



Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

CHILD DEVELOPMENT

0637/01

Paper 1 Theory

May/June 2016

MARK SCHEME

Maximum Mark: 100

Published

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.

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- 1 The response should include suggestion of *passed on from parent* and expression that this is from *parents* –
(Maximum of two marks where each italic aspect has been covered.) [2]
- 2 The answers might include- [1]
- Parents have an inherited disease themselves.
 - The parents are carriers of disease.
 - The parents are closely related.
- 3 (a) Answers must be placed in correct position to gain mark. [5]
- Urethra (1)
Testis (1)
Vas deferens (1)
Penis (1)
Scrotum (1)
Differing words which are accurate and carry same meaning will be awarded a mark.
- (b) Answers must be placed in correct position to gain mark. [5]
- Vagina (1)
Cervix (1)
Ovary (1)
Fallopian tube (1)
Uterus (1)
Differing words which are accurate and carry same meaning will be awarded a mark.
- 4 Responses must be accurate and factual. One mark for each. [3]
- May include –
A show or discharge of mucus plug
Rupture of membranes or waters breaking
Strong contractions or stomach pains
Back pain
- 5 There might be a wide variety of answers and those which are likely and accurate will be awarded a mark. One mark for each point, may include- [6]
- Checking proportion of body
Eye check/sight check
Hearing check
Mouth and palate – check inside of mouth
Listen to heart – heart beat
Check hips for dislocation
PKU Test (Guthrie test) Phenyl ketonuna blood test
Thyroid function test
Umbilical cord check
Primary reflexes

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- 6 There might be many correct answers. Any accurate and logical responses may receive a mark, one mark for each. [3]

Using a mild toothpaste
Using a soft bristled brush
Making it fun
Allowing children to hold the brush
Using a timer

- 7 This should be in a logical. Marks will be awarded where the response is correct. [5]

1. Find a safe place to cross
2. Look both ways for traffic
3. Listen for traffic
4. Keep looking and listening as child crosses
5. Do not run, walk quickly and calmly.

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SECTION B

- 8 (a) There should be explanation of the partnerships, not merely a list. Marks will be awarded for the type or pairing (1) and a maximum of 2 marks for each explanation. Therefore, each response has the potential to gain 3 marks. [9]

Marriage – A couple may choose to have their partnership recognised legally and *religiously*. This might be *arranged* for them by their families.

Engagement – A couple may choose to make a *promise* to marry in the future and recognise this by wearing a *ring* as a symbol of their *commitment*.

Co-habiting – A couple may *live together* as partners *with or without* the intention of getting married.

Non-co-habiting – A couple may *be committed* to each other but make a decision *not to live together*, this might be until they are married, or because they are unable to live together.

Civil partnerships – A couple of *the same sex* may make a *civil agreement* to stay together. Same sex couples may choose to be together co-habiting or choose not to live together.

Co-parenting – A couple may decide to *have a child* together but *not be emotionally attached* to one another. They will have made an agreement to raise the child together.

- (b) Any correct response might be awarded a mark. Suggestions below, should include at least two points to gain mark for each factor. There is a maximum of two marks per factor therefore, ($5 \times 2=10$) [10]

Factor How it affects decision to have children

Responsibility – *Couples may feel unready to commit fully to each other or to being able to raise a child.*

Health – *A parent with ill health may decide to delay becoming a parent. Some condition such as treatment for cancer can affect ability to have children so may choose to have baby sooner. The health of a partner may be hereditary therefore take decision not to have children.*

Age – *A parent might feel too young or too old to have a child. Women may feel that they need to have a baby before a certain age as fertility drops.*

Home – *Having temporary accommodation or too small a home might mean parents delay having a baby. Moving into a larger house might make parents feel ready to have a child.*

Earnings – *Unreliable income, or low income might make parents reluctant to have a child as they fear they cannot afford it. Getting more secure in finances or having sufficient savings might lead parents to decide that now is the right time to have a child.*

Career – *Women might feel that they do not want to leave their career to have a child or that they need to plan having children around their career. For example, a parent might feel that they want to have a child when they can take a break from work.*

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- (c) Any accurate and correct responses might be awarded a mark. [6]

Marks are awarded for each response:

Father is no longer emotionally involved in relationship with mother.
 Cultural expectations
 Baby was conceived by artificial insemination so not involved in child's upbringing
 Father working away and cannot attend
 Father chooses not to attend the birth
 Mother feels someone else will be better support
 Father is unwell and too ill to attend
 Father is in prison
 Father is posted with army or at war

- (d) Any accurate and reasonable response will be awarded a mark. Responses can be positive or negative. One mark for each. [3]

Child may be more sociable and enjoy being in a group
 Child might want their own space and enjoy time alone
 Child may be happy to share their things with others
 Child may be inclined to want to mother younger children
 Child may want to choose to have their own identity different from others

- 9 (a) There might be a range of correct responses. Those which are accurate will be awarded a mark. One mark will be awarded for each age range and type of play. [6]

Exploratory – Will explore their own hands and feet closely and may put them into their mouths.
 Will enjoy looking at how things grow, such as plants and animals.

Physical – Will crawl after toys and start to pull themselves up and reach for toys.
 Will enjoy kicking and rolling balls and playing on a slide.

Imaginary – Will look for sounds and start to imitate them such as animal noises.
 Will enjoy playing role play such as 'mummies and superheros'.

Imitative – Will copy adults such as coughing, clapping and waving.
 Will role play what they see adults doing, such as making tea.

- (b) Responses will be varied. Marks will be awarded for accurate responses. Marks will be awarded for each example and each learning suggestion for both age ranges. [8]

Natural resources might include – Sand, water, rice, bubbles, wooden blocks, fruit etc.
 Benefits for learning might include – Help to promote sensory learning, help children to understand weight, shape, differing quantities and properties of materials, appreciation of variation of colour.
 Man-made materials might include – jigsaw puzzles, dolls, computer games, small figures, cars etc.
 There will be a wide range of responses but might include to encourage imagination, role play, physical development hand eye coordination, expression of emotions.

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- (c) The responses must be provided in a structured sentence with logical explanation. There might be a range of correct responses. Marks are awarded for development of answers not number of answers, therefore one response might gain 4 marks if it contains good explanation. **[4]**

To provide parents with reassurance about safety.

To give age guidance should there be small parts.

To give parents a gauge as to whether the toy is right for their child's age.

To help make sure that the materials used are safe for children.

To make sure that the material is non-flammable.

- (d) Marks will be awarded for responses which include 2 suitable play facilities and a description of what each is. **[4]**

Play park – This is a place where there is apparatus for children to climb and slide where they can test out what they can do.

Fields and open space – This is where children can run and enjoy ball games and the natural world.

Indoor play area – This is a specially designed area with soft play equipment and slide where children can play safely.

Toddler groups – This is where very young children can go with their parents or carers to play with other children to learn to be sociable.

Water parks/swimming pools – This is where children can swim and enjoy playing in water as they develop confidence.

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- 10 (a) Answers must be complete and in full sentences in order to gain marks.
Lists will not gain a mark.

[20]

The requirement of the learner is to 'discuss' therefore the answer must do this in order to gain full marks. For the learner to gain maximum marks all aspects of the questions must be fully covered.

Expected answers might include-

Helping children to gain an awareness of counting in everyday activities – for example counting how many pegs are needed when hanging washing on the line, or counting the number of plates needed at dinner time. This helps children to begin to understand the concept between the number and the quantity.

Counting during rhymes and songs – for example counting how many little ducks etc. The children will begin to learn what number follows by learning to count from one to ten, however this won't necessarily help them to understand how many 4 is for example.

Playing board games with dice where children need to count the dots and then count how many their counter needs to move helps them to begin to understand how many and count something which is uniform.

There might be many other possible replies which will be awarded a mark.

Children will begin to recognise numbers that are important to them – for example by recognising their door number or the number of their age. This helps children to begin to understand the name of numbers. Children need to see numbers in order to be able to count and later, use addition and subtraction so number lines are very important for children. Children can also start to look for numbers and begin to recognise them in their communities, such as, car number plates and road signs. This increases children's understanding of how letters are used. Adults can then start to show children numbers on telephones, calculators and clocks as they start to understand the name of numbers. Children can learn about quantities from a very young age. Parents help them to do this by asking questions such as, 'would you like more?' when offering a drink. Children quickly understand what more means. Children can start to apply this when they play with sand and water and they start to fill up containers and buckets.

Any correct, well written answer will achieve a mark.

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Or

- (b) Answers must be in full fluid sentences and all parts must be covered in order to gain maximum marks. The question asks for the learners to ‘discuss’ therefore this is the expectation from learners and lists will not be awarded a mark. [20]

The first aid for cuts should start with cleaning the wound. This should be with fresh running water to flush out any dirt or foreign bodies. However, if there is no running water available sterile water sachets or wipes could be used. The area needs to dry. This can be done by leaving for a few moments or using a clean dry towel and patting gently. Cotton wool should be avoided as this can leave fluff in the wound. The cut can then be covered with a plaster or a dressing to keep dirt and germs from entering it to prevent likely infection.

Bruises are caused by bleeding beneath the skin. Applying pressure to the area of the bump or area will help to prevent the bruise from developing. A cold compress or ice pack might help to relieve a bad bruise if used immediately.

Choking happens when an object gets stuck in the throat and prevents the child from breathing. Action is needed immediately. Lay a baby along your forearm, lower his head and pat his back firmly four to five times to try to dislodge the obstruction. For older children, lay them over your knees with their head lower than their body. Slap the child’s back four to five times between the shoulder blades. Call an ambulance. As a last resort, if the choking continues, put both arms around the child’s waist from behind and interlock your hands. Pull up into the child’s stomach sharply just below their ribs. Encourage the child to cough.

Antiseptic wipes might be used for cleaning wounds. These are sterile, kept in packages and moist to the touch.

Dressing and bandages come in different widths and sizes for different parts of the body. They are made from materials which are unlikely to stick to wounds.

Triangular bandages are used to elevate a damaged arm to prevent it moving.

There might be many other possible correct answers. Marks are only awarded where the item is used to treat first aid incidents not rubber gloves or disposable bags for example.