

CHILD DEVELOPMENT

Paper 0637/11

Theory Paper

It was important that learners read each question clearly before attempting to answer it. This was especially important for **Question 11** where some learners misinterpreted what was asked of them.

Question 1

This question was answered well by most who gave explanation to their answers, for example, by suggesting head circumference.

Question 2

Some learners were unsure of the term 'development' as separate from growth and stated this is as getting bigger or growing. Others gave good accounts and even included examples.

Question 3

There needed to be development of answers to gain full marks. 'Home' for example, does not give the essence of what is intended. This could be better explained by saying 'the home where children grow up' for example.

Question 4

This was very straightforward and many learners answered correctly. Some misread or misunderstood the question and stated 5 - 7 days, the length of the average period.

Question 5

This needed to be in order to gain marks. There were some very good examples of learners understanding where correct terminology and stages were identified. Other learners gave a general overview without it being in the correct order, or giving enough detail to be awarded a mark.

Question 6

Many learners scored well in this question. Some learners confused the cervix with the uterus, but generally this question achieved high marks.

Question 7

- (a) It was important that learners demonstrated their understanding here. To gain full marks the learners did need to state one sperm fertilises one egg. Explaining that a fertilised egg splits in two did gain a mark, but two marks were only awarded where learners explained how it was fertilised.
- (b) Again, this question required explanation of how the eggs were fertilised. Some learners focused upon the fact that twins share placenta or not. This was not required in the answer.

Question 8

It was important that learners gave examples for this question. 'Ill health' does not offer enough information to gain a mark. The best answers showed that learners understood the question. An example of a good response is 'sexually transmitted disease causes blocked vas deferens'.

Question 9

- (a) This question received some very limited responses. Many learners did not mention that a whooping cough is a cough for example. This was an area where some learners missed marks as it had the potential to gain high marks. Some learners repeated the same response each question. Where information was correct, although showing limited knowledge, this did achieve some marks.
- (b) This question was misread by some learners. The question asks for parents' reasons for not immunising their children. Therefore, responses needed to reflect this, such as 'they do not like the idea of needles' and not 'children are scared of needles'. Some good answers were given and marks were awarded where the learner stated that allergies could prevent parents from choosing to have their children immunised.
- (c) Many learners answered this question very well and gave some good examples. It was important to include an explanation of the use of each item suggested.

Question 10

- (a) Some learners gave very good responses to this question. Explanation was needed in order to gain maximum marks.
- (b) This question was misread by many learners. The question asks for learners to suggest one type of toy and how it promotes their development. Therefore, there was the expectation that learners would use the information given about each child's development to formulate their response. Many learners stated 'soft toys' for each age group. These responses made no connection between the development and the toy and how it promoted their development further. Consequently, these responses did not receive a mark.
- (c) This question received many correct responses. Generally, learners gave detailed and well written responses.
- (d) Many learners did not read the question fully. It was essential that learners described each of the suggestions they gave. Many learners did not do this and lost out on marks as a result through simply stating 'play park'.
- (e) Few learners responded to this question or gave answers which did not reflect what the question asked. The question asked the benefit of encouraging children to play with natural materials - some learners discussed playing outdoors with manmade materials. Many learners stated that natural materials are nontoxic which is not always the case. Such answers were not awarded a mark.

Question 11

- (a) Many learners chose this question to answer. The answers were generally well written and explained. There were some very good suggestions for the benefits for parents which demonstrated that learners understood the question well. To score higher marks learners needed to make direct connections between their part 1, part 2 and part 3 response. For example, ultra scans can identify the sex of babies in the womb from around 20 week's gestation. This can help to determine whether a baby is likely to suffer from an inherited illness such as haemophilia which only affects males. This will reassure parents and put their minds at rest, or help prepare them and the medical team if the scan suggests the baby is a boy.
- (b) Fewer learners attempted this question. Some misread or misunderstood the question and believed that they needed to talk about children's growth. This led to some learners writing about puberty and adolescence and the changes that happen to the body. Although these are transitions of sorts, this did not answer the question. The best responses gave clear links between each part of the question. For example, starting school can be traumatic for young children. They may feel nervous because they do not know anybody or because they do not want to separate from their parents. This might mean that they cry, become clingy and hold on to their parents when they try to leave.

CHILD DEVELOPMENT

Paper 0637/12
Coursework (Child Study)

The standard of responses was good with many learners answering all questions. Some learners did not fully read the question before answering meaning that there was some information provided which was not required. This was particularly the case for **Question 11**.

Question 1

Many correct answers were given for this question showing the good range of knowledge learners have.

Question 2

Full marks were only awarded for this question where learners gave clarity to their answers. 'Finances' is not enough to express understanding, for example. Whereas, answers which gave just a little more information such as 'stable finances' achieved a mark. Similarly, some learners simply put 'space'. This was not clear enough to gain a mark.

Question 3

Good responses were given for this question showing learners very clear understanding. No mark was awarded for 'surrogacy' as this is not a treatment for infertility more a solution.

Question 4

Most learners answered this question well.

Question 5

In order to gain full marks it was important that learners mentioned large muscles and linked these to an activity. Many learners simply repeated the term 'gross motor skills' as given in the question and lost a mark as a result.

Question 6

This was a question with the potential for high marks. Some learners did not identify the hazard. This needed to be simple e.g. swimming pools – the risk is a child could fall in and drown. Some learners repeated that swimming pools are very dangerous to young children but without an explanation as to why. Some children also gave too little information about the hazard e.g. 'water' giving no explanation as to what this meant. Many learners repeated phrases such as, 'keep children away, or keep away from children'. These answers did not achieve a mark. It was important that hazards were outside as the question asked, and that each section was correctly answered to achieve full marks.

Question 7

This question was answered well by all learners.

Question 8

- (a) Many learners answered this correctly and gave clear explanations. It was important not to be repetitive as this lessened the marks awarded.
- (b) All learners scored well in this question and gave good examples showing their understanding of the need for patience and understanding with young children.

Question 9

- (a) Many learners confused the purpose of antenatal care with different types of tests or procedures carried out. Where this happened, the second part of the question was also incorrect meaning learners missed out on marks for the whole question.
- (b) Good responses for this question. It was important that learners stated that premature babies are low in weight as small in size can be due to small parents, smoking in pregnancy and poor nutrition in the womb, not prematurity. Low weight was awarded a mark.
- (c) Detail was needed in responses to gain maximum marks. Some learners put 'mother too tired to push baby out' or 'birth canal too small' neither of which was awarded a mark. Examples of responses that might have been awarded a mark would be 'mother's life is at risk, last stage of labour not progressing and pelvic abnormality'. Many learners gave at least two very good examples in their answers.
- (d) This question was answered well by learners.
- (e) Few learners scored the full marks on this question. This was mainly because they copied the term 'abnormality' from the question. Some learners did not know the term.

Question 10

- (a) Many learners achieved good marks for this question. Some learners mixed up the benefits for the baby with those of the mother. Overall, good examples were given and many learners scored well.
- (b) Some good examples were given. Very many learners put 'mother going back to work'. A mark was only awarded for this where it was stated that as a result, she would be away from her baby for a long period of time, as many working mothers go on breastfeeding.
- (c) Many learners identified sunken fontanelle correctly. Some learners put 'dry skin' rather than dry lips which would have achieved a mark. Only answers which stated that nappies were dry over a period of time were awarded a mark.
- (d) Learners did well in this question and gave good examples. Some repetition cost learners marks.
- (e) Learners sometimes did not read the question fully and as a result missed out the food group or an example for each. Marks which included food that was unsuitable or unhealthy was not awarded a mark. Those learners who put 'small amounts...' did achieve a mark as they were able to show the food stuff needed to be restricted.

Question 11

- (a) The vast majority of learners chose this question. Again, some learners did not read the question fully and went on to discuss safety precautions in detail. The question asks for safety 'equipment' therefore, these responses did not achieve a mark. The best responses made clear connections between each part of the question. For example, stair gates are used to block the top and bottom of stairs or access to individual rooms. This is because young children could easily climb up and fall injuring themselves. Before purchasing a stair gate parents need to decide what type of gate they need to fit the space, the style and the cost. They also need to think about whether it is easy for adults to use and its durability as it may be needed for several years.
- (b) Very few learners answered this question. Those who did gave some examples and linked these to how the family and children are supported.

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