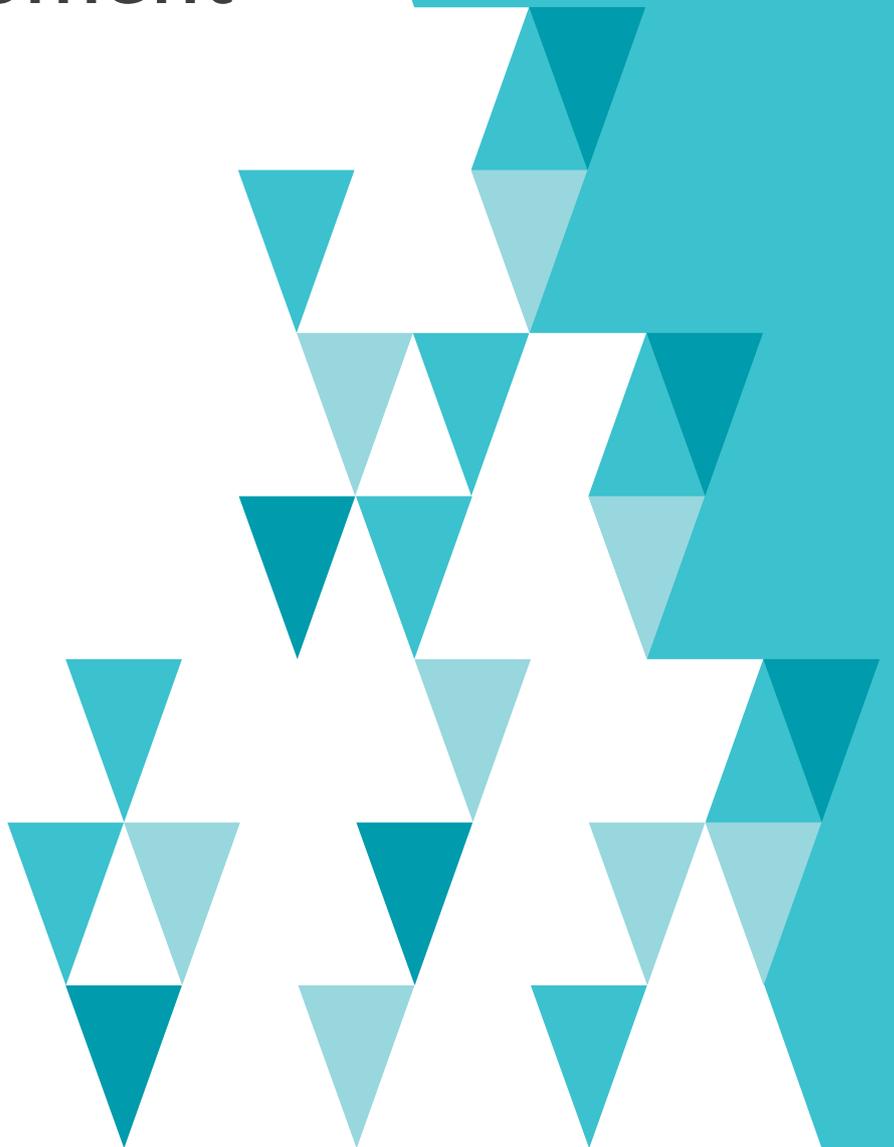


GCSE



**Chief Examiner's and  
Principal Moderator's Report**  
**Home Economics:  
Child Development**

Summer Series 2019





## Foreword

This booklet outlines the performance of candidates in all aspects of this specification for the Summer 2019 series.

CCEA hopes that the Chief Examiner's and/or Principal Moderator's report(s) will be viewed as a helpful and constructive medium to further support teachers and the learning process.

This booklet forms part of the suite of support materials for the specification. Further materials are available from the specification's microsite on our website at [www.ccea.org.uk](http://www.ccea.org.uk).



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# GCSE HOME ECONOMICS: CHILD DEVELOPMENT

## Chief Examiner's Report

### General

This was the second examination paper for Unit 1 in the revised GCSE Child Development specification. The format was in line with the SAMs and the 2018 examination paper with a total of eight questions with the first question in multiple choice format and the seventh and eighth questions in the same format as previous level of response questions. Topics and specific working for questions were taken directly from the subject specification and covered a wide range of subject content. The examination paper time was one hour and fifteen minutes.

### Assessment Unit 1      Parenthood, Pregnancy and the Newborn Baby

It was evident that candidates had been very well prepared for this examination with candidates coping well with the range of questions and topics in the paper. Question formats reflected the previous layout and format used in the SAMs and 2018 Unit 1 paper, this familiarity was reflected in the positive responses to Question 1 where no candidate appeared to tick/mark more than one answer and in Question 6 where it was felt there was an improvement in the quality of extended writing required for this type of question. There was no evidence of candidates having insufficient time to complete this examination paper. Responses to Level of Response questions have improved and this is reflected in fewer candidates who gained level one marks.

- Q1**
- (a) Very well answered.
  - (b) Well answered with some confusion re scrotum and incorrect answer of penis.
  - (c) Some candidates confused lanugo (correct answer) and vernix.
  - (d) Very well answered.
- Q2**
- (a)
    - (i) The majority of candidates answered this correctly.
    - (ii) This was very well known by the majority of candidates.
    - (iii) Some candidates confused the testes with the scrotum.
  - (b)
    - (i) Most candidates gained at least one mark for a general point about the amniotic sac and/or fluid.
    - (ii) This was well answered and many candidates gained full marks with fully explained responses.
  - (c) Excellent responses ensured the majority of candidates gained at least two marks with those who wrote well explained descriptions gaining full marks.
- Q3**
- (a) Not all candidates were familiar with reflexes in a newborn baby with some writing responses unrelated to reflexes. Candidates were credited if they wrote descriptions of reflexes as well as naming reflexes.
  - (b)
    - (i) Very well answered with detailed responses from the majority of candidates.
    - (ii) Well answered with many candidates gaining full marks.

- (iii) The majority of candidates gained one mark but were unable to explain their answer to gain full two marks.
  - (c) (i) Well answered with many candidates including detailed knowledge.
  - (ii) Well answered.
  - (iii) Quite well answered though some candidates writing vague responses.
- Q4** (a) Poorly answered, only a few candidates understood how rubella could affect the unborn child.
- (b) This was generally not well answered with many candidates having vague knowledge of the obstetrician's role and some confusing it with the midwife's role.
- (c) Stage 2 was very well answered with many detailed responses. Stage 3 was also well answered with only a small number of candidates confusing the stages of labour.
- Q5** (a) This was very well answered with only a few candidates misreading the question and incorrectly focusing on 'during pregnancy' and writing incorrect responses.
- (b) Well answered by the majority of candidates.
- (c) Only a few candidates wrote about 'complementary methods of pain relief' with the vast majority including 'medical methods of pain relief'. Both methods are written in the subject specification.
- Q6** This was a very well known topic with the majority of candidates gaining at least four of the available six marks. However many candidates also included negative points/disadvantages in their justification, this is not required in a 'justify' type question. The wide range of valid explained points showed the depth of understanding candidates have of the topic 'breastfeeding'.
- Q7** Despite the familiarity of this topic and question wording, there were candidates who did not include any test and checks in their response. This limited the available marks. Candidates who discussed tests, checks and general points related to antenatal appointments were able to access level three mark band and many did this very well. In this level of response question there were still a few candidates who limited their available marks by writing their response in point form with no discussion.
- Q8** This was a question which had a very wide range of possible responses not limited to the six headings in the subject specification. Candidates generally were able to gain level two marks but few included the depth of discussion and competence required for the full nine marks. While a lot of responses were very general, the majority of candidates did include references to the need for food, equipment and love and were able to explain how parents could meet these three needs. Fewer candidates wrote in point form which limits the available marks in a level of response question.

## Assessment Unit 2      The Development of the Child (0-5 Years)

### Subject Overview

This was the first examination paper for Unit 2 in the revised GCSE Child Development specification. The format was in line with the SAMs and reflected a similar format as the Unit 1 from the same specification. The examination covered a wide range of questions which were taken directly from the subject specification. In line with Unit 1 layout, there were eight questions including two level of response questions at the end of the paper. The examination paper time was one hour and fifteen minutes.

### Unit Overview

Candidates were well prepared for the examination and despite the inclusion of subject topics which were new to Unit 2, candidates performed well overall. Question formats reflected the previous layout and format used in the SAMs and were similar to the 2018 and 2019 Unit 1 papers. There was an improvement in the responses to questions that required extended explanation e.g. for three marks, with the majority of candidates gaining at least two of three marks which was encouraging. There was no evidence of candidates having insufficient time to complete this examination paper and only a few candidates did not complete all the questions on the paper.

- Q1**
- (a) Well answered.
  - (b) Very well answered.
  - (c) Not well answered.
  - (d) Well answered.
- Q2**
- (a) The majority of candidates were able to write down two valid examples of gross motor skills from a wide range of possible correct answers.
  - (b) This was very well answered by all candidates.
  - (c)
    - (i) Very well answered.
    - (ii) Reasonably well answered.
    - (iii) Quite well answered with some confusion with vitamin C.
  - (d) The majority of candidates achieved at least one mark, with fewer candidates able to explain/expand their answer to gain the full two marks.
- Q3**
- (a) Quite well answered with candidates including a wide range of valid social skills.
  - (b)
    - (i) This was very well answered with many candidates including excellent developed answers explaining how the toy could help a child's intellectual, physical and social development. Candidates were not required to include more than one type of development as long as their explanation was highly competent to gain three marks.
    - (ii) Candidates mainly identified physical and social development in their answers and the vast majority were able to gain the full three marks.
    - (iii) Many candidates identified number recognition and the concept of time which were valid answers.
  - (c) This was a new topic in this subject specification and it was evident that this topic had been very well taught.

- Q4 (a)** Well answered by the majority of candidates.
- (b) (i)** This was a new topic in this subject specification and again candidates were well prepared.
- (ii)** There were many general answers to this question with some confusion between the role of the Health Visitor and the role of the Midwife.
- Q5 (a)** Again this was a new topic which was very well answered by the majority of candidates who were able to explain competently how positive emotional well-being could be promoted.
- (b) (i) & (ii)** Despite the wording of this question being directly taken from the subject specification many candidates struggled to explain the effect of the two factors. Few candidates gained the full three marks for each section.
- (c)** The majority of candidates were able to discuss up to two valid points and relate them to intellectual development. It was more difficult for candidates to explain a third point and gain the full six marks.
- Q6** This was very well answered with the vast majority of candidates showing excellent knowledge and understanding of a day nursery as a childcare option. However many candidates also included negative points/disadvantages in their justification, this is not required in a 'justify' type question but their inclusion did not affect the mark gained.
- Q7** Candidates coped very well with evaluating the foods in the lunchtime snack but many did not include reference to current dietary guidelines or only mentioned them very briefly, this affected their access to level three marks. This was despite a wide range of possible responses. Quality of written communication was good overall in this question. There were still a few candidates who limited their available marks by writing their response in point form with no discussion.
- Q8** It was very evident that this was a well known topic for the vast majority of candidates and this was reflected in the many candidates who accessed six to nine marks. There was also evidence that candidates had been very well prepared for this type of question. **Teachers should please note that when a question includes reference to 'parents/carers/family' candidates can address these groups as one entity and while they may decide to talk about each group individually, this is not necessary for access to all levels of response.**

## Principal Moderator's Report

Marking was in line with the agreed standard for the majority of centres. Where a centre's marks were not within the agreed standard, they were reviewed at post moderation. This will have been indicated on the TAC6 report forwarded to the centre and the advice given must be considered for future series.

The samples moderated illustrated a range of competence.

Teachers are reminded to check the CCEA Child Development microsite for any changes to the controlled assessment task. New titles will be issued in September 2019 for the 2020 series.

### Administration

The majority of centres adhered to all of the administrative procedures. All centres submitted their marks through E-Moderation and this was successfully completed.

Samples sent for moderation **should be in rank order** starting with the candidate who has the highest mark at the top and the lowest mark at the bottom. All centres must submit the requested samples and also include the work of the top and bottom candidates if not already on the requested list. The bottom candidate is the candidate with the **lowest non-zero mark allocated to complete work**. When a requested candidate receives '0' as their mark, another sample must be sent in its place. Care should be taken to ensure that all of the candidates' work is clearly identified with their examination number and centre number as a few errors were noted. The candidate 'Cover Sheet for Samples' provided by CCEA needs to be completed accurately as a number of errors (which would have disadvantaged the candidates) were highlighted when moderators checked the details. The mark on the hard copy must match the mark submitted through E-Moderation. These cover sheets for samples should be attached securely as it was loose in some reports.

Reports should be presented in a soft backed plastic folder, which holds the pages securely, and not loose in polypockets.

Annotation should be clear, unambiguous and relevant to the assessment criteria. Annotation on the candidate's work provides a means of communication to show the moderator where marks have been awarded and why. **Teachers should continue to indicate the level of guidance given to each candidate in the annotation.** Where no level of guidance is noted in the annotation, the moderator will assume the teacher is indicating this through the marks awarded.

The TAC2 form is completed online as part of the E-Moderation. Internal standardisation must take place before the final marks are submitted to CCEA. Evidence suggests this was successfully completed for the majority of centres and where unsuccessful this has been noted on the TAC6 form returned to the centres.

## Assessment Unit 3 Investigation Task (Controlled Assessment)

The submission for this series required candidates to choose one of two controlled assessment tasks set by CCEA. Task option 'Research breastfeeding as an option for feeding a baby' was the most popular topic.

### Part A: Analysis & Justification (300 Words)

Most candidates identified a range of issues relating to the title. They selected one issue for further research and the majority of candidates gave a justification for choosing this issue. All selected issues allowed scope for further research.

To achieve Mark Band 4, candidates should state the chosen issue, explain why the issue is important, outline current knowledge and give a brief account of forward planning i.e. what information will be researched and the possible sources to be used for research. The word count for this section is 300 words and this includes both the issues and the justification for the one issue chosen. If a candidate is over the 10% tolerance, they should not be awarded Mark Band 4.

### Part B: Secondary Research and Analysis of Own Viewpoint (1200 Words)

When researching the chosen issue higher band candidates used a range of secondary sources and acknowledged them in the body of the text. Candidates must keep a note of all the details (title, author, publisher and date of publication) for their detailed bibliography which should be placed at the end of the report. This is a clear indication of the range of sources used. To achieve Mark Band 4, **more than four different types of sources** should be used. Candidates should be encouraged to include sources from books, leaflets, newspapers, TV programmes, websites, the internet, YouTube, DVDs etc. and not rely solely on internet websites for information. For this reason, marking for some candidates was lenient in this section. In some cases, candidates were taken from Mark Band 4 to Mark Band 1. The date of accessing information must be included in the body of the text when referencing websites. Some candidates presented information that had been taken from a variety of sources with little attempt made to apply the information to the chosen issue.

Candidates must include their own viewpoint about the chosen issue. Their viewpoint should be analysed. Some candidates stated their viewpoints with little or no attempt to analyse the information gathered. In this instance full marks cannot be awarded in this section. Marking for some candidates was lenient in this section.

### Part C: Conclusions and Evaluations of Parts A & B (750 words)

Candidates must present their conclusions based on a comprehensive review of their findings from Parts A & B. The evaluation must focus on both Parts A & B of the task identifying strengths, weaknesses and suggesting perceptive improvements.

Conclusions and evaluation in the competent scripts were detailed and well-reasoned, taking into account all aspects of Parts A & B. Some candidates found this section difficult, completing a description of what they did, rather than a critical or analytical evaluation of their strengths, weaknesses and perceptive improvements which resulted in the marking being lenient for some candidates in this section.

## **Part D: Planning and Outcome (375 Words)**

### **Planning**

Most candidates presented their planning with priorities and resources identified. They should include a draft of the final outcome with evidence of the evaluation for the draft copy. All improvements made to the draft outcome should be clearly identified in this section. This was successfully completed by most centres. For a few centres, some candidates included the evaluation of their draft outcome in the final evaluation, this should be included as part of the planning section and arriving at their final outcome. Planning should only focus on producing the final outcome and not all aspects of the task. Candidates should be reminded when completing the plan of action this should be completed before the final outcome is made. It should be noted that it is not necessary to explain how resources will be used.

### **Outcome**

For most centres this section was completed with varying levels of success and this was reflected in the marking. Most candidates achieved Mark Band 3 or 4 for this section and marking for some centres was lenient. If the final outcome has split words, text cut off or blurry images this should not be allocated Mark Band 4. The content of the final outcome must be as a result of the research and planning completed unless an explanation is given by the candidate for any changes. Candidates must include both the draft outcome and final outcome either in an appendix section at the end of the task or within the individual section (i.e. draft outcome and final outcome within Part D). Evidence of final outcomes aided the moderation process. PowerPoint presentations should consist of no more than 10–12 slides. Candidates should be encouraged to print out a copy of their PowerPoint presentation, two slides per page rather than one slide per page. The final outcome must be securely attached in the candidate's folder and easy for the moderator to assess its contents. It is not necessary to laminate the final outcome or to insert it in a polypocket.

## **Part E: Evaluation of Planning and Outcome (375 words)**

For most candidates evaluations focused on both planning and final outcome with a range of strengths, weaknesses and perceptive improvements suggested. Some candidates found it challenging to identify weaknesses and perceptive improvements and gave a descriptive account of what they did. This section was completed to a competent or highly competent level by many candidates.

### **Presentation**

The word count must be indicated by the candidate at the beginning of each section completed. When a candidate does not include their word count for all sections and a detailed bibliography, they cannot obtain full marks for presentation. Marks are awarded for including a detailed bibliography (title, author, publisher and date of publication) (1 mark), stating all word counts (2 marks) and for successfully arranging the report (1 mark). If a candidate does not adhere to the word limit for a section, this should be taken into consideration when awarding marks for that particular section. The candidate should not then be penalised again in the presentation section provided the word count is stated. Some candidates did not get the mark for their bibliography as these were incomplete or lacked detail.

## Contact details

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