

CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International General Certificate of Secondary Education

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MARK SCHEME for the May/June 2015 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.

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SECTION A

- 1 The response needs to be suitable for pre-school children and appropriate for their socialisation with others. Expected responses might include – play facilities, pre-school, playgroups, toddler groups, play parks. (1)
- 2 The response must be age appropriate to a new-born baby. Responses might include-hunger, nappy needing changing, cold, hot, tired, unwell. (1,1) [2]
- 3 There is no requirement for explanation. Answers might include – missed period, darkening of the skin around the nipples, more frequent urination, constipation, nausea, acute sense of smell, tender and enlarged breasts, increased waistline. (1,1,1,1) [4]
- 4 The response must be a **feature** not individual illnesses. Examples could include – height, body shape, eye colour, hair colour, skin colour, size of hands and feet, maximum height a child will grow to. (1,1) [2]
- 5 There might be multiple correct responses and any which are correct will be awarded a mark. [8]

Safety feature	Purpose
(i) Stairgate	To prevent access to rooms or stairs at the top and bottom of staircases.
(ii) Fireguard	Provides a barrier to stop children from physically becoming too close to the fire preventing burning.
(iii) Cupboard/ drawer locks	Prevents children from being able to unlock cupboards or drawers in case there is something inside which is dangerous or harmful to the child.
(iv) Corner protectors	These are placed on the corner of furniture to reduce the likelihood of injury if a child falls against them.
(v) Plug covers	Plastic covers which are fitted inside the plugs socket to prevent children from becoming electrocuted if they place an object inside the socket.
(vi) Thermometer	Helps to read the temperature of the bath water to prevent the baby from becoming burnt.

Marks will only be awarded for each where the format above is followed. There is 1 mark for each feature and 1 for each purpose.)

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- 6 Answers to include, any correct responses will be awarded a mark –
Periods with a dry nappy.
Interest in the toilet.
Being able to communicate when need to go.
Able to follow directions.
Dry nappy in the morning.
Waiting before going to the toilet.
Variants that convey the same meaning might be awarded a mark. (1,1,1)
- 7 Responses must include reason and effect in order to gain the full marks. (1 mark for each reason 1 mark for each effect.) [4]
There might be a wide range of responses. Repetition of answers will not be awarded a mark.
Any reasonable correct answers may be awarded a mark. For example –
Hospital stay – Distress, withdrawal, refusal to speak, clinginess.
Starting nursery – Crying, sitting by the door, anxiety.
Mother going to work – Crying and refusal to let go when dropped off, burying head in mothers shoulder.
Death – Extreme reactions, inability to enjoy activities, searching, inability to understand and repetitive asking for loved one.

8 Answers to be full in order to gain maximum marks.

Answers may include

Method	Benefit
Ensuring that children do not use a dummy/soother for long periods.	This prevents teeth becoming pushed out and malformed.
Limiting fizzy drinks	Sugar and acid causes tooth decay. Give children straw if drinking fizzy drinks to prevent drink prolonged contact with teeth.
Limiting sweets	Giving sweets only at meal times lessens the effects of sugar upon teeth making decay less likely.
Brushing regularly	Removes plaque from teeth to maintain health of teeth and gums.

Other responses might include, regular visits to dentist to identify early decay and take action, limiting use of bottles and dummies to ensure that teeth are not adversely affected. (1 mark for each method, 1 for each benefit.)

SECTION B

9 (a) Answers to include –

Allow children to feed themselves, serve small portions, provide plastic, safe cutlery, model eating with them, provide drinks in cups with handles for stability, do not hurry the child, allow children to choose what they will eat, allow children to say when they are full, make meals look appealing . (1 mark per response.)

(b) Answers must be relevant and meaningful. [2]
 Introduce a bottle alongside the breastfeed, introduce cow’s milk from 1 year old, use a sippy cup, limit the amount of breast feed, ask partner to offer bottle of milk. (1,1)

(c) Answers must explain how independence is supported for child not ease for adult – [8]

Feature of clothing	How it helps independence
Poppers	These are easily undone and done up with minimum effort.
Velcro fasteners	Making doing up shoes easier instead of laces.
Wide neck	Makes it easier for child to pull over head
Loose clothing	Easier to find arm holes and pull up or down without getting limbs stuck.

Other responses might include – pull on shoes which are softer and easier to get on without needing to do up laces, patterned or picture motifs, help children to know which way around clothes need to go on.

Any correct response might be awarded a mark. 1 mark for feature, 1 mark for how it promotes independence.

(d) A full explanation should be given for each to achieve full marks, [10]

Lists not acceptable to achieve full marks. 1 mark is given for each correct response with opportunity for extra marks where there is an expansion upon the answer.
 Check the room temperature is warm enough so the baby does not get cold, wash hands to reduce likelihood of spread of infection, undress baby but keep nappy on to prevent accidents, wrap baby in towel to keep still and warm while washing hair and face, wash each eye with separate cotton wool pad to prevent the likelihood of the spread of infection, wash hair avoiding eyes to prevent stinging, take off nappy and clean area, wipe from front to back to reduce likelihood of spread of infection, lower baby into bath and support head to prevent drowning, allow baby to kick legs to exercise and strengthen muscles, lift baby out and wrap in towel to prevent getting cold, dry creases carefully to prevent chaffing.
 Any variation of above might be awarded a mark.

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(e) Expectations that candidates will provide full responses not list.

Answers might include –

Use bubble bath, encourage the child to wash themselves, sing songs while child is in the bath, give child toys they can play with in the bath, give child containers to fill and empty, keep water warm.

Variations which convey the same meaning may be awarded a mark. (1,1,1,1)

10 (a) Full responses are expected not lists. [4]

Answers might include –

Reading stories to children to help them to relax, having a night light that gives a low glow allowing the child to see in the dark without disrupting their sleep, having a familiar routine so children know what to expect and feel secure, helping children to relax by having calm time before bed, having favourite toys with them to make them feel reassured, reassure child if they wake up and respond to them quickly, reduce the noise in the house to help children to settle and prevent waking them causing anxiety, do not allow children to watch television before bed in case they see something which disturbs them.

Any correct responses might be awarded a mark. (4 marks awarded where there are clear responses with development.)

(b) There might be many correct answers. Marks will only be awarded where the answer links to children's emotional preparation. [4]

1 mark is given for each correct response with opportunity for extra marks where there is an expansion upon the answer.

Talk to the child about babies and what they are like – e.g. they might cry a lot, include them in hospital visits so they understand this is not a scary place, let them choose names so they feel involved, tell them they are going to be a big brother or sister so they understand their new position in the family, let them help to organise the nursery and do little jobs so they feel grown up and helpful.

(c) Answers must be by way of explanation, not lists. The responses should be logical and might include examples. 1 mark is given for each correct response with opportunity for extra marks where there is an expansion upon the answer. [6]

How adults can support imitation –

By providing dressing up clothes and items, providing small scale activities, real life experiences such as cooking, small world figures, encouraging children to help with household tasks, joining in with children's ideas and games.

What children learn from this –

Their sense of identity, ideas about gender, culture and background, how to be independent, what adults expect of them, how to express ideas, deal with difficult feelings.

Correct responses might be awarded a mark.

Expectations are that there will be a balance between responses. Maximum marks only awarded where this is the case.

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- (d) There are likely to be wide variations in provision provided. Therefore, the response from learners will reflect this. Learners might also reference non-statutory services. Answers might include – Church, Red Cross, Unicef, Child Health clinics, maternity services, antenatal classes, family planning advice, school health services, foster agencies, Sure Start centres.
- There must be a reasonable explanation of their role. Due to the broad nature of this question, correct answers that are relevant to local areas might be awarded a mark. Maximum marks where the agency and explanation are given for all three.

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SECTION C

- 11 (a) Answers must be in full, clear sentences. The responses must be logical and accurate to awarded maximum marks. Lists will not achieve maximum marks.

There are many possible correct responses to the first part of this question. It is expected that there will be some form of explanation along with the reason for premature birth.

Answers might include –

Infection – some infections cause spontaneous labour or doctors might decide that the baby is at risk and induce labour as the result of infection. Infection can set in when the amniotic fluid around the baby has leaked or broken.

Multiple births such as twins or more are likely to be premature because the weight and restricted room makes early labour more likely, mother's illness such as pre-eclampsia mean that the doctors may decide to induce the mother to save baby and mother's life, incomplete cervix can cause the mother to go into labour early as the cervix cannot hold the weight of a full term baby, some premature births are unexplained and there is no apparent medical reason, there might be a need to deliver the baby early due to medical need such as diabetes, if the placenta separates from the uterus the baby will be born early as their life is at risk.

Babies who are born early may need to be revived at birth as they might not be breathing for themselves, they are likely to need continued help with breathing by being given oxygen, babies will need to be kept warm in an incubator as they are unable to regulate their own body temperature, babies might need to be fed by a tube in their nose as they are too weak to suck, babies might need to be kept on a monitoring mat that alerts if they stop breathing as some babies forget to breath if they are born early, an incubator will regulate humidity as the babies skin is likely to be delicate.

It can be very difficult to have a baby born prematurely as parents can be shocked at the appearance of their baby, they may be confused and overwhelmed by the information they have been given by medical staff, parents might feel unprepared for the baby's arrival and need time to adjust. It is hard for parents with older children to divide their time between the hospital and home. Parents may find it more difficult to bond with their baby as they cannot hold them or perform tasks such as nappy changing. Mothers might feel they are a failure for not carrying their baby to full term. Parents will be frightened that their baby might die and find it hard to relax and enjoy their baby, parents might be concerned about handling their child as they look fragile. Parents might feel left out of their child's lives as they cannot feed them and take them home.

0–6 marks – low level response. Lists given rather than development of answers. Lack of clear response to the questions are given or too much focus upon one aspect of the question. Answers not explained or incorrect in places. The responses link to prematurity and although reasons are given, they are not relevant or accurate. Effect upon the family is inaccurate, stereotypical or patronising.

7–12 marks – Medium response, each area has been attempted, but some or all, lack detail. Answers are correct. There are good suggestion for prematurity which are soundly based in fact. The effects are sympathetic and likely.

13–20 marks – High Level response, all areas are covered well and with accuracy. There is development of each part of the question. There are three or more suggestions of reasons for prematurity and well developed effects upon the family with clear links between the effects and emotions or costs, for example.

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11 (b) There might be multiple correct responses to this question. It is expected that there will be an understanding of differing cultures and beliefs that responses are not stereotypical. It is not necessary to name differing religions or cultures.

Any correct responses might be awarded a mark.

Differing ethnicities might have different expectations for courtship, marriage and becoming parents.

For example, some cultures allow young people to make choices about those who they will have a relationship with. They are free to have relationships with those who might attend school with them or they meet within their local community. Many young people meet their partners through using technology, such as the internet. Under these circumstances young people may have many partners and will not intend to marry each person they have a partnership with. In some cultures people will live together before they get married or might decide never to marry. They might have children together without being married. It is not unusual in some cultures for families to break up and go on to reconstruct in step families. Some religions, such as Christians and Catholics expect that young people will not have sex before marriage. This is because they believe that this is sacred. In Roman Catholic partnerships, couples might not use birth control and therefore, they will have large families. In some cultures, families choose who their children will marry. This is called an arranged marriage. Under these circumstances it is not unusual for the young people to marry without knowing their wife or husband well first. This is because families believe that they can choose a suitable partner for them. In some cultures, the family of the bride will pay an amount of money to the groom's family. This is known as a dowry.

In some circumstances, it is expected that young people will marry those who are from the same 'class' as themselves. For example, it is unlikely that a member of a royal family will marry someone who not considered to be of the same social class.

Candidates may also choose to discuss choices for wedding ceremonies such as civil, same sex weddings, church weddings and register office ceremonies.

There could be discussion of divorce and attitudes towards remarriage. Discussion about becoming parents could discuss the status of male/female offspring and the attitudes towards family size.

Where full marks are awarded there must be evidence of each aspect of the question being answered.

0–6 marks – low level response. Lists given rather than development of answers. Lack of clear response to the questions are given or too much focus upon one aspect of the question. Answers not explained or incorrect in places. The responses are stereotypical or discriminative in nature. There is no reflection of difference.

7–12 marks – Medium response, each area has been attempted, but some or all, lack detail. Answers are correct. There are good suggestions for differences and these are rooted in accurate beliefs and attitudes.

13–20 marks – High Level response, all areas are covered well and with accuracy. There is development of each part of the question. There are three or more suggestions of how each factor effects attitudes which is non-judgemental and accurate with development and possible opinion or own experience in response.