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# CHILD DEVELOPMENT

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Paper 0637/01

Theory Paper

## General comments

There was an improvement in the overall performance of candidates sitting this paper. Candidates were able to attempt all questions on the paper.

However, the rubric is still not always being observed. This occurs in both **Sections B** and **C**. By answering all four questions in **Section B** and both questions in **Section C**, candidates are wasting time and effort. This would have produced better results if used in answering the required number of questions.

## Comments on specific questions

### **Section A**

#### **Question 1**

Generally well answered. Candidates understood the lifestyle changes that have to be made after the birth of a baby.

#### **Question 2**

'Pre-conceptual care' was often confused with 'contraception'.

#### **Questions 3 and 4**

Generally produced correct responses.

#### **Question 5**

A well answered question. Candidates displayed a depth of knowledge about clothing for a newborn baby.

#### **Question 6**

Buying footwear for a three-year-old child presented some problems. Very few candidates achieved the three available marks.

#### **Question 7**

Excellent responses.

#### **Question 8**

Frequent errors were that candidates did not read the question carefully. The answers required points to consider when *planning* meals.

#### **Question 9**

Answers were often superficial and lacking in detail.

#### **Question 10**

Many candidates did not appear to know the symptoms of the illnesses.

#### **Questions 11 and 12**

Majority of candidates gained full marks here.

**Section B****Question 13**

Although this question was answered by a number of candidates, the answers showed that social development is not one of the most understood areas of development.

Parts **(c)**, **(d)** and **(e)** produced better responses.

Answers for **(f)** were disappointing – candidates did not refer to a child from a large family able to learn: -

“Sharing, speech skills but may lack enough adult attention”.

Whereas children from a small family may not have the opportunity to “mix with others, share with other siblings, play, talk with other children, but may have more adult attention”.

**(g)** was generally well answered.

**Question 14**

A very popular question – generally well answered.

Conception usually answered correctly in **(a)**, some misconception about implantations.

Answers to the remaining parts of the question produced some high level responses.

**Question 15**

This was again a very popular question. Answers to parts **(a)** to **(d)** produced high level responses.

In part **(e)** some candidates interpreted the question as accidents in a car – which was set in part **(f)**. This answer required: -

Setting a good example.

Use of walking reins/wrist straps.

Do not let children out on their own.

Always hold hands when crossing the road.

Reflective clothes in the dark.

Teaching the ‘Green Cross Code’.

Few candidates gained full marks for **(g)**, producing narrow responses based on one or two points.

**Question 16**

Not one of the more popular questions. Answers were often superficial. Part **(d)** was particularly weak. The three effects had to be described. Parts **(e)** and **(f)** produced better responses.

**(g)** produced particularly weak answers. Many candidates failed to link that lack of hearing will cause a baby to be unable to copy sounds. In turn the child will not be able to talk and use the voice. Early treatment and training should begin, to prevent major speech problems. This will also prevent learning difficulties.

**Section C**

Lower marks in both these questions were caused by the same two problems:

Inability to answer both parts of the question.

More able candidates just gave bullet point facts – and did not: -

(a) Describe

(b) Explain

As written in the question.

In both questions, answers to the second parts were the weakest.

**Question 18**

In part two, misconceptions were frequent. A few candidates obviously knew facts, but did not explain how they had brought about changes, e.g. Contraception more readily available – few then went on to say how this allowed couples to plan their families or not to have children.

**Papers 0637/02 and 0637/03**  
**Coursework (Child Study)**  
**Coursework (Practical Investigation)**

**General comments**

The Examiners saw improvements in both pieces of coursework.

Marks were usually shown on the Individual Candidate Record Cards, and many teachers added clear comments as to how marks have been awarded. This clarification enables the moderation process to be more effective.

There was also evidence of internal moderation.

Coursework does not need to be dispatched in heavy folders and plastic covers. It is only necessary to ensure work is secured.

**Sample size and composition.**

Reminder:

0 – 10 candidates – all coursework to be in the sample.

11 – 50 candidates – sample of 10 only.

51 – 100 candidates – sample of 15 only.

Above 100 candidates – sample of 20 only.

The sample should reflect the range of marks awarded with more from the top half of the percentile.

**0637/02**

The Examiners saw some Child Studies of an excellent standard.

These candidates had identified an area of development showing an understanding of their aims in carrying out and completing the study. They made a series of observations, over a pre-determined period of time. Time was allowed between these for changes to be observed and recorded. Understanding of work was evident at all stages of the study.

The use of photographic evidence, tick charts and collected samples (when appropriate) were also pleasing to see.

The use of 'strengths and weaknesses' including how the latter would be improved, in the critical approach also showed much insight in the good studies.

**0637/03**

It is imperative that the area for study for investigation is within the capability of the candidate. This area should be shown to be clearly understood by the candidate and should allow for a range of different investigatory skills to be used during the observations.

The Examiners were pleased to see the use of photographic evidence, the use of newspaper cuttings, the Internet, questionnaires and surveys and evidence of activities carried out with children.

Some candidates completed their investigation with some very interesting comments showing their awareness of opportunities for further developments which showed awareness of what they had achieved and would see further than the limit of the investigation.

The Examiners were pleased to see a general improvement in the standard of coursework, resulting in higher grades being achieved.