

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

MARK SCHEME for the October/November 2007 question paper

<p>0637 CHILD DEVELOPMENT</p> <p>0637/01 Paper 1 (Theory Paper), maximum raw mark 100</p>
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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.

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 discussions or correspondence in connection with these mark schemes.

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Page 2	Mark Scheme	Syllabus	er
	IGCSE – October/November 2007	0637	

Section A

- 1 Any FOUR from:
- flame resistant
 - porous
 - non-irritant
 - loose and comfortable
 - easy to put on and take off
 - easy to wash and dry
 - lightweight, soft and warm/suitable for climate
- [4]
- 2 (a) folic acid
- [1]
- (b) Helps prevent birth defects e.g. spina bifida
- [1]
- (c) A good source is required e.g.
- Liver
Kidney
Beef extract
Dark green leafy vegetables e.g.
 Brussels sprouts
 Kale
 Spinach
Yeast extract
Cereals – must be a named food
- [1]
- 3 Any TWO changes described e.g.
- Sacrifices from parents – money/time
 - Restrict freedom
 - Pleasure and satisfaction
 - Hard work
 - Long-lasting responsibility – care of babies to adolescence and beyond
- [2 x 2] [4]
- 4 Any TWO of the following:
- Anaemia
 - Blood group
 - Rhesus Factor
 - Immunity to rubella
 - Hepatitis B
 - Possible HIV (choice)
- [2]
- 5 16–20°C
- [1]

Page 3	Mark Scheme	Syllabus	er
	IGCSE – October/November 2007	0637	

- 6 Any THREE from:
- Contractions
 - Waters breaking
 - Show
 - Backache
 - Nausea, vomiting, diarrhoea
- [3]
- 7 Any FOUR from:
- noisy
 - coughing
 - refusing to eat
 - eating earth
 - holding their breath until blue in the face
 - spitting
 - biting
 - head banging
 - refusing to sit on the potty
 - passing urine in the wrong place at the wrong time
 - having temper tantrums etc.
- [4]
- 8 Any FOUR from:
- child's usual routine-day
 - words child uses for a drink, special toy or toilet
 - where to find first aid kit
 - emergency telephone numbers
 - where to find refreshments
 - how to use equipment e.g. TV
 - time parent/s are due back
 - bedtime routine
- [4]
- 9 (a) Pictures of the baby in the uterus. [1]
- (b) Baby's age
Baby's size
Baby's position
Position of placenta
If there are twins etc
- [3]

[Total for Section A: 30]

Page 4	Mark Scheme	Syllabus
	IGCSE – October/November 2007	0637

Section B

10 (a) Each of THREE points must be explained

Any from:

- Antibodies from mother – passed across placenta from mother's blood to babies blood in uterus
- Babies born with protection against same diseases that mother has been immunised against
- Breast milk also carries these antibodies, so babies supply continues
- These antibodies survive for several months, all the time the baby becomes stronger. [3]

(b) One mark for each gap:

- Red rash and usually swollen glands
- Loud bouts of coughing which may end with a 'whoop'
- Painful swellings near jaw on one or both sides
- Chicken pox (varicella)
- Fever, severe cold, cough, red rash appears on the face and spreads downwards after 4–5 days. [5]

(c) By having the disease and having long-lasting immunity

Vaccination – vaccines

[2]

(d) A description of any FOUR symptoms

- Unusual paleness
- A 'different' crying
- Fever looks flushed and feels hot
- Loss of appetite
- Rash
- Dark rings around the eyes or eyes look sunken
- Vomiting or diarrhoea
- Fretfulness
- Unnaturally quiet and limp and shows no interest in anything [4]

(e) Points should be discussed:

- Severe bleeding
- Swallowing poison
- Unconsciousness
- Glazed eyes which do not focus
- Fit or convulsion
- Severe burns/pain
- Blow to head
- Severe diarrhoea or vomiting
- Difficulty in breathing etc.
- Very high fever
- Animal bite [5]

Page 5	Mark Scheme	Syllabus
	IGCSE – October/November 2007	0637

- (f) Point should be explained:
- explain
 - use books, visits or pre-visit hospital
 - say they can take some toys
 - say toys in hospital
 - say other children to play with
 - parents can stay/visit them often
 - say doctors and nurses will look after them
- [4]

- 11 (a) A transitional period –
change from childhood to adulthood
- [2]

- (b) (i) Any FIVE from:
- Menstruation – may have irregular periods
 - Moody/anxious
 - Increased need for personal hygiene
 - Concern about appearance
 - Pubic hair and hair under armpits
 - Breasts develop
 - Growth spurt – height
 - Growth spurt – hips and thighs widen
 - Spots on face etc.
- [5]

- (ii) Any FIVE from:
- Muscular development of chest and shoulders
 - Hair develops on chin, chest, underarms etc.
 - Pubic hair, penis and testes grow
 - Larynx grows – voice 'breaks'
 - Increased requirements for personal hygiene
 - Increased height
 - Spots and skin problems
 - Wet dreams
 - Mixed emotions
 - Concern about image
- [5]

- (c) A description necessary for each phase:
- Days 1–5
Menstruation –
 blood and fragments of uterus lining leave the body
- Days 5–16
Repair phase
 a new uterus lining grows
- Days 16–21
Receptive phase
 uterus ready to receive a fertilised egg
- Days 21–28
Pre-menstrual phase
 The uterus lining begins to break up
- Approx day of ovulation 14th day
- [4 x 2 + 1]

Page 6	Mark Scheme	Syllabus	er
	IGCSE – October/November 2007	0637	

(d) Any two from:

- Oestrogen – female sex hormone etc.
- Progesterone – pregnancy hormone etc.
- Oxytocin – stimulates uterus to contract during childbirth
- Prolactin – controls milk production

[1 + 1 x 2] [4]

[Total for Section B: 50]

Page 7	Mark Scheme	Syllabus
	IGCSE – October/November 2007	0637

Section C

- 12 (a)** A high level response 14–20 marks will clearly show discussion of each of the three points in the question and a clear explanation of suitable activities.

Answers could include:

Gross motor skills

- baby is able to sit securely for long periods
- may be walking – but interspersed with crawling or bottom shuffling, or moving along furniture sideways
- usually holds on and walks around the furniture
- may walk without holding on
- able to sit down from standing
- can crawl upstairs

Fine motor skills

- baby holds onto her bottle/cup
- able to release an object from their hand deliberately and makes attempts to throw
- attempts to shuffle food onto a spoon
- steers spoon into mouth, sometimes misses, or upturns spoon before it arrives
- uses pincer grip to pick up small items

Emotional and Social

- shows fear of strangers
- shows preference for familiar carers to be near
- may have a kind of comfort e.g. blanket or thumb
- shows pleasure when sees a sibling or other familiar face
- begin to assist with daily routines e.g. holding out foot for sock to be put on
- enjoys socialising at mealtimes

Activities could include:

- treasure basket containing different articles of shapes, sizes and textures
- a cardboard box of bricks and safe household items
- introduce a variety of food textures
- encourage use of bath toys for experimentation
- ensure baby can help with simple dressing to encourage independence
- take baby swimming or provide water play to encourage expression of feeling
- share books and discuss pictures

A mid level response 8–13 marks

Candidates may cover all aspects of the question but may not discuss or explain answers and respond in 'bullet points'.

Answers may not cover all aspects of question.

A low level response 0–7 marks.

Superficial answers – may not cover all aspects, with limited or no discussion or explanation of answers.

Page 8	Mark Scheme	Syllabus
	IGCSE – October/November 2007	0637

- (b) A high level response 14–20 marks, will clearly show understanding of the bullet points, explain and discuss their answers.

Answers should include:

- Dental decay caused by too many sugary foods in the mouth for too long
- Sugar left on teeth. Bacteria act on sugar to make acid – wears away enamel – goes on to leave nerves uncovered – pain
- Avoid giving sweet things – encourage savoury tastes – read labels on baby food tins and packets, even savoury varieties, rusks, baby drinks etc.
- If sweet food is given – limit to meal times. Between meals it is better to drink milk or water as a drink
- Find other treats than biscuits or sweets and ask relatives to do the same, e.g. stickers, badges, crayons, colouring books, etc.
- If children are given sweets or chocolate eat all at once and after a meal
- Avoid giving baby juices or sugar – sweetened drinks at bedtime or in a bottle, and keep drinking times short
- Ask pharmacist and Doctor for sugar free medication for your child if required
- Avoid drinks containing artificial sweeteners e.g. saccharine or aspartame – if you do dilute at least 10 parts water to 1 part concentrate
- Start early – as soon as your baby's teeth come through, type of and amount of toothpaste – establish a routine
- Gradually start to brush more thoroughly brushing all parts of the teeth – twice a day. Develop 'games' to prevent a battle occurring
- Sit him on your knee, head resting on your chest as a good position – then when child is older – stand behind child
- Could use damp gauze over finger with a tiny amount of fluoride toothpaste to clean child's teeth

A mid level response 8–13 marks. Candidate may cover all aspects of question but not at a great depth.

A low level response 0–7 marks. Superficial answer – may not cover all aspects, with limited or no explanation or discussion.