

CHILD DEVELOPMENT

Paper 0637/01
Theory Paper

Key messages

The paper asked for candidates to recall their knowledge and use it in a number of different ways. Candidates needed to respond to direct questions through giving accurate information, offer their understanding and opinion and recognise and label specific aspects of a diagram.

In order to do well on this question paper it was essential that candidates read and understood each question.

General comments

- Those candidates who produced the best answers had responded well to each question and extended their response where prompted.
- Some candidates hand writing was difficult to read.
- The majority of candidates had made good attempts to answer all of the questions.

Question 1

All candidates attempted this question. There were some candidates who misread or misunderstood the question and related this to inherited disease and health.

Question 2

Many candidates gave good responses and identified the main factors that might lead to counselling. Some candidates mistook this to mean preparing for parenthood.

Question 3

- (a) It was evident that candidates were less familiar with the structure of the male body than female. Some candidates identified some labels correctly, but few were able to correctly label all.
- (b) In contrast, the majority of candidates identified each label correctly.

Question 4

This question was answered well; it showed that candidates knew the signs of labour well and most explained these rather than listing. However, a few candidates stated the stages of labour rather than the signs of labour.

Question 5

Where a correct response was given candidates showed a good depth of knowledge. Some candidates confused the paediatric check with general routine checks, which are quite different. Most candidates received some credit for this question.

Question 6

Some good examples were given in response to this question. The candidates showed a good awareness of how adults are role models for children.

Question 7

Most candidates answered this question. There was a tendency for candidates to talk about the systems in place for crossing the road. This did not respond to the question asked. Stronger answers discussed ways to teach children about road safety, such as; finding a safe place to cross, looking out for oncoming traffic, waiting for it to pass, then listening for approaching traffic. This was a more suitable response rather than suggesting that children should press a button and be told when to cross the road.

Question 8

- (a) This question was often answered well. It was evident that candidates had learnt about the diverse world in which we live. Many candidates stated in some circumstances there were same sex partnerships and the variation and legal context concerning these. Many recognised the variation and arrangements within differing cultures regarding marriage.
- (b) Some candidates gave good explanations in their responses to this question. Some candidates were too brief in their response. In the section for age, some candidates responded by saying 'being too young or too old to have children' which did not explain why this was an issue. In the health section many candidates referred to inherited disease and the maternal health being a consideration in deciding to have a baby. Some candidates correctly explained that delaying motherhood because of a career and financial implications were relevant. Credit was given where candidates explained the reasons for their response.
- (c) This question was misunderstood by several candidates. Many did not read the question fully and repeated parts of the question in their response. This question asked why there might be a person other than the father present at the birth. Many candidates discussed the benefits of a birthing partner which could not be given any credit.
- (d) Many candidates responded correctly to this question, linking their answer to emotional development as the question asked.

Question 9

- (a) It was important in this response to state the way that children play, not just what they play with. Many candidates showed a good understanding about the developmental stages of young children. The responses needed to be relevant to the heading to be given credit.
- (b) There was clearly a good understanding of the difference between man-made and natural resources. Where the benefits for children's learning were outlined full credit was given. Some candidates suggested that dough is ma- made. Although the ingredients may have been mixed together to make the dough, this is a natural substance.
- (c) The majority of candidates were able to give good explanations for safety standards on toys.
- (d) It was important in responding to this question to state a play facility. Therefore, unless the function was clearly for children to play, no credit could be given. The beach for example is not a play facility although children may go there and play.

Question 10

- (a) Fewer candidates chose to answer this question. Where they had, many gave good answers and explained their responses well. The strongest answers recognised that the question asked for 'fun ways', so candidates who described rote learning or suggestions not suitable for children under the age of 5 years did not perform well.

- (b) The majority of candidates chose to answer this question. Good responses were given. The best candidates gave individual and relevant responses. Some candidates listed many items found in first aid box but gave the same explanation for the purpose, e.g. gauze covers wounds, plasters cover wounds, bandage covers wounds. These did not demonstrate full understanding. Where candidates had suggested medication in first aid boxes no credit could be given. These are not recommended as part of first aid treatment unless prescribed for children. Many candidates gave precise treatment for the listed conditions and received credit for this.

CHILD DEVELOPMENT

Paper 0637/02
Child Development Study

General comments

Thank you to all Centres who sent completed candidate work and Individual candidate Record Cards and MS1's in a timely manner. The child studies were on the whole a pleasure to read and many of reasonable quality. Most candidates appear to be using the mark scheme to organise the presentation of their studies, providing a logical path, including all the relevant parts. Candidates vary in choosing to observe one child aged up to 5 and compare with the norm or compare with another child. Centres obviously offer advice on this and it varies according to the availability of opportunities to observe other children of a similar age. Some candidates are still choosing to observe family members, which does compromise the anonymity for children. Where candidates do choose this option, they need to analyse the pros and cons of this in more detail than they are generally doing. It would be useful for the candidates' analytical skills if they recorded the age of the child in years and months for each observation.

The approach to current theories of child development varied considerably between Centres. The most in-depth responses compared what they had observed with what current literature says on the aspect of development and again used a compare and contrast method to look at two or more theories. The weaker projects provided a shallow comparison with a few key norms. A consideration of the context of the child's life and a 'picture' of the cultural and familial life would be useful as these factors can have an impact on child development.

As previously reported, candidates need to be explicit about using a pseudonym for their child to protect true identities and this needs repeating.

Work needs to be secured in a simple project wallet that is strong enough to hold the study. Illustrations which support the context of the child's life and the area of development are useful.

Comments on specific questions

Section A – Introduction and Planning.

- (a) Candidates at this level appeared to find this a real challenge, but the best studies provided a good introduction in which the candidate discussed what they intended to do and why, sometimes introducing a personal link to explain their choice of focus, whether they were looking at physical, cognitive, social, language or emotional development. Some candidates are clearly writing their plan at the end of the process and using the past tense in doing so, this should be written at the start.
- (b) Background information in the child/children was generally well presented. The better projects were able to give a well-rounded context, including physical, intellectual, emotional and language development as well as family situation and social/environmental background. From the candidate's point of view, this was what the study was all about and the relevance of the task was clear.
- (c) The explanation, with the relevant theoretical information, of the development area chosen with reasons for choice, is an area where many projects could be improved. Firstly, a clear statement of the developmental area chosen is required and although this seems obvious, it was not consistently provided. The reasons for the choice could easily be linked to the interesting aspects of the relevant theories.

Section B – Application

- (a) The written report of each observation made was approached by candidates in different ways. The most logical was an observation report clearly dated and with a clear intention of what was to be observed and why, followed by the actual observation. Use of dates and times helps the analysis of the information gleaned through observation as would the exact age of the child/ren in years and months.
- (b) Application of knowledge and understanding of accepted child development theories to the observations is obviously a higher level skill than the simpler description of what happened, but a natural corollary.
- (c) Comparing the evidence of their observations with the norms or other children of a similar age was generally well covered in most projects.

Section C – Analysis and Evaluation

This is generally the area where candidates need the most direction and support. It is also the section where it becomes obvious if the time frame for the study was limited, mostly because the development observed was also limited and therefore there was less to analyse and discuss.

Again, if the original plan was unclear about what aspect of child development was to be observed, then the conclusion in this section was also weak. Candidates need encouragement to be concise about what it is they are going to observe – narrow the field right down and make it specific to one aspect of intellectual development, rather than intellectual development as a whole, for instance. This would also help with the final section which asks candidates to identify areas for further development and improvement of a child study.

Some of the best projects discussed the holistic nature of development whilst at the same time drawing on specific examples from their observations or the historical development of the theories to show how our understanding of child development is advancing.

The reflective aspect of the projects was often a challenge, but some honesty about what aspects of the study went well and what areas were more problematic was evident in the stronger projects.

CHILD DEVELOPMENT

<p>Paper 0637/03 Practical Investigation</p>
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General comments

Well done to all Centres which sent in candidate work and teacher/Centre marking records promptly. The Practical Investigation gives candidates the opportunity to do some first-hand research whilst learning about an aspect of child care and development. The choice of what to investigate is the key to a successful learning experience. Those candidates who choose an area of care or development benefit much more than those who choose to carry out a piece of consumer research. So, for example, simply 'investigating' which nappy cream is the 'best' or most 'economical' is not really what we are wanting candidates to do for this module. Try to encourage candidates to investigate whether nappy cream is beneficial, and if so how, so that they are asking deeper questions about children's care and development, not simply addressing consumer issues. Topics as varied as children's literature, food or behaviour management provide stimulating opportunities.

The methods used for the investigation do need some analysis, so being clear in **Section 1** about what methods candidates will be using is important. Most use Internet literature search, interviews and questionnaires in combination, which is to be commended. Some candidates manage to arrange interviews with professionals about their chosen topic and others manage to trial their questionnaires with three people before distributing to 20 more: so, a variety of methods and a range of 'research'.

It is the conclusions from the research that give candidates something useful to present in their leaflets or posters. The leaflets produced have, in the main, been colourful and informative and demonstrate good use of IT skills. Candidates need to specify their target audience for the leaflet or poster, which many do.

Those candidates who show that they can see the project right through to the evaluation stage achieve the most credit. Being aware of how they can improve their own working methods and possibly achieve a more effective result next time is key to all human development. Admitting that the present research is less than perfect is admirable.

Comments on specific questions

Section A – Introduction and Planning

- (a) Candidates are generally good at choosing, but perhaps some need help to refine their choices. If candidates can provide the reasons for their choice with examples from their own experiences, that is useful.
- (b) Different methods for acquiring information must be explored and at least four methods used relevant to the investigation.
- (c) Planning and organisation requires candidates to consider timing and the need to show some empathy with their target group. An understanding of the difficulty in getting the general public to respond to questionnaires, for instance, is good at this stage.

Section B – Application

- (a) Candidates need to be using four varied methods to acquire information and this is the stage where they will be able to comment on the usefulness of each method.

- (b) Application of knowledge and understanding; this section is where candidates present their findings, remembering that the findings may be very different from their initial expectations, so keeping an open mind is important.
- (c) Candidates generally enjoy producing the leaflet or poster, but the quality of this is dependent on the quality of the information acquired through the different research methods.

Section C – Analysis and Evaluation

This is generally the area where candidates need the most direction and support. Sufficient time has to be given for this section – sometimes candidates have not given themselves enough time and so this section is limited. Candidates need to provide explicit analysis for each section. Candidates who realise that their plans were unrealistic in the timescale often do better – the honest approach to this task is the best.

Candidates are showing a lively interest in their research.