



CHILD DEVELOPMENT

0637/12

Paper 1 Theory

May/June 2019

MARK SCHEME

Maximum Mark: 100

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

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This document consists of **11** printed pages.

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Question	Answer	Marks				
SECTION A						
1	<p>Height, weight, head circumference, comparing to developmental milestones.</p> <p>Any other correct response should be given a mark.</p>	2				
2	<p>Must be a physical characteristic – possible answers might include: genitals (vagina, vulva), wider hips, breasts, lack of hair on face.</p> <p>Any other correct response should be given a mark.</p>	3				
3	<p>Miscarriage, low birth weight of baby, still birth, premature birth, higher risk of sudden infant death.</p> <p>Any other correct response should be given a mark.</p>	4				
4	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="320 808 550 943" style="width: 25%;">Identical twins</td> <td data-bbox="550 808 1310 943"> <p><i>One</i> egg is fertilised by <i>one</i> sperm and splits into <i>two</i>, babies share same placenta, babies will be same sex (3)</p> </td> </tr> <tr> <td data-bbox="320 943 550 1106">Non identical twins</td> <td data-bbox="550 943 1310 1106"> <p><i>Two</i> separate eggs are fertilised by <i>two</i> sperm each baby has own placenta, babies might have different mother or father, babies might be male or female (3)</p> </td> </tr> </table>	Identical twins	<p><i>One</i> egg is fertilised by <i>one</i> sperm and splits into <i>two</i>, babies share same placenta, babies will be same sex (3)</p>	Non identical twins	<p><i>Two</i> separate eggs are fertilised by <i>two</i> sperm each baby has own placenta, babies might have different mother or father, babies might be male or female (3)</p>	6
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5	<p>Answers might include:</p> <p>Needing a feeding tube, having oxygen (help with breathing), warmth (incubator), protection from infection.</p> <p>One mark for each different type of care.</p> <p>Any other correct response should be given a mark.</p>	3				
6	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="320 1442 550 1641" style="width: 25%;">Home</td> <td data-bbox="550 1442 1310 1641"> <p>Familiar surroundings, friends and relatives can visit when they wish, older children can be involved, less noise, mum might feel calmer and less stressed, mum has her own time for doing things. 1 mark per response maximum of 4</p> </td> </tr> <tr> <td data-bbox="320 1641 550 1805">Hospital</td> <td data-bbox="550 1641 1310 1805"> <p>Help is at hand in an emergency, no need to do washing, can have a break from visitors, support with breast feeding. 1 mark per response maximum of 4</p> </td> </tr> </table> <p>Any other correct response should be given a mark.</p>	Home	<p>Familiar surroundings, friends and relatives can visit when they wish, older children can be involved, less noise, mum might feel calmer and less stressed, mum has her own time for doing things. 1 mark per response maximum of 4</p>	Hospital	<p>Help is at hand in an emergency, no need to do washing, can have a break from visitors, support with breast feeding. 1 mark per response maximum of 4</p>	8
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Question	Answer		Marks
7	Bath times	Add toys, add bubbles, keep the water warm. (2)	4
	Meal times	Provide small meals, make food look appealing, give child friendly cutlery, sit with children. (2)	
	Any correct response should be given a mark.		

Question	Answer	Marks															
SECTION B																	
8(a)	<p>There might be a range of responses. Description needed.</p> <table border="1" data-bbox="320 378 1310 1072"> <thead> <tr> <th data-bbox="320 378 550 443">Disease</th> <th data-bbox="550 378 930 443">Symptoms</th> <th data-bbox="930 378 1310 443">Long term effects</th> </tr> </thead> <tbody> <tr> <td data-bbox="320 443 550 577">Chlamydia</td> <td data-bbox="550 443 930 577">Often has no symptoms at all. (1)</td> <td data-bbox="930 443 1310 577">Can lead to infertility in males and females. (1)</td> </tr> <tr> <td data-bbox="320 577 550 741">Genital Herpes</td> <td data-bbox="550 577 930 741">Blisters on genitals, pain and itching. (1)</td> <td data-bbox="930 577 1310 741">Not harmful to long term health but unpleasant and painful. (1)</td> </tr> <tr> <td data-bbox="320 741 550 904">Syphilis</td> <td data-bbox="550 741 930 904">Sore spots in genital area, pain when urinating. (1)</td> <td data-bbox="930 741 1310 904">Serious complications affect the heart and brain and can lead to death. (1)</td> </tr> <tr> <td data-bbox="320 904 550 1072">HIV</td> <td data-bbox="550 904 930 1072">No early signs, can develop flu symptoms after exposure to virus. (1)</td> <td data-bbox="930 904 1310 1072">Develops into AIDS if untreated resulting in death. (1)</td> </tr> </tbody> </table>	Disease	Symptoms	Long term effects	Chlamydia	Often has no symptoms at all. (1)	Can lead to infertility in males and females. (1)	Genital Herpes	Blisters on genitals, pain and itching. (1)	Not harmful to long term health but unpleasant and painful. (1)	Syphilis	Sore spots in genital area, pain when urinating. (1)	Serious complications affect the heart and brain and can lead to death. (1)	HIV	No early signs, can develop flu symptoms after exposure to virus. (1)	Develops into AIDS if untreated resulting in death. (1)	8
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8(b)	<p>Effects can be: blindness which means the baby cannot see the world around them leading to difficulty in learning; heart disease which can lead to the child needing medication or operations; learning disabilities which can delay the child's development and their potential to attend school.</p> <p>Any correct response should be given a mark.</p>	3															
8(c)	<table border="1" data-bbox="320 1339 1310 1771"> <thead> <tr> <th data-bbox="320 1339 550 1435">Type of treatment</th> <th data-bbox="550 1339 1310 1435">How it works</th> </tr> </thead> <tbody> <tr> <td data-bbox="320 1435 550 1532">Sperm donation</td> <td data-bbox="550 1435 1310 1532">A donor gives sperm which is used to fertilise the egg and implanted in the womb.</td> </tr> <tr> <td data-bbox="320 1532 550 1628">Egg donation</td> <td data-bbox="550 1532 1310 1628">A donor gives an egg that is fertilised with a sperm and implanted in the womb.</td> </tr> <tr> <td data-bbox="320 1628 550 1771">IVF</td> <td data-bbox="550 1628 1310 1771">Egg and sperm are fertilised outside of the body and implanted in the womb, both could be donated or own couples' egg and sperm.</td> </tr> </tbody> </table> <p>Award one mark for each correctly identified type of treatment and up to two marks for an explanation of how each works.</p> <p>The learner may describe surrogacy as a treatment, Where this is the case, explanation must be given as to why this is a treatment for fertility. Adoption not awarded a mark.</p>	Type of treatment	How it works	Sperm donation	A donor gives sperm which is used to fertilise the egg and implanted in the womb.	Egg donation	A donor gives an egg that is fertilised with a sperm and implanted in the womb.	IVF	Egg and sperm are fertilised outside of the body and implanted in the womb, both could be donated or own couples' egg and sperm.	6							
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8(d)	<p>Possible responses include: Parents are fearful that the vaccination/immunisation will cause unwanted side effects; parents might not have enough money to be able to afford immunisations/vaccinations; parents might dislike the idea of chemicals in their children's bodies and chose natural methods, such as breastfeeding; some parents might feel that children will have immunity from mixing with other children who have been vaccinated/immunised.</p> <p>Accept any other reasonable response.</p> <p>Marks will be awarded where there is discussion and at least two reasons are explained in depth.</p>	5								
8(e)	<p>Award one mark for the identification of a correct provision and up to three marks for an explanation of how the provision will help the child.</p> <table border="1" data-bbox="320 781 1310 1413"> <thead> <tr> <th data-bbox="320 781 550 846">Provision</th> <th data-bbox="550 781 1310 846">How it helps the child</th> </tr> </thead> <tbody> <tr> <td data-bbox="320 846 550 1014">Hospital</td> <td data-bbox="550 846 1310 1014">This is a medical facility. The hospital will be able to offer support for the child, including counselling and discussion to understand their illness, they will offer pain relief to make the child to feel more comfortable.</td> </tr> <tr> <td data-bbox="320 1014 550 1216">Hospice</td> <td data-bbox="550 1014 1310 1216">This supports children at the end of their life. They will help children to prepare for death and support them to think about end of life care and activities. The children will have pain relief and treatment to make them more comfortable.</td> </tr> <tr> <td data-bbox="320 1216 550 1413">Respite care</td> <td data-bbox="550 1216 1310 1413">When children are very poorly respite care helps families. Children might be taken to a place where they can play or have some rest. There will be specialist people who know about their condition and can give them treatment and support.</td> </tr> </tbody> </table> <p>Any correct response should be given a mark.</p>	Provision	How it helps the child	Hospital	This is a medical facility. The hospital will be able to offer support for the child, including counselling and discussion to understand their illness, they will offer pain relief to make the child to feel more comfortable.	Hospice	This supports children at the end of their life. They will help children to prepare for death and support them to think about end of life care and activities. The children will have pain relief and treatment to make them more comfortable.	Respite care	When children are very poorly respite care helps families. Children might be taken to a place where they can play or have some rest. There will be specialist people who know about their condition and can give them treatment and support.	4
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9(a)	<p>Responses will be varied. Any correct response should be awarded marks. Explanations may include specific examples of role play which should be linked to how children learn about relationships.</p> <p>Possible answers include:</p> <p>Children pretend to be other people they encounter such as parents, teachers and doctors. By acting like other people they can start to understand the way that other people act in different situations, helping children to develop empathy.</p> <p>Children can act out things that confuse or upset them in a safe way. By doing this they can develop their thinking without any risk to themselves and can start to work out how to deal with difficult situations.</p> <p>Children can understand how they fit into family life and express strong emotions such as jealousy or anger without getting told off by parents/carers.</p> <p>Any correct response should be given a mark.</p>	6
9(b)	<p>Award up to 3 marks for each reason. Reasons should be explained.</p> <p>If a parent dies this will lead to children having no contact with the parent and will lead to grief.</p> <p>If a parent is in hospital for a long period this might frighten and upset children. They might be unable to fulfil the role as parent and so the child forms a closer bond with another care giver.</p> <p>If a parent is in prison the child will not have regular contact with them and they will be unable to fulfil the role of parent. Children might stop seeing the parent for a period of time or they may be unsuitable to have contact with the child.</p> <p>Parents who work away will have less time with their children and this can lead children to not building such a close bond with them. They might not respond to the absent parent as well, such as not wanting affection from them when upset.</p> <p>Any correct response should be given a mark.</p>	6
9(c)	<p>Answers might include:</p> <p>Taking children to places outside of the home where they can play with other children, such as toddler groups and playgrounds. The parent can also invite other children round to their house to play and supervise children to help them to learn to share and take turns. Children can attend nurseries and learn to play together as part of a group. Children also need supervision to play with their siblings so they know that they must be kind, share and take turns.</p> <p>Any correct response should be given a mark.</p>	4

Question	Answer	Marks										
9(d)	<p>There will be a wide variation in correct responses. Responses must not be repeated and no mark will be awarded where this is the case. The response must be relevant to the emotion shown.</p> <p>Maximum of 8 marks, two for each emotion.</p> <table border="1" data-bbox="320 450 1308 1276"> <thead> <tr> <th data-bbox="320 450 550 510">Emotion</th> <th data-bbox="550 450 1308 510">Possible cause</th> </tr> </thead> <tbody> <tr> <td data-bbox="320 510 550 680">Shyness</td> <td data-bbox="550 510 1308 680">Meeting new people for the first time, such as family members or friends. New situations such as starting school or nursery for the first time. (2)</td> </tr> <tr> <td data-bbox="320 680 550 880">Anxiety</td> <td data-bbox="550 680 1308 880">Separation from parents or main carer can make children anxious. Children sometimes have a comfort item, if this is lost children can become very upset and will not settle without it. (2)</td> </tr> <tr> <td data-bbox="320 880 550 1079">Jealousy</td> <td data-bbox="550 880 1308 1079">Having a new baby in the family so the child feels left out or not having enough of adult's attention. Children might get jealous if they see a child has something that they want. (2)</td> </tr> <tr> <td data-bbox="320 1079 550 1276">Anger</td> <td data-bbox="550 1079 1308 1276">Children might be unable to express their feelings and so they become angry and start to shout and have a tantrum. Children might become angry if another child takes something that belongs to them. (2)</td> </tr> </tbody> </table>	Emotion	Possible cause	Shyness	Meeting new people for the first time, such as family members or friends. New situations such as starting school or nursery for the first time. (2)	Anxiety	Separation from parents or main carer can make children anxious. Children sometimes have a comfort item, if this is lost children can become very upset and will not settle without it. (2)	Jealousy	Having a new baby in the family so the child feels left out or not having enough of adult's attention. Children might get jealous if they see a child has something that they want. (2)	Anger	Children might be unable to express their feelings and so they become angry and start to shout and have a tantrum. Children might become angry if another child takes something that belongs to them. (2)	8
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Question	Answer	Marks
SECTION C		
10(a)	<p>0–7 low level response The response does not link to the question specifically. The candidate has attempted only part of the question. Responses are bullet points or not clearly explained or relevant.</p> <p>8–11 Medium level response The candidate has answered all parts of the question although without the same depth. The candidate has made some logical links between how social class and cultural differences can affect attitudes towards same sex and arranged marriages. There will be reference to, and may be some discussion of, the implications for parenting in the different pairings.</p> <p>12–20 High level response Both question parts have been responded to well and in depth. Several good responses have been given for the ways that social class and cultural differences can affect attitudes towards same sex and arranged marriages. There is a discussion of the possible implications for parenting in same sex and arranged marriages.</p> <p>Indicative content: Same sex marriages are considered unacceptable in some cultures. Some religions and faiths believe that homosexuality is wrong. This can cause people who are homosexual to hide their relationship from the public and their family. This can lead to people being very unhappy. In some countries, homosexual couples can celebrate their love for each other by having their relationship recognised through marriage. For others, they might face a life of persecution and violence or even death because of their sexuality. Some people who want to have a same sex marriage sacrifice their relationship with their families who refuse to recognise their partner. They might be unable to practice the religion they grew up in because it is not compatible with their relationship. This causes a great deal of distress and anxiety to all concerned.</p> <p>In some countries and cultures, parents arrange the marriage of their children. This is so they can help to choose a person for their child to marry who they feel is suitable. This can sometimes mean that the bride and groom barely know each other when they get married. Some of these marriages are very successful and happy and last for several years. However, some people are not happy with the choices their family have made for them and do not fall in love with their partner. This can lead to them feeling unhappy and trapped. In some circumstances, divorce is not an option because their religion does not allow it.</p> <p>When a couple have a same sex marriage or relationship they are not able to conceive a baby naturally because a male sperm and female egg is needed to do this. Therefore, they will need help to conceive or raise children. Some families will adopt children and raise the children together as their own. It is possible for couples to have artificial insemination in order to conceive. Female couples can use sperm donated by a male. Sometimes, the female whose egg has been used does not have the egg implanted in her womb so that both parents have a physical connection with the baby.</p>	20

Question	Answer	Marks
10(a)	<p>In male couples, a surrogate mother will give birth to the baby that might have been created using one or both of the partner's sperm.</p> <p>In an arranged marriage, couples might not have had an opportunity to discuss their beliefs about parenting before they married. This can mean that they have different ideas about how many children they want to have and when they want to have them. This can cause anxiety. The female may not want to have a baby straight away or may feel ready to have a baby when her partner does not. Having a shared culture, the parents might be more likely to have the same beliefs when raising children and want them to follow their religion and culture.</p>	
10(b)	<p>0–7 low level response The response does not link to the question specifically. The candidate has attempted only part of the question. Responses are bullet points or not clearly explained or relevant.</p> <p>8–11 Medium level response The candidate has answered all parts of the question although without the same depth. The candidate has outlined some ways that parents/carers can help children to become independent in one of the skills (eating, toileting, dressing) but has not covered all three. There may be some mention of safety measures, but this will not be very detailed.</p> <p>12–20 High level response Both question parts have been responded to well and in depth. Several good responses have been given for the ways that parents/carers can help children to become independent in eating, toileting and dressing. There is a good explanation of safety measures.</p> <p>Indicative content: The best way for children to learn is by watching others and having a go for themselves. Parents can help with this by letting children see them do things and not being worried about them making a mistake or a mess.</p> <p>When helping children to feed themselves, parents can give children finger food when they are very young. They can also give children a spoon so they practice to feed themselves. Cups with a lid help children to drink without spilling this over themselves. Eating with their family will help young children to develop good manners and to enjoy eating. Parents should not rush their children and should make meal times an enjoyable occasion.</p> <p>Children will need to wear nappies when they are young. Parent must help them to learn how to hold on and use the toilet. Parents need to provide a potty or a step to help children to be able to go to the toilet comfortably. They also need to reassure children when they have an accident that this is ok. Children can become anxious if they have a bad experience when using the toilet. Accidents are common in the early stages of parenting so parents need to be patient. Children also need to wear clothes that are easy to get on and off when they first start to use the toilet by themselves.</p>	20

Question	Answer	Marks
10(b)	<p>Children need to wear clothes and shoes that are easy to get on and off. Clothes that have too many zips or buttons are difficult for young children to put on. Shoes with laces are too difficult for young children to use so they need slip on shoes and pull on clothes. Parents can lay out children's clothes in the morning and praise and encourage them when they manage to dress themselves.</p> <p>When children start to use the bathroom by themselves parents need to make sure it is safe for them. Any dangerous chemicals, such as toilet cleaners should be removed or locked away. Razors and scissors must be locked out of reach. Medication should be put out of children's reach as these can be very toxic for young children and an overdose can be fatal.</p> <p>In the kitchen, kettles can be a risk because children can pull these over themselves and burn themselves. The oven is hot and children will have no concept of this danger so a stair gate could be used to prevent children from going in to the kitchen or a guard placed over the oven door. Knives need to be kept in a drawer or out of reach.</p>	