



General Certificate of Secondary Education
2024

Home Economics: Child Development

Unit 2

The Development of the Child
(0–5 years)

[GCD21]

WEDNESDAY 12 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.

1 Complete the following sentences:

- (a) centile
- (b) weaning
- (c) obesity
- (d) energy
- (e) whooping cough

Only acceptable terms

AO1 (5 × [1])

[5]

AVAILABLE
MARKS

5

- 2 (a) Rory is three years old.
Explain **one** function of vitamin C in his diet.

Any **two** points from:

- Aids the absorption of iron to form healthy red blood cells/
prevent anaemia
- Heals wounds/required for the formation of collagen/healthy skin/gums
scurvy
- Acts as antioxidant which can prevent heart disease and cancer
- Helps immune system/promotes immunity which may help to prevent
fight infections, e.g. illness, colds and flu when they are mixing with
other children

AO1 (1 × [2])

[2]

- (b) Other than providing Vitamin C, write down **three** benefits of including 5 a day in Rory's diet.

- Provides iron in green leafy vegetables
- Part of the Eatwell guide/achieves a balanced diet/healthy eating habits
- Adds colour to foods/makes food more appealing
- Crunchy vegetables and fruit can **strengthen teeth**
- Provides vitamin A/healthy eyes/night vision/healthy skin
- Provide fibre/aid digestion/prevent constipation
- Cancer prevention/antioxidant
- Contain no added sugar/low in sugar/contains natural sugars
- Low in fat
- Can help to prevent obesity/overweight/heart disease
- Can help to prevent type 2 diabetes
- Source of water/hydration

AO1 (3 × [1])

[3]

- (c) Rory has a nut allergy.
Explain **two** ways Rory's parents can protect him against an allergic reaction.

- Adjust recipes if they contain nuts and use substitute/alternative ingredients
- Read food labels carefully to check for nut/nut products when buying food, nuts will be in bold
- Research nut products so know to avoid
- Do not prepare food that contains nuts, e.g. Nutella, cereal bars
- Inform his carers/school friends that he has a nut allergy so others can be aware and learn about the implications of eating nut based products around him
- When going to restaurants inform staff that he has a nut allergy so that his meal is nut free
- Inform other parents at birthday parties/playdates etc. that he has a nut allergy so that foods containing nuts will not be given
- Inform school he has a nut allergy
- Encourage Rory to wear an allergy bracelet so that others are made more aware of his allergy
- Helps Rory to understand he has an allergy and make him more aware
- Ensure they have a suitable number of **Epipens** that are in date so that these can be taken on all activities/treat reaction quickly

- Ensure all work surfaces and equipment have been washed down thoroughly after preparing ingredients that may have been in contact with nuts
 - Prepare food separately to prevent contamination from other foods that could contain nuts
 - Nut free home – able to choose safe food and snacks to eat
- AO2 (2 × [2]) [4]

AVAILABLE
MARKS

9

3 (a) Explain how each of the following toys promote:

- (i) Physical development of a baby when playing with an activity gym.
- Develops **gross motor skills**, e.g. pushing up into a sitting position
 - Develops **fine motor skills**, e.g. grasping toys/develops fine manipulative skills, e.g. grasping/grabbing
 - Develops **prone position** – strengthens stomach/neck muscles and head control ready for crawling
 - Encourages the baby to roll over to reach towards other activities
 - Uses their **sense of touch** to feel different textures
 - Uses energy as they kick their legs and use their arms
 - Hand eye co-ordination
 - Improve sleep as actively moving around
- (ii) Number development when playing with a **cash register**.
- Child can repeat numbers in their conversation
 - Child is able to match the number to objects/value of money – recognising coins and amounts
 - Child is able to identify the correct order of numbers
 - Learns the meaning of ordinal numbers, e.g. 1, 2 – this could be through conversations with the customer
 - Learning to recognise and write/type numbers, e.g. see them on the screen of the cash register to say how much the shopping will be
 - Counting/adding/subtracting/manipulating numbers – to work out if there is enough money to buy the items/**giving change**
 - Understanding that the number is constant regardless of size or position
- (iii) Social and emotional development **when caring for a doll**.
- Will copy the behaviour of adults to provide care
 - Able to express/shows concern and feelings for others/sympathetic/empathy/gentle/considerate/responsible for others
 - Use vocabulary to communicate with doll/have imaginary conversations/communicating with doll
 - Content playing on their own relieves feelings of boredom
 - May become more confident/promote self-esteem

[1] Basic statement

[2] Accurate with some explanation related to development

[3] Accurate with clear understanding related to development

AO2 (3 × [3])

[9]

(b) Assess **three** ways a child with special needs may affect family life.

- **Modifications to home**, e.g. ramps instead of steps for wheelchair, easy access shower, doors widened to allow wheelchair access, stair lift to get child upstairs or a downstairs bedroom may be needed if no lift. This could be disruptive to the family as building work is carried out or add financial strain.
- **Family car suitable for wheelchair** so that wheelchair fits in or need special wheelchair access car to allow them to easily wheel chair in, safer for child and easy for parents to go on outings together. Doors to access car may slide to make it easier to put the child into their car seat.
- **Plan family outings and activities carefully**, e.g. check before going on outings that wheelchair access and child will be able to take part in activities, e.g. at parks, in parks/holidays will need to be researched to find suitable rooms with wide doors and lift access.
- **Parents may feel under pressure/stressed and be tired from providing the constant care needed** – may be difficult to get babysitter/childminder so parents' social life/have less time together as family and may impact on the behaviour of other children/may lead to relationship difficulties/divorce.
- **Employment** – one parent may need to give up work to look after child – less income but parent will have more time with child, help relationship.
- **Childminder or nursery arrangements** may be more challenging. Parents may have to drive further to gain a suitable place which could impact time spent with other children.
- **Siblings will have better understanding of needs of the child with special needs**, they will all be more understanding, display patience, it may bring them closer together, act as a positive role model/children may show more independence to support parents/sibling/take on extra responsibility.
- **Stress on parents/other children** – juggling finances, daily routine/behaviour outside of home, hospital appointments, arrangements for the future when parents get older/challenging/demanding day.
- **Other children in the family may become jealous/feel left out** as more attention and extra time given to wheelchair bound child/they may find it difficult to understand that other child needs more of their parents' time. May cause behavioural issues.
- Learn how to administer medication to care for child
- Preparing additional/separate meals – less time so could rely on convenience foods = obesity/unhealthy diets

AO2 (3 × [2])

[6]

(c) Explain **one** way Parenting NI could support parents and carers.

Parent helpline – free confidential support and advice on any parenting issues

- Provide support including parenting programmes, workshops and resources for both parents and children
- Parenting programmes, e.g. including the odyssey, parenting your teen
- Specific support for dads as part of the family support service
- Allowing parents to have their say on issues affecting them through parental participation

AVAILABLE
MARKS

- Employee well-being which gives organisations the tools to support their parent employees
- Training for professionals working with parents and families, e.g. pre-school, nurseries
- Home based family support

Topics they provide information and support on:

- **Establishing routines, communication, behaviour management techniques, emotional well-being**

AO1 (1 × [2])

[2]

17

4 (a) Write down **two** common types of accidents that occur in the home.

- Electrocution
- Burns/scalds
- Choking
- Suffocation
- Strangulation
- Poisoning
- Trips or falls
- Cuts
- Drowning

AO1 (2 × [1])

[2]

(b) Describe **two** safety measures parents and carers can take when walking with a child close to a busy road.

- Hold child's hand/safety reins – to prevent them from running onto road/ ahead.
- Look out for and encourage child to be aware of hidden entrances or driveways crossing the pavement/listen for cars.
- Make sure the child walks on the side of the pavement away from the traffic.
- Choose brightly coloured clothes so they can be seen by drivers.
- Choose coats that have reflective patches so that they are clearly seen/ high-vis jacket/vest.
- Cross the road using pedestrian crossings and explain to the child to look for the green man.
- Do not cross the road from behind parked cars as drivers will find it more difficult to see them.
- Parents should set a good example of how to cross roads safely, e.g. choosing a safe place to cross/listening to traffic so the child copies this behaviour.
- Encourage the child to concentrate on their surroundings and not to become distracted which may cause them to run onto the road.
- Parents teach child about road safety/Green Cross Code/looking left, right/stop, look and listen.

AO2 (2 × [2])

[4]

AVAILABLE
MARKS

(c) Evaluate a day nursery for a two-year-old child.

AVAILABLE
MARKS

Three explained points

Advantages

- Well equipped, has up to date equipment which is safety checked yearly and parents don't need to buy extra equipment to go/equipment different to home.
- Child gets used to different carers, helps social development makes them less clingy/increased independence used to being away from parents.
- Lots of play opportunities and activities which helps child's creative and intellectual skills/communication skills extend vocabulary.
- Nurseries are inspected and registered, parents know they are safe, clean and adhere to strict guidelines, parents will feel reassured.
- Staff are trained and experienced with children, parents will know baby will be cared for professionally.
- Daily routine will help provide structure for child and develop important routines, e.g. sleeping, eating, toileting.
- Parents get update (usually written) on child's daily progress and can see when child had slept, what they have eaten, etc.
- Open long hours, opens early in morning/during holidays which may suit parents, price includes whole day provision/flexible sessions, e.g. morning or afternoon.
- Child becomes used to other children and has one-to-one contact with staff too, will help their social development.

Disadvantages

- High cost compared to other childminding options, usually pay for long hours, pay retainer for holidays.
- If child is ill they can't go to nursery, need to have alternative option which may unsettle their routine.
- Higher risk of catching illness from other children, e.g. colds, tummy bugs.
- Little one-to-one attention for child, staff have several children to look after, may not be able to give child much attention if busy so they may become upset.
- May need to travel in car to day nursery, time consuming.
- Separation anxiety, child may be nervous and upset when away from parents.

Maximum of [4] marks if no evaluation

AO2, AO3 (1 × [6])

[6]

12

5 (a) State **two** strategies parents and/or carers can use to encourage successful toilet training.

- Talk to child about potty training before starting/get child used to talking about using a potty/talk about not having a wet nappy
- Let child choose own potty/character pants
- Buy a character potty child will like
- Read books and stories about using a potty
- Leave a potty where child can see it/use it easily, e.g. downstairs so child doesn't need to go upstairs, make it quick and easy for child
- Let child see you using the toilet so they can copy
- Keep child company when on potty, don't leave child alone
- Keep child occupied at potty/have books and small toys near potty
- Encourage child to sit on potty after meals
- Praise child when they use potty/will like praise and keep using it
- Provide clothes that are easy to take off quickly to access potty/elasticated waists for quick removal/no dungarees
- Do not force child to use potty
- Go at child's pace, be patient
- Do not shout at child if they make a mistake or have an accident
- Give child plenty of fluids to soften stools
- Use toilet training pants
- Reward child/use stickers on a potty/reward chart for every success, use positive language
- No fluids before bedtime/waken during the night overnight

AO2 (2 × [1])

[2]

(b) Explain **three** ways parents and carers can manage unacceptable behaviour.

- Time out to enable the child to calm down/self soothe
- **Praise child/use of reward chart** when they exhibit good behaviour making the child more likely to repeat good behaviour
- **Parents stop the child** and explain why their behaviour is unacceptable so they understand boundaries and consequences of behaviour/parents talk to child about why their behaviour is unacceptable and why parent is upset
- **Give them calm warnings** so they have an opportunity to correct their behaviour without becoming more distressed/direct eye contact
- **Explain the importance of good behaviour/parents' expectations** so child knows how to behave/clear rules/boundaries so child understands the difference between right and wrong
- Mean what you say/**be consistent** so the consequences are the same each time, will not confuse the child, e.g. removal of toy/privileges – helps discourage poor behaviour
- **Model good behaviour** through carefully chosen playdates/parents own behaviour so they copy manners, sharing etc.
- **Ignore bad behaviour** so the child does not get attention/distracting with toy
- **Plan a clear structure** for each day so the child does not become bored which may lead to poor behaviour
- **Avoid giving foods which may cause the child to be more unsettled**, e.g. high sugar foods

- **Choose appropriate TV programmes and media clips** for the child to watch so that they do not copy poor behaviour thinking it is acceptable

[0] = naughty step

[0] = punishment

AO2 (3 × [2])

[6]

**AVAILABLE
MARKS**

6

6 Discuss how parents and carers can promote independence in children.

AVAILABLE
MARKS

Three points well explained

- **Give child 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/with repetition child will learn to have responsibility and eventually be able to do the job themselves, they will look forward to showing off their skills on their own
- **Teach routines to child**, e.g. bedtime routines in bathroom, with continued practice it will become routine and child will take the lead and go through the steps themselves/toilet training
- **Set age appropriate goals**, e.g. learning to dress themselves, feed themselves/child will want to please parents and gain praise for doing tasks on their own
- **Break tasks into simple steps**, e.g. for washing hands after the toilet (climb onto step, turn on water etc.), teach child each step and they will become confident about the routine and do it themselves
- **Model every activity**, let child copy your/sibling's actions and they will want to appear grown up and continue to do the actions on their own
- **Provide toys to develop child's skills** and that can be used alone by child/ builds skills and sense of achievement
- **Provide clothes that are easy for child to put on and take off without help**, e.g. velcro straps, no zips, popper studs/allow child to choose own clothes with guidance
- **Allow child to make choices**, e.g. what to eat for snack/what they want to play/which coat to wear, where to go for a treat – within reason/parents should ensure child has safe opportunities to make their own decision
- **Join clubs** to encourage the child to be apart from their parents and to make friends
- **Encourage the child to spend time with grandparents/other family members** so they are used to being separated from their parents

[0] Response not worthy of credit

Level 1 ([1]–[2])

Overall impression: Basic

- Shows limited knowledge and understanding.
- Identifies and comments on a few obvious points related to managing behaviour.
- A limited understanding of ways to manage unacceptable behaviour.
- Quality of written communication is basic.

Level 2 ([3]–[4])

Overall impression: Competent

- Shows good knowledge and understanding.
- Identifies and comments on some relevant points.
- A competent discussion of ways to manage unacceptable behaviour.
- Quality of written communication is competent.

Level 3 ([5]–[6])

Overall impression: Highly Competent

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

- Highly competent understanding of ways to manage unacceptable behaviour.
 - Quality of written communication is highly competent.
- AO2, AO3 (1 × [6])

[6]

**AVAILABLE
MARKS**

6

- 7 Discuss how the actions of parents and carers and the school can help to prepare a child for starting school.

Parents and carers

- Parents organise playdates with people from their class to promote friendships
- **Parents can talk to their child about what to expect** at school, e.g. routine, activities, teacher, classroom so they are more excited about the experience/reassured, not scared or frightened
- Encourage the **child to go to clubs and groups** so they are used to be separated from their parents, to follow rules, listen to instructions and mix with other children
- Teach their child **useful skills**, e.g. saying their own name and address, tying shoe laces, go to the toilet without help, washing their hands, putting on their own coat so they can manage these tasks independently at school
- Encourage their child to concentrate on an activity, e.g. use toys or colouring/activity books that encourage the child to complete a task
- Provide **opportunities with other children** so they can share and join in on activities
- Read and talk about books with them so they develop good listening skills and can identify the sounds of letters
- Participate in role play/imaginative play/read books/watch TV programmes together so child knows what to expect
- **Provide opportunities to handle pencils** and crayons so they can develop their tripod grip to make learning to write easier
- Helping **them to count** and use numbers in everyday situations
- Encourage the **child to show manners and respect** to adults so that they display the correct behaviour in school
- Take them **shopping to buy their uniform, school bag and lunch box** so they are motivated to go to school
- Pre-school/nursery staff encourage the child to **listen to instructions** and follow them through

School

- School host open mornings to show their school to prospective pupils
- Invite the child into school in June to meet their teacher and look around their classroom
- Explain the school routine so children know what happens during their school day
- Create a label for the child's desk and cloakroom so they can find their place more easily
- Arrange tables into small groups to encourage the child to socialise with others/teacher encourages friendships which can help them feel less worried/frightened/nervous
- Provide a list of all the items needed for school, e.g. book bag
- Allocate a P7 pupil to the class/peer/buddy system so the child is less overwhelmed
- Stagger starting times so that children can build up their confidence
- Allow the children to stay in school until lunchtime for a set period of time, e.g. first month/half term until they get used to the routine of school
- Encourage parents to stay for the first morning so that the child feels more confident
- Creating a warm/welcoming/colourful/interactive environment for the children
- Answer questions from child to promote reassurance

[0] Response not worthy of credit

AVAILABLE
MARKS

Level 1 ([1]–[3])

Overall impression: Basic

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

Level 2 ([4]–[6])

Overall impression: Competent

- Shows good knowledge and understanding of how parents and carers and the school can support children when starting school.
- Identifies and comments on key points relevant to starting school.
- Competent range of points discussed.
- Quality of written communication is competent.

If candidate discusses only one area, maximum [5] marks awarded

Level 3 ([7]–[9])

Overall impression: Highly Competent

- Shows excellent knowledge and understanding.
- Identifies and comments on the key points relevant to how both parents and carers and school help to prepare a child for school.
- Highly competent range of well discussed points.
- Quality of written communication is highly competent.

AO3 (1 × [9])

[9]

9

- 8 Children are growing up surrounded by technology. The internet, television, media and video games are an acceptable part of family life.

Evaluate the impact of technology on a young child's physical and social development.

Physical

Advantages

- Positive role models in TV programmes, e.g. eating/exercise
- Active game allows child to exercise, keep them active, which can burn off fat and keep weight under control, prevent obesity/promotes sleeping/encourage eating meals
- Child uses range of limbs and muscles when playing games, e.g. just dance/sporting game
- Develops pincer grip/use hands to manipulate the controls
- Improve hand eye co-ordination
- Learning the skills of balance and coordination

Disadvantages

- Touch screens restrict fine motor skills, e.g. pincer grasp as they only need to swipe
- Lack of fresh air as child is playing indoors
- Increased risk of obesity/may snack when playing games
- Gaming encourages a sedentary lifestyle rather than embracing physical exercise
- May experience difficulty getting to sleep as their brain may be overstimulated
- Increased risk of poor posture/repetitive strain injury/eye strain/headaches
- Lack of vitamin D as not outside in sunlight

Social

Advantages

- Some TV programmes display positive behaviour and child copies
- Learn to share & playing together, will need to share resources, e.g. responsibilities to make the game work
- Learn to take turns, cannot always be first, will learn they need each other, will learn skills of co-operation
- Speech will be developed as they describe activity/share successes with others so improves conversations with other children and adults
- Learn manners, saying please & thank you, adults will encourage good manners to setup the game
- Learn to behave appropriately when playing with the game as the technology is expensive
- Bond/speak to other family/cousins – promotes interactions through facetime

Disadvantages

- Inappropriate programmes may encourage poor behaviour
- Limited opportunities for sharing with other children
- Children may have limited opportunities to socialise with others/antisocial
- Limited development of communication
- Addicted
- Can encourage a child to be more aggressive to others/parent/or tantrums if asked to stop/turn off device
- Feel left out/isolated as they are not involved in team activities

[0] for a response not worthy of credit

Level 1 ([1]–[3])

Overall impression: Basic understanding

- Valid points, not explained.
- May include some evaluation with basic understanding.
- Quality of written communication is basic.

Level 2 ([4]–[6])

Overall impression: Competent understanding

- Valid explained points showing a competent discussion of advantages or disadvantages of technology on the physical and social development of a child.
- Quality of written communication is competent.

Maximum [5] marks if no evaluation.

Level 3 ([7]–[9])

Overall impression: Highly Competent understanding

- Competent evaluation of the impact of technology for a child.
- Highly competent evaluation of both physical and social development.
- Quality of written communication is accurate and highly competent.

AO3 (1 × [9])

[9]

**AVAILABLE
MARKS**

9

Total

75