

# CHILD DEVELOPMENT

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Paper 0637/01

Theory Paper

## General comments

Candidates were able to access all the paper, and this was pleasing. The following comments should be read alongside a copy of the mark scheme.

### **Section A**

- 1(a) and (b)** Excellent responses, candidates have a good understanding of different types of family life.
- 2** There was a lot of misunderstanding about the estimated delivery date, with very few totally correct answers.
- 3** Very few correct answers. Many did not identify foods to avoid during pregnancy and only gave general answers such as foods which are high in fat and sugar. It is important to name specific foods.
- 4** Many correct answers, but a few gave vague or general hazards such as hot or sharp objects instead of specific items such as cookers, fires, knives etc.
- 5** A well answered question.
- 6** Many vague responses, with a repeat of the question making up the main part of answer. Candidates should read each question very carefully to ensure that they have understood what is required.
- 7** Generally well answered, with many gaining at least four out of the six marks available.

### **Section B**

- 8** (a) Some lack of understanding with this question. Again, careful reading of the question is essential.
- (b) and (c) Produced better answers.
- (d) Most candidates understood the senses, but some found difficulty in giving good examples.
- 9** (a) A very well answered question.
- (b) Generally well answered; but many gave "add water and mix".
- (c) Some good answers here.
- (d) and (e) Disappointing in many cases; although all gained marks. Many said "give food that is liked", and "do not force".
- (f) Not a well answered question. Many candidates only gave the disadvantages.

**Section C**

This section continues to show the greatest spread of marks. Candidates who identify the 'Key' part of a question and make individual plans for their answers generally gain more marks. Careful planning is vital. It helps to ensure that all aspects of a question are covered, that the work follows a logical order and that the candidate remains on track. In the event of a candidate running out of time an outline plan also helps the examiner to see how the candidate would have responded to the question. Relevant points can then be awarded marks even though the work is incomplete.

- 10**
- (a)** This was by far the most popular question and was obviously a better understood part of the syllabus. However, some answers, although long, were not balanced and failed to answer all parts of the question.
  - (b)** Out of the few responses to this question, the discussion of how it is possible to know when a child is ready to start potty training, and how to introduce potty training, were well answered. Problems were usually limited to 'bed wetting'.

Candidates demonstrated that they had sufficient time, attempting all the sections.

# CHILD DEVELOPMENT

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Paper 0637/02

Coursework (Child Study)

## General comments

This year, June 2007 saw changes to the coursework criteria. It is therefore essential, not only to use correct mark sheets, but also to work to the new criteria.

Correct transfer of marks is essential. Teacher's comments are always helpful in the moderation process as it shows exactly how the teacher's marks have been awarded. The following points should be noted:

- There must be evidence of all the work that has been credited.
- A contents list is helpful, particularly if the sections correspond with the mark sheet. A contents list could also act as a checklist for candidates to ensure that all the relevant work is included. Candidates who are aware of the different sections of the mark sheet are more likely to produce work which meets all the requirements.
- It is essential to choose coursework topics, for either the Child Study or the Practical Investigation, which are part of the syllabus. Other topics are not acceptable for presentation for this syllabus.
- It is suggested that the Child Study is the first piece of coursework to be carried out. It could be commenced half-way through the first year of the course. Teaching of the relevant topics from the syllabus will be more readily understood by the candidates if combined with this Study. It will also give time for observation to be made over a longer period of time. This will ensure that the candidates are able to observe changes in the development of the child/children and produce a more informed study. Teaching can also continue throughout this period as time between observations will allow for this to take place.
- When carrying out the Child Study, candidates will choose different tasks as this depends on the age of the child being studied.
- In any studies relating to children, the subjects **must** be under five years of age.

## **Child Study**

A study focusing on one area of development generally works best. However the choice of area and title of study must be relevant to the age of the child being studied.

Again, some excellent work was seen. In other cases, although many observations were recorded, there was little evidence of any understanding of what was seen and observed and how it related to Child Development. This occurred even when clear explanations of the development area have been given in the Introduction.

When comparisons with other children are made, they should only include the development area/s studied.

In the analysis, there was a lack of critical examination of the methods used. Strengths and weaknesses were often given, but these generally related to the problems faced by the candidates and did not include a discussion of the methods used to obtain the data and information. Very few pieces of work demonstrated suggestions of further developments that would be attainable.

# CHILD DEVELOPMENT

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Paper 0637/03

Coursework (Practical Investigation)

## General comments

This year, June 2007 saw changes to the coursework criteria. It is therefore essential, not only to use the correct mark sheets, but also to work to the new criteria.

The correct transfer of marks is essential. Teacher's comments are always helpful in the moderation process as they show exactly how the teacher's marks have been awarded. The following points should be noted:

- There must be evidence of all the work that has been credited.
- A contents list is helpful, particularly if the sections correspond with the mark sheet. A contents list could also act as a checklist for candidates to ensure that all the relevant work is included. Candidates who are aware of the different sections of the mark sheet are more likely to produce work which meets all the requirements.
- It is essential to choose coursework topics, for either the Child Study or the Practical Investigation, which are part of the syllabus. Other topics are not acceptable for this syllabus.
- The Practical Investigation should follow on from the Child Study. During the Child Study candidates may have noted appropriate areas in the aspects of the child's life, e.g. disposable nappies, commercial/home-made baby foods, play areas, availability of pre-school education etc., which have stimulated their interest. This will lead to an enthusiastic approach to a suitable Investigation which has a greater chance of success. This timing also allows candidates to undertake class-based activities to help them gain some of the skills required to carry out the Investigation.
- In the Practical Investigation, candidates should be encouraged to study different aspects of the syllabus to show originality.
- In any studies relating to children, the subjects **must** be under five years of age.

Coursework should be written on A4 paper. Do not use ring binders as they are costly to post and are often damaged in transit. The cover must be clearly marked with the candidate's name, candidate number, centre name and number. Coursework should include:

- The title, making clear what is being studied or investigated
- Table of contents
- Sub-headings relating to the assessment criteria e.g. background information, graphs, pictures, questionnaires, photographs etc. where appropriate
- Bibliography/reference to texts where appropriate

Candidates will be given credit for graphs, pictures, photographs etc. provided that they are **relevant** to the child/area being studied and clearly support part of the text. They should not be included just to make the coursework appear more attractive.

Candidates should be encouraged to present the information in their own words. Candidates whose work is little more than a scrapbook or who have long extracts from reference books or other sources without comments, analysis or interpretation will not be given credit. Quotations from textbooks etc. must be clearly indicated and their sources stated. Work should be presented in an orderly manner according to the assessment areas. The work can be hand written or word processed, but must be neat.

## Practical Investigation

It was pleasing to see the production of some good examples of the required leaflets etc.

The Practical Investigation should focus on an area of the syllabus e.g. antenatal care, or be a comparative study of relevant consumer items e.g. baby foods. It should take the form of an investigation e.g. surveys, questionnaires, research etc. and should not be treated as a project where candidates merely copy from textbooks.

Centres are advised to avoid areas e.g. child abuse, divorce or abortion which are sensitive and which may cause offence or upset to teachers and examiners. Furthermore, candidates must be discouraged from producing material which is confidential in nature or which contains images which others may find distressing.

It is important that there is no overlap of work from the Child Study, as development is not a suitable subject for a Practical Investigation. Any overlap also severely limits the learning opportunities of the candidate.

The following points should be noted:

- In the Practical Investigation the title should be appropriate to the area of the syllabus and one in which the student has a particular interest. It should be carefully formulated to enable the candidate to include a wide range of investigative methods.
- The choice of Investigation is of paramount importance. It must give the students the opportunity to use a wide variety of investigative procedures e.g.:
  - surveys/questionnaires
  - interviews
  - practical experiments
  - research of products/amenities etc.
  - research from books, newspapers, leaflets, TV documentaries, internet etc.
- The choice of investigative procedure will depend on the chosen subject. Once a suitable topic has been chosen it will be possible to gather information, including some original findings and important facts, to produce a leaflet or poster etc. as required in the Application section of the mark scheme.

Candidates should be encouraged to demonstrate relevant skills and to provide the following information in their Practical Investigation:

### Introduction

- (a) Selection of area of study - three to four detailed and explained reasons.
- (b) Suggested methods for acquiring information – how they intend to collect information e.g. surveys, interviews, experiments, etc. giving reasons for choice of method.
- (c) Planning and organisation - a full plan is required to show the techniques to be used, the equipment required to carry them out and the steps to be followed to complete the investigation.

### Application

- (a) Evidence of at least **four** varied investigative procedures – copies of any pro-forma used, blank and completed questionnaires, publicity materials, a list of results, graphs etc,
- (b) Application of knowledge and understanding - Candidates need to apply their knowledge to their findings to draw conclusions. The candidate may express an opinion on the findings compared to what was expected, or what is in the textbooks or given out in publicity etc. These conclusions will be used to develop the information required in Application (c).
- (c) Production of a leaflet or poster - a leaflet should be concise, to the point, eye-catching and useful. The leaflet/poster/information pack will be presented in a way to catch the interest of the target group, and will contain the findings from the conclusions in Application (b) in a suitable form such as comparative costs/test results, lists or address books, relevant photographs etc.

### Analysis and Evaluation

- (a) Comment on appropriateness – candidates should write about how useful the procedure was. Did they provide enough information? Was the candidate able to produce an informative leaflet/poster based on their findings? Did they have to extend their investigation?
- (b) Comment on strengths and weaknesses -what were the strengths of their investigation, how improvements could be made; what other methods could have been used? The words 'strengths and weaknesses' should be used. This section deals with the strengths and weaknesses of the methods used as well as any problems faced by the candidates during the Investigation.
- (c) Further developments – suggestions for further investigation of their chosen subject. Once the investigation had started what else did they find out that would have been interesting to study? What would they have liked to investigate but ran out of time or was outside the scope of their original investigation?