

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

MARK SCHEME for the May/June 2008 question paper

0637 CHILD DEVELOPMENT

0637/01

Paper 1 (Theory Paper), maximum raw mark 100

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes must be read in conjunction with the question papers and the report on the examination.

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Section A

- 1 (a)** For baby to float before birth allowing limbs to stretch and flex.
 Acts as a cushion against shocks.
 Helps protect baby from being damaged.
 Keeps foetus at a constant 37°C [Any 2 = 2 marks]
- (b)** Transfers oxygen to foetus's circulation.
 Removes waste products from foetus's blood.
 Conveys nutrients from mother to baby. [3 marks]
- 2 (i)** Pregnancy hormone.
 Helps prepare uterus to receive fertilized egg and maintain state of pregnancy.
 Interacts with other hormones to control menstrual cycle.
- (ii)** Controls milk production. [1 + 1 = 2 marks]
- 3** Respect for all family members.
 Consider children more than housework.
 Realisation that they themselves are not perfect.
 Realisation that no child is perfect.
 Those who do not expect too much from children. [Any 4 = 4 marks]
- 4** Inherited genes.
 Environment.
 Baby's health. [6 marks]
- 5** Stage 1 (Any starting point acceptable)
 Menstruation – blood and fragments of uterus lining leave the body.
- Stage 2
 Repair phase – A new uterus lining grows.
- Stage 3
 Receptive phase – The uterus is ready to receive fertilised egg.
- Stage 4
 Premenstrual phase – The uterus lining begins to break up. [2 x 4 = 8 marks]
- 6** Say name and address clearly
 Put on clothes
 Do up buttons, zips and other fastenings
 Tie shoe laces and fasten buckles
 Blow nose.
 Go to the toilet without help
 Wash hands
 Eat with knife and fork

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- 7 Hungry
Worried
Tired
Unwell/Discomfort
Bored/Lack of attention
Lonely, etc. [1 × 5 = 5 marks]

[Total: 30 marks]

Section B

- 8 (a)
- Baby sucks and swallows when anything put in mouth – immediately
 - When cheek is touched gently, baby's head turns as if in search of the nipple
 - When an object is put in baby's hand, it is automatically grasped
 - When held upright with feet touching a firm surface, baby will make walking movement
 - When startled by a sudden loud noise or bright light, the hands are clenched, elbows are bent to bring forearms in, and she may cry
 - When baby feels she may be dropped, it flings back arms and opens her hands, then brings the arms together to catch hold of something [2 × 6 = 12 marks]

- (b) Disappear at about 3 months.
Replaced by actions which have to be learnt. [1 × 3 = 3 marks]

- (c) **Sight.** Can focus about 20 cm/short sighted, can see clearly things close to them.
Notice brightness, will look towards bright light suddenly turned on.

Hearing. Can hear.

Respond to sound by blinking, jerking limbs or drawing in breath.

May stop feeding at sudden noise.

Soon learns to recognise mothers voice if crying, baby may become silent when someone speaks to her.

Smell and Taste.

Sensitive to smell and taste.

Will turn head away from unpleasant smell.

Will indicate if she finds taste pleasant or unpleasant.

When near mother's breast, she smells milk and may try to get it in her mouth.

Touch. Can feel.

Sensitive to touch, pain and change of position.

Cry if bath water is too hot or cold.

Comforted by contacted with another human being. [2 × 4 = 8 marks]

- (d) Inherited small size
Premature
Shortage of food while in uterus
Mother smokes [Any 2 = 2 marks]

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9 (a)

- Ensure children never play near a road.
- Children should be supervised by an adult or another responsible child.
- Prevent children playing with gardening or other outside equipment.
- Teach children/ discourage them from eating plants as they could be poisonous.
- Never allow children to play in a garden where chemicals have been put down.
- Ensure dog dropping etc are cleared away prior to play - can cause worm infections.
- Prevent play with dangerous toys, e.g. catapults, bows and arrows, until they are old enough to understand the dangers.
- Water dangers etc. [2 marks for each clear explanation, up to 12 marks]

(b) Causes – germs (bacteria) in soil, dirt, animal droppings, human/horses – enter through a scratch or graze.

Symptoms:

Muscles in neck tighten and lock the jaw.

Prevention:

Vaccination (Could be DTaP/IPV/Hib)

As a baby and boosters through life

[2 × 3 = 6 marks]

(c) Answers could be varied.

Item must be stated with a suitable use to gain one mark, seven required.

Answers may include:

Antiseptic wipes
 Plastic gloves
 Anti-sting cream
 Calamine lotion
 Tweezers
 (low allergy) plasters
 safety pins
 bandages
 dressings
 scissors
 triangular bandage etc.

[10 marks]

[Total: 50 marks]

Section C

10 Candidates to answer either (a) or (b)

(a) High level response 13–20 marks. Candidates will address all three aspects:

Importance of social development:

- To create happier and healthier children
 - Ability to meet, mix and communicate with others
 - Knowing how to share, take turns, accept rules
 - Having standards of cleanliness acceptable to others
 - Eating so as not to offend others
- (each point must be explained)

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Stages

- The baby begins to interact with other people
- Recognition of mothers face and voice
- Begins to smile – shows pleasure when people look at him
- Makes noises when spoken to – holds ‘conversations’
- Begins to understand how to attract attention
- Baby learns he is part of a family
- Child learns to co-operate as a member of a group
- Understands and obeys simple commands
- Copies and ‘helps’ adults
- Plays near other children, shows concerns for other children in distress
- Plays with other children – understands sharing
- Alternates between co-operation and aggression

Five stages of social play

- Solitary play (must be described)
- Parallel play (must be described)
- Looking-on play (must be described)
- Joining-in play (must be described)
- Co-operative play (must be described)

(Medium level response 7–12 marks)

Answers may miss part of the question, but the other aspects will be detailed to a variety of levels.

(Low level response 0–6 marks)

Answers will be superficial, lacking detail, may be just lists.

(b) High level response 13–20 marks.

Answers will ‘describe’ and ‘explain with reasons’ as required by the question.

Ante-natal care:

- Monitor progress of mother and baby to ensure health
- Prepare mother physically and emotionally for safe delivery
- Advice, support and encourage choices for breast and bottle feeding
- Help mother and partner make sound choices by obtaining good easily understood information throughout the pregnancy
- Support and encourage family
- Build a good relationship with health carers

Routine tests – must be explained with reasons for the tests:

- Urine
- Blood sample
- Weight
- Height
- Medical examination

(Medium level response 7–12 marks)

One area may be more detailed than the other.

(Low level response 0–6marks)

Superficial answers may be lists rather than explained described and reasoned.

[Total: 20 marks]