



Rewarding Learning

**General Certificate of Secondary Education
2019**

**Home Economics:
Child Development**

Unit 2

The Development of the Child
(0–5 years)

[GCD21]

MONDAY 10 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 Read the following statements and tick the box beside each correct answer.

Tick [✓] only one box for each statement. (AO1)

- (a) Calcium is needed for:
D teeth and bones
(1 × [1]) [1]
- (b) A paediatrician is a doctor who specialises in treating:
A babies and children
(1 × [1]) [1]
- (c) A rash, a stiff neck and a dislike of bright lights may be possible symptoms of:
B meningitis
(1 × [1]) [1]
- (d) Solitary, parallel and looking-on are examples of:
D social play
(1 × [1]) [1]

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2 (a) Write down two gross motor skills. (AO1)

- Pushing
- Climbing
- Catching
- Throwing a ball
- Crawling
- Walking
- Running
- Jumping
- Skipping
- Kicking
- Hopping
- Head control/lifting head
- Learning to sit
- Prone position

(2 × [1]) [2]

(b) Write down three safety measures parents can take to keep their child safe on a beach. (AO1)

- check flags on beach/do not go into Red Flag area
- only take child into shallow water/accompany child in water
- make sure child is wearing armbands/buoyancy aid
- teach child to swim/talk about beach safety
- keep child away from cars on beach
- always supervise the child/never leave the child on its own
- do not allow child in sea water alone
- check beach for glass/litter/sharp objects
- check beach for dog faeces
- position under parasol/beach tent/keep in shade/out of sun between 12–3 pm
- use a flag/parasol to mark position on beach
- swim suit with long sleeves/use sunscreen/wear a hat to protect against sunburn – max 2
- windbreaker to keep sand out of eyes
- don't eat sand
- sit on a blanket – prevent burns from hot sand

- put them in bright colours so they can always be seen
 - wear jelly shoes/water shoes
 - stranger danger
- (3 × [1]) [3]
- (c) Complete the following sentences: (AO1)
- (i) growth
- (ii) carbohydrates
- (iii) D
- (3 × [1]) [3]
- (d) Explain why a young child needs vitamin C in their diet. (AO2)
- Any **two**
- aids the absorption of iron to form healthy red blood cells/prevent anaemia
 - heals wounds/required for the formation of collagen/healthy skin
 - acts as antioxidant
 - protects cells
 - helps immune system/promotes immunity
 - prevents infections/colds and flu
- All other valid answers will be given credit
- (1 × [2]) [2]
- 1 of 5 a day = [0]
- 3 (a) Write down three social skills. (AO1)
- respecting others
 - sharing
 - taking turns
 - talking/speaking/communicating/asking questions
 - manners/good manners
 - following rules/good behaviour
 - co-operating/working in a group/playing with others/playing in groups
 - personal hygiene/self care/clean and tidy
 - listening to others
 - eating in a manner that doesn't offend
- (3 × [1]) [3]
- (b) Explain how each of these toys can help development. (AO2)
- 3rd mark identifies development. Development + example + 1 other = [3]
- (i) Sorting toy
- help intellectual development: learn colours and shapes/associate shape piece with identical shaped hole
 - help physical development: develop manipulative skills – using hands to pick up and hold shapes/moving shapes from one hand to the other/to fit the shape
 - using hand–eye co-ordination to place correct shaped object in cut-out shape
 - emotional development – sense of achievement
- (ii) Skipping rope
- help physical development: use manipulative skills to hold rope/develop muscles in arm and shoulder to turn rope/develop gross motor skills when jumping – exercise will help promote fitness and help prevent obesity
 - help social development: develop social skills of sharing, waiting for and taking turns/will promote friendships through sharing and enjoying activity

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- help emotional development: child will be happy to play with others and enjoy working together, lets off steam/deal with disappointment
- help intellectual development, counting skips, memorising songs, communicating with other children, promotes concentration.

(iii) Number toy

- help physical development: use manipulative skills (pincer) to lift pieces
- using hand–eye co-ordination to place number in correct order/shape/develop grasp
- help intellectual development: learn to say numbers/correct order of numbers/to name colours of numbers/teach time

All other valid answers will be given credit

[1] Basic statement

[2] Accurate with some explanation related to development

[3] Accurate with clear understanding related to development

(3 × [3])

[9]

(c) Write down three possible barriers to communication. (AO1)

- deafness/hearing
- learning disabilities, e.g. autism
- trauma/dramatic event
- glue ear/middle ear infection
- visual impairment/lazy eye
- loss of sight/blindness
- cleft lip or palate
- speech disorder/stammering or stuttering/slurred speech/tongue-tied
- selective mutism/shyness/lack of confidence
- communication level of carers/not spoken to/neglect
- language barrier/child from different country

sight = [0]

speech = [0]

All other valid answers will be given credit

(3 × [1])

[3]

4 (a) Explain how the NICMA (Northern Ireland Childminding Association) may help support families. (AO2)

support and advice = [1] helps to find childcare = [1]

- provides a list of registered childminders for parents, enables families to make informed choice/family knows the childminders are insured and house has been checked by Social Services to ensure safety of child
- provides information about paying for childminding, employment contracts/child tax credits
- provides information on legislation relating to childminding, to ensure parents are well informed and have realistic expectations
- website provides information about play, toys and activities to help parents understand how to help their child's development
- advice for disabled children/special needs – suitable childminder
- find a suitable childminder within area

All other valid answers will be given credit

(1 × [2])

[2]

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(b) Explain how the following health professionals support a mother and child: (AO1)

(i) Speech and language therapist

- will assess a child through play and talking to the child and mother for reasons such as eating or drinking problems, delayed speech development, lack of understanding of what people are saying, unclear speech, stammering
- will ensure education provision to allow them to access the curriculum/will teach the parents exercises to use with their child at home/may provide support materials for parent to use at home
- do exercises with child to develop speech
- advice to parents on supporting child

All other valid answers will be given credit

(1 × [2])

[2]

(ii) Health visitor

- will visit mother and baby until after baby is **10 days old**, monitors baby's progress (weighs baby, checks fontanelle, feeding), checks mother's health (return of uterus to pre-pregnancy size) and checks for signs of post-natal depression
- carries out checks on child up to **five years of age**, records weight and height to ensure physical progress of child
- gives mother information and advice on immunisation, breastfeeding, weaning to allow mother to make informed choices for her child
- reassures mother
- make referrals to GP

All other answers will be given credit

(1 × [2])

[2]

Advice = [0]

6

5 **Bella is five years old.**

(a) Explain two ways her parents and carers can help promote her positive emotional well-being. (AO1, AO2)

- make Bella feel loved, tell her they love her and show her by cuddling her when she needs reassurance, e.g. if feeling upset
- praise Bella to raise her self-esteem, tell her when she does something right and she will want to keep doing it/use a star chart to encourage good behaviour which Bella can be praised for/celebrate her successes
- make Bella feel happy, be positive when speaking to her/compliment her = positive self-image/give her boundaries to ensure her behaviour is good and she is not being disciplined for misbehaviour
- ensure family life is settled and do not let Bella hear adult issues which would upset her or worry her, keep her in a routine so that she knows what to expect and feels secure and content
- encourage age appropriate discussions re family issues, helps them cope and worry less, prevents issues negatively impacting on Bella
- listen to her – let her know she is valued/opinion matters
- appropriate amount of sleep and play/child physically well – prevents sadness

All other valid answers will be given credit

(2 × [2])

[4]

(b) Explain how the following factors may affect the planning of meals and the choosing of food for a five-year-old. (AO2, AO3)

(i) Special Dietary Requirements

- 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 may need to adjust recipes and substitute ingredients/costly/take time to shop for food
- food intolerances appear after eating, parents need to avoid buying or including these foods in child's diet, e.g. chocolate, cheese, fish, oranges, strawberries, tomatoes, yeast/parent will need to adjust recipes, plan meals without these foods
- if 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
- cook separate meals/prevent cross-contamination
- religion
- vegetarian
- lactose
- coeliac
- gluten free
- allergies
- intolerance
- diabetes

All other valid answers will be given credit

[1] Basic statement

[2] Accurate with some discussion related to planning meals and choosing food

[3] Accurate with clear understanding related to planning meals and choosing food

(ii) Advertising of food to children

- advertising food influences food preferences in children, they will see food on TV, online, in children's magazines showing other children enjoying it or their favourite characters eating it and they will want to be the same/Bella will remember adverts and choose these foods when shopping or ask her parent to buy them
- Bella is too young to analyse and evaluate nutritional information, parent may be influenced by marketing phrases and claims without checking out nutritional information, risk of high fat, sugar, salt foods in diet
- must be related to meal planning
- marketing will encourage Bella to choose and eat energy-dense fatty, sugary or salty foods rather than nutritious options/increased risk of overweight child and obesity/parent may be influenced too and want to give Bella her choices which are not necessarily healthy options

All other valid answers will be given credit

[1] Basic statement

[2] Accurate with some discussion related to planning meals and choosing food

[3] Accurate with clear understanding **related to planning meals and choosing food**

(2 × [3])

[6]

- (c) Discuss three ways books can help meet Bella's **intellectual needs**. (AO2)
- parents reading to Bella regularly will improve her **vocabulary**, she will hear words spoken correctly and will **repeat them**, parents can point to words and Bella will start to **recognise them** with repetition and praise, grammar will improve
 - parents can point out **colours, numbers, objects** and question Bella on the pictures and story, she will improve her **speech** and copy **sentence construction** from parents, interaction with parents will help Bella develop skills in **conversation** and interaction
 - Bella looking at books herself repeatedly will help her **memory**, she will recognise the illustrations and remember what is on certain pages, she will improve her **imagination** by making up parts of stories she cannot read, this will help her storytelling/creativity, **prepares her for school**
 - can develop a lifelong enjoyment of books, learning will be enjoyable, reading will be associated with positive experiences, Bella will want to read and gain all the benefits for her learning
 - promotes **concentration**, Bella will be interested and stimulated by text and graphics
 - promotes **listening** skills, parents may read to Bella and help her concentrate and listen for correct pronunciation
 - **increases her knowledge** of the world around her, e.g. customs, cultures, traditions
 - problem-solving – what to do in a situation
 - lip reading – pronunciation
 - pictures can help understanding
 - phonetics/reading
- All other valid answers will be given credit
(3 × [2])

[6]

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- 6 Claire and John have chosen a day nursery for the childcare of their three-year-old son.

Justify their choice. (AO3)

- qualified staff, will be Access NI checked, parents will be reassured their children are safe with staff who are trained to take care of their child
- safe, regulated environment, nurseries are officially checked for safety, e.g. fire exits, safe equipment, correct safe – pupil ratio, parents feel reassured child is safe in the building and regular checks are carried out
- facilities for supervised outings with qualified staff, e.g. walks to local parks, daily outdoor play on large equipment, e.g. climbing frames, ball play
- a local nursery will be convenient for parents to leave child off in morning, shorter car journey for child will be less unsettling for child, may be able to walk which will be regular time for child and parent to talk and bond, child will be with local children – good for future friendships, e.g. easier to fit into school routine
- child will have other children the same age to interact with and learn from, will improve social skills (e.g. sharing, taking turns, learning manners, communicating) through playing beside other children, being encouraged to share toys and start to say words to other children and adults
- will help develop physical skills, e.g. manipulative skills, gross motor skills through playing with toys, e.g. shape sorter, climbing up slide, using pedals in cars, improving muscles and developing strength
- will help intellectual development, other children to play with, talk to, start to interact with adults other than parents on daily basis – learn by copying and repetition through structured activities, e.g. reading times, water play, games, outdoor activities
- preparation for school routine
- disabled children are catered for – accessibility

- cost – although expensive staff are well-trained, extended hours, facilities
- All other valid answers will be given credit

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 justification

Level 2 ([3]–[4])

max [4] if just listed and no explanation

Overall impression: Competent

- shows good knowledge and understanding
- identifies and comments on some key points relevant to the question
- a competent justification of choice of day nursery

Level 3 ([5]–[6])

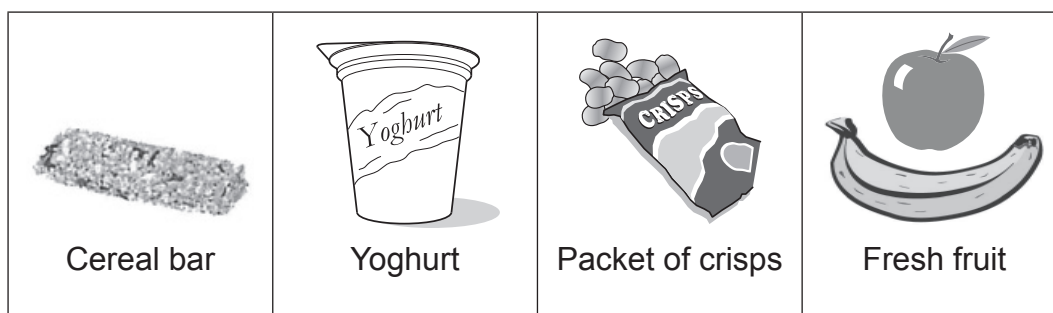
To award – at least one point well explained

Overall impression: Highly competent

- shows excellent knowledge and understanding
- identifies and comments on a range of key points relevant to the question
- a highly competent justification of choice of day nursery
(1 × [6])

[6]

- 7 Evaluate this lunchtime snack for three year old, Jack, taking account of current government dietary guidelines. (AO2, AO3)



6

Nutritional value of snacks

- Cereal bar – protein for growth and repair, sugar for quick release energy for Jack playing and running, oats and wheat contain carbohydrate for energy/ cereal bar will contribute to carbohydrate portions but cereal bar high in sugar (tooth decay, contributes to obesity) and may have fat content (leads to overweight child, obesity)/oats and wheat in cereal bar can contribute to carbohydrate requirement/may be high in sugar which will provide carbohydrates for quick energy release but will contribute to tooth decay and obesity/cereal bar may be high in sugar/dried fruit contains iron
- NSP/fibre – prevent constipation
- Yoghurt – calcium for healthy teeth and bones, protein for growth and repair, fat for energy and to insulate organs/sugar free yoghurts will help reduce sugar intake while providing calcium for growing teeth and bones. May be low in fat but can be high in sugar – risk of tooth decay and developing of sweet tooth
- Packet of crisps – carbohydrate for energy, fat for energy and insulation – may be high in fat – obesity and CHD risk. Salt content can raise blood pressure

- Fresh fruit
apple – antioxidants health promoting and disease preventing/no saturated fats or cholesterol/dietary fibre – prevents constipation/vitamin C – help prevent disease
banana – sugars (fructose and sucrose) for energy/dietary fibre – helps prevent constipation and gets rid of waste/antioxidants/vitamin B6/potassium

General points (max. 1 explained point)

- Ease of opening, ease of carrying and storing in school, three-year-old would be able to independently eat their lunch

must focus on

- 5 a day
- high fat, sugar, salt and diet-related disorders
- fibre
- Eat Well Guide

Current dietary guidelines

- British Nutrition Foundation recommend 5532-a-day for 1–3-year-olds, five portions carbohydrate, five portions fruit and vegetables, three portions dairy foods, two portions protein per day/cereal bar will contribute to carbohydrate portions but cereal bar high in sugar (tooth decay, contributes to obesity) and may have fat content (leads to overweight child, obesity)
- COMA (Committee on Medical Aspects of Food Policy) and SACN (Scientific Advisory Committee on Nutrition) state carbohydrates should provide 50% of a child's energy per day/oats and wheat in cereal bar can contribute to carbohydrate requirement/may be high in sugar which will provide carbohydrates for quick energy release but will contribute to tooth decay and obesity
- SACN recommends only 5% of food energy should come from free sugars – for 2–3-year-old boys equals 15g day/cereal bar may be high in sugar sugar free yoghurts will help reduce sugar intake while providing calcium for growing teeth and bones
- Eatwell Guide recommends eating whole grains, pulses, fruits and vegetables to increase dietary fibre intake (recommended 15g fibre per day) to prevent help get rid of waste and prevent constipation
- Eatwell Guide recommends 6–8 glasses of fluid per day
- 8 tips for eating well/fat, sugar, salt, fibre, **portion size**, water, not skip meal

All other valid answers will be given credit

[0] is awarded for a response not worthy of credit

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

max [4] no evaluation

Level 2 ([4]–[6])

Overall impression: Competent

- shows good knowledge and understanding related to at least two foods
- identifies and comments on some key points relevant to current government dietary guidelines
- competent range of explained points
- quality of written communication is competent

max [5] for no government guidelines included

Level 3 ([7]–[9])

Overall impression: Highly competent

- shows excellent knowledge and understanding related to all three foods
 - identifies and comments on the key points relevant to current government dietary guidelines
 - highly competent range of explained points
 - quality of written communication is highly competent
- (1 × [9])

[9]

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8 Discuss the role of parents/carers/family members in promoting a child's independence. (AO2, AO3)

- responsibility
- choice
- on own
- 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
- pre-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 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, which coat to wear, where to go for a treat – within reason/parents should ensure child has safe, reasonable choices to make within parental guidelines
- socialising with others – away from parents, allowed to make own choices/ decisions
- join clubs – away from parents
- going to nursery/play group
- potty training

max [4] if bullet pointed

All other valid answers will be given credit

[0] is awarded for a response not worthy of credit

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
- identifies and comments on key points relevant to developing independence
- competent range of explained points
- quality of written communication is competent

Level 3 ([7]–[9])

Overall impression: Highly competent

- shows excellent knowledge and understanding
- identifies and comments on the key points relevant to developing independence
- highly competent range of well explained points
- quality of written communication is highly competent

(1 × [9])

[9]

Total

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75