

CHILD DEVELOPMENT

Paper 0637/01

Theory Paper

The standard of responses was good with most learners attempting all questions. Some learners gave highly accurate responses demonstrating their strength of knowledge and understanding. On occasion, learners gave short, bullet point answers where questions asked for an explanation. Some learners did not fully read the questions in order to formulate correct responses.

Question 1

Most learners answered this correctly.

Question 2

This question was answered by most learners. Marks were not awarded separately for hungry and thirsty as young babies drink only milk.

Question 3

Good responses were given for this question. Many learners were able to identify at least one or two signs of pregnancy. Some learners stated that weight gain was a sign of pregnancy; this was not awarded a mark. Increase in size of stomach, or a variation of this, was awarded a mark. Some learners used the terms 'sickness' and 'nausea', only one mark was given as it refers to the same condition.

Question 4

Many responded to this question. This needed to be a feature as the question asked and not an illness. Some learners simply wrote 'eyes' or 'hair' this did not give enough information to be awarded a mark.

Question 5

Generally, many learners gained at least one mark from this question. Some learners did not provide an accurate purpose. For example, some stated that a socket cover prevented shocks. This is not the case. A correct response would have said it prevented children from putting things into the socket holes. Some learners also gave non-specific answers, such as putting a mat down. This does not explain what the feature is and so no mark was awarded.

Question 6

Learners made a good attempt at answering this question and many gained at least one mark. It was important to note that stating a physical stage, such as 'sitting up' does not demonstrate the child is ready for potty training and as such, no marks were awarded.

Question 7

Many gave the response of 'death' and 'divorce' but not everyone was able to identify how this affects the child. Most learners gained marks from their answers.

Question 8

Some learners misread this question and gave responses about general good hygiene, such as washing hands. The question asked for oral hygiene and so all answers needed to be relevant to teeth. Many received a mark for stating that children need to limit their consumption of sugary foods and drinks. Some learners gave very clear and full responses.

SECTION B

Question 9

- (a) The majority of learners gained at least one mark from this question and gave very good responses that demonstrated their understanding of making meal times relaxed, fun and providing food that children enjoy.
- (b) Most learners did not give a response that showed they were aware of the importance of babies moving from breast or bottle on to a cup. Many suggested that the parent/carer should tell the child it would make them grown up or choose attractive cup. This did not demonstrate an awareness of the child's likely age and abilities.
- (c) Marks were awarded where learners stated 'zips' or 'no zips' provided they were able to explain their feature. Therefore, many learners gained a mark. Some learners stated simply 'shirt' which is not a feature of the clothing, but an item of clothing. Therefore, no marks were awarded in this case.
- (d) Many learners gave very clear, well explained answers that included aspects of hygiene, safety and comfort. Some learners did not fully read or understand the question and suggested a time of day when bathing was most suitable. This meant that no marks were awarded.
- (e) Most learners answered this question well and gave good responses.

Question 10

- (a) This question was answered well. The learners showed sensitivity to children's needs and suggested staying with children until they fell asleep, which was awarded a mark. The learners generally gave good responses and gained good marks for this question.
- (b) Learners gave good responses to this question and most gained at least one mark. Many suggested 'talking to children' which needed to be expanded on to gain the mark.
- (c) Some learners answered this question well and gave ideas for adults to support imitation, giving suggests of activities and props children might use. Others simply restated the question, and so no mark was awarded. Some learners were able to explain how children learnt about being friends and cooperating, this gained a mark.
- (d) This question proved challenging for learners and the majority did not provide acceptable responses. Some learners used information gained from supporting text books which was not relevant to the question. Some learners were able to give an explanation of a support centre and even when not accurately named as a Surestart centre these responses if explained, were awarded a mark. Some learners became confused with the National Health Service and its purpose. This was a question where fewer marks were received.

SECTION C

Question 11

- (a) Many learners responded to this question. There was a tendency for learners, in both 11a and 11b, to re-write the question rather than respond to it, frequently, time and space was used by learners doing this. Although this question was generally answered well, there was too much focus upon learners blaming parents for miscarriage and early birth. Although alcohol, drugs and smoking can contribute towards early labour, it is wrong to suggest that it is the mother's fault that early labour occurs. Where this was suggested, learners were not awarded marks. Many learners also explained what premature birth was, which the question did not ask for.

- (b) This question was chosen fewer by learners. Many gave good examples and some learners reflected upon issues of sexuality, expectations of parents, communities and religions. These were awarded most marks. There was some concerning responses, which showed a lack of awareness of diversity, such as stating that some religions are bad or some ethnicities are less favourable. This shows a lack of understanding about equality. These responses received fewer marks and any such responses were marked as incorrect.

CHILD DEVELOPMENT

Paper 0637/02
Child Development Study

General Comments

Thank you to all Centres who sent completed student 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. Although generally over-marked by Centre teachers with one or two notable exceptions, the degree of over-marking was less marked than previously. 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. The use of thick card and lots of pictures which do not contribute to the analysis are not very helpful and should be discouraged. However, 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. Whilst some candidates are clearly writing their plan at the end of the process and using the past tense in doing so, this was less common than previously.
- (b) Background information in the child/children was generally well presented. The better candidates 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 candidates could improve. Firstly, a clear statement of the developmental area chosen is required and although this seems obvious, it was not consistently provided by the candidates. 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) The stronger candidates were able to demonstrate application of knowledge and understanding of the accepted Child Development theories. A simple description of what happened was not enough to get full marks here; the higher level skill of application must be demonstrated.
- (c) Comparing the evidence of their observations with the norms or other children of a similar age was generally well covered by candidates.

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 is limited, mostly because the development observed was also limited and therefore 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 is also necessarily weak. Candidates need encouragement to be concise about what it is they are going to observe – they should 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 candidates were able to discuss the holistic nature of development whilst at the same time drawing on specific examples from their observations. Some were able to comment on the historical development of the theories to show how our understanding of child development is advancing, although these were in the minority.

There was, as usual quite a wide variation in students' ability to identify their own strengths and weaknesses – not an easy aspect of the study for level 2 students who may only just be beginning to develop reflective practices. However some honesty about what aspects of the study went well and what areas were more problematic was evident in the stronger candidates' work.

CHILD DEVELOPMENT

Paper 0637/03

Practical Investigation

General Comments

Well done to all Centres which sent in student work and teacher/Centre marking records promptly. The Practical Investigation gives students 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 students 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 students should do for this module. Try to encourage students 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 A** about what methods will be used is important for students. Most use internet literature search, interviews and questionnaires in combination, which is to be commended. Some students 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.

It is the conclusions from the research that give students 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. Students need to specify their target audience for the leaflet or poster, which many do.

Those students who show that they can see the project right through to the evaluation stage achieve the best grades. Being aware of how they can improve their own working methods and possibly achieve a more effective result next time is key. 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) Suggested Methods for acquiring information – see above. This must be explored and at least four methods used to get the highest marks.
- (c) Planning and organisation requires students 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) Students 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 students present their findings, remembering that the findings may be very different from their initial expectations, so keeping an open mind is important.

- (c) Students 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 students haven't given themselves enough time, so valuable marks are lost. Students need to provide explicit analysis for each section.

Keep up the good work. Students are showing a lively interest in their research.