



**Cambridge Assessment International Education**  
Cambridge International General Certificate of Secondary Education

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**CHILD DEVELOPMENT**

**0637/12**

Paper 1 Theory

**May/June 2018**

MARK SCHEME

Maximum Mark: 100

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**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.

Cambridge International will not enter into discussions about these mark schemes.

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This document consists of **10** printed pages.

**Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

**GENERIC MARKING PRINCIPLE 1:**

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

**GENERIC MARKING PRINCIPLE 2:**

Marks awarded are always **whole marks** (not half marks, or other fractions).

**GENERIC MARKING PRINCIPLE 3:**

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

**GENERIC MARKING PRINCIPLE 4:**

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

**GENERIC MARKING PRINCIPLE 5:**

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

**GENERIC MARKING PRINCIPLE 6:**

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Question	Answer	Marks												
<b>Section A</b>														
1	Park, indoor play area, play area, creche (1) Response must be a play facility to be awarded a mark.	1												
2	Death, divorce, separation, imprisonment, war, rape (1,1,1) There might be other possibly correct responses that will be awarded a mark.	3												
3	Answers may vary from that stated, any reasonable correct response might be awarded a mark. Cuddling, kissing, holding hands, drawing pictures for the adult, crying when apart from the adult, including them in their play. One mark per response and total of 5 marks.	5												
4	Answers may vary from that stated, any reasonable correct response might be awarded a mark. Crying, Not wanting to join in with playing, screaming, hiding behind their parent, chewing on sleeve, hiding face in hands. One mark per response. Total of 3 marks.	3												
5	<table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 50%;">Encouraged (1)</td> <td style="width: 50%;">Avoided (1)</td> </tr> <tr> <td>Reducing stress</td> <td>Cat Faeces</td> </tr> <tr> <td>Healthy diet</td> <td>Certain uncooked food</td> </tr> <tr> <td>Plenty of sleep</td> <td>Smoking</td> </tr> <tr> <td>Regular medical check-ups</td> <td>Taking drugs</td> </tr> <tr> <td>Maintaining healthy weight</td> <td>Drinking alcohol</td> </tr> </tbody> </table>	Encouraged (1)	Avoided (1)	Reducing stress	Cat Faeces	Healthy diet	Certain uncooked food	Plenty of sleep	Smoking	Regular medical check-ups	Taking drugs	Maintaining healthy weight	Drinking alcohol	6
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6	<p>Recognition Identify the appearance of letters in different text. Know the text, shape and size of the letter and how they appear differently in different text. (maximum of 2 marks for this section)</p> <p>Recall Can say the name of the letter. Recognises the sound of the letter and can place it in the correct context. (maximum of 2 marks for this section) In total there will be 4 marks awarded. There may be a mark for correct responses that differ from that stated above.</p>	4												
7	Talking to children throughout their day. Repeating sounds and noises that babies make. Not hurrying the child when they speak. Reducing the background noise. Speaking clearly to the child and using body language. (1,1,1) There might be differing response that are correct and will be awarded a mark. Total of 3 marks	3												

Question	Answer	Marks
8	<p>There might be a range of responses and correct responses might be awarded a mark. Maximum of 2 marks in total. Limited to only one illness.</p> <p>To have routine immunisations / vaccinations  Because they are unwell  To measure growth and development  For advice on health.</p>	<b>2</b>
9	<p>There will be a wide range in responses and any correct response will be awarded a mark.</p> <p>Paying for medical bills can be expensive.  Babies can need lots of equipment that is expensive.  The couple may need to buy a larger house to accommodate a new baby.  The cost of childcare can be expensive.  The mother might need to take a reduction in salary while on maternity leave or if she wants to work part-time.  1 mark for each response with 3 in total.</p>	<b>3</b>

Question	Answer	Marks										
<b>Section B</b>												
10(a)	<p>Menstruation Blood leaves the uterus and leaves the body via the vagina. (1) Repair Phase New lining grows in the uterus (1) Receptive Phase The uterus lining is ready to receive a fertilised egg to implant in the lining. (2) Premenstrual Phase There is no pregnancy and so the lining of the uterus starts to break down again ready to be shed in menstruation. (2)</p> <p>Any other correct response might be awarded a mark. 6 marks in total a outlined above.</p>	<b>6</b>										
10(b)	<p>There can be little deviation from the responses below but different wording might be awarded a mark. 8 marks in total.</p> <table border="1" data-bbox="320 815 1310 1200"> <thead> <tr> <th data-bbox="320 815 552 864">Hormone</th> <th data-bbox="552 815 1310 864">Purpose of hormone</th> </tr> </thead> <tbody> <tr> <td data-bbox="320 864 552 949">Oestrogen</td> <td data-bbox="552 864 1310 949">Responsible for the <i>function and development</i> of the <i>sex organs</i>. (2)</td> </tr> <tr> <td data-bbox="320 949 552 1034">Progesterone</td> <td data-bbox="552 949 1310 1034"><i>Maintains pregnancy and stops the menstrual cycle</i> after conception. (2)</td> </tr> <tr> <td data-bbox="320 1034 552 1120">Oxytocin</td> <td data-bbox="552 1034 1310 1120"><i>Stimulates the uterus to contract</i> during <i>labour</i> to start labour. (2)</td> </tr> <tr> <td data-bbox="320 1120 552 1200">Prolactin</td> <td data-bbox="552 1120 1310 1200"><i>Stimulates the breasts to produce milk</i> to feed the baby. (2)</td> </tr> </tbody> </table>	Hormone	Purpose of hormone	Oestrogen	Responsible for the <i>function and development</i> of the <i>sex organs</i> . (2)	Progesterone	<i>Maintains pregnancy and stops the menstrual cycle</i> after conception. (2)	Oxytocin	<i>Stimulates the uterus to contract</i> during <i>labour</i> to start labour. (2)	Prolactin	<i>Stimulates the breasts to produce milk</i> to feed the baby. (2)	<b>8</b>
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10(c)	<p>There may be different worded to that stated below but the same meaning must e given to receive a mark. Total of 2 marks Sometime between mid 40's to 50's menstruation stops. This means that eggs are not released and so a woman can no longer conceive and have a baby. (2)</p>	<b>2</b>										
10(d)	<p>There is a total of 8 marks for this question. There must be an even amount of marks between each area. There may be differing wording, correct responses might be awarded a mark. Any response that relates to artificial insemination will also be accepted.</p> <p>Fertilisation The couple have <i>intercourse</i> at the same time and an <i>egg has been released</i> from the ovary. The <i>sperm meets the egg</i> in the <i>fallopian tube</i>. The <i>sperm embeds in the egg</i> and they <i>fuse together</i>.(4)</p> <p>Implantation The <i>fertilised egg embeds</i> in the <i>uterus wall</i>. It attaches <i>about 6 days after conception</i>. The <i>mother supplies it with food and oxygen</i> so it can <i>develop into a foetus</i>. (4)</p>	<b>8</b>										

Question	Answer	Marks
11(a)	<p>Genes Some children have an in born temperament and this determines their emotional state. (1)</p> <p>Environment Different factors affect children’s development such as – Poor attachment to main carer can lead to children being emotionally unsettled. Position in the family can have an effect upon children’s emotional state, for example, children who are one of twins might have a very close attachment to a twin and be very unsettled when separated. Only children might be used to having lots of adult attention and so be attention seeking of adults. The children that attend large nurseries might pick up different behaviours from other children and this will shape their emotional well-being. Growing up in a home where parents are unwell and have disabilities can affect children’s maturity and emotional development. ( 3)</p> <p>Training Parents might give children advice and guidance that affects their emotional development – such as ‘big boys don’t cry’ this can lead to boys not being able to express their emotions. Genders might be treated differently, adults might encourage a gender to feel in superior and therefore weaker making them less likely to handle strong emotions Children who are able to express themselves through art and creative activities might be more in control of their emotions. Parents will be role models for children, so how they deal with stress and different life events will help the children to know how to deal with them (3)</p> <p>People outside of the home Bullying and other children being unkind to children will affect their desire to join in and their confidence. People who inspire children and children look up to can help children to decide what they want to be like this can have a positive or negative effect upon children’s emotional development. Nursery staff can have an effect on children’s emotional development. If they are too strict they can make children anxious, nervous and reluctant to take part. (3)</p> <p>There will be a range of correct responses that might be awarded a mark. In total 10 marks as outlined above.</p>	10

Question	Answer	Marks
11(b)	<p>Skin to skin contact as soon as possible after birth helps to calm the baby and can promote breast feeding. Breastfeeding and close contact with her baby can help mum to release hormones that speed the recovery from birth. (3)</p> <p>Eye to eye contact helps babies to focus their eyes and become familiar with the human face. Mum begins to form a deep connection as her baby maintains eye contact and she starts to receive recognition from the baby for the first time. (3)</p> <p>Smells are important in bonding. Babies are able to smell their mothers and will calm when they recognise the smell if they are anxious. The smell of a newborn baby is appealing to mothers promoting their desire to hold and kiss the baby which in turn, aids bonding. (3)</p> <p>Familiar sounds help with bonding. The baby will have heard the mother's voice in the womb, so is soothed by hearing mum's voice. Mums are able to recognise the baby's cry which will help to rouse them from sleep to feed the baby in the night. This helps to make night feeding easier as the baby drifts off to sleep more quickly afterwards. (3)</p> <p>There will be a range of correct responses that might be awarded a mark. In total 12 marks as outlined above.</p>	<b>12</b>
11(c)	<p>Any other correct response might be awarded a mark. Total of 4 marks with balance of marks as shown below.</p> <p>Regression, temper tantrums, aggressive behaviour, not speaking, bed-wetting, prolonged crying, removal from activities and playing.</p>	<b>4</b>

Question	Answer	Marks
<b>Section C</b>		
12(a)	<p>There will be a range of correct responses. The responses must be written in logical constructed sentences not lists. Each response should be relevant to the question asked.</p> <p><b>0–7 low level response</b> The response does not link to the questions specifically. The candidate has attempted only part of the question. Responses are bullet points or not clearly explained or relevant.</p> <p><b>8–11 Medium level response</b> The candidate has answered all parts of the question although without the same depth. The candidate has made some logical links between how parents might become concerned about development and reasons for development delay.</p> <p><b>12–20 High level response</b> Both question parts have been responded to well and in depth. Several good responses have been given for the ways that parents/carers can recognise that children are not making progress in their development. Care provision is outlined and support logical.</p> <p><b>Indicative content:</b></p> <p>Parents might become aware that children are not making good progress because their child might be behind their peers, or friends and family children of a similar age. The parents might have an understanding about child development from reading books or information and realise that their child is not meeting these developmental milestones. Parents might have older children and be aware that children’s progress is not the same as it was for their older child.</p> <p>There is a wide range of reasons why children might be delayed in their development. These might include children being born prematurely and so they have a delay in line with their expected age of delivery. If children have a disability, they are likely to have a delay in their development. This could be because they have difficulty hearing, which means that they are less able to pick up communication and language. Children who are blind will not have the same sensory experience in their learning and as a result, they will be likely to meet their milestones much later. Children who are part of a large family might have a number of role models and need to do things for themselves more. As a result, they might make progress more quickly in some areas. Children who have access to toys and equipment might be more likely to make good progress as they have resources that help them in their development.</p>	<b>20</b>



Question	Answer	Marks
12(a)	<p>Possible support might include special support groups where children and their parents can go to meet up with others whose children also have the same development delay.</p> <p>The children might attend a respite carer. This is an opportunity for children to spend some time with a carer for a short period of time, such as while parents have a break.</p> <p>Some areas have a day care provision for children who have a delay in their development. This is where children can go and play and be supported by therapists and carers and learn independent skills.</p> <p>There are likely to be a great deal more correct answers.</p>	

Question	Answer	Marks
12(b)	<p><b>0–7 low level response</b> There are no logical links between responses and the question. The candidate has attempted only part of the question. Responses are bullet points or not clearly explained or relevant.</p> <p><b>8–11 Medium level response</b> The candidate has answered all parts of the question although without the same depth. The candidate has made some logical responses and these state the different reasons for assisted pregnancy and fertility treatment. Some evidence of social implications.</p> <p><b>12–20 High level response</b> All question parts have been responded to well and in depth. Several good responses have been given for each part of the question and response have been clearly explained.</p> <p><b>Indicative content:</b></p> <p>People might have assisted pregnancies because they are same sex and therefore they cannot conceive a child naturally. They would need to have a sperm donation or an egg donation to be able to allow conception take place. A male couple would need a surrogate mother to carry the baby. Some people who have had treatment for illnesses, such as cancer, might be unable to conceive a child naturally. As a result, they need to have egg or sperm donation.</p> <p>Some people who have had an accident or serious injury may be unable to conceive children naturally. For example, someone who is paralysed might be unable to have intercourse and so need assistance to conceive. Therefore, a males sperm could be harvested and implanted in the woman.</p> <p>Some people have low sperm count which means that conception is less likely. Therefore, the sperm may need to be artificially selected and injected into the egg to make conception possible.</p> <p>If a woman has gone through the menopause she is unable to conceive children naturally. As a result, she would need to have fertilised eggs implanted into her womb. She need egg donation to do so.</p> <p>There are several social implications of having assisted pregnancies. These might be –</p> <p>The mother or father might have no genetic relationship with their child. This can mean that the child does not look like the parent and does not share their DNA.</p> <p>The child has the potential to meet members of their family as they get older without their knowledge. This can lead to complications in relationships. If there is a genetic illness this might be unknown by the child’s family.</p> <p>There might be other correct responses that will be awarded a mark. (20)</p>	20