

CHILD DEVELOPMENT

Paper 0637/01

Theory Paper

The standard of responses was very good with most learners answering all questions. Some learners gave highly accurate responses demonstrating their strength of knowledge and understanding. On occasion, learners did not fully read the question in order to determine what response was needed. It was noted that the quality of response given to the short essay question, **Question 10**, was high. All learners used full sentences and detailed responses.

Question 1

Most learners answered this correctly.

Question 2

This question posed a challenge for some learners who may have been more familiar with effects of alcohol and drugs upon the unborn child. This led to responses about babies being born addicted to cigarettes, which is an inaccurate response. Some wrote about the effects upon children, whereas the question specifically asked about pregnancy. Therefore, these responses did not receive a mark. Many correctly identified the risk of miscarriage.

Question 3

Good responses were given for this question showing learners had very clear understanding. Many learners received full marks.

Question 4

This question was answered well. However, in some cases the response learners gave restated the question, e.g. some women are single parents. This did not answer the question. Where the learners gave a similar response, such as the parent is absent, divorced and separated, only one mark was given. Marks were awarded where the learners explained that choice or adoption by a person alone, could lead to single parent families.

Question 5

Generally, many learners gained at least one mark from this question. Some learners gave specific actions rather than behaviours which were not awarded marks. The learners who scored the most marks demonstrated an awareness of differing types of behaviours.

Question 6

Many learners gave an answer of 'learning difficulties'. However, this did not respond to what the question asked, which was why they might have learning difficulties. Some correctly gave responses which showed that they were aware of both the physical and emotional aspects that delay development and these were awarded the most marks.

Question 7

Many learners correctly identified that the arrival of a new baby can lead to jealousy. There were some good and diverse answers to this question which were awarded marks. Some learners gave very generalised answers to this question. This included 'not having a sense of being loved' or 'abuse'. This did not respond to what the question asked.

SECTION B

Question 8

- (a) There were a few very detailed and specific responses which achieved full marks. However, this question proved troublesome for some learners. Many were aware of the answers, but did not put them in the correct order in the table. Some learners did not make the link between the 'natural' and 'artificial' headings which sign posted the learners to the responses they needed to give to achieve the maximum marks.
- (b) All learners attempted this question. Many responded to the question in terms of individual immunisations rather than the 'programme' of immunisation as the question asked. With this in mind, where learners demonstrated a highly developed understanding, a mark was awarded.
- (c) Most learners had a very good understanding of both the illness and the symptoms and many achieved full marks for this question.
- (d) Many learners could identify the disease, but there was less understanding of its effects upon reproduction. This meant that some learners lost marks. Some learners incorrectly stated that cancer is a sexually transmitted disease, possibly due to the introduction of the HPV immunisation for young women. Some learners gave the response of SIDA. This was presumed to be an incorrect acronym of AIDS- acquired immune deficiency syndrome. However, as this could not be determined, no marks were awarded for this response.

Question 9

- (a) Many learners gave examples, such as helps children to be relieved of stress. Marks were awarded where learners had given a logical and well explained response. Most learners gained at least one mark for this question. Most marks were awarded where the learner had developed their answers to explain the benefit of play.
- (b) Many learners answered this question well. The correct explanation was given in many circumstances. Some learners did not match their suggested activity to the age of child stated. This lost a mark. Some learners repeated the same response for all ages. Only one mark was awarded in these circumstances. Many learners achieved full marks as they suggested activities which involved using the hands and how this helped children's development.
- (c) This question was answered less well. The question asked for 'information' about safety. Therefore, where features were discussed no marks could be awarded. The learners who described the safety information, but did not specifically name it, were awarded one mark. Many knew that an age guide was very important.
- (d) Learners gave the response of 'small' frequently. No marks were awarded for this. However, where they stated 'small parts' marks were given. If learners said the risk was 'swallowing, eating or putting these into the child's mouth' no marks were given as the hazard is not from eating the parts, but choking upon them. A few learners gave very well developed answers and achieved full marks.
- (e) This question was responded to well by learners. Some gave very well thought out responses choosing to discuss the merits of sand and water play. Others were not specific enough. For example, they suggested that children play with grass, when what was discussed was children playing *on* grass which is not the same. Some responses suggested playing with food. If this was developed, for example, by saying that a good food would be fruit which has scent as well as texture for children to explore, a mark was awarded. Where there was no link to children's senses, no marks were given. Where learners suggested 'water', explanation of the sensory experience needed to be given, such as feeling the change in temperature or the sensation of splashing in water on their face. 'Swimming' was not awarded a mark.

SECTION C

Question 10

- (a) Few learners responded to **Question a**. Where learners gave their own ideas and included explanations, high marks were awarded. Some learners tended to include quite stereotypical statements in their responses and did not discuss the differences as requested. Many gave very well developed responses to the second part of the question, explaining the influence of adults upon children's behaviour.
- (b) The majority of learners responded to this question and did so very well. There were some very detailed and accurate responses and these learners were awarded most marks.

CHILD DEVELOPMENT

Paper 0637/02
Coursework (Child Study)

General comments

The child studies showed a good standard of presentation, the best closely followed the **Assessment Criteria for Child Development Study** found in the syllabus. It is very important that any photographs/illustrations etc. should be directly referred to and an explanation of how they are relevant to the study.

Section 1

- (a) It is obvious that this sets the standard for the whole study. Visits / observations should be planned, with a clear indication as to the activities which will take place. All the equipment that will be required should be identified - a time plan or chart could then be constructed to show all the details identified in this section. To achieve full marks this is essential. This would be a sound basis for a successful study.
- (b) Background information is generally a strong point of the studies. However the local amenities for the child/children is often omitted.
- (c) The key word to this is the **explanation** of the chosen area of development. Research is usually carried out, but it must be relevant to child / children being studied at the start age and at the intended finish age. Reasons for choice area should also be included.

Section 2

- (a) Detailed notes should be taken of the visit. All visual information should be included and used as explained in the general comments. Special reference must be made to the area of development chosen. Visits too close together will limit the candidates ability to gain knowledge for the study, as will too few visits..
- (b) A review of each visit should explain accepted theories related to the area of development chosen.
- (c) This section was generally completed well.

Section 3

- (a) The work here is made easier by an accurate and full response to **section 1(a)**.
- (b) Candidates are usually very astute when identifying their strengths and weaknesses. They must identify how improvements could be made to the weaker sections.
- (c) The ideas for further development areas or milestones to observe, with reasons, produced some interesting aspects.

CHILD DEVELOPMENT

Paper 0637/03

Coursework

(Practical

Investigation)

General comments

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 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' can limit learners. To improve studies candidates could 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, behaviour management provide stimulating opportunities.

The methods used for the investigation do need some analysis, so being clear in Section 1 about what methods they will be using is important for candidates. 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 best grades. 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) Suggested Methods for acquiring information – see above. This must be explored and at least four methods used.
- (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 haven't given themselves enough time, so valuable marks are lost. Candidates need to provide explicit analysis for each section.