



GCSE MARKING SCHEME

HOME ECONOMICS – CHILD DEVELOPMENT

SUMMER 2015

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2015 examination in GCSE HOME ECONOMICS – CHILD DEVELOPMENT. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conferences was to ensure that the marking schemes were interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conferences, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about these marking schemes.

GCSE HOME ECONOMICS - CHILD DEVELOPMENT

SUMMER 2015 MARK SCHEME

Q.1	(a)	Award one mark for the correct response From 12 months/1 year Allow 12-18 months	[1]
	(b)	Award one mark for each correct answer, in any order (i) To prevent tooth decay/rotting teeth/dental caries (ii) To prevent obesity/too fat/overweight (iii) Type 2 diabetes No to healthy/weak teeth, hyperactivity	[2]
	(c)	Award one mark for one of the following: Calcium/Phosphorous	[1]
	(d)	Award one mark for any one of the following: <ul style="list-style-type: none">• Increased risk of dehydration• Kidneys cannot cope with large amounts of salt• Increased risk of kidney damage No High blood pressure	[1]
Q.2	(a)	Award one mark for each correct answer: (i) Uterus (ii) Breech (iii) Ectopic (iv) Oestrogen	[4]
	(b)	Award one mark each for any two correct answers: Likely answers may include: <ul style="list-style-type: none">• fallopian tubes are blocked• cancer treatment/cancer• low sperm count/poor quality sperm• ovulation does not take place/unable to produce eggs/low egg production• cervical mucus too thick• sexually transmitted diseases• overweight• health status – poor diet, obesity, balanced diet• excessive dieting/eating disorder• cysts on ovaries/damaged ovaries• age of female/menopause• medical drugs seek help• HIV/AIDS	[2]

Q.3 (a) Award **one** mark for each correct answer: [3]

(i) **B-Pill**
(ii) **C-IUD**
(iii) **D-Diaphragm**

(b) **Award 0-2 marks** [5]
Candidate identifies limited factors, answer may resemble a list.

Award 3-4 marks

A planned and structured answer, several factors identified and described. Writing is structured to communicate meaning with some use of specialist vocabulary.

Award 5 marks

A planned, balanced and well-structured answer, at least 3 factors identified with detailed descriptions. Largely error-free with specialist vocabulary used appropriately.

Likely answers may include:

- Accommodation – enough room
- Pre-conceptual care – check immunity to Rubella, discuss adjustments to any medication taken, check for STIs, folic acid
- Health – give up smoking/drinking alcohol/balanced diets/folic acid, etc.
- Money – affordable on one wage with other bills, etc.
- Career break – whether one person is willing to give up work
- Maturity – can cope with demands/put baby first/prepared for commitment
- Lack of freedom/lifestyle change – consider lack of time/opportunity for own interests, etc.
- Genetic history/problems – need for genetic counselling
- Stable/secure relationship
- Child care arrangements/extended family

Q.4 (a) Award **one** mark for a correct response. Any one from: [1]

- Baby born **before** 37 weeks
- Weighs less than 2.5 kg/5.5lbs/5lbs

(b) Award **one** mark for each correct answer [4]

CHARACTERISTIC	TRUE	FALSE
(i) Inability to regulate body temperature	✓	
(ii) Enlarged umbilical cord		✓
(iii) Weak Immune system	✓	
(iv) Under-developed lungs	✓	

(c) **Award 0-2 marks** [5]
 Candidate identifies some ways care is provided but little/no attempt to describe, answer may resemble a list.

Award 3-4 marks

A planned and structured answer, several ways care is provided and described. Writing is structured to communicate meaning with some use of specialist vocabulary.

Award 5 marks

A planned, balanced and well-structured answer, a wide range of ways care is provided with detailed descriptions of how they will help premature babies to survive. Largely error-free with specialist vocabulary used appropriately.

Likely answers may include:

- 24 hour care and monitoring
- High ratio of (specialist) staff/trained - named staff/nurses
- Incubators to regulate baby's temperature/keep baby warm/protect against infection/keep baby germ free/heated box
- Ventilators to help breathing/give oxygen
- Monitors to check breathing/heartbeat/oxygen/pads on chest/sensors
- **IV lines** to maintain fluid levels/give drugs/medicine/food if needed
- Nasogastric **tubes** to aid feeding – any tubes
- Light therapy to treat jaundice/UV light

Q.5 (a) Award **one** mark for each correct response: [3]

- (i) Chicken Pox
- (ii) Mumps
- (iii) Whooping cough

(b) Award **one** mark each for any **two** of the following: [2]

- Dislike of bright lights
- Severe headache/bad headache
- Stiff neck
- Rash or spots that do not fade under glass test
- **Very** high temperature/fever
- High pitched moaning cry/unusual cry/moaning
- Floppy/unresponsive/lethargic/drowsy
- Cold hands and feet
- Vomiting
- Convulsions/seizures
- Rapid breathing/grunting
- Bulging fontanelle

(c) (i) Award **one** mark each for any **three** of the following: [3]

- Increased dribbling/drooling
- Sore gums
- (Increased) fist chewing
- Red/swollen cheeks
- Crying more than usual/very irritable, cross
- Child bites on anything available
- Unable to sleep at night/disturbed sleep patterns

(ii) Award up to **three** marks for a detailed answer: [3]

Likely answers may include:

- Cuddling/comforting/love/attention
- Giving something hard to chew, e.g. cold teething ring/hard foods/fingers
- Using teething gel/special cream/named teething products
- Offering different activities to distract
- Medication/Calpol/medicine to help pain

Something to chew award once

Q.6 (a) Award **one** mark each for any **three** of the following: [3]

- Provides correct amount of nutrients/vitamins/minerals - any reference
- Less likely to become overweight/obese
- Easier to digest
- Contains antibodies to protect against infections/colostrum
- Less risk of gastroenteritis/diarrhoea/vomiting/clean/sterile
- Less risk of allergies/nappy rash and eczema
- Always correct temperature
- Skin to skin contact/bonding
- Quick – reference time factor, readily available for immediate feeding

No easier, reference to the mother, healthy

(b) Award **one** mark for the correct response: [1]

Weaning/weening

(c) **Award 0-2 marks** [6]
Candidate identifies some points but little attempt to evaluate, answer may resemble a list.

Award 3-4 marks

A planned and structured answer, several points identified with some attempt to evaluate giving some advantages and disadvantages. Writing is structured to communicate meaning with some use of specialist vocabulary.

Award 5-6 marks

A planned, balanced and well-structured answer, many points identified with detailed evaluation giving advantages and disadvantages of commercially prepared baby foods. Specialist vocabulary is used appropriately.

If reference to formula milk principles will apply

Likely answers may include:

Advantages

- Quick to prepare/saves cooking time
- No skill required/easy to make/less worry for parents
- Useful for travelling/holidays/shopping/baby-sitters or child minders
- Useful when only small amounts needed
- Wide range and types to choose from/many varieties/age related
- Produce adequate levels of nutrients/correctly balanced nutritionally/reference to vitamins, etc.
- Some may have added nutrients
- Many do not include colours, flavours and preservatives
- Hygienically prepared and packaged
- Easier to know how much to give/individual portions/right portion size
- Dietary information on label/packet
- Safety information on label/packet, e.g. lactose/gluten free
- Both parents can feed/bond if referring to formula

Q.6 (c)
cont.

Disadvantages

- More expensive than home made
- May be a lot of wastage when only small amounts needed
- Bland
- They are processed so some nutrients will be lost
- Short storage/careful storage needed once opened

Q.7 (a) (i) (ii) Accept any **two** of the following, award **one** mark for correct name of stage of play and **one** mark for description: [2,2]

- **Solitary play**
Playing alone
- **Parallel play**
Playing alongside other children but not with them/do not try and play together
- **Looking-on play**
Watching other children play but as a spectator/stays a short distance away
- **Joining-in play**
Playing with other children doing the same activity but in own way
- **Co-operative play**
Children playing together and sharing and communicating

(b) **Award 0-2 marks** [7]
Candidates identifies some safety procedures but no attempt to discuss, answer may assemble a list.

Award 3-5 marks

A planned and structured answer, several safety procedures identified and discussed. Writing is structured to communicate meaning with some use of specialist vocabulary.

Award 6-7 marks

A planned, balanced and well-structured answer, many safety procedures identified with detailed discussion qualifying points. Specialist vocabulary is used appropriately.

Reference to the garden not the child. No – suncream/clothes/shoes/supervision

Likely answers may include:

- No dog mess/dog mess cleared/free from dog faeces – to avoid contamination and worm infections
- Free from litter/bottles/broken glass – to avoid child having an accident
- Sand pit cleaned regularly/cover sand pit when not in use – to avoid contamination which can be transferred to the child
- Garden fenced/no gaps in fence – helps contain child in safe area and prevents access by animals
- Gates locked – to prevent child leaving garden and accessing possible road area
- Barrier to any steps – prevent access to children who may fall

Q.7 (b)
(cont.)

- No poisonous plants or trees/shrubs/prickly plants/stinging plants – to prevent child experiencing pain and irritation and becoming very ill from eating the poisonous plants
- Ponds/water covered/fenced/no pond – reduces the risk of a child falling into water and drowning
- Garden tools/no sharp tools left out/tools locked away – to avoid child cutting themselves
- No garden chemicals left out/chemicals locked away – to reduce the risk of children ingesting poison
- Do not use slug pellets/rat poison – to reduce the risk of children ingesting poison
- Sheds locked – to prevent children accessing tools, chemicals, etc. or being locked inside
- Swings should have rubber seats/cradle swings for very young children – to reduce the risk of a child falling from the swing and experiencing injury
- Play areas should be bark chippings/soft/grassy/no concrete – to cushion any fall a child may have and reduce injury received/covered with carpet
- Equipment regularly inspected for rust/sharp edges/well maintained – to reduce the risk of the equipment breaking whilst in use by children
- Equipment securely fastened in place – to reduce the risk of the equipment falling over onto a child or whilst a child is using the equipment
- Climbing equipment should be low – limit the height a child may fall from, possibly reducing the effect of the injury
- Plenty of spaces between any equipment – to allow freedom of movement and space to avoid equipment that may cause accidents – swings hitting a passing child
- Grass kept short – to see dangers/dog mess

Q.8 (a) Award **two** marks for a developed response:

[2]

- Development of the mind/brain – Provide examples for 2 marks
- Development of knowledge, reasoning/understanding/learning (full two marks)
- Development of language skills
- Ability to recognise, reason and understand (full two marks)

(b) **Award 0-2 marks**

[7]

Candidates identify some skills but little/no attempt to discuss, answer may resemble a list. Little or no use of specialist vocabulary.

Award 3-5 marks

Explanation addressed, several skills identified and some discussion of both social and intellectual areas of development. Specialist language used.

Award 6-7 marks

A planned, balanced and well-structured answer, most skills identified with detailed discussion on both areas of development. Specialist language used and largely error-free.

Max of 4 marks if only **one** area discussed.

Q.8 (b)
(cont).

Likely answers may include:

Social development

- Make friends, mix with peer group, form relationships
- Learn to share, toys and playing together
- Learn to take turns, e.g. with toys and games
- Talk, communicate with other children, adults
- Learn manners, saying please and thank you, listening to stories
- Learn to behave, become socially acceptable through stories, teachers, etc.
- Learn to interact with other children and adults
- Develop independence, preparation for school

Intellectual development

- Develop vocabulary, talking to other children and staff
- Learn words – from flashcards, names on things, through story telling
- Learn songs and rhymes to help speech
- Learn to listen to teachers and stories, good preparation for primary school
- Help their memory – through repetition of words, rhymes
- Learn to count, learn basic colours – through play and books
- Learn to enjoy learning, think it's fun to learn through play, good preparation for school

Q.9 (a)

Award 0-3 marks

[10]

Answer reflects limited knowledge and understanding of care provision. Limited suggestions of care provision with limited description of the services. Weak communication skills with little or no use of specialist vocabulary. Answer may resemble a list.

One option if discussed or a list

Award 4-7 marks

Answer reflects some knowledge and understanding. Able to suggest several suitable care provisions with some understanding of each one. Writing is structured to communicate meaning clearly with evidence of correct use of specialist vocabulary.

Discuss two provisions with some reference to others some discussion

Award 8-10 marks

Answer displays sound understanding and application of knowledge. Able to suggest a wide range of suitable care provisions with a sound understanding of the advantages and disadvantages of each one. Well-balanced answer that is well-structured, clearly expressed, largely error-free with specialist vocabulary used appropriately.

Discuss at least three childcare provisions

Q.9 (a)
(cont.)

Likely answers may include:

CHILDMINDER

Advantages

- Will be registered and inspected by Ofsted/Estyn
- May have childcare qualifications
- Is often a parent therefore experienced
- May live locally
- May provide flexible hours of care/may be prepared to pick up/drop off children
- There will be other children to play with
- Cared for in a small group
- Will be in a home environment

Disadvantages

- You may have to fit in with childminder's routine/lifestyle
- Travelling may be involved
- Children will have to share attention
- Difficulties if childminder is ill
- May not look after child if ill, risk of infection
- May be bullied

GRANDPARENTS AND FAMILY

Advantages

- Cared for in a familiar environment/may be prepared to come to child's house
- Will have continuity of care
- May be flexible about hours
- Will develop a close bond with grandparents
- Grandparents are experienced/know and trust/security
- One to one care
- Less possibility of contact with childhood illness
- No need to take time off work if child is ill

Disadvantages

- Child may become too attached to grandparent
- May find child physically demanding
- May have other commitments which may not fit in with work hours
- May not want to look after child full time
- May have different ideas about discipline, potty training, etc.
- May be difficulty to ask them to do things your way
- If caring in their home may not be as child-safe
- May restrict opportunities to mix with other children

DAY NURSERIES/CRÈCHE

Advantages

- Will care for children all day/full time or part time/usually open all year/usually open long hours, e.g. 8.00am to 7.00pm
- At least half staff must have early years qualifications

Q.9 (a)
(cont.)

- Children usually grouped according to age
- Take children from 6 months to 5 years (this may vary)
- Registered
- Regularly inspected/Ofsted inspected
- Will have a structured learning programme/early years curriculum
- Safety checked and employers police checked
- Food provided
- Get used to routine/preparation for school

Disadvantages

- May not be one nearby/may involve travelling
- Child won't be in own environment
- Hours may not be as flexible as needed
- Children may be exposed to illness and infection
- May not get a lot of individual attention
- May not get continuity of care
- Can be costly
- Staff won't be able to care for child if ill
- May be bullied

NANNY

Advantages

- May have childcare qualifications
- Can work hours to suit family needs/Useful if parents work long or irregular hours
- Can care for all children in family
- Can live in or out/no travelling involved
- Child gets personal attention
- Child is in family home

Disadvantages

- Do not have to be registered by social services
- Not monitored
- Usually expensive
- Child may become more attached to nanny than parent
- Lack of privacy

WORKPLACE NURSERIES

Advantages

- Registered and inspected
- Often subsidised by employer therefore cheaper
- Can visit a child in breaks
- Normally operates all year

Disadvantages

- Not readily available
- Problems if job changes
- May be large/impersonal
- Ages of children may vary
- May be bullied

Q.9

(b)

Award 0-3 marks

[10]

Answer reflects limited knowledge and understanding of food hygiene. Possible suggestions of how food is contaminated with limited understanding of how food poisoning can be prevented. Weak communication skills with little or no use of specialist vocabulary.

Answer may resemble a list.

Covered one area only or limited discussion

Award 4-7 marks

Answer reflects some knowledge and understanding of food hygiene. Able to suggest ways food can become contaminated with some understanding of how food poisoning can be prevented. Writing is structured to communicate meaning clearly with evidence of correct use of specialist vocabulary.

Detailed discussion of two areas or brief discussion of all three

Award 8-10 marks

Answer displays sound understanding and application of knowledge of food hygiene. Able to suggest a wide range of ways food can become contaminated with a sound understanding of how food poisoning can be prevented. Well balanced answer that is well-structured, clearly expressed, largely error-free with specialist vocabulary used appropriately.

All three areas must be covered with good discussion

Likely answers may include:

Candidates should show how bacteria can contaminate food and then use this information to explain how to prevent food poisoning.

Personal hygiene

- Dirt on hands after toilet, changing nappies, etc. – wash and dry hands on a clean towel before preparing food
- Long hair tied back – bacteria on hair falling into food
- Wear clean protective clothing
- Bacteria in septic cuts and sores – cover with waterproof dressing
- Coughs and sneezes – bacteria and other germs live in nose and throat – do not cough or sneeze over food
- Licking fingers or spoons – bacteria from the mouth will not enter the food if this is not done
- Keep away from the kitchen when suffering from diarrhoea or sickness

Kitchen

- Dirty sinks, surfaces, dish cloths, towels, utensils – keep kitchens clean, anti-bacterial cleansers, etc. – ensure dish cloths and tea towels are clean and changed regularly – reference to sterilising/washing babies bottles/equipment
- Mice, rats, flies and their droppings – floors, left-over food will attract flies, mice, rats, etc.

Q.9 (b)
(cont.)

- Bacteria thrive in warm moist conditions. Store food in cold/cool conditions – refrigerate/freeze – keep food covered, etc.
- Keep pets away from food and food preparation areas

Food

- Keep food covered to protect it from dust, dirt and flies
- Uncooked meat or poultry contain bacteria – keep separate to avoid cross-contamination, use separate chopping boards
- Cook food thoroughly to destroy harmful bacteria, make sure food is piping hot all the way through to kill any food poisoning bacteria
- Bacteria thrive in warm moist conditions. Store food in cold/cool conditions – refrigerate/freeze – keep food covered, etc.
- Check and stick to use by dates on food packaging
- Check labels for storage instructions
- Never re-freeze food that has begun to thaw
- Wash fruit and vegetables



WJEC
245 Western Avenue
Cardiff CF5 2YX
Tel No 029 2026 5000
Fax 029 2057 5994
E-mail: exams@wjec.co.uk
website: www.wjec.co.uk