



**General Certificate of Secondary Education
June 2011**

**Home Economics: Child
Development**

45801

(Specification 4580)

Unit 1:Written Paper

Final

Mark Scheme

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Question 1		Examiner information	Mark	Total
1 (a)	Extended family One parent family	Accept single or lone parent.	2 x 1	2
1 (b)	Children may: Be at risk of physical/sexual abuse Be being neglected Have special needs and parents cannot cope Be severely disabled and need special care Badly behaved and parents are unable to control them Parents may: Be seriously ill/in hospital/in prison and unable to look after children Decide at birth that they want the child adopted Have died (there is no close family to look after them) Are unable to care for their children because of drug/alcohol abuse Not have parenting skills/ cannot cope Be having serious relationship/marriage breakdown	Answers must clearly relate to either parent or child. Do not accept one word answers. Reference to ‘cannot cope’ must be qualified and can only be accepted once. Do not accept ‘too young’.	3 x 1	3
1 (c)	Men are no longer the main provider More women work/have a career More househusbands/men who take time out from work to look after the family More men help with domestic chores Care of children now shared Men are less likely to be the disciplinarian	Answers must refer to men and women Accept only one example e.g. cooking cleaning, washing	3 x 1	3
1 (d)	May have less money available as providing for a baby is expensive/may be less salary coming in/have to pay for childcare More difficult to have a social life as a babysitter will need to be organised Career changes /one parent may have to give up their career to look after the baby Parents may have a wider circle of ‘baby’ friends.	Do not accept one word answers	2 x 1	2

<p>1 (e)</p>	<p>Relatively low cost/may be free Grandparent will know/ love the child May be flexible about hours Are trusted May live nearby/be willing to come to child's home May already have a close bond/create a bond Are experienced Children are cared for in a family/home environment</p>		<p>3 x 1</p>	<p>3</p>
<p>1 (f)</p>	<p>A government programme/scheme To support families with young children/ provide the best start in life for children Especially for families in deprived areas.</p>	<p>Must be qualified by 'government' Any two points acceptable</p>	<p>2 x 1</p>	<p>2</p>
<p>1 (g)</p>	<p>By providing: Early years education Good quality day care/nursery care/crèche Support and advice on parenting Support and advice on managing money/local childcare options Child/family health services Specialist services for children with disabilities Links with jobs/training/further education</p>	<p>Support/advice must be qualified</p>	<p>2 x 1</p>	<p>2</p>

<p>1 (h)</p> <p>P</p>	<p>Parents may : Feel guilty /argue Which might strain their relationship Be tired/stressed as caring will take up a lot of their time Have less time to give to other children Have less time for themselves/little social life</p> <p>Find the child brings them closer Experience great feelings of love/happiness for child Have less money to spend on luxuries because of financial demands of caring for child</p> <p>Children may: Develop very strong bonds with rest of family Be very protective Learn to be more tolerant/accept others Understand more about disability May be bullied/teased May feel left out/lonely Embarrassed e.g. when out with family Find it difficult to have friends to visit</p> <p>Family may: Be very close and supportive Be able to take fewer holidays because of equipment needed/routines</p>	<p>Marking criteria To gain marks in the higher mark band candidates must consider both parents and siblings.</p> <p>5 – 6 marks Candidates are able to identify and describe at least 4 ways having a special needs child might effect the different members of the family showing good knowledge and understanding. Answers are organised and spelling punctuation and grammar are accurate.</p> <p>3 – 4 marks Candidates are able to identify and describe 3/4 ways having a special needs child might effect the different members of the family showing some knowledge and understanding. Answers are organised however candidates may simply list effects or concentrate on either parents or siblings. There may be some errors in spelling punctuation and grammar.</p> <p>1 - 2 marks Candidates show little knowledge and understanding of how having a special needs child might effect the different members of the family but may be able to identify 1/2 points. There will be errors in spelling punctuation and grammar.</p> <p>0 marks No work worthy of credit</p>	<p>6</p>	<p>23</p>
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Question 2		Examiner information	Mark	Total
2 (a)	Stage 2 The sperm try to fertilise the egg/meet/try to get into One sperm fertilises the egg	Accept either answer	1 x 1	5
	Stage 3 The fertilised egg/zygote/cell Begins to divide/multiply (not ‘splits’) Into a morulla/blastocyst As it moves along the fallopian tube	Do not accept ‘egg’ Do not accept ‘splits’	2 x 1	
	Stage 4 The (fertilised) egg/blastocyst reaches the uterus		1 x 1	
	Stage 5 The (fertilised) egg implants in the lining of the uterus.		1 x 1	
	2 (b)	When the fertilised) egg implants in the fallopian tube/somewhere other than the uterus.		
2 (c) (i)	Ultrasound scan	Accept scan or ultrasound. These are only acceptable options. Where two answers/words given accept only first.	1 x 1	1
2 (c) (ii)	Heartbeat Confirmation of EDD Number of babies Risk of Down’s Syndrome/abnormalities Sex of baby Position of baby Size of baby/Confirm baby is developing normally/measure growth Position of placenta Amount of amniotic fluid Detect an ectopic pregnancy	Must state ‘risk’	3 x 1	3
2 (d)	7 ½ lbs/3.5kgs.		1 x 1	1

2 (e)	Incubator Filters air Maintains a constant /correct temperature/keeps baby warm Controls humidity Can provide baby with oxygen Reduces risk of/protect against infection/germ free environment	Not 'helps baby to breathe'.	2 x 1	4
	Nasogastric tube Enables baby to be fed When unable to suck/swallow		2 x 1	
2 (f)	Post- natal depression Is a long term problem Serious/often requires medical help Baby blues Usually only lasts a few days Mainly hormonal	Accept any two points which show a clear understanding of difference. Take care not to credit symptoms.	2 x 1	2
2 (g)	Low self confidence/self esteem Problems sleeping Feelings of guilt Rejection of baby/cannot bond with baby Loss of appetite/comfort eating Feeling constantly tired/listless Feeling anxious/upset all the time Rapid mood swings Feeling resentful/angry Unable to concentrate/make decisions. Suicidal feelings Crying a lot/ for no reason Doesn't want to look after baby/wants others to look after baby	(crying must be qualified)	4 x 1	4
				21

Question 3		Examiner information	Mark	Total
3 (a) (i)	Foods and drinks high in fat and/or sugar	Must give exact wording	1 x 1	1
3 (a) (ii)	Can lead to: Obesity Tooth decay (Type 2) diabetes Heart disease/high blood pressure/strokes Hyperactivity		2 x 1	2
3 (b)	Meat, fish, eggs and beans	Must give exact wording	1 x 1	1
3 (c)	Provide calcium Keeps bones/teeth strong	Accept either correct answer Do not accept reference to protein	1 x 1	1
3 (d)	<p>Home made Fresh foods and ingredients used More interesting and varied diet for baby Less expensive Baby gets used to eating the same food as the rest of the family Less chance of food refusal/fussy eating later Amounts can be frozen for later use so less wastage No additives Parent knows what is in the food</p> <p>P Bought baby foods Quick and easy to prepare Convenient for travelling, holidays or when shopping Useful when only small amounts needed Wide range and types to choose from Produce adequate levels of nutrients Some have added nutrients Many do not have added colours, flavours, preservatives, salt, sugar Hygienically prepared and packaged Easier to know how much to give Clearly labelled with the weaning stage No cooking skills required Quicker to prepare Can be less expensive (if on offer)</p>	<p>To achieve marks in the higher mark band candidates must consider both bought and home made baby foods.</p> <p>Marking criteria 5 – 6 marks Candidates have compared and clearly described 4/5 possible advantages showing good knowledge and understanding. There is some use of specialist terms and spelling punctuation and grammar are accurate.</p> <p>3 – 4 marks Candidates have described 3/4 advantages of bought and home made baby foods showing some knowledge and understanding. Answers may lack depth, and may be presented as a list. There will be limited use of specialist terms and some errors in spelling punctuation and grammar</p> <p>1 – 2 marks Answers are superficial but candidates can suggest limited advantages showing little knowledge and understanding. There will be little or no use of specialist terms and frequent errors in spelling punctuation and grammar</p> <p>0 Marks No work worthy of credit</p>		6

Question 4			Examiner information	Mark	Total
4 (a)	Toys/games Accept appropriate examples.	It is not suitable for children under the age of 3 years Does not pass choke hazard test Has small parts which could be removed/swallowed	Must state 3 years 'Small parts' must be qualified	2 x 1	6
	Nursery furniture Car seats Prams/travel systems Electrical goods e.g. monitors Large/outdoor toys	Has been tested by British standards Is safe and reliable	Must be qualified	2 x 1	
	(Baby) foods	Is gluten free Will not cause an allergic reaction	Do not accept reference to wheat	2 x 1	
4 (b)	Reusable Cheaper the long term Kinder to the environment. New style nappies don't need folding Modern designs are colourful and attractive New designs are quick to wash and dry Two-part nappies can last from birth to potty training.		Do not accept one word answers e.g. 'cheap' ' Accept reference to folding once only	2 x 1	4
	Disposable Very absorbent Very convenient – the soiled nappy is put in a nappy bag and thrown away. No folding/pinning/no liners/no plastic pants. They are quick/easy to use. They fit different-sized babies. Different absorbency for day and night Some have extra padding at front for boys Don't need washing/soaking			2 x 1	
4 (c)	By touch/direct contact/kissing/reusing a towel/ From coughs and sneezes/droplets/airborne From infected food/drink/sharing cups or drinks Insects/rodents/pets Not washing hands			2 x 1	2
					12

Question 5		Examiner information	Mark	Total
5 (a)	Surfaces are soft/wood chip/pea gravel/rubber/ not concrete, rough grass or earth Equipment is secure/well maintained Equipment not rusted/broken/have splinters Equipment should not have objects that stick out/sharp Area is fenced in/away from main road Easy for adult to supervise No dangerous materials e.g. broken glass/syringes No standing water/rocks/tree roots Dog/animal faeces Equipment suitable for age of child		5 x 1	5
5 (b)	Should: Be colourful/textured Have large/clear/simple images Include everyday objects Use lowercase letters Large/clear/bold print Be strongly made/durable/board Limited numbers of words to a page Positive gender/culture/race/disability Be easy to hold Be easy to turn pages Washable/wipe clean	Do not accept one word answers	4 x 1	4
5 (c)	Recognise picture symbols/identify objects Link alphabet symbols to picture symbols Visual discrimination/recognise differences Memory skills Concentration Motor skills Understanding of how to read a book/reading top to bottom/left to right/turning pages	Accept only one example	2 x 1	2

<p>5 (d)</p>	<p>Bookstart: Provides (free) packs of books At (three) different ages/from a young age In a bag/satchel/box Often includes colouring books/crayons Includes advice on sharing and reading books Library information There are also programmes for blind children (Booktouch) and deaf children (Bookshine)</p>		<p>4 x 1</p>	<p>4</p>
<p>5 (e)</p>	<p>Many more toys now rely on technology More interactive toys available Parents can buy their children toys which imitate reality e.g. mobile phones/computers/cash tills etc Can see how technology fits into the world they live in Children see adults using technology (mobile phones/computers/ATM's/microwaves/TV etc) Children can learn by copying parents Are programmable /have buttons to press/turn Which result in a certain response Teaches cause and effect Children are naturally curious and these toys help to encourage exploring/ investigating/curiosity They learn how technology works Mainly by repeating actions How to control toys More traditional toys (dolls, animals etc.) are programmed to talk/teach/feed/move</p>	<p>Answers must relate to how toys help develop technology skills and understanding and not how they develop PIES</p>	<p>6 x 1</p>	<p>6</p>
				<p>21</p>

Question 6		Examiner information	Mark	Total
P	<p>Social skills and behaviour Children need to learn to: Play with others Share and take turns Learn and accept rules Learn right from wrong Say please and thank you Learn to control emotions Consider others Trust others Learn that making mistakes is acceptable Look after and care for others Be able to care for themselves/wash/clean teeth/dress/go to the toilet/feed themselves Develop confidence and self esteem Communicate with others Express opinions and ideas Behave appropriately Examples of possible reason – some parts listed can also be reasons Life skills: Shapes values Able to accept discipline and authority Help child to grow into responsible adult Behave appropriately Have moral values Develop a conscience Aware of boundaries Safety reason How parents can encourage these skills Children learn by copying so Be a good role model Always talk politely and calmly Avoid shouting and swearing Give children love and affection Provide support when needed Provide opportunities for children to meet other children Provide a range of play opportunities e.g. nursery, play</p>	<p>Within the section on skills look for evidence of reasoning and credit accordingly.</p> <p>To gain marks in the higher mark bands candidates need to address both parts of the question in detail.</p> <p>Marking criteria 9 – 12 marks Candidates are able to describe a wide range of the social skills and behaviour that children need to develop. They demonstrate a clear understanding of why these are important. They can describe in detail and explain 6/7 ways that parents/carers can help and encourage children to develop these skills. Answers are well organised logical and detailed with accurate use of spelling punctuation and grammar. A wide range of specialist terminology is used.</p> <p>6 – 8 marks Candidates are able to describe a range of the social skills and behaviour that children need to develop. . They can describe 5/6 ways that parents/carers can help and encourage children to develop these skills with some understanding of why these are important. Overall answers lack depth and detail, Answers are generally organised. There is accurate use of spelling punctuation and grammar. A range of specialist terminology is used accurately.</p> <p>3 – 5 Candidates are able to describe some of the social skills and behaviour that children need to develop showing limited understanding of why they are important. They can give 3/4 ways that parents/carers can help and encourage children to develop these skills. Answers may be in the form of a list or bullet points and information repetitive. Use of specialist terms is limited and there will be several errors in spelling punctuation and grammar.</p>		12

	<p>group play days Provide a range of toys to encourage sharing and problem solving Provide opportunities to let off steam Spend time/play with children Allow children to do things for themselves Encourage and praise children Don't ridicule children Encourage children to make decisions/solve their own problems Encourage children to take risks Allow children to try and fail Don't overprotect children Set clear boundaries Have clear but fair sanctions Be consistent Teach children what is right and wrong, acceptable and unacceptable</p>	<p>1 – 2 Candidates can identify a limited number of the social skills and behaviour that children need to develop with little or no reasons. There is little evidence of knowledge and understanding but they may be able to suggest some ways that parents/carers can help and encourage children to develop these skills. Answers are confused and superficial. There is little or no evidence of specialist terms and frequent errors in spelling punctuation and grammar.</p> <p>0 marks No work worthy of credit</p>		
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