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Rewarding Learning

General Certificate of Secondary Education
January 2019

Home Economics: Child Development

Unit 2

assessing

Child Development 0–5 years

[GHC21]

THURSDAY 24 JANUARY, MORNING

MARK SCHEME

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General Marking Instructions

Introduction
Mark schemes are published to assist teachers and students in their preparation for examinations. Through the mark schemes teachers and students will be able to see what examiners are looking for in response to questions and exactly where the marks have been awarded. The publishing of the mark schemes may help to show that examiners are not concerned about finding out what a student does not know but rather with rewarding students for what they do know.

The Purpose of Mark Schemes
Examination papers are set and revised by teams of examiners and revisers appointed by the Council. The teams of examiners and revisers include experienced teachers who are familiar with the level and standards expected of students in schools and colleges.

The job of the examiners is to set the questions and the mark schemes; and the job of the revisers is to review the questions and mark schemes commenting on a large range of issues about which they must be satisfied before the question papers and mark schemes are finalised.

The questions and the mark schemes are developed in association with each other so that the issues of differentiation and positive achievement can be addressed right from the start. Mark schemes, therefore, are regarded as part of an integral process which begins with the setting of questions and ends with the marking of the examination.

The main purpose of the mark scheme is to provide a uniform basis for the marking process so that all the markers are following exactly the same instructions and making the same judgements in so far as this is possible. Before marking begins a standardising meeting is held where all the markers are briefed using the mark scheme and samples of the students' work in the form of scripts. Consideration is also given at this stage to any comments on the operational papers received from teachers and their organisations. During this meeting, and up to and including the end of the marking, there is provision for amendments to be made to the mark scheme. What is published represents this final form of the mark scheme.

It is important to recognise that in some cases there may well be other correct responses which are equally acceptable to those published: the mark scheme can only cover those responses which emerged in the examination. There may also be instances where certain judgements may have to be left to the experience of the examiner, for example, where there is no absolute correct response – all teachers will be familiar with making such judgements.

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AVAILABLE MARKS

1 **(a)** Complete the sentences below:

(i) protein
(ii) reflexes
(iii) play
(iv) weaning
(v) lanugo
(vi) midwife

(AO1)
(6 × [1]) [6]

(b) **(i)** Write down three benefits for mother and baby of attending a Baby Clinic.

- mother will feel reassured/she can share any concerns
- mother can ask for advice/ask questions about sleeping, feeding etc
- mother can meet other mothers and get advice from them
- mother will be checked for signs of postnatal depression
- mother can get advice on immunisation/injection for baby
- baby's Personal Child Health Record (Red Book) is completed/ record of baby's progress recorded
- baby's weight will be recorded
- baby's height/length will be recorded
- baby will have developmental check (at 8 weeks)/developmental milestones checked/baby's development checked
- health professional present to examine baby

All other valid points will be given credit
(AO1)
(3 × [1]) [3]

(ii) Write down three health benefits of breastfeeding a newborn baby.

- antibodies passed to baby/help baby's immune system
- colostrum in breast milk/nutrients in correct proportion for baby's changing needs/changes with baby's needs
- baby less likely to be overweight
- baby less likely to be constipated
- baby less likely to develop nappy rash
- baby less likely to develop allergies
- baby less likely to develop asthma and eczema
- baby less likely to develop type 2 diabetes/obesity
- baby develops stronger bones
- baby has less risk of diarrhoea and vomiting
- less risk of SIDS (cot death)
- mother's uterus contracts quickly
- mother has less chance of osteoporosis
- mother has less chance of cardiovascular disease
- mother has less chance of developing breast or ovarian cancer
- encourages bonding
- helps brain development

All other valid points will be given credit
(AO1)
(3 × [1]) [3]

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AVAILABLE MARKS

(b) Explain one point to consider when choosing shoes for a two-year-old child.

- correct size, won't hurt child, be more comfortable, child will not slip out of shoe and possibly trip
- choose lightweight shoes, easy for child to lift and walk, run in. Heavy shoes will discourage child from walking, make them tired
- make sure shoes are secure, have strap over or Velcro fastening to keep foot secure, less risk of stumbling or falling, build confidence of child walking
- easy to put on and take off, e.g. Velcro or slip-on style, help child's independence, child can easily change shoes quickly
- flexible material, bendable, soft and comfortable, won't cause blisters, could discourage child from walking
- room for growth, shoes will last longer as child's feet grow quickly + cost
- go to reputable shoe shop, have child's feet measured by trained specialist, ensure shoe fits correctly – comfort, ease of walking, won't slip out of shoe
- cost reasonable, child will grow out of them quickly but choose quality shoes that are comfortable
- natural materials best, e.g. leather, breathable, feet won't sweat, suitable for time of year
- smooth, no rough edges to hurt child and discourage walking
- non-slip sole, grip, keeps him steady, reduce falling
- durable, will be able to withstand child playing and running around, will not fall apart after short time, ensures value for money

All other valid points will be given credit
(AO1, AO2)
(1 × [2]) [2]

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AVAILABLE MARKS

2 **(a)** Write down two reasons why babies and young children are immunised.

- stops spread of disease/required before attending pre-school, nursery
- children get long-lasting protection from the disease/children will not develop the disease/help children develop own defence system
- the more children immunised the rarer the disease becomes
- peace of mind for parents knowing child is protected
- protects children who are unable to have vaccines due to poor immune system caused by cancer, leukaemia
- builds child's immunity
- reduced risk of absence from nursery/school

All other valid points will be given credit
(AO1)
(2 × [1]) [2]

(b) Explain three points a parent should consider when choosing a cot for a baby.

- gaps between the bars should be close together, between 4.5–6 cm apart/to prevent risk of baby's limbs or head getting caught between bars
- check cot conforms to BSI standard, check for safety labels attached to cot/parents will be reassured that cot has been tested and checked for safety
- gap around the mattress should be no more than 4 cm/to prevent risk of baby's limbs getting caught between mattress
- if second-hand, check paint is lead-free as baby could chew on cot and get lead poisoning
- choose cot with a height adjustable base that can be raised for easy access to newborn/parent can reach baby easier, safer as less chance of dropping baby
- a cot with one drop side to allow easier access to baby, e.g. when picking up baby it is safer and easier to change nappy, less strain on parent's back
- a cot with fixed sides which do not drop down is safer/baby will not be able to open sides and climb out as easily as with drop side cot
- check for smooth rails, no loose pieces or nails or screws/baby could choke on small pieces
- check cot is stable and will not topple over when baby starts to stand up, move around/baby needs to be safe and not have risk of falling out
- check cost is affordable and is worth the price/as money may be limited if mother is not working and is on maternity pay/parents will have other expenses, e.g. pram, nappies, clothes

cot bed = [0]
All other valid points will be given credit
(AO1, AO2)
(3 × [2]) [6]

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AVAILABLE MARKS

(c) Explain how the Consumer Rights Act 2015 protects the parent as a consumer.

- they know the equipment has to be of **satisfactory quality**/be **safe** to use/last for a reasonable amount of time
- equipment **should be fit for purpose**
- equipment should be as **described** on package or design label or by the seller
- equipment **can be returned** if it is not up to the expected standard/they are entitled to a **refund**

All other valid points will be given credit
(AO1)
(1 × [2]) [2]

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AVAILABLE MARKS

3 **(a)** Write down two ways the Parents Advice Centre supports parents.

- provides support/guidance/advice about parenting
- runs courses for parents/offers parenting courses to groups and individuals
- provides on-line information
- provides a parents' helpline
- runs projects on issues related to parenting, e.g. increasing awareness of issues facing fathers/promoting social inclusion
- runs the Parenting Forum Northern Ireland/a forum for needs and aspirations of parents to be heard

All other valid points will be given credit
(AO1)
(2 × [1]) [2]

(b) Ronan is one year old. Evaluate a Registered Childminder as a possible childcare option.

Advantages
- experienced with children, will be able to cope with the baby's needs, will reassure parents that baby is in safe hands
- house will be safe, will have been checked by social services to ensure safety measures in place, e.g. reinforced glass in glass doors, stairgates, nursery fireguard, this will make parents happier about leaving child
- registered childminders are regulated, parent will know that childminder has been checked and has no criminal convictions
- flexible working hours – can negotiate with childminder
- reasonable cost, parents know there is a set rate, can find out cost
- NICMA can help them find a childminder, can find out information about childminding, they know the childminder will be registered and checked – will give them peace of mind
- company of other children in the house usually, will help baby's social development
- daily routine is similar to home environment, will be familiar to baby, get baby into home routine
- usually local, baby can be taken to local mother and toddlers and eventually nursery school, will make local friends, be part of the community

Babysitter = [0]

Disadvantages
- may not be flexible with work hours which may not suit mum's work hours
- baby has to fit into the childminder's routine, may not suit the parents
- childminder's views, on discipline, etc may be different from parents, may cause friction, lead to child being confused
- pay a retainer for holidays, may not be cheapest option depending on mum's working pattern
- parents may need to buy extra cot, pram, etc for childminder, extra cost
- childminders are entitled to holidays – will need to find an alternative

(3 × [2]) [6]

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AVAILABLE MARKS

4 **(a)** Describe two stages of social play.
Stages can be in **any** order.

- solitary play – first stage, plays on own, does not understand playing with anyone else, usually evident from birth
- parallel play – two children play alongside each other, do not interact or play with each other, becoming familiar with other children
- looking-on play – watching from the edge of group as other children play, not ready or confident enough to join in
- joining-in play – playing with others by doing same as everyone else, may not be sharing
- co-operative play – belonging to a group or playing with a couple of children, children share activities and take on roles, follow the rules

N.B. Must indicate an understanding of the stages of play, may not always state the exact term/name of stage of social play
All other valid points will be given credit
(AO2)
(2 × [2]) [4]

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AVAILABLE MARKS

(b) Discuss this packed lunch for Elle.

White bread sandwiches with ham

A packet of crisps

A bottle of water

© CCEA

White bread/ham:
- protein from ham – growth and repair
- carbohydrate from bread – energy (starch)
- NSP from bread – prevents constipation, aids digestion
- ham is not high in fat, helps prevent obesity

Packet of crisps:
- carbohydrate – energy
- high in salt – raises blood pressure, CHD and stroke risk
- high in fat – obesity risk, CHD
- encourage bad habits – unhealthy snack choices

Bottle of water:
- water essential for body fluids
- prevents dehydration, controls body temperature
- fortified waters, calcium, vitamins
- prevents constipation, softens stools
- ease of opening and carrying to school for a young child
- easy for Elle to eat independently in school, she can hold sandwich easily
- no fat, sugar, additives like other drinks.

Giving alternatives, make changes = [0]
Portion size = [0]
All other valid points will be given credit
(AO2, AO3)
(1 × [6]) [6]

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AVAILABLE MARKS

5 Discuss how parents and carers can ensure the home is a safe place for a one-year-old who is learning to walk.

- safety gates/keep gates closed at top and bottom of stairs as a child will try to climb stairs and could fall down
- teach a child how to climb stairs but never let them climb on own or unsupervised/keep stairs clear of clutter which a child could trip over/provide handrail and teach a child to use it to prevent slipping
- do not allow a child to wear only socks when climbing stairs as they have no traction and are slippy/ensure the child's shoes do not have high heels as the child is more likely to fall on stairs and on slippy, wooden floors
- do not let a child use bunk bed, could easily fall out/choose low bed and use a bed gate to prevent the child falling out at night
- use a harness, safety straps when using a highchair, pram so that the child does not fall out
- keep low furniture and chairs away from windows/fit window locks to ensure the child doesn't climb or fall out of window
- keep floors uncluttered/tidy away toys/no uncovered electrical leads to prevent the child tripping over them
- use a non-slip mat in bath to prevent the child from slipping when getting in and out of bath
- make sure mats and rugs are secured, taped to prevent them from sliding and the child from tripping over edges
- use night light in a child's bedroom, hallways and bathroom to prevent them falling over anything if they need to go to bathroom during the night
- walk rather than run, less chance of child falling, slipping
- use flexible retractable leads on electrical equipment, e.g. kettles to prevent scalding, electrocution
- use socket covers to prevent electrocution
- use fireguards with sealed surround to prevent burns/do not leave child near any fire
- do not have window blinds with cord pull-up – risk of strangulation – use child safe blinds only
- ensure bleach, cleaning materials, medicines in a locked cupboard to prevent poisoning/use cupboard locks on all low cupboards
- door slam stoppers to prevent toddler getting fingers, hands caught in closing door
- supervise child at all times/one year old has no sense of safe behaviour and poor co-ordination and mobility

All other valid points will be given credit

Level 1 ([1]–[3])
- Limited range of points, not all explained.
- Shows basic knowledge and understanding of home safety.
- Quality of written communication is basic.

Level 2 ([4]–[6])
- Good range of valid explained points.
- Shows competent knowledge and understanding of how parents and carers can ensure home safety with evaluation evident.
- Quality of written communication is competent.

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AVAILABLE MARKS

Level 3 ([7]–[9])

- Wide range of valid, well explained points.
- Shows excellent knowledge and understanding of how parents and carers can ensure the home is safe for a toddler. Reference must be made to toddler/age or skills
- Quality of written communication is highly competent.

(AO2, AO3)

(1 × [9]) [9]

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AVAILABLE MARKS

6 Discuss how attending nursery school will help a four-year-old child's intellectual and social development.

Intellectual Development

- learn **colours** by matching coloured building blocks, pressing coloured buttons on toys, e.g. toy piano or matching colours in card games played in nursery, they will improve their colour recognition as they repeat the games/ having a Colour Table each week, e.g. blue table with all blue objects will teach shades of colours and child will enjoy picking blue objects for table
- teachers can ask them to pick up a red car, to put all the blue Duplo together, to pick out a pink dress for a doll. Painting and colouring in activities will help **colour recognition** through choice of crayons and paints
- learn **numbers** through number posters around the room, help develop recognition of individual numbers. Learn to recognise specific number on toy, e.g. press number 2 to make bell ring/play card games with other children, e.g. Snap, to match numbers and improve **number recognition and association**/play with toy money, e.g. shop, to help child recognise numbers on money and on food prices
- learn to **count**, e.g. having a Play Shop in nursery, counting apples to give to customer, saying numbers in conversation, e.g. I want 2 potatoes and then counting out objects to match with number word
- playing board games, e.g. Snakes and Ladders, using a dice will help them **recognise a number** and then count their moves, children will enjoy playing and learning through play
- learn **shapes** through playing with shape sorters where they need to put correct shape into correct shaped hole, can improve speech if teacher asks what shape they are looking for – improves word association/playing with Duplo or Lego where they recognise that shapes need to match up to make something
- **prepare child for school**, give child start with above skills, make them aware of what school will be like, e.g. writing, colours, numbers/learn concepts of distance, speed, temperature, weight through play
- learn to **read** by playing board games and reading labels when playing shop or card games, learn to recognise words and associate them with a toy, e.g. 'push'/copy teacher who will read at story time
- learn to **draw and write**, copy writing on blackboard and on posters and labels on objects/painting time and having drawing materials at play time so child will become familiar with letters, colours and what objects look like as they draw and paint. They will improve their understanding of what objects look like, e.g. drawing a tree or train and will practise drawing shapes
- learn to **talk and communicate** by talking to other children they are playing with and learning by copying children and adults in nursery. Repeating words from speaking toys will help **speech**, e.g. talking books, toys which speak words when button pushed, child will learn by repetition of sounds

Social Development

- make **friends**, mix with peer group, form relationships, will start to rely on friends to help in the game
- learn to **share** & playing together, will need to share resources, e.g. ball, responsibilities to make the game work
- learn to **take turns**, cannot always be first, will learn they need each other, will learn skills of co-operation
- talk, **communicate** with other children, adults to help speech, children learn from copying each other, develop vocabulary

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AVAILABLE MARKS

- learn **manners**, saying please & thank you, adults will encourage good manners, other parents may not want their children to play with child if they have bad manners
- learn to **behave**, become socially acceptable in a group, children copy other children's behaviour
- learn to **interact** & behave with other children & adults
- develop a sense of **independence** when playing, making their own decisions, e.g. doing things for themselves, making small decisions about the game
- prepares a child for school, playing with other children, having to take turns on equipment, having social skills with other children

[0] is awarded for a response not worthy of credit.

Level 1 ([1]–[3])
Overall impression: basic
- Limited range of points, not all explained.
- Shows basic understanding of one or both areas of development and how playing games helps development.
- Quality of written information is basic.

Level 2 ([4]–[6])
Overall impression: competent
- Range of valid, explained points.
- Shows good understanding of both areas of development and how playing games helps each type of development. (Max. 4 marks if only one area of development discussed)
- Quality of written information is competent.

Level 3 ([7]–[9])
Overall impression: highly competent
- Wide range of valid, well explained points.
- Shows excellent understanding of both areas of development and how playing games helps each type of development.
- Quality of written information is highly competent.

(AO2, AO3)
(1 × [9]) [9] 9

Total **60**