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CHILD DEVELOPMENT

Paper 0637/01
Theory Paper

General comments

It was pleasing to see that the majority of candidates were able to attempt the required number of questions.

The spread of marks covered a wide range.

Section B requires only two questions to be answered. However, there are still a significant number of candidates who answer all four questions in **Section B**. This seriously affects the level of performance in **Section C**, as candidates will find that they are running out of time and are not able to fully plan and prepare an answer for **Section C** which sufficiently covers their chosen topic.

Comments on specific questions

Section A

Question 1

Good responses.

Question 2

Some excellent responses, however, general illnesses were sometimes given.

Question 3

Common answers included; '*too few sperms*' and '*blocked fallopian tubes*'.

Question 4

Many correct responses but others thought that 'breach birth' was with forceps or headfirst.

Question 5

Mostly correct – but a few vague names given e.g. '*blinking*' or '*movement*'.

Questions 6, 7 and 8

These produced some excellent responses.

Question 9

- (a) Some good answers – but a common error was when '*crying*' was given without additional clarification, e.g. constant or unusual crying.
- (b) Interesting responses included in many good answers.

Question 10

- (i) Common misconception – adoption was for people who could not have children. For example, people who already have children may also choose to adopt.

Question 11

Excellent answers.

Question 12

Limited responses, often 'love' then 'anger or jealousy' given.

Section B

Question 13

Not a popular question.

- (a) Excellent answers.
- (b) A few good answers – others gave types of play.
- (c) The examples given were often "playing with toys".
- (d) 'Safety factors' were often ignored and general points given.
 - (ii) Answers were often repeats from those given in the first part but were often more appropriate here.
- (e) Well answered – soft toys and building bricks were popular choices.

Question 14

A popular question.

- (a)(b) Well answered.
- (c) Also produced some good responses but detail in this type of answer is required, e.g. (iii) 'red meat' and not just 'meat'.
- (d) It was disappointing to see a lack of knowledge about the importance of folic acid. Vague answers included 'good health' or 'health of baby'.
- (e) Answers gave little reference to drinks and how to give alternative snacks of fruits and vegetables.
- (f) 'Quick and easy' often given but no reference to a variety of different flavours and use for travelling or holidays. Disadvantages were usually 'unhealthy' when high in sugar or fat or 'expensive'.
- (g) Candidates usually only gained two to three marks. Note must be taken of the number of marks available for the question, and not just repeat the same point in several ways.

Question 15

This was not a popular question, and answers generally indicated a lack of knowledge on this area of the syllabus. Expected answers are shown on the mark scheme.

Question 16

A popular question that usually achieved well over half marks.

- (c) Common mistakes were:
 - A – prostate gland
 - G – produced a variety of guesses.
- (e) Many gave '7 days' or '28 days'.
- (f) Excellent answers.
- (g) Some correct points given, but again candidates did not take note of the marks available.

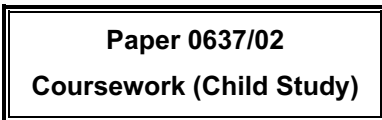
Section C

Question 17 produced better answers than **18**.

A common error in these answers is that the words in the questions, i.e. *describe* and *explain*, are often ignored, so answers lack depth and detail. To achieve high level responses it is important to ensure those questions including the words are answered with respect to this.

Question 18

Candidates did not always refer to contraceptives available from the doctor or clinic, and the second part produced mainly vague responses.



General comments

Some teachers give very helpful comments to show how they awarded marks. This makes the moderation process much more straightforward.

Heavy folders are not required, as simple methods of fastening work together are more acceptable. Some Centres have plastic spiral binding facilities, which are also very acceptable.

Headings for each section help the candidate to check that they have covered each criteria.

- Information given should all be relevant to the child to be studied.
- A more successful child study is achieved if a particular area of development is identified, e.g. physical. Reasons for choice should include why the selection of the particular development area/s for the identified child has been made.
- This application should be made to the whole area to be studied and should be relevant to the child that has been identified.

Comments on specific areas

Application

- (a) This varied from observations and evidence covering six to twelve months, and others stating that observations have been made without reference to where and when.
- (b) A grid is an acceptable way to show this type of comparison.
- (c) Often very lengthy and 'copied' information rather than candidates' own awareness expressed after studying the available material.

Analysis and Evaluation

This section was often short, as though candidates either rushed it or lost interest when they reached this final stage, however, there were some excellent evaluations seen.

<p>Paper 0637/03 Coursework (Practical Investigation)</p>

There is still some overlap between the choice made for the Investigation and the Child Study. The choice of subject should enable the candidate to carry out a *Practical* Investigation, and should also be an aspect of the syllabus. Guidance for a suitable choice of subject by the teacher may be advisable to prevent the production of a piece of work that does not meet the criteria for marking. It might be a useful teaching point to cover a suitable aspect of the syllabus, e.g. disposable nappies and washable nappies, in the form of a class activity to produce a Practical Investigation.

Candidates should also be encouraged to think about the Practical Investigation in terms of the usefulness of their research and of how the results could be presented in an interesting and informative way. They should be encouraged to consider which group of people are most likely to benefit from the findings, and how the information could be most usefully presented to this group. For example, an investigation into disposable or washable nappies might be aimed at parents of new babies. This group would be interested to know how the two types of nappies compare in terms of price, convenience, environmental impact etc. A simple chart or leaflet could then be produced to show the findings and to offer advice on the topic.

Again, it is important to use the headings given for marking, to ensure that the candidates can check each criteria has been covered in detail.