



Rewarding Learning

**General Certificate of Secondary Education
2022**

**Home Economics:
Child Development**

Unit 2

The Development of the Child
(0–5 years)

[GCD21]

TUESDAY 14 JUNE, AFTERNOON

**MARK
SCHEME**

General Marking Instructions

Introduction

The main purpose of the mark scheme is to ensure that examinations are marked accurately, consistently and fairly. The mark scheme provides examiners with an indication of the nature and range of candidates' responses likely to be worthy of credit. It also sets out the criteria which they should apply in allocating marks to candidates' responses.

Assessment objectives

Below are the assessment objectives for Home Economics: Child Development.

Candidates should be able to:

- AO1** Recall, select and communicate their knowledge and understanding of a range of contexts;
- AO2** Apply knowledge, understanding and skills in a variety of contexts and in planning and carrying out investigations and tasks; and
- AO3** Analyse and evaluate information, sources, and evidence; make reasoned judgements and present conclusions.

Quality of candidates' responses

In marking the examination papers, examiners should be looking for a quality of response reflecting the level of maturity that may reasonably be expected of a 16-year-old, the age at which the majority of candidates sit their GCSE examinations.

Flexibility in marking

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

Positive marking

Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 16-year-old GCSE candidate.

Awarding zero marks

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate and not worthy of credit.

Types of mark schemes

Mark schemes for tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

Levels of response

In deciding which level of response to award, examiners should look for the “best fit” bearing in mind that weaknesses in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement.

The following guidance is provided to assist examiners:

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **Intermediate performance:** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

Quality of written communication

Quality of written communication is taken into account in assessing candidates’ responses to all tasks and questions that require them to respond in extended written form. These tasks and questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication.

For conciseness, quality of written communication is distinguished within levels of response as follows:

Level 1: Quality of written communication is basic.

Level 2: Quality of written communication is competent.

Level 3: Quality of written communication is highly competent.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below:

Level 1 (Basic): The candidate makes only a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

Level 2 (Competent): The candidate makes a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning evident.

Level 3 (Highly competent): The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is extensive and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure that meaning is clear.

COVID-19 Context

Given the unprecedented circumstances presented by the COVID-19 public health crisis, senior examiners, under the instruction of CCEA awarding organisation, are required to train assistant examiners to apply the mark scheme in case of disrupted learning and lost teaching time. The interpretation and intended application of the mark scheme for this examination series will be communicated through the standardising meeting by the Chief or Principal Examiner and will be monitored through the supervision period. This paragraph will apply to examination series in 2021–2022 only.

1 Tick only **one** box for each statement.

(a) D pre-linguistic communication

(b) B health visitor

(c) C growth and repair cells

(d) D carbohydrates

AO1 (4 × [1])

[4]

AVAILABLE
MARKS

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If the candidate has selected multiple answers without scoring out then they are awarded [0]

2 (a) Write down **two** signs that may indicate a baby is ready to be weaned.

- Still appears hungry after breast or bottle feed/wants more/looking for more milk
- Waking up during the night/earlier, having previously slept right through the night
- Demanding food more often, shorter periods between feeds
- Chewing/sucking fists
- Can co-ordinate eyes, hands and mouth so that baby can look at food, pick it up and put in their mouth
- Cries when sees parent/when they are 6 months old/takes an interest in what people are eating = [0]

AO1 (2 × [1])

[2]

(b) These foods may be included in a baby's diet during weaning.

Explain the nutritional value of each food for a baby.

Natural Yoghurt

- Protein for building strong bones
- Calcium for the development of strong bones and teeth
- Fat for energy and insulating internal organs
- Potassium to regulate the balance of fluids
- Vitamin D for strong bones
- Dairy = [0]

AO2 (1 × [2])

[2]

Pureed Carrot

- A good source of dietary fibre to prevent constipation
- Vitamin A aids night vision and healthy skin/eyesight
- Carbohydrate for energy
- Vitamin C keeps gums healthy/helps wounds heal/immune system/immunity

AO2 (1 × [2])

[2]

(c) James sometimes refuses to eat his dinner.

List three ways his parents can deal with food refusal.

- Give him something he likes/disguise it with something he likes
- Praise, reward with stickers if eats his meal
- Allow time to eat, do not rush James
- Make healthy food James likes
- Serve small portions
- Speak positively to the child
- Use attractive dishes and cutlery
- Make it fun, a game of finding the character on the plate/distraction/game
- Be a good example, eat together at table,
- Set food out attractively, make it into a face/enjoyable
- Ask James to help choose the foods/let James help prepare
- Avoid high fat/sugar snacks between meals
- Making deals/threat/bribery/stay at table until eats it all/force = [0]

All other valid answers will be credited

AO2 (3 × [1])

[3]

9

3 (a) Write down three ways parents and carers can:

(i) Prevent obesity in young children

- Read nutritional information on labels to assess fat and sugar content of foods
- Avoid buying sugary snacks and drinks/saying no to unhealthy snacks/avoid processed foods
- Encourage eating three meals a day/avoid snacks between meals
- Be a positive role model, eating healthy foods, fruits and vegetables/5 a day
- Encourage physical activity, do activities together/involve in sport
- Reduce 'screen time' in front of television, computers or electronic devices
- Use a smaller plate, reduce amount of foods served/small portion size
- Encourage children to eat only when hungry and to eat slowly
- Encourage the drinking of water rather than drinks with added sugar
- Use of Eatwell guide to plan and prepare meals/government guidelines to plan and prepare meals

Can also accept:

- Reduce fat/sugar content
- Grill/bake foods instead of frying

AO1, AO2 (3 × [1])

[3]

[0] = government guidelines/set a balanced diet/give healthy food

(ii) Ensure a high fibre diet in young children

- Buy wholegrain breakfast cereals – choose wholemeal/wholegrain bread, rice or pasta
- Serve at least 5 servings of fruit and vegetables daily, serve raw if possible/fruit and vegetables
- Choose high fibre snacks
- Read labels to find out fibre content, serve foods with high fibre content
- Choose whole fruit instead of juice
- Top yoghurt, cereal or porridge with fruit

AO1, AO2 (3 × [1])

[3]

(iii) Prevent tooth decay in young children

- Visit the dentist regularly
- Teach the child to brush and floss their teeth regularly, be a good role model/good routine/brush twice a day
- Use a toothpaste with fluoride
- Encourage tooth brushing/cleaning by use of star chart/character toothbrush/praise supervise tooth brushing, use timed toothbrush/app
- Limit sweet or sticky foods, provide sugar-free snacks/crusty bread/raw vegetables or fruit
- Serve juice only at meal times or not at all, no fizzy drinks
- Check labels for sugar content, avoid high sugar foods
- Limit/no sugar covered cereals/choose no added sugar cereals
- Give sweet foods all at one time, not spread throughout the day
- Give foods rich in Vitamin D/calcium/drink milk or milky drinks.
- not giving food at bedtime after teeth have been brushed

Clean teeth = [0]

All other valid responses will be credited

AO1, AO2 (3 × [1])

[3]

(b) Describe how to relieve teething discomfort in a baby.

- Rub baby's gums with soothing gel to relieve pain in gums/numb gums/ to soothe
- Give baby hard/cold food to bite on to relieve pain in gums
- Give baby teething ring to bite on and soothe gums
- Comforting or playing with baby can distract from pain in gums
- Give child paracetamol to remove pain

Relieve discomfort in explanation = [0]

AO1, AO2 (1 × [2])

[2]

AVAILABLE
MARKS

11

- 4 (a) Three year old Harry likes to play with this toy.
Explain how a tool set will help develop his fine motor skills.
- Grip/hold/handling, screwing and using the tools will help develop fine motor skills
 - Striking movements can develop finger and hand strength
 - Lifting the pieces and using them as in real life are ideal to develop hand to eye co-ordination and effectively develop manipulative skills
 - Through using the tools Harry will learn how things fit or don't fit improving understanding of spatial awareness
 - Precise use of pincer grasp to manipulate pieces
- AO1, AO2 (2 × [2]) [4]
- (b) Describe the following types of play.
- (i) **Imaginative play**
- A child pretends/acts out/creates fictional character
 - Engages in fantasy play
 - Imagines she is someone or something else like a rabbit, fairy, dragon
 - Imitates the ways of adults - play shop, imagine dentists
- AO1, AO2 (1 × [2]) [2]
- (ii) **Creative play**
- Child can express own ideas and feelings through making something original
 - Makes up/making something, designing things, using imagination
 - Experimenting with music and materials, music
 - Painting, collage work, play-doh, cooking activities allow ideas to be expressed easily and safely
- All other valid points will be given credit
Must indicate that they understand the particular type of play
- AO1, AO2 (1 × [2]) [2]
- (c) Explain how parents and carers can nurture the following social skills in young children.
- (i) **Sharing**
- Provide opportunities for child to share their toys or possessions so they are not self-centred
 - Talk about the importance of sharing with friends to maintain friendships
 - Read books/watch dvd's that show young children sharing to encourage sharing
 - Be a positive role model in the home for children to copy
 - Give praise when child shares with others to reinforce good practice
- AO1, AO2 (1 × [2]) [2]

(ii) Using good manners

- At home parents and carers should model good manners in daily situations to establish their use
- Say please and thank you in family situations so that young children understand how these terms are used
- At meal times encourage the use of good behaviours and table manners to establish good social skills
- Recognising and talking positively when good manners are shown to encourage repetition/child will copy
- Give praise when good manners are used in social situations to encourage repetition

AO1, AO2 (1 × [2])

[2]

(iii) Co-operating

- Play board games that are age appropriate, rules and boundaries so that the young child begins to understand the need to follow the rules/problem solving
- Get the young child to help with everyday family activities like tidying up, making their own bed that require working with another person to get the task done
- Give praise for co-operative efforts from the child so skill is repeated
- Encourage the child to 'wait their turn' by providing opportunities to develop this skill
- Do chores and activities together to develop problem solving skills and perseverance
- Give the child choices while keeping to rules to maintain friendships
- Teaching the child to compromise – not get own way

AO1, AO2 (1 × [2])

[2]

AVAILABLE
MARKS

14

5 (a) Write down two symptoms of chicken pox.

- Fever, aches and pains/high temperature
- Itchy, spotty rash turning from spots to blisters, scabs and crusts/red spots/dots
- Blisters with fluid

Spots = [0] Temperature = [0]

AO2 (2 × [1])

[2]

(b) Write down three ways to prepare a child for a stay in hospital.

- Buy new pjs/nightdress for hospital
- Get the child to stay overnight with relatives to prepare
- Tell the child what will happen
- Take the child to visit the hospital
- Read books about going into hospital
- Encourage the child to play 'doctors and nurses'/role play
- Reassure the child parent/carer will be with them/stay with them
- Talk positively about going into hospital, but with honesty
- Involve the child in packing suitcase for hospital
- Bring special/favourite toy/blanket/book/photo – Max [1] mark
- Pack their favourite clothes
- Visit hospital prior to operation

All other valid responses will be credited

AO1 (3 × [1])

[3]

(c) Assess the importance of immunisation for babies and young children.

- Stops spread of disease, required before attending pre-school, nursery
- Babies/young children get long-lasting protection from the disease, builds immunity
- The more children immunised the rarer the disease becomes, the less chance of getting the disease/prevention
- Peace of mind for parents knowing child is protected
- Protects babies and young children who have poor immune system caused by cancer/leukaemia
- Fewer children will get disease if children are immunised, less risk of disease spreading from one child to another
- Baby/young children will be healthier, have fewer diseases, e.g. polio, measles, less risk of long-term poor health
- Young children get lifelong protection/fewer missed days off nursery, pre-school/may affect intellectual and social development
- Don't have the antibodies to fight off an illness = [1]

All other valid answers will be credited

AO2 (1 × [2])

[2]

(d) Rosie is four years old. She has a speech disorder and finds it difficult to communicate. Explain how her parents can help her overcome this barrier.

- Encourage playdates – talking to friends
- Seek medical intervention and support from health professionals/may refer to doctor or speech therapist
- Share and read books with Rosie giving her time to talk about the book and extend her vocabulary/sounding out words

- Support and extend Rosie’s language in everyday tasks, encouraging her to express herself
- Ask questions – give time to answer
- Engage Rosie in everyday activities that may enable her to express herself and communicate her ideas, provide a stimulating environment
- Answer Rosie’s questions, extend her language by asking questions
- Teach Rosie action rhymes and songs that help her to learn rhyme in a fun way and encourage her to join in
- When Rosie is using technologies – ipad or watching television, explain words, supporting the child’s understanding or ask questions to check her understanding
- Make eye contact to demonstrate and develop active listening that may encourage Rosie to speak
- Use of Makaton, pictures to enable alternative ways to communicate/ sign language/picture cards

Level 1 ([1]–[2])

Overall impression: Basic

- Shows limited knowledge and understanding.
- Identifies and comments on a few obvious points relevant to question.
- A limited understanding of ways to overcome the speech barrier.

Level 2 ([3]–[4])

Overall impression: Competent

- Shows good knowledge and understanding.
- Identifies and comments on some relevant key points.
- A competent understanding of ways to overcome the speech barrier.

Level 3 ([5]–[6])

Overall impression: Highly competent

- Shows excellent knowledge and understanding.
- Identifies and comments on a wide range of relevant key points.
- A highly competent understanding of ways to overcome the speech barrier.

AO1, AO2 (3 × [2])

[6]

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6 Discuss how parents and carers may prevent accidents to young children at the beach. (AO2, AO3)

- Swim within the red flag area/lifeguard on duty
- Choose a clean spot to set up for the day. Have a blanket to sit on to prevent cuts from sharp shells/debris
- Secure the area with a windbreaker so that the child plays within a supervised area
- Do not let the child near the water without an adult supervising, child may drown/be pushed over by a wave
- Ensure a child is wearing a buoyancy aid/arm bands – prevent drowning
- Encourage child to wear flip flops/water shoes to prevent cuts from glass/sharp stones
- Do not allow a child to eat small stones/choking
- If playing with an inflatable, attach a rope to it so the boat/inflatable cannot drift out
- Encourage the child to wear bright colours so they can be seen by their parent if in danger/stranger danger
- Sun safety – preventing burns – wear hat, sunscreen, long sleeved top/offer drinks

Separate points – can award for both

- Encourage the child to sit in the shade between 12–3 pm to avoid burns
- Ensure BBQs are fully distinguished to prevent burns
- Cars on beach – child may get knocked down

All other valid answers will be accepted.

Level 1 ([1]–[2])

Overall impression: Basic

- Limited range of points, not all explained.
- Shows basic knowledge and understanding of how parents and carers can prevent accidents to young children at the beach.

Level 2 ([3]–[4])

Overall impression: Competent

- Good range of valid explained points.
- Shows competent knowledge and understanding of how parents and carers can prevent accidents to young children at the beach.

Level 3 ([5]–[6])

Overall impression: Highly Competent

- Wide range of valid, well explained points.
- Shows excellent knowledge and understanding of how parents and carers can prevent accidents to young children at the beach.

(3 × [2])

[6]

6

AVAILABLE
MARKS

7 Evaluate a registered childminder as a childcare option for 2-year old Dan.

AVAILABLE
MARKS

Advantages

- Experienced with children, will be able to cope with Dan's needs, will reassure his parents that he is in safe hands
- House will be safe, will have been checked by social services to ensure safety measures in place, e.g. reinforced glass in glass doors, stairgates, nursery fireguard, this will make parents happier about leaving Dan
- Registered childminders are regulated, Dan's parent will know that childminder has been checked and has no criminal convictions
- Flexible working hours – Dan's parents can negotiate drop off and pick-up times with the childminder
- Reasonable cost, Dan's parents know there is a set rate, can find out cost
- NICMA can help Dan's parents find a childminder, can find out information about childminding, they know the childminder will be registered and checked, will give them peace of mind
- Company of other children in the house usually, will help Dan's social development Max [1] explained point on development
- Daily routine is similar to home environment, will be familiar to Dan
- Usually local, Dan can be taken to local mother and toddlers and eventually nursery school, will make local friends, be part of the community

Babysitter = [0]

Disadvantages

- May not be flexible with work hours which may not suit Dan's parents' work hours
- Dan has to fit into the childminder's routine, may not suit the parents
- Childminder's views, on discipline, may be different from Dan's parents, may cause friction, lead to Dan being confused
- Parents may have to pay a retainer for holidays, may not be cheapest option depending on parent working patterns
- Parents may need to buy extra cot, pram, etc for childminder, extra cost
 - childminders are entitled to holidays – will need to find an alternative
 - childminder could be sick, will need to make alternative arrangements
- Cost = expensive/relative may be free

Level 1 ([1]–[3])

Overall impression: Basic

- Shows limited knowledge and understanding.
- Identifies and comments on a few obvious points relevant to question.
- A limited understanding of a registered childminder as a childcare option for 2-year old Dan.

QWC = Basic

Level 2 ([4]–[6])

Overall impression: Competent

- Shows good knowledge and understanding.
- Identifies and comments on some key points relevant to the question.
- A competent understanding of a registered childminder as a childcare option for 2-year old Dan.

Maximum 4 marks if only positives/negatives discussed.

QWC = Competent

Level 3 ([7]–[9])

Overall impression: Highly Competent

- Shows excellent knowledge and understanding.
- Identifies and comments on a wide range of relevant key points.

- A highly competent evaluation of a registered childminder as a childcare option for 2-year old Dan.

QWC = Highly competent

AO3 (1 × [9])

[9]

AVAILABLE
MARKS

9

- 8 Analyse how divorce may affect a child's emotional and social development and how parents can manage this impact. (AO2, AO3)

AVAILABLE
MARKS

Emotional development

- Becoming withdrawn, not wanting to mix with other children in school, wanting to be on own – parent could organise play dates, sleepovers
- Feeling unhappy, sad, lonely, crying a lot because of the divorce, missing the other parent, feeling life has changed too much – opportunities to see missing parent
- Feeling happier because now more settled situation at home, may have heard arguments and now feels happier with more settled atmosphere
- Not sleeping, having bad dreams, not able to cope with the unsettled situation, missing other parent – parent could organise shared care arrangements
- Refusing to eat, having little appetite, may be refusing food to get attention, feeling of not getting parent's attention – set special time to give child attention
- Bad behaviour, misbehaving in school to attract attention, may feel getting attention and is frustrated they can't change situation so misbehaves to get parent's attention – maintain normal routines, spent time with parent doing activities together
- Excited to move home due to divorce, may be looking forward to new room and garden, parents may have promised own room in two houses and made it seem exciting for child
- May blame themselves – talk and reassure child that situation is not their fault, parents should not argue in front of child
- Counselling may be included in explanation

Social development

- Maintaining friendships, feeling unhappy, sad, lonely, crying a lot because of the divorce and not able to communicate/play with friends – opportunities to visit friends, bring friends home
- Develop friendships because now more settled situation at home, may have heard arguments and now feels happier with more settled atmosphere, will develop strong friendships
- Behaviour changes – feeling angry, having angry outbursts – parents keep calm, ignore behaviour, distract the child when angry, explain this is not a good choice of behaviour and may upset friends, talk through alternatives
- Bad behaviour, misbehaving in school and hurting other children – talk to child, read stories that demonstrate good behaviour with friends
- Child becomes withdrawn and doesn't want to mix socially with peers – provide play opportunities with friends
- Child may regress to earlier stages of social development, less developmentally mature in social skills so may get left out – encourage age appropriate social skills
- Child may be more non-compliant at school – parent support child, talk to child, provide models of good behaviour and be consistent and fair, liaise closely with school and inform them of changes, may need to withdraw treats to improve behaviour

NB

- Max [4] for no parental action
- Max [5] if candidate only discusses 1 aspect of development and parental action
- Level 3 = Parental action for both emotional and social development

LOR: Level of response:

Level 1 ([0]–[3])

Overall impression: Basic

- Limited range of points, not all explained.
- Shows basic understanding.
- Quality of written communication is basic.

Level 2 ([4]–[6])

Overall impression: Competent

- Good range of valid points with some explanation.
- Shows good understanding of both emotional and social impact and ways parents can manage this.
- Quality of written communication is competent.

Level 3 ([7]–[9])

Overall impression: Highly Competent

- Wide range of valid, clearly explained points.
- Shows excellent understanding of emotional and social impact and ways parents can manage this.
- Quality of written communication is highly competent.

If candidate discusses only **one** area, maximum **5** marks
(1 × [9])

[9]

**AVAILABLE
MARKS**

9

Total

75