



GCSE

Home Economics Child Development

Unit **B013**: Principles of Child Development

General Certificate of Secondary Education

Mark Scheme for June 2015

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by Examiners. It does not indicate the details of the discussions which took place at an Examiners' meeting before marking commenced.











All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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Annotations

| Annotation | Meaning |
|-----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response. |
|  | Tick |
|  | Noted but no credit given |
|  | Caret sign to show omission |
|  | Incorrect |
|  | Level 1 |
|  | Level 2 |
|  | Level 3 |
|  | Level 4 |
|  | Repeat |

| Question | | | Answer | Mark | Guidance |
|----------|---|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|--------------------------------------------|
| 1 | a | | <p>ONE mark for each correct answer. FIVE required.</p> <p>Emotional/Physical/Imaginative Intellectual/Physical/imaginative Physical Imaginative/Intellectual/Creative/Physical/Emotional Creative/Imaginative/Physical/Intellectual</p> | 5x1 | The words in the box can only be used once |
| 1 | b | i | <p>ONE mark for correct answer.</p> <p>Thinking skills/process of thought/development of understanding/reasoning/learning/perception/remembering/intellectual skills</p> | 1 | Do not accept "Intellectual development" |
| 1 | b | ii | <p>ONE mark for correct answer.</p> <p>Ideas/an idea/knowledge/understanding of new things</p> | 1 | |
| 1 | b | iii | <p>ONE mark for correct answer.</p> <p>The way an individual thinks/feels about themselves/sense of worth/how they value themselves</p> | 1 | |
| 1 | b | iv | <p>ONE mark for correct answer.</p> <p>Brothers and/or sisters or step/half brothers and/or sisters/ children who have the same parents/their parents are the same</p> | 1 | |

| Question | | | Answer | Mark | Guidance |
|----------|---|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | c | i | <p>ONE mark for each correct answer. THREE required.</p> <p>Frustration Boredom Attention seeking Not getting own way Imitation Jealousy/sibling rivalry/new baby in the family Don't know it is wrong Not shown love/emotional starvation Reaction to colourings/E numbers/additives Tired Test boundaries Hungry Don't know how else to express themselves Change of routine/confused by change</p> | 3x1 | <p>NOTE: Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Further guidance on this is given on page 2.</p> |
| 1 | c | ii | <p>ONE mark for each correct answer. THREE required.</p> <p>Do not shout at child/don't get angry/speak quietly Do not smack child Avoid confrontation with child/do not argue with the child Keep calm/don't fuss/be patient Wait until finished/ignore/don't give attention Don't reward/bribe Distract child's attention/offer alternative Be consistent/do not give in Explain behaviour is not acceptable Talk to child to find root of problem if not obvious Good role model/set good example Avoid situations that can cause tantrums Naughty step/timeout/thinking chair/remove from situation</p> | 3x1 | <p>NOTE: Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Further guidance on this is given on page 2.</p> <p>Do not accept naughty corner</p> |
| | | | Total | 15 | |

| Question | | | Answer | Mark | Guidance |
|----------|---|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2 | a | | ONE mark for correct answer. THREE required. ONE mark for correct description. THREE required. | 3x1 3x1 | |
| | | | <p>Nuclear/co-habiting</p> <p>Couples who live together but may/may not be married. Some have children. Relatives may live far away.</p> <p>Same sex parents</p> <p>Two people of the same sex with dependent children</p> <p>Extended</p> <p>(Parents and children) extended by grandparents and other relatives. May live together or very near and share bringing up of children/chores.</p> <p>Reconstituted/step/modified / blended</p> <p>Families that have changed in structure and reformed. The family may be made up of children from one or both parents' previous relationships.</p> <p>Fostered</p> <p>Children who are removed from their natural family and placed in a foster family. Can be short/long term, usually on a temporary basis.</p> <p>Adopted</p> <p>A legal process where adults become parents of other people's children. Permanent /parents gain full legal rights.</p> <p>Lone/single parent</p> <p>Usually one parent with a child/children. The lone parent may be unmarried, divorced or separated.</p> | | <p>The verb is to describe – for candidates' answers there will be two parts – point given and a description</p> <p>For point or accurate description award one mark only. Must match correctly for both points.</p> <p>Reconstituted- must include children in the description</p> |

| Question | | | Answer | Mark | Guidance |
|----------|---|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | <p>Residential care</p> <p>Shared care families</p> | <p>To provide a family type structure for children in care. Adult carers take responsibility for a small group of children to build a secure and caring relationship.</p> <p>Parents live in separate homes and children spend part of the week with one parent and the rest of the week with the other. Both parents are equally responsible for the children's needs. Usually occurs after separation or divorce.</p> | |
| 2 | b | i | <p>ONE mark for each correct answer. TWO required, e.g.</p> <p>Always supervise children/do not leave on own/keep an eye/watch what they put in their mouths</p> <p>Plastic bags stored safely/out of reach</p> <p>Small objects out of reach</p> <p>Do not give children nuts/small sweets</p> <p>Do not give children toys with small pieces/small toys/use age-appropriate toys</p> <p>No pillow/duvet/pillow given to babies/children under 1 yr old</p> <p>No cord around hoods/necks of clothing</p> <p>Do not allow children to play/run around while eating/sit while eating</p> <p>Do not allow a baby to bottle feed itself</p> <p>No blinds with cords</p> <p>Cut up food into small pieces</p> <p>No low curtain/blind cords</p> <p>"Foot to foot" to avoid wriggling under covers while asleep</p> <p>Lay on back to sleep</p> <p>Be aware of the procedure five back slaps</p> | 2x1 | <p>NOTE: Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Further guidance on this is given on page 2.</p> <p>Do not accept - small things</p> |

| Question | | | Answer | Mark | Guidance |
|----------|---|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2 | b | ii | ONE mark for each correct answer. TWO required, e.g. Keep in locked cupboard/safety locks on cupboards Keep in high cupboard/stored high Keep in original container Labelled container Keep out of sight/reach of children Tops tightly fastened Buy medicines with security caps/child proof cap | 2x1 | NOTE: Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Further guidance on this is given on page 2. Do not credit – out of date Do not credit – hard to reach |
| 2 | c | i | ONE mark for correct answer. Falls | 1 | |
| 2 | c | ii | ONE mark for correct answer. 3 | 1 | |
| 2 | c | iii | ONE mark for correct answer. 26,000/twenty six thousand | 1 | |
| 2 | d | i | ONE mark for correct answer. Lion Mark or UK safety standard | 1 | Do not accept Lion/Lion symbol/Lion label |
| 2 | d | ii | ONE mark for correct answer. CE/CE mark Flammability label/flammable Not suitable for children under 3years/age advice Kite mark/British Standards Institution (BSI) BTMA/British Toy Manufacturers Association | 1 | |
| | | | Total | 15 | |

| Question | | | Answer | Marks | Guidance | |
|----------|--|-----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | | | Content | Levels of response |
| 3 | | Nursery class/nursery school/pre-school | Preparation for school/for children 3-5 years/part of foundation stage. Short sessions/open only during term time. Structured learning/with peers. | | NB Nursery on its own is not correct terminology <i>Level 4 Checklist</i> Detailed description and explanation. Range of specialist terms used with precision. Clear and well organised. Accurate and high level of QWC | <p>This is a levels of response question, marks are allocated according to the quality of the response. Candidates should be able to show their depth of knowledge and understanding using correct terminology.</p> <p>In order to achieve a Level 4 response, both areas must be addressed in detail.</p> <p>A candidate answering only one part of the question will remain in the Level 2 response and can access up to 8 marks only. Must be answered well, with clear descriptions and/or explanations.</p> <p>If candidates respond by giving answers in a list, they remain in the Level 1 response.</p> <p>Bullet point sentences can achieve up to the Level 2 response.</p> <p>Level 4 :13-15 marks</p> <p>The candidate describes in detail several different types of day care provision available to children and gives comprehensive explanations why parents/carers could use day care provision for their child.</p> <p>The information will be presented in a clear and organised way. A whole</p> |
| | | Day nursery/private nursery | Care from birth to 4 years. Fee payable. Open early morning to evening can suit working parents/carers. Qualified staff. A range of toys. Structured learning | | | |
| | | Playgroup/playschool | For children 2-5 years/open only in term time/with peers/community based/strong parental involvement | | | |
| | | Montessori | Mixed age classes from 2½ to 6 years. Children learn concepts rather than directed supervision. Fee payable. | | | |
| | | Kindergarten | From German <i>Kindergarten</i> , literally "children's garden" is a preschool educational institution for children. The term was created by Friedrich Fröbel for the play and activity institute that he created in 1837 in <u>Bad Blankenburg</u> as a social experience for children for their transition from home to school. His goal was that children should be taken care of and nourished | | | |
| | | Crèche | Occasional care for children, usually for a couple of hours | | | |

| Question | | | Answer | Marks | Guidance | |
|----------|--|--|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | | | Content | Levels of response |
| | | | Workplace crèche | Often subsidised at parent/carers workplace. Open all year round | | <p>range of specialist terms are used with precision. The candidate can demonstrate the accurate use of spelling, punctuation and grammar</p> <p>Level 3: 9-12 marks</p> <p>The candidate describes some different types of day care provision available to children and explanations why parents/carers could use day care provision for their child. Information will be offered to support the answer but in general terms with little detail. The information will be offered in a structured format. The candidate can use a range of specialist terms with facility. There may be occasional errors in spelling, punctuation and grammar.</p> |
| | | | Nannies/mannies | Provide childcare in child's own home. Can live in or out. Can look after all children in family/flexible hours to suit parents/carers. Can be part of family. | | |
| | | | Au pairs | An overseas visitor who comes to learn English and to help out in a family home. Lives with family but has time off for language classes.. Do not have to be registered or have any qualifications in childcare. | | |
| | | | Childminders | Child looked after in someone's home. May have other children/ of different ages. Have to be registered and Ofsted inspected. | | |
| | | | Relatives | Family members/child bonds/ knows them already. No regulations and can be paid or do it for free. One to one care. | | |
| | | | Wrap around care | Before and after day care provision | | |
| | | | | | | <p>Level 2: 5-8 marks</p> <p>The candidate gives some different types of day care provision available to children and/or gives some explanations why parents/carers could use day care provision for their child but explanations may lack detail. Some information will be relevant. The candidate uses some specialist terms, although these may not always be used appropriately. There may be errors in spelling, punctuation and grammar</p> |

| Question | | | Answer | | Marks | Guidance | |
|----------|--|--|-----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | | | | Content | Levels of response |
| | | | Meet children from ethnic groups | Promotes social harmony/acceptance | | <u>Level 1 Checklist</u> <i>Vague comments given</i> <i>Some generic points</i> <i>All descriptive</i> <i>Little or no use of specialist terms used</i> | Level 1: 1 – 4 marks The candidate is likely to give limited, muddled or incorrect answers generally with no real knowledge. Answers may be in the form of a list. Answers may not always relate to the question. Answers may be ambiguous or disorganised There will be little or no use of specialist terms. Errors of grammar, punctuation and spellings may be intrusive |
| | | | Opportunity for an only child | Company/people to play with/ make friends | | | |
| | | | Can mix with others of same age | Sharing/cooperating with children in play | | | |
| | | | Used to other adults/being away from parents/carers | Encouraging independence/ preparation for school/being away from parents/carers | | 0 marks must be given where there is no evidence worthy of credit | |
| | | | Promotes language development | Make friends/mix with own age group | | NR is given where the candidate has not attempted the question at all | |
| | | | More toys/activities | Access to a wider variety of toys/saves parents/carers buying expensive toys/opportunity for activities not done at home e.g. messy play | | | |
| | | | More space to play/can run around | If child lives in a small environment/flat with no garden | | | |
| | | | Single parent/carer can work | Self esteem for parent/carer/ to earn money | | | |
| | | | Both parents/carers work/study | Income to meet needs of child/family/no need for career break/allows both parents/carers to continue careers/study | | | |
| | | | Break for parent/carer | Allows parent/carer time for themselves | | | |

| Question | | | Answer | | Marks | Guidance | |
|----------|--|--|----------------------------------------------------------------------|--------------------------------------------------------------------------------------|-------|----------|--------------------|
| | | | | | | Content | Levels of response |
| | | | Respite care | Special needs child needing special provision/gives time with other child in family | | | |
| | | | Parents/carers can get on with other jobs/chores/shopping/house work | Can do shopping/reduces stress .Do jobs more quickly or safely e.g. ironing | | | |
| | | | Parents/carers can belong to activity/friendship/interest groups | Contact with other adults/gives parent/carer some time socially/keep social contacts | | | |
| | | | Gives parent/carers equal choices/opportunities | If no relatives nearby to look after child | | | |
| | | | Government provision | 15 funded hours per week for 3 year olds | | | |
| | | | Parent unwell | Allows parent to recuperate if no support | | | |
| | | | Total | | 15 | | |

| Question | | | Answer | | Mark | Guidance |
|----------|---|--|----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 | a | | ONE mark for each correct answer. THREE required. 4 months 6 months Birth onwards/new born/one day/few days/0 month | | 3x1 | Do not accept - age ranges |
| 4 | b | | ONE mark for each correct answer. FOUR required. ONE mark for each correct explanation. FOUR required. | | 4x1 4x1 | |
| | | | Washable frame/easy to clean | Frequent use | | The verb is to explain – for candidates' answers there will be two parts – cause and effect For cause or effect award one mark only Cause and effects could be interchangeable – look at how the candidate has written their answer. |
| | | | Washable cushions | Babies spill food/make a mess | | |
| | | | Stable/wide base/sturdy | Baby cannot rock it over | | |
| | | | Durable | Not easily broken | | |
| | | | Tray | To put food and drink on. Allows baby to feed self | | |
| | | | Removable tray | Can put up to a table/fits height of table | | |
| | | | Lockable tray | Baby cannot remove/hot food will not spill over baby | | |
| | | | Fit easily to table | Be part of the family | | |
| | | | Can fold up/easy to put up and down | For storage and/or transport/ lack of space | | |
| | | | Lockable when folded | Cannot cause an accident | | |
| | | | Fits into space needed | Not a danger hazard | | |
| | | | No hinges/sharp points/holes | Baby cannot hurt itself | | |
| | | | Cost/price | Consider budget/will last | | |

| Question | | | Answer | Mark | Guidance |
|----------|---|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| | | | Harness/straps D rings High back Height adjustment BSI safety mark/Kite Mark Foot rest Colour Reviews | Baby cannot slip out Can attach an extra harness To support baby's head/neck Multi –function/converts to low chair with table Tested for safety/complies to safety standard Support feet/legs Parental choice Recommendations/ advice from others | |
| 4 | c | i | ONE mark for correct answer. Layette | 1x1 | |
| 4 | c | ii | ONE mark for each correct answer. THREE required, e.g. Variety of sizes for different ages/weight Nappies for day time and night time use Designed for boys/girls No washing involved/saves time and effort in washing Saves electricity Less bulky/shaped No nappy pins/no risk of injury to baby Easy to use fastenings Useful when travelling/out and about/holidays/parent is ill/working parents Cost of buying is spread out/bulk buying could be cheaper | 3x1 | Accept 'biodegradable' if qualified Easy to change has to be qualified |

| Question | | | Answer | Mark | Guidance |
|----------|---|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 | d | | <p>ONE mark for each correct answer. FOUR required.</p> <p>Heart rate/beat/pulse Skin colour/appearance/milia/jaundice/melanocytes/Mongolian spot Grimace Activity/movement/reflexes Head circumference/round the head Number of fingers and toes/webbing Baby's eyes/ears/nose Mouth/cleft palate Hips/dislocation of hips Fontanelle/soft spot Passing of meconium Abdomen Genitals/ testicles in boys Nerves Muscles Birth marks Lines on palms of hands</p> | 4x1 | <p>NOTE: Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Further guidance on this is given on page 2.</p> |
| 4 | e | | <p>ONE mark for correct answer.</p> <p>Post natal</p> | 1x1 | |
| | | | Total | 20 | |

| Question | | | Answer | Mark | Guidance |
|----------|---|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|----------------------------------------------------------------|
| 5 | a | i | ONE mark for correct answer. THREE required e.g. Diphtheria Tetanus Pertussis/Whooping cough | 3x1 | |
| 5 | a | ii | ONE mark for correct answer. TWO required e.g. Mumps Measles Rubella/German measles Polio (IPV) Hib/haemophilus influenza type b Flu Meningitis(C) Pneumococcal infection Rotavirus | 2x1 | Do not accept PCV/MMR (these are vaccines not diseases) |
| 5 | a | iii | ONE mark for correct answer. By mouth/swallowed | 1x1 | |
| 5 | b | | ONE mark for correct answer. THREE required. Contact Ingestion Droplet | 3x1 | CORRECT ORDER ONLY |
| 5 | c | i | ONE mark for correct answer. TWO required. Calcium - Strong bones/strong teeth/clotting of blood/correct functioning of muscles and nerves/prevent rickets Protein - Growth/repair/body builder/builds muscles/energy | 2x1 | CORRECT ORDER ONLY |

| Question | | | Answer | Mark | Guidance |
|----------|---|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|----------|
| 5 | c | ii | ONE mark for correct answer. TWO required. Meat/named meat/poultry Fish/named fish/seafood Cheese Eggs Milk/yogurt | 2x1 | |
| 5 | c | iii | ONE mark for correct answer. TWO required. Peas Beans Lentils Pulse vegetables Tofu Quorn Soya Nuts/seeds Textured Vegetable Protein (TVP) | 2x1 | |
| | | | Total | 15 | |

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