



**General Certificate of Secondary Education
2013**

**Home Economics
(Child Development)**

Unit 2

Child Development 0–5 years

[GHC21]

FRIDAY 14 JUNE, AFTERNOON

**MARK
SCHEME**

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.

1 (a) These care symbols are found on a baby's clothes. What do they mean?

- (i) (Wash at 30°) maximum temperature/washing machine set at temperature/number washed at/30 wash.
- (ii) Do not tumble dry/don't tumble.

(2 × [1]) [2]

(b) Write down **two** possible ways to soothe a crying baby.

- lift or hold baby close/hug/cuddle/put baby in sling/cradle or nurse baby
- give baby soother/dummy/pacifier
- sing or talk softly to baby
- stroke baby's face, rub their back/baby massage
- a constant, rhythmic sound, e.g. whale music, heartbeat
- feed baby, give them a drink
- change baby's nappy
- rock baby in your arms/rock back and forth
- use a baby swing
- take baby for a walk in their pram/drive in car
- bath baby/heat may soothe baby
- distract baby with toys, noises.

Let baby cry = [0]/comfort = [0].

All other valid points will be credited

(2 × [1]) [2]

(c) Sarah lives on the third floor of an apartment block and has a newborn baby.

Explain **two** points she should consider when choosing a pram for her baby.

- conforms to **British Standards**/explanation re safety, peace of mind
- **cost**, is it worth the money, are all attachments included in the price, does it include foot, raincover
- **sturdy, durable**, long lasting, will it last for more than one baby, resist wear and tear of baby and child
- correct **height** for mother, can she see over the hood, is it comfortable for mother to use, does it have an adjustable handle height
- does it have **fixed or swivel wheels**, swivel wheels may be easier to move and smoother ride for the baby
- **comfort/good suspension**, will be comfortable for the baby, easy to move up and down steps/well padded
- is the **seat reversible**, can the baby face the mother while the baby is young and then face outwards when older
- **good stability** so that pram doesn't topple when carrying shopping
- **safety harness** to keep baby safe in pram, needs to be adjustable
- **brakes** on wheels to stop pram rolling away, easy for mother to put on but not easy for child to do from pram

- does it have a **hood** to protect baby from rain and sunshine, is it easy to use, does it provide good cover, is it included in the price
- easy to clean and maintain/explanation.

Answer must include one explained point related specifically to the apartment, e.g.:

- **easy to fold down**, can it be done with one hand, while holding the baby, may need to be folded to get into lift or carried up stairs
- **quick to fold**, can you fold it down and lift it on your own if going up stairs or getting into a lift quickly/less storage space needed
- the **weight** of the pram, can you lift it easily into the car boot or upstairs in the apartment block, is it heavy to push and get up steps in the apartment block
- the **size** of the pram, apartment may not have much space to store larger pram, lift to apartment may be small. Smaller pram easier to manage and fold down to go up stairs
- versatility, can be used as car seat, cost, easy to lift baby when sleeping, easy to carry up to apartment.

All other valid points will be credited

(2 × [2])

[4]

8

2 (a) Write down **two** different ways parents can help prevent tooth decay in a young child.

- check labels for sugar content
- limit amount of sugary foods
- visit the dentist regularly
- brush teeth regularly/twice a day/using children's fluoride toothpaste
- offer healthy, sugar-free snacks/crusty bread/raw vegetables or fruit (award once only)
- no fizzy drinks
- choose sugar-free drinks/give water between meals
- limit/no sugar covered cereals/choose no added sugar cereals
- give sweet foods all at one time, not spread throughout the day
- foods rich in calcium/drink milk or milky drinks.

Clean teeth = [0].

All other valid answers will be credited

(2 × [1])

[2]

(b) James is two years old, he often refuses to eat.

Explain **two** ways his mum can encourage him to eat his meals.

- praise, reward with stickers if eats his meal
- make healthy **food he likes**, he will be more likely to eat it, will be less of a battle
- serve **small portions**, will be more manageable for child, won't seem such a big deal for the child
- **speak positively** to the child about food, don't make it a battle, don't force the child or they may rebel even more/upset him more
- use **attractive dishes** and cutlery, let child choose their favourite characters, they will want to finish foods to see picture
- make it **fun**, a game of finding the character on the plate or playing aeroplanes with the food, child will see eating as a positive experience
- be a **good example**, eat together at table, child will see family eating and is more like to copy actions
- **set food out attractively**, make it into a face, choose brightly coloured foods to attract the child to the plate
- **ask child to help choose the foods**, they will feel in charge and won't feel under pressure, more likely to eat foods he chooses
- **avoid high fat/sugar snacks** between meals/can affect his appetite, fill him up.

Making deals/threat/bribery/stay at table until eats it all = [0].

All other valid answers will be credited

(2 × [2])

[4]

(c) Laura has a young baby. Explain **three** points she should consider when weaning her baby.

- consistency and foods should be suitable to the three stages of weaning and explanation
- when to start and explanation/don't start too early – lead to obesity
- nutritional content of foods and meals, balanced meals, all nutrients included
- healthy choices, low in fat, sugar and salt, helps to develop healthy eating habits early
- introducing a range of flavours slowly, let baby get used to flavours and no strong flavours, e.g. spices/use bland food at first, so taste buds can adjust
- do not force feed the baby, introduce food slowly, baby needs to adjust to new tastes after only milk
- still include milk in baby's diet, move gradually to solid foods, include formula or baby milk in cereals and foods, baby will be familiar with the taste
- equipment needed, getting ready to start weaning, cost, what she needs
- ask advice, find out from other mums, the Internet about weaning, become well informed
- do not add food, e.g. baby rice, to feeding bottles, baby could choke, spoon feed baby
- will she use bought baby food, needs to consider cost, convenience, nutritional value, storage
- include a range of fresh foods/taste/nutritional value/textures
- be patient, take time/move gradually to take away milk/ensure continued bonding with baby
- foods to avoid, e.g. eggs/nuts/fish/lactose to avoid allergies
- temperature of food must be checked/could scald child
- encourage independence, let child hold food, develops manipulative skills, e.g. finger foods.

Right nutrients = [0].

All other valid answers will be credited

(3 × [2])

[6]

12

3 (a) Describe the following types of play:

(i) Creative play:

- expressing own ideas and feelings through making something original
- making something, designing things, using imagination
- experimenting with materials and music
- Play-Doh/painting, collage work, cooking, construction toys (max [1])

Being creative/pretends = [0].

(1 × [2])

[2]

(ii) Manipulative play:

- (skilful) use of hands
- hands, eyes and brain will work together/hand-eye co-ordination being improved
- puzzles, construction toys, threading beads, Play-Doh, painting, sand and water play, musical instruments (max [1]).

All other valid answers will be credited

(1 × [2])

[2]

(b) Harry is four years old and is an only child.

Explain **three** ways Harry's parents can encourage his social skills.

- **make friends**, e.g. pre-school groups/clubs/organisations, learn from other children, organisations, dance classes, mini rugby team, play dates
- **meet other children**, e.g. invite other children to house, take him to family occasions, this will give him the confidence to mix with others
- **share** their toys and **take turns**, learn not to be selfish, will help them make friends, e.g. at nursery, on play dates
- **talk** to other children and adults to improve their speech and help them make friends and communicate their feelings to others
- teach Harry **good manners**, encourage him to say please and thank you, parents set a good example and he will copy
- have dinner together as a family, encourages **table manners**, he will copy his parents and learn from repetition and develop communication skills
- teach Harry the importance of **rules**, make sure he understands the importance of rules, e.g. when playing a game to make it fair for everyone, when eating at the table
- take Harry on **outings**, e.g. zoo/beach/park/leisure centre, let him meet other people and learn, e.g. how to communicate with people and show good manners, take turns when doing activities (max two explained points)
- ensuring Harry has acceptable standards of **hygiene**, e.g. washing his hands

- provide opportunities to build Harry's **self-esteem**, parents should praise Harry when he displays responsible and independent behaviour
- parents talk to Harry, read to him to encourage his speech/ language skills/vocabulary.

All other valid answers will be credited

(3 × [2])

[6]

AVAILABLE
MARKS

10

4 (a) Write down **two** possible symptoms of meningitis in a baby.

- stiff neck
- dislike of bright light
- difficulty lifting head
- fever/high temperature/sweats a lot
- vomiting and diarrhoea/swollen fontanelle
- drowsiness/always tired/lethargy/limp
- poor feeding/refusal to feed
- blotchy, pale skin, turning blue
- bulging fontanelle
- high pitched crying/constant crying
- spots which will not disappear when glass rolled over them.

Bruises/headaches/sore neck/being sick/rash/spots = [0].

Unable to support own weight = [0] n/a to baby; confusion = [0] n/a to baby.

All other valid answers will be given credit

(2 × [1])

[2]

(b) Discuss **two** ways parents can prepare a young child for a stay in hospital.

- **read book** about going into hospital, make child familiar with the situation, make them feel it is a normal occurrence
- **talk to them**, tell them what to expect, make it sound exciting and not so frightening
- use **role play**, dress up as doctors and nurses, get used to the people they will see in hospital, make it part of their game, encourage them to talk about it
- **visit the hospital**, make it seem less threatening, show them where they will be going into, not so much for them to worry about
- **let child pack own case**, involve them, let them feel in control/get excited
- **let child choose pyjamas** and books/toy to bring, make them feel involved and will reassure them with familiar objects
- **bring favourite toy, teddy**, will comfort child and help them settle, will be a familiar object for child
- **reassure child** that you will be there with them, they will be worried about being on own.

All other valid answers will be given credit

(2 × [2])

[4]

(c) Explain **three** factors which can influence a child's physical development.

- **diet**, low calcium and protein foods can slow child's growth/too much fat and sugar can cause obesity/tooth decay/healthy diet and explanation and stop child from playing and exercising, loss of movement and muscle
- **illness**, can affect appetite and affect growth and development of child
- **exercise/lack of** can also cause loss of muscle tone, not enough outside play time, running around/benefits exercise and explanation
- **disability** may affect growth or movement may be restricted
- **heredity**, genes inherited from parents will affect the child's height and build
- **poverty**, lack of money for nutritious diet or toys or outings to help development, children living in poverty are more likely to have accidents
- **housing**, lack of heating and poor ventilation can affect health, cause illness (as before)/outside play area or large secure garden to play in/opportunities for play
- sleep deprivation, sleep is important for growth, while the child is asleep the body produces more of hormone that stimulates growth
- stress/emotional upset and explanation
- carers who smoke, more likely to develop respiratory infections
- poor uterine environment and explanation
- parent as role model, positive or negative and explanation/good tooth hygiene to prevent tooth decay
- stimulation provided and physical skill developed, e.g. toys, books, activities, other siblings.

All other valid answers will be given credit

(3 × [2])

[6]

12

5 Five year old Cara enjoy playing with her pretend shop.
Discuss how this activity can help Cara's intellectual development.

- **language development**, asking and answering questions, reading prices, recognising words and saying them, talking to other children, having conversations, improve vocabulary
- **develop imagination**, making up story, pretending to be a shopkeeper, taking on another role
- **develop memory and concentration**, remembering items on shopping list, getting to know prices of foods through repetitive play
- **developing concepts of size and weight**, finding out larger sizes, different weights of packages and tins
- **recognising colours**, e.g. choosing green apples, using colours to describe foods
- **recognising written numbers**, written on price tags and on foods, numbers on till
- use the **correct order of numbers**, Cara will count foods, e.g. one, two, three apples, help her **counting skills**
- help Cara **match the number with the objects**, e.g. she will learn what the number two looks like, e.g. two apples
- help Cara understand **money**, she will be counting money and recognise numbers on coins and notes, may do simple addition of money
- help her understand that **number is constant**, e.g. cans of food are the same number when stacked up or lined along the counter
- help **weighing/measuring skills** – Cara weighs grapes, tomatoes, etc. and uses a tape to measure length of cucumber, etc.
- help recognise **different shapes**, choosing a round loaf, a rectangular packet, a round can, a square box
- problem solving and explanation
- listening skills improved – listen to customer, help her understand words and phrases
- developing organisational skills, layout of shop, roles and responsibilities
- understanding how the world of work operates/job roles/future career
- telling time, reading clock, numbers, open and closing times
- learn that fruit and veg can come from different countries/food miles.

Level 1 ([1]–[3])

- limited range of points, not all explained
- shows basic knowledge and understanding of how the activity can help Cara's intellectual development
- quality of written communication is basic.

Level 2 ([4]–[6])

- good range of valid explained points
- shows good knowledge and understanding of how the activity can help Cara's intellectual development
- quality of written communication is competent.

Level 3 ([7]–[9])

- wide range of valid well explained points
- shows excellent knowledge and understanding of how the activity can help Cara’s intellectual development
- quality of written communication is highly competent.

[9]

AVAILABLE
MARKS

9

- 6 Rachel and Chris have a nine month old baby called Alex. Rachel is returning to work and is considering childcare options for Alex. Evaluate **three** possible childcare options Rachel and Chris may consider.

Childminder/Childminding agency (if points relate to registered childminder)

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.

Day nursery/day care

Advantages

- well equipped, has up to date equipment which is safety checked yearly and parents don't need to buy extra cot, pram, etc
- baby gets used to different carers, helps social development makes them less clingy
- lots of play opportunities and activities when baby gets older, helps child's creative and intellectual skills

- nurseries are inspected and registered, parents know they are safe, clean and adhere to strict guidelines, parents will feel reassured
- staff are trained and experienced with babies, parents will know baby will be cared for professionally
- daytime routine will help settle baby and develop important routines, e.g. sleeping, eating
- parents get update (usually written) on child's daily progress and can see when child had slept, what he/she has eaten, etc
- stable, reliable environment, important for babies to have routine and stability every day, nursery has same timetable every day
- usually long hours, opens early in morning which may suit parents, price includes whole day provision
- baby becomes used to other babies and children and has one-to-one contact with staff too, will help their social development.

Playgroup/care group = [0]

Disadvantages

- high cost compared to other childminding options, usually pay for long hours, pay retainer for holidays
- if baby ill can't go to nursery, need to have alternative option
- higher risk of catching illness from other babies and children, e.g. colds, tummy bugs
- little one-to-one attention for baby, staff have several babies to look after, may not be able to give baby much attention if busy
- may need to travel in car to day nursery, time consuming, hassle for parent who has to transport baby.

Relative/friend

Advantages

- they know baby, familiar with baby's routine, baby will be settled with familiar person
- parents will feel happier knowing baby is with family or friend, they know the person and trust them
- can come to baby's own house, better for parents – don't need to drive or transport equipment, baby in familiar cot and surroundings
- may not charge or will not charge usual childminding rates
- will be flexible with working hours, may not need to pay for holidays
- will take baby even if baby is ill, can look after baby if baby not well, know baby's usual routine
- will know how parents want baby raised, will know their values and how they want baby disciplined
- may do some housework for the parents, will help mum settle back into work.

Disadvantages

- not registered, illegal to look after baby if not registered, house will not have been made childproof
- if parents not happy with anything may be difficult for them to approach carer, can cause rift in family
- may not feel they should discipline child, may not be good for baby's development.

Crèche (at work)

Advantages

- close to parent's work, can call in during day to see baby, handy if any problems with baby
- usually subsidised by work, costs less
- usually well equipped, has up to date equipment which is safety checked yearly and parents don't need to buy extra cot, pram, etc
- baby gets used to different carers, helps social development makes them less clingy
- lots of play opportunities and activities when baby gets older, helps child's creative and intellectual skills
- hours suit the parents work routine, can easily pick up baby at end of day.

Disadvantages

- if parent ill or off work for day and not in work can't use crèche, will need to find alternative childcare
- baby will need to travel with parent, may be long journey, baby may be unsettled
- parent will need to leave home earlier to allow time to drop baby off
- if baby is ill during day at crèche parent will need to take time off work to take baby home
- if baby is ill can't go to crèche, need to have alternative option
- higher risk of catching illness from other babies and children, e.g. colds, tummy bugs
- little one-to-one attention for baby, staff have several babies to look after, may not be able to give baby much attention if busy.

Level 1 ([1]–[3])

- limited range of points, not all explained/evaluated
- shows basic knowledge and understanding of childcare options
- quality of written communication is basic.

Level 2 ([4]–[6])

- good range of valid explained points for at least two options
- shows competent knowledge and understanding of childcare options (at least two options)
- quality of written communication is competent
- evidence of evaluation in at least one option.

Level 3 ([7]–[9])

- wide range of valid, well explained points for all three options
- shows excellent knowledge and understanding of childcare options, evaluating all three options highly competently
- quality of written communication is highly competent. [9]

Total

9

60