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FOREWORD

This booklet contains reports written by Examiners on the work of candidates in certain papers. **Its contents are primarily for the information of the subject teachers concerned.**



CHILD DEVELOPMENT

Paper 0637/01

Theory Paper

General comments

There are still some candidates who persist in answering all three questions in **Section B**, resulting in lack of the necessary time to gain better marks on the two required. A few candidates did not attempt to answer all parts of the questions, thus stopping themselves from the chance of gaining all the available marks. It has often been shown that if an attempt is made to answer questions, some marks may be gained.

It is essential that questions are read carefully, so that the required answers are produced. Candidates may find it useful to underline all the key words in the question, so that it is quick to refer back when writing answers, to ensure they keep on task.

Comments on specific questions

Section A

Question 1

A well answered question, with many gaining full marks.

Question 2

Many scored three of the possible four marks, with all the possible answers covered.

Question 3

- (a) Good answers usually included; – legal, for life, and takes the child as their own.
- (b) This produced poorer answers, often stating it was while waiting for adoption.

Question 4

Many gave advantages of living in a residential home. Other answers included, orphaned/abandoned, abused.

Question 5

This question produced good responses.

Question 6

- (a) Every Centre had some candidates who knew 'cot death', resulting in approximately half the candidates gaining full marks.
- (b) A common misconception was to give general safety points. However it was pleasing to see that many candidates knew "to lie the baby on its back, do not smoke, do not use a pillow, and have the correct temperature".

Question 7

Washing hands was often forgotten, and many repeated the question 'sterilise it', which gains no marks.

Section B

Questions 8 and 10 proved to be the most popular.

Question 8

This aspect of the syllabus is obviously of interest to candidates and it is pleasing to see them being able to display their knowledge.

- (a) Many candidates answered this section successfully.
- (b) A weaker section, with candidates explaining 'socialising' in a variety of ways and often at length, often without broadening their answers to include all the other factors that can help a pre-school child's early education.
- (c) Another generally well answered section.
- (d) There were some very weak answers, but some stated – quality/experience of staff, clean and variety of equipment.
- (e) The wording in the question 'self-care skills' was often ignored. However, other candidates produced full and interesting answers.

Question 9

- (a) All areas of development are important aspects of the syllabus and are at the core of the subject, thus this was a very disappointing section. Few candidates displayed knowledge of the terminology used for the physical skills within physical development.
- (b) Some good marks, but the weakest section was 'learning to walk', when it was thought by some candidates that this baby could walk unaided. It must be noted that the entire section referred to a six month old baby, and this illustrates the point that questions are not read with care.
- (c) Activities were often vague, and for example a toy to aid stimulation of physical development could have been included, also answers did not always refer to a six-month-old.
- (d) Genes and environment were often given, but health was often omitted.

Question 10

- (a) There were many satisfactory answers, but the usual reason for candidates not gaining full marks was the inability to give, at each stage, additional detail to explain exactly what was happening during the bath-time routine as was required by the question.
- (b) This question produced some excellent answers.
- (c) Some knowledge about prams and pushchairs had to be applied in answering this question. Many candidates struggled, producing vague responses.

Section C

Question 11

Answers to this question were weak, with a lot of repetition. Misconceptions included, bribing the child with, for example, chocolate, presents etc. and force-feeding the child, along with other physical punishments.

Although some reasons for this type of behaviour were known, strategies were poor. Very few explained about the appearance of the food, design and colour, use of special crockery and cutlery, variety, and no snacks.

Question 12

This question produced better responses. Some excellent answers were seen relating to the clothes for the new baby. Good answers included the following points together with reasons:

- Made with natural fibres e.g. cotton
- Easy to put on and take off
- Easy to wash and dry
- Porous
- Warm for cold weather, cool for summer
- Comfortable, room for growth
- Flame resistant
- Non irritant.

The section on equipment was also covered clearly; however answers about accommodation were weak. A few gained credit for saying a room of their own would be the ideal, or initially sharing the parent's room.

Common misconceptions were answers that related to:

- Preparation for a home birth
- Planning prior to pregnancy.

Papers 0637/02 and 0637/03

Coursework (Child Study) and

Coursework (Practical Investigation)

General comments

Some interesting and well presented work was submitted for moderation this session.

Administration points

Many Centres presented work for moderation in line with instructions, however, a few points require mention – it is helpful if:

- Candidate numbers as well as names are shown on each piece of work and candidate record cards are also enclosed
- The candidate record cards shows not only the totals for each section, but the breakdown of these marks
- The Internal Assessment Mark Sheet (MS1) and the coursework summary form are enclosed in the parcel
- It is useful to separate the candidates two pieces of coursework when dispatching so that all the Investigations can be together, and likewise the Child Studies
- All the coursework should be based round the under fives
- Several discs have been submitted this year, currently this is not required.

Child Study

Candidates who choose one simple title e.g. Physical Development, usually did better, clearer work than those who chose a mixture of areas e.g. Emotional and Intellectual Development which is particularly difficult to explore in a very young baby.

The work submitted for this component was generally of a higher standard than the Practical Investigation.

The majority of the work was well presented and well organised.

Introduction

- (a) This section was usually good, containing sufficient detail.

The work included ranged from lists of weight, height, eye colour etc., to detailed descriptions, family trees and sometimes very confidential family history that is not required. Photographs are now often scanned together with birth certificates etc.

- (b) Some candidates gave detailed relevant information of an acceptable length, while others gave only minimal information, so that the development area was not clearly stated, many copied copious amounts of information, without showing the relevance for this.

In the best work, several reasons were given, but many candidates gave one “easy access to the child”, or “Interest in the area”.

Candidates often did not show understanding that the age of the child was relevant to the choice of appropriate development area to study.

- (c) This section was not properly understood by many candidates. One idea could be to research the development area pertaining to the age of the child at the start of the study, so that a comparison can be made.

Application

- (a) Accounts were often good, the best containing clear details about what they have observed, thus providing the evidence. Photos, drawings etc. should have some explanation given to make them relevant to the account. It is useful to have a plan in mind or even written down, prior to an observation to enable the candidate to specifically note the detail required.
- (b) This section was generally completed soundly. A table is found to work the best, but requires a conclusion at the end. It is important to make the comparisons with those of a very similar age.
- (c) A weaker section, it is important to remember that this should be linked to the work carried out in the study.

Analysis

This is still a disappointing area, a general relaxing as though the work is over.

- (a) Methods used should be listed/explained and discussed. Effectiveness is often forgotten.
- (b) Candidates often find it difficult to give positive comments about their work, these are just as relevant as negative ones.
- (c) This was often neglected, it is necessary to refer to the task that has been completed, how this could be extended, or broadened for further work.

Practical Investigation

It is expected that a subject can be selected that can enable candidates to do more than research from books. Topics that are of a sensitive nature, although recognised, do not lend themselves to be suitable for an investigation at this level.

Introduction

- (a) General information was often given, but it is necessary to focus on the selection of an area.
- (b) More is required than "because I am interested", or "I know someone with a problem". The ease of research and the possibility of original findings should be noted.
- (c) This section was generally of a better standard. A wide range of investigatory techniques should be included, but should be realistic.

Application

- (a) Candidates seldom showed any evidence of clear planning, and equipment was never listed.
- (b)(c) All work should be kept relevant to the chosen subject. Findings should be explained in detail.

Analysis and Evaluation

This section as in the Child Study was very short.

- (a) A link to section (c) in the introduction is required, and is essential for a successful review.
- (b) Positive and negative criticism should cover each section in detail.
- (c) This should refer to the work the candidate has done.

It is important that investigatory techniques are taught prior to commencing the coursework.