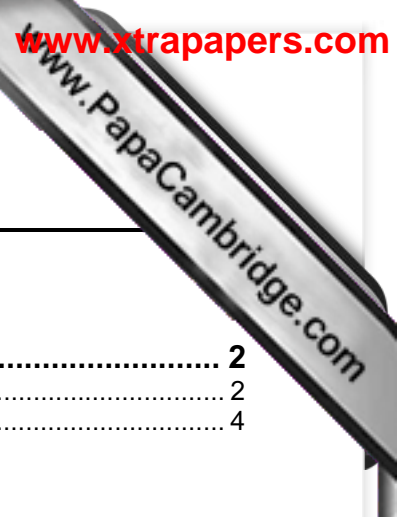


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CHILD DEVELOPMENT

Paper 0637/01

Theory Paper

General comments

The performance of candidates varied considerably between Centres, and to a lesser extent within individual Centres. The choice of questions in **Section C** seemed to give the candidates who chose **Question 16** an advantage over those who selected **Question 17**.

A few candidates demonstrated a depth of knowledge and understanding far beyond the expected norm for this level of paper. However, other Centres obviously had some difficulties in covering the breadth of the syllabus to an acceptable standard.

Comments on specific questions

Section A

Question 1 and Question 2

Few full marks - some confusion in parts **(i)** and **(ii)**.

Question 3

Many correct answers - errors were wide!

Question 4

Some candidates identified the diagram as the female reproductive organs; others mixed male and female parts on the diagram.

Question 5

A few totally correct answers.

Question 6

Usually correct.

Question 7

A lack of knowledge of infectious diseases - all sections poorly answered.

Question 8 and Question 9

Few correct responses, developmental areas not understood by many candidates.

Question 10

Candidates failed to read the question; that it required two different types of play, and gave aspects of social development relating to play.

Question 11

Some excellent responses.

Section B**Question 12**

In parts **(a)** and **(b)**, answers often muddled, though there were a few excellent responses.

In part **(c)**, many candidates gave the correct answer.

Part **(d)** was poorly answered; it was disappointing that candidates did not reflect any recent/old ideas.

In part **(e)**, candidates generally gained half the available marks; they did not demonstrate the depth of knowledge essential for the question.

However, part **(f)** achieved superficial responses - only half or less marks were gained.

Question 13

Responses to part **(a)** were usually correct.

In part **(b)**, candidates seldom gave four separate ways that were required. Repetitious answers were common.

Answers to part **(c)** did not show any depth of knowledge, and often did not gain any marks.

The question in part **(d)** is not a well known test; many knew how it was carried out, but not why.

Responses to part **(e)** were very disappointing; a wide range of answers possible, but few full marks scored.

There were few correct responses to parts **(f)** and **(g)**.

And in parts **(h)** and **(i)**, there were some very strange ideas. In **(h)(ii)**, very few gained all the six available marks.

Question 14

Responses to **(a)(i)** and **(ii)** and **(b)(i)** and **(ii)**, again, were not understood by many candidates.

In part **(c)**, there were some excellent answers - 'reflex actions' - generally understood.

There were surprisingly few totally correct answers in part **(d)**.

Parts **(f)** and **(g)** achieved very few good responses, particularly **(g)**; there was a lack of comprehension for the effects of blindness.

Question 15

Generally, good answers to both **(a)** and **(b)**.

Again, questions were well answered in part **(c)**.

Part **(d)** achieved either the full four marks in a few cases, or failed to score more than one.

All responses to part **(e)** were poorly answered.

Part **(f)** achieved mostly superficial responses.

Section C

Question 16

Of the two questions in this section, this was the most popular, and many answers were of a high level. Part (a) produced the better responses, with some of an excellent standard. However, part (b) proved to be more difficult, and some answers were brief and repetitious. Many candidates limited the information on how to make up a bottle, rather than the importance of accurate measuring, careful cleaning and sterilising of equipment.

Question 17

The answers to this question tended to be superficial, without demonstrating any depth of knowledge and understanding in the 'discussion'. Answers lacked any structure and forward planning. Ideas were limited and repeated several times.

In **Section C**, the higher marks were achieved in **Question 16**. The 'discuss' aspect of **Question 17** required a much higher level of understanding than the more factual response required in **Question 16**; because of the nature of this type of question it did not achieve a similar level of response.

In **Section A, Question 4**, the diagram should have been identified as the 'male reproductive organs', to avoid any confusion (which it did in several scripts), particularly as it was a **Section A** question.

Best use was not always made of time. This was shown by a significant number of candidates who, in **Section B**, answered all four questions, instead of the required two. Of these, some crossed out two, but others left all of them. Some candidates also answered both questions in **Section C**. It was interesting to observe that the marks for all four were generally very close.

If only the required two were answered, the additional time could have been spent on improving **Section A**, which was often rushed, and more time considering the questions to work out the answers to the two **Section B** questions required. More time could also have been spent on selecting and planning the answer to **Section C** before beginning to write the response. Centres might find it useful, as part of their preparation for assessment, to provide examples of how to plan an answer to a **Section C** question.

Papers 0637/02 and 0637/03

Coursework

General comments

The overall quality of the work presented for examination was of a pleasing standard.

General points of relevance to both papers:

- Work does not have to be presented in ring binders or other heavy folders.
- The total mark for each section is 50.
- The inclusion of how the marks have been awarded for each section, together with comments, is very helpful in the moderation procedure.

Many Centres are already producing the correct mark sheets together with the annotation to show how marks have been awarded.

Comments on specific questions

Paper 2

Introduction

- (a) The background information was usually very well carried out and was one of the strengths of the whole study.
- (b) Clarity of explanation of the development area of study, together with reasons for choice is essential to the successful outcome of the whole piece of work.
- (c) This section requires the research to be made relevant to the child/children to be studied.

Application

- (a) Observations that are made too close together, do not give the candidate the benefit of seeing the developmental stages as they occur. Thus they are disadvantaged in the later parts of the study.
- (b) This could be completed at the end of the observation period (particularly the comparison with another child) but each observation could be completed by the use of a "Tick Chart" showing the development observed with that of the accepted norm.
- (c) This was one of the weakest sections. Use of the Internet and newspaper cuttings kept for the purpose, for pupils to use for reference, is helpful.

Analysis and Evaluation

The three sections under this heading are equally weighted. Thus each must have a balanced response.

Often **Section C** was very brief, so bringing down the mark for this section.

Paper 3

This paper is a *Practical Investigation* thus in the "Introduction" part (c) some practical methods of acquiring information should be included.

Application

The practical nature of the investigation together with other methods of acquiring knowledge will be reflected in this section. This was not seen in many cases. In (c) the large number of available marks can only be gained by the inclusion of a suitable range of different methods of observation used, including the practical aspects. This was the main reason for work that failed to achieve a satisfactory mark.

Analysis and Evaluation

This section achieved more balanced responses than the corresponding section in Paper 2.