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Rewarding Learning

General Certificate of Secondary Education
2018

Home Economics

(Child Development)

Unit 2:

Child Development 0–5 years

[GHC21]

FRIDAY 1 JUNE, 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) Lanugo
(ii) 50–53
(iii) Rights
(iv) D
(v) Fat
(vi) Coeliac
(AO1)
(6 × [1]) [6]

(b) Write down two benefits of a midwife visiting a mother and newborn baby in the home.

- midwife give advice to mother/talk re feeding, sleeping, routines etc/ answer any questions (max 1 point re advice from midwife)
- provide information on immunisation
- midwife can check baby is developing correctly/PKU test/check development/development progress
- check weight/midwife will weigh baby/check putting on correct amount of weight
- midwife will check mother's uterus back to normal/check stitches/mother healing well
- midwife will check mother is coping with the new baby/not showing signs of post natal depression/bonding
- mother will feel reassured as she can ask questions if worried/concerned
- more convenient for mother as she will not have to visit clinic
- checks safety of home

All other valid answers will be credited
(AO1, AO2)
(2 × [1]) [2]

(c) Identify the reflexes shown below:

(i) swallowing and sucking
(ii) rooting
(iii) walking or stepping
(AO1)
(3 × [1]) [3]

(d) Discuss weaning.

- the gradual introduction of solid foods to a baby's diet/starting to introduce food to baby, not just milk/gradually give less milk and more solid foods
- stages of weaning/baby still needs milk/start to introduce other drinks/ baby will start to drink from a cup
- can use fresh food or use convenience foods or both
- meals must be well balanced, nutritious
- will start when baby is still hungry following usual feed of milk, starts at 6 months
- suitable foods include pureed fruit and vegetables, mashed bananas, baby rice
- should avoid foods containing gluten, sugary foods, nuts, salt, foods high in fibre, very fatty foods
- vary flavours and textures
- too early can cause obesity/malnutrition/allergies/choking/indigestion

All other valid answers will be credited
[1] mark = basic; [2] marks = competent; [3] marks = highly competent
(AO1, AO2)
(1 × [3]) [3]

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AVAILABLE MARKS

2 Leo is 18 months old.

(a) Write down three points to consider when choosing nightwear for Leo.

- lightweight/overheating/no hood
- flame retardant/resistant
- easy to put on and take off/popper fasteners
- keep child warm/pyjama bottoms with feet in
- comfortable/soft fabric/no rough edges/no zips
- easy to wash and dry/able to tumble dry/not dry clean only
- room to grow/correct size for Leo/choose 18–24 months size/not too tight/if it fits/loose
- inexpensive
- non irritant/cotton/breathable/porous
- no strings
- season/weather
- themed so they enjoy bedtime

All other valid answers will be credited
(AO1)
(3 × [1]) [3]

(b) Explain **three** ways how attending a parent and toddler group may help Leo's social development.

- learn to share, e.g. when playing with toys, will see he is not only one playing with toys
- learn to take turns and cooperate, e.g. when waiting for turn on slide
- will realise the need to follow rules if he wants to play, e.g. putting toys back, keeping toys in one area
- make friends with different children, will be able to talk to them and form bonds, come to rely on friends
- interact/communicate with children and adults, build relationships with leaders and other mothers, talk to adults and improve speech by copying
- learn good manners, e.g. good eating habits – sitting at table to eat, using cutlery correctly/washing hands before eating
- develop confidence/independence when completing tasks + example
- examples used must be age appropriate
- prepare them for school, e.g. understand friendships/share
- socially acceptable
- routines
- in the presence of other children, will understand how children act, copy acceptable behaviour

All other valid answers will be credited
(AO1, AO2)
(3 × [2]) [6] 9

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AVAILABLE MARKS

3 **(a)** Identify two major (gross) motor skills.

- head control
- sitting/learning to sit
- walking/learning to walk
- running
- going up or down stairs
- kicking a ball
- hopping
- skipping
- catching
- climbing
- crawling
- sliding
- swimming
- dancing
- riding a bike
- throwing a ball
- jumping

All other valid answers will be credited
(AO1)
(2 × [1]) [2]

(b) Write down three ways to keep a young child safe when playing in the garden.

- make sure no way to get out of garden/fencing around garden
- locked gate
- locked/keep garden tools/equipment in shed/put rakes and spades out of reach/sharp equipment
- no pond or water features/cover a pond/hot tubs
- no weed killers, garden chemicals within reach
- don't leave child unattended/supervise child at all times
- remove any poisonous flowers, trees or plants
- check all play equipment is safe/check climbing frames, swings are safe, well secured, tramopline net
- use suncream/hat to prevent sunburn
- check garden for broken glass sharp objects
- remove cat/dog faeces/check garden for faeces
- pavements level/no uneven surfaces child could fall/trip
- gritting icy area
- keep shoes on/no bare feet
- wind up garden hose
- electrical items switched off
- safety room/equipment on grass
- no thorny/sharp plants

All other valid answers will be credited
(AO1)
(3 × [1]) [3]

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AVAILABLE MARKS

(c) Four-year-old Lily often has a temper tantrum when shopping with her mother.
Explain two ways Lily's mother can help prevent this when they are shopping.

- give Lily something to do, involve her in shopping, e.g. give her a list of things to get that she likes, e.g. favourite cereal, apples/she will be busy and distracted from misbehaving
- play a game with Lily, ask her to find something in shop for her, keep her interested/she may be bored with shopping and frustrated and then misbehaves
- bring a favourite toy or book or phone/iPad to keep Lily occupied, she will be too busy to have a tantrum/she will want to play, not misbehave
- keep shopping trips short, plan at time when Lily is not tired or hungry
- praise Lily when she is exhibiting good behaviour making the shopping experience more positive
- take her out and explain behaviour
- take her out until she has calmed down
- calm warnings
- use of a reward chart
- explain the importance of good behaviour/parents' expectations
- avoid triggers, e.g. toy aisles
- be consistent but not making threats
- don't shout – model good behaviour
- ignore bad behaviour – not getting attention

All other valid answers will be credited
(AO2)
(2 × [2]) [4] 9

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AVAILABLE MARKS

4 **(a)** Explain two ways parents and carers can help develop independence in a young child.

- let child feed itself, teach child how to hold cutlery and use a cup, show them good example by sitting at table with family/child will copy adults and be able to feed themselves
- let child dress itself, teach them to put on clothes, choose easy to fasten clothes, give child plenty of time to dress themselves, don't shout at them or try to hurry them, it will put them off doing it themselves
- provide opportunities to make reasonable decisions, e.g. about what to wear, what to eat, outings, child will like feeling grown up, will want to keep making decisions and become better at it
- attending playgroup, nursery with other adults/playdates will encourage independence as child is away from parents/family members, child will have to do things for themselves, cannot rely on family, e.g. zip own coat
- allow them to make mistakes
- don't do everything for them, e.g. putting on shoes
- read stories about other children being independent
- don't protect them too much – learn for themselves
- doing jobs around the house = grown up

A list of actions – maximum [1] mark
All other valid answers will be credited
(AO2)
(2 × [2]) [4]

(b) Explain how the following factors influence the planning of meals for a five-year-old.

Nutrition
nutrient + function = [2]
list 3 nutrients = [1]
1 nutrient = [0]

- ensuring child has a variety of nutrients, minerals, vitamins. Candidate may discuss specific nutrients, functions and food sources to include:
- high energy foods, five-year-old will be very active, needs energy from starchy carbohydrates
- following healthy eating guidelines, e.g. Eat Well Guide and explanation
- well balanced diet

Portion size

- large portions may put child off eating meals and they will miss out on nutrients and do not have balanced diet/food refusal
- large portions lead to overfeeding, can lead to bad eating habits and poor health, e.g. obesity
- healthy guidelines, e.g. Eat Well Guide identifies correct quantities of food
- portion sizes must match energy expenditure
- make same sized portions every day – child proud to finish

Labelling

- allergies – read labels to check, e.g. nuts, may lead to anaphylactic shock; coeliac disease; avoid gluten
- ingredients – specified in order from largest to smallest. Parents may avoid foods high in sugar/what's in the food = [1]

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AVAILABLE MARKS

- front of pack labelling, e.g. traffic light labels
- out of date/use by/best before dates – perishable foods must not be consumed after use by dates as child could develop food poisoning
- organic food – parents may opt for these varieties and explanation

All other valid answers will be credited
(AO2, AO3)
(3 × [2]) [6] 10

5 Erin is a first-time mother and is considering whether to bottle-feed or breastfeed her baby. Discuss the advantages of each option.

Bottle-feeding

- anyone can feed the baby, father (and other relatives) can spend time with baby and bond, mother can get a break from feeding and catch up on sleep, more freedom for mother
- mother knows how much milk baby is taking, instructions on formula feed re amounts, mother won't worry child isn't getting enough milk, will feel reassured that baby is full up
- mother can feed anywhere
- mother can eat what she wants, no restrictions on birth control which could affect breastfeeding, not embarrassing
- ready made formula/perfect prep machine can be purchased which makes it more convenient for night feeds/travel
- formula feed can be changed as child grows
- vitamin K in formula feed
- ability to return to work – bottles can be given to others to feed baby, e.g. child minders

Breastfeeding

- baby gets antibodies from the mother to protect from disease and infections healthier baby with less risk of baby going into hospital lot of time together
- creates a strong bond between mother and baby, only mother can feed the baby, spend a lot of time in close skin to skin contact
- helps prevent diarrhoea and vomiting in baby, baby will be healthier, less risk of being in hospital, less concern for parents
- helps prevent SIDS (sudden infant death syndrome), parents will feel reassured
- helps prevent childhood leukaemia, cardiovascular disease in adulthood, type 2 diabetes in children/long term benefits to the child's health
- less risk of overfeeding baby (with bottlefeeding baby will often keep feeding and gain too much weight) with breastfeeding breast only produce what is needed, less risk of obesity and better long term health for the child
- less work for mother, she does not need to prepare anything, less hassle during night feeds and when out of house, nothing to bring with her
- breast milk is at correct temperature, no preparation involved, no risk of burning baby's mouth with milk that is too hot/baby will be quicker to settle as milk is immediately ready with no need to wait for mother to prepare and heat a bottle
- encourages uterus wall to return to its pre-pregnancy size
- breastfeeding may help mother lose weight as it burns off extra calories producing milk
- delays the return of menstruation
- allergies – reduces risk
- no risk of infection as bottles don't need sterilised
- less chance of developing breast/ovarian cancer
- increases IQ

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		AVAILABLE MARKS
Level of response		
Max [5] for a feeding method Max [4] if only one method discussed		
Level 1: (0–3 marks) Basic Basic points, little or no explanation. Shows limited knowledge and understanding of bottlefeeding and breastfeeding. Quality of written communication is basic.		
Level 2: (4–6 marks) Competent Competent understanding of **both** options. Shows good knowledge and understanding of bottlefeeding and breastfeeding. Not all points may be fully explained. Quality of written communication is competent. Two to four explained points covering both options.		
Level 3: (7–9 marks) Highly competent Highly competent understanding of both options. Quality of written communication is highly competent. At least four well explained points covering both options.		
All other valid answers will be credited (AO2, AO3) (1 × [9])	[9]	9

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AVAILABLE MARKS

6 Discuss the importance of play for a young child's physical and intellectual development.

Physical development

- will allow child to **exercise**, keep them active, e.g. football,climbing, riding bike, on scooter, trampoline/burn off fat and keep weight under control, prevent obesity/promotes sleeping/encourage eating meals
- child uses range of limbs and **muscles, major (gross) motor skills**, builds **stamina** and muscle strength, e.g. outdoor play, climbing frames, skipping, riding bike
- will develop **manipulative skills**, using hands to make jigsaws, put shapes in order, push buttons on interactive toys, development of pincer grip/use hands play with lego, putting correct pieces together
- improve **hand eye co-ordination** + example/explanation
- if child is **active**, e.g. football, skipping, child will use up energy, help prevent obesity, keep child's weight under control/improve child's appetite, they will eat their meals and get all the nutrients they need for energy
- learning the skills of balance and coordination, e.g. riding a bike, skipping, balance beams
- strengthening bones weight bearing exercise
- fresh air
- vitamin D
- activities, e.g. football promotes life long interest in sport and explanation, e.g. prevents obesity

Intellectual development

- learn to **count**, order of **numbers**, e.g. when playing shop counting money/ playing card games, using a dice, relating numbers to turns/concept of number, e.g. ordinal one to one correspondence
- learn **colours**, pushing correct coloured buttons on toy when they flash, associating sound with colour/matching coloured object, e.g. iPad game will ensure child associates correct colours
- learn **shapes**, identify different shapes, put correct shapes on sorter, colour match shape to correct hole in toy – improve both shape awareness and practice colour matching
- improve **speech, learn words**, talk to other children when playing, repeat words, copy speech from other children and adults/role play, e.g. shops, learn new words associated with money, foods etc. + explanation
- help **memory**, repetition will help a child remember, e.g. snap card games, nursery rhymes
- develop an **interest**, e.g. in the world, nature, animals, will improve recognition of objects and words, child more likely to learn if interested in subject
- develop **concentration** will help prepare a child for school, e.g. completing a jigsaw
- develops **imagination**, e.g. through role play
- **experiments** to learn concepts, e.g. sand, water

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	AVAILABLE MARKS
Level of response	
Level 1: (0–3 marks) Basic – shows limited knowledge and understanding of physical and intellectual development. Quality of written communication is basic. Basic points, little or no discussion.	
Level 2: (4–6 marks) Competent Competent knowledge and understanding of the importance of play related to both physical and intellectual development. If only one area of development – maximum [5] marks awarded. Not all points may be fully discussed. Quality of written communication is competent.	
Level 3: (7–9 marks) Highly competent Highly competent knowledge and understanding of the importance of play with at least two well discussed points related to each area of development. Quality of written communication is highly competent.	
All other valid answers will be credited (AO2, AO3) (1 × [9]) [9]	9
Total	**60**