



*Rewarding Learning*

**General Certificate of Secondary Education  
2015**

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**Home Economics  
(Child Development)**

Unit 2

Child Development 0–5 years

**[GHC21]**

**TUESDAY 9 JUNE, MORNING**

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**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) Write down **two** reflexes of a newborn baby.

- startle
- walking/stepping
- sucking and swallowing
- falling/Moro
- grasp
- rooting

All other valid answers will be credited

(2 × [1])

[2]

(b) Describe the role of a health visitor.

- Takes over from community midwife after 10 days
- Reassure parent that baby/child is progressing, developing normally/parents can ask questions, e.g. about baby's progress
- Offering support and advice to parent
- Carries out developmental checks, e.g. hearing, eye sight, speech
- Carries out physical checks on baby/child as appropriate for age, e.g. walking, manipulative skills, holding head up
- Refers families to specialists, e.g. speech and language therapists
- Arranges access to support groups, e.g. if child has disability
- Health visitor can check to make sure the mum is coping with the baby, look for signs of post natal depression, give her information about local groups to help her cope

All other valid answers will be credited

(1 × [2])

[2]

(c) Write down **three** ways to prevent nappy rash.

- Change/check nappy regularly/tight fitting nappy
- Breastfeed
- Correctly fitting nappy
- Use nappy cream/nappy lotion/barrier cream (cream = 0)
- Don't let baby lie in dirty nappy
- Clean baby's bottom thoroughly/wipe bottom from front to back/dry bottom thoroughly after bathing
- Leave the nappy off as much as possible
- Use fragrance free/sensitive baby wipes/water to clean bottom
- Use linen/cotton/towelling nappies

All other valid answers will be credited

(3 × [1])

[3]

(d) Explain the importance of immunisation for babies and young children.

- Fewer children will get disease if children are immunised, less risk of disease spreading from one child to another
- Baby will be healthier, have fewer diseases, e.g. polio, measles, less risk of long term poor health
- Disease will become rarer if more children are immunised, less chance of catching disease
- Children get lifelong protection/fewer missed days off nursery, pre-school/may affect intellectual and social development

All other valid answers will be credited

(1 × [2])

[2]

9

2 (a) Write down why two year old Ava needs the following nutrients in her diet;

(i) calcium

- For teeth formation/healthy teeth/growing teeth/strong teeth
- For bone formation/healthy bones/growing bones/strong bones

(AO1)

(1 × [1])

[1]

(ii) fat

- Energy
- Protects organs
- Insulates body/keeps body warm
- Builds cell membranes

(AO1)

(1 × [1])

[1]

(iii) vitamin A

- Helps vision/eyesight/night vision/vision in dim light/seeing in the dark
- Strengthens/helps immune system
- Formation/growth skin/healthy skin
- Formation/growth of skeleton
- Formation/growth of soft tissue/cells
- Formation/growth mucus membranes

(AO1)

(1 × [1])

[1]

All other valid answers will be credited

(b) What is coeliac disease?

- Inability to digest/absorb gluten
- Child cannot have foods such as breads, cereals and flour or products made from it/barley/rye foods
- Eat or choose wheat/gluten free foods
- Symptoms: bloating, anaemia, diarrhoea, vomiting, weight loss and tiredness, not growing at a normal weight
- Auto immune disease – body attacks healthy tissue

All other valid answers will be credited

(AO1, AO2)

(2 × [1])

[2]

- (c) Kirsty is considering bottle feeding her baby. Evaluate bottle feeding as an option.

Answer must contain at least **one** advantage and **one** disadvantage to gain full marks. No evaluation = max 4 marks

Advantages:

- Contains more iron compared to breast milk
- Anyone can feed the baby, mum can get rest, less pressure on mum
- Does not have embarrassment that can be associated with breast-feeding
- Mum can return to work, return to normal social life easier as anyone else can feed the baby, e.g. childminder, babysitter
- Dad can feed baby, help bond with baby, take pressure off mum
- Can see exact amount baby is getting when using a bottle, unable to tell when breast-feeding
- Bottle-fed babies need to be fed less frequently since it is more difficult to digest formula milk
- Can change to different formula milk as baby gets older, to suit baby's changing nutritional needs
- Won't need vitamin K injections as vitamin K is added to formula

Disadvantages:

- Baby doesn't get antibodies that breast milk contains, increased risk of illness
- Baby more likely to develop diarrhoea, chest or ear or urine infections, asthma, constipation
- Bottles and teats need to be sterilised to prevent infection, time consuming
- Costs more than breast-feeding, need to buy bottles, sterilising equipment, on-going expense of buying formula powder
- Need to take care to make formula feed correctly/read and follow instructions correctly, takes time, baby at risk of gastro enteritis and kidney damage if bottle too strong
- Need to ensure temperature of milk correct or baby could be scalded if too hot
- Can overfeed baby and cause obesity, baby will not refuse bottle but will not overfeed when breast-feeding

All other valid answers will be credited

(AO3)

(3 × [2])

[6]

11

3 (a) Explain **two** advantages of choosing a highchair for an 8 month old baby.

- Baby will be secure and easier to feed, meal times when weaning will be less messy, baby can feed itself (help independence)
- Straps will keep baby safe, e.g. shoulder and crotch straps to make sure baby doesn't slip through chair
- Well padded seat, baby will be comfortable when feeding, won't hurt baby as they may take long time to feed
- Tray can hold food for baby, e.g. finger foods, baby bowl, easier for baby to feed itself/can also use tray for toys to distract baby especially when feeding baby or waiting for food
- Mum knows baby is safe and will not fall out while she has things to do around baby, has safety straps and can put toys on tray for baby to play with
- Stable, wide base which will not slip on floor, safe to put baby in, won't topple over, mum will know baby is safe
- Easy to clean, can wipe plastic covering easily, less risk germs from leftover food/removable seat cover which will be easy to keep clean
- May be multi-functional which converts into low chair and table for toddler to use, saves money and space
- Comfortable for baby, baby will like sitting in chair, foot rest to support legs/seat may be adjustable height to suit age of baby/seat
- May recline to allow baby to sit in it for longer, baby feel comfortable and relaxed for feeding and playing
- Folds down to make it easy to store and quick to put up, save space

All other valid answers will be credited

(AO2, AO3)

(2 × [2])

[4]

(b) Describe the following stages of social play:

(i) parallel play

- children (toddlers) play along side each other, beside each other without interacting, don't play together, watch each other playing and may imitate what the other child does

All other valid answers will be credited

(AO1, AO2)

(1 × [2])

[2]

(ii) co-operative play

- children play together, use social skills, need to interact and work together to do an activity or play a game, all have own roles and things to do to complete the activity, share the same task or game, e.g. skipping, board game, football game, making train

All other valid answers will be credited

(AO1, AO2)

(1 × [2])

[2]

All other valid answers will be credited

8

4 (a) Polly is three years old.

Explain **two** points to consider when choosing shoes for a young child.

- Correct fit, poorly fitting shoes can damage the soft bones in child's feet, can hurt child and put them off walking
- Go to a reputable shoe shop, have the child's feet measured to ensure correct size/fit and allow for growth; 12 – 18mm
- Should be light and flexible to make it easy for child to walk, heavy shoes will make it harder for child to lift their feet and could affect their progress
- Should have firm, snug fitting back/heel to ensure shoe stays on child and doesn't move and cause blisters or pain/no seam at heel = blisters
- Velcro fastenings will allow child to become independent and put on shoes themselves/no laces – too young/safety
- Leather material will wear better and last longer, leather will mould easier to shape of foot and be more comfortable
- Sturdy sole on shoe which will support child and make it easier for child to walk, will be longer lasting/flexible sole so that it will bend with the foot and be comfortable and help walking
- A textured/patterned sole will have more grip and traction and help prevent child from slipping
- Cost of shoe, children's feet grow quickly and out grow shoes so shouldn't be too expensive/cheap materials, e.g. plastic will make feet sweat and be uncomfortable for child
- Choose a low heel, no high heels, risk of child falling over and tripping and could affect child's posture

All other valid answers will be credited

(AO2)

(2 × [2])

[4]

(b) Discuss how Polly's parents can encourage her self-esteem.

- Make Polly feel good about herself by praising her, e.g. when she eats all her food or brings home a picture from nursery
- Encourage Polly to try new things and help her learn from experiences, teach her that even if she fails to try again
- Play with Polly, give her your attention so that she feels loved and that she is worth giving time and attention to
- Make Polly feel special, e.g. celebrate achievements, e.g. put up her pictures on wall, praise her, give her attention, e.g. hugs
- Be positive when dealing with Polly, she will copy your emotions and negative feelings, may affect how Polly feels about herself
- Allow Polly to make decisions, without compromising her safety, e.g. choosing what to wear or eat, which book to read at bedtime, she will feel she is making her own decisions and will feel grown up
- Let her help you and she will enjoy the responsibility and feel you trust her, she will see helping as a positive experience
- Give Polly responsibility, e.g. tidy her toys away after playing, feed a pet every day, she will feel grown up/allow Polly to play with friends outside with you supervising from a distance, without compromising her safety, she will start to make her own decisions about playing and gain

confidence

- Teach Polly to do things for herself, e.g. teach her to put on her shoes, show her how to do it and let her copy you, teach Polly to wash her hands after the toilet
- Make it easy for child to succeed at tasks they can do on their own, e.g. buy Velcro fastening shoes, have small step at sink so that Polly can wash her hands herself, give Polly her own small cutlery to help her feed herself
- To discipline Polly so that she knew right from wrong/boundaries, give her alternatives to allow her to achieve and gain praise

All other valid answers will be credited

(AO2)

(3 × [2])

[6]

(c) Falls are a common accident in the home for young children. Explain how parents can prevent falls in the home.

- Use 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 slippery/ensure the child's shoes do not have high heels as the child is more likely to fall on stairs and on slippery, 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

All other valid answers will be credited

(AO2)

(2 × [2])

[4]

14

- 5 Discuss how a child's intellectual and social development can be influenced by toys and games.

#### Intellectual development

- **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'
- **Learn to draw and write**, writing on blackboard, painting, drawing, 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** by talking to other children they are playing with and learning by copying children. 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
- **Learn colours** by matching coloured building blocks, pressing coloured buttons on toys, e.g. toy piano or matching colours in card games, they will improve their colour recognition as they repeat the games. Parents 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 will help colour recognition through choice of crayons and paints
- **Learn numbers**, help develop numeracy skills. Learn to recognise specific number on toy, e.g. press number 2 to make bell ring. Play card game, 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. playing shop, counting apples to give to customer. Playing board games, e.g. Snakes and ladders, using a dice will help them recognise a number and then count their moves
- **Learn shapes**, playing with shape sorter where they need to put correct shape into correct shaped hole, 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

#### Social development

- **Share** by playing with other children and sharing toys, e.g. sharing building blocks, playing with dolls together and sharing clothes, parents reading books about sharing to them, they will learn not to be selfish
- **Take turns**, learn they need to wait their turn, e.g. on slide, playing in sand in playgroup, playing ball games, playing card games. They will learn they cannot always be the only one to play and that they need other children to play games, this will improve their social skills as they play more with other children
- **Make friends** through play, they will talk to other children when playing pretend play, e.g. hospital play, they will interact and ask questions and form relationships. Playing outside, e.g. play parks will let them make new friends as they play on same slide or climbing frame, interact/socialise with range of children
- **Learn good manners**, parents can encourage, "please" and "thank you" in role play and ensure they are playing with children who are well mannered

and do not use inappropriate language. Children will learn they get to share toys if they ask nicely

- **Learn personal skills**, e.g. toileting, washing hands after toilet through role play, playing with dolls and keeping them clean, parents reading books to them about teddy using a potty or having a bath. Bath toys can keep child amused and keep their mind off situations such as hair washing and they will eventually become less anxious about these
  - **Learn to co-operate** with other children, compromising, negotiating, respecting other children, e.g. playing shop
- All other valid answers will be credited

If they only discuss intellectual or social development – maximum 4 marks.

Intellectual **or** social development only – maximum 4 marks.

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

**LOR: Level of response:**

**Level 1: ([1]–[3])**

Basic

- list of points, little explanation
- shows basic understanding of toys, games and their influence
- quality of written communication is basic.

**Level 2: ([4]–[6])**

Competent

- explained points including a range of toys and games
- competent explanation of influence on intellectual and social development (both included for 6 marks)
- quality of written communication is competent.

**Level 3: ([7]–[9])**

Highly competent

- fully explained points including a wide range of toys and games
- highly competent explanation of influence on both intellectual and social development.
- quality of written communication is highly competent.

(AO2, AO3)

[9]

9

6 Michael is four years old. His mum always shouts at him when he misbehaves.

Discuss the possible effects this approach may have on Michael.

- He may copy his mum's behaviour and shout at his friends, his mum is a negative role model, could affect his social development, prevent him making friends, could lose friends if he shouts
  - He may become aggressive and his behaviour may get worse as he hasn't been taught or shown how to behave, he will copy the behaviour he sees and shout at other children
  - He will not know how to deal with situations as he has not been shown how to talk about issues or problems, just sees his mum shouting and he will copy her behaviour, could lead to problems as he grows up
  - May affect his intellectual development, he will keep misbehaving and could affect his learning as he will not listen and learn
  - He may become withdrawn, not socialise, not talk as much because he will be frightened and not want his mum to shout at him, regressive behaviour
  - It may affect his appetite, he might refuse to eat because he is frightened, stressed about the situation
  - May affect his sleep pattern as he could be anxious, worried that he will be shouted at again, may be unsettled and could affect his intellectual development if he is always tired/bed wetting
  - He may start to behave correctly as he will not want his mum to shout at him, may frighten him into behaving better
- All other valid answers will be credited

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

**LOR: Level of response:**

**Level 1: ([1]–[3])**

Overall impression: basic

- list of points, little explanation
- shows basic understanding of possible effects on Michael
- quality of written communication is basic.

**Level 2: ([4]–[6])**

Overall impression: competent

- explained explanation of possible effects on Michael
- shows competent understanding of situation
- quality of written communication is competent.

**Level 3: ([7]–[9])**

Overall impression: highly competent

- fully explained points, excellent explanation of possible effects on Michael
- shows highly competent understanding of situation.
- quality of written communication is highly competent.

(AO2, AO3)

[9]

9

**Total**

**60**

AVAILABLE  
MARKS