



**General Certificate of Secondary Education  
2023**

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**Home Economics:  
Child Development**

Unit 2

The Development of the Child  
(0–5 years)

**[GCD21]**

**THURSDAY 8 JUNE, AFTERNOON**

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**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.

- 1 Read the following statements and tick the box beside each correct answer.  
Tick (✓) only one box for each statement.

If the candidate has selected more than one answer without scoring it out,  
they must be awarded [0]

(a) B

(b) D

(c) B

(d) C

(e) B

(5 × [1])

[5]

5

AVAILABLE  
MARKS

2 (a) Write down **two** types of thermometer a parent/carer may use when caring for a sick child.

- Digital thermometer
- Ear thermometer
- Non contact thermometer/infrared thermometer
- Strip thermometer/forehead
- Smart/App based thermometer
- Oral thermometer

(2 × [1])

[2]

(b) Write down **two** circumstances when parents/carers should seek medical help.

- Broken bones
- Electric shock
- Fit/convulsion/seizure
- Severe allergic reaction
- Difficulty breathing
- **Severe** bleeding
- **Severe** burns or scalds
- Swallowing poison or dangerous objects
- Unconsciousness
- **Severe** vomiting or diarrhoea
- Very high temperature/high fever/39°C
- **Severe** pain
- **Severe** blow to head/concussion
- Glazed eyes which do not focus

[0] for vomiting/sick, crying, poor appetite

(2 × [1])

[2]

(c) Write down possible symptoms of meningitis in a baby.

- High temperature/fever/convulsions
- Cold hands and feet
- Vomiting
- Confusion
- Breathing quickly
- Muscle pain and joint pain/sore joints
- Pale, mottled, blotchy skin
- Spots or a rash/rash doesn't go away when pressed/red rash
- Headaches
- A stiff neck
- Sensitivity/dislike of bright lights
- Being very sleepy or difficult to waken
- Food refusal
- High pitched cry
- Stiff body or be floppy/unresponsive
- Bulging soft spot/fontanelle

Cries = [0], sickness = [0]

(3 × [1])

[3]

(d) Discuss **two** ways **parents/carers can administer** medication safely.

- Read the medication instructions carefully – right amount for age, before/after food, frequency, storage/side effects
- Use a syringe/medicine spoon to ensure the correct dose is given/ensure upright
- Check the use by date – safe and effective to consume
- Store the medication correctly to maintain its effectiveness
- Complete the course, e.g. antibiotic to ensure effectiveness
- Check label and ingredients in case child is allergic
- Keep medication in original box so that storage instructions can be followed accurately

(2 × [2])

[4]

AVAILABLE  
MARKS

11

3 (a) **Ava is three years old.** Explain **two** points to consider when choosing clothing.

- Clothes that are **easy to put on/take off**/independence/toileting
- Fastenings that are easy to manipulate, e.g. toggles, velcro, poppers
- **Elasticated waist** to make it easy to pull up/take down
- Wide neck to ease taking jumpers/tops off and on
- **Features** on the item to make it more appealing for a child to dress themselves, e.g. characters, sequins/allow to choose her own
- **Coats with hoods** that they pull up independently
- Clothes with **pockets** to hold tissues etc.
- **Durability** as children play outdoors
- **Comfortable** – non-irritant materials/cotton
- Weather/season appropriate so they are warm/do not overheat
- Cost consider value for money
- Only award loose for movement if the candidate has linked this to restricted movement, play or activities, e.g. running, climbing
- Low flammability

(2 × [2])

[4]

AVAILABLE  
MARKS

**(b)** Discuss the following factors when planning meals for Ava.

**AVAILABLE  
MARKS**

<b>(i)</b>	Special dietary requirements	<ul style="list-style-type: none"> <li>• Food allergies – child may have reaction to specific foods, e.g. lactose (in milk and dairy products), eggs, peanuts, fish and shellfish. Parent will need to read labels (ingredients) when buying food products and need to adjust recipes and substitute ingredients</li> <li>• Food intolerances appear after eating. Parents need to avoid buying or including these foods in a child’s diet, e.g. chocolate, cheese, fish, oranges, strawberries, tomatoes, yeast. Parent will need to adjust recipes, plan meals without these foods</li> <li>• If a child is coeliac parent will need to read labels to check ingredients, avoid some recipes with gluten, e.g. pasta, cakes, breakfast cereals, bread. Parent will need to find alternatives, e.g. gluten free bread and adapt recipes</li> <li>• Religion, e.g. muslim avoiding products containing pork</li> <li>• Vegetarian, e.g. include quorn as a substitute to meat</li> <li>• Diabetes – monitor carbohydrate and sugar intake. Read food labels carefully before buying [0] = nutrients</li> </ul>
<b>(ii)</b>	Budget, time and skills	<ul style="list-style-type: none"> <li>• Budget available will determine the type of food bought, e.g. lower income/cheaper cuts of meat/cheaper foods are more unhealthy – check label</li> <li>• Use of own brands to save money</li> <li>• Make use of offers when buying favourite items</li> <li>• Low income families may have less fresh fruit and vegetables</li> <li>• Make use of frozen vegetables and fruit to reach 5 a day</li> <li>• Many busy working parents opt for convenience foods rather than cooking from basic ingredients/higher in salt/fat/lower in fibre</li> <li>• Reliance on ready prepared baby food which is widely available and in the correct portion size/stage of development</li> <li>• The ability to prepare food and follow a recipe can impact on people’s food choices, e.g. more reliant on convenience foods</li> <li>• Home cooked food tends to be more nutritious compared to convenience foods/batch cooking = value for money</li> <li>• People who regularly cook from fresh ingredients tend to eat a wider variety of food</li> <li>• Cooking from scratch has the added advantage of flexibility in the choice of ingredients, and consumers find it easier to follow dietary guidelines to achieve a nutritionally-balanced diet</li> </ul>

(iii)	Reading and understanding information on food labels	<ul style="list-style-type: none"> <li>• Checking traffic light label to determine frequency of food/suitability</li> <li>• Use of food claims on the packaging to decide if food is suitable, e.g. low sugar, one of five a day/low salt/low fat</li> <li>• Checking the ingredients list to determine the nutritional quality of the food</li> <li>• Checking the ingredients list for allergens</li> <li>• Suitability for vegetarians</li> <li>• Suitability for coeliacs/gluten free symbol</li> <li>• Suitable for lactose intolerance</li> <li>• Ingredients list to check for food additives/food colours/ E-numbers</li> <li>• Can identify where the food should be stored</li> <li>• Weight of food can help with portioning</li> <li>• Instructions can help to prepare and cook the food safely/use by date</li> </ul>
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AVAILABLE MARKS

All other valid responses will be given credit

Basic discussion [1]

Competent discussion [2]

Highly competent discussion with **clear reference to planning meals** [3]

(3 × [3])

[9]

(c) Discuss **two** ways Ava’s parents can help prepare her for starting nursery school.

- **Give Ava responsibility for small tasks**, e.g. putting away toys, feeding a pet, putting clothes in laundry basket/start with guidance, with repeated encouragement child will begin to do tasks on own
- **Teach routines to Ava**, e.g. washing hands after going to the toilet, washing hands before mealtimes, putting on her own coat – Ava will then be able to manage these routines at nursery on her own/toileting, routine for nursery
- **Set age appropriate goals**, e.g. learning to dress themselves, feed themselves/Ava will want to please her nursery teachers by completing these tasks on her own
- **Provide toys to develop Ava’s skills** and that can be used alone by her/builds skills and sense of achievement
- **Provide clothes that are easy for Ava to put on and take off without help**, e.g. velcro straps, no zips, popper studs.
- **Allow Ava to make choices**, e.g. what to eat for snack, which coat to wear, where to go for a treat – this will help her when making her own decisions at nursery
- **Encourage Ava to socialise with others** – away from parents, allowed to make own choices/decisions
- **Arrange a visit** – less anxious seeing her classroom/meeting teacher, excited to see the new environment
- **Reading books about going to nursery school** so Ava understands the routine and structure
- Respecting adults – follow their rules
- Positive reinforcement from parents, e.g. their experiences, encouraging excitement, buy uniform/lunch box/bag together

(2 × [2])

[4]

17

4 (a) Name the two types of social play.

- Solitary
- Co-operative

(2 × [1])

[2]

(b) Discuss how parents/carers can encourage positive behaviour in a two-year old child.

- **Be a good role model** to ensure behaviour is a good example, e.g. no swearing, not shouting at people to deal with situations, children learn by copying behaviour so parents/carers need to show good example
- **Use good manners** when speaking. Say please and thank you when interacting, show them how to behave, they will copy adults behaviour
- **Reward good behaviour** (not with sweets) they will want to repeat good behaviour and associate it with rewards/star chart
- **Give praise** when they are well behaved, will know they have pleased parents/carers and will repeat good behaviour
- **Set boundaries/rules** to ensure they know what is expected. Boundaries and rules must be reasonable and achievable to ensure children do not fail and get frustrated/teach right from wrong
- **Speak quietly and calmly/do not shout** – speak to children at their level, will learn to repeat what they hear and they will learn not to shout at others to get own views across, less likely to shout out and display unacceptable behaviour/create a safe environment – child remains calm
- **Encourage child to play with well behaved children** – they will copy their behaviour, e.g. manners, sharing, caring for others, language
- **Use of fair, firm and consistent discipline.** Child will learn there are consequences for poor behaviour, e.g. loss of playtime
- **Keep promises/mean what you say** – avoids child becoming frustrated

Naughty step = 0

(2 × [2])

[4]

(c) Explain **two** ways the organisation Early Years may help and support families with young children.

Answers may address the following points:

- Provide information – child development/conflict resolution/executive function
- Provide website – parents can become a member and obtain more information
- Positive parenting – produce publications/workshops/training on getting ready for school, learning through play, care in the sun, how to make food fun
- Eager and able to learn – focus on physical play to promote development/high scope programme – approach used by early years services
- Family health initiative – diet and lifestyle, immunisation, personal hygiene, Toy Box programme – focuses on transition, advocacy and home visits. This could also address SEN training/statement process
- Media initiative for children – promotes positive attitudes towards diversity in young children
- Good relations and respecting difference

- Answer queries on policies and procedures in day care nurseries childcare opportunities = [0]  
[1] for advice/information/website  
(2 × [2]) [4]

AVAILABLE  
MARKS

10

5 (a) Describe **one** way a health visitor could support a mother and child.

- Assess home environment and offer support if required
- Visits the home 10 days after the birth of the baby to weigh and check the baby
- Check the emotional state of the mother, e.g. post natal depression and offer support and strategies
- Provide reassurance on development of the baby/feeding/sleeping/immunisation
- Provides advice on groups in the area to socialise mother and baby
- Conducts developmental checks
- Makes referrals if problems are identified, e.g. speech, reflux, behavioural

All other valid answers will be given credit

Basic explanation [1]

Competent explanation [2] [2]

(b) Many parents/carers read stories to children at bedtime. Discuss the advantages of this for a child's intellectual development.

Answers may address the following points:

- **Will learn words** – help vocabulary, pronunciation, will repeat words, describe what's happening in book through pictures
- **Will learn colours, numbers** – time by saying them from book, parents/carers can ask them colour of tree etc. (max. one point explained)
- **Will enjoy time spent reading or being read to**, will think of reading and books as enjoyable, good for them when they start school
- **Will learn about the world around them**, find out about things they may not ever see, e.g. other countries, space, enjoyable way for children to learn (max. one point explained)
- **Will learn to listen** to story when parent/carer is reading, will enjoy experience and good preparation for listening to instructions in school
- **Develops memory skills**, recalling key events in their life
- **Encourages question asking**, develops speech and enquiring mind
- **Develops imagination** through stories, broadens viewpoints
- **Improves concentration**/good preparation for school, capacity to stay on task for a period of time, perseverance/problem solving

All other valid points will be credited

(3 × [2]) [6]

8

- 6 Discuss how attending a parent and toddler group can help a child's social development.

AVAILABLE  
MARKS

Answers may address the following:

- **Share by playing with other children and sharing toys**, e.g. sharing building blocks, playing with dolls together and sharing snacks
- **Take turns, learn they need to wait their turn**, e.g. on slide, playing in sand, playing ball games, playing card games. They will learn they cannot always be the only one to play and that they need other children to play games, this will improve their social skills as they play more with other children
- **Make friends through play, they will talk to other children when playing pretend play**, e.g. imaginative play, they will interact and ask questions and form relationships. This will let them make new friends as they play and interact/socialise with range of children
- **Learn good manners**, parents can encourage, "please" and "thank you" in role play or when participating in snack time. This will encourage friendships and how to be socially acceptable within a group
- **Learn to co-operate with other children**, compromising, negotiating, respecting other children
- **Learn to behave & become socially acceptable**, children can copy the behaviour of other children whilst sharing the attention of adults
- **Follow instructions from adults** – encourages children to demonstrate respect from those with responsibility.

Candidate may refer to specific examples here

#### Level 1 ([1]–[2])

Overall impression: Basic

- Shows limited knowledge and understanding.
- Identifies and comments on a few obvious points related to parent and toddler groups in promoting social development.
- A limited assessment applied in simple terms to the question.

#### Level 2 ([3]–[4])

Overall impression: Competent

- Shows good knowledge and understanding.
- Identifies and comments on some key points related to social development.
- A competent discussion of the benefits of parent and toddler groups in promoting social development.

Max [4] marks if just listed and no explanation

#### Level 3 ([5]–[6])

Overall impression: Highly Competent

- Shows excellent knowledge and understanding.
- Identifies and comments on a wide range of key points related to social development.
- A highly competent discussion on the benefits of parent and toddler groups in promoting social development.

(1 × [6])

[6]

6

7 Evaluate the suitability of this breakfast for four-year-old Issy.  
 Alternatives cannot be credited.

AVAILABLE  
 MARKS

<p>Boiled egg and buttered white toast</p>	<p><b>Advantages</b></p> <ul style="list-style-type: none"> <li>• White toast provides carbohydrates for energy, active 4 year old needs energy for playing, running – B vitamins</li> <li>• Buttered white toast provides starchy carbohydrates, child will feel fuller for longer, prevent unhealthy snacking on sugary or fatty snacks</li> <li>• Egg provides protein for growth, 4 year olds are growing quickly</li> <li>• Egg provides protein for repair, children fall and get injured and need protein to help repair wounds/secondary source of energy</li> <li>• Egg contains vitamins A, B, D; vitamin A helps cell development, skin, immune system, vitamin B helps energy release, vitamin D helps bones and teeth</li> <li>• Egg yolk provides iron needed for the formation of red blood cells</li> <li>• Butter provides fat, child needs fat for warmth, as energy source and to protect organs</li> <li>• Fun factor of eating an egg with soldiers</li> <li>• Boiling is a healthier method</li> </ul> <p><b>Disadvantages</b></p> <ul style="list-style-type: none"> <li>• White bread lacks fibre, may lead to constipation</li> <li>• Butter is high in fat, too much fat can cause obesity, child may have difficulty running around</li> <li>• Butter is high in fat, too much fat can contribute to heart disease long term</li> <li>• Egg must be thoroughly cooked to prevent the risk of food poisoning from salmonella</li> </ul>
<p>Glass of pure orange juice</p>	<p><b>Advantages</b></p> <ul style="list-style-type: none"> <li>• Colourful, may be more appealing to the child</li> <li>• High in fibre which will help reduce the risk of constipation</li> <li>• Rich Vitamin C which will help to absorb iron and prevent anaemia/build immunity to fight infection/connective issue</li> <li>• Contains natural sugar, supports healthy development of teeth</li> <li>• Contains one of their 5 a day</li> <li>• Fluid keeps her hydrated</li> </ul> <p><b>Disadvantages</b></p> <ul style="list-style-type: none"> <li>• If it contains the bits they might not like the texture</li> <li>• Taste can be quite sharp, child may not like it</li> <li>• Glass could break</li> <li>• Rich in sugar = tooth decay</li> </ul>
<p>Strawberry yogurt</p>	<p><b>Advantages</b></p> <ul style="list-style-type: none"> <li>• Rich in protein, supports growth and development</li> <li>• Rich in calcium, needed for the formation of strong bones and teeth</li> <li>• Contains vitamin D which aids the absorption of calcium</li> <li>• May contain fruit pieces which adds texture/provide another source of fruit in the diet</li> <li>• Holding pot and spoon good for dexterity</li> </ul> <p><b>Disadvantages</b></p> <ul style="list-style-type: none"> <li>• May be high in sugar – can lead to tooth decay/bad habits forming</li> <li>• Has lumps – child may not like the consistency and prefer a smooth yogurt which could lead to food refusal.</li> </ul>

[0] Response not worthy of credit

AVAILABLE  
MARKS

**Level 1 ([1]–[3])**

Overall impression: Basic

- Lists points, little or no explanation or evaluation.
- Basic understanding evident.
- Basic quality of written communication.

**Level 2 ([4]–[6])**

Overall impression: Competent

- Some evaluation evident.
- Competent understanding evident of suitability for four year old Issy.
- Competent quality of written communication.

**Maximum of [4] marks if response does not contain any evaluation**

**Level 3 ([7]–[9])**

Overall impression: Highly Competent

- All food options well explained and evaluated.
- Highly competent understanding evident of the suitability for four year old Issy.
- Highly competent quality of written communication.

(1 × [9])

[9]

9

8 Discuss the ways parents and carers could promote positive emotional well-being in a pre-school child.

- **Praise and encourage** children when they do something well and succeed, praise efforts when they try, display certificate
  - Have **realistic expectations** of children, considering age and stage of development
  - **Give lots of love** and affection so that children know they are valued and loved
  - Try to provide a wide **variety of toys and games**, especially those which encourage imaginative role play and feelings
  - Avoid attitudes and experiences which **promote stereotyping**
  - Make sure children have **lots of opportunities to socialise** with other children and make friends
  - Try to ensure children are brought up in a **positive atmosphere**, laugh with them, not at them
  - Give children opportunities to be **independent, to make mistakes**, try out new things, make mistakes, fail without criticism
  - **Be patient**, to encourage feelings of calmness, preparation for when older
  - If old enough, talk feelings and strategies to overcome worries
  - Encourage them to **express their feelings** in an appropriate way, use of drawing, painting, being creative, role play
  - Awareness that 'its ok to not be ok,' to **talk about feelings** of sadness and anxiety and provide strategies to cope, e.g. breathing techniques
  - Encourage participation in **physical activity**
  - Encourage **hobbies and interests**, helps them to connect with others
  - Promote healthy relationships to help children feel secure and supported
  - Establish routines and structure, regular mealtimes, homework, meeting friends, story times
  - **Listening** to and valuing what they say without judging their feelings, help them to process and work through their emotions in a constructive way
  - Avoid empty promises – child will be disappointed
  - Set goals create determination/ambition/purpose
  - Avoid discussing upsetting issues in front of a child = stress/anxiety/worry
  - Building resilience may be encouraged through life events
  - Mean what they say – child can trust parents and feel a sense of security
- All other valid points will be given credit

[0] for a response not worthy of credit

### Level 1 ([1]–[3])

Overall impression: Basic

- Limited range of points, little or no explanation.
- Shows basic knowledge and understanding of positive emotional well-being.
- Quality of written communication is basic.

### Level 2 ([4]–[6])

Overall impression: Competent

- Competent range of explained points.
- Shows competent knowledge and understanding of positive emotional well-being.
- Quality of written communication is competent.

**Level 3 ([7]–[9])**

Overall impression: Highly Competent

- Highly competent range of explained points.
- Shows highly competent knowledge and understanding related to positive emotional well-being.
- Quality of written communication is highly competent.

(1 × [9])

[9]

**Total**

**AVAILABLE  
MARKS**

9

**75**