone is slowly released over 5 years. Easily removed if pregnancy is desired.</p> <p>IUD – A small plastic and copper device is put into the uterus. It works mainly by preventing a fertilised egg from settling in the womb.</p> <p>Diaphragm or cap – soft rubber dome which covers the cervix. The cap is smaller and fits neatly over the cervix. Acts as a barrier which helps to prevent the sperm from meeting an egg.</p>		<p style="text-align: right;">10</p>
TOTAL 15			

Question	Answer	Mark	Total
<p>6</p> <p>(a)</p> <p>(b)</p>	<p>Marks allocated according to quality of response</p> <p>High level response 14-20</p> <p>A good candidate is likely to write about three aspects of the safety of children being more of an issue in today's society.</p> <p>A good candidate will describe in detail ways of reducing the risk of accidents to children both inside and outside the home.</p> <p>Look for awareness of:</p> <p>(a) Why is the safety of children an issue in today's society?</p> <p>Many mothers work and children are cared for by outside agencies such as child minders, nurseries etc. Children also travel to these agencies by car – safety. More vehicles on the roads.</p> <p>All the agencies that look after children have to be aware of strangers on site, recent abduction cases and incidents involving unstable people on site with guns/knives.</p> <p>More child abduction.</p> <p>Stress is a major factor in today's society and many carers/parents suffer from this thereby reducing their vigilance for children's safety.</p> <p>Many parents/carers could also be tired from working long shifts to maintain a standard of living – as a result they are also less vigilant.</p> <p>More high tech electrical gadgets in the home.</p> <p>(b) Suggest actions which could be taken to reduce the possibility of accidents to children.</p> <p>1. The carer setting a good example – e.g. crossing the road at a pedestrian crossing only when the green man is showing.</p>		

Question	Answer	Mark	Total
<p>6 (continued)</p>	<p>2. Make the home and garden as accident proof as possible, for example: Keep small hard objects away from children – peanuts, beads, sweets, pieces from a toy. Keep medicines, cleaning agents, pills, weedkillers, alcohol – away from children in locked or child proof cupboards. Keep knives, scissors, razor blades, needles, glass doors away from children. Use short curly leads on kitchen appliances and socket covers throughout a house. Use a cooker guard, fire guard. Keep plastic bags, pillows, cushions away from children. Wipe up spilt liquid to prevent slippery floors. Use window locks and remove climbing furniture from near a window. Use stair gates. Keep garden shed locked, fence off ponds, make sure garden gates are locked. Use car safety seats when travelling in cars. Accept other feasible answers.</p> <p>3. Teach children to be aware of danger – teach children not to accept sweets from or talk to strangers.</p> <p>4. Never leave children alone in the house/car/outside shops.</p> <p>5. Only buy goods which carry a recognised safety mark/label.</p> <p>Mid range response 7-13</p> <p>(a) A mid range candidate is likely to lack detail about the safety of children generally.</p> <p>(b) The candidate is likely to dwell on ways of reducing the risk of accidents inside the home only mentioning in passing ways of reducing accidents outside the home.</p> <p>Low level response 0-6</p> <p>(a) A low level candidate is likely to write in a confused manner about the safety of children generally.</p> <p>(b) The candidate is likely to be able to write in a limited way about reducing the risk of accidents to children in the home only.</p>		20
			TOTAL 20