

# **Home Economics Child Development**

General Certificate of Secondary Education

Unit **B013**: Principles of Child Development

## **Mark Scheme for June 2011**

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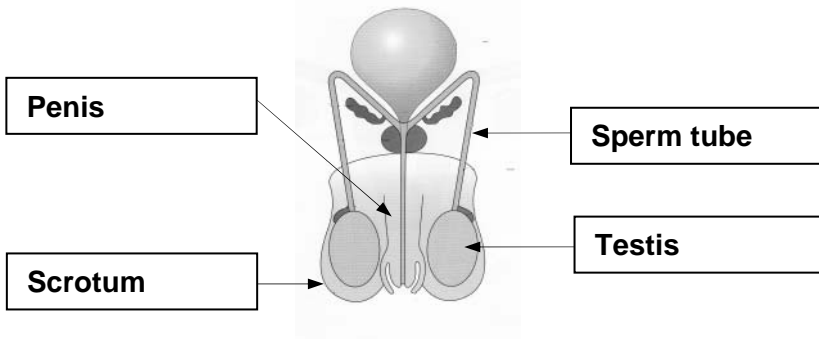
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Question		Expected Answer	Mark	Additional Guidance
1	(a)	<p>Identify <b>four</b> toys that could help the development of large muscles in the body.</p> <p>Slide Trampoline Climbing frame Tricycle Football Skipping rope Seesaw</p>	[4]	
	(b)	<p><b>Childhood is a time of rapid development.</b> <b>What term is used for development of the body?</b></p> <p>Physical development/ physical</p>	[1]	
	(c)	<p><b>Norms are the average ages when children reach certain stages of development</b></p> <p><b>From the box below choose the average age a child should reach the following norms. The first one has been done for you.</b></p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> 3 months   9 months   15 months   2 years   3 years </div> <p>Start to crawl      <u>9 months</u></p> <p>Ride a tricycle      3 years</p> <p>Walk alone      15 months</p> <p>Can sit up if held      3 months</p> <p>Can run      2 years</p>	[4]	

Question			Expected Answer	Mark	Additional Guidance																		
1	(d)	(i)	<p><b>Explain three factors that have changed the role of women within the family over the last thirty years.</b></p> <p><b>Answers may include</b></p> <table><tr><td>More contraception/ reliable contraception</td><td>Allows a women to choose not to have children or have fewer/ allows when to have a child</td></tr><tr><td>Equal opportunities for women</td><td>Access to better jobs/better pay/higher education/ can choose to marry later/choosing to have children later/not to marry at all</td></tr><tr><td>More career opportunities</td><td>Fewer women stay at home or can opt out of marriage as they do not need the financial support of a husband.</td></tr><tr><td>Maternity allowance/leave for women</td><td>Encourages women to return to work after having a baby/does not have to stay at home</td></tr><tr><td>More benefits available</td><td>Offers support to women and can enable a lone parent to live independently</td></tr><tr><td>Divorce has become easier/more accepted</td><td>So a woman does not have to stay married if unhappy</td></tr><tr><td>Moral/social attitudes to marriage/single parents have changed/relaxed</td><td>Less stigma to be a lone mother which has led to single mums keeping their child.</td></tr><tr><td>Labour saving devices in the home</td><td>Allows women to work or have more time for children</td></tr><tr><td>Role reversals</td><td>House husbands more acceptable allowing women to be the main wage earner</td></tr></table>	More contraception/ reliable contraception	Allows a women to choose not to have children or have fewer/ allows when to have a child	Equal opportunities for women	Access to better jobs/better pay/higher education/ can choose to marry later/choosing to have children later/not to marry at all	More career opportunities	Fewer women stay at home or can opt out of marriage as they do not need the financial support of a husband.	Maternity allowance/leave for women	Encourages women to return to work after having a baby/does not have to stay at home	More benefits available	Offers support to women and can enable a lone parent to live independently	Divorce has become easier/more accepted	So a woman does not have to stay married if unhappy	Moral/social attitudes to marriage/single parents have changed/relaxed	Less stigma to be a lone mother which has led to single mums keeping their child.	Labour saving devices in the home	Allows women to work or have more time for children	Role reversals	House husbands more acceptable allowing women to be the main wage earner	[6]	Answers can mix and match so long as the reason and explanation make a sensible/valid answer
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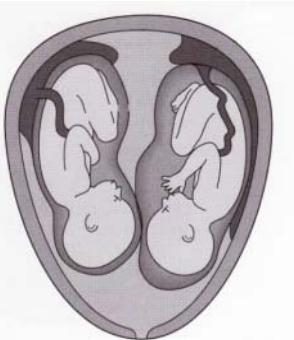
Question			Expected Answer		Mark	Additional Guidance
			Shared roles in the home	Allows women to have free time/leisure options		
			More child care facilities available	Both parents/carers can work/allows women/both to have a career		
			More paternity leave	More support when a baby is born		

Question			Expected Answer	Mark	Additional Guidance
1	(d)	(ii)	<p><b>Give <u>three</u> advantages of both parents sharing responsibilities within the family.</b></p> <p>Fathers have a closer relationship with their children/spend time with children/bond with both parents/carers          Mothers/fathers feel less pressurised/stressed and enjoy their children more          Mothers/fathers have time for other interests/free time/have a rest/time to relax          Children benefit from the variety of care          The quality of the marriage improves/parents become closer          If mother/both parents/carers work/more money if take turns to work/available/standard of living could be improved          Children brought up with the attitude of sharing responsibilities/role models/sense of equality</p>	[3]	
	(e)		<p><b>What is meant by sibling rivalry?</b></p> <p>Jealousy/envy/feelings of not being given enough attention/being left out/competition for attention (1)          between brothers/sisters/brother and sister/children in same family (1)</p>	[2]	<p>'fighting' or 'arguing' needs qualifying</p> <p>Avoid crediting 'siblings' – it is in the question</p>
			<b>Total</b>	<b>[20]</b>	

Question		Expected Answer	Mark	Additional Guidance												
2	(a)	<p>Look at the diagram of the male reproductive system below.</p> <p>Use words from the following list to label the diagram.</p> <table><tr><td>Scrotum</td><td>Sperm tube</td><td>Penis</td><td>Testis</td></tr></table> 	Scrotum	Sperm tube	Penis	Testis	[4]									
Scrotum	Sperm tube	Penis	Testis													
	(b) (i)	<p>Infertility means being unable to conceive.</p> <p>Describe the causes of infertility.</p> <p><b>Answers may include</b></p> <table><tr><td>Failure to ovulate/release eggs/PCOS</td><td>No egg available for fertilisation</td></tr><tr><td>Blocked fallopian tubes</td><td>Sperm cannot reach egg</td></tr><tr><td>Fallopian tubes infected/STI's/STD's endometriosis</td><td>Egg cannot be moved through tube</td></tr><tr><td>Cervical mucous too thick</td><td>Sperm cannot enter uterus</td></tr><tr><td>Testicular cancer/treatment for cancer/chemotherapy</td><td>Ovaries/testes damaged and eggs/sperm destroyed</td></tr><tr><td>Taking contraceptive pill for</td><td>Hormonal problems</td></tr></table>	Failure to ovulate/release eggs/PCOS	No egg available for fertilisation	Blocked fallopian tubes	Sperm cannot reach egg	Fallopian tubes infected/STI's/STD's endometriosis	Egg cannot be moved through tube	Cervical mucous too thick	Sperm cannot enter uterus	Testicular cancer/treatment for cancer/chemotherapy	Ovaries/testes damaged and eggs/sperm destroyed	Taking contraceptive pill for	Hormonal problems	[6]	<p>Answers can mix and match so long as the reason and explanation make a sensible/valid answer</p> <p>Do not accept – ‘got cancer’ on its own</p>
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Question			Expected Answer		Mark	Additional Guidance
			too long			
			Anorexia	Body rhythms disrupted/poor nutrition		
			Low sperm count/too few/no sperm	No sperm reaches egg/high number need to be released/mumps		
			Had hysterectomy/ectopic pregnancy removal	Organs damaged or missing		
			Vasectomy/male sterilisation	No sperm released		
			Damaged/blocked sperm tube/duct	No/few sperm released		
			Female sterilisation	No egg in fallopian tube		



Question			Expected Answer	Mark	Additional Guidance
2	(b)	(ii)	<p><b>Give <u>two</u> treatments for infertility.</b></p> <p>IVF/ test tube  Artificial insemination/AI/AIH/Artificial insemination by husband  Egg donation  Sperm donation/donor insemination  Embryo donation  Gamete intra fallopian transfer (GIFT)  Intra-cytoplasmic sperm injection (ICSI)  Surgery to unblock fallopian tubes or repair sperm tubes  Drug therapy for egg/sperm production</p>	[2]	<p><b>Must name treatment. Do not accept a description.</b>  <b>Do not accept 'surrogacy'</b>  <b>Do not accept 'drugs' on its own</b></p>
	(c)		<p><b>Some fertility treatments may result in a multiple birth.</b></p> <p><b>State the different types of twins shown in the diagrams below.</b></p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <p>Identical/ Uni-ovular/ monozygotic</p>  </div> <div style="text-align: center;"> <p>Non-identical/ Bi-ovular/ fraternal/dizygotic</p>  </div> </div>	[2]	
	(d)		<p><b>Identify <u>one</u> health professional who supports a mother after the birth of her baby.</b></p> <p>GP/family doctor  Health visitor  Midwife</p>	[1]	<p><b>NB Do not accept "doctor" on its own</b></p>
			<b>Total</b>	<b>[15]</b>	

Question	Expected Answer	Mark	Additional Guidance
3	<p><b>Describe methods parents or carers could use to discipline a child.</b></p> <p><b>Explain the social skills a child needs to learn in preparation for starting school.</b></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>High Level</b> response, <b>both</b> areas must be addressed <b>in detail</b>.</p> <p><b>A candidate answering only one part of the question well remains in the Limited Response level and can access up to 7 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>Low Level</b> response.</p> <p>Bullet point sentences can achieve up to the <b>Limited Response</b> level only.</p> <p><b>High Level Response: 13-15</b> The candidate describes in detail methods of developing good discipline in a child <b>and</b> gives comprehensive explanations the social skills a child needs to learn ready for school. 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>Good/Satisfactory Response 9-12</b> The candidate describes some methods of developing good discipline in a child <b>and</b> gives some explanations of the social</p>	[15]	

Question			Expected Answer	Mark	Additional Guidance						
			<p>skills a child needs to learn ready for school. 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> <p><b>Limited Response 5-8</b> The candidate makes some valid methods of developing good discipline in a child <b>and/or</b> the social skills a child needs to learn ready for school 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>Low Level Response 0-4</b> 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. Errors of grammar, punctuation and spellings may be intrusive</p> <p><b>Answers may include</b></p> <table><tr><td>Be consistent</td><td>Avoid mixed messages. Learn right/wrong.</td></tr><tr><td>Make clear expectations</td><td>So child learns/understands what is expected in different situations</td></tr><tr><td>No empty threats/mean what you say/be firm</td><td>So child learns if it does something wrong there is a consequence/won't go away/warning can't be ignored</td></tr></table>	Be consistent	Avoid mixed messages. Learn right/wrong.	Make clear expectations	So child learns/understands what is expected in different situations	No empty threats/mean what you say/be firm	So child learns if it does something wrong there is a consequence/won't go away/warning can't be ignored		
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Question			Expected Answer	Mark	Additional Guidance
			<p>Deal with/ deal with immediately</p> <p>Do not smack</p> <p>Tell/explain why wrong</p> <p>Make eye contact/be at child's level when speaking</p> <p>Give warning before carrying out punishment</p> <p>Show not pleased/displeasure/ stern voice/saying no</p> <p>Praise/encourage good behaviour</p> <p>Sticker chart</p> <p>Withdraw activity/item</p> <p>Quiet area/naughty chair/step</p> <p>Set a good example</p> <p>Avoid battles/confrontation cannot win</p> <p>Parents say sorry</p> <p>Remain quiet /calm/don't shout</p> <p>Do not show affection/ no eye contact/ ignore</p> <p>Divert from poor behaviour</p>	<p>So punishment is clearly linked to actions/not OK to do it again</p> <p>Child will fear situation rather than understand</p> <p>So child understands and learns</p> <p>To ensure good communication</p> <p>So child has chance to modify behaviour</p> <p>Sometimes enough for a child to stop before a situation escalates/threats issued</p> <p>More effective as children like to please/learns quicker</p> <p>To encourage positive behaviour</p> <p>So know that what doing is wrong/not acceptable</p> <p>Cool off time/time to think about what done</p> <p>Good role model for child to copy</p> <p>Cannot force children to sleep/eat so no point threatening</p> <p>Helps child to learn to say sorry</p> <p>To avoid further conflict/escalate situation</p> <p>Child does not gain attention/ response it expects</p> <p>To avoid confrontation</p>	

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			<b>Answers may include</b> <table><tr><td>Self esteem/confidence with peers</td><td>Allows child to contribute to group/get on with peers/ mix/ play/interact/make friends</td></tr><tr><td>Self control</td><td>Less likely to cause harm to self or others</td></tr><tr><td>Considerate of others</td><td>Thinks of the needs of others/less self centred/selfish/ less likely to be rude/greedy/inconsiderate</td></tr><tr><td>How to communicate</td><td>Articulate needs/ask questions</td></tr><tr><td>How to talk to others</td><td>Manners/how to be polite</td></tr><tr><td>Good hygiene practices/going to toilet/washing hands/blowing nose</td><td>Staying healthy in a community</td></tr><tr><td>Sharing</td><td>Using equipment/ toys/ food with others</td></tr><tr><td>Obedying rules/follow instructions</td><td>Good behaviour/understands need for safety of self or others/ understands the word 'no'</td></tr><tr><td>Listening skills</td><td>Know not to interrupt</td></tr><tr><td>Independence</td><td>Able to be away from parent/carer/ can do things for themselves</td></tr><tr><td>Confidence with adults</td><td>Get on with adults/teachers/not shy</td></tr><tr><td>Take turns</td><td>Prevents arguments/learns patience/to wait</td></tr><tr><td>How to eat/table manners</td><td>Acceptable to others/does not offend</td></tr><tr><td>Morals</td><td>Meaning of right/wrong/helping others</td></tr></table>		Self esteem/confidence with peers	Allows child to contribute to group/get on with peers/ mix/ play/interact/make friends	Self control	Less likely to cause harm to self or others	Considerate of others	Thinks of the needs of others/less self centred/selfish/ less likely to be rude/greedy/inconsiderate	How to communicate	Articulate needs/ask questions	How to talk to others	Manners/how to be polite	Good hygiene practices/going to toilet/washing hands/blowing nose	Staying healthy in a community	Sharing	Using equipment/ toys/ food with others	Obedying rules/follow instructions	Good behaviour/understands need for safety of self or others/ understands the word 'no'	Listening skills	Know not to interrupt	Independence	Able to be away from parent/carer/ can do things for themselves	Confidence with adults	Get on with adults/teachers/not shy	Take turns	Prevents arguments/learns patience/to wait	How to eat/table manners	Acceptable to others/does not offend	Morals	Meaning of right/wrong/helping others		
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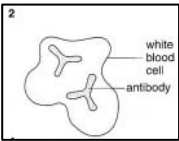
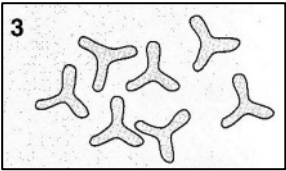
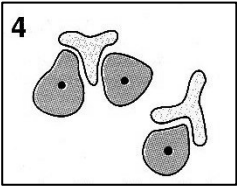
Question			Expected Answer	Mark	Additional guidance											
4	(a)		<p><b>Voluntary services are available to give help to children and families.</b></p> <p><b>What is meant by a voluntary service?</b></p> <p>Non profit making organisations/people give up their own time/do not get paid/run by volunteers</p>	[1]	Do not accept 'this is a free service'.											
	(b)		<p><b>Look at the voluntary organisations shown in the list below.</b></p> <table border="1"><tr><td>Gingerbread</td><td>Citizens Advice Bureau</td><td>ChildLine</td></tr></table> <p><b>Match each organisation to the type of help shown in the table.</b></p> <table border="1"><thead><tr><th>Description</th><th>Organisation</th></tr></thead><tbody><tr><td>Provides help and advice to families about a wide range of issues including debt management and access to benefits.</td><td><b>Citizens Advice bureau</b></td></tr><tr><td>Gives confidential support to children.</td><td><b>ChildLine</b></td></tr><tr><td>Offers help and advice for lone parent families.</td><td><b>Gingerbread</b></td></tr></tbody></table>	Gingerbread	Citizens Advice Bureau	ChildLine	Description	Organisation	Provides help and advice to families about a wide range of issues including debt management and access to benefits.	<b>Citizens Advice bureau</b>	Gives confidential support to children.	<b>ChildLine</b>	Offers help and advice for lone parent families.	<b>Gingerbread</b>	[3]	
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	(c)		<p><b>What is meant by informal care?</b></p> <p>Care/help from parents/friends/relatives/neighbours</p>	[1]												

Question			Expected Answer	Mark	Additional guidance
4	(d)		Day nurseries and childminders are two types of day care provision.		
		(i)	How many children went to childminders in 1975? 83,500	[1]	
		(ii)	Give <u>one</u> reason why there were fewer childminders in 1975 than 2000.  Fewer mothers worked/fewer career opportunities for women/less demand for childminders Women looked after their own children/stayed at home Both parents/carers working was less likely No government policy supporting/registering childminders More parents/carers had extended family living near by to help out	[1]	
		(iii)	Which day care provision offered the most places in 2000?  Childminders	[1]	
		(iv)	How did the number of day nursery placements change between 1975 and 2000?  Have risen/gone up/increased/more children went to nurseries in 2000	[1]	

Question		Expected Answer	Mark	Additional guidance												
	(e)	<p><b>Explain what parents/carers should look for when choosing a day nursery for their two year old child.</b></p> <p><b>High Level Response 5-6</b> The candidate will give detailed explanations to look for when choosing a day nursery with accuracy. Specialist terms will be used appropriately and correctly. The information will be presented in a structured format. The candidate can demonstrate the accurate use of spelling, punctuation and grammar.</p> <p><b>Medium Level Response 3-4</b> A candidate will give some points to look for when choosing a day nursery but may lack specific explanations. There will be some use of specialist terms although these may not be used appropriately. The information will be presented for the most part in a structured format. There may be occasional errors in spelling, punctuation and grammar.</p> <p><b>Low Level Response 0-2</b> The candidate may give limited or confused information. Answers may be in the form of a list with little or no explanation. There will be little or no use of specialist terms. Errors of spelling, punctuation and grammar may be intrusive.</p> <table><tr><th>Answers to include</th><th></th></tr><tr><td>Registered/approved/ good Ofsted report</td><td>Know it has passed strict rules and is accountable/inspected from time to time</td></tr><tr><td>Clean</td><td>To prevent the spread of disease/infections</td></tr><tr><td>Bright/colourful surroundings</td><td>Welcoming/stimulating to child</td></tr><tr><td>Staff qualified</td><td>Trained to handle children/ situations/ first aid</td></tr><tr><td>Enough staff/staff to child ratio</td><td>So child is not neglected/given</td></tr></table>	Answers to include		Registered/approved/ good Ofsted report	Know it has passed strict rules and is accountable/inspected from time to time	Clean	To prevent the spread of disease/infections	Bright/colourful surroundings	Welcoming/stimulating to child	Staff qualified	Trained to handle children/ situations/ first aid	Enough staff/staff to child ratio	So child is not neglected/given	[6]	
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Question			Expected Answer		Mark	Additional guidance
				attention		
			Plenty of toys/activities	To stimulate/amuse/prevent boredom		
			Toys new/good condition	To prevent injury		
			Safe/ Secure	Child is protected/doors locked/fenced outside		
			Warm	Comfort/pleasant environment		
			Good toilet/changing facilities	Clean/spacious/enough toilets/own peg		
			Outside facilities	Opportunity to gain fresh air/run around/different toys		
			Location of day nursery	Convenient to parent/carer for taking/collecting		
			Complies with child protection laws/CRB checks	Safeguarding children		
			Opening times	Suit parents/carers needs/jobs/lifestyle		
			Cost/fees	Affordable by parents/carers		
			Accessible facilities	Equal opportunity		
			Clean environment	To protect children's health		
			More/enough space	To run round/opportunity for a variety of activities		
			Provide food	Suits child's age/needs		
			<b>Total</b>		<b>[15]</b>	

Question	Expected Answer	Mark	Additional guidance
5 (a) (i)	<p>Children are vaccinated to prevent infectious diseases.</p> <p>Give the <u>three</u> infectious diseases that the MMR vaccination offers protection against.</p> <p>Measles Mumps Rubella/German measles</p>	[3]	
	<p>(ii) Complete the boxes to describe how a vaccination protects against an infectious disease. Two have been done for you.</p> <div data-bbox="383 598 560 707">  </div> <div data-bbox="745 598 1272 707"> <p>Vaccine is injected into the body.</p> </div> <div data-bbox="383 738 560 879">  </div> <div data-bbox="745 738 1272 879"> <p>(The vaccine triggers) white blood cells (1)..... to produce /make /release/ form antibodies. (1)</p> </div> <div data-bbox="383 911 667 1082">  </div> <div data-bbox="745 911 1272 1082"> <p>The antibodies are released into the bloodstream</p> </div> <div data-bbox="383 1114 618 1300">  </div> <div data-bbox="745 1114 1272 1300"> <p>Antibodies stick to/ combine with/ cling to/ surround bacteria/viruses/pathogens (1) Destroys/kills the bacteria/viruses/ pathogens stops bacteria/viruses/pathogens multiplying (1)</p> </div>	[4]	

Question		Expected Answer	Mark	Additional guidance
5	(b)	<p>Identify <b>two</b> ways infectious diseases are spread.</p> <p>Droplet/airborne/sneezing/coughing  Contact/touching/contagion/shared drinks/food/bodily fluids  Contaminated food/drink from insects/animals/decay/handling  Insect/animal bites  Indirect contact e.g. bedding, door handles, clothing</p>	[2]	
	(c)	<p>What term describes the time between a child being infected and the appearance of the first symptoms?</p> <p>Incubation time/incubation period</p>	[1]	
	(d)	<p>State <b>two</b> clear signs that could show a child has meningitis.</p> <p>Dislike of bright lights  Severe headache  Stiff neck  Rash/spots that do not fade under glass test/glass test  Bulging fontanelle  <b>Very</b> high temperature/fever  High pitched moaning cry  Floppy/unresponsive</p>	[2]	<p>Headache must be qualified.  Rash/spots must be qualified.</p>

Question		Expected Answer	Mark	Additional guidance
	(e)	<p><b>Give <u>three</u> rules a parent/carer should follow when giving medicines to a child.</b></p> <p>Make sure it is the right medicine  Do not give other children's medicines  Read instructions carefully/check side effects/allergies  Follow instructions/don't give more than stated dose/ don't give more often than stated/give correct dose/correct time/for the right age  Only give on the advice of Dr/pharmacist/consult doctor if in doubt  Complete course(unless instructed otherwise)  Do not use out of date medicines/throw away old medicines(safely)  Store medicines safely/out of reach/locked away  Store medicines at the correct temperature  Give tablets with water to prevent choking/ crush tablets  Clean spoon  Wash hands before giving medicine  Use spoon that comes with medicine</p>	[3]	
		<b>Total</b>	<b>[15]</b>	

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