

## UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

### MARK SCHEME for the June 2004 question papers

#### 0637 CHILD DEVELOPMENT

0637/01

Paper 1, maximum raw mark 100

These mark schemes are published as an aid to teachers and students, to indicate the requirements of the examination. They show the basis on which Examiners were initially instructed to award marks. They do not indicate the details of the discussions that took place at an Examiners' meeting before marking began. Any substantial changes to the mark scheme that arose from these discussions will be recorded in the published *Report on the Examination*.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes must be read in conjunction with the question papers and the *Report on the Examination*.

- CIE will not enter into discussion or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the June 2004 question papers for most IGCSE and GCE Advanced Level syllabuses.

**Grade thresholds** taken for Syllabus 0637 (Child Development) in the June 2004 examination.

	maximum mark available	minimum mark required for grade:			
		A	C	E	F
Component 1	100	75	55	42	30

The threshold (minimum mark) for B is set halfway between those for Grades A and C.  
The threshold (minimum mark) for D is set halfway between those for Grades C and E.  
The threshold (minimum mark) for G is set as many marks below the F threshold as the E threshold is above it.

Grade A\* does not exist at the level of an individual component.

June 2004

INTERNATIONAL GCSE

MARKING SCHEME
MAXIMUM MARK: 100
SYLLABUS/COMPONENT: 0637/01 CHILD DEVELOPMENT Paper 1

Page 1	Mark Scheme	Syllabus
	CHILD DEVELOPMENT – JUNE 2004	0637

### Section A

- 1 ONE mark for each answer. TWO required**  
 One partner may have to give up work/career  
 Free time / social life disrupted  
 Less money coming into the household  
 Social life will be restricted  
 Full time responsibility  
 Less sleep /more tired  
 Travelling becomes more difficult
- 2x1**
- 2 ONE mark for the correct answer.**  
 Before conception / pregnancy
- 1x1**
- 3 ONE mark for each correct answer.**  
 Fallopian tube
- 1x1**
- 4 ONE mark for each correct answer. TWO required**  
 Oestrogen  
 Progesterone
- 2x1**
- 5 ONE mark for each correct answer. THREE required**  
 Loose / comfortable  
 Easy to put on / take off  
 Easy to wash / dry  
 Lightweight  
 Soft  
 Warm  
 Non-irritant  
 Porous  
 Flame-resistant
- 3x1**
- 6 ONE mark for each correct answer. THREE required**  
 Room for growth  
 Firm fitting heel  
 Supports / protects feet  
 Wide enough to allow toes to move  
 Adjustable fastenings (e.g. velcro, buckles – easier than laces)  
 Flexible soles / uppers  
 Low heel  
 Hard wearing material  
 Material allows the foot to breathe  
 Slip-resistant sole  
 No inside seams
- 3x1**

Page 2	Mark Scheme	Syllabus
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**7 ONE mark for each correct answer. TWO required**

Protein  
Carbohydrate  
Vitamins A/B/C/D/E/K  
Minerals e.g. calcium/iron/fluoride  
Fats

**2x1**

**8 ONE mark for each correct answer. TWO required**

Do not use processed foods too much  
Include a variety of foods  
Choose healthier methods of cooking e.g. grilling instead of frying  
Encourage child to drink plenty of liquids, NOT sugary drinks  
Include foods that contain a balance of nutrients  
Whole milk is recommended for the under two's  
Fibre / roughage should be included  
Make food look and smell good  
Serve small portions  
Regular mealtimes and limit snacks

**2x1**

**9 ONE mark for each correct answer. TWO required**

Wash hands  
Sterilise all equipment  
Use cooled boiled water – correct amount  
Follow instructions on the packet / tin  
Measure powder with scoop provided  
Store in fridge / cold place until used (no longer than 24 hours)  
Shake to dissolve powder  
Check temperature - 37°C / on inside of wrist

**2x1**

**10 ONE mark for each correct answer. SIX required**

**Chicken pox**

Red spots  
Form blisters and scab over  
Mild fever  
Possible cough

**Mumps**

Painful swelling around jaw  
On one or both sides

**Measles**

Fever  
SEVERE cold  
Red rash

**6x1**

Page 3	Mark Scheme	Syllabus
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- 11 **ONE mark for each correct answer. TWO required**  
Genes  
Environment

2x1

- 12 **ONE for each correct answer. FOUR required**  
D  
C  
A  
B

4x1

### Section B

Answer TWO questions

- 13 (a) **TWO marks for the correct answer**  
Is the process of learning skills and attitudes which enable individuals to live easily with other members of the community.

Gaining a wide range of social skills.

2x1

- (b) **ONE mark for each correct answer. FOUR required**  
0-6 weeks  
6 months  
1 year  
3 years

4x1

- (c) **ONE mark for each correct answer. THREE required**  
Hitting / punching  
Biting  
Smacking / slapping  
Nipping / pinching  
Kicking  
Shouting / screaming  
Spitting  
Breaking another child's toys / belongings

3x1

- (d) **ONE mark for each correct answer. TWO required**  
Parent to keep calm  
Remove child from the situation  
Leave child to calm down (still under supervision)  
Explain / talk to the child about behaviour  
Do not smack the child

2x1

Page 4	Mark Scheme	Syllabus
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(e) **ONE mark for each correct answer. FOUR required**

Family outings  
 Parent and toddler groups  
 Playgroups  
 Nurseries  
 Opportunity to play with friends  
 Visiting other people's homes

4x1

(f) **TWO marks for each correct answer. TWO required**

In a large family a child will learn:

Sharing  
 Speech skills

May not have enough adult attention

In a small family a child may not have the opportunity to:

Mix with others  
 Share with other siblings  
 Play  
 Talk with other children  
 May have more adult attention

2x2

(g) **ONE mark for each correct answer. SIX required**

Opportunities to:  
 Socialise / mix with others  
 Encourage speech skills  
 Use of manners  
 Taking turns  
 Following rules  
 Using toilet on own  
 Sharing  
 Washing hands  
 Behaving in an acceptable way

6x1

14 (a) **TWO marks for each correct answer. TWO required**

Conception  
 When the egg and the sperm join / fuse together  
 Sperm from father fertilises egg from mother.  
 Implantation  
 The embedding of the fertilised egg in the wall of the uterus.

2x2

Page 5	Mark Scheme	Syllabus
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**(b) ONE mark for each correct answer. TWO required**

Provides the foetus with:

Oxygen  
Food / nutrients

Removes from the foetus:

Waste matter  
Carbon dioxide

**2x1****(c)(i) ONE mark for the correct answer.**

Amniotic fluid

**1x1****(ii) ONE mark for the correct answer.**

Protects the foetus from being damaged

Cushions from shocks

Keeps baby at a constant 37°C

Allows foetus to float freely in it, to stretch, flex and exercise the muscles.

**1x1****(d) ONE mark for each correct answer. EIGHT required**

A = Fallopian Tube

B = Funnel

C = Lining of the Uterus

D = Cervix

E = Ovary

F = Uterus

G = Lining of the Cervix

H = Vagina

**8x1****(e) ONE mark for each correct answer. THREE required**

Acupuncture

Gas and air/entenox

TENS

Epidural anaesthetic

Pethidine

Relaxation and breathing exercises

Self-hypnosis

Water birth

Aromatherapy

Reflexology

**3x1**



Page 6	Mark Scheme	Syllabus
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- (f) **ONE mark for each correct answer. TWO required for each stage. Must be in correct order.**

**Stage 1**

Waters break  
 Mucus plug may come away  
 Regular, strong contractions  
 Cervix / neck of uterus slowly opens to 10 cms wide

**Stage 2**

Uterus, cervix and vagina have become the birth canal  
 Baby's head appears / crowning  
 Baby comes out of vagina / baby is born

**Stage 3**

Umbilical cord is clamped in two places / the cord is cut  
 Contractions continue until the placenta is pushed out / afterbirth appears

**6x1**

- 15 (a) ONE mark for each correct answer. FOUR required.**

i) suffocation  
 ii) cut / severe cut /stab  
 iii) burn / electrocution  
 iv) poisoning

**4x1**

- (b) ONE mark for each correct answer. FOUR required.**

i) store plastic bags safely / out of reach  
 ii) store knives in knife block / drawer that cannot be opened easily  
 iii) guard around fire  
 iv) store in high cupboard / fit safety locks on cupboards / keep in original container

**4x1**

- (c) ONE mark for each correct answer. THREE required**

Poisonous plants  
 Chemicals  
 Sharp tools  
 Ponds left uncovered  
 Broken glass  
 Animal faeces  
 Gate left open  
 Gap in fencing / hedge

**3x1**

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**(d) ONE mark for each correct answer. FOUR required**

- Fastened together securely
- Fixed into the ground securely
- Bark chipping underneath equipment / other suitable surface
- Well maintained
- No sharp edges / objects
- Suitable for the age of the child

4x1

**(e) ONE mark for each correct answer. THREE required**

- Set a good example
- Use walking reins / wrist straps
- Do not let children out on their own
- Always hold hands when crossing the road
- Make sure child can be seen in the dark / wear reflective clothing
- Make sure child knows rules for crossing the road / Green cross code

3x1

**(f) ONE mark for each correct answer. TWO required**

- Child safety locks on doors
- Close doors carefully
- Keep child under control / not to distract the driver
- Use an appropriate child restraint
- Child restraint should be fitted correctly
- Child must not travel on adult's lap
- Rear facing seats should not be used in front seat if airbag is fitted
- Young children should not travel on the front seat

2x1

**(g) ONE mark for each correct answer. FIVE required**

- Lack of supervision
- Stress e.g. illness or death in the family
- Absorbed in an activity – not aware of surroundings
- Unaware of dangers around themselves
- Lack of experience
- Naturally curious
- Size of child – cannot always see hazard
- Overexcited / upset

5x1

**16 (a) ONE mark for the correct answer**

- A disability which is present at birth

1x1

**(b) ONE mark for each correct answer. TWO required**

- Abnormal genes
- Abnormal chromosomes
- Abnormal development
- Brain damage

2x1

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**(c) ONE mark for each correct answer. FOUR required**

Physical disabilities e.g.  
 Cerebral palsy  
 Muscular dystrophy  
 Spina bifida  
 Cleft palate / cleft lip  
 Hole in the heart  
 Deafness  
 Blindness  
 Club foot – deformities involving limbs

Learning difficulties e.g.  
 Down's syndrome  
 Brain damage in the uterus caused by viruses  
 Brain damage during birth  
 Infection in childhood e.g. meningitis

**4x1**

**(d) TWO marks for each description. THREE required**

Extra work  
 Siblings may feel left out / neglected  
 Siblings may feel jealous  
 Special equipment in the home may take up more space  
 Extra expense  
 May feel isolated from normal family life  
 One parent will need to be around full time / no career opportunities

**3x2**

**(e) ONE mark for each correct answer. FOUR required**

Advice on education  
 Advice on training  
 Advice on day to day care  
 Contact with families who have similar problems  
 Transport for outings  
 Help with holidays  
 Respite care  
 Financial care  
 Child minding  
 Help with housework

**4x1**

**(f) ONE mark for each correct answer. FOUR required**

Teachers are specially trained  
 Assistants specially trained  
 Higher ratio of teachers to pupils  
 Physiotherapists available  
 Occupational therapists  
 Speech therapists  
 Corridors and doorways wider for wheel chairs  
 No stairs / ramps  
 Specially designed chairs / toilets / washing facilities

**4x1**

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(g) **ONE mark for each correct answer. FOUR required**

Speech development will not progress

Babies learn to speak by copying sounds / sounds not heard

Unable to talk / will not use voice

Important that deafness is recognised during the first year

Treatment and training should begin early to prevent major speech problems

A child who does not hear sounds until a later stage will have learning difficulties.

4x1

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### Section C

Answer ONE question.

17. **High level response 14-20**

A good candidate will cover both areas with detail and depth. A good candidate is likely to mention the following ways of communication and explanations on how adults can encourage a child's speech development:-

This is known as non-verbal communication of communicating without words. Babies will usually follow similar methods of trying to communicate before speaking but this may lead to the baby becoming frustrated if the adult does not understand.

Using the eyes to make contact with another person

Tone of the voice e.g. crying, screaming, gurgling carry different messages

Expression of the face to show anger, pleasure, contentment

Using the hands by pointing, clinging, throwing, pushing away and pulling.

When a child begins to talk it is important that parents stimulate the child into using language by encouraging interaction. Adults can encourage a child's speech development by:

Talking directly to the child

Listening to the child

Being patient / not speaking for the child

Repeating words and phrases

Praising the child

Answering questions

Reading stories

Singing nursery rhymes

Spending time with the child

Encouraging the child to copy sounds / avoiding swear words

Having conversations with the child

**Mid-level response 7-13**

A mid-range candidate will cover many points but the response may lack depth and detail. At the lower end of the range the candidate may concentrate more on one part of the question than the other.

**Low level response 0-6**

The candidate is likely to address only one part of the question. Answer will be superficial and will lack depth and detail.

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18. **High-level response 14-20**

The candidate is likely to mention most of the needs a family provides and will correctly explain the changes that have occurred in family life. The answer will be well balanced on both parts of the question.

The needs of a child are varied but important if a child is to develop into a balanced adult.

Food and drink  
 Shelter  
 Warmth  
 Clothing  
 Love / companionship  
 Protection / support  
 Care / training  
 Secure environment in which they can develop  
 Encouragement with their education  
 Rest / sleep  
 Exercise / fresh air  
 Cleanliness

Factors that have brought changes to family are:

Laws have been introduced which give women more independence.  
 Education and career choices are similar for boys and girls.  
 Women can opt out of marriage because they do not rely on a husband for financial support.  
 Labour saving devices in the home have made household chores less time-consuming and have given women more freedom.  
 State benefits have eased financial problems.  
 Reliable methods of contraception allow couples to plan their families / not to have children.  
 There are more single parent families and step-families.  
 Divorce is easier and more socially acceptable.  
 More acceptable for roles to have changed i.e. father may look after the children whilst the mother goes to work.

**Mid-level response 7-13**

The candidate will cover both parts of the question but will lack depth and detail. At the lower end of the range the candidate will dwell on the needs of the child and the explanation of the factors on how family life has changed will be brief.

**Low-level response 0-6**

Candidates will answer at a basic level showing little understanding. The candidate may only answer one part of the question.