

June 2003

INTERNATIONAL GCSE

MARKING SCHEME

MAXIMUM MARK: 100

SYLLABUS/COMPONENT: 0637/01

CHILD DEVELOPMENT  
Paper 1



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### Section A

- 1** ONE mark for each answer TWO required
- Step  
Nuclear  
Extended  
Foster  
Adopted  
Single/one parent
- 2** ONE mark for each answer THREE required
- Love/care  
Warmth  
Clothing  
Shelter  
Support  
Praise  
Protection  
Encouragement  
Secure environment  
Training
- 3** ONE mark for each correct answer TWO required
- Low sperm count  
Blocked Fallopian tubes  
Failure to ovulate  
Thick cervical mucus in the cervix  
Cancer treatment
- 4** ONE mark for each correct answer SEVEN required
- i - placenta  
ii - umbilical cord  
iii - amniotic sac  
iv - cervical mucus  
v - cervix  
vi - foetus  
vii - uterus wall
- 5 (a)** ONE mark for the correct answer
- Polio
- (b)** ONE mark for each correct answer THREE required
- Diphtheria  
Tetanus  
Pertussis

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- 6** TWO marks for each correct answer THREE required
- (a) Running cold water for 10 mins. Dry and cover with a gauze dressing if appropriate.
- (b) keep calm  
do not make the child sick, go to hospital and take the poison with you.
- (c) bend child over your knees and give sharp slaps between the shoulder blades.
- 7** ONE mark for each correct answer TWO required
- Sore gums  
Red cheek  
Increased dribbling  
Increased fist chewing/chewing objects  
Not sucking
- 8** ONE mark for each correct answer TWO required
- Holding and controlling a pencil  
Forming letter shapes  
Learning to spell  
Writing in a straight line
- 9** ONE mark for each correct answer TWO required
- Read stories to the child  
Know some nursery rhymes  
Know that books are fun  
Opportunities to talk about stories and pictures  
Parents seen reading

### Section B

- 10 (a)** TWO marks for the correct answer
- Before birth
- (b) ONE mark for each correct answer THREE required
- Blood pressure  
Weight  
Urine  
Examination of the uterus  
Blood  
Baby's heartbeat

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**(c)** ONE mark for each correct answer THREE required

Baby's heartbeat  
 Position of the placenta  
 Size of baby  
 Position of baby  
 Age of baby  
 Sex of baby  
 Number of babies  
 To detect abnormalities

**(d) (i)** ONE mark for the correct answer

When the triple test (AFP) or ultrasound indicate there may be a possible problem.

**(ii)** TWO marks for the correct answer

A hollow needle is inserted through the mother's abdominal wall and into the uterus to obtain a sample of amniotic fluid.

**(e) (i)** ONE mark for each correct answer FOUR required

Diet and health in pregnancy  
 How baby develops  
 How baby will be born  
 Preparing for labour  
 Types of pain-relief  
 Breast-feeding  
 How to look after the baby

**(ii)** TWO marks for each correct answer TWO required

To provide help and encouragement to mother  
 Understand the progress of pregnancy  
 How he can be supportive  
 Needs to be prepared for what is to happen

**(f)** TWO marks for each correct answer THREE required

May have a smaller baby  
 More likely to have a miscarriage  
 More likely to have a baby that is stillborn  
 May damage brain cells  
 After birth, babies inhaling smoke may be more affected with lung problems  
 More at risk of cot death

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**11 (a)** ONE mark for the correct answer

Layette

**(b)** ONE mark for each correct answer TWO required

Bodysuits  
 Vests  
 Sleepsuits  
 Cardigan  
 Pramsuits  
 Bootees  
 Mittens  
 Hat  
 Shawl  
 Socks

**(c)** ONE mark for each correct answer FOUR required

Suit the climate  
 Loose  
 Comfortable  
 Porous  
 Flame-resistant  
 Non-irritant/soft  
 Lightweight  
 Easy to wash and dry  
 Easy to put on and take off  
 No loose buttons/long ribbons etc.

**(d)** ONE mark for each answer TWO required

Quick and easy  
 Available in different sizes  
 Nappies for day and night time  
 Stretch waist for comfy fit  
 Fastening tapes – easy to use  
 Nappies designed to prevent sore bottoms  
 Can be thrown away therefore no washing required

**(e)** ONE mark for each correct answer THREE required

Efficient brakes  
 Stable  
 Easy to steer  
 Anchor points for safety harness  
 The right height for parent  
 Value for money  
 Safety mark  
 A basket for shopping underneath to avoid bags tipping up the pram

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**(f)** ONE mark for each correct answer THREE required

Corner covers e.g. tables  
 Keep dangerous objects out of the way, e.g. knives, plastic bags, etc.  
 Safety barriers/gates  
 Plastic socket covers  
 Fireguard  
 Cookerguard  
 Non-slip floors  
 Keep chairs away from windows  
 Child locks on cupboards  
 Windows locked  
 Toughened glass in doors

**(g) (i)(ii)** ONE mark for each correct toy TWO required  
 ONE mark for each correct development TWO required

Mobiles – vision  
 Activity centre/gym – co-ordination, hearing, vision  
 Musical toy – hearing  
 Soft toys – manipulative skills, emotional and social  
 Rattles – manipulative skills  
 Any suitable toy with a relevant development

**(h)** TWO marks required for each correct answer THREE required

Talking to the baby  
 To include the baby within the family so baby is aware of different sounds  
 Skin to skin contact  
 Eye to eye contact  
 Cuddling the baby  
 Keeping the baby close when doing household chores etc.

**12 (a)** ONE mark for the correct answer

Development of the mind/brain  
 Understanding/reasoning

**(b)** ONE mark for each correct answer TWO required

Genes – nature  
 Environment – nurture

**(c)** ONE mark for each correct answer FOUR required

Talking  
 Playing  
 Place in a position where the baby can see  
 Provide toys/objects  
 Allow to practise new skills  
 Read and tell stories  
 Show pictures

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**(d)** ONE mark for each correct answer FOUR required

Lack of opportunities  
Nothing of interest  
Constant nagging  
Deafness  
Poor eyesight  
Poor concentration  
Frequent illness  
Frequent absence from school

**(e)** ONE mark for each correct answer TWO required

Increase knowledge  
Increase awareness  
Helps in listening  
Helps in concentration  
Develops an awareness of colours/shapes/size and numbers

**(f)** ONE mark for each correct answer THREE required

Having a conversation with numbers in  
Stories  
Nursery rhymes  
Matching objects to numbers  
Repeating numbers  
Learn to recognise and write numbers

**(g) (i)** ONE mark for the correct answer

Acting out adult jobs and responsibilities

**(ii)** TWO marks for the correct answer

Become aware of the world around them  
Understand how others behave

**(h)** TWO marks for each correct answer THREE required

Provide plenty of opportunities  
Give support and encouragement/praise  
Help them to understand  
Tell them what is happening  
Help to recall  
Set a good example

**13 (a) (i)** ONE mark for each correct answer TWO required

Using eyes  
Using the hands  
Expression on the face  
Tone of voice

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**(ii)** ONE mark for the correct answer

Non-verbal communication

**(b)** ONE mark for each correct answer THREE required

Others talking to them  
Listening  
Practising making sounds  
Copying sounds made by others  
Learning what the sounds mean

**(c)** ONE mark for each correct answer FOUR required

i – three months  
ii – two years  
iii – understand that sounds have meanings  
iv – carry on a simple conversation

**(d)** ONE mark for each correct answer THREE required

Inherited pattern of development  
Concentrating on other aspects of development  
Lack of encouragement  
Lacking in individual attention from adults  
Premature baby  
Only child

**(e) (i)** ONE mark for the correct answer

2-4 years

**(ii)** TWO marks for the correct answer

Be patient  
Do not speak the words for the child  
Do not fuss  
Do not correct the child

**(f) (i)** ONE mark for the correct answer

Will not hear sounds – will not be able to copy sounds

**(ii)** TWO marks for the correct answer

Up to 6 months the baby will gurgle as other babies  
The baby will respond in other ways, i.e. to what they can see and to vibration, e.g. door banging

**(g) (i)** THREE marks for the correct answer

So that treatment can be given as early as possible  
So the child can be trained to reduce the effect of the handicap



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(ii) THREE marks for the correct answer

Obtain advice from doctor or health clinic  
 Routine tests are carried out regularly to test for deafness  
 Regular visits to health visitor/clinic to keep up to date with screening tests

### Section C

14 Marks are awarded according to quality of response.

*High level response 14-20*

A good candidate will cover a wide variety of foods that are suitable for a baby during the whole weaning period in well-documented detail. The response will also cover advice for parents on mealtimes ensuring that the child enjoys the experience in both a positive and negative approach.

*Mid-range response 7-13*

A mid-level candidate will cover foods available in some detail and offer advice for parents, but will lack detail.

*Low level response 0-6*

A low-level candidate will mention some foods although this will lack detail and offer very limited advice for parents.

Look for:

Foods such as baby rice, mashed potato and gravy, mashed banana, stewed fruit, steamed vegetables, meat stew that have been made into a puree or put through a blender for a young baby.

A 6 month old baby can chew so foods such as rusks, sandwiches, piece of fruit, toast, cheese are suitable.

9 months to 1 year babies are on a diet of solid foods and may have given up the bottle or breast and are eating a range of foods like the rest of the family.

There may be a mention of commercially prepared foods.

Enjoying mealtimes advice may include:

Serving food attractively

A variety of food

Serving small portions

Ensuring the food is not too hot

Avoiding strong flavours

Setting a good example

Making mealtimes a social, happy time.

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**15** Marks are awarded according to the quality of the response.

*High-level response 14-20*

A good candidate will provide all the three stages of labour in the correct order and in detail. The methods of pain relief will be covered in detail and show a wide variety.

*Mid-level response 7-13*

A mid-level candidate will give the stages of labour in some detail and in the correct order. A few methods of pain relief will be covered.

*Low-level response 0-6*

A low-level candidate will go through the process of labour but not in any detail or may be not in the usual order. Methods of pain relief will be brief.

Look for:

*Stage one*

The neck of the uterus opens. A show-blood stained mucus comes away. The breaking of the waters and regular contractions. During the first stage the contractions slowly pull open the cervix until it is 10cm wide. This is the longest stage of labour and is at an end when the cervix is fully open.

*Stage two*

The baby passes through the birth canal. The uterus, cervix and vagina have now become the birth canal. The contractions are very strong and push the baby along the canal. The mother must also push. Crowning is when the baby's head appears from the vagina. The rest of the body follows and the baby is born. An episiotomy is often made to help the baby out.

*Stage three*

The baby becomes a separate person. The umbilical cord is cut and the contractions continue and push out the placenta.

Methods of pain relief:

Relaxation and breathing exercises – natural way of giving birth.  
 Birthing pools – filled with warm water helps the mother to relax.  
 Pethidine – an injection to ease the pain; can make the baby drowsy.  
 Gas and air – breathed through a mask or mouth piece.  
 Epidural anaesthetic – numbs the lower abdomen, needs to be inserted by a specialist.  
 Music and aromatherapy – may need to be arranged by the mother in advance.  
 TENS machine – pads that are placed on the mother's back and connected to a device that can control pain with a weak electric current.

**Grade thresholds** taken for Syllabus 0637 (Child Development) in the June 2003 examination.

	maximum mark available	minimum mark required for grade:			
		A	C	E	F
Component 1	100	73	47	36	29

The threshold (minimum mark) for B is set halfway between those for Grades A and C.  
The threshold (minimum mark) for D is set halfway between those for Grades C and E.  
The threshold (minimum mark) for G is set as many marks below the F threshold as the E threshold is above it.

Grade A\* does not exist at the level of an individual component.