

# CHILD DEVELOPMENT

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Paper 0637/01

Theory Paper

## General comments

It was pleasing to see that the candidates attempted all the questions, and used the time usefully.

### **Section A**

This was generally well answered. The best answers were for **Question 1, 2, 5(a)** and **6**.

**Question 4.** Candidates usually knew about stairgates, but then went on to describe cots. A few talked about stairs that were non-slip, but most did not mention 'clear of toys' etc.

**Question 5(b).** A common mistake was to think that a monitor was a scan.

**Question 7.** Not a well known topic, many said 'to strengthen muscles' but added 'for birth'. However there were a few candidates who gained full marks.

### **Section B**

**Question 8.** Parts **(a)** and **(d)** were generally very well answered.

Part **(b)** Many thought it was due to 'bad behaviour' 'teething' etc. and explanations were not given. It is important for candidates to read questions carefully, and if an explanation is required, this should be the framework of the answer. Many gained marks in the second part for 'tantrums' together with descriptions.

Part **(c) (i)** About one third of the candidates answered this correctly. However, many described 'sibling rivalry' as fighting between siblings, which is not an adequate description.

Part **(c) (ii)** This part produced better responses, and described how to ease the arrival of a new baby into the home.

### **Question 9.**

Part **(a)**. Good answers, however, many forgot 'abdominal pains'.

Part **(b)**. The question required an explanation and although candidates made very comprehensive lists, they generally failed to gain full marks because of the lack of an explanation. However, a few candidates did gain full marks.

Part **(c)**. A common mistake was to list nutrients and function, but most candidates gained at least half the available marks.

Part **(d)**. This question produced a range of responses with almost all candidates gaining at least one mark, and several gaining all three.

Part **(e)**. Some candidates related their answers to older people – heart disease/strokes, but there were some good responses including name calling and bullying problems, which showed understanding of the problem.

### **Section C**

It is important that candidates are made aware of the need to provide fuller answers in this section. Candidates are expected to EXPLAIN and DESCRIBE the situation given in the question if they are to gain high marks.

Part **(a)**. There were some good responses; however, there were some answers that graphically described child abuse that might occur if you let somebody you did not know into your house to look after your child.

It is important to that the candidates read this type of question carefully, and plan the answer first. This allows for checking the plan to see if everything has been covered, and an answer can be written in a logical order.

Part **(b)**. This produced some excellent responses; however, there were some 'lists of points' without any explanation.

It is pleasing to note that a review of the scripts shows how well Centres are covering the teaching of the syllabus. The important points to stress to candidates are:

- The need to read the questions carefully and to answer the question which has been asked, and not the one which they hoped would be asked!
- Note the key words used in the question, e.g. describe, explain etc. These guide the candidates towards the type and level of response which is required to answer the question

# CHILD DEVELOPMENT

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<p><b>Paper 0637/02</b> <b>Coursework (Child Study)</b></p>
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## General comments

This year has produced some interesting and original pieces of coursework. However, there are a few points which Centres need to be reminded about.

- Work should be well presented with pages collated and neatly put together. Heavy folders should **not** be used
- Coursework is guided by the syllabus – only topics from the syllabus should be considered
- Coursework should concentrate only on children up to the age of 5 years. It is **not** appropriate to include work on teenagers or other age groups
- There should be **no** overlap in the work covered in papers 02 and 03. Paper 02 is the Child Study, and relates topics in the syllabus to a particular child/children, and paper 03 is the Practical Investigation. The syllabus clearly explains suitable topics for each paper and the type of work to be covered.

## Coursework (Child Study)

The most successful studies are carried out when candidates limit the area of study and therefore do not make the study too wide to cope with. A range of possible areas of interest should be considered and discussed with the teacher, but a selection process should then take place so that the candidate focuses on an area/s of particular interest to them. It is important that the area of interest is suitable for the age of the child/children being studied. Focusing on one area of development is going to be more accessible for all-ability candidates as these candidates may find looking at all the areas of development too difficult to organise successfully. Limiting the scope of the study should also help candidates to conduct the relevant observations over a longer period of time. This will ensure that the students are more able to observe changes in the development of the child/children and produce a better informed study.

It must be pointed out that the study is on the development of the Child/Children up to the age of 5 years. Other age groups are outside the syllabus. The chosen area/s should be appropriate to the age of the Child/Children to be studied, to enable the candidate to observe the greatest development in the Child/Children. For example, if the candidate is going to observe a young baby, then the area of physical development would be an ideal choice.

# CHILD DEVELOPMENT

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Paper 0637/03

Coursework (Practical Investigation)

## General comments

This year has produced some particularly interesting and original pieces of coursework. However, there are a few points which Centres need to be reminded about:

- Work should be well presented with the pages collated and neatly put together. Heavy folders should **not** be used
- Coursework is guided by the syllabus – only topics from the syllabus should be considered
- Coursework should concentrate only on children up to the age of 5 years. It is **not** appropriate to include work on teenagers or other age groups
- There should be **no** overlap in the work covered in papers 02 and 03. Paper 02 is the Child Study, and relates topics in the syllabus to a particular child/children, and paper 03 is the Practical Investigation. The syllabus clearly explains suitable topics for each paper and the type of work to be covered.

## Coursework (Practical Investigation)

The appropriate choice of investigation is vital for success. It should be stressed that the work should focus on the aspect or topic as it relates to children up to the age of 5 years.

The best investigations this year have all focused on a topic for which candidates were able to make observations, carry out surveys, questionnaires etc. and to conduct their own local research. Next year, in order to fulfil the new requirements, it will be important for Centres to encourage their candidates to undertake this type of work and to provide a leaflet, poster or similar information as the outcome of the research. In fact, it is pleasing to note that several Centres are already thinking about this, and the type of work presented by their candidates is already moving in this direction.

Investigations based only on theoretical research are now seldom seen, and more candidates are beginning to focus on a practical outcome to their research. This makes the project more interesting and meaningful to the candidates. Many Centres have begun to encourage their candidates towards these practical outcomes and will, therefore, find the transition to the 2007 requirements easier to carry out. All Centres are encouraged to consider how they will direct their candidates' work to meet the new requirements.

Many pieces of work include excellent photographs and many explain the relevance of these. This should be encouraged as it is vital to give the context and relevance to the investigation if photographs are included.