



## General Certificate of Secondary Education

# Home Economics: Child Development 3561/H Higher 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.*

# Contents

## GCSE Home Economics: Child Development

Higher Tier .....	5
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GCSE Home Economics: Child Development			Higher Tier
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	20
(b) (i)	Mother can enjoy adult company/socialise Break from baby Can keep still enjoy/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 Mother can spend some quality time with child May not feel that they are missing important milestones Parent has opportunities to socialise with other parents at mother and toddler groups etc Hours may be more flexible Time on days off to catch up with chores Less stressful/less tiring than full time work Encourage father/partner to share care <b>Any 3 valid points</b>	3	
(ii)	Mother is not in control of the care of her children Mother may feel she is missing out on important milestones 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 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 3 valid points</b>	3	
(c)	Location/closeness to home Cost Hours open	4	

	Ratio of staff to children Recommendations of other parents/reputation Safety/hygiene issues Range of toys available 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 needs <b>Any 4 relevant points</b>		
(d) (i)	Pram/pushchair Cot Bath Car seat Play pen Travel cot <b>Any 3 valid responses</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 used <b>Any 4 explained points</b>	<b>4</b>	

Question 2	Responses to be credited	Mark	Total
(a)	(i) Fallopian tube (ii) Ovary (iii) Uterus/womb (iv) Cervix (v) Vagina	<b>5</b>	<b>27</b>
(b)	<b>Oestrogen</b> – development of female sex organs – stimulates release of eggs <b>Progesterone</b> – helps to prepare uterus to receive fertilised egg – helps control menstrual cycle <b>Oxytocin</b>	<b>4</b>	

	- stimulates uterus to contract during labour and birth <b>Prolactin</b> - controls milk production <b>Gonadotrophin</b> - hormone produced during pregnancy - link to pregnancy testing Also accept <b>FSH and LH</b> <b>1 mark for name</b> <b>1 mark for function</b>		
<b>P</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>Days 13 – 15</b> An egg is released from the ovary The most fertile period <b>Days 16 – 22</b> Uterus lining is ready to receive the egg <b>Days 23 – 28</b> If fertilised egg has not implanted Uterus lining begins to break down  <b>Criteria for marking</b> <b>1 mark</b> Minimal information given  <b>2 – 3 marks</b> Information is limited and candidate shows only superficial understanding  <b>4 – 5 marks</b> The main stages have been explained and candidate shows good knowledge and understanding	<b>5</b>	<b>27</b>
(d) (i)	Screening test highlights the risk/likelihood of a problem Diagnostic test can be used to confirm the problem <b>Simple understanding of difference – 1 mark</b> <b>Clear understanding of difference – 2 marks</b>	<b>2</b>	
(ii)	Ultrasound scan AFP test Nuchal fold scan Serum screening Blood test <b>NOT</b> routine tests <b>1 mark</b>	<b>1</b>	
(iii)	Amniocentesis CVS Cordocentesis Ultrasound scan (credit once) <b>1 mark</b>	<b>1</b>	

<p>(e)</p> <p><b>P</b></p>	<p><b>Pre-conceptual care</b>          Begins before conception          Aims to improve couples general health          To maximise chances of conceiving          And having a healthy pregnancy          Includes advice on diet/exercise/harmful substances/folic acid          Genetic counselling if needed          Looks at medical history to identify possible complications e.g. diabetes, heart disease          Check immunity</p> <p><b>Ante-natal care</b>          During pregnancy          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</li> <li>• tests</li> <li>• smoking/drugs/alcohol</li> <li>• exercise/sleep/rest</li> </ul> <p>Undergo routine testing          Which can help ensure health of mother and baby          Give early diagnosis of problems so that appropriate care can be given          Regular monitoring to check growth and development of baby          Credit explained/reasoned tests related to pregnancy e.g. blood pressure, urine, scan          Support mother and family through difficult pregnancies</p> <p><b>Criteria for marks</b></p> <p><b>0 – 3 marks</b>          Answer is superficial and lacks structure and detail. There is probably little use of terminology.          Candidates show some knowledge of at least one of the types of care but only a limited understanding of its importance in ensuring a healthy and safe pregnancy.</p> <p><b>4 – 6 marks</b>          Answer is more structured but lacks precision. There may be some use of appropriate terminology.          Candidates show satisfactory knowledge of both pre-conceptual and ante-natal care or a good knowledge of one with some understanding of their importance in ensuring a healthy and safe pregnancy</p> <p><b>7 – 9 marks</b>          Answer is well structured, logical and detailed, with good use of appropriate terminology.          Candidates show a good knowledge and understanding of pre-conceptual and ante-natal care and their importance in ensuring a healthy and safe pregnancy.</p>	<p><b>9</b></p>	
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Question 3	Responses to be credited	Mark	Total
(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 – simple response showing some understanding of difference</b> <b>2 marks – clear understanding of difference shown</b>	<b>2</b>	<b>12</b>
(b)	Irregular painless tightening of the uterus False/practice contractions <b>1 mark</b>	<b>1</b>	
(c)(i)	When the cervix is fully dilated/8 – 10cm dilated/crowning <b>1 mark</b>	<b>1</b>	
(ii)	<b>P</b> 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> <b>Simple response – factual information very limited</b>  <b>3 – 4 marks</b> <b>Factual information is sound but lacking in detail</b>  <b>5 – 6 marks</b> <b>Answer is detailed, well structured and factually sound.</b>	<b>6</b>	
(d)	Causes the uterus to contract To speed up delivery of placenta Prevents heavy blood loss <b>2 valid points</b>	<b>2</b>	

Question 4	Responses to be credited	Mark	Total

(a)	Cleaning baby's face and bottom <b>1 mark</b>	<b>1</b>	<b>16</b>
(b)	Soya <b>1 mark</b>	<b>1</b>	
(c)	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 lead to allergies Can lead to food refusal <b>Any 3 valid points</b>	<b>3</b>	
(d)	Set a good example Limit snacking between meals Encourage alternative snacks e.g. raw fruit and vegetables Avoid adding salt/sugar to food Avoid foods high in sugar/salt Check food labels for fat/sugar/salt/fibre content/additives Avoid too much processed food/junk food/takeaway food Make own food Include a good balance of nutrients + examples Use a variety of cooking methods Offer a variety of foods Grill rather than fry Have regular mealtimes Breast feed instead of bottle feed Varied meals Try not to pass on personal dislikes Avoid bribing or using food as a bribe/praise Make meals colourful/attractive Have child eat with rest of family Avoid confrontations Encourage children to feed themselves Replace fizzy drinks with water/milk etc. <b>Any 6 valid points</b>	<b>6</b>	
(e)	Remove excess clothing/bedding Sponge with lukewarm water/cool water/Cool and Soothe Open a window to cool room Use a fan Give regular sips of cool water Give (correct dose) of liquid/baby paracetamol/Calpol <b>Any 3 valid points</b>	<b>3</b>	
(f)	Pollen Dust Cigarette smoke Contact with animal fur Viral infections (colds/flu) Paint	<b>2</b>	

	Solvents Stress Vigorous exercise <b>Any 2 valid points</b>		
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Question 5	Responses to be credited	Mark	Total
(a)	<b>Gross motor/major motor skills</b> e.g. Walking, climbing, kicking, jumping, hopping etc. Use and control of larger muscles <b>Fine motor/manipulative skills</b> Fastening buttons, drawing, threading beads, pincer grip, etc. Control of smaller muscles of fingers and hands <b>1 mark each for correct name and example</b> <b>1 mark for each definition</b> Accept sensory	4	19
(b)	Average age/stage at which children master skills <b>1 mark – simple understanding</b> <b>2 mark – clear understanding</b>	2	
(c)	<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>1 mark per correct response</b>	6	
(d)	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 Develops gross motor skills Exercise/keep fit	4	

	Stamina Fresh air Knowledge of outside environment OWTTE <b>Any 4 valid points</b>		
(e)	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 Sleeves/long trousers will give some protection against falls/sun Boots give good grip <b>Any 3 valid points</b> <b>Points must refer to child not clothes</b>	<b>3</b>	

Question 6	Responses to be credited	Mark	Total
(a)	How people see/value/like/are confident about themselves <b>1 mark</b>	<b>1</b>	<b>14</b>
(b)	Make child feel special/wanted Give praise Spend time with children Show that they are valued Accept them for who they are Avoid making comparisons Allow to experiment – and fail/be independent Don't talk negatively to children Don't laugh/make fun/mock children Avoid constant criticism Set reasonable boundaries Appropriate and fair discipline Don't always correct mistakes Encourage role/pretend play Be a good role model Provide comforters if needed Give security – routines Encourage/give opportunities for socialisation Talk/communicate with child <b>Any 4 valid points</b>	<b>4</b>	
(c) (i)	Reverting to behaviour of a younger age <b>1 mark</b>	<b>1</b>	
(ii)	Bedwetting Thumb sucking Nightmares Separation anxiety Tantrums Wanting to be fed Baby talk Fear of the dark <b>2 valid points</b>	<b>2</b>	

<p>(d)</p> <p><b>P</b></p>	<p><b>DUMMY</b></p> <p><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</p> <p><b>Disadvantages</b>          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></p> <p><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></p> <p><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</p> <p><b>Some points interchangeable</b></p> <p><b>Criteria for marking</b>  <b>1 – 2 marks</b>          Answers are brief and superficial and lack structure          The comfort habits may be named and a limited number of advantages and/or disadvantages are given</p> <p><b>3 – 4 marks</b></p>	<p><b>6</b></p>	
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	<p>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>5 – 6 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>	<b>2</b>	<b>24</b>
(b)	<p>Pretend play Role play Fantasy play Superhero play <b>1 valid response</b></p>	<b>1</b>	
(c)	<p><b>Examples of ideas to credit + appropriate explanation</b> Providing a box of dressing up clothes/hats/shoes/jewellery for role play and fantasy play Providing large cardboard boxes to use as cars, trains, houses To act out everyday activities Providing sheets/curtains etc to make dens or tents Saving empty boxes, food packets, sweet and biscuit tins, etc to make shops Socks - making puppets for children <b>Any 3 explained ideas</b></p>	<b>6</b>	
(d)	<p><b>Throughout look for evidence of knowledge and understanding on aspects of learning and physical, intellectual, emotional and social development linked to examples of different types of imaginative play activities.</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> <li>• Develops awareness of spatial awareness</li> </ul>	<b>15</b>	

P	<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><b>Depending on kind of activity may also</b></p> <p>Increase awareness of other cultures</p> <p>Numeracy and mathematical concepts</p>		
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	<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> <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 – 5 marks</b></p> <p>Answers are superficial, brief and lack structure There is little use of specialist terminology and only basic communication skills.</p> <p>Answers are mainly descriptive and there is only a limited awareness of ways in which imaginative play can encourage learning and development.</p> <p>There is little or no reference to different types of play activities.</p> <p><b>6 - 10 marks</b></p> <p>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.</p> <p>Candidates show sound awareness of the ways imaginative play can encourage learning and some aspects of development, although information may be generalised. They may have used examples of different types of activity to illustrate their answers.</p> <p><b>11 – 15 marks</b></p> <p>Answers are organised and more detailed and include a range of terminology. There is evidence of good communication skills.</p> <p>Candidates show good knowledge and understanding of the value of imaginative play for learning and development which may be linked to different activities.</p>		
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**Total for paper 132 marks**