

# Contents

## WJEC GCSE in HOME ECONOMICS: CHILD DEVELOPMENT

### For Teaching from 2012 For Award from 2014



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**This is a linear specification: all assessments must be taken at the end of the course.**

# HOME ECONOMICS: CHILD DEVELOPMENT

## SUMMARY OF ASSESSMENT

|   |
|---|
| <b>Unit 1: Principles of Child Development (40%)</b><br><b>Written Paper: 1½ hours</b><br><b>80 marks (80 UMS)</b>  |
| <p>One paper which will be externally set and marked, targeted at the full range of GCSE grades.<br/>         The paper will contain short-answer, structured and free response questions drawn from all areas of the specification and will assess the quality of written communication.</p>                                   |
| <b>Unit 2: Child Study (30%)</b><br><b>Controlled Assessment</b><br><b>60 marks (60 UMS)</b>  |
| <p><b>One</b> task to be selected from a bank of <b>three</b> tasks set by WJEC, to include investigation and production focusing on a child's development.<br/>         Duration: 15 hours to commence in the first half of the course.<br/>         Internally assessed using WJEC set criteria and externally moderated.</p> |
| <b>Unit 3: Child Focused Task (30%)</b><br><b>Controlled Assessment</b><br><b>60 marks (60 UMS)</b>   |
| <p><b>One</b> task to be selected from a bank of <b>two</b> tasks set by WJEC, to include researching, planning, making and evaluating.<br/>         Duration: 15 hours to commence in the second half of the course.<br/>         Internally assessed using WJEC set criteria and externally moderated.</p>                    |

### AVAILABILITY OF ASSESSMENT AND CERTIFICATION

|                      | Entry Code |          | June 2014<br>and each year<br>thereafter |
|----------------------|------------|----------|--|
|                      | Subject    | Option*  |  |
| <b>Unit 1</b>        | 4291       | 01 or W1 | ✓  |
| <b>Unit 2</b>        | 4292       | 01 or W1 | ✓  |
| <b>Unit 3</b>        | 4293       | 01 or W1 | ✓  |
| <b>Subject Award</b> | 4290       | LA or UL | ✓  |

#### \* Option Codes

English Medium 01, Welsh Medium W1 - for units  
 English Medium LA, Welsh Medium UL - for subject award

**Qualification Accreditation Number: 500/4401/1**

**This is a linear specification: all assessments must be taken at the end of the course.**

# HOME ECONOMICS: CHILD DEVELOPMENT

## 1 INTRODUCTION

### 1.1 Rationale

The specification is designed to give candidates an opportunity to extend and apply their skills, knowledge and understanding of the development and care of children from conception to the age of five years within a variety of contexts while maintaining the coherence inherent in this subject area. It will enable candidates to extend their design and technological capability, and their interdisciplinary skills including all six key skills. Their capacity for imaginative, innovative thinking, creativity and independence relating to their personal interest will also be developed.

The specification will provide opportunities for candidates to develop their critical thinking and to manage a range of resources in order to develop items which are suited to the needs of individuals or families, and to recognise the influence of current trends, the market economy and technological change. It promotes an understanding of the social, emotional, physical and intellectual development of the child which is inter-linked through the study of the family, community and the responsibilities of parenthood. It will offer opportunities for candidates to develop an understanding of citizenship through the relevant issues of the subject. The course reflects the view that GCSE Home Economics: Child Development should provide a variety of experiences whilst focusing on concepts, themes and issues relevant to the subject content.

### 1.2 Aims and Learning Outcomes

Following a course in GCSE Home Economics: Child Development should encourage candidates to:

- be inspired, moved and changed by studying a broad, coherent, satisfying and worthwhile course of study
- develop the knowledge, understanding and skills required for child development
- develop their knowledge and understanding of human needs within a diverse society
- increase their knowledge and understanding of relevant technological and scientific developments
- develop a critical and analytical approach to decision making and problem-solving in relation to the specified context
- examine issues that affect the quality of human life including an appreciation of diversity
- evaluate choices and decisions to develop as informed and discerning consumers
- actively engage in the processes of home economics to develop as effective and independent learners.

### 1.3 Prior Learning and Progression

There is no specific requirement for prior learning for this specification, it may be followed by any candidate, irrespective of their gender, ethnic, religious or cultural background.

This specification is not age specific and, as such, provides opportunities for candidates to extend their life-long learning.

The specification provides a suitable basis for further study at 16+ offering progression on to academic and a variety of vocational courses including GCE Home Economics, GCE Health and Social Care, National Diplomas/Certificates in Health Studies/Care and CACHE Courses. It could enhance career opportunities or provide a coherent, satisfying and worthwhile course of study for candidates who do not progress to further study in the subject.

### 1.4 Equality and Fair Assessment

GCSEs often require assessment of a broad range of competences. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher level courses.

The revised GCSE qualification and subject criteria have been reviewed to identify whether any of the competences required by the subject presented a potential barrier to any disabled candidates. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability groups and with disabled people.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments. For this reason, very few candidates will have a complete barrier to any part of the assessment. Information on reasonable adjustments is found in the Joint Council for Qualifications document *Regulations and Guidance: Access Arrangements, Reasonable Adjustments and Special Consideration*. This document is available on the JCQ website ([www.jcq.org.uk](http://www.jcq.org.uk)).

Candidates who are still unable to access a significant part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award. They would be given a grade on the parts of the assessment they have taken and there would be an indication on their certificate that not all of the competences have been addressed. This will be kept under review and may be amended in future.

## 1.5 Classification Codes

Every specification is assigned a national classification code indicating the subject area to which it belongs. The classification code for this specification is 3330.

Centres should be aware that candidates who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.

Centres may wish to advise candidates that, if they take two specifications with the same classification code, schools and colleges are very likely to take the view that they have achieved only one of the two GCSEs. The same view may be taken if candidates take two GCSE specifications that have different classification codes but have significant overlap of content. Candidates who have any doubts about their subject combinations should check with the institution to which they wish to progress before embarking on their programmes.

## 2

**SPECIFICATION CONTENT**

The specification content is divided into **six** compulsory core **areas of study** which must be interrelated whenever possible. The following content should be taught in the context of the assessment objectives.

- 1 – Family and Child
- 2 – Food and Health
- 3 – Pregnancy
- 4 – Physical Development
- 5 – Intellectual Development
- 6 – Social and Emotional Development

The order in which the specification content is presented does not imply a proposed teaching order.

| <b>1 : Family and Child</b>     |   |
|---------------------------------|---|
| Topic                           | Candidates should be able to:   |
| Types of Family                 | define the different types of families and recognise the difference between nuclear, extended, single parent, step parent, alternative; including fostered, adoptive, residential care  |
| Functions/<br>Responsibility    | define the functions and responsibilities of the family in a multi-cultural society; procreative, socialising, supportive, acquisition of values, provision of child's needs  |
| Roles                           | identify and evaluate roles within the family/home environment and society and recognise cultural variation; ethnic, religious, regional, social class in family lifestyle and child rearing  |
| Relationships                   | identify and differentiate between relationships encountered during adolescence and be aware of the problems (friendship, love, sexual relationships)<br><br>recognise the pressures on the family and assess their effects on the family and the child including the possible effects of the breakdown of the family   |
| Disability                      | identify and understand the requirements of children with special needs – visual and hearing impairment, autism, spina bifida, Down's syndrome, cerebral palsy, and the effects on the family   |
| Support for Family<br>and Child | identify and recognise the importance of the main early years services that provide health-screening, immunisation, maternity, hospital, dental care and education – different child care settings, e.g. nursery, playgroup, childminder, fostering<br><br>identify and describe the main voluntary agencies which provide support for children and their families – NSPCC, Childline, Gingerbread, Mencap, Relate, Barnados<br><br>recognise the support offered by legislation in relation to the child and the family – Rights of the Child, Children Act, Adoption Act, Childcare Act, Children and Family Services, Protection of Children Act |

| <b>2 : Food and Health</b>   |  |
|------------------------------|--|
| Topic                        | Candidates should be able to:  |
| Principles of a Healthy Diet | <p>consider current government nutritional advice and its role in the formation of good eating habits and its relationship to good health</p> <p>identify the nutrients present in food (protein, fat, carbohydrates, vitamins A – E, calcium, iron, dietary fibre) that constitute a varied and balanced diet for babies, and young children and related cost</p> |
| Dietary Aims and Goals       | recognise, analyse and evaluate the importance of sound nutritional practice throughout pregnancy, infancy (breast/bottle feeding), weaning and early childhood  |
| Special Dietary Needs        | understand and apply variation in response to special dietary needs, cultural and environmental issues – vegetarian, diabetic, allergies   |
| Food Safety                  | <p>identify the most common causes of food poisoning and describe how these occur</p> <p>state and explain the importance and application of hygienic practices in food preparation within the home</p>  |

| <b>3 : Pregnancy</b>      |   |
|---------------------------|---|
| Topic                     | Candidates should be able to:   |
| Preparation for Pregnancy | recognise the importance of pre-planned parenthood and pre-conceptual care including food choice  |
| Foetal Development        | describe foetal development from conception to birth, identify and explain the factors affecting foetal development   |
| Ante-natal Care           | define the term ante-natal care, discuss and evaluate its importance in relation to the unborn child and its mother   |
| Birth of the Baby         | <p>consider the factors affecting choice for the birth of the baby</p> <p>consider and assess how recent developments in technology have affected choice for the birth of the baby – water birth, use of birth plans, pain relief, methods of monitoring</p> <p>identify and describe the stages of labour and methods of delivery</p> <p>assess the involvement of father/partner at birth</p> <p>identify the needs of premature babies</p> |
| Post-natal Care           | define the term post-natal care and appreciate its importance in relation to the development of the child and care of the mother  |

| <b>4 : Physical Development</b>        |  |
|--|--|
| Topic                                  | Candidates should be able to:  |
| Stages of Physical Development         | <p>describe general patterns of growth and development</p> <p>identify the gross and fine motor skills within recognised milestones</p>  |
| Factors affecting Physical Development | <p>explain the provisions and conditions required for the general healthcare of the child within its environment in relation to diet, safety, clothing, comfort, warmth and housing – include how these contribute to sustainable development</p> <p>evaluate the importance of safety in the child's environment and identify technological developments in product design in relation to safety</p> <p>describe the treatment of simple accidents and their prevention</p> <p>recognise and assess the importance of immunisation/vaccination programmes</p> |

| <b>5 : Intellectual Development</b> |   |
|-------------------------------------|---|
| Topic                               | Candidates should be able to:   |
| Stages of Intellectual Development  | <p>describe the general patterns of intellectual development</p> <p>identify the recognised milestones of development relating to speech, language and number</p>   |
| Learning Aids                       | <p>recognise and evaluate the need for the selective use of learning aids such as books, audio-visual media, computerised and traditional games, toys and activities and related cost and safety considerations</p> |
| Learning Through Play               | <p>recognise the relationship between learning and play</p>   |
| Types of Play                       | <p>list and describe different types of play (discovery, physical, creative, imaginative, manipulative, social) and assess the value of play in the development of language and mathematical understanding</p>      |
| Factors affecting Learning          | <p>identify and evaluate the influence of the home and pre-school environment on a child's language and intellectual development</p>  |



| <b>6 : Social and Emotional Development</b> |  |
|---|--|
| <b>Topic</b>                                | <b>Candidates should be able to:</b>   |
| Stages of Social Development                | <p>describe the general patterns of social development</p> <p>identify the recognised milestones of development in relation to social play, manners, self-control, obedience and independence</p>  |
| Factors affecting Social Development        | <p>identify and evaluate the influence of the home and pre-school environment on a child's social development</p>  |
| Stages of Emotional Development             | <p>identify the recognised milestones of development in relation to bonding, love, affection, happiness, fear, hatred, anger and jealousy</p>  |
| Factors affecting Emotional Development     | <p>recognise the importance of the role and influence of parent, adult/child interaction on emotional development</p> <p>identify and assess the effects of stress factors during infancy within the child's environment, e.g. birth of a sibling, death of parent/pet, moving house, new nanny, starting school</p> |

# 3

## SCHEME OF ASSESSMENT

### 3.1 Scheme of Assessment

Assessment for GCSE Home Economics: Child Development is untiered, i.e. all components cater for the full range of ability and allow access to grades A\*-G.

The scheme of assessment will consist of:

#### **Unit 1: Written Paper (1½ hours 40%)**

An untiered paper which will be externally set and marked at the end of the course.

Candidates will be required to respond to short-answer, structured and free response questions, drawn from all areas of the specification. Some questions will require extended writing and will assess the quality of written communication. The examination paper will be presented in the form of a question and answer booklet.

#### **Units 2 & 3: Controlled Assessment (30 hours 60%)**

**Unit 2** Child Study (30%) **One** task to be selected from a bank of **three** tasks set by WJEC.

Internally assessed using WJEC set criteria and externally moderated.

Duration: 15 hours to commence in the first half of the course.

**Unit 3** Child Focused Task (30%) **One** task to be selected from a choice of **two** tasks set by WJEC.

Internally assessed using WJEC set criteria and externally moderated.

Duration: 15 hours to commence in the second half of the course.

**The controlled assessment is a compulsory component of GCSE Home Economics: Child Development.** It complements the external examination by offering a distinct means of assessment.

It enables candidates to:

- Plan investigations and tasks
- Carry out investigations and tasks
- Apply skills in the context of Child Development
- Analyse and evaluate evidence
- Make reasoned judgements and present conclusions

## Levels of Control

The regulation of controlled assessment in GCSE Home Economics: Child Development is split into three stages:

- task setting
  - tasks are set by WJEC every two years
  - centres choose from banks of comparable tasks which can be contextualised
- task taking
  - all tasks are time controlled
  - work must be supervised within the centre but as appropriate research/observation may take place outside the centre
- task marking
  - all work must be assessed by the centre according to criteria set by WJEC
  - all work will be moderated by WJEC

These controls will ensure that the assessment is valid, reliable and authenticated with a high degree of confidence.

## 3.2 Assessment Objectives

Candidates will be required to demonstrate their ability to:

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

The weighting of assessment objectives across examination components is as follows:

|                          | AO1        | AO2          | AO3          | Total       |
|--------------------------|------------|--------------|--------------|-------------|
| <b>Unit 1</b>            | <b>20%</b> | <b>7.5%</b>  | <b>12.5%</b> | <b>40%</b>  |
| <b>Unit 2<br/>Unit 3</b> | <b>12%</b> | <b>36%</b>   | <b>12%</b>   | <b>60%</b>  |
| <b>Total Weighting</b>   | <b>32%</b> | <b>43.5%</b> | <b>24.5%</b> | <b>100%</b> |

### 3.3 Quality of Written Communication

For components involving extended writing candidates will be assessed on the quality of their written communication within the overall assessment of that component.

Mark schemes for these components include the following specific criteria for the assessment of written communication:

- legibility of text; accuracy of spelling, punctuation and grammar; clarity of meaning;
- selection of a form and style of writing appropriate to purpose and to complexity of subject matter;
- organisation of information clearly and coherently; use of specialist vocabulary where appropriate.

**4****AWARDING, REPORTING AND RE-SITTING**

GCSE qualifications are reported on an eight point scale from A\* to G, where A\* is the highest grade. The attainment of candidates who do not succeed in reaching the lowest possible standard to achieve a grade is recorded as U (unclassified) and they do not receive a certificate.

This is a linear specification in which all assessments must be taken at the end of the course. Where candidates wish to re-sit, external components must be re-taken. The controlled assessment component may also be re-taken according to guidelines given in 'Administration of Controlled Assessment'. Alternatively, the UMS mark for this component may be carried forward for aggregation with the external components when these are re-taken.

Individual unit results are reported on a uniform mark scale (UMS) with the following grade equivalences:

| GRADE         | MAX. | A*  | A   | B   | C   | D   | E  | F  | G  |
|---------------|------|-----|-----|-----|-----|-----|----|----|----|
| Unit 1        | 80   | 72  | 64  | 56  | 48  | 40  | 32 | 24 | 16 |
| Unit 2        | 60   | 54  | 48  | 42  | 36  | 30  | 24 | 18 | 12 |
| Unit 3        | 60   | 54  | 48  | 42  | 36  | 30  | 24 | 18 | 12 |
| Subject Award | 200  | 180 | 160 | 140 | 120 | 100 | 80 | 60 | 40 |

# 5

## ADMINISTRATION OF CONTROLLED ASSESSMENT

### 5.1 Tasks

The controlled assessment is structured as follows:

- Unit 2 - 30%
- Unit 3 - 30%

#### Unit 2 - Child Study

Candidates will complete **one** investigative task chosen from the bank of 'live' tasks available via the subject home page on the website.

The task requires the candidate to produce a record of the investigation to include:

|  |   |
|--|---|
| (a)<br>Plan of Action<br>(5 marks)           | (i) use of time available<br>(ii) indication of intent and content of observations  |
| (b)<br>Introduction<br>(5 marks)             | (i) to include background information relating to child, parents/carers and their environment<br>(ii) norms of development relevant to the selected area of the child's development |
| (c)<br>Gathering information<br>(20 marks)   | (i) record observation and interaction with the young child<br>(ii) gather and collate information in relation to the focused developmental area of the child                       |
| (d)<br>Analysis/Interpretation<br>(15 marks) | (i) analyse viewpoints, make judgements and apply knowledge throughout the work   |
| (e)<br>Evaluation<br>(15 marks)              | (i) effectiveness of the planning<br>(ii) effectiveness of methods used<br>(iii) outcome of the study and identification for improvement  |

Centres should note: The observation related to this task should take place under informal supervision and contextualised by the centre in accordance with local resources.

**Unit 2: Child Study**

| <b>Section</b>                     | <b>Criteria for mark allocation</b>   | <b>Marks</b>   |
|------------------------------------|---|----------------|
| (a)<br>Plan of Action<br>(5 marks) | Candidates will be expected to: <ul style="list-style-type: none"> <li>• describe the route to be taken to complete the task, including the resources required and methods to be used to gather and record information;</li> <li>• demonstrate originality and inventiveness;</li> <li>• clearly identify the age of the child to be studied.</li> </ul>  | AO2<br><br>AO2 |
|                                    | <p>Limited evidence of planning and information about resources to be used. Poor description of methods to be used to carry out the study and gather information.</p> <p>No reference to the child to be studied.</p> <p>Information is poorly organised. Little or no use of specialist language and frequent errors in spelling, punctuation and grammar.</p>   | 0 – 2          |
|                                    | <p>Planning is adequate showing some signs of originality. Adequate description of the resources to be used and a clear explanation of the methods used for the collection of information.</p> <p>Reference made to the age of the child to be studied.</p> <p>Information is well organised. Good use of specialist language with some errors in spelling, punctuation and grammar.</p>  | 3 – 4          |
|                                    | <p>Planning is well-structured and logical showing originality. Accurate and clear description of relevant resources to be used and a detailed explanation of appropriate methods used to gather and record information.</p> <p>States the age of the child to be studied and comments on the suitability of choice.</p> <p>Information is organised and presented in a highly appropriate manner. Very good use of specialist language with few errors in spelling, punctuation and grammar.</p> | 5              |

| Section                          | Criteria for mark allocation  | Marks                      |
|----------------------------------|---|----------------------------|
| (b)<br>Introduction<br>(5 marks) | <p>Candidates will be expected to:</p> <ul style="list-style-type: none"> <li>• give an outline of the aims of the study;</li> <li>• provide background information about the study child;</li> <li>• select the norms of development relevant to the selected area of the child's development.</li> </ul>  | <p>AO2<br/>AO2<br/>AO1</p> |
|                                  | <p>Significant support required. Aims of the study explained simply. Very general description of child. Limited reference to norms of development.</p> <p>Information is poorly organised. Little or no use of specialist language and frequent errors in spelling, punctuation and grammar.</p>  | <p>0 – 2</p>               |
|                                  | <p>With some support and guidance, the aims of the study are explained adequately. Descriptions are appropriate and presented well. Displays a reasonable understanding of the subject and relevant norms of development.</p> <p>Information is well organised. Good use of specialist language with some errors in spelling, punctuation and grammar.</p>  | <p>3 – 4</p>               |
|                                  | <p>With little or no support, the aims of the study are expressed very well. Descriptions are clear, concise, well organised and presented well. Displays a good understanding of the subject and relevant norms of development.</p> <p>Information is organised and presented in a highly appropriate manner. Very good use of specialist language with few errors in spelling, punctuation and grammar.</p> | <p>5</p>                   |



| Section                                       | Criteria for mark allocation  | Marks                    |
|---|---|--------------------------|
| (c)<br>Gathering<br>Information<br>(20 marks) | Candidates will be expected to: <ul style="list-style-type: none"> <li>• carry out the plan of action;</li> <li>• select, organise and apply knowledge relevant to the task;</li> <li>• gather, record, collate and demonstrate information in relation to the study;</li> <li>• justify the relevance of the observations to the study.</li> </ul>   | AO2<br>AO1<br>AO1<br>A03 |
|   | Limited evidence of research and application of knowledge. Limited selection and presentation of appropriate material. Limited interpretation with very simple justification.<br><br>Information is poorly organised. Little or no use of specialist language and frequent errors in spelling, punctuation and grammar.   | 0 – 5                    |
|   | Reasonable level of research and application of knowledge. A fair selection of appropriate material and information presented clearly. Basic justification of criteria upon which observations are made.<br><br>Information shows evidence of structure. Limited use of specialist language, expression conveys meaning but errors are apparent in spelling, punctuation and grammar.                                       | 6 – 10                   |
|   | Good level of research and application of knowledge. A good selection of appropriate material and information presented in a variety of ways. Sound justification of criteria upon which observations are made.<br><br>Information is well organised. Good use of specialist language with some errors in spelling, punctuation and grammar.  | 11 – 15                  |
|   | High level of research and a comprehensive range of appropriate material selected and presented showing originality in approach. Detailed justification of criteria upon which observations are based showing sound application of knowledge.<br><br>Information is well organised and presented in a highly appropriate manner. Very good use of specialist language with few errors in spelling, punctuation and grammar. | 16 – 20                  |

| Section  | Criteria for mark allocation  | Marks             |
|--|---|-------------------|
| (d)<br>Analysis/<br>Interpretation<br>(15 marks) | Candidates will be expected to: <ul style="list-style-type: none"> <li>• discuss the results and compare them to the norms of development;</li> <li>• give an explanation of the findings, with their own personal discussion and views;</li> <li>• provide an overall conclusion about the results.</li> </ul>   | AO2<br>AO2<br>AO3 |
|  | No/little attempt to interpret results. Limited understanding of the application of knowledge. Few judgements made or personal viewpoints expressed.<br><br>Information is poorly organised. Little or no use of specialist language and frequent errors in spelling, punctuation and grammar.  | 0 – 3             |
|  | Results interpreted showing a reasonable understanding of the application of knowledge. A personal viewpoint simply expressed.<br><br>Information shows evidence of structure. Limited use of specialist language, expression conveys meaning but errors are apparent in spelling, punctuation and grammar.   | 4 – 7             |
|  | Sound interpretation and analysis showing a good understanding of the application of knowledge and a personal viewpoint expressed.<br><br>Information is well organised. Good use of specialist language with some errors in spelling, punctuation and grammar.   | 8 – 11            |
|  | Very good and comprehensive analysis showing an excellent understanding of the application of knowledge. Suitable judgements made and appropriate personal viewpoint given.<br><br>Information is well organised and presented in a highly appropriate manner. Very good use of specialist language with few errors in spelling, punctuation and grammar. | 12 – 15           |

| Section                         | Criteria for mark allocation  | Marks                      |
|---------------------------------|---|----------------------------|
| (e)<br>Evaluation<br>(15 marks) | <p>Candidates will be expected to:</p> <ul style="list-style-type: none"> <li>• produce an overall review of the child study to include:               <ul style="list-style-type: none"> <li>(i) discussion of the benefits of a plan of action;</li> <li>(ii) discussion of the effectiveness of the various methods used to collect information;</li> <li>(iii) an analysis of the results related to the specified age of the child 0-5 years.</li> </ul> </li> <li>• show an appreciation of the strengths and weaknesses of the study and identify possible areas for development/improvement.</li> </ul> | <p>AO2<br/>AO3<br/>AO3</p> |
|                                 | <p>Poor/limited evaluation with few or superficial comments on planning, methods and results. No/limited appreciation for good/weak parts of the study. Limited suggestions for improvements of work, and no mention of/or minor suggestions for further development.</p> <p>Information is poorly organised. Little or no use of specialist language and frequent errors in spelling, punctuation and grammar.</p>   | <p>0 – 3</p>               |
|                                 | <p>A reasonable attempt to evaluate the planning, methods used to collect information, present the study and analyse the results. Some discussion of the study's weak/strong points with some suggestions for possible improvements.</p> <p>Information shows evidence of structure. Limited use of specialist language, expression conveys meaning but errors are apparent in spelling, punctuation and grammar.</p>   | <p>4 – 7</p>               |
|                                 | <p>A good attempt to evaluate the planning, methods used to collect information, present the study and analyse the results. A good discussion of the study's weak/strong points with sensible suggestions for possible improvements.</p> <p>Information is well organised. Good use of specialist language with some errors in spelling, punctuation and grammar.</p>   | <p>8 – 11</p>              |
|                                 | <p>A comprehensive evaluation of the study that includes planning, methods used to collect data, presentation and analysis of the results. A good appreciation of the strengths and weaknesses of the study with sensible suggestions for development and imaginative proposals for improvement.</p> <p>Information is well organised and presented in a highly appropriate manner. Very good use of specialist language with few errors in spelling, punctuation and grammar.</p>  | <p>12 – 15</p>             |

### Unit 3: Child Focused Task

Candidates will complete **one** task chosen from the bank of 'live' tasks, available via the subject home page on the website.

#### Supportive Work – Guidelines

Your supportive work should show evidence of research, interpretation and investigation, using ICT where appropriate, to support the practical realisation of your chosen task. You may draw on work accomplished during Task 1. It is recommended that your work is limited to 8 pages of A3 paper or equivalent. The supportive work should include evidence of the following:

- (a) interpretation and analysis of your task; [10]
- (b) selection and development of ideas; [10]
- (c) planning; [15]
- (d) making; [15]
- (e) evaluation of your work in terms of: [10]
  - (i) planning the task,
  - (ii) methods used to obtain information and evidence,
  - (iii) interpretation of results obtained using evidence to support conclusions,
  - (iv) an appreciation of the strengths and weaknesses of the task, its value to the child and identification of possible further development/improvements.

## Unit 3: Child Focused Task

| Section                                    | Criteria for mark allocation   | Marks             |
|--|--|-------------------|
| (a) Interpretation and Analysis (10 marks) | Candidates will be expected to: <ul style="list-style-type: none"> <li>• state the aims of their investigation;</li> <li>• select issues and questions within the context of the task;</li> <li>• use application of knowledge to assemble relevant information.</li> </ul>  | AO1<br>AO1<br>AO2 |
|  | Poorly formulated aims, little evidence of background knowledge, unable to select appropriate material.<br><br>Information is poorly organised. Little or no use of specialist language and frequent errors in spelling, punctuation and grammar.  | 0 – 2             |
|  | Aims very simplified, very basic approach with limited materials and resources, little or no originality demonstrated. Some use of application of knowledge.<br><br>Information shows evidence of structure. Limited use of specialist language, expression conveys meaning but errors are apparent in spelling, punctuation and grammar.  | 3 – 4             |
|  | Adequate expression of aims, with evidence of background knowledge. A fair selection of appropriate material.<br><br>Information is well organised. Good use of specialist language with some errors in spelling, punctuation and grammar.   | 5 – 7             |
|  | Well expressed statement of aims. Clear identification of relevant factors. Good selection of appropriate materials, showing evidence of an individual approach. Issues relating to the task discussed fully showing sound application of knowledge and information and communication technology (ICT), where appropriate.<br><br>Information is well organised and presented in a highly appropriate manner. Very good use of specialist language with few errors in spelling, punctuation and grammar. | 8 – 10            |

| Section   | Criteria for mark allocation   | Marks             |
|---|--|-------------------|
| (b) Selection and Development of Ideas (10 marks) | Candidates will be expected to: <ul style="list-style-type: none"> <li>• select, organise and explore possible ideas/ solutions;</li> <li>• make reasoned choices through application of knowledge;</li> <li>• analysing viewpoints and present evidence in an appropriate way relevant to the task.</li> </ul>                                | AO1<br>AO2<br>AO3 |
|   | Very limited ideas which are not necessarily suited to the task. Little evidence to support final choice. Work lacks clarity.<br><br>Information is poorly organised. Little or no use of specialist language and frequent errors in spelling, punctuation and grammar.  | 0 – 2             |
|   | A range of ideas which relate to the task with some supportive evidence for final choice.<br><br>Information shows evidence of structure. Limited use of specialist language, expression conveys meaning but errors are apparent in spelling, punctuation and grammar.   | 3 – 4             |
|   | The clear development of a range of suitable ideas showing evidence of explanatory and well reasoned choices.<br><br>Information is well organised. Good use of specialist language with some errors in spelling, punctuation and grammar.   | 5 – 7             |
|   | Evidence of a range of well developed ideas, realistic, achievable and appropriate to the task. Clearly informed and fully justified decisions for choices made.<br><br>Information is well organised and presented in a highly appropriate manner. Very good use of specialist language with few errors in spelling, punctuation and grammar. | 8 – 10            |

| Section                    | Criteria for mark allocation  | Marks                    |
|----------------------------|---|--------------------------|
| (c) Planning<br>(15 marks) | Candidates will be expected to: <ul style="list-style-type: none"> <li>• apply knowledge and understanding to plan the task;</li> <li>• show an awareness of health and safety within the planning;</li> <li>• show evidence of application in selection of resources;</li> <li>• show understanding of the requirements of the task and relate this to the age of the children 0-5 years.</li> </ul> | AO2<br>AO1<br>AO2<br>AO2 |
|                            | Little evidence of planning with very limited reference to health and safety and to the age of the children. Presentation of information confused and untidy.   | 0 – 3                    |
|                            | Evidence of basic planning, limited reference made to health and safety and to the age of the children. Methodology showing lack of initiative. Some inaccuracies in information presented.   | 4 – 7                    |
|                            | Evidence of satisfactory planning showing initiative and an awareness of health and safety and to the age of the children. Methods chosen were, in the main, accurate. Sound information presented.   | 8 – 11                   |
|                            | Evidence of a well planned task demonstrating a full awareness of health and safety and to the age of the children. Shows initiative and makes appropriate choice of methods.   | 12 – 15                  |

| Section                  | Criteria for mark allocation   | Marks                            |
|--------------------------|--|----------------------------------|
| (d) Making<br>(15 marks) | Candidates will be expected to: <ul style="list-style-type: none"> <li>• apply knowledge and understanding to carry out plan of action. Show an awareness of health and safety skills;</li> <li>• show evidence of application of knowledge and practical skills in making;</li> <li>• adapt the practical outcome as necessary;</li> <li>• use appropriate presentation of techniques for the finished result.</li> </ul> | AO2<br><br>AO2<br>AO3<br><br>AO2 |
|                          | Continuous support given to complete practical task appearance/completed task is poor. Very limited understanding of the task and low level of skill demonstrated.   | 0 – 3                            |
|                          | Some support and guidance necessary for the completion of task. Appearance/completed task is fair. Basic understanding of the task and basic level of skill demonstrated.  | 4 – 7                            |
|                          | Plan of action carried out effectively showing some initiative. Suitable choice of methods carried out well using a good level of skills. Work reflects understanding of the task.   | 8 – 11                           |
|                          | Plan of action carried out independently with initiative. High level of skill demonstrated. Appearance/completed task excellent with sound understanding of task requirements.   | 12 – 15                          |



| Section  | Criteria for mark allocation  | Marks |
|--|---|-------|
| (e) Evaluation<br>(10 marks)   | Candidates will be expected to:   |       |
|  | (i) evaluate the effectiveness and appropriateness of their <ul style="list-style-type: none"> <li>• planning</li> <li>• investigations used to obtain information and evidence arriving at a personal viewpoint</li> <li>• use of evidence to support conclusions and showing understanding of the requirements of the task and relating to the age of the children 0-5 years</li> <li>• presentation;</li> </ul>                                    | AO3   |
|  | (ii) show an appreciation of the strengths and weaknesses of the task and the identification of possible further developments.  | AO3   |
|  | Very poor analysis, with few comments on planning, methods and results, poor conclusions drawn with little or no reference to the age of the children. Very limited appreciation of the strengths and weaknesses of the task. Very limited suggestions for improvement of work. No mention of further development. Information is poorly organised. Little or no use of specialist language and frequent errors in spelling, punctuation and grammar. | 0 – 2 |
|  | A limited analysis, superficial comments on planning, methods and results, basic conclusions drawn with limited reference to the age of the children. Some discussion of the strengths and weaknesses of the task with some suggestions for further improvements. Information shows evidence of structure. Limited use of specialist language, expression conveys meaning but errors are apparent in spelling, punctuation and grammar.               | 3 – 4 |
|  | A reasonable/good attempt at analysis and justification of planning, method and results, supported with relevant evidence and realistic reference to the age of the children. A good discussion of the strengths and weaknesses of the task with sound suggestions for further improvements. Information is well organised. Good use of specialist language with some errors in spelling, punctuation and grammar.                                    | 5 – 7 |
| A comprehensive analysis and justification of planning, methods and results, drawing on relevant evidence. Analyse results in relation to the age group. A good appreciation of limitations of task with sensible suggestions for further work. Information is well organised and presented in a highly appropriate manner. Very good use of specialist language with few errors in spelling, punctuation and grammar. | 8 – 10  |       |

| <b>UNIT 2<br/>CHILD STUDY</b> | <b>AO1</b> | <b>AO2</b> | <b>AO3</b> | <b>TOTAL</b> | <b>QWC</b> |
|-------------------------------|------------|------------|------------|--------------|------------|
| Plan of action                | -          | 5          | -          | 5            | ✓          |
| Introduction                  | 3          | 2          | -          | 5            | ✓          |
| Gathering Information         | 9          | 9          | 2          | 20           | ✓          |
| Analysis / Interpretation     | -          | 12         | 3          | 15           | ✓          |
| Evaluation                    | -          | 3          | 12         | 15           | ✓          |
| <b>TOTAL</b>                  | <b>12</b>  | <b>31</b>  | <b>17</b>  | <b>60</b>    |            |

| <b>UNIT 3<br/>CHILD FOCUSED TASK</b> | <b>AO1</b> | <b>AO2</b> | <b>AO3</b> | <b>TOTAL</b> | <b>QWC</b> |
|--------------------------------------|------------|------------|------------|--------------|------------|
| Interpretation / Analysis            | 6          | 4          | -          | 10           | ✓          |
| Selection / Development              | 2          | 3          | 5          | 10           | ✓          |
| Planning                             | 4          | 11         | -          | 15           | -          |
| Making                               | -          | 13         | 2          | 15           | -          |
| Evaluation                           | -          | -          | 10         | 10           | ✓          |
| <b>TOTAL</b>                         | <b>12</b>  | <b>31</b>  | <b>17</b>  | <b>60</b>    |            |

## 5.2 Authenticity Control

The research work must be supervised by the teacher and guidance given regarding the appropriate sources of research that are applicable for the chosen task. The research should include, where appropriate, books, newspapers, the internet. In the case of primary research where questionnaires are to be used, the questions should be devised in class under teacher supervision but gathering the research data can be carried out off-site.

Teachers must keep a log of any general advice given to all candidates. Copies of the advice given must be submitted to the moderator with the sample of the task.

It is sometimes necessary for the teacher to provide some research material to all candidates. This is because gaining access to such material may be problematic for some candidates. All resources should be acknowledged.

## 5.3 Confidentiality

Candidates are required to produce a child study which may raise issues of confidentiality.

1. Candidates must always seek the permission of the individuals/or parents, preferably in writing, before interviewing them.
2. Candidates must always make clear to individuals that the information they may give will be read by others, e.g. teachers and moderators.
3. Candidates must not pass on the information obtained to anyone else other than to those for whom it is intended.
4. Candidates must preserve the anonymity of the individuals referred to by using fictitious names both for the individual themselves and for other individuals referred to, and, where appropriate by changing place names or any other names and facts which might help to identify the individuals.
5. Candidates must not record information about individuals that may have legal implications.

## 5.4 Health and Safety

Candidates should be made aware of health and safety issues within the specification and the significance of safe working practices. They should be encouraged to develop a sense of responsibility for health and safety of self and others especially during work undertaken when completing a child study.

1. Candidates should not carry out work that is above their level of training and experience.
2. Candidates should not put themselves at risk of physical or moral danger.
3. Candidates should not endanger any of the subjects of the research.

## 5.5 Time Control

The total time allocated to the tasks of the controlled assessment should be 30 hours. This time span is designed to give maximum flexibility for the conducting of the task and to accommodate the needs of those candidates who need extra time due to for example learning difficulties. (This complies with the JCQ document *Access Arrangements and Special Consideration*.)

Time must be recorded on the coversheet CD3 and signed by both candidate and teacher.

## 5.6 Annotation of Controlled Assessment

This should be achieved by:

- (i) summative comments on the Controlled Assessment coversheet (CD3);
- (ii) annotation of the candidates' Controlled Assessment, i.e. in the margin or in the text. This should be brief and to the point. Attention should be drawn where candidates provide evidence of attaining a certain level of performance in relation to the assessment objectives or where there are clear errors (e.g. errors of fact, interpretation, definition and theory) and where the work is irrelevant.

Annotation is to help the moderator understand more fully how the teacher has arrived at the mark awarded to the candidate.

## 5.7 Internal Moderation of Controlled Assessment

Centres must ensure that careful moderation is carried out where more than one teacher is responsible for the marking of the Controlled Assessment. This is necessary to ensure uniformity of standards within a centre. Where internal moderation is necessary the teacher assuming overall responsibility for this process should provide a written outline of the procedures that have been adopted for the external moderator.

## 5.8 External Moderation of Controlled Assessment

The moderation of teacher assessment will be provided by inspection of the Controlled Assessment by WJEC. Centres will be informed of the submission date for the Controlled Tasks in the published Examinations Timetable and the name of their moderator will be issued in the spring term prior to accreditation.

WJEC's *Internal Assessment Manual* gives instructions about selecting and despatching samples of work to the moderator.

As a result of the moderation, the marks of candidates may be adjusted to bring the centre's marks into line with the national standard. If required, the moderator will ask for additional samples of work and if necessary, the work of all candidates may be called for and externally moderated regardless of entry numbers. In this case, all of the Controlled Assessments will be posted to the moderator.

It assists the moderation process considerably if the final marks of all the candidates are submitted to the moderator in rank order. It is only if this is done that the moderator can be fully aware of the full impact of any scaling. It is not necessary to write out all the names on the form, an internally devised spreadsheet can fulfil this purpose.

In the event of concern over the awarding procedures, the normal appeals process will apply.

## 5.9 Authentication

Candidates will be required to confirm in writing, with any exceptions stated, that the work has been completed unaided. This will be achieved by signing the (CD3) coversheet.

Teachers will be required to confirm in writing that, to the best of their knowledge, all the work submitted for moderation, with any exceptions stated, is the candidate's own unaided work. This will be achieved by signing the composite mark sheets (CD1/2) and the Controlled Assessment coversheet (CD3).

Full details of any assistance given to particular candidates which is beyond that given to the teaching group as a whole should be indicated on CD3 and this should be taken into account when assessing.

### **5.10 Recording of Controlled Assessment Marks**

Forms CD1 and CD2 will be used for recording marks to be sent to the moderator.

Instructions for the administration of internally-assessed work are given in the WJEC *Internal Assessment Manual*.

Marks will also need to be submitted via the on-line submission area of the WJEC secure website.

### **5.11 Submission of Controlled Assessment**

The following should be submitted:

- copies of the assignments;
- general notes of guidance given to candidates;
- a list of resource materials given to candidates;
- the composite mark sheets CD1 and CD2;
- the Controlled Assessment in soft covered binders or folders with the coversheet (CD3) placed at the front;

Material that candidates may have acquired in their research such as multiple copies of questionnaires and pre-printed material from businesses should not be submitted.

### **5.12 Return of Controlled Assessment**

Work will be returned to centres by the moderator when the moderation process is complete. A sample of work will be sent to the Chief Moderator and may be retained for use at Awarding or CPD or as exemplar material.

### **5.13 Retention of Controlled Assessment**

Centres need to retain the Controlled Assessments until the end of November following the Summer Examination.

# 6

## GRADE DESCRIPTIONS

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content specified by the specification; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of candidates' performance in the assessment may be balanced by better performances in others.

### Grade A

Candidates recall, select and communicate detailed knowledge and thorough understanding of home economics.

They apply relevant knowledge, understanding and skills in a range of situations to plan and carry out investigations and tasks, working safely and with a high degree of precision.

They analyse and evaluate the evidence available, reviewing and adapting their methods when necessary. They present information clearly and accurately, making reasoned judgements and presenting substantiated conclusions.

### Grade C

Candidates recall, select and communicate sound knowledge and understanding of aspects of home economics.

They apply suitable knowledge, understanding and skills in a range of situations to plan and carry out investigations and tasks, working safely and with precision.

They review the evidence available, analysing and evaluating some of the information clearly, and with some accuracy. They make judgements and draw appropriate conclusions.

### Grade F

Candidates recall, select and communicate knowledge and understanding of basic aspects of home economics.

They apply basic knowledge, understanding and skills to plan and carry out simple investigations and tasks, with an awareness of the need for safety and precision. They modify their approach in the light of progress.

They review their evidence and draw basic conclusions.

# 7 THE WIDER CURRICULUM

## Key Skills

Key Skills are integral to the study of Home Economics: Child Development and may be assessed through the course content and the related scheme of assessment as defined in the specification. The following key skills can be developed through this specification at levels 1 and 2:

- Communication
- Problem Solving
- Information and Communication Technology
- Working with Others
- Improving Own Learning and Performance

Mapping of opportunities for the development of these skills against Key Skills evidence requirement is provided in 'Exemplification of Key Skills for Home Economics: Child Development', available on WJEC website.

## Opportunities for Use of Technology

Candidates are expected to make effective use of ICT in ways that are appropriate to the needs of the subject. Opportunities will arise in Controlled Assessment where they will be expected to find, select and synthesise information from a variety of primary and secondary sources. Opportunities will also arise during normal classroom activities to:

- use suitable database programs to interrogate pre-recorded information bases;
- use word processor and publishing packages;
- use graphic packages.

This work will generate evidence for assessing the ICT key skill.



## **Spiritual, Moral, Ethical, Social, Legislative, Economic and Cultural Issues**

This specification provides a framework and includes specific content through which individual courses may address spiritual, moral, ethical, social, cultural and other issues.

The specification provides opportunities for candidates to make judgements and decisions and will contribute substantially to their understanding of these issues.

There is ample scope for candidates to reflect on the significance and meaning of life; to recognise their own worth and value other individuals and communities; to express personal views and consider socially-accepted codes of behaviour within a culturally-diverse society. The following topics illustrate how these issues can be considered in this specification:

### **Spiritual issues**

- The family and the child.
- Social development – self confidence and self esteem.
- Conception and birth.

### **Moral and Ethical issues**

- Marriage and divorce.
- Acquisition of family values.
- Behavioural patterns and problems.

### **Social issues**

- Family roles.
- The role of supportive agencies.
- The influence of the pre-school environment.
- Social diversity/integration.

### **Legislative issues**

- Concepts of equal opportunities.
- Entitlements of individuals and families to provision of services.

### **Economic issues**

- Rights and responsibilities in relation to the family and the individual as a consumer.
- Roles and responsibilities of parenthood: discussion of cost in relation to food, clothing, toys, education, child care.

### **Cultural issues**

- Multicultural school environments.
- Multicultural dietary needs.

**Sustainable Development, Health and Safety considerations and European Development, consistent with international agreements**

**Sustainable Development**

Opportunities for the consideration of environmental issues will occur in this specification through the study of:

- environmental factors which influence a child's development, e.g. school, hospital;
- environmental issues influencing food choice;
- the value of pre-school education;
- sustainable life-styles.

**Health and Safety Considerations**

Health and Safety underpin all aspects of the specification and are expected to be an integral part of all teaching. Candidates will be expected to consider and apply these factors when carrying out their tasks/practical activities. Health and Safety must be addressed in the following areas of content:

- when demonstrating relevant practical and organisational skills;
- food safety and food hygiene when preparing and making food items within the home;
- accident prevention and protection in relation to the physical needs of the child; the value of immunisation programmes;
- the importance of a safe environment for play;
- survey/audit of risk assessment.

**European Developments**

This specification where appropriate supports environmental education, the European dimension and health education, consistent with current EC agreements. The approach conforms with the aspirations expressed in the 1998 Resolutions of the European Community and the Ministers of Education meeting within the Council, concerning the European dimension in education and environmental education, particularly those intended at the level of member states.