



Rewarding Learning

General Certificate of Secondary Education

Home Economics: Child Development

Unit 2

The Development of the Child
(0–5 years)

[GCD21]

Assessment

MARK SCHEME

General Marking Instructions

Introduction

The main purpose of the mark scheme is to ensure accurate, consistent and fair awarding of marks. The mark scheme provides an indication of the nature and range of candidates' responses likely to be worthy of credit. It also sets out the criteria that should be applied in allocating marks to candidates' responses.

Assessment objectives

Below are the assessment objectives for Home Economics: Child Development.

Candidates should be able to:

- AO1** Recall, select and communicate their knowledge and understanding of a range of contexts;
- AO2** Apply knowledge, understanding and skills in a variety of contexts and in planning and carrying out investigations and tasks; and
- AO3** Analyse and evaluate information, sources, and evidence; make reasoned judgements and present conclusions.

Quality of candidates' responses

In marking the questions, teachers should be looking for a quality of response reflecting the level of maturity that may reasonably be expected of a 16-year-old, the age at which the majority of candidates sit their GCSE examinations.

Flexibility in marking

This mark scheme is not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, teachers are expected to use their professional judgement to assess the validity of answers.

Positive marking

Teachers are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Teachers should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 16-year-old GCSE candidate.

Awarding zero marks

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate and not worthy of credit.

Types of mark schemes

Mark schemes for tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

Levels of response

In deciding which level of response to award, teachers should look for the “best fit” bearing in mind that weaknesses in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, teachers are expected to use their professional judgement.

The following guidance is provided to assist teachers:

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **Intermediate performance:** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

Quality of written communication

Quality of written communication is taken into account in assessing candidates’ responses to all tasks and questions that require them to respond in extended written form. These tasks and questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication.

For conciseness, quality of written communication is distinguished within levels of response as follows:

Level 1: Quality of written communication is basic.

Level 2: Quality of written communication is competent.

Level 3: Quality of written communication is highly competent.

In interpreting these level descriptions, teachers should refer to the more detailed guidance provided below:

Level 1 (Basic): The candidate makes only a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

Level 2 (Competent): The candidate makes a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning evident.

Level 3 (Highly competent): The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is extensive and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure that meaning is clear.

Key terminology

Explain – set out purposes or reasons

Evaluate – judge from available evidence

Describe – set out characteristics

Discuss – present key points

Analyse – separate information into components and identify their characteristics.

1 (a) Write down two ways parents of a two-year-old can prevent:

(i) choking

- check there are no small parts on toys that child could choke on/
keep away from toys for older children
- do not leave small objects sitting around, e.g. beads, coins,
batteries, buttons, pen caps
- keep balloons out of reach
- cut food into small pieces
- keep nuts out of reach
- keep child seated when eating/do not allow child to lie flat
- no popcorn/no marshmallows
- no chewing gum
- do not use baby powder (can clog airways)
- do not leave child unattended when eating

All other valid points will be credited

AO1 (2 × [1])

[2]

(ii) burns and scalds

- use hob guard on cooker top
- cook on back burners on hob
- keep straighteners/curling tongs away from child
- do not leave hot iron on ironing board/keep lead of iron out of reach
- keep kettle at back of worktop/use a curly lead on a kettle/do not
allow kettle lead to hang down
- check food temperature when using microwave
- keep lighters/matches out of reach
- do not leave candles lit/keep candles out of reach
- move bed away from hot radiator/use a guard around radiator
- do not smoke cigarettes around children
- always use a safety fireguard on all fires/fireguard surround/
fireguard secured to wall
- do not use an electric heater that child can touch/use fireguard
- do not use hot water bottles in child's bed
- keep flammable liquids out of reach, e.g. lighter fluid, bbq liquid
- check bath water temperature with elbow/put cold water into bath
first
- turn hot tap off securely
- check temperature of heated food
- keep child away from BBQ or outdoor fire when in use + after use
- keep hot cups out of child's reach/do not leave hot cups unattended
- fit thermostat/thermostatic valve onto water taps
- do not leave the two-year-old unsupervised/unattended/on their
own

All other valid points will be credited

AO1 (2 × [1])

[2]

- (b) Explain how parents can provide a comfortable environment for a sick child at home.

Answer may include:

- **make sure bed or sofa is comfortable and warm** to ensure child can sleep and relax/use soft fleece, blankets and pillow
- **comfort/hug the child** to relax them, they may be distressed and in pain
- **clean room** to prevent infection/may make child's illness worse
- **keep the room airy/at comfortable temperature/don't let child overheat**
- **provide books, puzzles**, easy to use in bed toys to keep child occupied and take their mind off their illness
- **have child's favourite films/videos available** – no loud or scary films/keep child quiet and well rested
- **allow only a few visitors**/child needs to have rest and not get over tired, may slow down recovery
- **read to the child**/they will enjoy the attention and feel relaxed, can take mind off feeling sick
- **give medication** regularly/follow instructions on medication to ensure child recovers quickly
- **give child plenty to drink**/give small meals and snacks – no strong flavoured foods/child may not eat much, do not force them to eat

All other valid points will be credited

AO2 (2 × [1])

[2]

- (c) Write down two symptoms of mumps.

- swelling of glands in front of ear or side of face
- headache/earache
- sore joints
- cough or runny nose
- feeling sick
- dry mouth
- tiredness
- mild abdominal pain
- loss of appetite
- high temperature/fever/38 °C temperature

All other valid points will be credited

AO1 (2 × [1])

[2]

- (d) Write down three ways parents and carers can help encourage successful toilet training.

- talk to child about potty training before starting/get child used to talking about using a potty/talk about not having a wet nappy
- let child choose own potty
- buy a character potty child will like
- read books and stories about using a potty
- leave a potty where child can see it/use it easily, e.g. downstairs so child doesn't need to go upstairs, make it quick and easy for child
- let child see you using the toilet so they can copy
- keep child company when on potty, don't leave child alone
- keep child occupied at potty/have books and small toys near potty
- encourage child to sit on potty after meals

- praise child when they use potty/will like praise and keep using it
- provide clothes that are easy to take off quickly to access potty/ elasticated waists for quick removal/no dungarees
- do not force child to use potty
- go at child's pace, be patient
- do not shout at child if they make a mistake or have an accident
- give child plenty of fluids to soften stools
- use toilet training pants
- reward child
- use stickers on a potty/reward chart for every success, use positive language

All other valid points will be credited

AO1 (3 × [1])

[3]

**AVAILABLE
MARKS**

11

2 (a) Write down one reason why a young child needs the following nutrients:

AVAILABLE
MARKS

(i) Carbohydrates

- energy
- higher satiety value
- keep feeling fuller/prevents child snacking
- provides dietary fibre/NSP/prevents constipation

All other valid points will be credited

AO1 (1 × [1])

[1]

(ii) Calcium

- build teeth/strong teeth
- build bones/strong bones
- blood clotting
- regulate muscle contractions/heartbeat
- prevent rickets

All other valid points will be credited

AO1 (1 × [1])

[1]

(iii) Iron

- make red blood cells/make blood
- haemoglobin
- prevents anaemia
- growth and development
- moves oxygen from lungs to baby
- helps muscles store and use oxygen

All other valid points will be credited

AO1 (1 × [1])

[1]

(iv) Protein

- growth
- repair
- maintains muscles and bones
- maintains blood and body organs
- secondary source of energy

All other valid points will be credited

AO1 (1 × [1])

[1]

(b) Below is a centile chart for girls aged 0–24 months (weight for age)

AVAILABLE
MARKS

What is the:

(i) weight of a 12-month-old girl at the 50th centile?

9

No other number is acceptable

AO1 (1 × [1])

[1]

(ii) weight of a 12-month-old girl at the 90th centile?

Any number between 10.2 and 10.8 is acceptable or $10\frac{1}{2}$

AO1 (1 × [1])

[1]

(c) Evaluate this breakfast for a two-year-old child.

AVAILABLE
MARKS

Scrambled egg on white toast with butter

Positives	Negatives
<p>Egg</p> <ul style="list-style-type: none"> protein for growth and repair milk in scrambled egg contains calcium for teeth and bones iron for red blood cells/to prevent anaemia vitamin A for good vision and healthy bone growth vitamin B for energy vitamin D for bones/prevents Rickets in children 	<p>Egg</p> <ul style="list-style-type: none"> some fat in egg/may contribute to obesity if eaten regularly risk of salmonella if undercooked, cause vomiting and diarrhoea
<p>White toast</p> <ul style="list-style-type: none"> carbohydrates for energy/child very active, e.g. playing and needs constant supply of energy low in fat and cholesterol/bread part of a healthy low fat diet some protein for growth and repair fibre to prevent constipation and get rid of waste products from body, keep child's digestive system healthy 	<p>White toast</p> <ul style="list-style-type: none"> not as high in fibre as wholemeal bread may encourage the child to eat white bread rather than wholemeal
<p>Butter</p> <ul style="list-style-type: none"> high in fat – insulates child's body and keeps them warm fat protects child's organs fat provides energy for child's needs, e.g. when running, playing fat provides vitamins A, D, E, K (fat soluble vitamin) 	<p>Butter</p> <ul style="list-style-type: none"> high in fat, can lead to obesity in childhood/heart disease in later life high in cholesterol, can lead to heart disease when child is older developing poor dietary habits in child

All other valid points will be credited

For full marks candidates must include at least one positive and one negative point (plus any other point)

AO3 (3 × [2])

[6]

12

3 (a) Write down three ways parents and carers can encourage the development of communication.

- make eye contact with baby
- sing rhymes to babies and children
- teach rhymes/poems to child
- talk in a baby voice/use high pitched voice
- sing lullabies, songs to babies and children
- praise every sound or attempt to speak made by child
- repeat what child says/extend sentences
- share books with child/read regularly to child, read at bedtime
- demonstrate visually to help child understand what you are saying
- point to words and objects
- play card games, do jigsaws etc. and talk to child
- correct pronunciation of child/use correct pronunciation
- use simple sentences
- ask child questions
- take child on trips to encourage speech
- when child using ipad or watching TV comment/question child
- respond to child's question, do not ignore the child
- arrange play dates
- join clubs, e.g. football/dancing

All other valid points will be credited

AO1 (3 × [1])

[3]

(b) Describe the following types of social play.

(i) Parallel play:

- **child plays alone, side by side other child**/they are uninterested in each other, play independently/usually in toddlers about 2–3 years old/happens because social skills and cognitive skills not fully developed yet

All other valid points will be credited

AO2 (1 × [2])

[2]

(ii) Co-operative play

- **Children play together to achieve a common goal**, e.g. building a fort together/all children have a role and know what is expected, they are solving a problem, there is usually a leader, belonging to a group, sharing in the same task

All other valid points will be credited

AO2 (1 × [2])

[2]

(c) Describe how this toy will help this child's **physical development**.

AVAILABLE
MARKS



- develop **manipulative skills** – use **full hand** to hold onto handle/use **pincer grasp and full hand** to hold onto toy – develops **strength in hands**, turn knobs, push toy along/develops **muscles** and **grip** through constant use
- develop **fine motor skills** when turning dials, turning knobs
- improves **hand eye coordination** – looking ahead to direct hands on handles, changing direction
- strengthens **muscles** in leg and arms through continued pushing toy and walking behind toy/develops **strength** in limbs, with continued play will develop **stamina** and allow child to play for longer periods of time
- helps **walking skills**, child will be practising and will improve **balance** when walking and standing
- getting on and off will help child's **balance** and **hand eye coordination** as she steadies herself to sit correctly on the toy
- **leg muscles** will be used in limbs (legs) as she sits on toy and **moves legs** to push herself along on toy/**exercise** improves overall health and **prevents obesity** – improves long term health

All other valid points will be credited

AO2 (2 × [2])

[4]

11

4 Harry is one year old and learning to walk.

(a) Explain three points his parents should consider when choosing shoes for Harry.



- correct **size**, won't hurt child, be more **comfortable**, child will not slip out of shoe and possibly trip
- Harry will be starting to walk, needs shoes to be secure, have strap over or **Velcro** fastening, stop him from tripping/**no laces** to avoid child tripping over them
- **easy to put on** and take off, e.g. Velcro or slip on style, help child's independence, child can easily change shoes quickly
- **flexible material, bendable, soft** and comfortable, won't cause blisters, could discourage child from walking
- **room for growth**, shoes will last longer as child's feet grow quickly and shoes can be expensive purchase
- go to **reputable shoe shop**, have child's **feet measured** by trained specialist, ensure shoe fits correctly – comfort, ease of walking, won't slip out of shoe
- **natural materials** best, e.g. leather, **breathable**, feet won't sweat, suitable for **time of year**
- smooth, **no rough edges** to hurt child and discourage walking
- **non-slip sole**, grip, keeps him steady, reduce falling
- **durable**, cope with Harry tripping and playing, will be hard on shoes, need to be able to survive wear and tear
- **lightweight** shoe to allow Harry to lift his feet easily when trying to walk
- **firm, snug fitting back/heel** to ensure shoe stays on child and doesn't move and cause blisters or pain/**no seam at heel** = blisters
- **sturdy sole** on shoe which will support child and make it easier for child to walk, will be longer lasting/**flexible sole** so that it will bend with the foot and be comfortable and help walking
- **textured/patterned sole** will have more grip and traction and help prevent child from slipping
- **cost of shoe**, children's feet grow quickly and out grow shoes so shouldn't be too expensive/cheap materials, e.g. plastic will make feet sweat and be uncomfortable for child
- choose a **low heel**, no high heels, risk of child falling over and tripping and could affect child's posture

All other valid points will be credited

AO2 (3 × [2])

[6]

AVAILABLE
MARKS

(b) Write down three points to consider when choosing nightwear for Harry.

- check label for low flammability
- do not choose cotton flannelette (high flammability)
- should be suitable for age of child (correct size)/not too big or too small
- no loose strings, ties or ribbons on clothes
- no rough edges or uncomfortable edges
- choose closefitting clothes
- easy to take off/easy to use at night when changing nappy
- easy to wash and dry
- enclosed feet
- comfortable, soft fabric
- cost/not expensive
- porous/breathable

All other valid points will be credited

AO1 (3 × [1])

[3]

AVAILABLE
MARKS

9

5 (a) Write down two possible childcare options for a young child.

- day nursery
- registered childminder
- relative/family member/friend
- crèche

All other valid points will be credited

AO1 (2 × [1])

[2]

(b) Five-year-old Annie uses a wheelchair. Explain three effects this may have on family life.

- **home** changes – will need to have ramps, adapted shower for wheelchair, modifications to house and may need to move house/Effect: less money for family outings, parents may need to work longer hours and be away from children, other child may be resentful if need to move house or move bedroom
- **car/transport** will need a car suitable for wheelchair access to accommodate wheelchair and allow chair to be wheeled in easily/Effect: added cost to family finances, any other children may feel left out, jealous of attention on Annie
- **sibling rivalry** – other children may be jealous of time parents need to spend with Annie to look after Annie's special needs/Effect: possible poor relationship between children in family, resentment towards Annie, possibly bad behaviour from other children as they get less attention
- **family relationships** may suffer as Annie may need a lot of time and attention, parents may be very tired from extra work looking after Annie, may be concerned, stressed about Annie's future/Effect: parent's relationship may suffer, family may have little time together and feel resentful
- **childminding** – may be difficult to get childminder or nursery who can cope with Annie's needs and her house may not be wheelchair friendly/Effect: extra cost of childminding, pressure on family finances, mother may not be able to work – less money for family life, outings, treats
- **family holidays** – will need to consider needs of Annie, e.g. ramp for wheelchair, downstairs bedroom & bathroom, access to shower, activities suitable for Annie
- **limited choice of suitable places to go** – may be very expensive, may not suit other family members

All other valid points will be credited

AO2 (3 × [2])

[6]

8

6 Young children enjoy singing and music.

AVAILABLE
MARKS

Discuss how singing and music can help meet their intellectual needs.

- **Learn to read** the words in the songs, learn to recognise words and associate them with a sound
- **Listening to music** will improve **pronunciation** and **word recognition**, improve a child's ability to listen attentively – good preparation for school
- **Learn to talk** by talking to other children they are with and learning by copying children. Repeating words in a song after teacher speaks, will help **speech**, child will learn by repetition of sounds
- **Learn colours** by singing songs about colours and with colour names in them – child will enjoy the repetition and will learn names of colours
- pressing coloured buttons on toys, e.g. toy piano or musical instruments, they will improve their colour recognition as they repeat the song or rhyme
- **Learn to count**, singing counting songs will help child with **order of number** and **memory** from repeating the numbers in the song
- **Learn concepts** through songs, e.g. 'wheels on the bus go round and round'
- **Prepare child for school**, give child start with above skills, make them aware of what school will be like

For full marks the candidate must address 4 points above with one well explained.

All other valid points will be credited

AO2 (1 × [6])

Level 1 ([1]–[2])

Overall impression: Basic

- shows limited knowledge and understanding.
- identifies and comments on a few relevant points associated with music and singing on development.
- a limited discussion in simple terms on how singing and music can help meet the intellectual needs of young children.

Level 2 ([3]–[4])

Overall impression: Competent

- shows good knowledge and understanding.
- identifies and comments on some key points relevant to the question.
- a competent understanding of how singing and music can meet the intellectual needs of young children.

Level 3 ([5]–[6])

Overall impression: Highly Competent

- shows excellent knowledge and understanding.
- identifies and comments on a wide range of key points relevant to the question.
- a highly competent discussion of how singing and music can help meet the intellectual needs of young children. [6]

6

7 Discuss the role of parents in promoting positive behaviour.

AVAILABLE
MARKS

- **be a good role model**, adults need to show children how to behave, e.g. no swearing in front of child, using good manners when talking to the child, parents should not argue in front of the child/children copy adult behaviour, they assume adult behaviour is acceptable, they will do the same to their friends
- **keep your word**, children will learn that you mean what you say, if they are well behaved and you promise a treat, e.g. going to park, keep your promise/ child will learn that you mean what you say and this will build a trusting relationship, they will trust the adult/they will copy this behaviour and build trusting friendships
- **listen to the child**, poor behaviour is often caused by frustration when child cannot make themselves understood, actively listen and respond to the child/child will feel important and will help develop their confidence, they will be able to deal better with other children and have less conflict with others
- **talk to the child firmly, quietly, do not shout**, that is giving a child attention and they may misbehave to get attention/child will see how to deal with situations and can use this when talking to their friends, they will copy quiet behaviours and this will keep situations and child calm and happier
- **reward good behaviour**, child will associate good behaviour with something positive, e.g. **praise** from parents when they tidy their toys, a trip to the park if they have **positive reward chart** success/child will be focused on the good behaviour and this will become the norm for them, changes their attitude to the positive aspects of their behaviour
- **be firm and fair**, child will not get frustrated and will know you mean what you say, they will have **set boundaries** and will know **what is expected** of them, less chance of child misbehaving if they have boundaries and feel adults are fair, they will learn this is the way
- **have reasonable expectations** that the child can achieve, they will be able to 'be good' and be praised, will be good for their emotional wellbeing as they will feel good about reaching your expectations, relevant to child's age and experience
- **talk to the child at eye level**, child will feel important and valued and not intimidated by height of adult
- **develop reason and problem solving skills** in a young child, use sorting shapes, jigsaws, **read stories** about solving difficulties, behaving well to let child develop skills to cope and make the right decision
- **recognise a child's emotional needs**, e.g. acknowledge that child may feel strongly about wanting to play rather than eat, e.g. say ' I understand it's hard for you to stop playing as you are enjoying it but it's time for dinner now'/**explain briefly** to child, they will feel involved and important
- **avoid excessive discipline**/unrealistic expectations related to age of child
- **establish routines**, e.g. bedtime, mealtimes, morning routine/child will know expectations and can positively achieve, less chance of failure
- **reward good behaviour**, child will want to keep being good to get reward/ will become common practice
- **encourage friendships** with well behaved children, child learns from others – good role models

Level 1 ([1]–[3])

Overall impression: Basic

- limited knowledge and understanding of the role of parents in promoting positive behaviour.
- list of points, little explanation.
- basic discussion.
- quality of written communication is basic.

Level 2 ([4]–[6])

Overall impression: Competent

- good knowledge and understanding of the role of parents in promoting positive behaviour.
- competent discussion with a range of ways included.
- quality of written communication is competent.

Level 3 ([7]–[9])

Overall impression: Highly Competent

- fully explained points, excellent explanation of the role of parents in promoting positive behaviour.
- highly competent understanding of situation.
- quality of written communication is highly competent.

[0] is awarded for a response not worthy of credit

Maximum of 4 marks if candidate does not include reference to the “role of parents” in promoting positive behaviour.

AO3 (1 × [9])

[9]

9

AVAILABLE
MARKS

8 Analyse how starting school can affect a child’s emotional development and how parents can manage this impact. (AO2, AO3)

AVAILABLE
MARKS

Emotional development:	How it can be managed by parents:
Excited – child may be looking forward to meeting new friends/ the challenge of school/ meeting new teacher/ classroom activities	<ul style="list-style-type: none"> • Parents can share discussion with child • Can include the child when shopping for uniform/ school bag • Accompany child to school information day and meet teacher
Promotes self esteem – child may feel more confident for becoming more independent/ appearance in uniform	<ul style="list-style-type: none"> • Parents give praise for completing tasks independently, e.g. putting on own coat/washing hands • Set child small goals to complete independently • Buy shoes/tracksuit bottoms which are easy to put on and take off – child able to toilet independently at school
Feeling happy/content – child is looking forward to new experience	<ul style="list-style-type: none"> • Parents speak positively about school • Participate in games/activities at home to further encourage child’s happiness about school, e.g. painting/play dough
Feeling sad/nervous/ anxious/scared about starting school – may result in child having difficulty sleeping/ leaving parents	<ul style="list-style-type: none"> • Reassure the child that they will be there to collect them at the end of each session • Read stories about starting school to reassure child/role play • Take the child to meet their teacher/visit new school • Speak positively about school and the routine that will be followed • Accompany child into the classroom and then leave them with the teacher so they feel less anxious when parent leaves
Becoming withdrawn – not wanting to mix with other children	<ul style="list-style-type: none"> • Arrange play dates with children from school so that they become more confident around others • Take the child to play parks/clubs to encourage interaction with other children
Regression – child may begin to wet the bed/ use dummy to gain attention/because they are nervous	<ul style="list-style-type: none"> • Parents can speak to the child about becoming a big boy/girl to promote self confidence • Use of pull ups/nappies at bedtime to prevent further distress if child wets the bed • Ignore requests for dummy by using distraction techniques
Poor behaviour – misbehaving at school or home to gain attention	<ul style="list-style-type: none"> • Reinforce expectations so child understands that parents are not happy with behaviour • Include child in all family activities so they feel part of the family and loved • Use of reward chart/stickers to encourage better behaviour – parents can praise child

Level 1 ([1]–[3])

Overall impression: Basic

- shows limited knowledge and understanding.
- limited range of points with little or no explanation.
- quality of written communication is basic.

Level 2 ([4]–[6])

Overall impression: Competent

- good range of valid points with explanations.
- shows good understanding of situation with both **effect on emotional development** and some reference to how parents can **manage the impact**.
- quality of written communication is competent.

Level 3 ([7]–[9])

Overall impression: Highly Competent

- wide range of valid, clearly explained points.
- shows excellent understanding of both **effect on emotional development** and how parents can **manage the impact**.
- quality of written communication is highly competent.

All other valid points will be credited

Maximum of 4 marks if candidate does not include reference to “how parents can manage this impact.”

AO3 (1 × [9])

[9]

AVAILABLE
MARKS

9

Total

75