

GCSE



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

Summer Series 2024



Foreword

This booklet outlines the performance of candidates in all aspects of this specification for the Summer 2024 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.

Contents

Assessment Unit 1	Parenthood, Pregnancy and the Newborn Baby	4
Assessment Unit 2	The Development of the Child (0-5 years)	7
Assessment Unit 3	Investigation Task (Controlled Assessment)	11
Contact details		13

GCSE HOME ECONOMICS: CHILD DEVELOPMENT

Chief Examiner's Report

Subject Overview

This was the first complete examination series of traditional summer examinations with no unit omissions or Advanced Information since 2019 and it was evident that candidates were well prepared by their centres. However, as we return to the pre-pandemic standard (2019) in awarding, the outcomes this year were slightly below those awarded in the last two years.

The examination in both units followed the same structure as in previous years. The shorter, multiple choice style questions were mostly attempted by candidates however, due to their factual nature, some candidates were unable to access the full two marks as they could not explain the response fully. Whilst there are a range of past papers available to support revision and assessment in class, it was evident this year that candidates responded using content learnt from mark schemes which did not always relate to the command word of the question or scenario stated in the stem.

The quality of written communication is assessed in Question 7 and Question 8. It was encouraging to see that candidates were using subject specific terminology and correct spelling. Candidates who present their response in bullet points are unable to access beyond Level 2 marks. Please discourage pupils from including lengthy introductions and conclusions in these as these are not required and are often repetitive which can impact overall level awarded.

Images are often used in both units for the candidates to support answering the question. It was noted this year that candidates did not use this stimulus within their responses and often this was detrimental to the marks they could be awarded.

As this paper is marked online, candidates should be discouraged from using supplementary answer booklets as there is sufficient space for each question to be answered.

Whilst the paper was accessible to all abilities, it was noted that the candidates did not fully explain their responses or use key terminology within their responses. The mark scheme was adapted to promote fairness to all candidates and promote consistent marking in those questions which were misinterpreted.

Assessment Unit 1

Parenthood, Pregnancy and the Newborn Baby

Unit Overview

This unit is often completed by candidates in Year 11. It focuses mostly on very factual elements throughout parenthood, pregnancy and the first few months of the baby's life. It was evident that pupils had been well prepared for this examination, however, due to the factual nature, some subject specific questions were answered incorrectly by candidates, or they were unable to elaborate their response to gain full marks.

- Q1**
- (a)** Very well answered.
 - (b)** This question was not well answered as candidates did not know when the postnatal check was carried out and all options were used.
 - (c)** This question was mostly well answered as candidates accurately selecting the startle reflex.
 - (d)** The majority of candidates answered this correctly.
 - (e)** The majority of candidates answered this correctly.
- Q2**
- (a)** This was the first time this question style was used within Unit 1 and it was answered well by the majority of candidates.
 - (i)** Well answered
 - (ii)** Well answered but some confused the cervix with the uterus.
 - (iii)** Well answered
 - (iv)** Some candidates confused uterus with cervix.
 - (b)** Most candidates were able to access at least one mark with the most common responses focusing on personal hygiene and preventing cross contamination. Some candidates included responses that focused on food storage or cooking which were inaccurate/irrelevant.
 - (c)** The majority of candidates knew that an ectopic pregnancy occurred outside of the uterus so were able to access at least one mark. For full marks, this explanation should include the key terms embedding in the fallopian tube instead of the uterus alongside one other point. Candidates could be encouraged to include that an ectopic pregnancy can be fatal for both mother and baby.
 - (d)**
 - (i)** Most candidates were able to access one mark for specifying soothing, bonding or comforting the baby within their answer. Many candidates included multiple points here rather than describing one fully.
 - (ii)** Most candidates were able to access one mark for specifying sleeping routine, soothing sounds or the recommended number of hours a baby should sleep for. Many candidates were unable to describe their importance fully.

- Q3 (a)** This question was generally well answered, and most candidates were able to obtain at least two marks for stating that the diaphragm fits inside the vagina and prevents sperm passing through the cervix. Candidates who knew this method of contraception in detail were able to include additional information to enable them to access full marks. Some candidates confused the diaphragm for a condom.
- (b)** Most candidates had a very good understanding of the causes of male infertility. Some candidates excluded key terminology which restricted them from accessing marks, for example, age rather than old age, cancer rather than prostate/testicular. In addition, some responses were too similar and therefore classified as repetition, for example, sperm mobility and sperm quality or alcohol, drugs and smoking. Those candidates who included vasectomy in their response were unable to be credited.
- (c)** This question was generally answered well by most candidates. Some chose factors which were difficult to explain fully which restricted the number of marks awarded. Very few candidates focused on the positive impact to a couple's lifestyle, for example, strengthening family ties, increased social circle or bringing them closer together.
- Q4 (a)** This question was not answered well as many candidates focused on general points when choosing a pram rather than focusing on the command of 'this pram'. The mark scheme was adapted to promote fairness which enabled candidates to obtain some marks, however, many of the factors included were not discussed fully. Candidates could be encouraged to learn a common feature, for example, sturdy brakes and a suitable reason – to enable to baby to be lifted into the pram without it rolling away. As stated earlier, if stimulus material is provided within the question paper, candidates should be encouraged to refer to it within their response.
- (b)** This question was also not answered well. Many candidates were unable to specify the three characteristics of the Consumer Rights Act 2015.
- (c)** Many candidates lacked accuracy in identifying the quality marks, so their answer was deemed too vague e.g. kite. However, it was encouraging to see other candidates using the correct terminology.
- Q5 (a)** Candidates generally understood backache and heartburn but struggled to include an accurate answer for oedema. Some candidates repeated their responses for backache and oedema which impacted the marks they could be awarded. The fact file on the CCEA Child Development webpage provides sufficient detail on minor ailments in pregnancy and are all acceptable answers within the mark scheme.
- (b)** This question was able to be accessed by all candidates so most obtained some marks. More able candidates were able to include subject specific terminology for both stages of labour and access full marks. For full marks when describing 'Stage 2' of labour, candidates should include that the baby is born and for 'Stage 3' that the baby becomes a separate person and the delivery of the placenta. If a candidate chooses to include dilation in Stage 2, it is important that they refer to 10 cm as dilation can also occur in Stage 1.

Q6 This question focused on the benefits of antenatal care for the mother which is different to the tests and checks carried out which was asked in previous papers. Most candidates were only able to access Level 2 marks in this question because they did not fully discuss the benefit of their chosen factor to the mother or they focused solely on tests and checks.

Q7 Whilst it was encouraging that candidates knew the functions of carbohydrates and calcium, some struggled to discuss folic acid. Most candidates were able to access Level 2 marks as they discussed two nutrients well. More able candidates were able to access Level 3 marks demonstrating good quality of written communication as well as the relationship between the nutrient and the pregnant woman's health. Highly competent responses referred to diet related disorders from a deficiency and the nutrients which support absorption.

Q8 Many candidates were only able to access Level 2 marks as they did not focus on the command 'evaluate' within the question. Furthermore, many focused their discussion on bottle feeding only as a negative option and chose to discuss the benefits of breastfeeding. This made it difficult to award 'Level 3 Highly Competent'.

Assessment Unit 2

The Development of the Child (0–5 years)

Unit Overview

This unit focuses on the development of a child aged 0–5 and is usually completed by candidates who are in Year 12. The specification is quite varied, and questions were chosen across all topic areas. In comparison to Unit 1, this paper requires more discussion, so candidates are generally able to attempt all questions. There was no evidence of candidates having insufficient time to complete this examination paper. 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 key terms or an explanation which impacted the marks awarded throughout the paper. It is worth noting that within this paper, examples used within responses should be appropriate to a child aged 5 or below.

- Q1** In this question, spelling was not taken into consideration.
- (a) Mostly well answered.
 - (b) Very well answered.
 - (c) Mostly well answered but some candidates also referred to diabetes.
 - (d) Mostly well answered, some discussed growth and repair.
 - (e) Some understanding displayed but references were made to other ailments including rubella, meningitis and croup.
- Q2**
- (a) The mark scheme was adapted here as most candidates did not explain one function of vitamin C fully. Most were able to obtain one mark and answers usually referred to immunity, assisting in iron absorption and healing wounds.
 - (b) Whilst 'five a day' is a common initiative, many candidates struggled to write down three benefits and often repeated a function of vitamin C. In this response, it was acceptable to refer to the colour, healthy eating initiatives and diet related disorders but this question was not answered well.
 - (c) This question was answered reasonably well with candidates including the use of ingredients lists when buying food and care with preparation to avoid contamination. Candidates also understood the importance of being aware of the allergy in a variety of contexts e.g. nursery, play dates and when eating out. Some candidates did not explain their response fully which restricted the total marks awarded.

- Q3 (a)** In this question, images were included to assist discussion in each area of development.
- (i)** Most candidates were able to identify key terminology for example, gross motor skills, fine motor skills and senses and most candidates were able to access two marks. Some candidates did not elaborate on their discussion so could not obtain full marks.
 - (ii)** The mark scheme was adapted as many candidates did not refer to the concept of number e.g. repetition, correct order, manipulating numbers. Most focused on recognising numbers on the till and counting change.
 - (iii)** Candidates accurately identified that when caring for a doll they could demonstrate concern for others but some focused on the social skills a child may demonstrate e.g. sharing and taking turns.
- (b)** This question demonstrated some good understanding by candidates and most were able to access a minimum of three marks. It was encouraging that many candidates referred to the impact of a child with special needs on both the parents and other children from both a positive and negative point of view. It was evident that candidates had a good understanding of special needs either from class discussion or their own experience as their assessment was detailed.
- (c)** This question was not well answered. Many candidates were unaware of the role of Parenting NI so found difficulty in accessing full marks as explanations were limited. Whilst the name of Parenting NI has changed in recent months to Parenting Focus, any answer included from the fact file was credited. The mark scheme was adjusted to promote clarity, but most candidates obtained one mark for specifying advice, helpline or workshop within their response.
- Q4 (a)** This question was well answered with most candidates referring to burns and falls. Some candidates described how accidents could occur which was inaccurate.
- (b)** This was the first-time road safety had been asked in Unit 2 and candidates managed it well. Some candidates were only able to access two marks as they did not describe the safety measure fully or included multiple points within one bullet point.
- (c)** This question ranged in success. The mark scheme was adapted to promote fairness amongst candidates as many did not evaluate a day nursery and instead focused solely on either the advantages or disadvantages. Some candidates focused on the benefits to a child's development e.g. physical, intellectual and social rather than advantages specific to a day nursery e.g. qualified staff, inspections, reports on progress.

- Q5 (a)** This question was reasonably well answered with most candidates successfully writing down two different strategies to promote potty training. There was a wide range of possible answers that candidates could use but some candidates focused mostly on praise.
- (b)** This question was poorly answered despite it being asked in varying contexts previously. Whilst understanding was evident, the exam technique used by many candidates often led to repetitive answers. For this style of question, candidates should be encouraged to include a key phrase and then provide an explanation e.g. model good behaviour to enable children to copy good manners when playing with other children. The key phrases can be found in mark schemes and they do help provide a clearer structure for candidates to explain their answer without repetition. Candidates should also be discouraged from using the following terms within their response – punishment, naughty step, smacking as these could not be credited.
- Q6** This question was not well answered by candidates with many focusing their response simply on giving children choices and encouraging them to dress themselves. The majority of candidates struggled to discuss their points which restricted them from being awarded higher than three marks. Candidates should be encouraged to learn key phrases and use these to form the structure of their response. These key phrases can be found in bold in mark schemes and with suggestions for discussion.
- Q7** Most candidates were able to access Level 2 marks but some struggled to access Level 3 because they only discussed a limited number of initiatives used by both parents and schools. Some candidates presented their essay in bullet points which should be discouraged as the quality of written communication was assessed in this question.
- Q8** This question was not answered well as the response focused only on positive or negative points rather than a balance of the two. Furthermore, key concepts related to physical and social development were not referred to within the response. This was particularly evident for social development as many candidates only focused on friendships rather than sharing, taking turns, behaviour and manners. In addition, many candidates referred to the use of social media which would be unrealistic for a young child under 5.

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 page for any changes to the controlled assessment task. New titles will be issued in September for the next 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.

For the majority of centres the sampling procedures meant that samples submitted for moderation **were in rank order** starting with the candidate who has the highest mark at the top and the lowest mark at the bottom. **The candidate eCRS sheet provided online 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, 'Minor problems associated with 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. A small number of centres chose an irrelevant issue for example 'Smoking, Alcohol & Drugs' and this was noted on the TAC6. **It is imperative if a student is going in the wrong direction that they are advised by their teacher to consider a suitable issue.** The majority of 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, 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.

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 Mark Band 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:

- **Specification Support Officer: Louise Millar**
(telephone: (028) 9026 1410, email: lmillar@ccea.org.uk)
- **Officer with Subject Responsibility: Dorothee Wagner**
(telephone: (028) 9026 1426, email: dwagner@ccea.org.uk)



INVESTORS
IN PEOPLE

