



**General Certificate of Secondary Education  
June 2011**

**Home Economics: Child  
Development**

**45801**

**(Specification 4580)**

**Unit 1:Written Paper**

**Final**

***Mark Scheme***

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Question 1		Examiner information	Mark	Total
1 (a)	Extended family One parent family	<b>Accept single or lone parent.</b>	2 x 1	2
1 (b)	<b>Children may:</b> Be at risk of physical/sexual abuse Be being neglected Have special needs and parents <b>cannot cope</b> Be severely disabled and need special care Badly behaved and parents are unable to control them <b>Parents may:</b> Be seriously ill/in hospital/in prison and unable to look after children Decide at birth that they want the child adopted Have died (there is no close family to look after them) Are unable to care for their children because of drug/alcohol abuse Not have parenting skills/ <b>cannot cope</b> Be having serious relationship/marriage breakdown	<b>Answers must clearly relate to either parent or child.</b> <b>Do not accept one word answers.</b> <b>Reference to ‘cannot cope’ must be qualified and can only be accepted once.</b>  <b>Do not accept ‘too young’.</b>	3 x 1	3
1 (c)	Men are no longer the main provider More women work/have a career More househusbands/men who take time out from work to look after the family More men help with domestic chores Care of children now shared Men are less likely to be the disciplinarian	<b>Answers must refer to men and women</b>  <b>Accept only one example e.g. cooking cleaning, washing</b>	3 x 1	3
1 (d)	May have less money available as providing for a baby is expensive/may be less salary coming in/have to pay for childcare More difficult to have a <b>social life</b> as a babysitter will need to be organised Career changes /one parent may have to give up their career to look after the baby Parents may have a wider circle of ‘baby’ friends.	<b>Do not accept one word answers</b>	2 x 1	2

<p><b>1 (e)</b></p>	<p>Relatively low cost/may be free Grandparent will know/ love the child May be flexible about hours Are trusted May live nearby/be willing to come to child's home May already have a close bond/create a bond Are experienced Children are cared for in a family/home environment</p>		<p><b>3 x 1</b></p>	<p><b>3</b></p>
<p><b>1 (f)</b></p>	<p>A <b>government</b> programme/scheme To support families with young children/ provide the best start in life for children Especially for families in deprived areas.</p>	<p><b>Must be qualified by 'government'</b> <b>Any two points acceptable</b></p>	<p><b>2 x 1</b></p>	<p><b>2</b></p>
<p><b>1 (g)</b></p>	<p>By providing: Early years education Good quality day care/nursery care/crèche Support and advice on parenting Support and advice on managing money/local childcare options Child/family health services Specialist services for children with disabilities Links with jobs/training/further education</p>	<p><b>Support/advice must be qualified</b></p>	<p><b>2 x 1</b></p>	<p><b>2</b></p>

<p><b>1 (h)</b></p> <p><b>P</b></p>	<p><b>Parents may :</b>                  Feel guilty /argue                  Which might strain their relationship                  Be tired/stressed as caring will take up a lot of their time                  Have less time to give to other children                  Have less time for themselves/little social life</p> <p>Find the child brings them closer                  Experience great feelings of love/happiness for child                  Have less money to spend on luxuries because of financial demands of caring for child</p> <p><b>Children may:</b>                  Develop very strong bonds with rest of family                  Be very protective                  Learn to be more tolerant/accept others                  Understand more about disability                  May be bullied/teased                  May feel left out/lonely                  Embarrassed e.g. when out with family                  Find it difficult to have friends to visit</p> <p><b>Family may:</b>                  Be very close and supportive                  Be able to take fewer holidays because of equipment needed/routines</p>	<p><b>Marking criteria</b>  <b>To gain marks in the higher mark band candidates must consider both parents and siblings.</b></p> <p><b>5 – 6 marks</b>                  Candidates are able to identify and describe at least <b>4</b> ways having a special needs child might effect the different members of the family showing good knowledge and understanding.                  Answers are organised and spelling punctuation and grammar are accurate.</p> <p><b>3 – 4 marks</b>                  Candidates are able to identify and describe <b>3/4</b> ways having a special needs child might effect the different members of the family showing some knowledge and understanding.                  Answers are organised however candidates may simply list effects or concentrate on either parents or siblings. There may be some errors in spelling punctuation and grammar.</p> <p><b>1 - 2 marks</b>                  Candidates show little knowledge and understanding of how having a special needs child might effect the different members of the family but may be able to identify <b>1/2</b> points.                  There will be errors in spelling punctuation and grammar.</p> <p><b>0 marks</b>                  No work worthy of credit</p>	<p><b>6</b></p>	<p><b>23</b></p>
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Question 2		Examiner information	Mark	Total
2 (a)	<b>Stage 2</b> The sperm try to fertilise the egg/meet/try to get into One sperm fertilises the egg	<b>Accept either answer</b>	1 x 1	5
	<b>Stage 3</b> The <b>fertilised</b> egg/zygote/cell Begins to divide/multiply ( <b>not ‘splits’</b> ) Into a morulla/blastocyst As it moves along the fallopian tube	<b>Do not accept ‘egg’</b> <b>Do not accept ‘splits’</b>	2 x 1	
	<b>Stage 4</b> The (fertilised) egg/blastocyst reaches the uterus		1 x 1	
	<b>Stage 5</b> The (fertilised) egg implants in the lining of the uterus.		1 x 1	
	2 (b)	When the fertilised) egg implants in the fallopian tube/somewhere other than the uterus.		
2 (c) (i)	Ultrasound scan	<b>Accept scan or ultrasound.</b> <b>These are only acceptable options. Where two answers/words given accept only first.</b>	1 x 1	1
2 (c) (ii)	Heartbeat Confirmation of EDD Number of babies Risk of Down’s Syndrome/abnormalities Sex of baby Position of baby Size of baby/Confirm baby is developing normally/measure growth Position of placenta Amount of amniotic fluid Detect an ectopic pregnancy	<b>Must state ‘risk’</b>	3 x 1	3
2 (d)	7 ½ lbs/3.5kgs.		1 x 1	1

<b>2 (e)</b>	<b>Incubator</b> Filters air Maintains a constant /correct temperature/keeps baby warm Controls humidity Can provide baby with oxygen Reduces risk of/protect against infection/germ free environment	<b>Not 'helps baby to breathe'.</b>	<b>2 x 1</b>	<b>4</b>
	<b>Nasogastric tube</b> Enables baby to be fed When unable to suck/swallow		<b>2 x 1</b>	
<b>2 (f)</b>	<b>Post- natal depression</b> Is a long term problem Serious/often requires medical help <b>Baby blues</b> Usually only lasts a few days Mainly hormonal	<b>Accept any two points which show a clear understanding of difference. Take care not to credit symptoms.</b>	<b>2 x 1</b>	<b>2</b>
<b>2 (g)</b>	Low self confidence/self esteem Problems sleeping Feelings of guilt Rejection of baby/cannot bond with baby Loss of appetite/comfort eating Feeling constantly tired/listless Feeling anxious/upset all the time Rapid mood swings Feeling resentful/angry Unable to concentrate/make decisions. Suicidal feelings Crying a lot/ for no reason Doesn't want to look after baby/wants others to look after baby	<b>(crying must be qualified)</b>	<b>4 x 1</b>	<b>4</b>
				<b>21</b>





Question 4			Examiner information	Mark	Total
4 (a)	Toys/games Accept appropriate examples.	It is not suitable for children under the age of 3 years Does not pass choke hazard test Has small parts which could be removed/swallowed	<b>Must state 3 years</b>  <b>'Small parts' must be qualified</b>	2 x 1	6
	Nursery furniture Car seats Prams/travel systems Electrical goods e.g. monitors Large/outdoor toys	Has been tested by <b>British standards</b> Is safe and reliable	<b>Must be qualified</b>	2 x 1	
	(Baby) foods	Is gluten free Will not cause an allergic reaction	<b>Do not accept reference to wheat</b>	2 x 1	
4 (b)	<b>Reusable</b> Cheaper the long term Kinder to the environment. New style nappies don't need folding Modern designs are colourful and attractive New designs are quick to wash and dry Two-part nappies can last from birth to potty training.		<b>Do not accept one word answers e.g. 'cheap' ' Accept reference to folding once only</b>	2 x 1	4
	<b>Disposable</b> Very absorbent Very convenient – the soiled nappy is put in a nappy bag and thrown away. No folding/pinning/no liners/no plastic pants. They are quick/easy to use. They fit different-sized babies. Different absorbency for day and night Some have extra padding at front for boys Don't need washing/soaking			2 x 1	
4 (c)	By touch/direct contact/kissing/reusing a towel/ From coughs and sneezes/droplets/airborne From infected food/drink/sharing cups or drinks Insects/rodents/pets Not washing hands			2 x 1	2
					<b>12</b>

Question 5		Examiner information	Mark	Total
5 (a)	Surfaces are soft/wood chip/pea gravel/rubber/ <b>not</b> concrete, rough grass or earth Equipment is secure/well maintained Equipment not rusted/broken/have splinters Equipment should not have objects that stick out/sharp Area is fenced in/away from main road Easy for adult to supervise No dangerous materials e.g. broken glass/syringes No standing water/rocks/tree roots Dog/animal faeces Equipment suitable for age of child		5 x 1	5
5 (b)	<b>Should:</b> Be colourful/textured Have large/clear/simple images Include everyday objects Use lowercase letters Large/clear/bold print Be strongly made/durable/board Limited numbers of words to a page Positive gender/culture/race/disability Be easy to hold Be easy to turn pages Washable/wipe clean	Do not accept one word answers	4 x 1	4
5 (c)	Recognise picture symbols/identify objects Link alphabet symbols to picture symbols Visual discrimination/recognise differences Memory skills Concentration Motor skills Understanding of how to read a book/reading top to bottom/left to right/turning pages	Accept only one example	2 x 1	2

<p><b>5 (d)</b></p>	<p><b>Bookstart:</b>                  Provides (free) packs of books                  At (three) different ages/from a young age                  In a bag/satchel/box                  Often includes colouring books/crayons                  Includes advice on sharing and reading books                  Library information                  There are also programmes for blind children (Booktouch)                  and deaf children (Bookshine)</p>		<p><b>4 x 1</b></p>	<p><b>4</b></p>
<p><b>5 (e)</b></p>	<p>Many more toys now rely on technology                  More interactive toys available                  Parents can buy their children toys which imitate reality e.g.                  mobile phones/computers/cash tills etc                  Can see how technology fits into the world they live in                  Children see adults using technology (mobile                  phones/computers/ATM's/microwaves/TV etc)                  Children can learn by copying parents                  Are programmable /have buttons to press/turn                  Which result in a certain response                  Teaches cause and effect                  Children are naturally curious and these toys help to                  encourage exploring/ investigating/curiosity                  They learn how technology works                  Mainly by repeating actions                  How to control toys                  More traditional toys (dolls, animals etc.) are programmed to                  talk/teach/feed/move</p>	<p><b>Answers must relate to how toys help develop technology                  skills and understanding and not how they develop PIES</b></p>	<p><b>6 x 1</b></p>	<p><b>6</b></p>
				<p><b>21</b></p>

Question 6		Examiner information	Mark	Total
P	<p><b>Social skills and behaviour</b>  <b>Children need to learn to:</b>                      Play with others                      Share and take turns                      Learn and accept rules                      Learn right from wrong                      Say please and thank you                      Learn to control emotions                      Consider others                      Trust others                      Learn that making mistakes is acceptable                      Look after and care for others                      Be able to care for themselves/wash/clean teeth/dress/go to the toilet/feed themselves                      Develop confidence and self esteem                      Communicate with others                      Express opinions and ideas                      Behave appropriately  <b>Examples of possible reason – some parts listed can also be reasons</b>                      Life skills:                      Shapes values                      Able to accept discipline and authority                      Help child to grow into responsible adult                      Behave appropriately                      Have moral values                      Develop a conscience                      Aware of boundaries                      Safety reason  <b>How parents can encourage these skills</b>                      Children learn by copying so                      Be a good role model                      Always talk politely and calmly                      Avoid shouting and swearing                      Give children love and affection                      Provide support when needed                      Provide opportunities for children to meet other children                      Provide a range of play opportunities e.g. nursery, play</p>	<p><b>Within the section on skills look for evidence of reasoning and credit accordingly.</b></p> <p><b>To gain marks in the higher mark bands candidates need to address both parts of the question in detail.</b></p> <p><b>Marking criteria</b>  <b>9 – 12 marks</b>                      Candidates are able to describe a wide range of the social skills and behaviour that children need to develop. They demonstrate a clear understanding of why these are important.                      They can describe in detail and explain 6/7 ways that parents/carers can help and encourage children to develop these skills.                      Answers are well organised logical and detailed with accurate use of spelling punctuation and grammar. A wide range of specialist terminology is used.</p> <p><b>6 – 8 marks</b>                      Candidates are able to describe a range of the social skills and behaviour that children need to develop. .                      They can describe 5/6 ways that parents/carers can help and encourage children to develop these skills with some understanding of why these are important. Overall answers lack depth and detail,                      Answers are generally organised. There is accurate use of spelling punctuation and grammar. A range of specialist terminology is used accurately.</p> <p><b>3 – 5</b>                      Candidates are able to describe some of the social skills and behaviour that children need to develop showing limited understanding of why they are important.                      They can give 3/4 ways that parents/carers can help and encourage children to develop these skills.                      Answers may be in the form of a list or bullet points and information repetitive. Use of specialist terms is limited and there will be several errors in spelling punctuation and grammar.</p>		12

	<p>group play days          Provide a range of toys to encourage sharing and problem solving          Provide opportunities to let off steam          Spend time/play with children          Allow children to do things for themselves          Encourage and praise children          Don't ridicule children          Encourage children to make decisions/solve their own problems          Encourage children to take risks          Allow children to try and fail          Don't overprotect children          Set clear boundaries          Have clear but fair sanctions          Be consistent          Teach children what is right and wrong, acceptable and unacceptable</p>	<p><b>1 – 2</b>          Candidates can identify a limited number of the social skills and behaviour that children need to develop with little or no reasons. There is little evidence of knowledge and understanding but they may be able to suggest some ways that parents/carers can help and encourage children to develop these skills.          Answers are confused and superficial. There is little or no evidence of specialist terms and frequent errors in spelling punctuation and grammar.</p> <p><b>0 marks</b>          No work worthy of credit</p>		
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