

CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International General Certificate of Secondary Education

MARK SCHEME for the October/November 2014 series

0637 CHILD DEVELOPMENT

0637/01

Paper 1 (Theory Paper), maximum raw mark 100

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 will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the October/November 2014 series for most Cambridge IGCSE[®], Cambridge International A and AS Level components and some Cambridge O Level components.

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Section A

- 1 The menopause
- 2 Miscarriage, low birth weight, stillbirth, premature birth [2]
- 3 Right amount of food, right temperature, easily digested, easily absorbed, clean and safe, no preparation needed, always available, available on demand, has antibodies, thought to reduce risk of cot death, quick and easier during night feeding. *Any sensible and correct answer may be awarded a mark.* [4]
- 4 Death, divorce, separation, choice, ill health, imprisonment, rape [3]
- 5 Regression, temper tantrums, jealousy, bed wetting, nightmares/terrors, aggression, refusal to speak, clinginess, sleep disruption, withdrawal. *Any reasonable correct answer may be awarded a mark.* [6]
- 6 *Learners must give three situations and reasons in order to be awarded full marks. One mark for each situation, one mark for each reason.*

Lack of opportunity to play– Play stimulates development and is how children learn

Lack of being talked to– Children copy language and if they do not hear it they will fall behind in other areas such as social development

Not being stimulated– Children need to have opportunities to test ideas and learn through exploration

Deafness– Without hearing language children are not stimulated to speak and struggle to make sense of things happening around them.

Poor eyesight– Prevents children from participating fully in their environment

Ill health– Repeated ill health can affect social skills and learning because education might be missed out

Bullying– This can affect self-esteem and confidence so children's emotional development falls behind making them less able to learn.

Abuse– Children who have been abused might suffer from pain and the effects of abuse, this will disrupt their concentration and ability to think and enjoy learning.

Any other reasonable response may be awarded a mark. [6]

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7 There might be a variety of correct responses which may be awarded a mark.

Shyness– meeting new people for the first time, being in a new environment such as school, nursery, when wanting to play with other children they do not know, when in the spotlight such as on stage or asked a question

Worry– Will be many answers– starting school, nursery, missing main carer, becoming lost, breaking objects, losing something special

Anger– When frustrated, losing a game, being unable to do something, wanting something someone else has

Jealousy– When new sibling arrives, when someone has something child wants, of someone else's achievement, not winning.

[8]

Section B

8 (a)

Natural Immunity	Explanation
Actively acquired	When a child comes into <i>contact with an illness/pathogen</i> or has developed the illness previously, <i>such as</i> chicken pox
Passively acquired	Through <i>antibodies/protection</i> passed through the <i>placenta</i> and <i>breast milk</i> during breastfeeding
Artificial immunity	
Actively acquired	This is a vaccination at a time when the child <i>does not have the disease</i> – e.g. through <i>routine vaccination/immunisation</i> programmes.
Passively acquired	<i>Readymade antibodies</i> , destroy antigens given when child has been infected and has <i>no previous immunity</i> – for example tetanus injection

Italics suggest where marks will be awarded– for full marks there should be two part answers for each section.

[8]

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- (b) Immunisations make the body produce the right type of antibodies to destroy the germs that cause that particular disease.

The child is unlikely to go on to contract that disease, or will have only mild form.

Immunisation reduces the cases of disease.

If all parents have children immunisation, some diseases can be eradicated.

Helps to keep children free from disease and so healthier.

Reduces risk of epidemics.

Reduces risk of side effects of illness.

[4]

- (c) Diphtheria– Blocked throat with layer of white mucus covering, poison damages the heart and brain.

Tetanus– Muscles in neck and jaw tighten, pain and swelling

Whooping cough– Bouts of coughing with a whoop sound.

Haemophilus Influenza type b– Fever, rash and vomiting

Polio– Infection of the spinal cord, fever and paralysis

Meningitis B– Bulging fontanelle, head ache, high pitched cry, stiff neck, drowsiness, fits

Measles– Fever, rash, cough, extreme coldness

Mumps– Swelling and pain around the jaw

Rubella– Mild disease that makes glands swell and red rash.

Other correct answers may be awarded a mark.

[6]

- (d) *Full marks will only be awarded where there is correct answers, where there is identification of disease and consequences for all 4, as question asks.*

Chlamydia– No symptoms and can cause pelvic inflammatory disease which leads to infertility in both men and women. Can lead to premature birth in pregnancy.

Gonorrhoea– Symptoms might not be present but can lead to infertility in both men and women. Increases risk of miscarriage in pregnancy.

HIV– Can be passed through the placenta to the baby

Herpes– Active herpes lesions during birth can be passed on to the baby.

Syphilis– causes birth defects and miscarriage.

Any other correct answer will be awarded a mark.

[4]

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- 9 (a) *Explanation is needed in order to achieve full marks. Some areas of discussion could be:*

Distraction– When child starts to behave in unwanted way distracting child can prevent escalating into aggression– or in dispute between two children over one toy.

Anger– Allows children to work through anger for example by rigorous play such as hammering pegs into board or bouncing on trampoline.

Frustration– play allows children to experience frustration and try again and work through feelings

Sharing– When children are unable to share, group play and turn taking helps to understand rules and taking turns. [8]

- (b) Explanation– Skilful use of hands– hand-eye coordination, eye and brain working together (2)

10 month old– Rattles, play gyms, push button noise toys. Mainly toys that make a noise or have a function so that the child is encouraged to repeat the activity– *Any other suitable answer that promotes hand-eye coordination and is age appropriate may be awarded a mark.(2)*

2 year old– Farm sets, toys cars, dolls house, bricks. Mainly toys that the child can manipulate and have ideas about what they are doing or how each works e.g. pushing the car along. *Any other suitable answer that promotes hand-eye coordination and is age appropriate may be awarded a mark.(2)* [4]

4 year old– Play dough, painting, scissors and craft materials. Examples should demonstrate children's ability to extend upon ideas using their hands. *Any other suitable answer that promotes hand-eye coordination and is age appropriate may be awarded a mark.(2)* *Marks will not be awarded where learners repeat activities or do not demonstrate development of complexity through age stage.* [2]

- (c) *Explanation is required for each. 2 marks for information, 2 marks for explanation for full marks.*

Age range– to make sure the toy is not too young or old. Could contain small parts.

CE symbol– Mark that says that a toy meets European Union Toy Safety Directive. So is important to only buy toys with this mark.

Lion Mark– Available in Britain to show a toy meets rigorous safety tests.

Age guidance– so it is suitable for the age of the child.

Iram Certificate or any other correct answer may be awarded a mark. [8]

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(d) Broken pieces– can effect use, making playing dangerous

Small parts– could be risk of swallowing causing choking, putting into ears and noses

Purchased second hand/not from shop– Could be faulty, not contain instructions or have packaging missing with age guide.

No safety information– Could be too young/old for child, might not be designed for use as a toy

Not intended for children– could be decorative but not intended for play

Very old– Might have dangerous paint (lead), flammable stuffing

Been left outdoors for long period of time– Weather might affect parts and cause damage to materials. *Any other reasonable answer that is correct may be awarded a mark.* [6]

(e) *Items must be suitable for young children to play with, there may be a variety of correct answers that are awarded a mark. Mark only awarded where a sense is mentioned in response.*

Lemon– stimulates sense of smell and touch as has a smooth feeling

Wooden spoon– can be used to hit floor making sound stimulating hearing

Brushes, feathers, sponge– can be brushed across skin to cause a nice sensation stimulating sense of touch

Large pebbles– cold to touch so stimulate touch

Piece of leather– has strong odour so stimulates sense of smell [6]

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Section C

10 (a) Answers must be in full, well written sentences.

Responses could include

Boys are generally perceived as being more active, energetic, aggressive and competitive than girls and so might be steered into activities that allow for expression of this and encouraged to act more energetically through sports and team games. Boys are seen as being more hands-on explorative learners and so might be encouraged to get dirty and enjoy outdoor activities. They are considered to be braver, and less likely to cry than girls. Might be discouraged from crying.

Girls are considered to be weaker, fragile and more delicate than boys. They are seen as talkative and people friendly and so more time might be invested in spending time with girls. They are seen as being more likely to enjoy domestic chores and brought toys to promote this such as irons, tea sets. Girls are considered nurturing and given dolls and prams to foster this.

Girls are considered likely to potty train earlier and so encouraged at a younger age. Tend to be allowed to cry and treated more sensitively.

Equality in learning can be encouraged by having positive role models so children can aspire to be like someone they know.

Having equal images of gender– by seeing non-gender stereotypical images girls can believe that they can be fire fighters and boys can be nurses.

Having a workforce that look after children that are male and female.

Encouraging all children's interests and supporting their ideas when they want to try something that is unique– such as boys wanting to wear dresses.

Having wide ranging resources and toys not just based upon gender.

Allowing children to express their own ideas and listening to children.

Challenging stereotypes and giving children different insights.

Not using gendered language such as 'policeman' etc.

Any other reasonable response may be awarded a mark.

0–6 marks Low level response, not all areas attempted, incorrect or inaccurate information, no development of responses, question misunderstood.

7–12 marks Medium level response, all parts attempted and some evidence of understanding differences between genders and possible support adults can give but limited development or some information lacking detail.

13–20 marks High level response. All parts answered well and information correct and accurate. The responses are well written and logical and include development such as examples to further support answer.

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(b) Formula milk contains different fats and proteins.

Has more proteins, salt and minerals, less sugar and no human antibodies.

Formula milk needs to be made each feed with water.

It is expensive to buy, whereas breast milk is free.

Has to be heated to correct temperature, breast milk is correct temperature.

Can make baby more likely to develop gastroenteritis if bottles not sterilised correctly.

Does not have any benefits for mothers health.

Does not have health benefits for baby.

Is not available on demand like breast milk.

Can be given by anyone; breast milk has to be expressed to be given by someone else.

Mothers might choose to use formula because they feel self conscious, do not like the idea of breastfeeding, are HIV positive, are returning to work soon after birth, want father/other to take turns in feeding, not confident baby is getting enough milk, ill health after birth, infant formula milk is advertised and so parents might feel it is a better choice, perceptions about breastfeeding and poverty, believing that formula milk is better for their baby.

All responses need to be in sentences and full answers that explain each response as question asks.

Any other reasonable response may be awarded a mark.

0–6 marks Low level response, not all areas attempted, incorrect or inaccurate information, no development of responses, question misunderstood.

7–12 marks Medium level response, all parts attempted and some evidence of understanding differences between breast and bottle but not explained, limited development or some information lacking detail.

13–20 marks High level response. All parts answered well and information correct and accurate. The responses are well written and logical and include development such as examples to further support answer.

[2]