



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

General Certificate of Secondary Education

Home Economics: Child Development

3561

2010

Material accompanying this Specification

- Past Papers and Mark Schemes
- Reports on the Examination

SPECIFICATION

This specification will be published annually on the AQA Website (www.aqa.org.uk). If there are any changes to the specification centres will be notified in print as well as on the Website. The version on the Website is the definitive version of the specification.

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Background Information

1

The Revised General Certificate of Secondary Education

Following a review of the National Curriculum requirements and the establishment of the National Qualifications Framework, all the unitary awarding bodies revised their GCSE syllabuses for examination in 2003 onwards.

1.1 Changes at GCSE

Key Skills

All GCSE specifications must identify, as appropriate, opportunities for generating evidence on which candidates may be assessed in the “main” Key Skills of communication, application of number and information technology at the appropriate level(s). Also, where appropriate, they must identify opportunities for developing and generating evidence for addressing the “wider” Key Skills of working with others, improving own learning and performance and problem solving.

Spiritual, moral, ethical, social, cultural, environmental, health and safety and European issues

All specifications must identify ways in which the study of the subject can contribute to an awareness and understanding of these issues.

ICT

The National Curriculum requires that students should be given opportunities to apply and develop their ICT capacity through the use of ICT tools to support their learning. In each specification students will be required to make effective use of ICT in ways appropriate to the needs of the subject.

Tiering

In most subjects the scheme of assessment must include question papers, targeted at two tiers of grades, ie A* - D and C - G.

A safety net of an allowed Grade E will be provided for candidates entered for the higher tier who just fail to achieve Grade D. The questions will still be targeted at A* - D.

Citizenship

From 2002, candidates in England have been required to study Citizenship as a National Curriculum subject. Each GCSE specification must signpost, where appropriate, opportunities for developing knowledge, skills and understanding in Citizenship.

2

Specification at a Glance

Home Economics (Child Development)

This is one of three specifications in the subject offered by AQA. The other specifications available are:

Home Economics (Food and Nutrition)
Home Economics (Textiles)

There are two tiers of Assessment:

Foundation (G-C) and Higher (D-A*)

Foundation Tier
3561F
Higher Tier
3561H



GCSE 3561	
Written Paper	50% of total marks
Foundation Tier 1½ hours Short answer and structured questions Higher Tier 2 hours Short answer and structured/free response questions	
Coursework (Child Study)	50% of total marks
Foundation Tier and Higher Tier A child study occupying approximately 30 hours which must include both research/investigation and observational visits.	

3

Availability of Assessment Units and Entry Details

3.1 Availability of Assessment Units	Examinations based on this Specification are available in the June examination series only.				
3.2 Entry Codes	<p>Normal entry requirements apply, but the following information should be noted.</p> <p>The Subject Codes for entry to the GCSE award are</p> <table border="0" data-bbox="622 716 1516 806"> <tr> <td>Home Economics (Child Development)</td> <td>Foundation Tier 3561F</td> </tr> <tr> <td></td> <td>Higher Tier 3561H</td> </tr> </table>	Home Economics (Child Development)	Foundation Tier 3561F		Higher Tier 3561H
Home Economics (Child Development)	Foundation Tier 3561F				
	Higher Tier 3561H				
3.3 Prohibited Combinations	<p>Candidates entering for this examination are prohibited from entering any other GCSE Home Economics (Child Development) specification in the same examination series .</p> <p>Each specification is assigned to a national classification code, indicating the subject area to which it belongs.</p> <p>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.</p> <p>The classification code for this specification is 3330.</p>				
3.4 Private Candidates	This specification is available for private candidates. Private candidates should write to AQA for a copy of “ <i>Supplementary Guidance for Private Candidates?</i> ”.				
3.5 Access Arrangements and Special Consideration	<p>AQA pays due regard to the provisions of the Disability Discrimination Act 1995 in its administration of this specification.</p> <p>Arrangements may be made to enable candidates with disabilities or other difficulties to access the assessment. An example of an access arrangement is the production of a Braille paper for a candidate with a visual impairment. Special consideration may be requested for candidates whose work has been affected by illness or other exceptional circumstances.</p> <p>Further details can be found in the Joint Council for Qualifications (JCQ) document: <i>Access Arrangements and Special Consideration Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examination</i> <i>GCE, VCE, GCSE, GNVQ, Entry Level & Key Skills</i> This document can be viewed via the AQA web site (www.aqa.org.uk)</p>				

Applications for the access arrangements and special consideration should be submitted to AQA by the Examinations Officer at the centre.

3.6 Language of Examinations

All assessment will be through the medium of English. Assessment materials will not be provided in Welsh or Gaeilge.

Scheme of Assessment

4

Introduction

4.1 National Criteria

This AQA GCSE specification in Home Economics (Child Development) complies with the following:

- The GCSE Subject Criteria for Home Economics;
- The GCSE and GCE A/AS Code of Practice;
- The GCSE Qualification Specific Criteria;
- The Arrangements for the Statutory Regulation of External Qualifications in England, Wales and Northern Ireland: Common Criteria.

This specification does not conform to the relevant Northern Ireland Programme of Study and thus may be provided only in addition to other courses listed in the appropriate Circular from DENI.

4.2 Rationale

This course is concerned with the knowledge, skills and understanding required to form relevant and informed opinions about the birth and subsequent development of a child. Students will study and develop competencies in comprehension, analysis and interpretation of information. They will also be provided with opportunities to investigate, organise, communicate and evaluate, using appropriate problem-solving and decision-making skills.

The qualification is a recognised part of the National Qualifications framework. As such, GCSE provides progression through Key Stage 4 to form the basis for entry to advanced studies or career development.

4.3 Prior level of attainment and recommended prior learning

This specification builds on the knowledge, understanding and skills acquired in programmes of study at Key Stage 3 of the National Curriculum, including relevant sections of Personal Health and Social Education programmes which students may have experienced.

No prior learning is required for this qualification, but students must have sufficient skills, understanding and knowledge in the key skills of application of number, communication and information technology to cope with its demands. This is likely to require a basic level in literacy and numeracy.

There is no requirement for students to have studied Home Economics (Child Development) before commencing work on this specification and no prior knowledge of the subject is necessary. The course will, however, provide progression for students who have studied the Entry Level Certificate of Achievement in Home Economics: Child Development.

4.4 Progression

The specification will lay a basis for students wishing to progress to the GCE in Home Economics at Advanced Subsidiary or Advanced Level.

Vocational progression may also be achieved through study at an appropriate level of one of the following:

NVQs in Early Years Care and Education (Levels 2/3); Caring for Children and Young People (Level 3 only); Playwork (Levels 2/3).

Cache Diploma in Childcare and Education (NNEB); BTEC National Diploma in Early Years (Level 3).

The skills and knowledge acquired will be relevant and transferable to other settings, enhancing career opportunities or providing a coherent, satisfying and worthwhile course of study for students of various ages and from diverse backgrounds who may not progress to further study of the subject.

5

Aims

The aims set out below describe the educational purposes of following a course in Home Economics. Some of these aims are reflected in the assessment objectives, others are not, because they cannot be translated readily into measurable objectives. All, however, are essential for any Home Economics course.

A course based on this specification should encourage students to:

- a. increase their knowledge and understanding of human needs, the interdependence of individuals and groups, and the influence of social, cultural and economic factors;
- b. increase their awareness of the implications for home economics of rapid technological changes, the use of information and communication technology (ICT) and the growth of scientific knowledge and understanding, and develop their ability to respond effectively to such changes;
- c. foster a critical and analytical approach to decision-making and problem-solving in relation to the specified context;
- d. develop the knowledge and skills required for the effective and safe organisation and management of relevant resources.

6

Assessment Objectives

The scheme of assessment will require candidates to demonstrate their ability to:

6.1	Knowledge and Understanding	Recall and apply the knowledge and understanding specified in the specification.
6.2	Investigations and Tasks	<p>Plan and carry out investigations and tasks, using ICT where appropriate, in which candidates:</p> <ol style="list-style-type: none">identify issues and questions, assemble relevant information, examine evidence and hypothesise;select and use a range of appropriate home economics skills competently;gather, record, collate, analyse viewpoints, interpret and evaluate evidence;arrive at a personal viewpoint, make decisions, take action and evaluate investigations and tasks.
6.3	Quality of Written Communication	<p>Where candidates are required to produce extended written material in English, they will be assessed on the quality of written communication. Candidates will be required to:</p> <ul style="list-style-type: none">present relevant information in a form that suits its purposes;ensure that text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear. <p>Quality of written communication will be assessed in the written paper and the coursework.</p>

7

Scheme of Assessment

7.1 Assessment Units

The Scheme of Assessment comprises two components.

Written Paper	50% of total marks
Foundation Tier	1½ hours
Higher Tier	2 hours

The Foundation Tier written paper will require candidates to respond to short answer and structured questions. All questions will be compulsory.

The Higher Tier written paper will require candidates to respond to short answer, structured and free response questions. All questions will be compulsory.

Coursework (Child Study)	50% of total marks
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Candidates must submit one in-depth written piece of work based on a child study. This will require research and investigation and include observational visits made over a minimum of six months. It is recommended that coursework will occupy approximately 30 hours.

7.2 Weighting of Assessment Objectives

The approximate relationship between the relative percentage weighting of the Assessment Objectives (AOs) and the overall Scheme of Assessment is shown in the following table:

Assessment Objectives	Component Weightings (%)		Overall Weighting of AOs (%)
	Written Paper	Coursework	
Knowledge and Understanding	40	10	50
Investigations and Tasks	10	40	50
Overall Weighting of Components (%)	50	50	100

Candidates' marks for each assessment component are scaled to achieve the correct weightings.

Subject Content

8

Summary of Subject Content

The subject content of this specification has been divided into sections for ease of reference; however, students and teachers of child development will be aware of the interrelationship between the sections.

The Family

The Family

Planning a Family

Anatomy and Physiology of Reproduction

Pre-conceptual Care

Pregnancy

Preparations for the Birth and the Birth

Care of the Child

New-born Baby

Post-Natal Care of the Mother and Baby

Feeding and Nutrition

Hygiene

Environment

Child Care Provision

Medical Needs and Childhood Illness

Health and Services Personnel

Development of the Child

Physical Development

Intellectual Development

Emotional Development

Social Development

Play and Toys

Special Children

9

The Family

This section of the specification requires knowledge and understanding of the nature of the family, and the stages of pregnancy from conception to birth.

9.1 The Family

Understanding of the variation of family type and the definition of nuclear, extended, step and one-parent families.

Understanding of the responsibilities of the family and parenthood.

Understanding of the roles within the family and cultural variations in the development of the child.

Awareness of the possible effects of the breakdown of the family and fostering and adoption.

9.2 Planning a Family

Understanding of the factors to consider when planning a family including:

the stable relationship of parents;

parental age;

the impact of the child on the family;

size of family;

sibling relationships;

provision of the child's needs, love, security and shelter;

financial implications.

9.3 Anatomy and Physiology of Reproduction

Knowledge of the structure and function of the male and female reproductive systems, puberty, the menstrual cycle, hormones and methods of contraception.

9.4 Pre-conceptual Care

Understanding of the physical preparation for pregnancy and the importance of healthy eating, lifestyle and fitness.

Knowledge of immunity to rubella; hereditary genetic disorders; fertility and infertility.

9.5 Pregnancy

Knowledge and understanding of conception, embryonic formation and implantation, multiple pregnancies and genetic inheritance.

Knowledge of the signs and symptoms of pregnancy and miscarriage.

Knowledge of the structure and function of the placenta and the developmental stages of the foetus at 12, 24 and 36 weeks, function of amniotic fluid.

Knowledge of basic special dietary needs, including calcium, vitamin D, iron, vitamin C, protein and folic acid.

Understanding of the benefits of exercise, posture and rest.

Basic knowledge of the effects of smoking, alcohol, drugs and infectious diseases.

Knowledge and understanding of the concept of maternal health including ante-natal care, routine checks and specialised testing including amniocentesis, serum screening, afp tests, triple tests.

9.6 Preparations for the birth and the birth

Knowledge of the main processes involved to include the birth plan, delivery at home or hospital, preparation of the family for the baby's arrival and preparation for the physical needs of the baby, including provision of essential equipment.

Knowledge and understanding of the signs and stages of labour, pain relief/relaxation, types of birth and delivery and medical assistance during the birth, including induced birth, episiotomy, forceps, caesarean section, ventouse, breech.

10

Care of the Child

This section of the specification requires knowledge and understanding of the post-natal care required by mother and child, and the wider care of the developing child.

10.1 New-born Baby

Knowledge of typical appearance.

Knowledge and understanding of reflex responses including how to test them, the baby's responses and the information gained.

Understanding the importance of paediatric examination and knowledge of immediate tests.

Awareness of the needs of premature/small-for-dates babies and the provision of Special Care Baby Units.

10.2 Post-natal care of the Mother and Baby

Understanding of the post-natal examination, the role of midwife/health visitor and the support provided by family and community.

Knowledge of bonding, reasons for crying and actions to take.

Understanding of the nature of post-natal depression and the need to adjust lifestyles.

10.3 Feeding and Nutrition

How to make a formula milk feed and bottle feed a baby.

Knowledge of breast feeding and bottle feeding including nutritional comparisons.

When and how to start weaning.

Knowledge of the major nutritional requirements (Dietary Reference Values (D.R.Vs.)) including protein, fat, carbohydrate, vitamins and minerals (iron, calcium, sodium and phosphorus).

Knowledge of the sources of the major nutrients.

Knowledge and understanding of how the need for each nutrient changes with the age of the child.

Knowledge and understanding of the relationship between food habits and good health, and how to develop healthy eating habits.

Knowledge of the consequences of dietary imbalance/deficiency and common allergic reactions including rashes, headaches, hyperactivity and possible links to asthma.

10.4	Hygiene	<p>Knowledge and understanding of the methods and importance of sterilising equipment and the consequences of not doing so.</p> <p>Knowledge of the hygienic methods of changing, bathing, topping and tailing.</p> <p>Informed comparisons between types of nappies.</p> <p>Awareness of the need for clean textiles, toys and equipment.</p>
10.5	Environment	<p>Understanding of the importance of rest and sleep, fresh air and exercise.</p> <p>Knowledge and understanding of the choice and care of appropriate clothing and footwear.</p> <p>Understanding of the need for safety within the child's environment both indoor and outdoor, and in relation to pets, toys and equipment including cots, prams and car seats.</p> <p>Knowledge of accident prevention, simple first aid and safety requirements.</p>
10.6	Child Care Provision	<p>Knowledge of the roles of child minders and nannies.</p> <p>Knowledge of the statutory requirements of carers.</p> <p>Knowledge of the provision and function of day nurseries, pre-school playgroups and nursery schools and the relative merits of each available option.</p>
10.7	Medical Needs and Childhood Illness	<p>Knowledge of the vaccination and immunisation programme.</p> <p>Knowledge of the symptoms of common childhood diseases: measles, mumps, rubella, chicken pox, whooping cough, meningitis, tuberculosis.</p> <p>Knowledge of childhood illnesses: headaches, stomach upsets, earache, toothache.</p> <p>Knowledge of the vaccination and immunisation programme; childhood illnesses, diseases, the needs of the sick child at home and in hospital and basic first aid.</p>
10.8	Health and Services Personnel	<p>Knowledge of the role of GP, midwife, health visitor, obstetrician, gynaecologist, paediatrician.</p>

11

Development of the Child

This section of the specification requires knowledge and understanding of the ways in which the child develops and the factors which may influence this development.

11.1 Physical Development

Knowledge of growth, height and weight.

Understanding of the development of:

major motor skills: sitting, crawling, walking;

fine motor skills: hand-eye co-ordination, grasping, releasing.

Knowledge of other developmental “milestones”: teething, bladder and bowel control, learning to wash, feed and dress.

11.2 Intellectual Development

Consideration of nature and nurture.

Knowledge of the factors which help/hinder development, including stimulation, encouragement, support and provision of opportunity.

Knowledge of how children learn, and the development of communication and language skills. Speech development, including prelinguistic stage (biological, reflexive, vegetative and reduplicated noises), holophrase, echolalia, pivot wording and telegraphic speech.

Knowledge of concept development, including number, pre-reading skills and colour recognition.

11.3 Emotional Development

Understanding of the importance of love, security and discipline, bonding and secure relationships.

Knowledge of common behaviour patterns, tantrums, comfort habits, regression, and stress factors. Ways of discouraging unwanted patterns of behaviour.

Understanding of how to encourage independence.

11.4 Social Development

Knowledge of how values and social skills are acquired through relationships with adults, siblings, friends, wider family, carers, peer group.

Knowledge of the acquisition of social skills including co-operation, manners, sharing and the development of the concept of right and wrong.

Understanding of the benefits of wider social experiences, including pre-school groups, nurseries, family outings, holidays.

11.5 Play and Toys

Knowledge and understanding of the relationship between learning and play.

Knowledge of: stages of play, including solitary, parallel and co-operative; types of play including creative, intellectual, physical, imaginative; benefits of play including physical, intellectual, emotional and social.

Understanding of the use and suitability of toys, books, playthings and materials and the suitability of toys to the stage of development.

11.6 Special Children

Knowledge of physical and mental disabilities and their causes, including cerebral palsy, cystic fibrosis, autism, sensory impairment, developmental delay.

Understanding of the problems of gifted children and those with specific learning difficulties, including dyslexia.

Understanding of the effects on the family.

Knowledge of statutory/voluntary provision within the community.

Key Skills and Other Issues

12

Key Skills – Teaching, Developing and Providing Opportunities for Generating Evidence

12.1 Introduction

The Key Skills Qualification requires candidates to demonstrate levels of achievement in the Key Skills of *Application of Number, Communication and Information Technology*.

The units for the ‘wider’ Key Skills of *Improving own Learning and Performance, Working with Others* and *Problem-Solving* are also available. The acquisition and demonstration of ability in these ‘wider’ Key Skills is deemed highly desirable for all candidates, but they do not form part of the Key Skills Qualification.

Copies of the Key Skills Units may be downloaded from the QCA web site (<http://www.qca.org.uk/keyskills>).

The units for each Key Skill comprise three sections:

- A What you need to know.
- B What you must do.
- C Guidance.

Candidates following a course of study based on this specification for Home Economics (Child Development) can be offered opportunities to develop and generate evidence of attainment in aspects of the Key Skills of *Application of Number, Communication, Information Technology, Improving own Learning and Performance, Working with Others* and *Problem-Solving*. Areas of study and learning that can be used to encourage the acquisition and use of Key Skills, and to provide opportunities to generate evidence for Part B of the units, are signposted below.

12.2 Key Skills Opportunities in Home Economics (Child Development)

There are opportunities for developing and generating evidence of the application of **all** the main and ‘wider’ Key Skills in this course, both in preparation for the written paper and in the coursework, as illustrated below.

Application of Number Level 1

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content			
	The Family	Care of the Child	Development of the Child	Coursework
N1.1 Interpret information from different sources	✓	✓	✓	✓
N1.2 Carry out calculations	✓	✓	✓	✓
N1.3 Interpret results and present findings	✓	✓	✓	✓

Application of Number Level 2

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content			
	The Family	Care of the Child	Development of the Child	Coursework
N2.1 Interpret information from different sources	✓	✓	✓	✓
N2.2 Carry out calculations	✓	✓	✓	✓
N2.3 Interpret results and present findings	✓	✓	✓	✓

Communication Level 1

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content			
	The Family	Care of the Child	Development of the Child	Coursework
C1.1 Take part in discussions	✓	✓	✓	✓
C1.2 Read and obtain information	✓	✓	✓	✓
C1.3 Write different types of documents	✓	✓	✓	✓

Communication Level 2

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content			
	The Family	Care of the Child	Development of the Child	Coursework
C2.1a Contribute to discussions	✓	✓	✓	✓
C2.2b Give a short talk	✓	✓	✓	✓
C2.2 Read and summarise information	✓	✓	✓	✓
C2.3 Write different types of documents	✓	✓	✓	✓

Information Technology Level 1

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content			
	The Family	Care of the Child	Development of the Child	Coursework
IT1.1 Find, explore and develop information	✓	✓	✓	✓
IT1.2 Present information, including text, numbers and images	✓	✓	✓	✓

Information Technology Level 2

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content			
	The Family	Care of the Child	Development of the Child	Coursework
IT2.1 Search for and select information	✓	✓	✓	✓
IT2.2 Explore and develop information and derive new information	✓	✓	✓	✓
IT2.3 Present combined information, including text, numbers and images	✓	✓	✓	✓

Improving own Learning and Performance Level 1

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content			
	The Family	Care of the Child	Development of the Child	Coursework
LP1.1 Confirm short-term targets and plan how these will be met	✓	✓	✓	✓
LP1.2 Follow plan to meet targets and improve performance	✓	✓	✓	✓
LP1.3 Review progress and achievements	✓	✓	✓	✓

Improving Own Learning and Performance Level 2

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content			
	The Family	Care of the Child	Development of the Child	Coursework
LP2.1 Help set short-term targets and plan how these will be met	✓	✓	✓	✓
LP2.2 Use plan and support from others, to meet targets	✓	✓	✓	✓
LP2.3 Review progress and identify evidence of achievements	✓	✓	✓	✓

Working with Others Level 1

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content			
	The Family	Care of the Child	Development of the Child	Coursework
WO1.1 Confirm what needs to be done and who is to do it	✓	✓	✓	✓
WO1.2 Work towards agreed objectives	✓	✓	✓	✓
WO1.3 Identify progress and suggest improvements	✓	✓	✓	✓

Working with Others Level 2

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content			
	The Family	Care of the Child	Development of the Child	Coursework
WO2.1 Plan work and confirm working arrangements	✓	✓	✓	✓
WO2.2 Work cooperatively towards achieving identified objectives	✓	✓	✓	✓
WO2.3 Exchange information on progress and agree ways of improving work with others	✓	✓	✓	✓

Problem-Solving Level 1

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content			
	The Family	Care of the Child	Development of the Child	Coursework
PS1.1 Confirm understanding of given problems	✓	✓	✓	✓
PS1.2 Plan and try out ways of solving problems	✓	✓	✓	✓
PS1.3 Check if problems have been solved and describe the results	✓	✓	✓	✓

Problem-Solving Level 2

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content			
	The Family	Care of the Child	Development of the Child	Coursework
PS2.1 Identify problems and come up with ways of solving them	✓	✓	✓	✓
PS2.2 Plan and try out options	✓	✓	✓	✓
PS2.3 Apply given methods to check if problems have been solved and describe the results	✓	✓	✓	✓

12.3 Further Guidance

More specific guidance and examples of tasks that can provide evidence of single Key Skills, or composite tasks that can provide evidence of more than one Key Skill are given in the AQA specification support material, particularly the Teachers' Guide.

Spiritual, Moral, Ethical, Social, Cultural and Other Issues

13.1 Spiritual, Moral, Ethical, Social, Cultural and Other Issues

The study of Home Economics (Child Development) should contribute substantially to students' understanding of spiritual, moral, ethical, social and cultural issues, including recognising and valuing human differences and the diversity of values and attitudes to be found in a multicultural society.

Spiritual

Students will have the opportunity to consider and discuss questions relating to the meaning of life, the nature of humanity and the recognition of individual worth. These concepts permeate the study of Child Development, and will develop naturally from the sense of awe and wonder engendered by the birth and development of a child. (Section 9: *The Family*; Section 10: *Care of the Child*; Section 11: *Development of the Child*).

Moral and Ethical

Students should be encouraged to recognise and understand that values, attitudes and beliefs in what is right or wrong, good or bad, will differ in both individuals and communities. These issues will impact directly on the day-to-day decisions that have to be made by parents, or those considering parenthood, with regard to their responsibilities towards their child. (Section 9: *The Family*; Section 10: *Care of the Child*; Section 11: *Development of the Child*).

Social and Cultural

Students should be encouraged to consider the values, attitudes and roles of people that prevail in societies and communities. They should understand and respect different approaches to child development and how these are influenced by the society or community into which a child is born. Questions of parents' responsibilities, attitudes to child care and the provision of communal services will be particularly relevant. Opportunities also exist to consider questions of group identity, belonging and behaviour which directly influence both parents and children. A discussion of the ways in which children are brought up in different cultures will be both interesting and valuable. (Section 9.1: *The Family*; Section 9.2: *Planning a Family*; Section 10.2: *Post-natal care of the Mother and Baby*; Section 10.6: *Child Care Provision*; Section 11.4: *Social Development*).

13.2 European Dimension

AQA has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification and associated specimen papers.

The specification provides opportunities to introduce students to European developments and their consequences in the field of child development. The completion of a single market has brought many direct and indirect benefits to consumers, such as greater choice and lower prices for many goods and services and greater assurance about the quality and safety of imported products.

EC legislation has been enacted with regard to

- packaging and labelling of food products
- misleading advertising
- toys.

In the area of *Care of the Child* (Section 10) students should be aware that common standards have been agreed on food colourings, preservatives and additives which are only permitted if they pose no risk to consumer health and are technically necessary. EC law ensures that all food products carry clear price labels, sell by and use by dates, lists of ingredients and nutritional information. *Feeding and Nutrition*. (Section 10.3).

There are specific EU directives covering groups of products, including for example, toys and pushchairs. Specific legislation defines the physical, mechanical, chemical and inflammability requirements of all toys marketed in the European Union. It also sets out the minimum information which must be provided to the consumer. A toy's conformity with the safety requirements must be indicated using the 'CE' label. These issues will be of relevance to Section 10.5: *Environment*; Section 11.5 *Play and Toys*.

Students should also be aware that no major EC legislation on issues as described above is enacted without agreement in the Council of Ministers where all national governments take the decisions which affect the consumer.

Further information may be obtained on relevant EU issues at the website <http://www.europa.eu.int>

13.3 Environmental Issues

AQA has taken account of the 1988 Resolution of the Council of the European Community and the Report "*Environmental Responsibility: An Agenda for Further and Higher Education*" 1993 in preparing this specification and associated specimen papers.

Environmental issues should be introduced, where appropriate, into the delivery of the subject content. Terminology with which students should be familiar from media reports will include air pollution, recycling, healthy living, food safety etc. and such issues may be explored further when considering the needs of mother and child.

Environmental issues could be linked to developments within the European Union where steps have been taken to encourage consumers to buy environmentally-friendly products and promote the further development of products that do not harm the environment. For example, the EC eco-labelling scheme approves environmentally-sound domestic products, e.g. laundry detergents, shoes and textiles which pass a life-cycle analysis of production, marketing, use and disposal.

In a recent Eurobarometer Survey, 82% of consumers believed that environmental improvement is an immediate and urgent problem. High on the list of actions supported by the public were those relating to food preparation and waste disposal /sorting for recycling, saving water and buying environmentally-friendly products.

Such issues may be explored in relation to specific sections of the subject content (e.g. 10.4: *Hygiene*; 10.5: *Environment*).

13.4 Citizenship

Within this specification there are opportunities for students to develop an awareness of social and moral responsibilities to enhance their understanding and appreciation of citizenship issues.

Questions of child development and the role of parents affect one's responsibility as an individual and as a member of society. Students will be able to consider the role of government, statutory institutions and voluntary bodies in giving health care and nutritional advice, establishing child care provision and monitoring procedures and defining the legal rights of both parents and children (e.g. Section 9.1: *The Family*; Section 9.2: *Planning a Family*; Section 9.4: *Pre-conceptual Care*; Section 10: *Care of the Child*; Section 10.6 *Child Care Provision*).

The need to provide for the physical, intellectual, emotional and social development of children may also be extended to introduce social and economic matters and help foster an awareness of a citizen's rights and responsibilities for others. (e.g. Sections 11.1 to 11.4: *Physical, Intellectual, Emotional and Social Development*).

Opportunities exist to explore issues of human diversity when students examine how social, cultural and religious influences impact upon different approaches to bringing up children, and preparing them to play their part in society. Attitudes and responsibilities as citizens to children with disabilities may also be explored. (e.g. Section 11.4; *Social Development*; Section 11.6 : *Special Children*).

Knowledge and understanding of environmental factors may be enhanced by considering some of the issues surrounding the need for a healthy and safe environment in which children can develop, and how, in turn, these may become linked to political activity by individuals or pressure groups. (e.g. Section 10.5: *Environment*)

Coursework investigations will promote the skills of enquiry and allow for participation and co-operation with others when planning work and gathering evidence.

13.5 Avoidance of Bias

AQA has taken great care in the preparation of this specification and associated specimen papers to avoid bias of any kind.

Home Economics (Child Development) offers opportunities to discuss and discourage sexual stereotyping in Section 11.4: *Social Development*.

13.6 Health and Safety

Questions of Health and Safety are clearly relevant within this specification, where the subject content includes the responsibilities and role of parents in bringing up a child in a safe and secure environment.

Students should be aware of the risks and hazard factors of the home environment and the relevant health and safety factors which can make for a safe environment for a child. Legislation relating to food production, the provision of non-flammable items of clothing and furnishing and the manufacture of toys and pushchairs, car seats etc. may be considered.

Such issues may be linked to appropriate EC legislation which relates to Health and Safety issues. For example, since January 1990 all toys placed on the market must comply with the safety requirements defined by Community legislation. This will include guarantees of manufacture to a well-defined standard and warnings of the type 'Not suitable for children under three years'.

Direct references to such Health and Safety matters may be made in Section 10.3: *Feeding and Nutrition*; Section 10.5: *Environment*; Section 11.5: *Play and Toys*.

13.7 ICT

Within this specification students will have opportunities to apply and develop their ICT capabilities through the practical use of ICT tools to support their learning. The level to which the use of ICT is developed will depend in part upon the teaching styles and methods used to deliver the subject content, the opportunities available at the centre and the abilities of the students.

Suitable occasions may be found, within each section of the subject content, to use ICT skills to find and develop information and present findings in a variety of appropriate formats. Students should be provided with opportunities to support their work by

- using the Internet/CD-ROMS/databases/software packages to obtain, select and manipulate information, e.g. on medical advice in pregnancy (Section 9.4: *Pre-conceptual Care*; Section 9.5: *Pregnancy*); on current nutritional advice for babies (Section 10.3: *Feeding and Nutrition*); on the variety of child care provision (Section 10.6: *Child Care Provision*);
 - presenting results from investigations using ICT tools to amend and refine their work and enhance its quality and accuracy, e.g. on nutritional requirements in relation to age (Section 10.3: *Feeding and Nutrition*);
-

- exchanging and sharing information, both directly and through electronic media, e.g. when discussing/presenting findings from research on a topic such as the incidence of childhood diseases (Section 10.7: *Medical Needs and Childhood Illness*);
- finding things out from a variety of sources, selecting and synthesising the information to meet their needs and developing an ability to question its accuracy, bias and plausibility, e.g. when undertaking investigations and planning for a child study, e.g. on the theme of toys and books (Section 15.5: *Focus areas for research/investigation and observations*).

Further specific opportunities for students to use ICT skills will be found in the Teachers' Guide.

Centre-Assessed Component

14

Nature of the Centre-Assessed Component

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|------|-----------------------------|--|
| 14.1 | Nature of coursework | The coursework is an in-depth study of the development of a single child between 0-5 years made over a period of at least six months. The study will comprise both research/investigation and observations. |
| 14.2 | Written element | Each candidate must produce a written folio, on A4 paper, which records in an appropriate manner, the research, collected findings, analysis and conclusions, using ICT as appropriate. The folio will also include the plans for the related research work. |
| 14.3 | Research | The research will focus on a relevant area of child development which will be observed during the observational visits. |
| 14.4 | Time | It is recommended that the coursework will occupy approximately 30 hours. |
-

15

Guidance on Setting the Centre-Assessed Component

15.1 Definition of the Child Study

Candidates must submit for assessment purposes one Child Study, which should include organised evidence of performance measured against the assessment criteria as outlined in sections 16.3 to 16.8.

The Child Study will involve research/investigation and observational visits of a single child between 0-5 years on which candidates should spend approximately 30 hours.

The Child Study should take place over a period of six months minimum.

15.2 Nature of the Child Study

The Child Study will involve candidates in both written and practical work. The nature and quantity of written work may vary according to the type of research/observation undertaken, but should include the following items:

- a. a statement of the research/observation to be undertaken
 - b. relevant factors and priorities
 - c. evidence of testing, observing, recording decisions, analysing viewpoints with supporting reasons. Additional relevant materials may be included, e.g. photographs, examples of a child's work
 - d. appropriate forms of research, e.g. practical work, testing, IT-produced reference data, questionnaires, interviews etc.
 - e. an observational study to include:
 - an introductory visit
 - to identify the stage of development the child has reached
 - to decide upon the focus for research during the observational visits
 - six further visits over a period of six months to cover planning, observations and research.
-

15.3 Group work

It is permissible for candidates to work in groups, for example to collect information. Centres must ensure, however, that candidates provide individual and separate evidence of their findings, analyses, evaluations and practical implementations, so that the requirements in the specification are met.

15.4 Teacher assistance

Teachers may give assistance, in order not to restrict candidates' possible achievement. This additional help should be included on the Candidate Record Form. The marking criteria also provide for any extra help to be taken into account when work is assessed.

**15.5 Focus areas for research/
investigation and
observations**

These will be concerned with the physical, intellectual, emotional and social development of the child which may be explored through a range of themes e.g.:

- play
- toys/books
- creativity
- speech
- concepts
- parent(s) and child
- playgroups/nurseries/childminders
- safety
- healthy eating

15.6 Support Material

Further examples of possible research/observation are included in the *Teachers' Guide*. Other material to support teachers will be produced for the annual teachers' meetings in the Autumn Term.

15.7 Coursework Advisers

Coursework Advisers will be available to assist centres with any matters relating to coursework. Details will be provided when AQA knows which centres are following the specification.

16

Assessment Criteria

16.1 Introduction The complete coursework of each candidate will be marked according to criteria set out below in sections 16.3 to 16.8.

16.2 Criteria Organising the Assessment Objectives in this way is intended to enable teachers to adhere closely to the assessment criteria as the skills assessed by each criterion are closely related. It also allows the marking scheme for each criterion to follow a level of response approach with the marking band for each level spanning a maximum of 7 marks.

16.3 Knowledge and Understanding

Marks

17-20 Work will show sound factual knowledge and clear understanding of the inter-relationship of subject matter. Specialist terms will be used with accuracy and understanding. There will be evidence of ability to formulate coherent and logical opinion based on sound evidence.

11-16 Work will exhibit a significant amount of accurate and relevant knowledge with a basic grasp of the interrelationship of subject matter. There will be good use of specialist terminology. Opinions will be supported with evidence.

6-10 Work will show recall of knowledge but will lack breadth and detailed understanding. There will be an ability to use specialist terms but some inaccuracy in their use; the candidate at this level will show evidence of general rather than detailed knowledge. Opinions will be supported with some evidence.

1-5 Work shows limited recall of factual knowledge at a minimal level of understanding. There will be little evidence of specialist terminology.

0 No work worthy of credit.

16.4 Identify issues and questions, assemble relevant information, examine evidence

Marks

17-20 The candidate can identify and describe all aspects of the work clearly and concisely, give full justification for their importance and where appropriate, hypothesise. The candidate can also define criteria on which to base possible solutions and clearly justify their solutions.

- 11-16 The candidate can identify and describe the main aspects of the work and give some justification for their importance and where appropriate, hypothesise. The candidate can also define simple criteria on which to base possible solutions and justify their selection.
- 6-10 The candidate can identify and describe clearly the simple aspects of the work without help, and select a possible solution.
- 1-5 Although analysis of the factors involved will be very limited the candidate can, with guidance, identify and describe the main aspects of the work and suggest a possible solution.
- 0 No work worthy of credit

16.5 Select and use a range of appropriate home economics skills competently.

The range of home economics skills relevant to the child study will include:

- using appropriate research techniques
- observing
- testing
- recording results and decisions
- using ICT to support research and presentation
- working independently

Marks

- 16-20 The candidate has carried out the planned work in an independent manner. The candidate can execute a good range of the appropriate skills/processes to a high standard.
- 11-15 The candidate has carried out the planned work mainly independently. The candidate can execute a good range of the appropriate skills/processes to a good standard.
- 6-10 The candidate has carried out the planned work with only occasional assistance. The candidate can execute a range of the appropriate skills/processes to a satisfactory standard.
- 1-5 The candidate has carried out the planned work but will have required frequent assistance. The candidate can only execute simple skills/processes.
- 0 No work worthy of credit.

16.6 Gather, record, collate, analyse viewpoints, interpret and evaluate evidence.

Marks

- 19-25 The candidate has gathered information from a wide range of sources. A high standard of presentation and organisation has been demonstrated using a wide range of suitable techniques. Interpretation and evaluation are thorough and objective. The candidate has worked independently throughout.
- 12-18 The candidate has gathered information from a variety of sources. A good attempt has been made to record, collate, interpret and evaluate using appropriate techniques.
- 6-11 The candidate has gathered information from more than one source. Evidence of recording, collation, and interpretation and evaluation will be limited.
- 1-5 The candidate has gathered a limited amount of information. Evidence of recording, collation, interpretation and evaluation will be minimal. Assistance will have been required.
- 0 No work worthy of credit.

16.7 Arrive at a personal viewpoint, make decisions, take action and evaluate investigations and tasks.

Marks

- 12-15 The candidate has given a clear personal viewpoint, taken logical decisions throughout, made a critical and effective evaluation of all aspects of the work and taken appropriate action.
- 9-11 The candidate has given a personal viewpoint, taken some logical decisions, made a reasonable evaluation of most aspects of the work and generally taken appropriate action.
- 5-8 The candidate has made an attempt to give a personal viewpoint, taken some decisions which may not always be logical, made an attempt to evaluate some aspects of the work and taken some appropriate action.
- 1-4 The candidate's personal viewpoint may be limited in application and some decisions taken may not be appropriate. The attempt to evaluate some aspects of the work may sometimes be simplistic and the action taken of limited applicability.
- 0 No work worthy of credit.
-

16.8 Quality of Written Communication

Marks

- 4-5** Information is clearly and logically presented using an appropriate form. The text is legible. The candidate spells, punctuates and uses the rules of grammar accurately, enabling the meaning to be understood clearly.
- 2-3** Information is presented in an appropriate form. The text is legible. The candidate generally spells, punctuates and uses the rules of grammar accurately, although there may be some errors. The meaning is clear.
- 1** Some of the information presented is in an appropriate form. Generally the text is legible. Although there are errors in spelling, punctuation and grammar, the candidate's meaning can be understood.
- 0** The candidate has failed to reach the standard required for the award of 1 mark.

16.9 Evidence to Support the Award of Marks

Teachers should keep records of their assessments during the course in a form which facilitates the complete and accurate submission of the final assessments at the end of the course.

When the assessments are complete, the marks awarded under each of the assessment criteria must be entered on the Candidate Record Form, with supporting information given in the spaces provided. A specimen Candidate Record Form appears in Appendix B; the exact design may be modified before the operational version is issued and the correct year's Candidate Record Forms should always be used.

17 Supervision and Authentication

- | | |
|---|---|
| 17.1 Supervision of Candidates' Work | Candidates' work for assessment must be undertaken under conditions which allow the teacher to supervise the work and enable the work to be authenticated. If it is necessary for some assessed work to be done outside the centre, sufficient work must take place under direct supervision to allow the teacher to authenticate each candidate's whole work with confidence. |
| 17.2 Guidance by the Teacher | The work assessed must be solely that of the candidate concerned. Any assistance given to an individual candidate which is beyond that given to the group as a whole must be recorded on the Candidate Record Form. |
| 17.3 Unfair Practice | At the start of the course, the supervising teacher is responsible for informing candidates of the AQA Regulations concerning malpractice. Candidates must not take part in any unfair practice in the preparation of coursework to be submitted for assessment, and must understand that to present material copied directly from books or other sources without acknowledgement will be regarded as deliberate deception. Centres must report suspected malpractice to AQA. The penalties for malpractice are set out in the AQA Regulations. |
| 17.4 Authentication of Candidates' Work | Both the candidate and the teacher are required to sign declarations confirming that the work submitted for assessment is the candidate's own. The teacher declares that the work was conducted under the specified conditions, and records details of any additional assistance. |

18

Standardisation

18.1 Standardising Meetings

Annual standardising meetings will usually be held in the autumn term. Centres entering candidates for the first time must send a representative to the meetings. Attendance is also mandatory in the following cases:

- where there has been a serious misinterpretation of the specification requirements;
- where the nature of coursework tasks set by a centre has been inappropriate;
- where a significant adjustment has been made to a centre's marks in the previous year's examination.

After the first year, attendance is at the discretion of centres. At these meetings support will be provided for centres in the development of appropriate coursework tasks and assessment procedures.

18.2 Internal Standardisation of Marking

The centre is required to standardise the assessments across different teachers and teaching groups to ensure that all candidates at the centre have been judged against the same standards. If two or more teachers are involved in marking a component, one teacher must be designated as responsible for internal standardisation. Common pieces of work must be marked on a trial basis and differences between assessments discussed at a training session in which all teachers involved must participate. The teacher responsible for standardising the marking must ensure that the training includes the use of reference and archive materials such as work from a previous year or examples provided by AQA. The centre is required to send to the moderator the Centre Declaration Sheet, duly signed, to confirm that the marking of centre-assessed work at the centre has been standardised. If only one teacher has undertaken the marking, that person must sign this form.

A specimen Centre Declaration Sheet appears in Appendix B.

19

Administrative Procedures

- 19.1 Recording Assessments** The candidates' work must be marked according to the assessment criteria set out in Sections 16.3 to 16.8. The marks and supporting information must be recorded in accordance with the instructions in Section 16.9. The completed Candidate Record Form for each candidate must be attached to the work and made available to AQA on request.
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- 19.2 Submitting Marks and Sample Work for Moderation** The total component mark for each candidate must be submitted to AQA on the mark sheets provided or by Electronic Data Interchange (EDI) by the specified date. Centres will be informed which candidates' work is required in the samples to be submitted to the moderator.
-
- 19.3 Factors Affecting Individual Candidates** Teachers should be able to accommodate the occasional absence of candidates by ensuring that the opportunity is given for them to make up missed assessments.
- Special consideration should be requested for candidates whose work has been affected by illness or other exceptional circumstances. Information about the procedure is issued separately.
- If work is lost, AQA should be notified immediately of the date of the loss, how it occurred, and who was responsible for the loss. AQA will advise on the procedures to be followed in such cases.
- Where special help which goes beyond normal learning support is given, AQA must be informed so that such help can be taken into account when assessment and moderation take place.
- Candidates who move from one centre to another during the course sometimes present a problem for a scheme of internal assessment. Possible courses of action depend on the stage at which the move takes place. If the move occurs early in the course the new centre should take responsibility for assessment. If it occurs late in the course it may be possible to accept the assessments made at the previous centre. Centres should contact AQA at the earliest possible stage for advice about appropriate arrangements in individual cases.
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- 19.4 Retaining Evidence and Re-Using Marks** The centre must retain the work of all candidates, with Candidate Record Form attached, under secure conditions, from the time it is assessed, to allow for the possibility of an enquiry upon results. The work may be returned to candidates after the issue of results provided that no enquiry upon results is to be made which will include re-moderation of the coursework component. If an enquiry upon results is to be made, the work must remain under secure conditions until requested by AQA.
- Candidates re-taking the examination may carry forward their moderated coursework marks. These marks have a shelf-life which is limited only by the shelf-life of the specification, and they may be carried forward an unlimited number of times within this shelf life.
-

Moderation

20.1 Moderation Procedures

Moderation of the coursework is by inspection of a sample of candidates' work, sent by post from the centre to a moderator appointed by AQA. The centre marks must be submitted to AQA and the sample of work must reach the moderator by the specified date in the year in which the qualification is awarded.

Following the re-marking of the sample work, the moderator's marks are compared with the centre marks to determine whether any adjustment is needed in order to bring the centre's assessments into line with standards generally. In some cases it may be necessary for the moderator to call for the work of other candidates. In order to meet this possible request, centres must have available the coursework and Candidate Record Form of every candidate entered for the examination and be prepared to submit it on demand. Mark adjustments will normally preserve the centre's order of merit, but where major discrepancies are found, AQA reserves the right to alter the order of merit.

20.2 Post-Moderation Procedures

On publication of the GCSE results, the centre is supplied with details of the final marks for the coursework component.

The candidates' work is returned to the centre after the examination with a report form from the moderator giving feedback to the centre on the appropriateness of the tasks set, the accuracy of the assessments made, and the reasons for any adjustments to the marks.

Some candidates' work may be retained by AQA for archive purposes.

Awarding and Reporting

21 Grading, Shelf-Life and Re-Sits

21.1	Qualification Titles	The qualification based on this specification has the following title: AQA GCSE Home Economics (Child Development).
21.2	Grading System	<p>The qualification will be graded on an 8 point grade Scale A*, A, B, C, D, E, F, G. Candidates who fail to reach the minimum standard for grade G will be recorded as U (unclassified) and will not receive a qualification certificate.</p> <p>Candidates must be entered for either the Foundation Tier or Higher Tier. For candidates entered for the Foundation Tier, grades C–G are available. For candidates entered for the Higher Tier A*–D are available. There is a safety net for candidates entered for the Higher Tier, where an allowed Grade E will be awarded when candidates just fail to achieve Grade D. Candidates who fail to achieve a Grade E on the Higher Tier or Grade G on the Foundation Tier will be reported as unclassified.</p>
21.3	Minimum Requirements	Candidates will be graded on the basis of work submitted for assessment.
21.4	Carrying Forward of Centre-Assessed Marks	Candidates re-taking the examination may carry forward their moderated coursework marks. These marks have a shelf-life which is limited only by the shelf-life of the specification, and they may be carried forward an unlimited number of times within this shelf life.
21.5	Awarding and Reporting	This specification complies with the grading, awarding and certification requirements of the current GCSE, GCE, VCE and GNVQ Code of Practice and will be revised in the light of any subsequent changes for future years.

Appendices

A

Grade Descriptions

The following grade descriptions indicate the level of attainment characteristic of the given grade at GCSE. They give a general indication of the required learning outcomes at each specific grade. The descriptions should be interpreted in relation to the content outlined in 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 (as in section 6) overall. Shortcomings in some aspects of the examination may be balanced by better performances in others.

Grade A Candidates recall and apply knowledge and understanding of complex home economics issues. They select appropriately and use information from primary and secondary sources. They recall accurately and apply competently complex scientific knowledge.

Candidates plan and carry out independently a wide range of activities, investigations and tasks involving the systematic use of complex information selected from a wide variety of sources, leading to the development of a range of testable hypotheses or the identification and detailing of a range of issues. They can set out their own and others' viewpoints and/or select hypotheses for further investigation by making reasoned and justified decisions regarding relevant key issues and available resources. They plan work with a high degree of precision and building in critical evaluation when appropriate. Candidates demonstrate, when relevant, a high level of competence in selection and management of a wide variety of resources, including ICT, tools and equipment. They systematically analyse the evidence available, presenting information clearly, accurately and precisely, leading to carefully reasoned and appropriate conclusions.

Grade C Candidates recall and apply knowledge and understanding of relevant home economics issues. They select appropriately and use information mainly from secondary sources. They recall and apply relevant scientific knowledge.

Candidates plan and carry out a range of activities, investigations and tasks with only limited assistance, involving the careful use of information selected from a wide variety of sources. They can identify clearly and develop a number of issues or testable hypotheses.

They can express their viewpoints, select hypotheses for further investigation, make reasoned and justified decisions regarding relevant key issues and available resources, planning work carefully and building in some opportunities for critical evaluation. When relevant, candidates show discrimination in the selection and management of a wide variety of resources, including ICT, tools and equipment. They analyse some of the evidence available, presenting information clearly, with some evidence of accuracy and precision, leading to appropriate conclusions.

Grade F Candidates recall knowledge and understanding of basic home economics issues. They use information from secondary sources and recall basic scientific knowledge.

Candidates plan and carry out a range of activities, investigations and tasks for which some support and guidance have been provided. They make use of information from a limited range of sources, either by attempting to state hypotheses, some of which will be testable, or by identifying and exploring issues. They plan a course of action which meets minimum requirements. When relevant, candidates select and use a range or resources, including ICT, tools and equipment. They collect a range of evidence, leading to restricted conclusions, evaluation and analysis, and express limited views on the issues identified.

B

Record Forms

Candidate Record Forms, Centre Declaration Sheets are available on the AQA website in the Administration area. They can be accessed via the following link http://www.aqa.org.uk/admin/p_course.php

C

Overlaps with other Qualifications

GNVQ Health and Social Care

Foundation Level:

Unit 1: *Investigating health, social care and early years services*

Unit 2: *Understanding health and well-being*

Unit 3: *Understanding personal development and relationships*

Unit 4: *Investigating common hazards and health emergencies*

Unit 6: *Exploring recreational activities for clients*

Unit 7: *Exploring physical care*

Intermediate Level:

Unit 1: *Health, social care and early years provision*

Unit 2: *Promoting health and well-being*

Unit 3: *Understanding personal development*

Unit 9: *Creative activities for health and well-being*

Unit 8: *The development and care of children*