

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the June 2004 question papers

0637 CHILD DEVELOPMENT

0637/01

Paper 1, maximum raw mark 100

These mark schemes are published as an aid to teachers and students, to indicate the requirements of the examination. They show the basis on which Examiners were initially instructed to award marks. They do not indicate the details of the discussions that took place at an Examiners' meeting before marking began. Any substantial changes to the mark scheme that arose from these discussions will be recorded in the published *Report on the Examination*.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes must be read in conjunction with the question papers and the *Report on the Examination*.

- CIE will not enter into discussion or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the June 2004 question papers for most IGCSE and GCE Advanced Level syllabuses.

Grade thresholds taken for Syllabus 0637 (Child Development) in the June 2004 examination.

	maximum mark available	minimum mark required for grade:			
		A	C	E	F
Component 1	100	75	55	42	30

The threshold (minimum mark) for B is set halfway between those for Grades A and C.
The threshold (minimum mark) for D is set halfway between those for Grades C and E.
The threshold (minimum mark) for G is set as many marks below the F threshold as the E threshold is above it.

Grade A* does not exist at the level of an individual component.

June 2004

INTERNATIONAL GCSE

MARKING SCHEME

MAXIMUM MARK: 100

SYLLABUS/COMPONENT: 0637/01

CHILD DEVELOPMENT
Paper 1

Page 1	Mark Scheme	Syllabus	Paper
	CHILD DEVELOPMENT – JUNE 2004	0637	1

Section A

- 1 ONE mark for each answer. TWO required**
 One partner may have to give up work/career
 Free time / social life disrupted
 Less money coming into the household
 Social life will be restricted
 Full time responsibility
 Less sleep /more tired
 Travelling becomes more difficult
- 2x1**
- 2 ONE mark for the correct answer.**
 Before conception / pregnancy
- 1x1**
- 3 ONE mark for each correct answer.**
 Fallopian tube
- 1x1**
- 4 ONE mark for each correct answer. TWO required**
 Oestrogen
 Progesterone
- 2x1**
- 5 ONE mark for each correct answer. THREE required**
 Loose / comfortable
 Easy to put on / take off
 Easy to wash / dry
 Lightweight
 Soft
 Warm
 Non-irritant
 Porous
 Flame-resistant
- 3x1**
- 6 ONE mark for each correct answer. THREE required**
 Room for growth
 Firm fitting heel
 Supports / protects feet
 Wide enough to allow toes to move
 Adjustable fastenings (e.g. velcro, buckles – easier than laces)
 Flexible soles / uppers
 Low heel
 Hard wearing material
 Material allows the foot to breathe
 Slip-resistant sole
 No inside seams
- 3x1**

Page 2	Mark Scheme	Syllabus	Paper
	CHILD DEVELOPMENT – JUNE 2004	0637	1

7 ONE mark for each correct answer. TWO required

Protein
Carbohydrate
Vitamins A/B/C/D/E/K
Minerals e.g. calcium/iron/fluoride
Fats

2x1

8 ONE mark for each correct answer. TWO required

Do not use processed foods too much
Include a variety of foods
Choose healthier methods of cooking e.g. grilling instead of frying
Encourage child to drink plenty of liquids, NOT sugary drinks
Include foods that contain a balance of nutrients
Whole milk is recommended for the under two's
Fibre / roughage should be included
Make food look and smell good
Serve small portions
Regular mealtimes and limit snacks

2x1

9 ONE mark for each correct answer. TWO required

Wash hands
Sterilise all equipment
Use cooled boiled water – correct amount
Follow instructions on the packet / tin
Measure powder with scoop provided
Store in fridge / cold place until used (no longer than 24 hours)
Shake to dissolve powder
Check temperature - 37°C / on inside of wrist

2x1

10 ONE mark for each correct answer. SIX required

Chicken pox

Red spots
Form blisters and scab over
Mild fever
Possible cough

Mumps

Painful swelling around jaw
On one or both sides

Measles

Fever
SEVERE cold
Red rash

6x1

Page 3	Mark Scheme	Syllabus	Paper
	CHILD DEVELOPMENT – JUNE 2004	0637	1

- 11 **ONE mark for each correct answer. TWO required**
Genes
Environment

2x1

- 12 **ONE for each correct answer. FOUR required**
D
C
A
B

4x1

Section B

Answer TWO questions

- 13 (a) **TWO marks for the correct answer**
Is the process of learning skills and attitudes which enable individuals to live easily with other members of the community.

Gaining a wide range of social skills.

2x1

- (b) **ONE mark for each correct answer. FOUR required**
0-6 weeks
6 months
1 year
3 years

4x1

- (c) **ONE mark for each correct answer. THREE required**
Hitting / punching
Biting
Smacking / slapping
Nipping / pinching
Kicking
Shouting / screaming
Spitting
Breaking another child's toys / belongings

3x1

- (d) **ONE mark for each correct answer. TWO required**
Parent to keep calm
Remove child from the situation
Leave child to calm down (still under supervision)
Explain / talk to the child about behaviour
Do not smack the child

2x1

Page 4	Mark Scheme	Syllabus	Paper
	CHILD DEVELOPMENT – JUNE 2004	0637	1

(e) ONE mark for each correct answer. FOUR required

Family outings
 Parent and toddler groups
 Playgroups
 Nurseries
 Opportunity to play with friends
 Visiting other people's homes

4x1

(f) TWO marks for each correct answer. TWO required

In a large family a child will learn:

Sharing
 Speech skills

May not have enough adult attention

In a small family a child may not have the opportunity to:

Mix with others
 Share with other siblings
 Play
 Talk with other children
 May have more adult attention

2x2

(g) ONE mark for each correct answer. SIX required

Opportunities to:
 Socialise / mix with others
 Encourage speech skills
 Use of manners
 Taking turns
 Following rules
 Using toilet on own
 Sharing
 Washing hands
 Behaving in an acceptable way

6x1

14 (a) TWO marks for each correct answer. TWO required

Conception
 When the egg and the sperm join / fuse together
 Sperm from father fertilises egg from mother.
 Implantation
 The embedding of the fertilised egg in the wall of the uterus.

2x2

Page 5	Mark Scheme	Syllabus	Paper
	CHILD DEVELOPMENT – JUNE 2004	0637	1

(b) ONE mark for each correct answer. TWO required

Provides the foetus with:

Oxygen
Food / nutrients

Removes from the foetus:

Waste matter
Carbon dioxide

2x1

(c)(i) ONE mark for the correct answer.

Amniotic fluid

1x1

(ii) ONE mark for the correct answer.

Protects the foetus from being damaged
Cushions from shocks
Keeps baby at a constant 37°C
Allows foetus to float freely in it, to stretch, flex and exercise the muscles.

1x1

(d) ONE mark for each correct answer. EIGHT required

A = Fallopian Tube
B = Funnel
C = Lining of the Uterus
D = Cervix
E = Ovary
F = Uterus
G = Lining of the Cervix
H = Vagina

8x1

(e) ONE mark for each correct answer. THREE required

Acupuncture
Gas and air/entenox
TENS
Epidural anaesthetic
Pethidine
Relaxation and breathing exercises
Self-hypnosis
Water birth
Aromatherapy
Reflexology

3x1

Page 6	Mark Scheme	Syllabus	Paper
	CHILD DEVELOPMENT – JUNE 2004	0637	1

- (f) **ONE mark for each correct answer. TWO required for each stage. Must be in correct order.**

Stage 1

Waters break
Mucus plug may come away
Regular, strong contractions
Cervix / neck of uterus slowly opens to 10 cms wide

Stage 2

Uterus, cervix and vagina have become the birth canal
Baby's head appears / crowning
Baby comes out of vagina / baby is born

Stage 3

Umbilical cord is clamped in two places / the cord is cut
Contractions continue until the placenta is pushed out / afterbirth appears

6x1

- 15 (a) ONE mark for each correct answer. FOUR required.**

- i) suffocation
- ii) cut / severe cut /stab
- iii) burn / electrocution
- iv) poisoning

4x1

- (b) ONE mark for each correct answer. FOUR required.**

- i) store plastic bags safely / out of reach
- ii) store knives in knife block / drawer that cannot be opened easily
- iii) guard around fire
- iv) store in high cupboard / fit safety locks on cupboards / keep in original container

4x1

- (c) ONE mark for each correct answer. THREE required**

- Poisonous plants
- Chemicals
- Sharp tools
- Ponds left uncovered
- Broken glass
- Animal faeces
- Gate left open
- Gap in fencing / hedge

3x1

Page 7	Mark Scheme	Syllabus	Paper
	CHILD DEVELOPMENT – JUNE 2004	0637	1

(d) ONE mark for each correct answer. FOUR required

- Fastened together securely
- Fixed into the ground securely
- Bark chipping underneath equipment / other suitable surface
- Well maintained
- No sharp edges / objects
- Suitable for the age of the child

4x1

(e) ONE mark for each correct answer. THREE required

- Set a good example
- Use walking reins / wrist straps
- Do not let children out on their own
- Always hold hands when crossing the road
- Make sure child can be seen in the dark / wear reflective clothing
- Make sure child knows rules for crossing the road / Green cross code

3x1

(f) ONE mark for each correct answer. TWO required

- Child safety locks on doors
- Close doors carefully
- Keep child under control / not to distract the driver
- Use an appropriate child restraint
- Child restraint should be fitted correctly
- Child must not travel on adult's lap
- Rear facing seats should not be used in front seat if airbag is fitted
- Young children should not travel on the front seat

2x1

(g) ONE mark for each correct answer. FIVE required

- Lack of supervision
- Stress e.g. illness or death in the family
- Absorbed in an activity – not aware of surroundings
- Unaware of dangers around themselves
- Lack of experience
- Naturally curious
- Size of child – cannot always see hazard
- Overexcited / upset

5x1

16 (a) ONE mark for the correct answer

- A disability which is present at birth

1x1

(b) ONE mark for each correct answer. TWO required

- Abnormal genes
- Abnormal chromosomes
- Abnormal development
- Brain damage

2x1

Page 8	Mark Scheme	Syllabus	Paper
	CHILD DEVELOPMENT – JUNE 2004	0637	1

(c) ONE mark for each correct answer. FOUR required

Physical disabilities e.g.
 Cerebral palsy
 Muscular dystrophy
 Spina bifida
 Cleft palate / cleft lip
 Hole in the heart
 Deafness
 Blindness
 Club foot – deformities involving limbs

Learning difficulties e.g.
 Down's syndrome
 Brain damage in the uterus caused by viruses
 Brain damage during birth
 Infection in childhood e.g. meningitis

4x1

(d) TWO marks for each description. THREE required

Extra work
 Siblings may feel left out / neglected
 Siblings may feel jealous
 Special equipment in the home may take up more space
 Extra expense
 May feel isolated from normal family life
 One parent will need to be around full time / no career opportunities

3x2

(e) ONE mark for each correct answer. FOUR required

Advice on education
 Advice on training
 Advice on day to day care
 Contact with families who have similar problems
 Transport for outings
 Help with holidays
 Respite care
 Financial care
 Child minding
 Help with housework

4x1

(f) ONE mark for each correct answer. FOUR required

Teachers are specially trained
 Assistants specially trained
 Higher ratio of teachers to pupils
 Physiotherapists available
 Occupational therapists
 Speech therapists
 Corridors and doorways wider for wheel chairs
 No stairs / ramps
 Specially designed chairs / toilets / washing facilities

4x1

Page 9	Mark Scheme	Syllabus	Paper
	CHILD DEVELOPMENT – JUNE 2004	0637	1

(g) ONE mark for each correct answer. FOUR required

Speech development will not progress

Babies learn to speak by copying sounds / sounds not heard

Unable to talk / will not use voice

Important that deafness is recognised during the first year

Treatment and training should begin early to prevent major speech problems

A child who does not hear sounds until a later stage will have learning difficulties.

4x1

Page 10	Mark Scheme	Syllabus	Paper
	CHILD DEVELOPMENT – JUNE 2004	0637	1

Section C

Answer ONE question.

17. High level response 14-20

A good candidate will cover both areas with detail and depth. A good candidate is likely to mention the following ways of communication and explanations on how adults can encourage a child's speech development:-

This is known as non-verbal communication of communicating without words. Babies will usually follow similar methods of trying to communicate before speaking but this may lead to the baby becoming frustrated if the adult does not understand.

Using the eyes to make contact with another person

Tone of the voice e.g. crying, screaming, gurgling carry different messages

Expression of the face to show anger, pleasure, contentment

Using the hands by pointing, clinging, throwing, pushing away and pulling.

When a child begins to talk it is important that parents stimulate the child into using language by encouraging interaction. Adults can encourage a child's speech development by:

Talking directly to the child

Listening to the child

Being patient / not speaking for the child

Repeating words and phrases

Praising the child

Answering questions

Reading stories

Singing nursery rhymes

Spending time with the child

Encouraging the child to copy sounds / avoiding swear words

Having conversations with the child

Mid-level response 7-13

A mid-range candidate will cover many points but the response may lack depth and detail. At the lower end of the range the candidate may concentrate more on one part of the question than the other.

Low level response 0-6

The candidate is likely to address only one part of the question. Answer will be superficial and will lack depth and detail.

Page 11	Mark Scheme	Syllabus	Paper
	CHILD DEVELOPMENT – JUNE 2004	0637	1

18. High-level response 14-20

The candidate is likely to mention most of the needs a family provides and will correctly explain the changes that have occurred in family life. The answer will be well balanced on both parts of the question.

The needs of a child are varied but important if a child is to develop into a balanced adult.

Food and drink
 Shelter
 Warmth
 Clothing
 Love / companionship
 Protection / support
 Care / training
 Secure environment in which they can develop
 Encouragement with their education
 Rest / sleep
 Exercise / fresh air
 Cleanliness

Factors that have brought changes to family are:

Laws have been introduced which give women more independence.
 Education and career choices are similar for boys and girls.
 Women can opt out of marriage because they do not rely on a husband for financial support.
 Labour saving devices in the home have made household chores less time-consuming and have given women more freedom.
 State benefits have eased financial problems.
 Reliable methods of contraception allow couples to plan their families / not to have children.
 There are more single parent families and step-families.
 Divorce is easier and more socially acceptable.
 More acceptable for roles to have changed i.e. father may look after the children whilst the mother goes to work.

Mid-level response 7-13

The candidate will cover both parts of the question but will lack depth and detail. At the lower end of the range the candidate will dwell on the needs of the child and the explanation of the factors on how family life has changed will be brief.

Low-level response 0-6

Candidates will answer at a basic level showing little understanding. The candidate may only answer one part of the question.