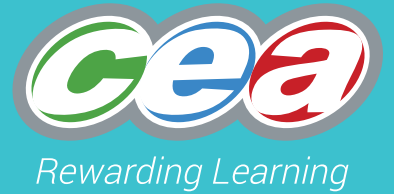


GCSE



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

Summer Series 2022

Foreword

This booklet outlines the performance of candidates in all aspects of this specification for the Summer 2022 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.

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GCSE Child Development

Chief Examiner's report

General

This was the third externally assessed examination paper for Unit 1 in the revised GCSE Child Development Specification (due to the Covid-19 pandemic there were no public examinations in 2020 and 2021). The format was in line with the published Specimen Assessment Material (SAM) and the three previous papers with a total of eight questions with the first question being multiple choice and the second, labelling a diagram. The examination paper time was one hour and fifteen minutes and all questions were taken directly from the subject specification enabling variety and rigor.

Assessment Unit 1 Parenthood, Pregnancy and the Newborn Baby

It was evident that whilst the candidates were well prepared for this examination with candidates using subject specific language throughout a range of questions. However, disruption to teaching due to the pandemic was apparent as some candidates did not attempt questions on the paper. There was no evidence of candidates having insufficient time to complete this examination paper.

- Q1**
- (a) Very well answered.
 - (b) Well answered with some confusion of the uterus rather than the fallopian tube.
 - (c) Well answered.
 - (d) This question was not answered well as candidates did not know the specific measurement therefore all options were used.
 - (e) The majority of candidates answered this question incorrectly.
- Q2**
- (a) Most candidates were able to identify at least two causes of infertility. Some candidates included smoking, drugs and alcohol as the three causes, which was only awarded once as more specific causes of fertility could have been stated.
 - (b)
 - (i) Well answered.
 - (ii) Some candidates confused umbilical cord with amniotic sac.
 - (iii) Some candidates confused amniotic sac with umbilical cord.
 - (iv) Mostly well answered.
 - (v) Mostly well answered but some candidates confused this with the vagina.
 - (c) Most candidates obtained 1 mark for stating "care of babies" in their response. Candidates were also credited if they stated medical checks carried out on the baby.

- Q3** (a) This question was generally not well answered as many candidates did not know a specific right from the UN Convention which made their response quite vague.
- (b) Most candidates had a good understanding of why an ultrasound scan was carried out in pregnancy and were able to access one mark. Many candidates did not obtain two marks as they did not explain their response.
- (c) (i) This was well answered and most candidates referred to the fallopian tube within their response.
- (ii) The majority of candidates were awarded two out of three marks as they did not refer to the obstetrician within their response.
- Q4** (a) This question was well answered displaying good knowledge of the features of a cot. Some candidates did not develop their response fully by explaining the benefit of each feature.
- (b) Specific knowledge of the Consumer Rights Act was not generally known by the candidates. Two key phrases e.g. satisfactory quality, fit for purpose were accepted for two marks to increase accessibility.
- (c) (i) Very well answered.
- (ii) Very well answered.
- (d) (i) Very well answered, candidates had a good understanding of the preventative measures to take.
- (ii) Quite well answered, some candidates confused varicose veins for oedema.
- Q5** (a) This question was not answered well as responses were quite vague. Most candidates were only able to access one mark for electric or microwave steriliser.
- (b) Candidates were familiar with rules to follow when preparing a formula feed however, the explanation to these rules was vague in some responses.
- (c) Candidates were very familiar with the topic of alcohol and generally answered this question well. Subject specific terminology was included within the response which enabled candidates to be awarded for a detailed and accurate response.
- Q6** Most candidates were able to access Level 2 marks in this question. Failure to access Level 3 marks was for one of the following reasons:
- No evidence of evaluating a hospital birth
 - Not referring to the child at home
 - Comparing their advantages or disadvantages to a home birth
- Q7** Whilst it was encouraging that candidates were writing in paragraph form, many candidates focused on “young couple” rather than “planning for a family”. Much of their discussion therefore focused on age and the impact this would have on fertility and education rather than control over family size, planning for pregnancy etc. This greatly impacted the number of candidates accessing Level 3 marks.
- Q8** The structure of this question enabled candidates to focus their response to both preparing meals and cooking food without repetition. Good use of subject specific knowledge was evident as candidates were able to identify specific bacteria, the impact of this bacteria on a pregnant woman as well as cooking procedures. Unfortunately, some candidates did refer to food storage or foods to avoid throughout their response.

General points

It was noted that whilst candidates understood the command word of the question and the specification content, many candidates did not develop their answer fully to include an explanation. This did impact the marks awarded especially in Questions 3(b), 4(a) and 5(b).

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

Subject Overview

This was the second externally assessed examination paper for Unit 2 in the revised GCSE Child Development specification (due to the Covid-19 pandemic there were no public examinations in 2020 and 2021). The format was in line with the published Specimen Assessment Material (SAM) and previous examination papers available. In line with the Unit 1 layout, there were eight questions including two level of response questions at the end of the paper which also assess quality of written communication. The examination paper time was one hour and fifteen minutes.

It was evident that whilst the candidates were well prepared for this examination with candidates using subject specific language throughout a range of questions. However, disruption to teaching due to the pandemic was apparent as some candidates did not attempt questions on the paper. There was no evidence of candidates having insufficient time to complete this examination paper.

- Q1**
- (a) Very well answered.
 - (b) Some candidates confused this answer with paediatrician.
 - (c) Very well answered.
 - (d) Very well answered.
- Q2**
- (a) This was quite well answered but some candidates focused their response on signs of teething rather than weaning.
 - (b) Candidates understood the nutrients found in yogurt and explained the correct function. However, pureed carrot was more challenging and was answered vaguely. Most candidates obtained 1 mark for either stating a correct nutrient or function. Some candidates included why pureed carrot would be beneficial e.g. colourful/soft rather than the nutritional value.
 - (c) Most candidates were able to access two marks here but repetitive answers were given. In addition, some candidates focused on sweet rewards for eating meals or distracting children with a television programme which were not accepted.

- Q3** (a) (i) Well answered.
- (ii) Not answered well. Some candidates displayed little knowledge of fibre.
- (iii) Quite well answered but repetition of answers was evident here e.g. reduce sugar intake/reduce sugary drinks.
- (b) Candidates understood strategies on how to relieve teething but did not develop their answer to include how this method helped to relieve pain to obtain two marks. Most candidates only accessed one mark.
- Q4** (a) This question was answered vaguely by most candidates, so they were unable to access more than two marks. If a specific manipulative skill was identified within the response, the candidate did not explain how the toy developed the skill.
- (b) (i) Most candidates were able to access one mark for either providing a description of imaginative play or for an example.
- (ii) This question was not answered well. Candidates were able to identify an example of creative play, but the description was challenging.
- (c) (i) Most candidates accurately identified an opportunity to promote manners within the home but failed to explain their answer, reducing their ability to access full marks.
- (ii) Most candidates accurately stated how sharing could be encouraged but did not provide an explanation for two marks.
- (iii) Few candidates were able to explain how co-operation was nurtured by parents or carers. Many candidates omitted this question.
- Q5** (a) This question was well answered with most candidates detailing a fever or red itchy spots within their response.
- (b) Most candidates answered this question well and were able to list three separate ways to prepare a child for a hospital stay. Some candidates repeated their answers and focused on what could be brought into hospital rather than the parental action in preparation.
- (c) This response was vaguely answered with many candidates obtaining one out of two marks. Most candidates understood that immunisation prevented the spread of illness but failed to develop their answer in the context of children e.g. in a pre-school, promotes herd immunity, disease becomes rarer.
- (d) Candidates understood the parental action that needed to be taken to help a speech disorder. It was evident that candidates understood the role of a speech therapist and GP. Some candidates were not able to access full marks as they did not provide an explanation within their response. In addition, some candidates found it difficult to explain a third point and gain the full six marks.
- Q6** This question was well answered by candidates with many displaying excellent knowledge of the risks associated with a beach and the potential accidents it could cause.

Q7 This question was answered poorly by some candidates which restricted the marks available to low Level 2. This was because candidates chose to focus on either the following:

- Not including both advantages and disadvantages within their response.
- Evaluating a day nursery which was not included in the question.
- The role of a babysitter rather than a childminder.
- How a childminder would meet their developmental needs.

However, those candidates who did answer correctly accurately displayed subject specific content e.g. the role social services in inspecting homes, the support available from NICMA as well as the benefits to being looked after locally.

Q8 It was evident that this was a well known topic for the vast majority candidates and this was reflected in the number of candidates successfully accessing six to nine marks. The structure of this question enabled candidates to focus their response to both emotional and social development avoiding repetition.

Some candidates did not include how parents could help manage the situation, so they were unable to obtain higher than four marks. In addition, some candidates included examples of the impact of divorce on social development to individuals their own age rather than to a child aged five or below.

Quality of written communication was also good with many candidates writing in paragraph form rather than bullet points which demonstrated good preparation from their centre.

General points

It was noted by the examining team that whilst candidates did understand the command word of the question and the specification content, many candidates did not develop their answer fully to include an explanation. This did impact the marks awarded especially in Questions 4 and 5(b).

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 subject webpages regularly for any updates. New controlled assessment titles will be issued on 1 September 2022.

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 candidate number and centre number as a few errors were noted. The candidate 'Cover Sheet for Samples' provided by CCEA needs to be accurately completed as a number of errors (which would have disadvantaged the candidates) were highlighted when moderators checked the details.

Reports should be presented in a soft backed plastic folder, which holds the pages securely, and not 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 alcohol in pregnancy' 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 for the word count, 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, TV programmes, the internet, DVDs etc. and not rely solely on the internet 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) (one mark), **stating all word counts** (two marks) and for **successfully arranging the report** (one 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 they were incomplete or lacked detail.**

Contact details

The following information provides contact details for key staff members:

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