



*Rewarding Learning*

**General Certificate of Secondary Education  
2014**

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**Home Economics (Child Development)**

Unit 2

Child Development 0–5 years

**[GHC21]**

**FRIDAY 30 MAY, MORNING**

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**MARK  
SCHEME**

## General Marking Instructions

### Introduction

Mark schemes are published to assist teachers and students in their preparation for examinations. Through the mark schemes teachers and students will be able to see what examiners are looking for in response to questions and exactly where the marks have been awarded. The publishing of the mark schemes may help to show that examiners are not concerned about finding out what a student does not know but rather with rewarding students for what they do know.

### The Purpose of Mark Schemes

Examination papers are set and revised by teams of examiners and revisers appointed by the Council. The teams of examiners and revisers include experienced teachers who are familiar with the level and standards expected of students in schools and colleges.

The job of the examiners is to set the questions and the mark schemes; and the job of the revisers is to review the questions and mark schemes commenting on a large range of issues about which they must be satisfied before the question papers and mark schemes are finalised.

The questions and the mark schemes are developed in association with each other so that the issues of differentiation and positive achievement can be addressed right from the start. Mark schemes, therefore, are regarded as part of an integral process which begins with the setting of questions and ends with the marking of the examination.

The main purpose of the mark scheme is to provide a uniform basis for the marking process so that all the markers are following exactly the same instructions and making the same judgements in so far as this is possible. Before marking begins a standardising meeting is held where all the markers are briefed using the mark scheme and samples of the students' work in the form of scripts. Consideration is also given at this stage to any comments on the operational papers received from teachers and their organisations. During this meeting, and up to and including the end of the marking, there is provision for amendments to be made to the mark scheme. What is published represents this final form of the mark scheme.

It is important to recognise that in some cases there may well be other correct responses which are equally acceptable to those published: the mark scheme can only cover those responses which emerged in the examination. There may also be instances where certain judgements may have to be left to the experience of the examiner, for example, where there is no absolute correct response – all teachers will be familiar with making such judgements.

## 1 (a) Complete the sentences

(i)  $3.5/3\frac{1}{2}$ 

(ii) Lanugo

(iii) Milia

(iv) Rubella

(4 × [1])

[4]

(b) Write down **two** health benefits for a mother when breastfeeding.

- healthy diet to produce milk – improves health
- reduced risk of breast cancer/ovarian cancer/uterine cancer/cancer
- less risk of osteoporosis
- delays return of periods after birth
- uterus returns to pre-pregnancy state more quickly/oxytocin released when baby sucks/helps womb to heal
- helps mother bond with baby – close physical contact
- help prevent risk diabetes (type 2)
- may lower risk of high blood pressure
- less risk of post-natal depression/feeling of well being
- helps with post-natal weight loss/return to pre-pregnancy weight/loss of weight
- sucking prevents post-partum haemorrhaging

All other valid answers will be credited

(2 × [1])

[2]

(c) Explain **two** points to consider when choosing clothes for a newborn baby.

- correct fit/size – not too tight or too loose – could constrict movement, make baby comfortable
- no loose strings, ribbons – risk of baby choking, getting wrapped around neck, finger or limb and stopping circulation
- no holes in woollen or knitted clothing, no buttonholes – baby's fingers could get caught and stop circulation
- easy to wash, check labels for washing instructions – baby's need many changes of clothes after feeding, nappy changes
- quick to dry, can be tumble dried – less need for a lot of similar clothes, can reuse clothes quickly
- easy to put on and take off/easy fastenings, e.g. poppers instead of buttons – baby needs changed quickly and frequently during nappy changing
- soft, comfortable fabrics, no roughness – baby's skin easily irritated, baby can't move to get comfortable, may help baby sleep better
- no raised seams or hard edges, no zips, check stitching – to rub against delicate skin
- stretchy fabric – allows easy dressing as baby can't move limbs themselves
- natural fabrics will absorb sweat, be soft against skin, less irritation
- large neck openings, slashed necklines – easier to dress baby, more comfortable for baby
- price
- non-flammable/won't catch fire
- season with explanation – appropriate for weather

All other valid answers will be credited

(2 × [2])

[4]

10

2 (a) Write down **two** points to remember when caring for a child who is sick in bed.

- check on the child
- change bedclothes regularly/keep them clean
- follow doctor or pharmacist's instructions, do as they advise
- read instructions on all medicines/give medicines as directed on label
- keep child occupied/give child things to do/don't let child become bored
- let child get plenty of rest/encourage child to sleep when needs to/read to child or play music to help them to sleep
- keep the room airy without being draughty/if room is too hot child could feel worse
- give child plenty to drink/prevent dehydration – give sips of water frequently
- give child small meals/encourage child to eat plain foods – nothing spicy or strong flavoured
- spend quiet time with child, play games, read story
- comfort, cuddle the child – reassurance
- temperature – medical attention if high

All other valid answers will be credited

(2 × [1])

[2]

(b) Sophia is four years old.

Explain how her parents can keep Sophia safe when she is playing in the garden.

- fence around garden must be secure, no spaces in hedge for child to get out – prevent child running onto road, prevent worry of child getting out of garden
- a locked gate or door – prevent child getting out, running onto road or going away with other children, strangers, animals
- no thorny, spiky plants overhanging paths or at head height for children – child could fall into them or ride into them on toys and get hurt or entangled/may cut child or stick in their faces or eyes
- check there are no poisonous plants in the garden/if not sure check websites and remove poisonous plants or trees – risk of poisoning child, children like bright colours, be tempted to pick them
- place climbing equipment away from concrete areas, walls, large bushes – child may fall and needs soft area below to prevent injuries
- remove ponds or cover – prevent children falling in and drowning
- check paving is level, no broken paving slabs – prevent child tripping, falling
- no electric tools, equipment, e.g. lawn mower left out, need to be locked away – child could fall onto equipment and be injured or may try to start equipment and risk electrocution
- unplug all electrical equipment to prevent electrocution or child trying to play with equipment/keep cables and hoses rolled up or out of reach to prevent trips and falls
- all garden chemicals, weedkillers, cleaning materials etc must be kept out of reach of children, stored up high – prevent risk of poisoning, can look like sweets to child/may cause skin irritations and burns
- never leave children alone when using a barbecue, even after use there is risk of burns

- watch/supervise child at all times, parent can help child quickly if they are in danger and can see possible dangers and react quickly
- check all walls are secure as they could fall on a child or child could climb and fall
- check there is no dog's dirt in garden, can cause toxocariasis which can cause blindness/make the child ill
- check garden for glass, objects etc + reason
- check all large toys, e.g. climbing frames, slides that they are stable and secure – take care with the positioning of trampolines and use a safety net
- no stones/grass instead of stones, gravel – fall and hurt herself
- sunscreen/shaded area – prevent sunburn

All other valid answers will be credited

(3 × [2])

[6]

8

3 (a) Write down **two** ways parents can help prevent SIDS (cot death).

- lie baby on back/do not lay baby on side or front
- place baby's feet at the bottom of the cot/feet to foot of cot
- do not smoke during pregnancy
- do not allow anyone to smoke near or in the room with, the baby
- don't let the baby overheat/check room temperature (18–20°C)/do not overdress baby for bedtime (max. 1 point)
- do not place the baby's cot in direct sunlight or near a radiator
- do not use quilt or cot bumper/use thin blankets which can be used to adjust temperature if needed
- use a sleeping bag with shoulder straps/prevent clothing going over baby's head
- keep baby's head uncovered
- do not share a bed with the baby/never fall asleep with the baby in your arms
- keep the baby's cot in your bedroom for the first six months
- use a dummy to settle baby
- breastfeed your baby
- air holed mattress/not second hand mattress

All other valid answers will be credited

(2 × [1])

[2]

(b) Katie and Sean are choosing a cot for their newborn baby.

Explain **two safety points** that they should consider when choosing a cot.

- no bumpers/need to be removed – prevent cot death
- height adjustable base – can be raised for easy access to newborn baby, parents can reach baby easily – will be safer, less chance of dropping child
- one drop side – easier for parents to pick up child, changing nappy in cot easier, able to drop side with one hand – safer when holding baby, less risk of dropping baby
- fixed sides which do not drop down, baby can't open sides and climb out as easily as with drop side cot
- no loose pieces, nails or screws – baby could choke on small pieces
- no sticking out corners, parent or baby could be hurt, clothes could get caught and strangle baby

- gaps between the bars should be close together – between 4.5–6 cm apart – to prevent risk of baby’s limbs or head getting caught between bars
- check cot conforms to BSI standard, check for safety labels attached to cot – parents will be reassured that cot has been tested and checked for safety
- gap around mattress should be no more than 4 cm – to prevent risk of baby’s limbs getting caught between mattress and cot sides
- if second hand, check paint is lead free as baby could chew on cot and get lead poisoning
- stable – so the cot doesn’t rock

cot bed = 0

Answer must relate to safety.

All other valid answers will be credited

(2 × [2])

[4]

(c) Explain how the Sale and Supply of Goods Act 1994 can protect Katie and Sean when they are buying equipment for a baby.

- they know the equipment has to be of **satisfactory quality**/be **safe** to use/last for a reasonable amount of time
- equipment **should be fit for purpose**
- equipment should be **as described** on package or design label or by the seller
- equipment **can be returned** if it is not up to the expected standard/they are entitled to a **refund**

All other valid answers will be credited

(1 × [2])

[2]

8

4 (a) Describe the development of a child’s manipulative skills.

- newborn – grasp reflex when born, baby will automatically hold onto object put into their hand
- 3 months old – open hands, holds rattle for few minutes, looks at hands
- 6 months old – grasps objects, passes from hand to hand, uses whole hand, uses hands to splash in bath, develops palmar grasp
- 9 months old – uses finger and thumb to grasp objects, deliberately drops items on floor
- 1 year old – holds onto toys, points with index finger, pincer grasp developed, e.g. shape sorter toy, tripod grasp to hold and bang bricks
- 2 years old – puts on shoes, draws, turns door handle, can build tower, feeds him/herself
- 5 years old – can do buttons, dress him/herself, uses knife and fork
- lifting items using the whole hand, e.g. first using crayons to draw, holding onto a toy, develops muscles and improves grip through constant use, pushing buttons on toy
- fine motor skills are improved, e.g. twisting dials on a toy, lifting small object, e.g. lego, duplo, threading beads
- improving hand-eye co-ordination, shapes sorter, football, lacing toys and beads
- improving grip through drawing and painting where child has to hold onto crayon or paintbrush for prolonged time

- using pincer grip, thumb and index finger, to hold and use small items, e.g. lifting small craft items, lifting shapes to stick onto pictures, small pieces of lego
- using hands (max one general point) to turn the pages of a book, twist dials on a toy, using a pointer or scrolling on a computer screen/playing a child's computer game

Answers **do not need to show development through chronological age**.

Answer must show two separate aspects of a child's manipulative skill

(may or may not include specific age) for full marks

All other valid answers will be credited

(2 × [2])

[4]

**(b)** Discuss how attending a play group **can help** a child's social development.

- make friends/socialise with children own age and adult helpers, will play with other children and develop early friendships through time spent together
- share toys, learn not to be selfish and realise the need to share with, and play alongside, others
- take turns, e.g. waiting to use slide, waiting to play with a toy, child will learn to be patient and will be less selfish
- learn good manners and norms, e.g. will be taught to say please and thank you, table manners
- develop self-help skills, e.g. wash hands after toileting, routine will help behaviour become common practice
- improve speech, child will have opportunities to listen and talk to children and adults talking and child learns by copying/singing and rhymes encourage repetitive speech and improves vocabulary and speech
- learn to co-operate with other children, learn they need others, e.g. holding a skipping rope for others, playing on a see-saw, being part of a football team
- develop independence, separation from parents, decision-making
- building their confidence

All other valid answers will be credited

(3 × [2])

[6]

**(c)** Discuss how parents can encourage good behaviour.

- look for good behaviour and praise it, child will like the attention and want to repeat the action to gain parent's approval
- let children know the rules, explain simply in terms they understand why the rules are important, tell them your expectations – they then know what is expected and will then understand what to do and not do
- keep rules to a minimum, child will get confused if too many rules, too many rules will mean child has higher chance of failing
- have realistic expectations, don't expect too much, child needs to learn/good manners, what is acceptable and may need to be reminded frequently
- establish routines, e.g. for getting dressed, bedtime, to ensure child understands what to do and what is expected, less chance of unacceptable behaviour, routine will become normal behaviour and lessen risk of poor behaviour



- be a good role model, show the child how to behave, children copy behaviour and will copy good behaviour and see it as the norm/use language and behaviour that you want to hear and see from them
- reward good behaviour, focus on positive behaviour, this reinforces the behaviour you expect and will accept – use trip to park, extra play time as reward or a reward chart (award only once)
- praise child when they do as you ask or they make a good behaviour choice, reward good behaviour with a smile or a hug – lets the child know you are pleased with them, children enjoy pleasing adults
- make time, spend time with child, poor behaviour is often child seeking attention from parents and adults
- correct inappropriate, unacceptable behaviour when it happens, e.g. not sharing a toy, and tell child what would have been acceptable behaviour, child will understand what they did wrong and understand what to do next time
- keep child occupied, e.g. play with them, bring friends round, take to nursery and on outings – some children misbehave because they are bored
- encourage friendships, socialising with other children and adults, child will learn social skills and how to play and talk to others – they learn from other people and copy behaviour
- stick to what you say, do not make idle threats, child needs consistency or they get confused about what is acceptable and then do not realise they are doing something unacceptable
- encourage child to do small, achievable tasks which will allow you to praise her, supervise her as she learns

punishment = 0

All other valid answers will be credited

(3 × [2])

[6]

16

**5** Discuss **four** factors to consider when planning meals for a young child.

- child's nutritional needs/balanced diet + examples of nutrients and benefit to child's health (**Max 2 points**) (explained)
- healthy eating/5-a-day/Eatwell plate + explanation related to a child (**Max 2 points**) (explained)
- variety of foods, different textures and colours to encourage child to eat variety of foods to fulfil nutritional needs and improve their long term diet choices
- choose foods child likes, they will eat the food and less food waste, add new foods to foods child likes to encourage a bigger variety of food choices
- fun presentation of food, e.g. smiley faces, colourful foods, can be used to include new foods for child to try to improve range of foods in diet (**Max 2 points**) (explained)
- small portions of food, do not overload plate as child may be put off eating when faced with too much food, enlarge portion size slowly as child grows
- provide foods child can easily eat and feed themselves with, avoids child's frustration if cannot cut food and food may go cold and be unpalatable for child
- involve the child in planning meals and choosing foods, they will feel grown up and be more likely to eat the foods, bring them shopping to encourage new foods by showing them new options and letting them choose the variety themselves, they will feel part of decision making



- involve child in preparing their food, e.g. let them stir sauce under supervision, they will feel part of it and can make small choices, e.g. add more vegetables, more likely to eat what they helped make
  - parents should be good role models, eat similar foods to child, plan to sit at table with child to eat, child will copy behaviour and can try different foods from parent's plate
  - allergies child may have/cooking times, need to read labels/additives and check ingredients, e.g. nut content, lactose intolerance etc., child could be very ill if eats food, e.g. anaphylaxis
  - cost of food, special offers available, convenience foods may be more expensive or could be cheaper than fresh food (e.g. fish) so parents need to consider cost
  - routine/time when fed so they are not snacking
  - increased parental knowledge of nutrients when planning/preparing meals
- All other valid answers will be credited  
(1 × [9]) [9]

**LOR: Level of response:**

**Level 1: ([0]–[3]) marks**

Basic

- list of points, limited explanations given
- shows basic understanding of points to consider
- quality of written communication is basic

**Level 2: ([4]–[6]) marks**

Competent

- 2–3 points explained, not all may be fully explained
- competent explanations related to a young child
- quality of written communication is competent

**Level 3: ([7]–[9]) marks**

Highly competent

- **4 points discussed and fully explained**
- points well related to a young child and shows understanding of **importance of planning**
- quality of written communication should be highly competent

9

- 6** Five year old Alex's parents have recently divorced. Discuss the possible **effects** this could have on Alex's emotional and intellectual development.

Possible effects on Alex's emotional development

- becoming withdrawn, not wanting to mix with other children in school, wanting to be on own
- feeling unhappy, sad, lonely, crying a lot because of the divorce, missing the other parent, feeling his life has changed too much
- 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
- refusing to eat, having little appetite, may be refusing food to get attention, feeling not getting parent's attention

- bad behaviour, misbehaving in school to attract attention, may feel getting no attention and is frustrated he can't change situation so misbehaves to get parent's attention
- excited to move house 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

Possible effects on Alex's intellectual development

- may not be working well in school, may be too distracted about divorce to do his work as previously/may be upset and tearful and not concentrating on school work and learning will be affected
- may not be doing his homework because of disrupted home life, parent could be too busy dealing with changes and be too upset to work with and check homeworks
- may be too upset in school to do work and progress will be hindered, cannot concentrate on his work
- may be absent from school due to upset at home, will be missing work and will be behind other children in class
- may have to move schools if parent moves house, will need to settle into a new class with new friends and may not have completed same work in new school, will unsettle
- behaviour may deteriorate and may affect his work, he may refuse to work or listen and may try to distract others from their work, he will not be listening or learning
- may not get to see the parent that reads to them every night

**LOR: Level of response:**

**Level 1: ([0]–[3]) marks**

Overall impression: basic

- limited range of points, not all explained
- shows basic understanding
- quality of written communication is basic

**Level 2: ([4]–[6]) marks**

Overall impression: competent

- good range of valid points with some explanation
- shows good understanding, **including both emotional and intellectual development**
- quality of written communication is competent

**Level 3: ([7]–[9]) marks**

Overall impression: highly competent

- wide range of valid, clearly explained points
- shows **excellent understanding, including both emotional and intellectual development**
- quality of written communication is highly competent

[9]	9
<b>Total</b>	<b>60</b>

**AVAILABLE  
MARKS**