

# CHILD DEVELOPMENT

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**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, offering their understanding and opinion.

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

## **General comments**

- Candidates gave good responses and usually attempted all questions.
- Candidates showed good knowledge throughout the paper.
- On occasion, there was some repetition in responses and this led to candidates not gaining further marks.

## **Comments on specific questions**

### **Question 1**

All candidates attempted this question. Most knew this related to increase in size.

### **Question 2**

Many candidates identified development as different to growth. However, many candidates responded with 'increase in complexity', without stating complexity of what which was not credit worthy.

### **Question 3**

Some candidates responded in terms of reducing a high temperature which was not answering the question. Where candidates stated that a constant room temperature was required, they gained a mark.

### **Question 4**

Good responses were given for this question.

### **Question 5**

Candidates sometimes did not give an example of a cause for the emotion stated. However, many recognised that a new sibling or baby in the family would result in jealousy. The higher marks were awarded where suggestions were logical to a young child.

### Question 6

This question asked for candidates to talk about safety. On occasion, candidates did not identify safety features. Almost all candidates knew that small pieces presented a choking risk for children.

### Question 7

There was a wide range of responses to this question.

Candidates identified a range of services and provision. In order to gain a mark, candidates needed to demonstrate how the service or provision is used by the groups listed and not provide a generic response.

### Question 8

Good responses. Some candidates gave illnesses that are not 'commonly' immunised against. However, the majority of candidates stated at least one type of illness that is immunised against.

### Question 9

- (a) Maximum marks were awarded where the candidate stated different physical characteristics. Some gave non-specific responses such as 'voice changes' or 'grows more hair' these responses did not gain a mark.
- (b) Good responses were given for biological factors with many candidates giving complete answers. Fewer responses related to social factors with many answers relating to environmental factors instead.
- (c) Candidates clearly understand fertility treatment. Some candidates did not provide enough detail about how a twin pregnancy is more likely.
- (d) It was important that candidates gave a clear response to this question. In some instances, candidates stated the condition and not the check which was not answering the question. Many candidates knew that blood tests are used for a range of routine checks. Some candidates showed a higher level of understanding, explaining about checks for certain situations, such as likelihood of Down's Syndrome. These candidates received full marks for their response.

### Question 10

- (a) Candidates were able to discuss the disadvantages of learning two languages but fewer were able to give two advantages.
- (b) Good responses were given to this question with many candidates aware of how young children learn to talk.
- (c) Many candidates responded well to this question and gave accurate suggestions for the effects of hearing loss.
- (d) Many candidates gave at least one stage of pre-writing skill development.
- (e) Many candidates responded to at least one activity. Some candidates were unaware of what number words were and missed out on marks for this section as a result.

### Question 11

- (a) The majority of candidates responded to this question. Many were aware of how parents influence learning. Many were also able to explain the negative consequences of physical punishment. Suggestions for behaviour management included, modelling and some candidates showed a higher level of understanding by talking about theorists who have discussed the impact of others on children's behaviour, such as Albert Bandura. These candidates received high marks. Many candidates gave multiple suggestions of how children might display emotional responses, such as regression and aggressive behaviour. There were many high-scoring answers to this question.

- (b) Candidates who responded to this question generally scored well. There were some responses that did not identify the types of birth and instead discussed places where mothers might give birth. On occasion, some responses to the role of the birth partner did not add detail instead repeating the question, such as they provide support.

# CHILD DEVELOPMENT

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Paper 0637/02  
Coursework (Child Study)

## General comments

The Child Studies were of good 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, 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 the children being studied. Where candidates do choose this option, they need to analyse the pros and cons of this in more detail than they are generally doing. Candidates need to be explicit about using a pseudonym for their child to protect true identities.

Candidates should record the age of the child in years and months for each observation.

The approach to current theories of child development varied considerably between studies. 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 societal, cultural and familial life would be useful as these factors can have an impact on child development.

## Comments on specific questions

### **Section A** – Introduction and Planning.

- (a) 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, the plan should be written before any work is done and therefore be in the future tense.
- (b) Background information on the child/children was generally well presented. The better responses gave 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 responses could be improved. Firstly, a clear statement of the developmental area chosen is required which was not always given. 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/children in years and months. Studies which gave a general picture of what went on during each visit with the child tended to miss detail and to record selectively and were therefore weaker than those that gave more detail.
- (b) The application of knowledge and understanding of accepted child development theories to the observations is a higher level skill than a description of what happened. The better responses included relevant theories for the aspect of development that was being studied.
- (c) Comparing the evidence of their observations with the norms or other children of a similar age was generally well covered.

**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.

If the original plan was unclear about what aspect of child development was to be observed, then the conclusion in this section was weak. Candidates need to be concise about what it is they are going to observe and narrow the field right down to 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 discussed the holistic nature of development whilst at the same time drawing on specific examples from their observations. Some very good studies commented on the historical development of the theories to show how our understanding of child development is advancing.

The better responses identified strengths and weaknesses of the study and there was some honesty about what aspects of the study went well and what areas were more problematic evident in the stronger responses.

# CHILD DEVELOPMENT

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**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' is not really what we are wanting students to do for this module. Candidates should instead 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 and behaviour management provide stimulating opportunities.

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

Those candidates who 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 could refine their choices. If candidates can provide the reasons for their choice with examples from their own experiences, that is useful. Using a comparison is a useful tool, so linking early experience of books and reading with socio-economic status, for example, makes for some useful learning.
- (b) This must be explored and at least four methods used. The methods used for the investigation do need some analysis, so being clear about what investigative methods will be used 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. A variety of methods and a range of research should be included.
- (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) The quality of the poster or leaflet produced 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 this section is weak and not enough time seems to have been dedicated to analysis and evaluation. Candidates need to provide explicit analysis for each section. Students who realise that their plans were unrealistic in the timescale often do better. The best responses analyse and evaluate the investigative process, not their findings from the research.