

**GCSE**

**Home Economics Child Development**

Unit **B013**: Principles of Child Development

General Certificate of Secondary Education

**Mark Scheme for June 2014**

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All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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## Annotations

Annotation	Meaning
	Blank Page – this annotation <b>must</b> be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	Tick
	Noted but no credit given
	Caret sign to show omission
	Cross
	Level 1
	Level 2
	Level 3
	Level 4
	Repeat
	Not answered question
	Unclear
	Benefit of doubt
	Vague

Question			Answer	Mark	Guidance
1	a	i	Kinship Respite Emergency	3x1	<b>CORRECT ORDER ONLY</b> ONE mark for each correct answer. THREE required.
1	a	ii	Fostering is temporary/ does not always live with the family for ever Fostering is usually short term/can be used in emergencies Adoption is permanent/stays with the same family Adoption is a longer process Fostering is paid Fostering – may have different foster carers/families Adoption family fund child Fostering has no legal rights Adoption has full legal rights Foster carers are supported/monitored by Local Authority/Social Services Adoptive families only receive monitoring if significant childcare problems arise Fostering can keep in contact or return to family Adopted children may choose to meet/find family when 18yrs old or not at all <b>Local</b> Authority (LA) the legal guardian for a fostered child Adoptive parent/carers become legal guardians of child Foster child keeps own surname Adopted children take new family name	3x1	ONE mark for each correct answer. THREE required.
1	b	i	To prevent a pregnancy/prevent conception/stops you getting pregnant/avoid pregnancy	1x1	ONE mark for correct answer. ONE required. Explanations of a type of contraception are not marked as correct unless they say will prevent pregnancy
1	b	ii	ONE mark for each correct answer. TWO required.  Female condom (Femidom) Male condom/condom/sheath Diaphragm (Cap	2x1	

Question			Answer	Mark	Guidance	
1	b	iii	<p>Good nutritious diet/balanced diet</p> <p>Not to be overweight/not obese/be a healthy weight</p> <p>Take regular exercise</p> <p>To give up smoking</p> <p>To give up drinking alcohol</p> <p>To avoid taking drugs/medicines</p> <p>Free from infections/STDs/STIs</p> <p>Check for rubella immunity</p> <p>Take/increase folic acid</p> <p>Genetic counselling</p>	<p>Good health in mother/not deficient in any nutrient/includes all food groups</p> <p>To prevent extra strain on heart/joints when carrying baby's weight</p> <p>So body is fit</p> <p>Remove carbon monoxide from blood stream/causes low birth weight baby/premature/can reduce fertility</p> <p>Can reduce fertility/risk of miscarriage</p> <p>Ensure there are no toxic substances in the blood</p> <p>No risk of passing infection to the baby</p> <p>To prevent birth defects in baby if caught in pregnancy</p> <p>Prevent neural birth defects/spina bifida</p> <p>For any hereditary diseases</p>	3x(1+1)	<p><b>NB</b> Do not accept 'healthy diet'. Do not accept "<b>do not drink</b>" unless qualified</p> <p>ONE mark for each point made. THREE required.</p> <p>ONE mark for a matching explanation THREE required.</p>

Question			Answer	Mark	Guidance
			Not taking hormone-based contraceptives/the pill/injections/coil	Re-establish natural hormone balance and menstrual pattern	
				<b>Total</b>	<b>15</b>

Question			Answer	Mark	Guidance
2	a	i	4-6 years	1x1	ONE mark for correct answer. ONE required. Must include units
2	a	ii	9-18kg	1x1	ONE mark for correct answer. ONE required Must include units
2	a	iii	Forward facing child seat	1x1	ONE mark for correct answer. ONE required
2	b		BSI/kitemark	1x1	ONE mark for correct answer. ONE required
2	c		When an air bag is fitted/active/turned on/not immobilised/when child is too old/after 9 months/10 months onwards/child over 13kg	1x1	ONE mark for correct answer. ONE required
2	d		Never go with anyone they don't know/strangers Let parent/carer know if approached by a stranger/don't talk to strangers Make a lot of noise i.e. scream/shout Stay near parent/where can see parent/hold hands/don't run off If lost stand still and wait to be found Tell a police officer/go into shop if lost Tell someone who has other children with them Do not run out into the road/always cross with an adult/Green Cross Code/teach road safety Always wear a seat belt Wear cycle helmet/reflective clothing/protective clothing Do not touch hot items/pans on cooker Do not play with matches/fire Do not play with sharp objects/knives/scissors Do not play near water/ponds Do not play with plastic bags Do not play with plug sockets	3x1	ONE mark for each correct answer. THREE required  Give a mark for any aspect of the Green Cross code
2	e	i	Washing a baby's face/hands and bottom/ <b>instead of having a bath</b> Washing a baby's hands/face and bottom/ <b>not having to undress baby completely</b>	1x1 1x1	ONE mark for a correct answer. ONE required. <b>ONE mark for a matching explanation</b> ONE required.

Question			Answer	Mark	Guidance
2	e	ii	Red bottom/red skin/inflamed skin/redness Red/pink spots/red/pink rash Sore skin/bottom / chapped skin/bottom Cracked skin/broken skin Septic spots may appear Skin may become pink and pimply	2x1	ONE mark for each correct answer. TWO required.  Red and sore on own have to be qualified.
2	e	iii	Changing mat/baby mat/changing unit Bowl (warm) water/baby wipes/wipes/wet wipes Baby lotion Barrier/nappy cream Nappy sack/nappy bag/plastic bag Cotton wool/cotton wool balls Baby bath liquid Baby soap (Clean) nappy Towel Nappy pins Nappy liner Baby powder	4x1	ONE mark for each correct answer. FOUR required. <b>Although it is not policy to accept trade names, if candidate correctly names a suitable product it may be accepted in this instance.</b>  Do not accept bin  Do not accept talcum powder  Do not accept baby cream  Cream must be qualified
2	e	iv	Regular feeding/regular meals/healthy diet/balanced diet/ correct diet/correct nutrients/food Plenty of water/fluids/drinks Safe environment/safety Protection/security Routine (Good) housing/not damp/shelter/home Exercise/space to play/space to run around Fresh air/outdoor space Rest/sleep (Suitable) clothing Correct footwear Warmth	4x1	ONE mark for each correct answer. FOUR required.  Examples of conditions not allowed  Diet needs to be qualified
<b>Total</b>				20	



Question		Answer	Mark	Guidance
3	a	<p>Very long stage</p> <p>Head drops into pelvis</p> <p>A show</p> <p>Amniotic sac containing the amniotic fluid/waters break</p> <p>Contractions/contractions start</p> <p>Contractions get stronger</p> <p>Contractions become regular and more frequent</p> <p>Cervix becomes fully dilated/dilation occurs</p> <p>Crowning</p>	<p>Can last up to 12 - 18 hours</p> <p>Head becomes engaged</p> <p>Plug of mucous coming away from cervix</p> <p>Ruptures/fluid is released</p> <p>Slowly/ intermittently at first start</p> <p>As cervix opens/dilates</p> <p>Usually up to 2 to 3 minutes near the end of this stage</p> <p>10cm for baby to be born</p> <p>Top of baby's head may be seen</p>	<p>3x(1+1)</p> <p>ONE mark for each basic description/identification of step. THREE required. ONE mark for an extension of description THREE required.</p> <p>If a correct description is given it can be credited.</p>

Question		Answer	Mark	Guidance
3	b	<p><b>Entonox</b> Does not give immediate relief Effect wears off quickly/short term Pain is not completely removed/not a strong pain killer The mother may feel sick/light headed Mother may get a dry mouth</p> <p><b>Pethidine</b> Baby may be born drowsy/transfers through the cord Baby may be slower to breathe Mother may feel disorientated/lacks control/drowsy/sleepy May take 20 minutes to take effect/takes a while to work Can be present in breast milk/can affect a baby's sucking reflex Can cause an allergic reaction in mother</p> <p><b>TENS machine</b> Cannot be used in a water birth Mother is unable to shower/bathe Does not work with intense pain/not strong enough/not effective in later stages May have to buy your own</p>	3x1	ONE mark for each correct answer. THREE required
3	c	<p>Vernix is a white/greasy/waxy coating/substance/covering Lanugo is fine downy hair covering the body</p>	2x1	<p>ONE mark for a correct answer. TWO required</p> <p>Substance/covering must be qualified with greasy/white/waxy</p>
3	d	<p>GP (family doctor) Midwife Health Visitor Gynaecologist</p>	4x1	<p><b>CORRECT ORDER ONLY</b></p> <p>ONE mark for each correct answer. FOUR required</p>
<b>Total</b>			15	

Question		Answer		Marks	Guidance	
					Content	Levels of response
4		Do not like the taste	Being asked to try lots of new tastes/textures cannot like everything the first time		<p><u>Level 4 Checklist</u>  <i>Detailed description and explanation.</i>  <i>Range of specialist terms used with precision.</i>  <i>Clear and well organised.</i>  <i>Accurate and high level of QWC</i></p>	<p>Marks are allocated according to the quality of the response. Candidates should be able to show their depth of knowledge and understanding, using correct terminology.</p> <p>In order to achieve a <b>Level 4</b> response, <b>both</b> areas must be addressed <b>in detail</b>.</p>
		Food may not look appealing	Reluctance to try food			
		Food too hot/ too cold	Puts the child off eating			
		Given too much	Children have small stomachs/appetites			
		Attention seeking	Testing an adult's reaction and learning what effect uncooperative behaviour has		<p><u>Level 3 Checklist</u>  <i>Description makes valid points</i>  <i>Explanation lacks detail</i>  <i>Specialist terms used.</i>  <i>Clear and well organised.</i>  <i>QWC accurate – occasional errors</i></p>	<p><b>A candidate answering only one part of the question will remain in Level 2 and can access up to 8 marks only. Must be answered well, with clear descriptions and/or explanations.</b></p> <p>If candidates respond by giving answers in a <b>list</b>, they remain in the <b>Level 1</b> response.</p> <p>Bullet point <b>sentences</b> can achieve up to the <b>Level 2</b> response.</p>
		Left alone to eat	No encouragement from parent/ carer			
		Not hungry	As growth slow less food needed			
		Enjoy playing with food	Learning the sense of touch and experimenting			
	Do not want to cooperate	Negative phase children often go through especially during their second year/showing independence Learnt the word "no" and trying it out		<p><u>Level 2 Checklist</u>  <i>Some relevant information</i>  <i>Attempts to explain</i>  <i>Only one part of question answered</i>  <i>Some specialist terms used.</i>  <i>Some errors of QWC</i></p>		
				<p><u>Level 1 Checklist</u>  <i>Vague comments given</i>  <i>Some generic points</i>  <i>All descriptive</i>  <i>Little or no use of specialist terms used.</i>  <i>Errors in QWC intrusive</i></p>		

Question			Answer	Marks	Guidance	
					Content	Levels of response
			Copy siblings Given snacks between meals	Learn to refuse certain items Child is not hungry		<p><b>Level 4 Response: 13-15 marks</b></p> <p>The candidate describes in detail several reasons why a child may refuse food <b>and</b> gives comprehensive explanations of the ways parents/carers could help a child through this stage. The information will be presented in a clear and organised way. A whole range of specialist terms are used with precision. The candidate can demonstrate the accurate use of spelling, punctuation and grammar.</p> <p><b>Level 3 Response: 9-12 marks</b></p> <p>The candidate describes some reasons why a child may refuse food <b>and</b> gives some explanations of the ways parents/carers could help a child through this stage. Information will be offered to support the answer but in general terms with little detail. The information will be offered in a structured format. The candidate can use a range of specialist terms with facility. There may be occasional errors in spelling, punctuation and grammar.</p>
			Child unwell	Often a first sign a child is developing an infection/virus		
			Teething	Gums painful when eating		
			Child tired	Has not got the energy to enjoy eating		
			Distracted	No concept of time/too many things seem more exciting to do		
			Child upset/ insecure	Life changing event eg new baby/starting school		
			Small portion	So do not over face/overwhelm		
			Own crockery	Feel special/encourages to see pattern/security from familiar things		
			Own cutlery	Right size for small fingers		
			No snacks between meals	Will be ready to stop playing/want to eat		

Question			Answer	Marks	Guidance	
					Content	Levels of response
			No bribery, coaxing	Less likely to learn bad habits		<p><b>Level 2 Response: 5-8 marks</b></p> <p>The candidate gives some valid reasons why a child may refuse food <b>and/or</b> gives some explanations of the ways parents/carers could help a child through this stage but explanations may lack detail. Some information will be relevant. The candidate uses some specialist terms, although these may not always be used appropriately. There may be errors in spelling, punctuation and grammar.</p> <p><b>Level Response 1: 1 – 4 marks</b></p> <p>The candidate is likely to give limited, muddled or incorrect answers generally with no real knowledge. Answers may be in the form of a list. Answers may not always relate to the question. Answers may be ambiguous or disorganised. There will be little or no use of specialist terms.</p> <p><b>Errors of grammar, punctuation and spellings may be intrusive.</b></p> <p><b>0 = no response worthy of credit</b></p>
			Do not rush/force/threaten/get angry/punish	Child will feel less stressed/pressurised		
			Eat as a family/with child, relaxed, happy occasions	Social time/talk together/listen to one another/share events		
			Parents set a good example of eating	Learns to enjoy meal times		
			Positive comments when eating	Encourages child		
			Give a variety	Fun to try new food		
			Introduce new foods gradually	Allows child to become familiar with different tastes		
			Food not too hot/cold	Does not put off child/more comfortable		
			Do not fuss, do not comment - remove food	Know when they have had enough		

Question			Answer	Marks	Guidance	
					Content	Levels of response
		Allow child to help make meal	Sense of enjoyment/allows child to succeed			<p><b>NR is given where the candidate has not attempted the question at all</b></p> <p><b>NB</b> Answers can mix and match as long as a correct statement and explanation is given.</p>
		Encourage to help with shopping	Feel involved/likely to try food chosen/bought			
		Invite a friend	Allows child to share enjoyment with peers			
		Serve food attractively – shapes - colourful	Makes child want to try food/more interesting			
		Allow child to feed itself	Let child be independent/feel grown up			
		Regular mealtimes, routine	Child not over hungry or tired			
			<b>Total</b>	15		

Question		Answer	Mark	Guidance
5	a	Give encouragement Give opportunities to make choices/decisions/be independent Provide clear boundaries Good role models Secure relationships Give children routine/predictable environment Always talk to children politely/respectfully/don't laugh at them/avoid sarcasm/don't shout/don't undermine Praise children when they try to do something/compliment Show interest/have time for the child/talk to them/answer questions Have realistic expectations Be consistent in day to day handling of children Avoid power struggles Encourage socialisation/talking/communicating/interacting with others (either adults or children) Encourage to express their feelings Valued as individuals/listened to/value achievements Given love and affection from parents/carers Reassurance when something has gone wrong	3x1	ONE mark for each correct answer. THREE required.
5	b	Excitement Joy Pleasure Love Happiness Contentment Pride	4x1	ONE mark for each correct answer. FOUR required.

Question			Answer	Mark	Guidance
5	c		Develops hand/eye coordination How to hold a pencil/crayon/pincer grip/tripod grip Encourages fine manipulative skills/control of pencil/fine motor skills Develop imagination Express their feelings/emotions/opportunity to talk about drawings Record/remember events Being creative/experiment with different colours/textures Helps concentration Spatial awareness Copying skills Forming shapes/patterns/foundation for writing Sense of achievement Teaches colours and shapes	3x1	ONE mark for each correct answer. THREE required.  Language must be qualified
5	d	i	Sand play/sand pit Water play/water tray Play dough/Plasticine/(modelling) clay Cut and stick pictures/pasta pictures/card making Models/junk toys Face painting/body painting Potato printing/sponge printing Paper mache Painting felt tips/crayons/chalks Finger painting Cooking Gardening/planting seeds	2x1	ONE mark for each correct answer. TWO required.



Question			Answer	Mark	Guidance
5	d	ii	Put newspaper down/plastic sheet/protective sheet/cover surfaces Clear space/remove items which could be damaged Limit play to one area/outside (if weather is good) Children wear old clothes/appropriate clothes/doesn't matter if get dirty Children wear clothes that are easily washed/washable Spare clothing to hand Sleeves rolled up Wear apron/overall/protective clothing Hair tied back Supervise Tip proof water holders Washable paints/products Safety scissors Wipes/cloths/towels available	3x1	ONE mark for each correct answer. THREE required.
			<b>Total</b>	15	

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