

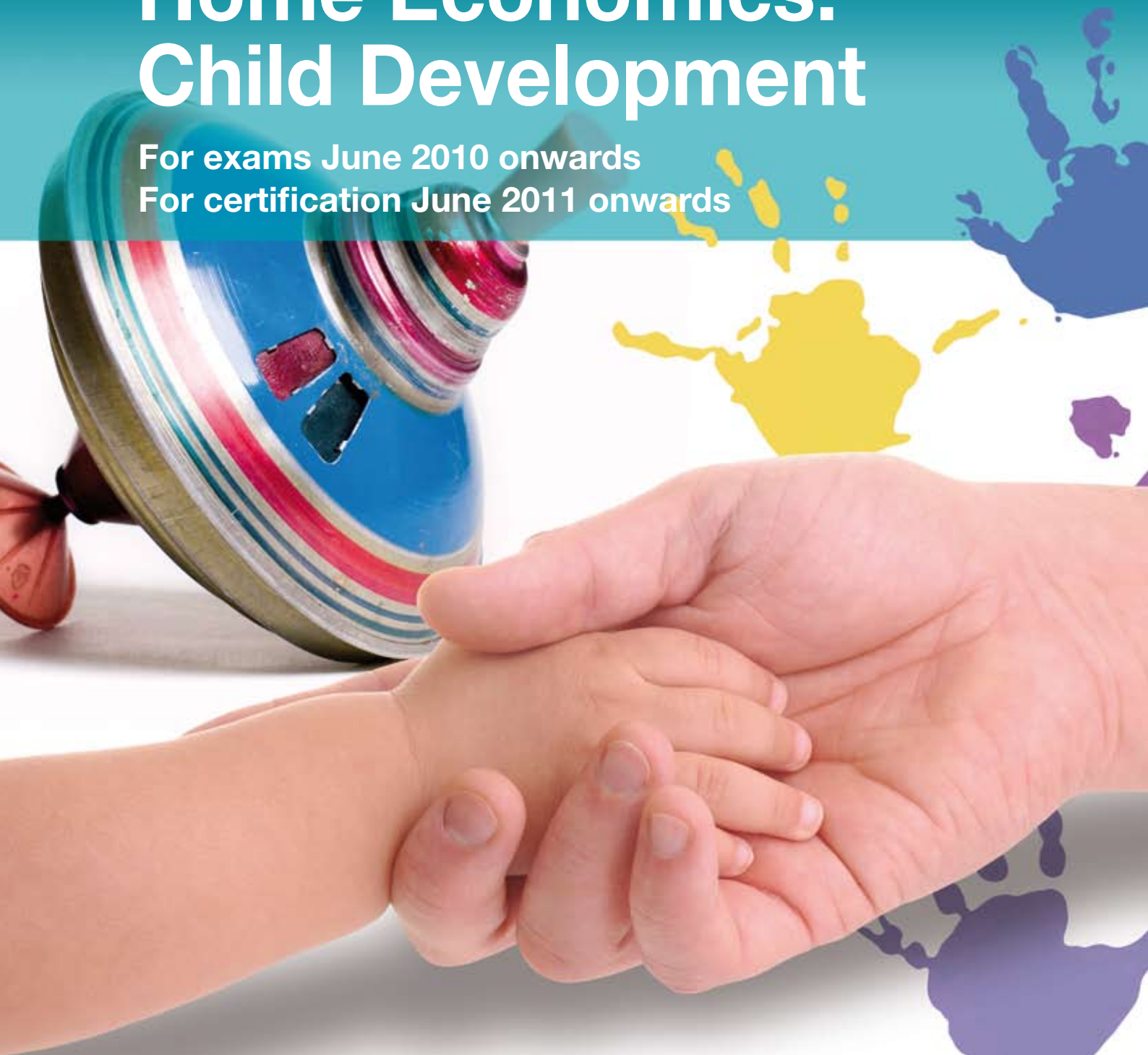
# GCSE

Specification

# Home Economics: Child Development

For exams June 2010 onwards

For certification June 2011 onwards



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*Dr Michael Cresswell Director General.*

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# 1 Introduction

## 1.1 Why choose AQA?

AQA is the UK's favourite exam board and more students receive their academic qualifications from AQA than from any other board. But why is AQA so popular?

AQA understands the different requirements of each subject by working in partnership with teachers. Our GCSEs:

- enable students to realise their full potential
- contain engaging content
- are manageable for schools and colleges
- are accessible to students of all levels of ability
- lead to accurate results, delivered on time
- are affordable and value for money.

AQA provides a comprehensive range of support services for teachers:

- access to subject departments
- training for teachers including practical teaching strategies and approaches that really work presented by senior examiners
- personalised support for Controlled Assessment
- 24 hour support through our website and online *Ask AQA*
- past question papers and mark schemes
- comprehensive printed and electronic resources for teachers and students

AQA is an educational charity focused on the needs of the learner. All our income goes towards operating and improving the quality of our specifications, examinations and support services. We don't aim to profit from education – we want you to.

If you are an existing customer then we thank you for your support. If you are thinking of moving to AQA then we look forward to welcoming you.

## 1.2 Why choose Home Economics: Child Development?

- This specification aims to attract candidates to study Home Economics: Child Development by offering an interesting and stimulating programme of study. Candidates will have the opportunity to develop their knowledge and understanding of human needs in a diverse society and to work in a variety of contexts.
- The skills and knowledge acquired will be relevant and transferable to other settings, enhancing career opportunities and providing a satisfying course of study for candidates of various ages and from diverse backgrounds who may not progress to further study of the subject. They also provide progression to GCE Health and Social Care.
- The specification is set out in a way that is clear for teachers to use and offers guidance on possible teaching activities related to individual aspects of the subject content. The two tasks for the controlled assessment will provide choice of a wide variety of topics.
- The specification retains much of the subject content of the previous specification. Some updating of this content has taken place to bring the specification up to date and to make it even more accessible to candidates.
- The controlled assessment tasks follow the criteria laid down by QCA in the *GCSE controlled assessment regulations for home economics*.
- The specification offers progression for candidates who have studied the Entry Level Certificate in Home Economics: Child Development.

## 1.3 How do I start using this specification?

### Already using the existing AQA Home Economics (Child Development) specification?

- Register to receive further information, such as mark schemes, past question papers, details of teacher support meetings, etc, at **<http://www.aqa.org.uk/rn/askaqa.php>**. Information will be available electronically or in print, for your convenience.
- Tell us that you intend to enter candidates. Then we can make sure that you receive all the material you need for the examinations. This is particularly important where examination material is issued before the final entry deadline. You can let us know by completing the appropriate Intention to Enter and Estimated Entry forms. We will send copies to your Exams Officer and they are also available on our website (**[http://www.aqa.org.uk/admin/p\\_entries.php](http://www.aqa.org.uk/admin/p_entries.php)**).

### Not using the AQA specification currently?

- Almost all centres in England and Wales use AQA or have used AQA in the past and are approved AQA centres. A small minority are not. If your centre is new to AQA, please contact our centre approval team at **[centreapproval@aqa.org.uk](mailto:centreapproval@aqa.org.uk)**

## 1.4 How can I find out more?

### Ask AQA

You have 24-hour access to useful information and answers to the most commonly-asked questions at **<http://www.aqa.org.uk/rn/askaqa.php>**

If the answer to your question is not available, you can submit a query for our team. Our target response time is one day.

### Teacher Support

Details of the full range of current Teacher Support meetings are available on our website at **<http://www.aqa.org.uk/support/teachers.php>**

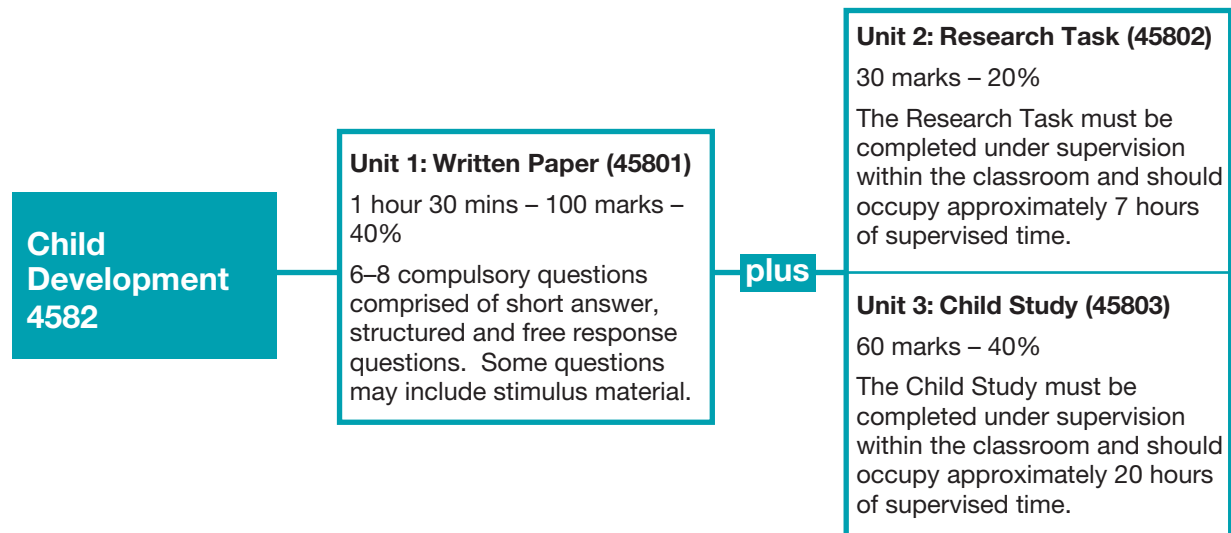
There is also a link to our fast and convenient online booking system for Teacher Support meetings at **<http://events.aqa.org.uk/ebooking>**

If you need to contact the Teacher Support team, you can call us on 01483 477860 or email us at **[teachersupport@aqa.org.uk](mailto:teachersupport@aqa.org.uk)**

## 2 Specification at a Glance

This specification is one of two which follow the GCSE Home Economics criteria. The other specification is GCSE Home Economics: Food and Nutrition.

There is one tier of assessment, with a single paper which covers all of the grades A\*–G.



# 3 Subject Content

## Summary of subject content

The subject content of this specification has been divided into sections for ease of reference. The question paper (Unit 1) will test any or all of the five areas of the subject content and the Research Task (Unit 2) will test any area except 'Development of the Child'. The Child Study (Unit 3) will focus mainly on the

'Development of the Child'. However, candidates and teachers will be aware of the interrelationship between the sections. Delivery of the subject content will depend on the range and levels of the ability of candidates.

Also included in this section of the specification is key information relating to the controlled assessment.

### 3.1 Parenthood

The family

Planning for a family

Preparing for the baby

Provision of a safe environment

### 3.2 Pregnancy

Reproduction

Pre-conceptual care

Pregnancy

Preparation for the birth

Labour and birth

Newborn baby

Postnatal care

### 3.3 Diet, health and care of the child

A healthy diet

Feeding a baby

Weaning

Feeding the young child

Food related problems

Child care

Child health

### 3.4 Development of the child

Development

Physical development

Intellectual development

Social and emotional development

Learning and play

### 3.5 Support for the parent and child

Types of support available

Child care provision

Educational and developmental provision

### 3.1 Parenthood

This section of the subject content requires candidates to have knowledge and understanding of the following.

		<b>Suggested learning skills and activities</b>
<b>The family</b>	<p>The importance of the family in providing for the child's basic needs.</p> <p>Variations of family types, including: nuclear, extended, step/reconstituted, one-parent, fostered, adoptive, same-sex and 'looked-after' children.</p> <p>Advantages and disadvantages of different family types.</p> <p>Changing roles and responsibilities within families.</p> <p>Variations in family structures, lifestyles and childcare in a multi-cultural society.</p>	<p>Thought shower. Images to provide stimulus material for class discussion.</p> <p>Class discussion using TV programmes to illustrate family types.</p> <p>Class discussion of changing parental roles.</p> <p>Class survey and analysis.</p> <p>Stimulus materials from, e.g., newspapers.</p>
<b>Planning for a family</b>	<p>Factors to consider when planning a family, including: relationship of the parents, parental age, the impact of the child on lifestyle, career/work implications, size of family, health issues and financial implications.</p>	<p>Interview parents about 'the realities of parenthood'. Evaluate findings analysing 'gains and losses'.</p>
<b>Preparing for the baby</b>	<p>The range of essential clothing and equipment needed for a baby.</p> <p>Factors to consider when choosing clothing and equipment for a baby, including, where appropriate: cost, safety, hygiene, suitability, and environmental issues.</p>	<p>Catalogues/websites to find images of clothing and equipment – design a booklet.</p> <p>Investigation into the environmental implications regarding choices of nappies. Analyse and use information in a PowerPoint presentation for expectant parents.</p>
<b>Provision of a safe environment</b>	<p>The need for safety both indoor and outdoor and in relation to pets, toys and equipment including cots, prams and car seats.</p> <p>Causes of accidents and links to stages of development.</p> <p>Types of accidents and accident prevention.</p> <p>Simple first aid and treatment of minor injuries and accidents.</p>	<p>Videos.</p> <p>Websites, e.g. RoSPA.</p> <p>Newspaper accounts.</p> <p>Risk assessments on areas related to children's play.</p> <p>School nurse. In pairs – simulation of treatment of minor injuries.</p>

## 3.2 Pregnancy

This section of the subject content requires candidates to have knowledge and understanding of the following.

		<b>Suggested learning skills and activities</b>
<b>Reproduction</b>	<p>The menstrual cycle and the functions of hormones.</p> <p>How fertilisation and conception occurs and the development of the embryo and foetus.</p> <p>The baby's support system including the placenta, amniotic sac and fluid, cervix, umbilical cord and uterus.</p>	<p>Diagram of menstrual cycle – teacher-led discussion.</p> <p>Video/DVD, Internet (e.g. <a href="http://www.bbc.co.uk">www.bbc.co.uk</a>).</p> <p>Design a fact sheet on support system.</p>
<b>Pre-conceptual care</b>	<p>Different methods of contraception.</p> <p>Pre-conceptual care and the need for a healthy diet and lifestyle as part of the physical preparation for pregnancy.</p> <p>The need to reduce known risks, including smoking, alcohol, drugs, STIs, rubella immunity and other possible diseases and infections.</p> <p>Genetic factors which may affect the pregnancy and the value of counselling.</p> <p>Causes of infertility and possible solutions.</p>	<p>Investigate factors involved in pre-conceptual care and design an information booklet on factors involved in pre-conceptual care.</p> <p>Newspaper article.</p> <p>Interview an outside speaker, e.g. midwife, expectant mother.</p> <p>Investigate the impact of improving technology on infertility.</p>
<b>Pregnancy</b>	<p>Signs and symptoms of pregnancy and miscarriage.</p> <p>The benefits of a healthy diet, exercise and rest.</p> <p>The range of ante-natal care available, including ante-natal clinics and classes.</p> <p>Common problems in pregnancy.</p> <p>Routine checks, screening and diagnostic testing.</p> <p>The role of the midwife, GP and obstetrician during pregnancy.</p>	<p>Class discussion.</p> <p>Investigate the importance of testing during pregnancy and produce a leaflet explaining benefits.</p> <p>Outside speaker, e.g. midwife, practice nurse.</p>

<b>Preparation for the birth</b>	<p>Choices available for both home and hospital delivery.</p> <p>Hand held notes and the birth plan.</p>	<p>Use a suitable pregnancy video/DVD to evaluate available choices for parents.</p> <p>Construction of a birth plan.</p>
<b>Labour and birth</b>	<p>Signs of labour and stages of labour.</p> <p>The role of the birth partner during labour.</p> <p>The range of available pain relief and relative advantages and disadvantages.</p> <p>The possible need for medical assistance during birth, including foetal monitoring, induction, caesarean and ventouse.</p>	<p>Suitable video/DVD.</p> <p>Investigate the range of pain relief options for an antenatal clinic. Use to create a PowerPoint presentation.</p> <p>Research the types of medical assistance available and produce a fact sheet for expectant mothers.</p>
<b>Newborn baby</b>	<p>The typical appearance and needs of a newborn baby.</p> <p>Routine checks carried out at birth including the Apgar test.</p> <p>The paediatric examination.</p> <p>Reasons for crying and possible solutions. Possible causes and prevention of SIDS.</p> <p>The special needs of premature/small-for-dates babies and the importance of neonatal units.</p>	<p>Visual stimulus used to identify typical features.</p> <p>Annotate diagram to show paediatric checks.</p> <p>Class discussion.</p> <p>Possible work with virtual babies.</p> <p>Newspaper articles/leaflets from midwife.</p> <p>Investigate the impact of improving technology and use it to produce an annotated diagram to show care given in SCBU.</p>
<b>Postnatal care</b>	<p>The role of the health visitor in supporting parents and baby.</p> <p>The postnatal examination.</p> <p>The impact of a baby on the family including the nature of baby blues and postnatal-depression and the need to adjust lifestyles.</p>	<p>Outside speaker, e.g. health visitor.</p> <p>Newspaper/magazine articles/case studies.</p>

### 3.3 Diet, health and care of the child

This section of the subject content requires candidates to have knowledge and understanding of the following.

		<b>Suggested learning skills and activities</b>
<b>A healthy diet</b>	Current dietary guidelines for the health of the under-5s. Sources and functions of the main nutrients. Nutritional labelling, advertising and packaging in relation to food choices.	Research dietary guidelines to produce a quiz for parents – analyse results. Critical analysis of food packets, food labels and food advertisements.
<b>Feeding a baby</b>	The comparative advantages and disadvantages of breast and bottle feeding for parents and baby. The nutritional benefits of breast milk for baby. The need for safe sterilisation of feeding equipment and different methods available. The safe preparation of formula feeds.	Outside speaker, e.g. NCT spokesperson. In pairs, demonstrate sterilisation techniques. Produce leaflet for new parents. In pairs, demonstrate preparation of formula feeds.
<b>Weaning</b>	Current guidelines relating to weaning. Possible problems of early weaning. Stages of weaning and appropriate choice and methods of preparation of food. Hygienic preparation of food. Home-made and commercially-produced baby foods.	Compare home-made and commercially-produced food in terms of cost, nutritional value, ease of use and environmental issues etc.
<b>Feeding the young child</b>	Developing healthy eating habits. Food refusal in young children.	Produce leaflet to give guidance for new parents.

<b>Food-related problems</b>	Links between diet and health issues for the under-5s, e.g. obesity, hyperactivity and tooth decay. Food allergies and food intolerance.	Use examples of contemporary newspaper articles and TV documentaries to investigate health issues related to the diet of young children.
<b>Child care</b>	The importance of hygiene in the care of the child, including bathing and nappy changing. Appropriate choice of clothing and footwear.	In pairs, demonstrate nappy changing and bathing technique.
<b>Child health</b>	Environmental factors affecting child health, e.g. Vitamin D, pollution, diet, housing conditions, lack of exercise. Symptoms of an unwell child. Symptoms of childhood diseases – meningitis, measles, rubella, TB, chicken pox and mumps. When to consult a doctor/GP. Care and treatment of the sick child at home. Coping with the sick child in hospital. The importance of the immunisation programme.	Class survey – diseases and symptoms. Class discussion. Design an activity to occupy a child in hospital, analysing its effectiveness. Annotate immunisation schedule provided by practice nurse.

### 3.4 Development of the child

This section of the subject content requires candidates to have knowledge and understanding of the following.

		<b>Suggested learning skills and activities</b>
<b>Development</b>	<p>Factors influencing development.</p> <p>The difference between growth and development and use of centile charts.</p> <p>Developmental milestones from birth to five years.</p>	<p>Group definition of 'developmental milestones'.</p> <p>Profile of developmental milestones for specific ages.</p> <p>In pairs, produce a thought shower of changes in development between the ages of 0 and 5.</p> <p>Analyse and identify sequence of skills acquisition and suggest factors which may affect this.</p> <p>Produce a profile of development for use in a child study.</p>
<b>Physical development</b>		
<i>Factors influencing physical development</i>	<p>Warmth, rest, sleep, fresh air, exercise and appropriate home conditions.</p> <p>The provision of opportunities for physical play both indoors and outdoors.</p>	<p>Observation/video of children at play – identify physical skills.</p> <p>Possible link with nursery placement/interview with parent.</p>
<i>Physical development</i>	The relationship between physical development and the development of social skills such as washing, toilet training, feeding and dressing.	<p>Teacher-led definitions of gross and fine motor skills and of sensory skills.</p> <p>In pairs, sort pictures under correct headings depending on which of the three areas of physical development they illustrate.</p>
<i>Gross motor skills, fine motor skills and sensory skills</i>	<p>Gross motor skills including sitting, crawling, standing, walking and climbing stairs.</p> <p>Fine motor and manipulative skills including hand-eye co-ordination.</p> <p>Sensory skills: taste, touch, hearing and vision.</p>	<p>Select, plan and carry out age appropriate activities to enable development to be observed. Analysis and evaluation of observations comparing with expected milestones. Comparative group investigation of selected activities.</p>

<b>Intellectual development</b>		
<i>Factors affecting intellectual development</i>	<p>How children learn and the concept of nature v nurture.</p> <p>Conditions needed for intellectual development such as stimulation, opportunity, encouragement, interaction and support.</p> <p>Links between intellectual development and the other areas of development.</p> <p>Links between cognitive and language development.</p>	<p>Analysis of a typical toddler's day, making links between activities and intellectual development.</p> <p>Critical analysis of hi tech learning toys and their impact on intellectual development and language skills.</p> <p>Investigation into children's TV programmes – analyse content and effectiveness.</p>
<i>Cognitive development</i>	<p>Cognitive development in relation to: imagination, creativity, object permanence, reasoning, problem solving, memory and concentration.</p> <p>Stages of concept development including mathematical concepts of number, size/mass, shape and volume, colour, time, past, present and future.</p>	<p>Using material from, e.g., children's activity books, evaluate activities designed to encourage intellectual development.</p> <p>Design and make a book, toy or game to encourage concepts – use with a child and evaluate.</p>
<i>Language and communication</i>	<p>The development of language and other communication skills.</p> <p>Stages of non-verbal and verbal communication and pre-reading skills.</p> <p>Stages of drawing and writing.</p>	<p>Suitable video/DVD, e.g. Learning to Talk. Use to identify stages in language acquisition.</p> <p>Book review of a children's book – group discussion.</p> <p>Each candidate to obtain a 'drawing' produced by an under-5. Class discussion of the differences.</p> <p>Plan drawing and activity book for use during child study – analyse and evaluate its impact on development.</p>

### 3.4 Development of the child (continued)

		<b>Suggested learning skills and activities</b>
<b>Social and emotional development</b> <i>Factors influencing social and emotional development</i>	<p>The importance of the socialisation process.</p> <p>Links between emotional and social development.</p> <p>Bonding, love, security and the need for discipline.</p> <p>The provision of opportunities for socialisation such as pre-school groups, nurseries, family outings, visits and holidays.</p>	<p>Suitable video/DVD, e.g. <i>Supernanny</i>.</p> <p>Identify relationships between discipline, routines and social/emotional development. Use to produce an advice leaflet for parents.</p> <p>Class discussion of how various activities provide opportunities for social and emotional development.</p>
<i>Emotional development</i>	<p>Positive and negative emotions.</p> <p>Ways to encourage independence and positive self-image.</p> <p>Relative advantages and disadvantages of comforters such as dummies, thumb sucking, toys and blankets.</p>	<p>Thought shower of different emotions.</p> <p>Class survey and comparative investigation of comfort habits.</p>
<i>Social development</i>	<p>Stages of social play including solitary, parallel, joining-in and co-operative play.</p> <p>How children learn to behave and factors affecting behaviour.</p> <p>Acceptable behaviour and social skills including sharing, co-operation and the concept of right and wrong.</p> <p>Dealing with unwanted behaviour, e.g. tantrums, regression, bullying, biting and kicking, and the need for fair and consistent discipline.</p>	<p>Observation, analysis and evaluation of social and emotional development within child study.</p> <p>Produce a promotional leaflet for a nursery explaining how they can help to encourage the acquisition of social skills.</p> <p>Survey/interview parents about opportunities for social play and discuss findings in classroom plenary.</p>

<b>Learning and play</b>		
<i>The importance of play</i>	The relationship between play and learning and physical, intellectual, emotional and social development. Possible consequences of play malnourishment.	Outside speaker, e.g. early years' worker.
<i>Types of play</i>	The difference between structured and spontaneous play. Different types of play including creative, imaginative, physical, manipulative and intellectual play.	Produce information booklet using websites such as <b>www.fisherprice.com</b> and <b>www.elc.co.uk</b> . Select, plan and investigate different types of play activities within the child study – evaluate effectiveness in encouraging a range of development.
<i>Toys, games and other activities</i>	Appropriate choice of toys, books, story sacks and other activities and play materials for children including those with special needs.	Visit to local library/talk by librarian. Visit to an appropriate shop, e.g. <i>Early Learning Centre</i> . Analysis of books, toys and games. Making a story sack.
<i>Technology and play</i>	The effective use of technology to support learning.	Investigate and compare hi tech and traditional toys and games and evaluate effectiveness. Observe and evaluate use of these within the child study.

### 3.5 Support for the parent and child

This section of the subject content requires candidates to have knowledge and understanding of the following.

		<b>Suggested learning skills and activities</b>
<b>Types of support available</b>	Child care provision. Educational and developmental support.	Mind map different types of child care provision.
<b>Child care provision</b>		
<i>Factors influencing choice</i>	The range of child care provision available. Reasons for using child care provision long/short-term. Points to consider when choosing child care.	Nursery placement. Interview with parents – class plenary.
<i>In-home care</i>	Care by individuals including grandparents or close relatives, childminders, nannies and au pairs. Advantages and disadvantages for parents of choosing in-home care. Advantages and disadvantages for children of choosing in-home care.	
<i>Nursery group care</i>	Group care to include day nurseries, crèches, pre-school care and nursery classes. Advantages and disadvantages for parents of choosing nursery group care. Advantages and disadvantages for children of choosing nursery group care. Other types of care to include breakfast clubs and after-school provision.	Outside speaker – nursery nurse. Outside speaker from a breakfast/after-school club.

<b>Educational and developmental provision</b>		
<i>The Early Years Foundation Stage Curriculum</i>	<p>The Early Years Foundation Stage Curriculum and its relevance to 0–5 year olds.</p> <p>The six areas of learning and their links to physical, intellectual, emotional and social development.</p> <p>The importance of parents working in partnership to support Early Years Foundation Stage Curriculum.</p>	Outside speaker, e.g. early years' teacher.
<i>Sure Start</i>	The work of the Sure Start and Book Start programmes in supporting families in local areas.	Outside speaker.
<i>The health visitor and Social Services</i>	<p>The role of the health visitor in carrying out developmental testing of young children.</p> <p>Effects on the family of children with special needs.</p> <p>The support provided by Social Services in the provision of services for children, including support for families of children with special needs.</p>	<p>Visit by health visitor.</p> <p>Outside speaker from, e.g., Social Services.</p> <p>Visit by SENCO.</p> <p>Research from websites.</p>
<i>Statutory requirements</i>	Statutory legal requirements for the education of the under-5s and how these are monitored.	Research from websites.

## 3.6 Nature of the controlled assessment

### 3.6.1

The controlled assessment comprises two externally-set tasks which together make up 60% of the assessment for this specification, weighted as follows:

A Research Task (Unit 2) 20%

A Child Study (Unit 3) 40%

The Research Task (Unit 2) is the smaller, less complex of the two controlled assessment units. As such it is envisaged that this unit could be taken at any stage throughout the course of study of this specification offering candidates the opportunity to submit it at the end of the first year of study should they choose to do so. The Child Study (Unit 3) is a more complex, larger unit which focusses on candidates' observation skills and evaluation of their observations. It also allows candidates the opportunity to provide personal opinions. For this reason it is suggested that this unit is completed in the latter part of the course.

Further details on the level of control are provided below and in the controlled assessment task outlines.

Both the Child Study and the Research Task **must** be chosen from a range of tasks provided by AQA on an annual basis. Together these tasks provide candidates with opportunities to address the appropriate assessment objectives as set out in the assessment criteria. All work must be completed under supervision within the classroom. Candidates may, however, carry out research away from the classroom providing all work is collated and completed under supervision. Any research material should be retained by the centre but **not** submitted for moderation. Candidates must not merely copy out pre-prepared answers during the controlled assessment sessions. Use of the Internet is also strictly forbidden during the controlled sessions. Teacher support may be given but should be recorded in candidates' research material and/or on the Candidate Record Form as appropriate, and be reflected in the final mark awarded as set out in the assessment criteria. Candidates' work may be informed by working with others but candidates must provide an individual response.

Within the tasks candidates will be expected to demonstrate their ability to recall, apply and communicate their knowledge and understanding within a specific context related to the subject content of the specification. They will also be expected to use their skills and knowledge to plan and carry out appropriate investigations and activities and to analyse and evaluate information and evidence, using these to make reasoned judgements and present conclusions.

#### Level of control

Within the controlled assessment component, levels of control are defined for the following three stages of assessment

- task setting
- task taking
- task marking.

#### Task setting

Candidates are required to submit work for both the Research Task and the Child Study which should be selected from a range of tasks provided by AQA at the start of the academic year.

**Task taking**

**Authenticity control** – research and preparation may be completed under limited supervision. However, all work with the exception of research and preparation, should be completed by candidates under informal supervision. This means that the centre must ensure that plagiarism does not take place, that sources used by candidates are clearly recorded and that each candidate's preparation for the final production of the work is his/her own.

**Feedback control** – teachers may review candidates' work and may provide advice at a general level. Teachers, however, must not provide detailed and specific advice on how the draft may be improved to meet the assessment criteria. The nature of any guidance provided and the details of any feedback given must be clearly recorded. Candidates may be guided as to the approach they might adopt but the outcome must remain their own. Likewise, any feedback may evaluate progress to date and propose suggested broad approaches for improvement but the detailed correction or annotation of work for feedback purposes is not allowed.

**Time control** – each candidate should produce a Research Task and a Child Study. It is expected that the Research Task (Unit 2) should take approximately 7 hours to complete and the Child Study (Unit 3) approximately 20 hours to complete, including preparation but not including additional time for the teaching and learning of the subject content.

**Collaboration control** – the work of individual candidates may be informed by working with others, for example when undertaking research, but candidates must provide an individual response in the task outcome.

**Resources** – candidates' access to resources is likely to be determined by the availability in centres. Examinations Officers should contact AQA Candidate Services for advice on any candidates who may require the use of any special equipment.

**Task marking**

Teachers should mark the controlled assessment using the assessment criteria given in Appendix E. Further details regarding this process are given in section 6. Moderation of the controlled assessment work is by inspection of a sample of candidates' work sent by post to a moderator appointed by AQA. Further details are provided in section 7.

**3.6.2 The Research Task (Unit 2)**

The Research Task carries 20% of the assessment for this subject. It is a shorter task than the Child Study and should be based on one of the following areas of the subject content

- parenthood
- pregnancy
- diet, health and care of the child
- support for the parent and child.

This will allow for the delivery of some of the subject content at appropriate points throughout the course.

Using one of the AQA-provided Research Tasks, candidates are expected to

- plan and carry out research and investigations using a variety of primary and secondary sources
- select appropriate information
- collate and present evidence using appropriate techniques
- analyse and evaluate results
- use research and investigations to produce a final outcome, e.g. evaluating this against the original purpose.

Within this task candidates may choose to work with others, for example to collect information. Centres must, however, ensure that candidates provide individual and separate evidence of their findings, analyses and evaluations so that individual candidates meet the assessment evidence requirements. Candidates must submit only one task.

Work should be presented as an A4 portfolio and it is recommended that the Research Task should occupy approximately 7 hours of supervised work. Candidates may choose to include additional research but this must be collated under supervision.

### Format of the task

1. Planning
2. Research
3. Production of outcome
4. Evaluation

### Research task outline

Assessment area	Outline of content	Controlled supervision time	Assessment objectives
<b>Planning</b>	<p>Candidates will be expected to produce a plan for their chosen research which will demonstrate their understanding of the requirements of the chosen task.</p> <p>The plan can be presented in any appropriate form, but should include details of <b>what</b> research will be carried out within the time available, <b>how</b> and <b>why</b> it will be carried out and <b>how</b> it will be recorded, i.e.</p> <ul style="list-style-type: none"> <li>• research methods and techniques to be used</li> <li>• relevance/justification of chosen research</li> <li>• resources to be used</li> <li>• presentation techniques to be used.</li> </ul> <p>Candidates should be encouraged to plan to use both primary and secondary research.</p>	<b>1 hour</b>	<p><b>AO2</b></p> <p><b>AO2</b></p> <p><b>AO2</b></p>
<b>Research</b>	<p>Candidates will carry out their planned research selecting, recording and presenting their evidence clearly and concisely. Where appropriate they may adapt or change their plan and justify any changes made.</p>	<b>2 hours</b>	<b>AO1/AO2</b>
<b>Analysis and evaluation</b>	<p>Candidates should analyse and evaluate their findings and use their results to plan and justify the required outcome.</p>	<b>1 hour</b>	<b>AO3</b>
<b>Production of outcome</b>	<p>Candidates should complete the planned outcome recording any changes made. Where possible candidates should use ICT.</p>	<b>2 hours</b>	<b>AO1/AO2</b>
<b>Analysis and evaluation</b>	<p>Candidates should analyse and evaluate their outcome in relation to their original stated purpose, commenting on the effectiveness and usefulness.</p>	<b>1 hour</b>	<b>AO3</b>

### 3.6.3 The Child Study (Unit 3)

The Child Study carries 40% of the assessment for this specification. It should be a study of a single child under the age of 5 years **by the end** of the study. It should involve observations of the child through an investigative/problem-solving approach. It is envisaged that the Child Study will address mainly the 'Development of the Child' section of the subject content.

Using one of the AQA-provided tasks, candidates are expected to

- carry out observations of a child
- carry out and evaluate appropriate research
- use research to select, plan and justify activities which will enable them to observe physical, intellectual, emotional and social development
- record observations
- analyse and evaluate observations, recognising change and progression in development and comparing against developmental milestones.

It is recommended that the Child Study should involve approximately 20 hours of supervised work. To allow candidates to have time and opportunities to develop both investigative skills and level of knowledge and understanding of development and related factors, it is suggested that this task should be carried out in the latter part of the course.

#### **Format of the Child Study**

The format for the Child Study should be as follows

1. introductory visit
2. research based on chosen externally-set task
3. four further visits over a period of approximately four months, including two visits where activities chosen for observations are based on the chosen research
4. final evaluation.

## Child Study outline

Assessment area	Outline of content	Controlled supervision time	Assessment objectives
<b>Introductory visit</b>	<p>This visit should be carried out at the start of the study period.</p> <p>Candidates will be expected to show knowledge and understanding of the initial levels and/or stages of development in relation to the child being studied.</p> <p>This should be done primarily through personal observation of the child. However, candidates may also choose to interview parents/carers to support these observations.</p> <p>The introductory visit should include</p> <ul style="list-style-type: none"> <li>• a description of the child</li> <li>• relevant background information relating to the family and environment</li> <li>• stages of physical, intellectual, emotional and social development</li> <li>• a simple conclusion.</li> </ul> <p>Where appropriate, candidates should support their observations with personal opinions, quotes and text book references, using subject-specific terminology where relevant.</p>	<b>2–3 hours</b>	<p><b>AO1</b></p> <p><b>AO2</b></p> <p><b>AO3</b></p> <p><b>AO3</b></p>
<b>AQA externally-set task</b>	<p>From their knowledge of the child being studied, candidates should choose one of the AQA-provided tasks to further plan and develop their study. The choice should be justified in relation to the child.</p> <p>Research should be planned and carried out and should include</p> <ul style="list-style-type: none"> <li>• selective and concise background information from at least two different sources</li> <li>• links to learning and development, both generally and specifically to the child being studied</li> <li>• analysis and evaluation used to identify and justify chosen activities for the four required visits, two of which must be based upon their research.</li> </ul> <p>Where possible, candidates should use a range of communication, graphical and ICT skills to record research findings.</p> <p>While it would be acceptable for candidates to rely mainly on secondary research, they should also be encouraged to include some primary research where relevant.</p> <p>Candidates should provide a simple overall planning chart for their visit.</p>	<b>2–3 hours</b>	<p><b>AO2</b></p> <p><b>AO1</b></p> <p><b>AO3</b></p> <p><b>AO2</b></p> <p><b>AO2</b></p> <p><b>AO2</b></p>

<b>Planning for visits</b>	<p>For <b>each</b> of the four planned visits, candidates should include</p> <ul style="list-style-type: none"> <li>selective and concise additional research into activities chosen, which is sufficient to justify their choice</li> <li>links to research and/or expected development where appropriate</li> <li>planning and safety issues.</li> </ul> <p>This should be presented on 1–2 sides of A4 paper depending on size of font/writing.</p>	<b>4 x 1 hours</b>	<b>AO2</b>
<b>Aims and expectations</b>	<p>For each of the four visits candidates are expected to identify appropriate and relevant aims and expectations for the activities planned.</p> <p>Aims and expectations should be based on research, knowledge of the child and understanding of development and should be used to carry out analysis and evaluation. The visits should be carried out over a period of approximately 4 months.</p>		<b>AO2</b> <b>AO1</b>
<b>Visit observations</b>	<p>For <b>each</b> visit candidates should include</p> <ul style="list-style-type: none"> <li>the date of visit and age of the child</li> <li>observations recorded in sufficient detail to support analysis and evaluation.</li> </ul>	<b>4 x 2 hours</b>	<b>AO2</b>
<b>Evaluation of visits</b>	<p>Candidates should</p> <ul style="list-style-type: none"> <li>address all four areas of development</li> <li>identify change and progression</li> <li>include a brief conclusion.</li> </ul> <p>Where appropriate candidates should support their observations with personal opinions, quotes and text book references, using subject-specific terminology where relevant.</p>		<b>AO3</b>
<b>Final evaluation</b>	<p>Candidates should review all aspects of their study identifying how the child's development has progressed since the introductory visit, commenting on the usefulness and effectiveness of the chosen activities in enabling change and progression to be recognised in physical, intellectual, emotional and social development.</p>	<b>2 hours</b>	<b>AO3</b>

### 3.6.4 Exemplar tasks for the controlled assessment

Please note that the tasks below are examples of the kind of tasks that are likely to be set for the controlled assessment. Actual tasks will be provided by AQA on an annual basis.

#### The Research Task

1. Investigate the importance of pre-conceptual and ante-natal care for a couple who are planning a baby.  
Use your findings to produce a fact sheet, leaflet or PowerPoint presentation for the prospective parents.
2. Investigate different ways that a parent could make a child's environment as accident proof as possible.  
Use your findings to produce a booklet, quiz or poster about home safety.
3. The quality of a child's diet will affect their health both now and in the future. Investigate why healthy eating is important and how it can be encouraged from birth.  
Use your findings to produce a poster, booklet or PowerPoint presentation for parents of the under-5s.
4. Many parents of young children need to use some form of child care. Investigate the different types of child care available for working parents.  
Use your findings to produce a guide for families of young children new to your area, to enable them to make appropriate choices.

#### The Child Study

Remember that the child must still be under the age of 5 years by the end of the study.

1. In your Child Study investigate how creative play could be used to help all areas of the child's development.  
Use this to plan appropriate activities for **two** of the four visits.
2. In your Child Study investigate how physical play could be used to help all areas of the child's development.  
Use this to plan appropriate activities for **two** of the four visits.
3. In your Child Study investigate how children could be encouraged to enjoy books and how this would help their development.  
Use this to plan appropriate activities for **two** of the four visits.
4. In your Child Study investigate why toys, activities and games are important in helping to encourage the development of a baby under 6 months of age.  
Use this to plan appropriate activities for **two** of the four visits.

### 3.6.4 Controlled assessment advisers

Controlled assessment advisers will be available to provide guidance to centres.

# 4 Scheme of Assessment

## 4.1 Aims and learning outcomes

GCSE courses based on this specification should encourage candidates to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study. They should prepare candidates to make informed decisions about further learning opportunities and career choices.

GCSE specifications in home economics must enable candidates to

- actively engage in the processes of home economics to develop as effective and independent learners
- develop their knowledge and understanding of human needs within a diverse society
- develop 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.

## 4.2 Assessment Objectives (AOs)

The assessment units will assess the following assessment objectives in the context of the content and skills set out in Section 3 (Subject Content).

Assessment Objectives		% Weighting
<b>AO1</b>	Recall, select and communicate their knowledge and understanding of a range of contexts.	35
<b>AO2</b>	Apply skills, knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.	40
<b>AO3</b>	Analyse and evaluate information, sources and evidence, make reasoned judgements and present conclusions.	25

### Quality of Written Communication(QWC)

In GCSE specifications which require candidates to produce written material in English, candidates must

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear
- select and use a form and style of writing appropriate to purpose and to complex subject matter
- organise information clearly and coherently, using specialist vocabulary when appropriate.

In this specification QWC will be assessed in both the question paper and the controlled assessment. Information regarding the assessment of QWC in the controlled assessment is given within the assessment criteria.

## Weighting of assessment objectives for GCSE Home Economics: Child Development

The table below shows the approximate weighting of each of the assessment objectives in the GCSE units.

Assessment Objectives	Unit Weightings (%)			Overall Weighting of AOs (%)
	Unit 1	Unit 2	Unit 3	
AO1	20	5	10	35
AO2	10	10	20	40
AO3	10	5	10	25
Overall weighting of units (%)	40	20	40	100

### 4.3 National criteria

This specification complies with the following

- the Subject Criteria for Home Economics including the rules for Controlled Assessment
- Code of Practice
- the GCSE Qualification Criteria
- the Arrangements for the Statutory Regulation of External Qualifications in England, Wales and Northern Ireland: Common Criteria
- the requirements for qualifications to provide access to Levels 1 and 2 of the National Qualification Framework.

### 4.4 Prior learning

There are no prior learning requirements.

However, any requirements set for entry to a course following this specification are at the discretion of centres.

### 4.5 Access to assessment: diversity and inclusion

GCSEs often require assessment of a broader 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 were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any candidates regardless of their ethnic origin, religion, gender, age, disability or sexual orientation. If this was the case, the situation was

reviewed again to ensure such competences were included only where essential to the subject. The findings of this process were discussed with groups who represented the interests of a diverse range of candidates.

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. Further details are given in Section 5.4.

# 5 Administration

## 5.1 Availability of assessment units and certification

Examinations and certification for this specification are available as follows:

	Availability of Units			Availability of Certification
	Unit 1	Unit 2	Unit 3	GCSE Single Award
January 2010				
June 2010*	✓	✓	✓	
January 2011				
June 2011 onwards	✓	✓	✓	✓

\*Centres should be aware of QCA's 40% terminal rule, as detailed in section 5.2 below.

## 5.2 Entries

Please refer to the current version of *Entry Procedures and Codes* for up to date entry procedures. You should use the following entry codes for the units and for certification.

Unit 1 – 45801

Unit 2 – 45802

Unit 3 – 45803

GCSE Single Award – 4582

QCA's 40% terminal rule means that 40% of the assessment must be taken in the examination series in which the qualification is awarded. This rule is not dependent on the size of the qualification. Therefore, all GCSE candidates, whether taking short course, single and double awards, must have 40% of their assessment taken at the end.

## 5.3 Private candidates

This specification is not available to private candidates.

## 5.4 Access arrangements and special consideration

We have taken note of equality and discrimination legislation and the interests of minority groups in developing and administering this specification.

We follow the guidelines in the Joint Council for Qualifications (JCQ) document: *Access Arrangements, Reasonable Adjustments and Special Consideration: General and Vocational Qualifications*. This is published on the JCQ website (<http://www.jcq.org.uk>) or you can follow the link from our website (<http://www.aqa.org.uk>).

### Access arrangements

We can make arrangements so that candidates with special needs can access the assessment. These arrangements must be made **before** the examination. For example, we can produce a Braille paper for a candidate with a visual impairment.

### Special consideration

We can give special consideration to candidates who have had a temporary illness, injury or indisposition at the time of the examination. Where we do this, it is given **after** the examination.

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

## 5.5 Language of examinations

We will provide units for this specification in English only.

## 5.6 Qualification titles

Qualifications based on this specification are

- AQA GCSE in Home Economics: Child Development.

## 5.7 Awarding grades and reporting results

The GCSE and GCSE short course qualifications will be graded on an eight-grade scale: A\*, A, B, C, D, E, F and 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.

We will publish the minimum raw mark for each grade, for each unit, when we issue candidates' results. We will report a candidate's unit results to centres in terms of uniform marks and qualification results in terms of uniform marks and grades.

For each unit, the uniform mark corresponds to a grade as follows.

### Written paper (Unit 1)

(maximum uniform mark = 120)

Grade	Uniform mark range
A*	108–120
A	96–107
B	84–95
C	72–83
D	60–71
E	48–59
F	36–47
G	24–35
U	0–23

### Controlled assessment: Research Task (Unit 2)

(maximum uniform mark = 60)

Grade	Uniform mark range
A*	54–60
A	48–53
B	42–47
C	36–41
D	30–35
E	24–29
F	18–23
G	12–17
U	0–11

**Controlled assessment: Child Study (Unit 3)**  
(maximum uniform mark = 120)

Grade	Uniform mark range
A*	108–120
A	96–107
B	84–95
C	72–83
D	60–71
E	48–59
F	36–47
G	24–35
U	0–23

We calculate a candidate's total uniform mark by adding together the uniform marks for the units. We convert this total uniform mark to a grade as follows.

**GCSE HE: Child Development**  
(maximum uniform mark = 300)

Grade	Uniform mark range
A*	270–300
A	240–269
B	210–239
C	180–209
D	150–179
E	120–149
F	90–119
G	60–89
U	0–59

## 5.8 Re-sits and shelf-life of unit results

Unit results remain available to count towards certification, whether or not they have already been used, as long as the specification is still valid.

Candidates may re-sit a unit once only. The better result for each unit will count towards the final qualification provided that the 40% rule is satisfied. Candidates who wish to repeat a qualification may do so by re-taking one or more units within the shelf life of the qualification.

Candidates will be graded on the basis of the work submitted for assessment.

Candidates must take units comprising at least 40% of the total assessment in the series in which they enter for certification.

# 6 Controlled Assessment Administration

The Head of Centre is responsible to AQA for ensuring that controlled assessment work is conducted in accordance with AQA's instructions and JCQ instructions.

## 6.1 Authentication of controlled assessment work

In order to meet the requirements of Code of Practice AQA requires

- **candidates** to sign the Candidate Record Form to confirm that the work submitted is their own and
- **teachers/assessors** to confirm on the Candidate Record Form that the work assessed is solely that of the candidate concerned and was conducted under the conditions laid down by the specification and
- **centres** to record marks of zero if candidates cannot confirm the authenticity of work submitted for assessment.

The completed Candidate Record Form for each candidate should be attached to his/her work. All teachers who have assessed the work of any candidate entered for each component must sign the declaration of authentication.

If teachers/assessors have reservations about signing the authentication statements, the following points of guidance should be followed.

- If it is believed that a candidate has received additional assistance and this is acceptable within the guidelines for the relevant specification, the teacher/assessor should award a mark which represents the candidate's unaided achievement. The authentication statement should be signed and information given on the relevant form.
- If the teacher/assessor is unable to sign the authentication statement for a particular candidate, then the candidate's work cannot be accepted for assessment.

If, during the external moderation process, there is no evidence that the work has been properly authenticated, AQA will set the associated mark(s) to zero.

## 6.2 Malpractice

Teachers should inform candidates of the AQA Regulations concerning malpractice.

Candidates must **not**

- submit work which is not their own
- lend work to other candidates
- allow other candidates access to, or the use of, their own independently sourced source material (this does not mean that candidates may not lend their books to another candidate, but candidates should be prevented from plagiarising other candidates' research)
- include work copied directly from books, the internet or other sources without acknowledgement and attribution
- submit work typed or word-processed by a third person without acknowledgement.

These actions constitute malpractice, for which a penalty (for example disqualification from the examination) will be applied.

If malpractice is suspected, the Examinations Officer should be consulted about the procedure to be followed.

Where suspected malpractice in controlled assessments is identified by a centre after the candidate has signed the declaration of authentication, the Head of Centre must submit full details of the case to AQA at the earliest opportunity. The form JCQ/M1 should be used. Copies of the form can be found on the JCQ website (<http://www.jcq.org.uk/>).

Malpractice in controlled assessments discovered prior to the candidate signing the declaration of authentication need not be reported to AQA, but should be dealt with in accordance with the centre's internal procedures. AQA would expect centres to treat such cases very seriously. Details of any work which is not the candidate's own must be recorded on the Candidate Record Form or other appropriate place.

## 6.3 Teacher standardisation

AQA will hold annual standardising meetings for teachers, usually in the autumn term, for controlled assessment. At these meetings we will provide support in contextualising the tasks and using the marking criteria.

If your centre is new to this specification, you must send a representative to one of the meetings. If you have told us you are a new centre, either by submitting an estimate of entry or by contacting the subject team, we will contact you to invite you to a meeting.

AQA will also contact centres if

- the moderation of controlled assessment work from the previous year has identified a serious misinterpretation of the controlled assessment requirements
- or*
- a significant adjustment has been made to a centre's marks.

In these cases, centres will be expected to send a representative to one of the meetings. For all other centres, attendance is optional. If a centre is unable to attend and would like a copy of the written materials used at the meeting, they should contact the subject administration team at **home-economics@aqa.org.uk**.

## 6.4 Internal standardisation of marking

Centres must standardise marking to make sure that all candidates at the centre have been marked to the same standard. One person must be responsible for internal standardisation. This person should sign the Centre Declaration Sheet to confirm that internal standardisation has taken place.

Internal standardisation may involve

- all teachers marking some trial pieces of work and identifying differences in marking standards
- discussing any differences in marking at a training meeting for all teachers involved in the assessment
- referring to reference and archive material such as previous work or examples from AQA's teacher standardising meetings.

## 6.5 Annotation of controlled assessment work

The Code of Practice states that the awarding body must require internal assessors to show clearly how the marks have been awarded in relation to the marking criteria defined in the specification and that the awarding body must provide guidance on how this is to be done.

The annotation will help the moderator to see as precisely as possible where the teacher considers that the candidates have met the criteria in the specification.

Work could be annotated by either of the following methods

- key pieces of evidence flagged throughout the work by annotation either in the margin or in the text
- summative comments on the work, referencing precise sections in the work

## 6.6 Submitting marks and sample work for moderation

The total mark for each candidate must be submitted to AQA and the moderator on the mark forms provided, by Electronic Data Interchange (EDI) or through the e-Portfolio system (only available for certain units/components) by the specified date (see <http://www.aqa.org.uk/deadlines.php>).

Centres will normally be notified which candidates' work is required in the sample to be submitted to the moderator. (Please refer to section 7.1 for further guidance on submitting samples.)

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## 6.7 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 controlled assessments. An alternative supervised, time session may be organised for candidates who are absent at the time which the centre originally arranged.

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. Centres should use the JCQ form JCQ/LCW to inform AQA Candidate Support of the circumstances.

Where special help which goes beyond normal learning support is given, AQA must be informed through comments on the Candidate Record Form so that such help can be taken into account when moderation takes place.

Candidates who move from one centre to another during the course sometimes present a problem for a scheme of controlled assessment work. 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 controlled assessment work. If it occurs late in the course it may be possible to arrange for the moderator to assess the work through the 'Educated Elsewhere' procedure. Centres should contact AQA at the earliest possible stage for advice about appropriate arrangements in individual cases.

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## 6.8 Retaining evidence and re-using marks

The centre must retain the work of all candidates, with Candidate Record Forms attached, under secure conditions, from the time it is assessed, to allow for the possibility of an enquiry about results. The work may be returned to candidates after the deadline for enquiries about results. If an enquiry about a result has been made, the work must remain under secure conditions in case it is required by AQA.

Candidates who repeat the examination may carry forward their moderated controlled assessment marks.

# 7 Moderation

## 7.1 Moderation procedures

Moderation of the controlled assessment work is by inspection of a sample of candidates' work, sent by post or electronically through the e-Portfolio system from the centre to a moderator appointed by AQA. The centre marks must be submitted to AQA and to the moderator by the specified deadline (see <http://www.aqa.org.uk/deadlines.php>). Centres entering fewer candidates than the minimum sample size and centres submitting through the e-Portfolio system should submit the work of all of their candidates. Centres entering larger numbers of candidates will be notified of the candidates whose work will be required in the sample to be submitted for moderation.

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 additional candidates in the centre. In order to meet this possible request, centres must retain under secure conditions and have available the controlled assessment work and Candidate Record Forms 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.

## 7.2 Consortium arrangements

If there are a consortium of centres with joint teaching arrangements (i.e. where candidates from different centres have been taught together but where they are entered through the centre at which they are on roll), the centres must inform AQA by completing the JCQ/CCA form.

The centres concerned must nominate a consortium co-ordinator who undertakes to liaise with AQA on behalf of all centres in the consortium. If there are

different co-ordinators for different specifications, a copy of the JCQ/CCA form must be submitted for each specification.

AQA will allocate the same moderator to each centre in the consortium and the candidates will be treated as a single group for the purpose of moderation.

## 7.3 Post-moderation procedures

On publication of the results, we will provide centres with details of the final marks for the controlled assessment work.

The candidates' work will be returned to the centre after the examination. The centre will receive a report

giving feedback on the accuracy of the assessments made and the reasons for any adjustments to the marks.

We may retain some candidates' work for archive or standardising purposes.

# Appendices

## A 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 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 (see Section 4) overall. Shortcomings in some aspects of the candidates' performance 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.

## B Spiritual, Moral, Ethical, Social, Legislative, Sustainable Development, Economic and Cultural Issues, and Health and Safety Considerations

AQA has taken great care to ensure that any wider issues, including those particularly relevant to the education of students at Key Stage 4, have been identified and taken into account in the preparation of this specification. They will not form part of the assessment requirements.

### Moral and Ethical

Candidates 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 3.1 *Parenthood*; Section 3.3 *Diet, health and care of the child*; Section 3.4 *Development of the Child*)

### Spiritual

Candidates 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 3.1 *Parenthood*; Section 3.3 *Diet, health and care of the child*; Section 3.4 *Development of the child*)

### Social and Cultural

Candidates 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 3.1 *Parenthood*; Section 3.2 *Pregnancy*; Section 3.3 *Diet, health and care of the child*; Section 3.4 *Development of the child*)

### Legislative

Candidates should be encouraged to consider the impact of relevant legislation on the care and development of children. Opportunities should be provided for candidates to research different legislation and how they affect issues such as the safety and education of children under the age of 5. (Section 3.1 *Parenthood*; Section 3.5 *Support for the parent and child*)

### Economic

Candidates should be encouraged to recognise that economic factors affect the choices people make on the types of care and support provided for children. They should also be aware of the impact of different family types on economic conditions. There are specific opportunities within the specification for candidates to consider the financial implications on the family and care of the child. (Section 3.1 *Parenthood*; Section 3.5 *Support for the parent and child*)

### European dimension

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

### Environmental education

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 units.

### Avoidance of bias

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

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## C Overlaps with other Qualifications

There is some overlap with GCSE Health and Social Care and GCE Health and Social Care.

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

### Introduction

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

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.

Copies of the Key Skills Standards may be downloaded from QCA's website:

**[http://www.qca.org.uk/qca\\_6444.aspx](http://www.qca.org.uk/qca_6444.aspx)**

The units for each Key Skill comprise three sections

- what you need to know
- what you must do
- 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

- Communication
- Application of Number
- Information and Communication Technology
- Working with Others
- Improving Own Learning and Performance
- 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 units, are provided in the Teachers' Resource Bank for this specification.

The above information is given in the context of the knowledge that Key Skills at levels 1 and 2 will be available until 2010 with last certification in 2012.

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## E Assessment Criteria

### Using the assessment criteria

The assessment criteria identify the range and level of knowledge, skills and understanding required for each task. Each controlled assessment task should be marked by the teacher, according to the relevant criteria for the unit.

Within each criterion, teachers should select the statements which best describe the levels of skills demonstrated within the submitted work.

Teachers should use the full range of marks available and must award full marks within any assessment criterion where the work submitted fully meets the requirement of the descriptor and is that which can be best expected of a candidate working at this level.

In making decisions, teachers should consider the quality and range of work across the whole study and recognise when strong performance in one area can balance weaker performance elsewhere. When awarding marks, teachers should use the best fit approach.

Work which fully matches all of the descriptors within a mark band should be awarded the mark at the top of the available mark range.

Work which only just matches the descriptors within a mark band should be awarded the mark at the lower end of the available mark range.

## Assessment criteria for the Research Task (Unit 2)

AO1: Recall, select and communicate their knowledge and understanding of a range of contexts.				
0 marks	1–2	3–4	5–6	7–8
There is no work worthy of credit.	The work may be incomplete.	The work satisfies some of the requirements of the specification.	The work satisfies most of the requirements of the specification.	The work satisfies the requirements of the specification.
	Work is limited and shows minimal understanding of the requirements of the task.	Work is completed to a satisfactory standard. The selection and use of information show a basic understanding of what is required for the task.	Work is completed to a good standard. The selection and use of information show a sound knowledge and understanding of what is required for the task.	Work is completed to a high standard. The selection and use of information show good knowledge and a clear understanding of what is required for the task.
	Few opinions are given.	Simple opinions are given but there is little use of subject-specific terms or references.	Logical opinions are given, supported with some subject-specific terms and references.	Reasoned and logical opinions are given, supported with appropriate subject-specific terms and references.
	There are frequent errors in spelling, punctuation and grammar.	There may be some errors in spelling, punctuation and grammar.	There may be occasional errors in spelling, punctuation and grammar.	Spelling, punctuation and grammar are of a high standard.
	<b>1 2</b>	<b>3 4</b>	<b>5 6</b>	<b>7 8</b>

**AO2: Apply skills, knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.**

<b>0 marks</b>	<b>1–3</b>	<b>4–7</b>	<b>8–11</b>	<b>12–15</b>
There is no work worthy of credit.	Considerable support may have been needed to produce a limited plan.	Some support may have been needed to produce a simple plan showing some understanding of the task requirements.	Work has been carried out mainly independently. There is a workable plan which shows sound understanding of the task requirements.	Work has been carried out independently. There is a clear, reasoned and workable plan which shows good understanding of the task requirements.
	Limited research is evident.	Some possible sources, research and presentation methods have been identified.	Appropriate sources, research methods and presentation techniques have been identified with some reasons given for choices made.	An appropriate range of sources, research methods and presentation techniques are clearly identified with reasons given for choices made.
	Little research is evident.	Research is mainly from secondary sources.	Research is from both primary and secondary sources.	Research is from a range of well-chosen primary and secondary sources.
	Organisation and presentation are limited.	Information is organised and presented using simple techniques.	Information is organised and well-presented using a variety of techniques.	Information is clearly organised and presented using a variety of appropriate techniques.
	Research is used to produce a simple outcome.	Research is used to produce a quality outcome appropriate to the requirements of the chosen task.	Research is used to plan and produce a quality outcome appropriate to the requirements of the chosen task.	Research is clearly used to plan and produce a high quality outcome appropriate to the requirements of the chosen task.
	<b>1 2 3</b>	<b>4 5 6 7</b>	<b>8 9 10 11</b>	<b>12 13 14 15</b>

**AO3: Analyse and evaluate information, sources and evidence, make reasoned judgements and present conclusions.**

<b>0 marks</b>	<b>1</b>	<b>2–3</b>	<b>4–5</b>	<b>6–7</b>
There is no work worthy of credit.	Evaluation of the research task is superficial.	The research task has been evaluated to a satisfactory standard but lacks depth.	The research task has been analysed and evaluated to a good standard.	The research task has been analysed and evaluated to a high standard.
	There may be only minimal evaluation of the required outcome.	Evaluation of the completed outcome shows some understanding of its effectiveness.	Evaluation of the completed outcome shows a sound understanding of its effectiveness in relation to the stated purpose.	Evaluation of the completed outcome shows a clear understanding of its effectiveness in relation to the stated purpose.
	Decisions when taken may not always be appropriate.	There is evidence of a limited ability to make appropriate decisions.	Throughout the research task some sound decisions are made based on knowledge and understanding.	Throughout the research task logical decisions are made based on knowledge and understanding.
	<b>1</b>	<b>2 3</b>	<b>4 5</b>	<b>6 7</b>

### Assessment criteria for the Child Study (Unit 3)

AO1: Recall, select and communicate their knowledge and understanding of a range of contexts.				
0 marks	1-4	5-8	9-11	12-15
There is no work worthy of credit.	The study may be incomplete.	The study satisfies some of the requirements of the specification.	The study satisfies most of the requirements of the specification.	The study satisfies the requirements of the specification.
	Work shows only limited factual knowledge of development and learning with minimal understanding.	Work shows a satisfactory level of knowledge of development and learning but understanding lacks depth and detail.	Throughout the study there is evidence of a sound level of knowledge and some understanding of development and learning in relation to the child being studied.	Throughout the study work shows a detailed level of knowledge and a clear understanding of development and learning in relation to the child being studied.
	There is little evidence of the use of quotes or references.	Basic subject-specific terms are used with some accuracy. There is little evidence of the use of quotes or references.	A range of subject-specific terms is used with some accuracy and understanding. Work is supported by relevant and appropriate quotes and references	A good range of subject-specific terms is used with accuracy and understanding. Work is supported by a range of varied and appropriate quotes and references.
	Few opinions are given.	Some opinions are given based mainly on observations but these are rarely supported by references.	Logical opinions are given based on observations and research and supported by some reference to theory.	Reasoned and logical opinions are given based on research and observations and supported by reference to theory.
	1 2 3 4	5 6 7 8	9 10 11	12 13 14 15

**AO2: Apply skills, knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.**

**AO2: (i) Applying appropriate skills, knowledge and understanding when planning and carrying out research, activities and observations**

<b>0 marks</b>	<b>1–3</b>	<b>4–7</b>	<b>8–11</b>	<b>12–15</b>
There is no work worthy of credit.	The candidate may have needed considerable support.	The candidate may have needed some support.	The candidate has worked mainly independently.	The candidate has worked independently.
	The chosen externally-set task may not be appropriate to the age of the child.	The chosen externally-set task is appropriate for the child being studied. Limited reasons for choice are given.	The chosen externally-set task is appropriate for the child being studied. Some appropriate reasons for choice are given.	The chosen externally-set task is appropriate for the child being studied. Relevant reasons for choice are given.
	Little or no planning is evident. Research is mainly copied from secondary sources.	Research has been simply planned and carried out from mainly secondary sources. Information may not be relevant or used selectively.	Research is planned and information gathered from both primary and secondary sources. Information is appropriate but not always used concisely or selectively to develop the study.	Research is planned and information gathered from a range of well-chosen primary and secondary sources. It is used concisely and selectively to develop the study.
	Research may not be used to plan activities for two of the visits.	Research is used in a limited way to plan appropriate activities for two of the visits.	Research is used to plan appropriate activities for two of the visits.	Research is used effectively to plan appropriate activities for two of the visits.
	Some simple activities are chosen for visits but planning is minimal which limits opportunities to observe development.	Some appropriate activities are chosen for visits but planning lacks the depth to enable observations to be made on all four areas of development.	A range of appropriate activities is chosen and planned in detail for all visits, enabling observation and analyses of all four areas of development.	A good range of appropriate activities is chosen and planned in detail for visits, enabling observation and analyses of all four areas of development.
	Limited aims and expectations may be identified for some visits.	Simple and achievable aims and expectations are identified mainly for visit observations.	Appropriate and achievable aims and expectations are identified throughout.	Clear, appropriate and measurable aims and expectations are identified throughout.
	<b>1 2 3</b>	<b>4 5 6 7</b>	<b>8 9 10 11</b>	<b>12 13 14 15</b>

<b>AO2: (ii) Recording, collating, interpreting and presenting information appropriately</b>				
<b>0 marks</b>	<b>1–3</b>	<b>4–7</b>	<b>8–11</b>	<b>12–15</b>
There is no work worthy of credit.	Work is simply organised.	Work is organised to a satisfactory standard but may be weak in places.	Work is organised and completed to a good level.	Work is organised and completed to a high standard.
	Visits may be incomplete with little or no relation to any aims and/or expectations. Observations are brief and mainly descriptive.	Visits are carried out with some attempt made to link and interpret observations to stated aims and expectations. Observations lack depth and detail.	All visits are carried out and show some ability to link and interpret observations to stated aims and expectations. Observations are recorded in some detail.	All visits are carried out and show the ability to link and interpret observations to stated aims and expectations. Observations are recorded accurately and in detail.
	Work is simply collated using a limited range of techniques.	Work is collated and presented to a satisfactory standard using some appropriate techniques including ICT where possible.	Work is collated and presented to a good standard using a range of appropriate techniques including ICT where possible.	Work is collated and presented to a high standard using a varied range of appropriate presentation techniques including ICT where possible.
	There are frequent errors in spelling, punctuation and grammar.	There may be some errors in spelling, punctuation and grammar.	There may be occasional errors in spelling, punctuation and grammar.	Spelling, punctuation and grammar are of a high standard.
	<b>1 2 3</b>	<b>4 5 6 7</b>	<b>8 9 10 11</b>	<b>12 13 14 15</b>

**AO3: Analyse and evaluate information, sources and evidence, make reasoned judgements and present conclusions.**

<b>0 marks</b>	<b>1–3</b>	<b>4–7</b>	<b>8–11</b>	<b>12–15</b>
There is no work worthy of credit.	Some aspects of the study are evaluated to a superficial level.	Most of the study is analysed and evaluated to a satisfactory standard but lacks depth.	The study is analysed and evaluated to a good standard.	All aspects of the study are analysed and evaluated objectively and to a high standard.
	With help and guidance a simple evaluation of visits has been attempted.	There is some evidence of ongoing evaluation being linked to aims and expectations. There may be a simple understanding of development but little recognition of change and progression.	Ongoing evaluation of research and visits is linked to aims and expectations. A sound understanding of all four areas of development is evident with some recognition of change and progression.	Ongoing evaluation of research and visits is clearly linked to aims and expectations. A high level of understanding of all four areas of development is evident and change and progression are recognised.
	There is a simple attempt at a final evaluation.	There is a simple final evaluation of the child's development at the end of the study, but little reference to the relevance of the research carried out.	There is a final evaluation of the child's development with some recognition of both progression and the value of the research carried out.	There is a detailed final evaluation of the child's development which recognises progression and comments on the value of the chosen research area in supporting development.
	Some decisions are taken which may not always be appropriate.	There is evidence of a limited ability to make appropriate and reasoned decisions.	Throughout the study some sound decisions are made based on reasoned judgements.	Throughout the study logical decisions are made based on clear reasoned judgements.
	<b>1 2 3</b>	<b>4 5 6 7</b>	<b>8 9 10 11</b>	<b>12 13 14 15</b>



## GCSE Home Economics: Child Development Teaching from 2009 onwards

**Qualification Accreditation Number: 500/4389/4**

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.

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