



**General Certificate of Secondary Education
June 2012**

**Home Economics: Child
Development**

45801

(Specification 4580)

Unit 1:Written Paper

Final

Mark Scheme

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for standardisation each examiner analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised they are required to refer these to the Principal Examiner.

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Question 1

Qu	Part	Sub Part	Marking Guidance	Mark	Comments
1	a		Extended family includes wider family/grandparents/uncles and aunts/other relations Nuclear family includes parents and child/ren only	1	Mark awarded only if there is a clear statement of the difference Do not accept 'large family'
1	b		One/single parent Step/reconstituted Foster Adopted Same sex Mixed culture/race	1	
1	c		Want to concentrate on a career May be studying Want to be financially independent/stable Not met the right person/been divorced Want to have travelled/had independence Mature enough (to accept responsibility) May have had fertility problems.	2	2 x 1
1	d		Machine washable/easy to wash and dry Easy to put on/take off/have popper fastenings/have envelope necks Correct size/not too tight Soft Non-irritant Appropriate for weather/warm in summer/cool in winter No loose ties/ribbons Non-flammable (but don't accept fire resistant)	3	3 x 1 Do not accept 'room for growth' 'cost' 'colour' 'comfortable'

1	e		<p>Versatile/flexible/have more than one function Good/easy to apply brakes Easy to clean Swivel wheels for manoeuvrability Have BS labels/appropriate safety labels Good stability when carrying shopping/space for shopping Good suspension Anchor points for safety harness Easy to put up/down/store Accessories included Suitable for child's weight Lightweight/easy to transport/fits in car Adjustable handle</p>	3	<p>3 x 1 Single word answers not acceptable</p> <p>Do not accept reference to cost, size, colour or comfortable.</p>
1	f	(i)	<p>A homely environment Often cheaper than nursery care Small number of children/more individual care Registered/monitored by Ofsted CRB/police check Will often take all children from families Usually flexible working hours May be several available locally Have had some childcare training/experienced/qualified Less likelihood of infection than nursery Know local area so will take children on visits May have an agreement with other childminder to cover illness Childminder may live locally therefore less travelling involved.</p>	3	<p>3 x 1 Answers need to relate to the parent's choice of child care option. Registered/monitored must be qualified – Ofsted 'Checked' needs to be qualified.</p>
1	f	(ii)	<p>May be expensive High turnover of children Children may have to compete for attention May have children to pick up/drop off therefore child in car for long periods Set own activities/have own routines May refuse to have children if ill May not provide alternative cover if ill/on holiday</p>	1	

1	g	(i)	Statutory services are a legal requirement/provided by law/government. Voluntary services are free/ provided by charities/private donations	2	2 x 1 1 mark for each correct definition.
1	g	(ii)	Social services Health service Education/Early Years Foundation Childcare centres/Sure Start Centre Childcare provision	1	Do not accept references to benefits. Not Daycare Centre

Question 2

Qu	Part	Sub Part	Marking Guidance	Mark	Comments
2	a	(i)	28 days	1	Accept 28 without qualification
2	a	(ii)	Oestrogen Progesterone FSH LH	1	
2	b		Damaged/blocked (fallopian) tubes Fibroids/growths in uterus Endometriosis/uterus lining grows outside the womb Thick cervical mucus in neck of womb Cancer/cancer related treatment Hormone imbalance/ovulation problems/eggs not being produced Early menopause Age – fertility decreases with age/over 35 years STDs Drugs/smoking/alcohol Polycystic ovaries	2	2 x 1 Accept one word answers for cancer, fibroids and endometriosis. 'Age' needs to be qualified.
2	c	(i)	Screening test- checks for an abnormality/problem Diagnostic test confirms an abnormality/problem	2	2 x 1 Credit 1 mark for one correct explanation of one test
2	c	(ii)	Blood test AFP (maternal) Serum screening Ultrasound scan Nuchal fold test	1	NOT Amniocentesis

2	d	<p>Pain relief preferences Who will be the birth partner? Where she would like to give birth/home or hospital or birth centre? Preferred delivery /water birth, in bed, caesarean? Preference if caesarean is needed/local or general anaesthetic? Views on assisted births/induction/ventous/forceps Who will cut umbilical cord? Want baby be placed on stomach when delivered/skin to skin contact Choices if labour slows down Will baby be breast or bottle fed? Any religious preferences/needs/male or female midwife Are there any specific dietary needs? Views on students being present. Choice of music</p>	3	3 x 1
2	e	<p>Contractions speed up/become stronger Baby's head moves (slowly) down the birth canal Mother has urge to/encouraged to push with each contraction Baby's head can be seen/crowns Mother told to stop pushing Told to pant with contractions To reduce risk of perineum tearing Episiotomy may be needed Baby's head is born Shoulders follow Body quickly follows Umbilical cord is cut and clamped.</p>	5	<p>'P' mark</p> <p>5 marks Answer includes 5 or more points. Factual information is detailed and sequential correct. Evidence of specialist terms used accurately</p> <p>3 – 4 marks Answer includes 3/4 points which are factually sound but lacking detail. Sequence may be incorrect Some use of specialist terms</p> <p>1 – 2 marks Answer includes 1/2 points. Factual information is limited. Little evidence of specialist terms.</p> <p>0 marks No work worthy of credit</p>

2	f		<p>Woman has had a previous caesarean section</p> <p>Multiple birth</p> <p>Baby too large to go through pelvis</p> <p>Placenta praevia/ placenta lying across entrance to womb</p> <p>Mother is HIV</p> <p>Has ovarian cysts/fibroids</p> <p>Baby is breech/traverse/wrong position</p> <p>Baby has a known abnormality</p> <p>Mother has serious health problems, e.g. HBP or diabetes</p> <p>Mother has genital herpes</p> <p>Foetal heart rate drops/baby in distress</p> <p>Cervix stops dilating/contractions stop</p> <p>Mother over tired/long first stage</p> <p>Pre-eclampsia</p>	3	<p>3 x 1</p> <p>Must emphasise 'serious' or give example.</p>
2	g	(i)	<p>Test carried out 1 and 5 minutes after birth/immediately after birth</p> <p>Test which scores baby (out of 10)</p> <p>Test which checks appearance, pulse, grimace, activity, respiration.</p>	1	All 5 must be named
2	g	(ii)	<p>Helps to determine if baby needs special care</p> <p>A low score (under 7) indicates extra care needed</p>	1	
2	h		<p>Lanugo</p> <p>Milia</p> <p>Vernix</p>	3	3 x 1

Question 3

Qu	Part	Sub Part	Marking Guidance	Mark	Comments
3	a		<p>Points to consider Measure the powder accurately/level off each scoop with a knife Use scoop provided Measure correct amount of powder</p> <p>Why it is important Too much milk powder could make the baby sick/damage baby's kidneys/cause de-hydration/lead to overweight Too little formula milk can lead to baby being hungry/underfed If compressed wrong concentration will be given/target right concentration so baby is not given too much/too little powder/formula (NOT milk)</p> <p>Points to consider Do not use a microwave to warm up a bottle feed</p> <p>Why it is important Can cause 'hot spots' which can burn baby's mouth</p> <p>Points to consider Sterilise bottles after/before use</p> <p>Why it is important To destroy bacteria</p>	6	<p>3 x 1 marks for each for correctly described point 3 x 1 marks for each appropriate reason related to correct point. If point incorrect reason cannot be credited.</p> <p>Don't credit 'correct amount of milk needed'</p> <p>Must refer to sterile Reference to bacteria must be qualified. Don't accept 'to keep them clean'.</p>
3	b		<p>Baby is still hungry after a milk feed Needs more frequent feeds Begins to wake more often during the night Chewing fists Attempting to put things into mouth Is curious about what you are eating</p>	2	2 x 1

3	c	<p>What to avoid Sugar/sweet drinks/chocolate/honey/sweets</p> <p>Why Can lead to a sweet tooth/craving Can lead to tooth decay Can lead to diabetes</p> <p>What to avoid Salt</p> <p>Why Can cause de-hydration Baby’s kidneys cannot cope with salt/cause damage to kidneys</p> <p>What to avoid Raw/lightly boiled eggs</p> <p>Why Risk of salmonella/food poisoning</p> <p>What to avoid High fibre/low calorie/low fat foods</p> <p>Why Babies need a lot of nutrients/calories</p> <p>What to avoid Fish such as swordfish, shark, marlin, shellfish</p> <p>Why High levels of mercury</p> <p>What to avoid Tea or coffee</p>	4	<p>1 mark for each correct food 1 mark for each appropriate reason. Do not accept allergy twice</p> <p>Reference to ‘eggs’ must be qualified. Don’t accept ‘fish’ – must be specific</p>
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		<p>Why Tannin can prevent absorption of iron Caffeine is a stimulant</p> <p>What to avoid Nuts</p> <p>Why Possible risk of allergy Risk of choking</p> <p>What to avoid Cow's milk</p> <p>Why Possible intolerance to lactose Lack of nutrients</p> <p>What to avoid Foods containing gluten/wheat eg. bread, weetabix</p> <p>Why Child may have a gluten/wheat intolerance May trigger coeliac disease</p>		
3	d	<p>Pollution Poor housing conditions/hygiene Parents smoking/passive smoking Lack of exercise Lack of vitamin D/sunshine Poverty Lack of stimulus/play/toys Long term illness/disability Environment Lack of sleep</p>	2	2 x 1

3	e	<p>Don't attempt to force feed Avoid confrontation/keep calm/be patient Never bribe a child to eat Have regular mealtimes Try to eat as a family Eat the same food as the child where possible Serve small portions Introduce new foods gradually Make food look attractive Avoid giving sweet snacks between meals/offer healthy snacks between meals Encourage children to feed themselves/don't worry about table manners Let children help prepare foods</p>	4	4 x 1
3	f	<p>Try to give liquid rather than tablet medicines Read and follow instructions Don't give medicine to babies younger than two months without seeing doctor Use a (sterilised) dropper/spoon/plastic syringe for babies Give a little at a time to babies so they can swallow Stroke throat gently to encourage swallowing Give only prescribed dosage/measure accurately Check medicine is age appropriate Check use by dates If one dose is missed don't give a double dose Check for any reaction/allergy Don't give other people's medicine Explain that medicine will make them better</p>	4	4 x 1

Question 4

Qu	Part	Sub Part	Marking Guidance	Mark	Comments
4	a	(i)	2 years	1	Only acceptable answer.
4	a	(ii)	Tired Attention seeking Hungry Bored Uncomfortable/ill Cannot communicate/limited language skills/frustrated Wants to be independent Has been told 'no'	2	2 x 1
4	b	(i)	Bonding The special relationship/feeling of love between parent/carer and child	1	Accept 'between two people'
4	b	(ii)	Self-image How a person feels/thinks about themselves	1	
4	c		Praise Encourage children Give children the chance to be independent/allow them to do things for themselves/give children the chance to make decisions Allow children to make mistakes Don't criticise Be a good role model/be polite and respectful Make children feel/know they are wanted Listen to children when they talk to you Give love and affection openly Give support and help when needed Avoid stereotypical behaviour Give children the chance to mix with others Accept them for who they are/what they can do/don't have unrealistic expectations.	5	5 x 1

Question 5

Qu	Part	Sub Part	Marking Guidance	Mark	Comments
5	a		Pull themselves up (to standing) using furniture 'cruise' around furniture Walk unaided Run Climb stairs Kick a ball Hop and jump Skip Pedal a tricycle	4	4 x 1 Accept any 4 valid descriptions in sequence – stages can be omitted but sequence must be correct. Stop marking once sequence is incorrect. Age reference not needed.
5	b		Structured play is organised by adults Spontaneous play is what children make up for themselves	2	2 x 1
5	c		First stage is solitary play Children play on their own Parallel play usually follows Children play alongside each other Play separately/without communicating Looking-on play is usually the next stage Children play around other children Don't actually play with them Joining in play/Associative play Children more interested in each other than the toys. Co-operative/social play is the last stage Children will play together/share toys/share ideas Can follow simple rules	4	4 x 1 Credit any four sequential descriptions No marks for simply naming stages. Marks can be awarded for descriptions without naming stages.

5	d	<p>Credit references to and appropriate examples of:</p> <p>Manipulative play Example Playing with toys/cars/diggers</p> <p>Creative play Example Building sandcastles/boats/cars/roads</p> <p>Imaginative play Example Decorating</p> <p>Discovery/exploratory play Example How things work</p> <p>Intellectual play Example Understanding concepts such as full/empty big/little shapes number Cause and effect/problem solving/object permanence</p> <p>Language Example Talking/learning new words</p> <p>Physical play Example Filling buckets with sand/carrying</p> <p>Social play Example Children can play with others/share tasks/co-operate/take turns</p> <p>Sensory play Example Feeling sand/difference between wet and dry sand</p>	<p>6</p> <p>Credit where examples have been linked to more than one type of play and learning.</p> <p>Underline types of play/learning 'P' mark point to be considered when awarding marks.</p> <p>Marking criteria</p> <p>5 – 6 marks Candidates can identify and describe in some detail at least 5 ways that playing with sand can encourage different types of play and learning showing sound knowledge and understanding. Answers are clearly organised and there is evidence of good use of specialist terms.</p> <p>3 – 4 marks Candidates can identify and describe 3/4 ways that playing with sand can encourage different types of play and learning showing some knowledge and understanding. Answers are organised but lack depth and detail. There should be some use of appropriate specialist terms.</p> <p>1 – 2 marks Candidates may be able to suggest 1/2 ways that playing with sand can encourage some types of play and learning. Answers are brief and superficial showing limited knowledge and understanding.</p>
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			<p>Co-operative play Example Playing together/sharing building of a sandcastle</p> <p>Drawing and writing Example Using a stick to draw and write in sand</p>		<p>0 marks No work worthy of credit.</p>
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Question 6

Qu	Part	Sub Part	Marking Guidance	Mark	Comments
6			<p>Examples of discussion points to credit.</p> <p>Planned/unplanned An unplanned baby could be a shock/cause stress and one or both parents may feel trapped while planning can bring a couple closer together and give enjoyment</p> <p>Relationship Needs to be strong. Both need to be committed and want the baby as both parents will have to realise and accept new roles and responsibilities and the strain might cause. May cause jealousy between parents.</p> <p>Money/financial issues Babies are expensive as equipment, food and clothing are ongoing expenses and having a baby may result in a lower income</p> <p>Age/maturity Are they old enough to take on the responsibility Older women may have problems conceiving and there may be a higher risk of having problems</p> <p>Responsibilities/ Commitment Babies are a long lasting responsibility and need a lot of care Both parents need to be aware of impact on all aspects of their life.</p> <p>Career/Education Having a baby may mean putting career on hold/might affect promotion prospects/mean working part time.</p>	12	<p>Answers are expected to show knowledge of a range of different factors to consider with varied supporting reasons which demonstrate a clear understanding and awareness of why these are important.</p> <p>Where candidates list factors /give bullet points with limited supporting reasons they can only be awarded marks in the 3 – 5 mark band.</p> <p>Underline factors 'P' mark point to be considered when awarding marks.</p> <p>Marking criteria 9 – 12 marks Candidates are able to identify more than 5 factors to consider discussing these in detail. Answers show a clear and perceptive understanding and application of knowledge.</p> <p>Answers are well organised and logically presented with accurate use of spelling, punctuation and grammar. Where appropriate specialist terms are used appropriately.</p> <p>6 – 8 marks Candidates are able to identify at least 4/5 factors to consider discussing some of these in some detail. Knowledge is clearly evident but overall</p>

		<p>Home situation/Environment A family needs a safe, warm and secure home/enough space to live in Local support facilities</p> <p>Support May need to have support/advice on caring and parenting</p> <p>Going back to work May be necessary for financial reasons so may need to consider childcare options which has financial implications</p> <p>Lifestyle/Social life Will change, may be limited and has to be planned. A couple may find it difficult to find time/opportunity to go out together which could lead to resentment</p> <p>Stress/tiredness Young babies cry/wake up during the night 24 hour responsibility</p> <p>Health/Pre-conceptual care Parents need to be healthy to increase chances of conception. Consider avoiding drugs/alcohol/smoking. Poor health could lead to problems during pregnancy and labour. Consider taking folic acid 3 months before trying to conceive. Healthy diet needed.</p>	<p>there is a lack of depth/detail.</p> <p>Answers are organised and clearly presented with few errors in spelling, punctuation and grammar. Specialist terms when used are appropriate.</p> <p>3 – 5 marks Candidates are able to identify at least 3 appropriate factors to consider with some supporting reasoning which shows simple understanding. Answers may be in a list form and there may be some repetition. There may be some errors in spelling punctuation and grammar and the use of specialist terms is limited.</p> <p>1 – 2 marks Candidates may be able to identify/list some factors to consider but have little evidence of understanding why these are important.</p> <p>Answers may lack structure and are largely superficial with frequent errors in spelling, punctuation and grammar. There is little or no use of specialist terms.</p> <p>0 marks No work worthy of credit.</p>
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