
General Certificate of Secondary
Education

**Home Economics: Child
Development**

45801

Mark scheme

4580

June 2013

Version/Stage: Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available from aqa.org.uk

Question			Marking guidance	Mark	Comments	
1	a	(i)	Imaginative play	1	Accept pretend/role play	
1	a	(ii)	Physical play	1	Accept outdoor play	
1	b		Creative play	1	If two answers given accept first one e.g. Imaginative/creative.	
1	c		<p>Development and learning</p> <p>Physical: Fine motor skills Gross motor skills Hand-eye co-ordination Sensory development</p> <p>Intellectual development – Cognitive Concepts + examples Problem solving Experimenting Decision making Memory Concentration Imagination and creativity Trial and error</p> <p>Intellectual development – language Increases vocabulary Improves communication and listening skills</p> <p>Social development Sharing Taking turns Co-operating</p> <p>Emotional development</p>	<p>Related activities</p> <p>Cutting/sticking/painting/drawing/decorating Positioning and placing objects Using different tools Handling different materials.</p> <p>Design and planning Matching Measuring Making</p> <p>Talking/explain about ideas Naming what they have made Asking questions Following instructions</p> <p>When working with others during the activity.</p> <p>Express themselves/their feelings Confidence/self esteem</p>	6	<p>P Marked</p> <p>To gain 6 marks candidates must show knowledge and understanding of <u>HOW</u> the activity encourages the main areas of development. PIES need not be named.</p> <p>Where candidates give lists/bullet point /chart without the HOW (no description) a maximum of 2 marks only.</p> <p>Marking criteria 6 marks Candidates can describe at least 4 ways that junk modelling can encourage all areas of development. Answers show <u>clear knowledge and understanding</u> are well organised with good use of specialist terms. SPG accurate.</p> <p>3 – 5 marks Candidates can describe 3/4 ways that junk modelling can encourage areas of development.</p> <p>Answers show knowledge and understanding, are organised but <u>lack depth and detail</u>. Some specialist terms are used. Some SPG</p>

			Pleasure/happiness Pride Enjoyment		errors. 1 – 2 marks Candidates may be able to suggest 1/2 ways that junk modelling can encourage development. Answers are brief/superficial show limited knowledge and understanding with little use of specialist terms. There may be frequent SPG errors. 0 marks No work worthy of credit.
1	d	Other areas Recycling	When children are not allowed/encouraged to play (freely)/deprived of play Insufficient/not enough play/lack of play	1	Answers need to reflect the amount/quality of play Do not accept 'don't get to play' or 'not have any play'

1	e	<p>Remove poisonous plants Avoid having plants with thorns Put away garden tools Keep chemicals locked away Take care when positioning a trampoline Don't position large equipment on/near concrete /near fences Gates should be closed/locked No gaps in hedges/fence Make sure large equipment is secure/equipment is not broken Large equipment should conform to BSI/safety standards/be suitable for the age of the child Cover sandpits /clean out regularly Empty paddling pools when not in use Cover ponds/remove pond Take care with hot barbeques Clean up animal faeces Check paving/loose steps/uneven surfaces/tripping hazards Keep paths clear of toys/weeds Check/remove broken glass Don't use slug pellets or pesticides.</p>	5 x 1	<p>Do not accept: 'Children cannot get out' without qualification Do not accept: Reference to sun block</p>
---	---	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Question			Marking guidance	Marks	Guidance
2	a	(i)	Phase 3/Ovulation	1	Accept Phase or Stage
2	a	(ii)	An egg is released from (one of) the ovaries.	2x1	Accept ova
2	a	(iii)	The lining of the uterus/endometrium/womb Leaves the body As a period/flow of blood/has her period	2 x 1	
2	a	(iv)	Endometrium	1	Accept 'uterine wall'
2	b		Three months/12 weeks before trying to conceive/pregnancy	1	'Three months' must be qualified.
2	c		So that parent/s are fit/healthy To improve chances of conceiving/healthy ova; sperm To improve chances of a healthy pregnancy/labour Can limit the chances of problems with the growth/development of the baby To provide the best conditions for an embryo/baby to grow/develop	2 x 1	Do not accept: 'to make sure baby is healthy/born healthy'
2	d		Having a healthy diet Lose weight if overweight/take exercise Taking folic acid Stop or cut down on smoking Don't use (recreational) drugs Limit alcohol intake Women should check rubella immunity Investigate any family history of genetic disorders Avoid contact with cats/sheep/goats Discuss any serious health problems (e.g. diabetes, epilepsy, MS, thyroid) with doctor Check/treat and STIs	4 x 1	'Lose weight' must be qualified

Question	Marking guidance	Mark	Comments
3 a	Helps to prepare/learn about/how to cope with/understand labour and birth Learn relaxation/massage techniques Learn breathing techniques (during labour) Learn about different labour/birth positions Learn about different types of births/different medical procedures Role of birth partner Learn about pain relief choices Opportunities to ask questions/talk about concerns/make parents more confident Advice on feeding Advice on caring for/looking after /coping with baby Meet and talk with other parents Help to understand the changes having a baby will have on parents life/emotions Discuss/help with creating a birth plan	4 x 1	Do not accept: 'learn how to breathe' must be qualified. Do not accept one/two word answers as question asks for a description
3 b	Check for: Blood type Rhesus factor/ see if parents blood type compatible Haemoglobin levels/anaemia/iron levels Rubella immunity. Hepatitis B/Syphilis/some STIs HIV/Aids Sickle cell disease Thalassaemia Blood sugars/diabetes	3 x 1	

3	c	<p>Name: TENS Advantages: Drug free Can be used at home Mother is in control No side effects Doesn't affect baby Mother can move about Easy to use Doesn't need medical intervention</p>	3 x 1	1 mark for name 2 x 1 for advantages
		<p>Name: Epidural/spinal anaesthetic Advantages: Complete pain relief/takes away all pain Mother doesn't feel drowsy/confused Can calm baby if labour pains cause stress Allows mother to rest Can be topped up if a caesarean needed/long labour Mother feels less stressed/can 'enjoy' the birth/remains conscious all the time Can help lower/control high blood pressure Works fairly quickly Effective for a long time</p>	3 x 1	1 mark for name 2 x 1 for advantages Accept advantages without name or with incorrect name provided they clearly apply to the illustrations.
3	d	<p>Started artificially Labour is started Nurse/doctor starts labour - OWTTE</p>	1	Must be qualified in some way

3	e	<p>Overdue by 1 – 2 weeks Waters have broken but labour/contractions not started Have diabetes/high blood pressure/kidney disease Have/develop pre-eclampsia Baby is very big Baby not growing as expected Infection in uterus Problem with placenta Reduced levels of amniotic fluid Previous stillbirth Unexpected bleeding</p>	2 x 1	
3	f	<p>Explain/talk about the new baby Allow child to buy a present for baby Buy/read books/watch DVDs Let child feel baby kick Show child scan pictures Take child along to antenatal clinic appointments Look at photos of when they were a baby Reassure child that they are loved Let child help to choose clothes/decorate/prepare nursery Discuss names Talk about how baby's need to be fed/changed/cuddled Role play with toys/dolls If possible visit friends who have babies</p>	5 x 1	Do not accept 'take child to scan'

Question	Marking guidance	Mark	Comment
4 a	<p>Provides all the required food groups</p> <p>Bread, cereals and potatoes</p> <p>Fruit and vegetables</p> <p>Milk and dairy foods</p> <p>Meat, fish and alternatives</p> <p>Fats and sugars</p> <p>Low in salt</p> <p>Water</p>	6	<p>P Marking</p> <p>To gain the top mark answers must make clear reference to the four items suggested for the packed lunch with justification.</p> <p>Where candidates give only general points with no reference to specific items they can only be awarded a maximum of 4 marks.</p> <p>6 marks</p> <p>Candidates are able to identify and describe at least 4 different ways that the four items provide a healthy option with some supporting reasons.</p> <p>Answers show clear knowledge and understanding and are well organised and presented.</p> <p>Specialist terms are used appropriately</p> <p>Spelling punctuation and grammar are accurate.</p> <p>3 – 5 marks.</p> <p>Candidates are able to identify and describe at least 3 different ways that some of the items provide a healthy option with some supporting reasons.</p> <p>Answers lack detail but are largely organised and well presented.</p> <p>Some specialist terms are used.</p> <p>There may be some errors in spelling punctuation and grammar.</p> <p>1 – 2 marks</p> <p>Candidates show little knowledge or</p>

			<p>Quenches the thirst Contains no sugar Can help concentration Can help prevent ADD Beneficial to development of brain</p>		<p>understanding of how or why the items might provide a healthy option. Answers may be muddled with little use of specialist terms. There may be frequent errors in spelling, punctuation and grammar 0 marks No work worthy of credit.</p>
4	b		Pasta salad with chicken	1	<p>Must refer to chicken Accept chicken on its own</p>
4	c		Pasta salad	1	<p>Must refer to pasta</p>
4	d		<p>Healthy start vouchers Five-a-day programme Let's get cooking Nutritional guidelines for school meals/Jamie Oliver school meals campaign Controls on TV advertising (or foods high in fat and sugar) Change 4 life Walk for Life/children walking to school Free school meals/milk/fruit and vegetables Food Route – guide/activities for teachers and parents Free admission to some local leisure facilities. Eatwell plate</p>	<p>2 2 x 1</p>	<p>Accept alternative wording where appropriate.</p>

Question	Marking guidance	Mark	Comment
5 a	Rash which doesn't disappear under pressure Very high temperature (that will not come down) Breathing difficulties Child has a fit/convulsion Severe sickness and/or diarrhoea Baby very sleepy/cannot be woken Blood in vomit/diarrhoea/coughing blood Severe pain/crying inconsolably Bulging fontanelle Has swallowed tablets/poisonous substance/small object Rash which covers a large part of body/unusual spots on body Turning blue	3 x 1	Reference to ' temperature ' must be qualified. Temperature if given needs to be 39° plus If only one symptom given it must be qualified e.g. severe sickness. However where both sickness and diarrhoea stated together award 1 mark
5 b	Allows body to rest for next day/renews energy levels Less likely to be irritable/misbehave Growth hormone released/for growth Enables brain to process information/concentrate more Replaces chemicals Helps memory development	3x1	Accept converse points if correct.
5 c	Change nappy regularly/often/frequently/don't leave in wet/dirty nappy Allow baby time without nappy Clean (and dry) baby's bottom Apply nappy/barrier cream Fasten nappy loosely enough to allow air to circulate	3 x 1	One word answers not acceptable. Cream must be qualified: accept any appropriate branded cream such as Sudocrem.

Question		Marking guidance	Mark	Comment
6	a	<p>Helps children sleep Use can be limited/can be taken away/easier habit to break May/can stop baby crying Can be cleaned and sterilised (If lost/worn out)can be replaced easily Range of designs to suit different ages (May) help to prevent SIDS</p>	2 x 1	
6	b	<p>Blanket/piece of soft/silky fabric Soft toy/bunny/teddy Thumb/fingers Twisting hair/playing with hair</p>	2 x 1	
6	c	<p>Nanny usually lives with family/works at parents' home : childminder works from her own home Nanny looks after families children, childminder looks after several children Childminder is registered and inspected by Ofsted : Nanny may not be Nanny is generally more expensive : than a childminder Childminders have to complete basic/some training : nanny may not</p>	2 x 1	Answers must show a clear difference between nanny and childminder. There should be some reference to both for 1 mark.
6	d	<p>Every child is allocated a health visitor Carry out home visits/give support at home/check home conditions Responsible for health and care until child is 5 years old Organising/running baby clinics Gives advice on feeding/care/illness/parenting etc. Carries out developmental testing Oversees immunisation Involved with support groups e.g. breast feeding, baby massage, disability Can diagnose and prescribe some medicines Check mother for PND/check how mother is coping</p>	3 x 1	Do not accept references to 'benefits'

6	e	<p>Colour Shape Time Area Speed Pattern</p>	<p>Weight Number Height Volume Money</p>	<p>Object permanence Opposites Examples of opposites e.g. big and small Past, present, future Temperature</p>	2 x 1	e.g. Temperature + Hot and cold = 2 marks
6	f	<p>Crying (in different tones) Eye contact Smiling/laughing/gurgling/facial expression Hand gestures/pointing/holding out arms Turning head away Rubbing eyes when tired Echolalia/cooing/babbling</p>			3 x 1	Do not accept reference to jargon/holophrase/telegraphic speech

6	g	<p>Talk to children from a young age Include children in conversations Make eye contact to help baby concentrate Listen to child Sing songs/nursery rhymes/sing & sign Speak slowly/clearly/repeat words Identify(repeat) everyday objects Ask questions/answer child's question Be patient – give them time to speak Establish bedtime reading/read books to them/with them Use real words not 'baby' words Use every possible chance to talk to child e.g. when shopping, on a bus, out walking/playing/Skyping/telephones Go to story times at local library Limit use of dummy Let children watch age appropriate TV/DVDs/listen to CDs Watch TV with them and talk about it Correct mistakes but don't be over critical Buy talking/electronic toys /books Provide opportunities for social contact.</p>	6 x 1	
---	---	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------	--

Question	Marking guidance		Mark	Comment
7	Example of changes	Examples of reasons.	12	<p align="center">P Marking</p> <p>Credit any relevant information which shows knowledge and understanding.</p> <p>To gain marks in the higher mark band candidates need to provide a balanced answer which covers both parts of the question.</p> <p>Where candidates have produced a detailed answer which concentrates mainly on one part of the question a maximum of 9 marks can be given.</p> <p>10 – 12 marks Candidates can describe a range of ways that families, family roles and lifestyles have changed with appropriate reasons. They show clear understanding of how some of these changes might affect how children are brought up and behave</p> <p>Answers are well organised, logical and detailed. Specialist terms are used accurately and SPG is of a high standard.</p> <p>7 – 9 marks Answers may concentrate on one part of the question.</p> <p>Candidates can describe several ways that families, family roles and lifestyles have</p>
	<p>Families</p> <p>Fewer extended families</p> <p>More extended families</p> <p>More single parent families</p> <p>Divorce more common</p> <p>More mixed race/religion families</p> <p>More step families</p> <p>More same sex families</p> <p>Smaller families</p> <p>Fewer people choosing to marry/more co-habiting</p> <p>Children experience belonging to different families</p>	<p>Families following job opportunities</p> <p>Especially within ethnic groups More grown up children living with parents Unable to afford own housing</p> <p>Women are choosing to have children before getting married Less stigma as attitudes have changed Financial benefits available to help</p> <p>New laws have made divorce easier Divorce is more acceptable</p> <p>More relaxed attitudes</p> <p>As a result of divorce/separation and re-marriage/new relationships</p> <p>More socially acceptable</p> <p>Expense of bringing up children More available /better contraception</p> <p>Financial benefits often better Changed attitudes to marriage</p> <p>As a result of divorce/separation and re-marriage/new relationships</p>		

	<p>Family roles and lifestyles Traditional roles have changed</p> <p>Shared roles at home</p> <p>Both parents work</p> <p>Role reversal</p> <p>People travel longer distances to work</p> <p>More labour saving equipment</p> <p>Families have more foreign holidays</p> <p>Families may spend less time together</p>	<p>Both parents may work</p> <p>Because of work changes men not always the main breadwinner/women not always the main carer</p> <p>Financial needs</p> <p>Women choosing to have a career</p> <p>More acceptable for men to become 'house husbands'</p> <p>Employment needs</p> <p>Advances in technology to meet demands of working parents</p> <p>Better/more available/ cheaper transport</p> <p>Both parents work</p> <p>Long working days/parents tired</p> <p>Impact of TV/computers/hand held games etc.</p>	<p>changed with some appropriate reasons. They can identify some ways in which these changes might affect how children behave/are brought up.</p> <p>Answers are organised, and there is some use of relevant specialist terms. There may be occasional errors in SPG.</p> <p>4 – 6 marks</p> <p>Candidates can describe some ways that families, family roles and lifestyles have changed with some reasons. They may show limited understanding of how changes might affect how children are brought up and/or behave.</p> <p>Answers may be muddled, use of specialist terms limited with several errors in SPG.</p> <p>1 – 3 marks</p> <p>Candidates may be able to identify limited ways families, family roles and lifestyles have changed with little or no explanation of why these have occurred. There is little or no evidence of understanding how changes might affect how children are brought up and/or behave.</p>
	<p>How children brought up: examples of points to credit</p>	<p>Behaviour: examples of possible points to credit in relation to changes.</p>	
	<p>Single/separated/divorced /nuclear families :</p> <ul style="list-style-type: none"> • more likely to use childminders/nurseries 	<ul style="list-style-type: none"> • Learn right from wrong • Have better social skills • Know how to behave in social situations • Have acceptable boundaries 	<p>Answers may be muddled with little use of specialist terms and frequent errors in spelling, punctuation and grammar</p> <p>0 marks</p>

		<p>Nuclear/extended/step families:</p> <ul style="list-style-type: none"> • more likely to look after children within the family. <p>Divorce/separation</p> <ul style="list-style-type: none"> • may mean child lives between two homes • have two sets of rules • are spoilt <p>Same sex couples:</p> <ul style="list-style-type: none"> • only one role model • more likely to reject gender roles <p>Step families:</p> <ul style="list-style-type: none"> • bonding /parenting/discipline issues • resentment and jealousy <p>Ethnic/mixed race/religion families</p> <ul style="list-style-type: none"> • could have stricter rules/traditions about bringing up children <p>Family roles/lifestyles</p> <p>Both parents working/single parent:</p> <ul style="list-style-type: none"> • parents spend less time with children • fewer opportunities to play • over-reliance on toys/games/TV <p>Shared parenting/house husbands:</p> <ul style="list-style-type: none"> • reference to stereotyping 	<ul style="list-style-type: none"> • Learn to follow rules • More attached to carers • Separation anxiety • Clingy/don't want to leave parent/carer • Behave better, more relaxed, happier • Behave badly, be aggressive, defiant, uncooperative, angry 	<p>No work worthy of credit.</p>
--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------