

# Syllabus

Cambridge IGCSE Child Development

Syllabus code 0637

For examination in June and November 2013



UNIVERSITY *of* CAMBRIDGE  
International Examinations



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# 1. Introduction

## 1.1 Why choose Cambridge?

University of Cambridge International Examinations (CIE) is the world's largest provider of international qualifications. Around 1.5 million students from 150 countries enter Cambridge examinations every year. What makes educators around the world choose Cambridge?

### Recognition

Cambridge IGCSE is internationally recognised by schools, universities and employers as equivalent to UK GCSE. Cambridge IGCSE is excellent preparation for A/AS Level, the Advanced International Certificate of Education (AICE), US Advanced Placement Programme and the International Baccalaureate (IB) Diploma. Learn more at [www.cie.org.uk/recognition](http://www.cie.org.uk/recognition).

### Support

CIE provides a world-class support service for teachers and exams officers. We offer a wide range of teacher materials to Centres, plus teacher training (online and face-to-face) and student support materials. Exams officers can trust in reliable, efficient administration of exams entry, and excellent, personal support from CIE Customer Services. Learn more at [www.cie.org.uk/teachers](http://www.cie.org.uk/teachers).

### Excellence in education

Cambridge qualifications develop successful students. They build not only understanding and knowledge required for progression, but also learning and thinking skills that help students become independent learners and equip them for life.

### Not-for-profit, part of the University of Cambridge

CIE is part of Cambridge Assessment, a not-for-profit organisation and part of the University of Cambridge. The needs of teachers and learners are at the core of what we do. CIE invests constantly in improving its qualifications and services. We draw upon education research in developing our qualifications.

# 1. Introduction

## 1.2 Why choose Cambridge IGCSE Child Development?

Universities and employers accept Cambridge IGCSE Child Development as proof that candidates have knowledge, skills and an understanding of all aspects of child development from both a theoretical as well as practical perspective. The syllabus lays the foundations for further studies beyond IGCSE in developmental psychology and the scientific appreciation of all other ages and stages of human development. Successful candidates gain lifelong knowledge and skills, including:

- an appreciation and understanding of the factors influencing child behaviour and development
- how to observe and apply scientific methods in the collection, analysis and interpretation of data
- the influence of genetics, prenatal and the early environment in shaping child development
- the ability to apply their knowledge and understanding of child development to their own interaction with babies, parents and children
- a critical awareness of their own childhood and continuing development
- a framework for their own structured observation of young children in the home, out of doors, in nursery, playgroup and at school.

## 1.3 Cambridge International Certificate of Education (ICE)

Cambridge ICE is the group award of the International General Certificate of Secondary Education (IGCSE). It requires the study of subjects drawn from the five different IGCSE subject groups. It gives schools the opportunity to benefit from offering a broad and balanced curriculum by recognising the achievements of students who pass examinations in at least seven subjects, including two languages, and one subject from each of the other subject groups.

The Cambridge portfolio of IGCSE qualifications provides a solid foundation for higher level courses such as GCE A and AS Levels and the International Baccalaureate Diploma as well as excellent preparation for employment.

A wide range of IGCSE subjects is available and these are grouped into five curriculum areas. Child Development falls into Group V, Creative, Technical and Vocational subjects.

Learn more about ICE at [www.cie.org.uk/qualifications/academic/middlesec/ice](http://www.cie.org.uk/qualifications/academic/middlesec/ice).

# 1. Introduction

## 1.4 How can I find out more?

### If you are already a Cambridge Centre

You can make entries for this qualification through your usual channels, e.g. CIE Direct. If you have any queries, please contact us at **international@cie.org.uk**.

### If you are not a Cambridge Centre

You can find out how your organisation can become a Cambridge Centre. Email us at **international@cie.org.uk**. Learn more about the benefits of becoming a Cambridge Centre at **www.cie.org.uk**.



# 2. Assessment at a glance

## Cambridge IGCSE Child Development Syllabus code 0637

All candidates must complete:

Paper 1	2 hours
The written exam paper is made up of a number of compulsory short-answer questions, 2 structured questions, and 1 essay question. Assessed by CIE. Weighted at 50% of total marks.	

and

Paper 2: Child Development Study (school-based assessment*)
The Child Development Study reflects the candidate's first-hand experience of working with one child or a group of children aged up to 5 years. The study of one child or a group of children up to 5 years of age must relate to <b>either</b> a major area of development – physical, social, emotional, cognitive; <b>or</b> more than one of the above; <b>or</b> all aspects of development. Weighted at 25% of total marks.

and

Paper 3: Practical Investigation (school-based assessment*)
The Practical Investigation involves research and presentation of findings and is: <b>either</b> an investigation, using a range of procedures, from any area of the syllabus e.g. play, ante-natal care etc.; <b>or</b> a comparative study of consumer items, e.g. baby foods, picture books, mobile toys etc. The Investigation should focus on producing a booklet or leaflet, or similar type of information literature, which could be used to help explain the findings of the Investigation to parents or other interested parties. <b>There should not be any overlap of subject matter between the Child Development Study and the Practical Investigation.</b> Weighted at 25% of total marks.

The grades available are A\* – G.

\* Centres may only assess coursework with the formal approval of CIE. We offer special training for Centres to enable them to carry out school based assessment. For more details see [www.cie.org.uk](http://www.cie.org.uk).

# 2. Assessment at a glance

## Availability

This syllabus is examined in the May/June examination session and the October/November examination session.

This syllabus is not available to private candidates.

Centres in the UK that receive government funding are advised to consult the CIE website [www.cie.org.uk](http://www.cie.org.uk) for the latest information before beginning to teach this syllabus.

## Combining this with other syllabuses

Candidates can combine this syllabus in an examination session with any other CIE syllabus, except:

- syllabuses with the same title at the same level

Please note that IGCSE, Cambridge International Level 1/Level 2 Certificates and O Level syllabuses are at the same level.

# 3. Syllabus aims and objectives

## 3.1 Aims

The aims of the curriculum are the same for all candidates. These are set out below and describe the educational purposes of a course in Child Development for the IGCSE examination. They are not listed in order of priority.

The course may well lay the foundations of further studies beyond IGCSE in developmental psychology and the scientific appreciation of all other ages and stages of human development. It therefore aims to enable candidates to:

- develop an understanding of the relationships between currently accepted norms of development and actual observed behaviour of children;
- develop an understanding of scientific method, including the collection, analysis and interpretation of data;
- enhance their ability to apply their knowledge and understanding of child development to their own interaction with babies, parents and children;
- develop an awareness of the cultures and constitutions of families in a variety of communities;
- develop an appreciation of the complexity of influences on the developing child;
- develop an empathy with young children;
- extend an awareness of the dynamic nature of human development;
- arouse a critical awareness of their own childhood and continuing development;
- encourage their own structural observation of young children in the home, out of doors, in nursery, playgroup and at school.

## 3.2 Assessment objectives and their weightings

There are four Assessment Objectives (AOs) in Cambridge IGCSE Child Development:

AO1: Knowledge with understanding

AO2: Analysis and interpretation of evidence

AO3: Judgement and decision-making

AO4: Investigation

# 3. Syllabus aims and objectives

## AO1: Knowledge with understanding

Candidates should be able to demonstrate their knowledge and understanding of:

1. the 'normal' ages and stages associated with child growth and development from embryo to 5 years, together with an outline of puberty and adolescence;
2. suggested causes of developmental differences;
3. the inter-active process affecting the growing child;
4. the main methods of child psychology – studying a topic in breadth as well as depth.

## AO2: Analysis and interpretation of evidence

Candidates should be able to:

5. analyse and interpret evidence and observations concerning children;
6. reach conclusions based on a reasoned consideration of available evidence;
7. use and apply their knowledge and understanding of 'Child Development' in verbal, numerical, diagrammatic, pictorial and graphical form.

## AO3: Judgement and decision-making

Candidates should be able to make judgements which demonstrate:

8. an awareness of the distinction between objective and subjective evidence and opinion concerning children and their development;
9. a recognition that child development theory and practice is subject to various limitations and uncertainties;
10. an ability to assess the relative merits of aids to growth and development;
11. a developing sense of consumer awareness and value for money.

## AO4: Investigation

Candidates will be expected to demonstrate the ability to:

12. observe and record clearly, accurately and systematically;
13. draw tentative conclusions from the way observed children behave;
14. communicate conclusions in a logical and concise manner.

# 3. Syllabus aims and objectives

## Specification grid

The following grid shows the weighting of the assessment objectives in the three components of the scheme of assessment.

<b>Paper</b>	<b>A01: Knowledge with understanding %</b>	<b>A02: Analysis and interpretation of evidence %</b>	<b>A03: Judgement and decision making %</b>	<b>A04: Investigation %</b>
1	45	20	30	5
2	35	20	40	5
3	30	30	15	25

The assessment objectives are weighted to give an indication of their relative importance. They are not intended to provide a precise statement of the number of marks allocated to a particular assessment.

# 4. Curriculum content

All candidates should be able to use the skills described under Assessment Objectives with respect to the following:

<b>1. Growth and development</b>	
<b>1.1 Understanding growth and development</b>	<ul style="list-style-type: none"><li>• define growth</li><li>• describe ways of measuring growth</li><li>• define development</li><li>• list ways of assessing development</li><li>• define maturation</li><li>• describe links between maturation and learning</li></ul>
<b>1.2 Puberty and adolescence as example</b>	<ul style="list-style-type: none"><li>• describe ages and stages of growth and reproductive development in (a) girls, (b) boys</li><li>• describe the menstrual cycle</li><li>• explain hormonal control</li></ul>
<b>1.3 Individual differences</b>	<ul style="list-style-type: none"><li>• describe how wide variation within the range of normality may occur</li><li>• describe gender differences regarding vulnerability, developmental attainment and early physical characteristics</li><li>• discuss the range of cultural diversity in their own national society and the rest of the world</li></ul>
<b>1.4 Explaining development</b>	<ul style="list-style-type: none"><li>• define heredity and environment</li><li>• explain how biological and social factors contribute to all-round development</li><li>• discuss the importance of critical or sensitive periods of development</li></ul>

# 4. Curriculum content

2. Physical development and health maintenance	
<b>2.1 Reproductive biology</b>	<ul style="list-style-type: none"><li>• describe the structure and function of human male and female reproductive systems</li><li>• describe the process of fertilisation and implantation</li><li>• list indications of pregnancy and confirmation checks</li><li>• describe the stages in the normal development of the foetus and the function of the placenta</li><li>• explain the formation of twins and multiple pregnancies</li><li>• describe the function of the blood supply in relation to the foetus and the mother; exchange of materials</li></ul>
<b>2.2 Family planning</b>	<ul style="list-style-type: none"><li>• describe methods of contraception – natural (rhythm), chemical, mechanical and surgical</li><li>• discuss the problem of infertility and the social aspects of artificial insemination and fertility drugs</li></ul>
<b>2.3 Inheritance</b>	<ul style="list-style-type: none"><li>• define chromosome, gene – faulty genes as shown by Down's Syndrome</li><li>• describe genetic counselling</li><li>• describe continuous and discontinuous variation as influenced by the environment and genes, illustrated by height and A, B, AB and O blood groups</li></ul>
<b>2.4 Needs in pregnancy</b>	<ul style="list-style-type: none"><li>• describe special nutritional requirements in pregnancy</li><li>• explain the importance of exercise and rest</li><li>• outline routine checks and procedures available, including relaxation classes</li><li>• list what must be avoided, e.g. smoking, drugs, e.g. aspirin and paracetamol, alcohol</li><li>• explain the provision of these requirements in relation to foetal stages of development</li><li>• discuss possible effects of smoking and alcohol</li><li>• describe effects of certain drugs which are toxic to the foetus</li></ul>

# 4. Curriculum content

<p><b>2.5 Other pre-natal development factors</b></p>	<ul style="list-style-type: none"> <li>• describe effects of rubella and sexually transmitted diseases</li> <li>• describe possible effects of severe stress</li> <li>• describe the possible effects of the following during pregnancy: anorexia, bleeding and toxemia</li> </ul>
<p><b>2.6 Confinement</b></p>	<ul style="list-style-type: none"> <li>• describe choice of confinement if available – home or hospital</li> <li>• explain the reasons for hospital stay</li> </ul>
<p><b>2.7 Preparations for arrival of the baby</b></p>	<ul style="list-style-type: none"> <li>• outline the choice in accommodation, equipment and clothing</li> <li>• list the factors affecting the choice</li> </ul>
<p><b>2.8 Labour and delivery</b></p>	<ul style="list-style-type: none"> <li>• outline the signs and stages of labour and methods of delivery</li> <li>• discuss the involvement of father or other supportive adult at birth</li> </ul>
<p><b>2.9 New-born baby</b></p>	<ul style="list-style-type: none"> <li>• describe physical norms, reflex responses and sensory abilities</li> <li>• define pre-term (premature) baby</li> <li>• explain feeding requirements</li> <li>• discuss the advantages of breast or bottle feeding</li> <li>• describe special care for the pre-term</li> <li>• outline the paediatric examination</li> </ul>
<p><b>2.10 Requirements for healthy physical growth post-natal to 5 years</b></p>	<ul style="list-style-type: none"> <li>• outline the requirements for diet, exercise, hygiene, protection, sleep and rest, suitable clothing</li> <li>• describe the importance of temperature regulation in babies and young children</li> </ul>
<p><b>2.11 Stages of physical development – birth to 1 year, 1 to 5 years</b>            (a) physical attributes            (b) gross motor development            (c) fine motor development (manipulative ability)</p>	<ul style="list-style-type: none"> <li>• describe the normal range for hearing, height, sight, tooth eruption, weight</li> <li>• describe normal development – from early crawling movements at 2 weeks to hops, skips and standing on one foot at 5 years</li> <li>• describe normal development – from hand regard and finger play at 2 months to ability at cutting out at 5 years</li> <li>• identify delays in development and possible causes</li> </ul>



# 4. Curriculum content

<p><b>2.12 Stages of development of self-help skills</b></p> <p>(a) eating (b) drinking (c) toileting (d) dressing (e) washing/ toothbrushing</p>	<ul style="list-style-type: none"> <li>• describe normal development of self-help skills</li> <li>• identify delays in development and possible causes</li> <li>• from taking only milk at 0 months to using knife and fork at 5 years</li> <li>• from sucking well at 0 months to competent use of cup at 2 years</li> <li>• from fairly regular bowel motions at 6 months to complete toilet training at 4 years</li> <li>• from helping when being dressed at 10 months to dressing and undressing well at 3 years</li> <li>• from enjoying bath at 5 months to hand and face washing at 4 years</li> <li>• from first attempts at toothbrushing at 40 months to completion at 5 years</li> </ul>
<p><b>2.13 Safety within the child's environment</b></p>	<ul style="list-style-type: none"> <li>• describe safety measures – in kitchen, in bedroom, on stairs, out of doors, crossing the road, in a car</li> <li>• explain safety standards</li> </ul>
<p><b>2.14 Simple first aid</b></p>	<ul style="list-style-type: none"> <li>• describe first aid for cuts, bruises, choking</li> <li>• describe contents of a suitable first aid kit for home, car, playgroup</li> </ul>
<p><b>2.15 Infectious diseases</b></p>	<ul style="list-style-type: none"> <li>• describe signs and symptoms of common childhood infectious diseases</li> <li>• explain natural and acquired, active and passive immunity</li> <li>• assess dangers of dehydration in illness</li> </ul>
<p><b>2.16 Immunisation and vaccination</b></p>	<ul style="list-style-type: none"> <li>• outline complete immunisation and vaccination programme available nationally</li> <li>• explain parental choice and responsibility for immunisation and vaccination</li> </ul>

# 4. Curriculum content

<b>3. Social relationships and social development</b>	
<b>3.1 Love and affection as basis of social relationships and social development</b>	<ul style="list-style-type: none"> <li>describe the role of courtship, sexual love and of present-day attitudes to pairing through marriage or other partnerships</li> <li>discuss cultural differences to pairing through ethnic, religious or class upbringing and affiliations</li> </ul>
<b>3.2 Decision on parenthood</b>	<ul style="list-style-type: none"> <li>describe factors affecting decision to have children, e.g. health, responsibility, home, earnings</li> </ul>
<b>3.3 Partner and family support</b>	<ul style="list-style-type: none"> <li>describe support father and others can give during pregnancy and at birth</li> </ul>
<b>3.4 Family</b> <ul style="list-style-type: none"> <li>(a) variant groupings</li> <li>(b) nuclear and extended family</li> <li>(c) single parent family</li> </ul>	<ul style="list-style-type: none"> <li>define family as any household group</li> <li>identify different possible family groupings, e.g. mother, father and children; 'mixed' family with fostered children</li> <li>describe the main features of nuclear and extended families</li> <li>evaluate the relative advantages of each</li> <li>list the reasons for single parent, e.g. death, separation, divorce, choice</li> </ul>
<b>3.5 Alternative family life</b>	<ul style="list-style-type: none"> <li>describe the alternatives some adults take up, e.g. commune, group family, kibbutz family</li> <li>compare patterns of child-rearing between alternative and traditional families</li> </ul>
<b>3.6 Earliest social relationships</b> <ul style="list-style-type: none"> <li>(a) with mother and family</li> <li>(b) with others</li> </ul>	<ul style="list-style-type: none"> <li>describe developing relationships; behaviour of the infant in the first 2 years, e.g. 'social smiles' at 2 months; looking at books with adults at 16 months</li> <li>describe the widening relationship with other significant figures, e.g. growth of affectionate behaviour</li> <li>identify delays in development and possible causes</li> </ul>
<b>3.7 Peer group relations</b>	<ul style="list-style-type: none"> <li>describe development in associating with other children</li> </ul>

# 4. Curriculum content

4. Emotional development	
<b>4.1 Emotions</b>	<ul style="list-style-type: none"><li>• outline main components of emotion, e.g. 'feeling' state, internal body functioning, bodily expression</li></ul>
<b>4.2 Fear and fear-related emotions</b>	<ul style="list-style-type: none"><li>• name the common fear-producing stimuli and situations and outline age-changes in response, up to 5 years</li><li>• outline possible sources of shyness, embarrassment, worry, anxiety, anger, jealousy</li><li>• discuss the possible effect of child's position in the family</li></ul>
<b>4.3 Emotional expression</b>	<ul style="list-style-type: none"><li>• outline the ways various emotions may be expressed and contained</li><li>• identify behaviour which may be symptomatic of emotional problems</li></ul>
<b>4.4 Influence of family and other adults</b>	<ul style="list-style-type: none"><li>• outline the emergence of a strong positive feeling for one or a few familiar care-takers, comforters, playmates</li><li>• describe the significance of a secure relationship with mother</li><li>• identify aspects of control and discipline mediated by adults</li><li>• discuss the notion of attachment</li></ul>
<b>4.5 Loss and grief and other deprivations</b>	<ul style="list-style-type: none"><li>• assess the effects of separation from loved ones, family disturbance, loss of loved object on normal healthy emotional development</li><li>• describe the effect of hospitalisation</li></ul>

# 4. Curriculum content

<b>5. Cognitive development and learning through play</b>	
<b>5.1 Cognition</b>	<ul style="list-style-type: none"> <li>• define cognition</li> <li>• outline the importance in the first 5 years of the interactions between the baby/child and the environment</li> <li>• outline brain organisation and development for cognition</li> </ul>
<b>5.2 Learning through play</b>	<ul style="list-style-type: none"> <li>• describe types of play – physical, imitative, imaginary, exploratory, creative, solitary, looking-on, parallel and co-operative</li> <li>• identify approximate age at which types of play occur, from 5 months to 5 years</li> <li>• describe the experiencing of natural and man-made materials in its widest context</li> <li>• identify types of toys suitable for different stages of development</li> <li>• explain safety standards and consumer rights as applicable to toys</li> </ul>
<b>5.3 Aspects of the learning process</b>	<ul style="list-style-type: none"> <li>• describe sensitivity to and awareness of external influences</li> <li>• describe the development of attention control from 1 month to 3½ years, e.g. able to attend to and carry out simple instructions at 18 months</li> <li>• outline the twin aspects of remembering – recognition and recall</li> <li>• describe concept development and understanding of relationships through imitation</li> </ul>
<b>5.4 Understanding language</b>	<ul style="list-style-type: none"> <li>• outline ages and stages of understanding, e.g. from listening to sounds at 4 weeks to the understanding of comparative adjectives at 5 years</li> <li>• discuss the effects of partial hearing loss</li> <li>• discuss the advantages and difficulties encountered by children having a second language e.g. English or other language</li> </ul>
<b>5.5 Use of language</b>	<ul style="list-style-type: none"> <li>• outline stages of usage, e.g. from throaty noises and cries at 4 weeks to use of well-formed sentences at 5 years</li> </ul>

# 4. Curriculum content

<b>5.6 Further symbolic understanding and expressions activities</b>  (a) graphic-motor development (pre-writing skills)  (b) arithmetical skills	<ul style="list-style-type: none"><li>• outline stages of pre-writing skill development, e.g. spontaneous scribble at 18 months to printing own first name at 5 years</li><li>• describe beginnings of counting, knowing number words and comparing quantities</li><li>• explain delay in normal development</li></ul>
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<b>6. Community provisions</b>	
<b>6.1 Essential services for the pregnant woman, young child and family</b>	<ul style="list-style-type: none"><li>• describe local provision available in the fields of health and other essential services</li></ul>
<b>6.2 Voluntary agencies</b>	<ul style="list-style-type: none"><li>• list the voluntary bodies available for help in the local community</li><li>• explain the role of voluntary organisations in the care and provision for young children</li></ul>
<b>6.3 Consumer protection</b>	<ul style="list-style-type: none"><li>• explain protection and standards available, official and unofficial</li></ul>
<b>6.4 Children in care</b>	<ul style="list-style-type: none"><li>• list the various forms of in care provision including those for sick and special needs children</li></ul>
<b>6.5 Child in the wider world – outside the family unit</b>	<ul style="list-style-type: none"><li>• describe play facilities, pre-school provision and preparation for main school</li><li>• discuss the variation in provision</li></ul>

# 5. Coursework: guidance for Centres

## 5.1 Introduction to Coursework

The syllabus covers all aspects of Child Development from the ages of 0–5 years. Most areas of the syllabus are suitable to use as coursework material. The coursework component is divided into two tasks: the **Child Development Study**, which is based on studying the development of an individual child or a group of children, and the **Practical Investigation**, which researches a specific topic from the syllabus.

The Child Development Study and the Practical Investigation should arise out of normal school-based and home-based work. The two areas should allow the four Assessment Objectives, i.e.

AO1: Knowledge with understanding

AO2: Analysis and interpretation of evidence

AO3: Judgement and decision-making

AO4: Investigation

to be fully applied in practice. They should form the basis of the assessment criteria for each candidate for all levels of ability. Teachers should give candidates every opportunity to fulfil these sets of skills and activities. The main feature of the coursework is to see how the theoretical aspects of the course are relevant to practical situations.

It is the teacher's responsibility to ensure that the candidates have access to realistic situations for both the Child Development Study and the Practical Investigation.

Each candidate in the class may study different coursework tasks. For example, when carrying out the Child Development Study candidates will choose different tasks as this depends on the age of the child or children being studied. In the Practical Investigation teachers should encourage candidates to study different aspects of the syllabus to show originality.

Coursework should be accessible for candidates of all abilities, ensuring that they can all achieve in a positive manner and show their full potential.

Teachers should encourage candidates to select topics for which they can find information easily, enabling them to carry out research using a variety of sources. Candidates will make some use of the Internet as a research tool. However, candidates should also learn how to evaluate any information sourced there. Candidates should identify the source of any information.

# 5. Coursework: guidance for Centres

## 5.2 Timing

The suggested timing for undertaking the coursework is as follows:

**The Child Development Study** is the first piece of coursework to be carried out. It should start half-way through the first year of the course and should be spread over approximately six months. Candidates will understand the relevant topics if these are taught at the same time as they are carrying out their Study. This timing will also enable observations to be made over a longer period of time. Candidates will have more time to observe changes in the development of the child/children and therefore produce a more informed study.

**The Practical Investigation** will then follow. The length of time required for this will be much less as it is a more concise piece of work. This timing will allow candidates to gain some of the skills required to carry out an Investigation. During the Child Development Study they may have noted particular areas in the aspects of a child's life, e.g. disposable nappies, commercial/home-made baby foods, play areas, availability of pre-school education, etc., which have stimulated their interest and are appropriate for their investigation. This will lead to an enthusiastic approach to a suitable Investigation, which is therefore more likely to be successful.

## 5.3 Presentation

Candidates should write up coursework on A4 paper. Do not use ring binders as they are costly to post and are often damaged in transit. The cover must be clearly marked with the candidate's name, candidate number, Centre name and number.

Coursework should include:

- The title, making clear what is being studied/investigated
- Table of contents, corresponding with the mark sheet in the syllabus. This acts as a checklist for candidates to ensure that all relevant work is included
- Sub-headings relating to the assessment criteria e.g. background information
- Graphs, pictures, questionnaires, photographs, etc. where appropriate, with reference to the reasons why these have been included
- Bibliography/reference to texts where appropriate

Candidates will be given credit for graphs, pictures, photographs, etc. provided they are relevant to the child/area being studied and clearly support part of the text. They should not include them just to make the coursework appear more attractive. Encourage candidates to present the information in their own words. Candidates whose work is little more than a scrap book or long extracts from reference books or other sources without comments, analysis or interpretation will be given only a little credit. Quotations from text books etc. must be clearly indicated and their sources stated. Candidates should present work in

# 5. Coursework: guidance for Centres

an orderly manner according to all assessment areas. They can write up the work by hand, or use a word processor, but the work must be neat. Each piece of coursework should be approximately 3000 words in length to ensure all the criteria are met.

## 5.4 Paper 2: Child Development Study

The purpose of the study is that the candidate should:

- have first-hand observations of the development of **children aged up to 5 years**
- have contact with a child or group of children over a period of time (which may be flexible)
- relate his/her observations to current theories of child development.

The method of presentation may take a variety of forms:

- a record of work in the form of a notebook or diary; **or**
- a written report, tabulated or in essay form, where each period of contact with the child/children is presented as a separate account.

Before carrying out the Child Development Study the candidates should have detailed knowledge of all the areas of development e.g. physical, intellectual, language, emotional and social. Candidates are required to have contact with the child or children, aged 0–5 years, over a period of time, ideally several months. They should make regular observations of the child/children, reporting on one or more areas of development. The choice of development area is vital to the success of the study.

Focusing on one area of development only is more accessible to most candidates. It is also important that the chosen area of development is suitable for the age of the child being studied, e.g. physical development of a young baby would be easier to record than emotional development. Candidates should record their observations as written reports of each visit, in tabulated form, essay form, or in the form of a notebook or diary. They should make comparisons in the specific area of development with the accepted norms or with other children of the same age.

Candidates should also relate their observations to current child development theories. **All information related to the child/children must be confidential**; therefore candidates should not disclose surnames, addresses or personal details. It may be appropriate to give a fictitious name to the child or children. Candidates' studies may include relevant original material, illustrative or written material from the child or children, diagrams, charts, photographs, etc. If candidates use such material, they must refer to it and interpret it within the text.

Studies should be approximately 3000 words in length.



# 5. Coursework: guidance for Centres

## 5.5 Assessment criteria for Child Development Study

### 1 Introduction and planning

#### (a) Planning of the Study

Candidates need to show clearly where and when a number of observations/visits will be made. They should plan activities with the child/children, which are relevant to the chosen development area. Simple observations of a child “playing” may not be directly relevant to the area of development. They should list the equipment required for the study e.g. notepad, camera, equipment, particular toys, etc. The final format could be in paragraphs, a time plan or a chart showing clearly what will be observed, where and when.

#### (b) Background information

Candidates should research background information at an initial preliminary visit. They should include information about the child/children e.g. age, position in the family, activities/play enjoyed by the child/children, amenities in the area where the child/children live. Candidates should compare the stage of development already reached by the child/children in the chosen area with the development of an average child. They can use this information later in the study to report on progress made.

#### (c) Explanation of development area chosen

Candidates should explain the chosen area of development starting from the age of the child/children at the beginning of the study and ending with the age of the child/children at the end of the study. They should give their reasons for choice of development area in relation to the chosen child/children. Candidates should acknowledge sources of information listing names of books, authors, etc.

### 2 Application

#### (a) Written record of observation made

Candidates should take detailed notes during and/or immediately after each visit particularly on the chosen development area which is being observed. They should include sketches, drawings and photographs made during the visits in the record. Some of the work produced by the child/children could be included but it should be labelled clearly and its relevance to the developmental area stated.

#### (b) Application of knowledge and understanding

Candidates should review their written observations to identify particular sections which refer to the chosen areas of development. They should explain these sections showing understanding of accepted child development theories in relation to their chosen child/children.

#### (c) Comparison of evidence

To show progression of development over a period of time candidates should compare the chosen area of development in their child/children with either another child/children of the same age or with the accepted norms. They should do this at the preliminary visit and should repeat it at the last visit. The comparison could be shown as a table or chart in the study.

# 5. Coursework: guidance for Centres

## 3 Analysis and evaluation

This is a very important section of the study and candidates should allow sufficient time so that they can consider it carefully.

### (a) Comment on appropriateness

Candidates should consider each section of the work completed so far. They should comment on how the study was carried out.

### (b) Identification of strengths and weaknesses

Candidates should identify all areas of the work considering the strengths and weaknesses of each section of the study. They should make suggestions for improvement of the weaker sections.

### (c) Awareness of opportunities for further developments

The candidate could suggest with reasons other areas of development which may have proved interesting during the study and could form the basis of further work. Alternatively, they could identify further important milestones in the area of development being studied for future study.

## Examples of Child Development Studies

1. A study of the physical development of the child under five years of age, over a period of six months.
2. A study of the social development of a group of children under five years of age, over a period of six months.
3. A study of the speech development of a child under five years, over a period of six months.
4. A study of the intellectual development, particularly stages in learning to draw, of a child under five years, over a period of six months.

## 5.6 Paper 3: Practical Investigation

The investigations can be related to any areas of the syllabus. Each candidate should build up a written record of his/her investigations undertaken over the two-year course, although only **one** will be required for assessment purposes.

The candidate should have **a product**, such as a booklet or an information sheet for parents, as the focus of the investigation.

The purpose of the assignment is that the candidate should reflect the assessment objectives outlined.

Each **report** should include brief, clear statements of:

- the purpose of the investigation – why it was chosen; who would be interested in, or benefit from, the end product (the leaflet/poster/instruction manual etc.);

# 5. Coursework: guidance for Centres

- the information or evidence sought;
- the method used to obtain the information/evidence;
- the results of the enquiry;
- the conclusions drawn as a result of the enquiry – the actual end product;
- an evaluation in terms of the candidate's end product and its usefulness to the relevant interested parties. This should show how effective the investigation was and if the end product (the leaflet/poster/instruction manual etc.) meets the information needs of the target audience (the people interested in, or affected by, the topic being investigated).

It is important that there is no overlap of work from the Child Study, as development is not a suitable subject for the Practical Investigation. Any overlap also severely limits the learning opportunities of the candidate. The Practical Investigation should focus on an area of the syllabus, e.g. ante-natal care, or be a comparative study of relevant consumer items, e.g. baby foods. It should take the form of an investigation, e.g. surveys, questionnaires, research, etc. and should not be treated as a project where candidates merely copy from textbooks or paste pictures from magazines.

Centres are advised to avoid certain areas, e.g. child abuse, divorce or abortion which are sensitive and which may cause offence or upset to teachers and examiners. Candidates should be discouraged from producing material which is confidential in nature or which contains images which others may find distressing.

The following points should be noted:

- In the Practical Investigation the title should be appropriate to the area of the syllabus and one in which the candidate has a particular interest. It should be carefully formulated to enable the candidate to include a wide range of investigative methods.
- The choice of Investigation is of paramount importance. It must give the candidate the opportunity to use a wide variety of investigative procedures, e.g. surveys/questionnaires, interviews, practical experiments, research of products/amenities, research from books, newspapers, leaflets, TV documentaries, Internet, etc.
- The choice of investigative procedures will depend on the chosen subject. Once a suitable topic has been chosen it will be possible to gather information, including some original findings and important facts, to produce a leaflet or poster as required in the Application section of the mark scheme.

Studies should be approximately 3000 words in length.

# 5. Coursework: guidance for Centres

## 5.7 Assessment criteria for the Practical Investigation

### 1 Introduction

#### (a) Selection of area of study

Candidates should select a suitable title from an area of the syllabus and should give several detailed and well explained reasons for their choice. These could refer to local issues, a particular interest of the candidate, etc.

#### (b) Suggested methods for acquiring information

Candidates should consider several different methods of collecting information, e.g. interviews, surveys, experiments, etc. They should always give their reasons for choosing the methods used.

#### (c) Planning and organisation

A detailed plan is required. This should include steps to be followed to complete the investigation, a timeline etc., equipment required and techniques to be used.

### 2 Application

#### (a) Evidence of a range of investigative procedures

Candidates are required to show evidence of at least **four** different methods of investigation. Methods for collecting information have been listed above.

#### (b) Application of knowledge and understanding

Candidates should review the findings in their investigations in order to draw conclusions from the task. They could use the conclusions as part of the information on the poster or leaflet required in (c).

#### (c) Production of a leaflet or poster or similar item

Candidates are required to produce a relevant, useful and eye-catching leaflet, poster or similar piece of information literature. It should contain some of the findings from the conclusions in **Application (b)**. The information should be aimed at a particular user group, e.g. a leaflet about baby foods or nappies aimed at new parents. Candidates could include photographs, comparative costs/ test results to make the resulting leaflet/poster more interesting.

# 5. Coursework: guidance for Centres

## 3 Analysis and evaluation

### (a) Comment on appropriateness

Candidates should discuss the methods used to collect information for the Investigation and the results which were obtained. They should consider whether the methods used were appropriate.

### (b) Comment on strengths and weaknesses

Candidates should comment on the particular strengths of their investigation. They should identify weaknesses in the investigation and make suggestions on how the work could have been improved.

### (c) Awareness of opportunities for further developments

Candidates should consider how the investigation could be developed further. In particular they should consider if any of the difficulties encountered could be overcome. Candidates may perhaps discuss different aspects of the Investigation which could be covered in future studies.

## Examples of Investigatory Assignments

1. Investigate the provision of pre-school education for the under fives in your area.
2. Compare convenience baby food products with home-made equivalents.
3. Investigate the post-natal facilities that are available in your area.
4. Compare disposable nappies with the washable variety.
5. Investigate the use of baby lotions and bath time products.
6. Investigate the availability of products to make the home safe for toddlers.

CIE has a detailed *Coursework Training Handbook* available for use with this syllabus. You can order a CD-ROM or DVD of the handbook through CIE Publications.

# 6. Mark schemes

## 6.1 Child Development Study

	<b>Introduction and planning: 15 marks</b>	<b>Marks</b>
(a)	Planning of the Study, including the final presentation of the information (either hand-written or word processed) in an acceptable report format	3
(b)	Background information on the child/children	4
(c)	Explain, with the relevant theoretical information, the development area chosen with reasons for choice	8

	<b>Application: 20 marks</b>	<b>Marks</b>
(a)	A written record of each observation made	8
(b)	Application of knowledge and understanding of accepted child development theories to the observations	8
(c)	Comparison of evidence with the development of the average child or other children of the same age	4

	<b>Analysis and evaluation: 15 marks</b>	<b>Marks</b>
(a)	Comment on the appropriateness and effectiveness of the methods chosen	6
(b)	Identification of the strengths and weaknesses of the study and of how the weaker work could have been improved	6
(c)	Awareness of opportunities for further developments	3

**Total 50**

# 6. Mark schemes

## 6.2 Practical investigation

	<b>Introduction and planning: 15 marks</b>	<b>Marks</b>
(a)	Selection of area of study and reasons for choice	5
(b)	Suggested methods for acquiring information	5
(c)	Planning and organisation (techniques and equipment necessary)	5

	<b>Application: 20 marks</b>	<b>Marks</b>
(a)	Evidence of a range of investigative procedures	7
(b)	Application of knowledge and understanding of accepted development theories (of the area chosen) to the observations made	7
(c)	Production of a leaflet or a poster etc., suitable for new parents or other interested parties, based on the findings from the investigation	6

	<b>Analysis and evaluation: 15 marks</b>	<b>Marks</b>
(a)	Comment on the appropriateness and effectiveness of the investigatory procedures used	6
(b)	Comment on the strengths and weaknesses of the investigation and how the weaker work could have been improved. Comment on the outcome of the investigation (the leaflet or other information literature)	6
(c)	Awareness of opportunities for further developments	3

**Total 50**

# 6. Mark schemes

## 6.3 Moderation

### **(a) Internal moderation**

When several teachers in a Centre are involved in internal assessments, the Centre should make arrangements for all candidates to be assessed to a common standard.

It is essential that within each Centre the marks for each skill assigned within different teaching groups (e.g. different classes) are moderated internally for the whole Centre entry. The Centre assessments will then be subject to external moderation.

### **(b) External moderation**

Centres must send individual Candidate Record Cards and Coursework Assessment Summary Forms, together with a sample of the coursework undertaken by the candidates to CIE, no later than 30 April for the June examination and 31 October for the November examination. If there are ten or fewer candidates all the coursework that contributed to the final mark for all the candidates must be sent to CIE. Where there are more than ten candidates all the coursework that contributed to the final mark for ten of them will be required. Candidates whose work is required for external moderation will be selected by CIE. Please refer to the *Handbook for Centres* and the *Admin Guide* for further information. CIE may require a further sample of coursework. Retain all records and supporting written work until after the publication of the results.



# 7. Grade descriptions

A **Grade A** candidate must show a critical awareness and intelligent understanding of the concepts within the curriculum. They should demonstrate a sound ability to apply, investigate and comment realistically on Child Development theory in their study of practical observations of young children.

A **Grade C** candidate must show some critical awareness and reasonable understanding of the basic concepts of the curriculum. They should demonstrate a reasonable ability to apply, investigate and comment realistically on Child Development theory in their study of practical observations of young children.

A **Grade F** candidate must show some theoretical understanding of the basic concepts within the curriculum. They should demonstrate some ability to apply, investigate and comment on Child Development theory in their study of practical observations of young children.

# 8. Resources

The following list has been prepared to help with the selection of appropriate texts for the teaching of the IGCSE Child Development syllabus. The inclusion of a text does not imply that it is either recommended or approved by the IGCSE Office. The books listed are aimed at the UK version of the syllabus, GCSE, but there are many similarities with the international IGCSE. The books describe how to help candidates to plan for and set out their work, but the teacher must ensure that the choice of subject and the work reflects the criteria set out in the IGCSE Child Development syllabus.

Author	Title	Publisher	ISBN
Pamela Minett	Child Care and Development, 6 <sup>th</sup> Edition, 2010	Hodder Education	1444117130
Heather Brennand and Valerie Hall	Child Development: Coursework Guide, 2004	Hodder Education	034081344X
Dorothy Baldwin	Examining Child Development, 1996	Heinemann	0435420593
Christine Hobart, Jill Frankel and Miranda Walker	A Practical Guide to Child Observation and Assessment, 2009	Nelson Thornes	1408504888
Carolyn Meggitt	Child Development: An Illustrated Guide, 2 <sup>nd</sup> Edition, 2006	Heinemann Educational Publishers	0435420488
Jennie Lindon	Understanding Child Development: Linking Theory and Practice, 2010 Note: This resource is more suitable for teachers than students.	Hodder Education	1444102842

Resources are also listed on CIE's public website at [www.cie.org.uk](http://www.cie.org.uk). Please visit this site on a regular basis as the Resource lists are updated through the year.

Access to teachers' discussion groups, suggested schemes of work and regularly updated resource lists may be found on the CIE Teacher Support website at <http://teachers.cie.org.uk> for some subjects. This website is available to teachers at registered CIE Centres.

## Forms:

- Child Development Study – Individual Candidate Record Card
- Child Development Study – Coursework Assessment Summary Form
- Practical Investigation – Individual Candidate Record Card
- Practical Investigation – Coursework Assessment Summary Form

	<b>CHILD DEVELOPMENT</b> <b>Child Development Study</b> <b>Individual Candidate Record Card</b> <b>IGCSE 2013</b>
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**Please read the instructions printed overleaf and the General Coursework Regulations before completing this form.**

Centre Number					Centre Name					
Candidate Number					Candidate Name					
Teaching Group/Set						June/November	<b>2</b>	<b>0</b>	<b>1</b>	<b>3</b>

Title of Study										
Description of Study										

		Max mark ( )	Marks to be transferred to Coursework Assessment Summary Form
<b>Introduction and Planning</b>	(a) Planning of the study	(3)	
	(b) Background information	(4)	
	(c) Explanation of development area chosen with reasons for choice	(8)	(max 15)
<b>Application</b>	(a) Written record of each observation made	(8)	
	(b) Application of knowledge and understanding of accepted child development theories to the observations	(8)	
	(c) Comparison of evidence with the development of the average child or other children of the same age	(4)	(max 20)
<b>Analysis and Evaluation</b>	(a) Comment on the appropriateness and effectiveness of the methods chosen	(6)	
	(b) Identification of the strengths and weaknesses of the study and of how the weaker work could have been improved	(6)	
	(c) Awareness of opportunities for further developments	(3)	(max 15)
		TOTAL	(max 50)



## INSTRUCTIONS FOR COMPLETING INDIVIDUAL CANDIDATE RECORD CARDS

1. Complete the information at the head of the form.
2. Mark the Child Study for each candidate using the instructions given in the Syllabus booklet.
3. Enter marks and total marks in the appropriate spaces. Complete any other sections of the form required.
4. Ensure that the addition of marks is independently checked.
5. **It is essential that the marks of candidates from different teaching groups within each Centre are moderated internally.** This means that the marks awarded to all candidates within a Centre must be brought to a common standard by the teacher responsible for co-ordinating the internal assessment (i.e. the internal moderator), and a single valid and reliable set of marks should be produced that reflects the relative attainment of all the candidates in the Coursework component at the Centre.
6. Transfer the marks to the Child Study Coursework Assessment Summary Form in accordance with the instructions given on that document.
7. Retain all Individual Candidate Record Cards and Coursework **which will be required for external moderation.** Further detailed instructions about external moderation will be sent in late March of the year of the June examination and early October of the year of the November examination. See also the instructions on the Coursework Assessment Summary Form.

Space for teacher's comments

	<b>CHILD DEVELOPMENT – Child Development Study Coursework Assessment Summary Form IGCSE 2013</b>
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**Please read the instructions printed overleaf and the General Coursework Regulations before completing this form.**

Centre Number					Centre Name		June/November	<b>2</b>	<b>0</b>	<b>1</b>	<b>3</b>
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Candidate Number	Candidate Name	Teaching Group/Set	Introduction and Planning (max 15)	Application (max 20)	Analysis and Evaluation (max 15)	Total Mark (max 50)	Internally Moderated Mark (max 50)

Name of teacher completing this form		Signature		Date						
Name of internal moderator		Signature		Date						

**0637/02/CW/S/13**

## A. INSTRUCTIONS FOR COMPLETING COURSEWORK ASSESSMENT SUMMARY FORMS

1. Complete the information at the head of the form.
2. List the candidates in an order which will allow ease of transfer of information to a computer-printed Coursework mark sheet MS1 at a later stage (i.e. in candidate index number order, where this is known; see item B.1 below). Show the teaching group or set for each candidate. The initials of the teacher may be used to indicate group or set.
3. Transfer each candidate's marks from his or her Individual Candidate Record Card to this form as follows:
  - (a) Where there are columns for individual skills or assignments, enter the marks initially awarded (i.e. before internal moderation took place).
  - (b) In the column headed 'Total Mark', enter the total mark awarded before internal moderation took place.
  - (c) In the column headed 'Internally Moderated Mark', enter the total mark awarded *after* internal moderation took place.
4. Both the teacher completing the form and the internal moderator (or moderators) should check the form and complete and sign the bottom portion.

## B. PROCEDURES FOR EXTERNAL MODERATION

1. University of Cambridge International Examinations (CIE) sends a computer-printed Coursework mark sheet MS1 to each Centre (in late March for the June examination and in early October for the November examination) showing the names and index numbers of each candidate. Transfer the total internally moderated mark for each candidate from the Coursework Assessment Summary Form to the computer-printed Coursework mark sheet MS1.
2. The top copy of the computer-printed Coursework mark sheet MS1 must be despatched in the specially provided envelope to arrive as soon as possible at CIE but no later than 30 April for the June examination and 31 October for the November examination.
3. Where there are more than 10 candidates CIE will select the names of candidates for external moderation. Samples of the candidates' work together with the corresponding Individual Candidate Record Cards, this summary form and the second copy of MS1, should reach CIE by 30 April for the June examination and 31 October for the November examination.
4. Indicate the candidates who are in the sample by means of an asterisk (\*) against the candidates' names overleaf. The size of the coursework sample will be as follows:

number of candidates entered	number of candidates in sample
0–10	all candidates
11–50	10
51–100	15
above 100	20

5. Where more than one teacher is involved in marking the work, the sample will include candidates marked by all teachers. Candidates will be selected so that the whole range is covered, with marks spaced as evenly as possible from the top mark to the lowest mark.
6. CIE reserves the right to ask for further samples of Coursework.
7. Send, with the sample work, instructions given to candidates and information as to how internal moderation was carried out.

	<b>CHILD DEVELOPMENT</b> <b>Practical Investigation</b> <b>Individual Candidate Record Card</b> <b>IGCSE 2013</b>
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**Please read the instructions printed overleaf and the General Coursework Regulations before completing this form.**

Centre Number					Centre Name				
Candidate Number					Candidate Name				
Teaching Group/Set					June/November	<b>2</b>	<b>0</b>	<b>1</b>	<b>3</b>

Description of Practical Investigation									

		Max mark ( )	Marks to be transferred to Coursework Assessment Summary Form
<b>Introduction</b>	(a) Selection of area of study and reasons for choice	(5)	
	(b) Suggested methods for acquiring information	(5)	
	(c) Planning and organisation (techniques and equipment necessary)	(5)	(max 15)
<b>Application</b>	(a) Evidence of a range of investigative procedures	(7)	
	(b) Application of knowledge and understanding of accepted development theories (of the area chosen) to the observations made	(7)	
	(c) Production of a leaflet or a poster etc., suitable for new parents or other interested parties, based on the findings from the investigation	(6)	(max 20)
<b>Analysis and Evaluation</b>	(a) Comment on the appropriateness and effectiveness of the investigatory procedures used	(6)	
	(b) Comment on the strengths and weaknesses of the investigation, of how the weaker work could have been improved, and of the outcome (the leaflet or other acceptable product) of the investigation	(6)	
	(c) Awareness of opportunities for further developments	(3)	(max 15)
		TOTAL	(max 50)



## INSTRUCTIONS FOR COMPLETING INDIVIDUAL CANDIDATE RECORD CARDS

1. Complete the information at the head of the form.
2. Mark the Practical Investigation for each candidate using the instructions given in the Syllabus booklet.
3. Enter marks and total marks in the appropriate spaces. Complete any other sections of the form required.
4. Ensure that the addition of marks is independently checked.
5. **It is essential that the marks of candidates from different teaching groups within each Centre are moderated internally.** This means that the marks awarded to all candidates within a Centre must be brought to a common standard by the teacher responsible for co-ordinating the internal assessment (i.e. the internal moderator), and a single valid and reliable set of marks should be produced which reflects the relative attainment of all the candidates in the Coursework component at the Centre.
6. Transfer the marks to the Practical Investigation Coursework Assessment Summary Form in accordance with the instructions given on that document.
7. Retain all Individual Candidate Record Cards and Coursework **which will be required for external moderation.** Further detailed instructions about external moderation will be sent in late March of the year of the June examination and early October of the year of the November examination. See also the instructions on the Coursework Assessment Summary Form.

Space for teacher's comments



	<b>CHILD DEVELOPMENT – Practical Investigation</b> <b>Coursework Assessment Summary Form</b> <b>IGCSE 2013</b>
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**Please read the instructions printed overleaf and the General Coursework Regulations before completing this form.**

Centre Number						Centre Name	June/November	<b>2</b>	<b>0</b>	<b>1</b>	<b>3</b>
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Candidate Number	Candidate Name	Teaching Group/Set	Introduction (max 15)	Application (max 20)	Analysis and Evaluation (max 15)	Total Mark (max 50)	Internally Moderated Mark (max 50)

Name of teacher completing this form		Signature		Date					
Name of internal moderator		Signature		Date					



## A. INSTRUCTIONS FOR COMPLETING COURSEWORK ASSESSMENT SUMMARY FORMS

1. Complete the information at the head of the form.
2. List the candidates in an order which will allow ease of transfer of information to a computer-printed Coursework mark sheet MS1 at a later stage (i.e. in candidate index number order, where this is known; see item B.1 below). Show the teaching group or set for each candidate. The initials of the teacher may be used to indicate group or set.
3. Transfer each candidate's marks from his or her Individual Candidate Record Card to this form as follows:
  - (a) Where there are columns for individual skills or assignments, enter the marks initially awarded (i.e. before internal moderation took place).
  - (b) In the column headed 'Total Mark', enter the total mark awarded before internal moderation took place.
  - (c) In the column headed 'Internally Moderated Mark', enter the total mark awarded *after* internal moderation took place.
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## B. PROCEDURES FOR EXTERNAL MODERATION

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2. The top copy of the computer-printed Coursework mark sheet MS1 must be despatched in the specially provided envelope to arrive as soon as possible at CIE but no later than 30 April for the June examination and 31 October for the November examination.
3. Where there are more than ten candidates CIE will select the names of candidates for external moderation. Samples of the candidates' work together with the corresponding Individual Candidate Record Cards, the summary form and the second copy of MS1, should reach CIE by 30 April for the June examination and 31 October for the November examination.
4. Indicate the candidates who are in the sample by means of an asterisk (\*) against the candidates' names overleaf. The size of the coursework sample will be as follows:

number of candidates entered	number of candidates in sample
0–10	all candidates
11–50	10
51–100	15
above 100	20

5. Where more than one teacher is involved in marking the work, the sample will include candidates marked by all teachers. Candidates will be selected so that the whole range is covered, with marks spaced as evenly as possible from the top mark to the lowest mark.
6. CIE reserves the right to ask for further samples of Coursework.
7. Send, with the sample work, instructions given to candidates and information as to how internal moderation was carried out.

# 9. Additional information

## 9.1 Guided learning hours

IGCSE syllabuses are designed on the assumption that candidates have about 130 guided learning hours per subject over the duration of the course. ('Guided learning hours' include direct teaching and any other supervised or directed study time. They do not include private study by the candidate.)

However, this figure is for guidance only, and the number of hours required may vary according to local curricular practice and the candidates' prior experience of the subject.

## 9.2 Recommended prior learning

Candidates beginning this course are not expected to have studied Child Development previously.

## 9.3 Progression

IGCSE Certificates are general qualifications that enable candidates to progress either directly to employment, or to proceed to further qualifications.

Candidates who are awarded grades C to A\* in IGCSE Child Development are well prepared to follow courses leading to AS and A Level Child Development, or the equivalent.

## 9.4 Component codes

Because of local variations, in some cases component codes will be different in instructions about making entries for examinations and timetables from those printed in this syllabus, but the component names will be unchanged to make identification straightforward.

## 9.5 Grading and reporting

IGCSE results are shown by one of the grades A\*, A, B, C, D, E, F or G indicating the standard achieved, Grade A\* being the highest and Grade G the lowest. 'Ungraded' indicates that the candidate's performance fell short of the standard required for Grade G. 'Ungraded' will be reported on the statement of results but not on the certificate. For some language syllabuses CIE also reports separate oral endorsement grades on a scale of 1 to 5 (1 being the highest).

# 9. Additional information

Percentage uniform marks are also provided on each candidate's statement of results to supplement their grade for a syllabus. They are determined in this way:

- A candidate who obtains...
  - ... the minimum mark necessary for a Grade A\* obtains a percentage uniform mark of 90%.
  - ... the minimum mark necessary for a Grade A obtains a percentage uniform mark of 80%.
  - ... the minimum mark necessary for a Grade B obtains a percentage uniform mark of 70%.
  - ... the minimum mark necessary for a Grade C obtains a percentage uniform mark of 60%.
  - ... the minimum mark necessary for a Grade D obtains a percentage uniform mark of 50%.
  - ... the minimum mark necessary for a Grade E obtains a percentage uniform mark of 40%.
  - ... the minimum mark necessary for a Grade F obtains a percentage uniform mark of 30%.
  - ... the minimum mark necessary for a Grade G obtains a percentage uniform mark of 20%.
  - ... no marks receives a percentage uniform mark of 0%.

Candidates whose mark is none of the above receive a percentage mark in between those stated according to the position of their mark in relation to the grade 'thresholds' (i.e. the minimum mark for obtaining a grade). For example, a candidate whose mark is halfway between the minimum for a Grade C and the minimum for a Grade D (and whose grade is therefore D) receives a percentage uniform mark of 55%.

The uniform percentage mark is stated at syllabus level only. It is not the same as the 'raw' mark obtained by the candidate, since it depends on the position of the grade thresholds (which may vary from one session to another and from one subject to another) and it has been turned into a percentage.

## 9.6 Resources

Copies of syllabuses, the most recent question papers and Principal Examiners' reports for teachers are available on the Syllabus and Support Materials CD-ROM, which is sent to all CIE Centres.

Resources are also listed on CIE's public website at **[www.cie.org.uk](http://www.cie.org.uk)**. Please visit this site on a regular basis as the Resource lists are updated through the year.

Access to teachers' discussion groups, suggested schemes of work and regularly updated resource lists may be found on the CIE Teacher Support website at **<http://teachers.cie.org.uk>** for some subjects. This website is available to teachers at registered CIE Centres.

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