

CHILD DEVELOPMENT

Paper 0637/01

Theory Paper

General comments

The majority of candidates demonstrated good use of time, and this was pleasing.

However, a few candidates answered all the questions in **Section B**, with a very few attempting both the essay questions in **Section C**. This is detrimental to candidates as it uses up time, which could otherwise be used to plan higher level responses.

Section C questions still prove to be difficult for many candidates. There appears to be a lack of planning in the responses, which are therefore superficial, or do answer the question that has been set. This is not necessarily a lack of knowledge, but rather a problem with not reading the **Section C** question with the care it requires; additionally command words such as 'describe' and 'explain' are sometimes ignored.

Section A

1. A well answered question.
2. There were some very vague answers, some candidates misread '*to slow down*'.
3. This proved to be difficult for some candidates, and some responses were obviously not safe to use on the head, for example, *boil them!*
4. Usually well answered, however there was some confusion between '*estimated dates of delivery*', as given in the question, and how you know when birth is imminent, which was not what the question required.
5. It was very pleasing to see that many candidates knew the answers to this question. Worryingly there were still some incorrect methods shown.
6. A well answered question.
7. Answers varied, some candidates gave full and complete responses, and others knew one or two parts of the question.
8. Some excellent responses.

Section B

9. (a) A mixture of responses, usually two or three good ways described, however some suggested eat **soft** things.
(b) This part produced better answers. Some good nutritional points were made.
(c) Again a well understood question producing good answers.
(d) There were some poor answers; a few gave '*deafness*' and '*parent's would not talk to them*'.
10. This was a very popular choice of question. Parts (a), (c) and (d) were well answered.
(b) An explanation for each was required, and some candidates gave one method for each. Nine marks were available, but only a few candidates gained high marks overall.

11. Although not a popular question, there were some excellent responses for parts **(a)** and **(b)**.
- (c)** The most disappointing part – generally not known.
12. **(a)** and **(b)** These questions produced a wide range of responses from very high to below half marks gained.
- (c)** Although the mark sheet allowed for a range of hours, generally the only correct response was for the 3 – 4 year olds.
- (d)** Well answered.

Section C

13. **(a)** This question produced the better responses.
- The symptoms of nappy rash were correctly described together with the treatment and prevention. However, answers became repetitive and only very little time was spent on this part.
- (b)** Some candidates thought these were the same, answers were superficial and brief, and often went back to writing about nappy rash.
14. This was by far the most popular question.
- (a)** Many said '*ask the Doctor*', which is not what was required. There were a few excellent answers but many were superficial.
- (b)** Many brief responses, lacking in detail and, therefore, not answering the question which asked for a '*description*'.
- (c)** Some excellent suggestions, often well answered.

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Paper 0637/02
Coursework (Child Study)

Administration Points

- Please read all the information in the syllabus relating to the subject in order to check the details and to refresh the memory.
- Remember to include the individual candidate's record card and mark sheet with the samples of work.
- Put the candidate's name and number on each piece of work.
- The title of the coursework should be on the mark sheet.
- Assessors are requested to include comments about their candidates' work, as this is very helpful to the Moderator.
- The order of candidates on the MS1 should be replicated on the 'Coursework Summary Form'.
- **Please** do not send work in heavy ring binders.

Paper 02

It was pleasing that all candidates chose to study children within the correct age group.

Candidates who choose to study one or two clear areas of development, for example physical or social development, usually produced better quality work. Focusing on one area of development is going to be more accessible for all-ability candidates rather than looking at all the areas of development.

It should be remembered that the areas selected should be suitable for the age of the child to be studied. For example, emotional development in a very young baby would make a very difficult study and, therefore, should be discouraged.

Candidates should be encouraged to analyse and evaluate their work. It is very important that time is spent on this section. Often candidates feel the work is over when they have completed the observations. A potentially good mark could be lost if time is not spent on this section. In this section, candidates need to look at how they carried out the work and suggest where improvements could be made.

There are changes to the syllabus for 2007 and it is important that teachers read the new syllabus to identify the new format and requirements for papers 02 and 03.

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Paper 0637/03

Coursework (Practical Investigation)

It was good to see a wide variety of methods of research, as copying from books does not lead to a **Practical** investigation. It is pleasing to note that many Centres already encourage their candidates to adopt a variety of investigative procedures. Examples include the following:

- Surveys/questionnaires
- Interviews
- Practical experiments
- Research of products/amenities etc.
- Research from books, newspapers, leaflets, TV documentaries, internet etc.

The choice will depend on the chosen subject. It should not be treated as a project where candidates merely copy from textbooks.

The choice of investigation must clearly be connected to the syllabus e.g. antenatal care or a comparative study of relevant consumer items and should enable candidates to use a variety of investigative procedures. Most areas of the syllabus are suitable for coursework, although Centres are advised to avoid areas, for example, child abuse, divorce or abortion, which are sensitive areas and may lead candidates to produce materials which are confidential or distressing. It is important that there is **no overlap** of work from the Child Development Study, as development is not a suitable subject for a Practical Investigation. In addition, it would severely limit the learning opportunities of the student. The title should be appropriate to an area of the syllabus and be one in which the student has a particular interest. It should be carefully formulated to enable the candidate to include a wide range of investigative methods.

It is an exciting and challenging time for the subject, and the changes made to the syllabus for 2007 should allow candidates to demonstrate their knowledge and understanding of Child Development in a more interesting and relevant way.