



## General Certificate of Secondary Education

# Home Economics: Child Development 3561/F Foundation Tier

## *Mark Scheme*

### *2005 examination – June series*

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

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*Dr Michael Cresswell Director General.*

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GCSE Home Economics: Child Development Tier			Foundation
Question 1	Responses to be credited	Mark	Total
(a)	Family members can help/support/give advice when needed Usually someone to look after children (in emergencies) Cousins/other children to play with Become familiar with people of different ages Socially more confident Grandparents can see children growing up Closer family bonding More role models Can increase independence/confidence Financial benefits + explanation e.g. free babysitting <b>Any 3 valid points</b>	3	18
(b) (i)	Mother can enjoy adult company/socialise A break away from baby Can keep up to date with career Child becomes used to other people More money may be available Mother may be more (financially) independent Mother feels valued Can afford more luxuries/better lifestyle Mother may spend more quality time with child Encourage father/partner to share care <b>Any 2 valid points</b>	2	
(ii)	Mother is not in control of the care of her children Mother may feel she is missing out on important milestones/unable to spend as much time with child Mother may become overtired/stressed Difficult to balance demands of both work and family Cost of full time child care May worry about childcare provision May miss children Children may become too attached to child carers/not a strong bond with mother Little chance to meet other mums May have no time/energy for leisure May be too tired after work to play with children <b>Any two valid points</b>	2	
(c)	Location/closeness to home Cost Hours open Ratio of staff to children Recommendations of other parents/reputation Safety Hygiene issues Range of toys available	4	

	Range of facilities/outdoor activities Qualification of carers Ofsted Atmosphere/attitude of staff/well looked after Stimulating environment Provision of meals Provisions for special needs Sympathetic to religious/cultural/ethnic groups <b>Any 4 relevant points</b>		
(d) (i)	Pram/pushchair/travel system Cot Bath Car seat Play pen Travel cot <b>Any 3 valid points</b>	<b>3</b>	
(ii)	Check for safety/kite marks Cost/value for money Storage What is essential and what desirable Amount of use Ease of use/assembly Cleaning and maintenance Versatility Safety issues – strong, sturdy, stable If buying second hand check carefully Non toxic materials Suitability for age/size/special needs Durability/quality Comfort related to materials Appearance <b>Any 4 valid points</b>	<b>4</b>	

<b>Question 2</b>	<b>Responses to be credited</b>	<b>Mark</b>	<b>Total</b>
(a)	<b>1 mark for every correct label</b>	<b>5</b>	<b>20</b>
(b)	Oestrogen Progesterone Oxytocin Prolactin FSH LH Gonadotrophin <b>Any 2 valid points</b>	<b>2</b>	
(c)	<b>Days 1 – 7</b> Loss/flow of blood from uterus <b>Days 8 – 12</b> The lining of the womb begins to grow again	<b>5</b>	

<b>P</b>	<p><b>Days 13 – 15</b> An egg is released from the ovary The most fertile period</p> <p><b>Days 16 – 22</b> Uterus lining is ready to receive the egg</p> <p><b>Days 23 – 28</b> If fertilised egg has not implanted Uterus lining begins to break down</p> <p><b>Criteria for marking</b> <b>1 mark</b> Minimal information given</p> <p><b>2 – 3 marks</b> Information is limited and candidate shows only superficial understanding</p> <p><b>4 – 5 marks</b> The main stages have been explained and candidate shows good knowledge and understanding</p>		
(d) (i)	<p>Estimated delivery date <b>1 mark</b></p>	<b>1</b>	
(ii)	<p>Adding 40 weeks on to the first day of the last period(1) Adding 9 calendar months + 1 week to first day of last period(1) Adding 266 days + 14 from first day of last period(1) <b>1 mark</b></p>	<b>1</b>	
(e) (i)	<p>Helps to prevent spina bifida <b>1 mark</b></p>	<b>1</b>	
(ii)	<p>Broccoli, spinach, Brussels sprouts, dark green leafy vegetables, beans, lentils, wholemeal bread, citrus fruits, bananas, kiwi, yeast extract, fortified breakfast cereals, nuts, eggs, potatoes <b>1 mark</b></p>	<b>1</b>	
(f)	<p>Undergo routine testing which can ensure health of baby and mother Give early diagnosis of problems so that appropriate care/specialist testing can be given if needed Credit explained specific tests related to health and safety during pregnancy e.g. blood pressure, scan Helps to prepare the mother physically and emotionally - relieves stress/ builds confidence Gives advice on coping with problems e.g.</p> <ul style="list-style-type: none"> <li>• Diet of mother</li> <li>• Smoking/drugs/alcohol</li> <li>• Exercise/sleep/rest</li> <li>• Clothing and footwear</li> </ul> <p>Support mother and family through difficult pregnancies</p>	<b>4</b>	

	<b>Any four explained points</b>		
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<b>Question 3</b>	<b>Responses to be credited</b>	<b>Mark</b>	<b>Total</b>
(a)	Miscarriage – spontaneous abortion/loss of baby/foetus from uterus before 28 weeks/when baby is viable Abortion – when pregnancy is medically terminated before 24 weeks <b>1 mark</b> – simple response showing some understanding of difference <b>2 marks</b> – clear understanding of difference shown	<b>2</b>	<b>12</b>
(b)	(Heavy) bleeding Cramp like pains in abdomen/stomach Gush of clear/pinkish fluid indicating waters have broken <b>Any 2 valid points</b>	<b>2</b>	
(c)	Irregular (relatively) painless tightening of the uterus False/practice contractions <b>1 mark</b>	<b>1</b>	
(d)(i)	When the cervix is fully dilated/8 – 10cm dilated/head crowned <b>1 mark</b>	<b>1</b>	
<b>P</b> (ii)	Cervix is fully dilated/8-10cm dilated/head crowned Shortest stage but hardest and most tiring Uterus, cervix and vagina become one/form birth canal Contractions are closer and more intense When baby's head is seen (crowning) Mother told to stop pushing Told to start panting So that baby's head is born slowly Less risk of perineum tearing Episiotomy may be given To prevent tearing When head is born mouth and nose are cleared Midwife rotates baby One shoulder born Rest of baby delivered Breathing checked Umbilical cord cut. <b>1 – 2 marks</b> Simple response – factual information very limited <b>3 – 4 marks</b> Factual information is sound but lacking in detail <b>5 – 6 marks</b> Answer is detailed, well structured and factually sound.	<b>6</b>	



Question 4	Responses to be credited	Mark	Total
(a)  <b>P+R</b>	Collect everything needed before starting + reason Never leave baby alone in bath + reason Support baby's head + reason Make sure any toys are suitable for age + reason Check water temp + reason Don't leave in for too long + reason <b>Any 2 explained points</b> <b>Max 2 marks if no reason</b>	<b>4</b>	<b>20</b>
(b)	Cleaning baby's face and bottom <b>1 mark</b>	<b>1</b>	
(c)	Soya <b>1 mark</b>	<b>1</b>	
(d)(i)	Change from an all milk diet Gradual introduction of solid food into the diet <b>1 valid point</b>	<b>1</b>	
(ii)	Can cause damage to kidneys May create digestive problems/stomach upsets Baby's digestive systems not mature enough to digest solid food Milk provides all nutrients needed in first months May lead to overweight Can cause allergies later Can cause food refusal <b>Any 2 valid points</b>	<b>2</b>	
(e)(i)	Fizzy drinks Cakes and biscuits and puddings Sweets and chocolate Some breakfast cereals Fruit drinks/ foods containing acid Undiluted fruit drinks Ice cream/ice lollies <b>Any 2 valid points</b>	<b>2</b>	
(ii)	Encourage regular cleaning/brush more often Regular checkups at dentist Use fluoride toothpaste Provide a diet/foods high in calcium Clean teeth after eating sugary foods Eat plenty raw fruits and vegetables Drink water/milk <b>Any 2 valid points</b>	<b>2</b>	
(f)	Remove excess clothing/bedding Sponge with lukewarm/cool/water/cool and soothe Open a window to cool room	<b>3</b>	

	Use a fan Give regular sips of cool water/cold drink Give (correct dose of) baby/liquid paracetamol/Calpol <b>Any 3 valid points</b>		
(g)	Loss of appetite Quiet/lethargic/lack of interest/not wanting to play Clingy Irritable/moaning/whingeing/not sleeping/restless Headache/stomach ache Vomiting/diarrhoea Bedwetting Flushed cheeks Dark rings around eyes Sleeping more than usual Unusual crying/crying more often Pale/greyish skin Shivering/sweating Rash Coughing and sneezing/breathing problems/runny nose <b>Any 4 valid points</b>	<b>4</b>	

<b>Question 5</b>	<b>Responses to be credited</b>	<b>Mark</b>	<b>Total</b>
(a)(i)	Use and control of larger muscles <b>1 mark</b>	<b>1</b>	<b>18</b>
(ii)	Walking, climbing, kicking, jumping, hopping etc. <b>Any 2 valid examples</b>	<b>2</b>	
(iii)	Control of smaller muscles of fingers and hands <b>1 mark</b>	<b>1</b>	
(iv)	Fastening buttons, drawing, threading beads, etc. <b>Any 2 valid examples</b>	<b>2</b>	
(b)	<b>(i)</b> Birth to 1 month <b>(ii)</b> Can lift head/chest/shoulders clear of the floor, supported by arms Can support head in upright position <b>(iii)</b> Can walk around room/cruise using furniture for support Can pull self upright/stand with support <b>(iv)</b> 15 – 18 months <b>(v)</b> Can build a tower of (8 – 10) bricks <b>(vi)</b> Can walk up and down stairs in adult fashion/one foot at a time	<b>6</b>	

	<b>1 mark per correct response</b>		
(c)	Develops independence Develops confidence Encourages a healthy appetite Helps sleep better Strengthens bones Improves heart rate/blood circulation/muscle tone Gives children rosy cheeks/skin tone Gives opportunities to develop social skills Release tension/let off steam Reduces risk of overweight Improves stamina Fresh air Exercise/keep fit Knowledge of outside environment OWTTE <b>Any 4 valid points</b>	<b>4</b>	
(d)	Top is lightweight Will keep child warm/lots of layers Not too bulky/tight to restrict movement Boots will protect against wet feet/give protection Boots give good grip Sleeves/long trousers will give some protection against falls/sun <b>Any 2 valid points</b> <b>Points must refer to child not clothes</b>	<b>2</b>	

<b>Question 6</b>	<b>Responses to be credited</b>	<b>Mark</b>	<b>Total</b>
(a)	Illness Tiredness Arrival of new baby Parental separation/divorce Lonely/neglected Fear of starting school/new surroundings/away from parents Low self esteem Excessive discipline and punishment Inconsistent discipline/affection Parents arguing/violent Lack of praise Getting shouted at all the time/bullied Frightened e.g. of dark <b>Any 3 valid points</b>	<b>3</b>	<b>15</b>
(b)	Clinging to mother/parent/carer Temper tantrums/misbehaviour Stuttering Destructiveness/lashing out Rudeness Regression Swearing Kicking	<b>3</b>	

	<p>Bedwetting Shyness Pattern of behaviour changes Rely on a comforter <b>Any 3 valid points</b></p>		
<p>(c)</p> <p><b>P</b></p>	<p><b>DUMMY</b> <b>Advantages</b> Can limit its use It can sooth a child instantly It is an easier habit to break than thumb sucking Can be cleaned and sterilised If lost can be easily replaced <b>Disadvantages</b> Need to be replaced regularly Dummies need frequent sterilising Needs to be replaced regularly Unhygienic if dropped on the floor Unhygienic in parents 'lick' to clean Sometimes dipped in honey as a soother Child may constantly ask for dummy Safety issues Can affect speech Can damage teeth May be used to replace parental attention</p> <p><b>THUMB</b> <b>Advantages</b> Always available No cost involves In charge of own comfort</p> <p><b>Disadvantages</b> Can cause sore thumb Can be a hard habit to break If it continues into childhood can cause problems with teeth</p> <p><b>TOY or BLANKET</b> <b>Advantages</b> Can be taken anywhere Especially useful at bedtimes Doesn't cause physical damage</p> <p><b>Disadvantages</b> Can cause problems if lost Can get dirty/be unhygienic Child may be reluctant to allow it to be washed <b>Some points interchangeable</b></p> <p><b>Criteria for marking</b> <b>1 – 3 marks</b> Answers are brief and superficial and lack structure The comfort habits may be named and a limited number of</p>	<b>9</b>	

	<p>advantages and/or disadvantages are given</p> <p><b>4 – 6 marks</b>          Answers are fairly well structured          Candidates will show some understanding of advantages and disadvantages of at least two of the methods shown although there may be some repetition</p> <p><b>7 – 9 marks</b>          Answers will be well organised.          Candidates will show a sound understanding of some of the advantages and disadvantages of the three methods shown.</p>		
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Question 7	Responses to be credited	Mark	total
(a)	<p>When children act out/pretend to be someone or something else          Make up games and scenarios using characters  <b>Simple explanation - 1 mark</b>  <b>Clear explanation – 2 marks</b></p>	2	15
(b)	<p>Pretend play          Role play          Fantasy play          Superhero play  <b>1 valid response</b></p>	1	
(c)	<p>Clothes/hats/shoes/jewellery          Hairbrush          Telephone          Cardboard boxes          Clothes horse          Sheets/curtains/blankets          Empty boxes, food packets, sweet and biscuit tins.          Paper/plastic plates and cups          Plastic bottles          Pots and pans/sieves/colander etc  <b>Any 3 valid ideas</b></p>	3	
(d)	<p><b>Throughout look for the use of the illustrative material in evidencing the level of knowledge and understanding on aspects of development</b></p> <p><b>Physical</b></p> <ul style="list-style-type: none"> <li>• Develops fine and gross motor skills when dressing up or making props for role play</li> <li>• Small world play will develop fine motor skills and hand-eye co-ordination</li> <li>• Imaginative play outdoors can develop gross motor skills, balance and co-ordination</li> </ul>	9	

**P**

	<ul style="list-style-type: none"> <li>• Develops awareness of spatial awareness</li> </ul> <p><b>Intellectual – concepts</b></p> <ul style="list-style-type: none"> <li>• Helps to develop imagination and creativity when planning and making up stories</li> <li>• Small world play helps to develop understanding of the world and how things work</li> <li>• Helps children to understand the concept of past, present and future</li> <li>• May help to develop maths and numeracy skills</li> <li>• Allows children to explore and experiment</li> <li>• Problem solving</li> </ul> <p><b>Intellectual – language</b></p> <ul style="list-style-type: none"> <li>• Children will learn new words</li> <li>• Talk to themselves as they make up and act out stories</li> <li>• Listen to and talk to other people as they play together</li> <li>• Instruct others how to act out a certain role</li> <li>• Retell known stories with small world play</li> <li>• Retell their own stories with small world play</li> </ul> <p><b>Emotional</b></p> <ul style="list-style-type: none"> <li>• Experience and act out feelings e.g. sadness, enjoyment, frustration, anger, happiness</li> <li>• Share and act out feelings that may be difficult to express</li> <li>• Release tension and stress</li> <li>• Build confidence and self-esteem</li> <li>• Understand how other people feel</li> <li>• Work through new or problem situations e.g. moving house, going to the doctors/dentist, the arrival of a new baby</li> </ul> <p><b>Social</b></p> <p>When playing with other children it encourages:</p> <ul style="list-style-type: none"> <li>• Taking turns</li> <li>• Sharing</li> <li>• Co-operation</li> <li>• Negotiating about roles, space, equipment</li> <li>• Caring for others</li> <li>• Respect for other people's ideas and feelings</li> <li>• Solving problems together</li> <li>• Make friends</li> </ul> <p>Depending on kind of activity may also</p> <p>Increase awareness of other cultures</p> <p>Numeracy and mathematical concepts</p> <p>Literacy links</p> <ul style="list-style-type: none"> <li>– play based on stories read</li> <li>– - may lead older children to 'write' plays and stories</li> </ul>		
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	<p>May involve other types of play e.g. creative, problem solving</p> <p><b>Criteria for award of marks</b></p> <p><b>0 – 3 marks</b>          Answers are superficial, brief and lack structure. There is little use of specialist terminology and only basic communication skills. Answers are mainly descriptive and there is only a limited awareness of ways in which imaginative play can encourage learning and development. There is little or no reference to different types of play activities</p> <p><b>4 - 6 marks</b>          Answers show some structure but may lack precision and detail.          There may be some use of specialist terminology at a basic level and satisfactory communication skills.          Candidates show awareness of the ways imaginative play can encourage learning and some aspects of development although information is generalised. They may have used examples of different types of activity to illustrate their answers.</p> <p><b>7 – 9 marks</b>          Answers are organised and more detailed with some use of terminology and evidence of good communication skills.          Candidates show knowledge and understanding of the value of imaginative play for learning and development which may be linked to different activities in their responses.</p>		
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**Total for paper 118 marks**