

MARK SCHEME for the May/June 2007 question paper

0637 CHILD DEVELOPMENT

0637/01

Paper 1 (Theory Paper), maximum raw mark 100

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began.

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

Mark schemes must be read in conjunction with the question papers and the report on the examination.

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

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Section A

- 1 (a) Any two e.g.
 Extended family
 Nuclear family
 One-parent family
 Step-family
 Shared-care family
 Foster family etc. [2]
- (b) Must name a choice from (a)
 Any suitable advantage [2]
 Any suitable disadvantage (must be different)
- 2 266 + 14 days from first day of last period **OR**,
 add 9 months and 7 days to first day of last period
 40 weeks [2]
- 3 Any two from:
 Raw meat, poultry any suitable reason
 Unwashed fruits and vegetables any suitable reason
 Raw/softly cooked eggs salmonella or effects
 Pate listeriosis
 Unpasteurised milk and products/soft cheeses listeriosis or effects
 Liver/liver products too much Vitamin A or effects
 Peanuts/peanut products/nuts allergic reactions to the nuts
 Tuna steaks mercury [4]
- 4 Stairs, steps, windows, prams, cots etc. Falls
 Hard sweets, nuts, popcorn, small toy pieces etc. Choking
 Plastic bags, discarded fridges and freezers etc. Suffocation
 Knives, scissors, razor blades, tools etc. Cuts
 Hot drinks, matches, lighters, fires etc. Scalds and burns
 Cleaning/household chemicals, medication etc. Poisoning
 Bath, bowls of water etc. Drowning [6]
- 5 Any **FOUR** physical characteristics
 Red and wrinkled skin
 Inability to suck and swallow
 Small size
 Sealed eyes
 Low birth weight
 Yellow tint to skin (jaundice)
 Large head
 Difficulty in breathing
 See through skin / veins visible
 Lanugo [4]

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- 6 Differences explained for the 4 marks (2 + 2)
Baby blues:
Feeling miserable (for a day or two)
Other hormones trying to return to normal pattern
Little sleep – tired after long hard labour
Worrying about how to cope with a new life
Disappears with love and understanding
- Post natal depression:
Lasts longer
Constantly tired
Wakeful and agitated
Tearful for no apparent reason
Withdrawn and almost vacant
Unable to cope
Resentful and angry towards the baby etc.
Will necessitate medical help [4]
- 7 Milia – small whitish-yellow spots/on the face, particularly the nose/face
Vernix – a greasy white substance that covers the baby’s body/at birth
Lanugo – a fine layer of hair which covers the baby’s skin if it arrives early [3 x 2]
[6]

[Total for Section A: 30]

Section B

- 8 (a) Any FOUR from:
Learns about people from observing
Learning new skills from imitation, observation and repetition
Learns to communicate – as above
Acquiring more memories
By gaining more experience [4]
- (b) Genes
Environment [2]

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- (c) (i) an explanation must be given for each point made:
- talking to the baby
 - play with him
 - place baby in a position to see what is going on
 - provide toys and objects which he can handle and investigate which encourages concentration
 - allow him to practice new skills as soon as he is ready e.g. feeding himself
 - start to read to him, tell him stories and show him pictures
 - expose to different environments
 - music/singing
- [5]

- (ii) A description of any six of the following:
- talk to the child
 - practice new skills – dressing himself
 - drawing, playing games, song and rhymes, counting, role play
 - be curious and ask questions
 - play with other children
 - explore new places
 - play with stimulating toys
 - be creative and make things
 - listen to stories
 - look at books and eventually learn to read
- [6]

- (d) Any FOUR activities explained:
- rattle or a soft toy
 - finger puppets and sock puppets
 - play centre/musical mat
 - sounds and talking to baby
 - walks to see animals or interesting traffic/parks
 - coloured building blocks
 - puzzles
 - sand
 - cooking/new foods
 - TV – only if appropriate and explained
 - Textured books etc.
- [4 x 2]
[8]

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- 9 (a) Three signs:
- still seems hungry and restless after a good milk feed
 - wakes early for next feed
 - starts to suck their fists
- (b) Any THREE suitable methods e.g.
- rub through a sieve
 - mash with a fork
 - electrical blender
 - mixer
 - electrical processor etc. [3]
- (c) Kidneys regulate salt level in the body
Kidneys of a young baby are unable to remove excess salt
Too much salt can therefore make baby very ill, death can result
Would lead to bad habits and over-consumption in later life [3]
- (d) Any FIVE ways explained:
- serving food attractively
 - varying the food
 - don't rush the child
 - serving small portions with more to follow if wanted
 - ensure correct temperature of food
 - avoid strong flavours
 - setting a good example by eating proper meals
 - all family members sitting round the table
 - encourage eating [5]
- (e) Answers could include:
- allow babies to feed themselves even if they make a mess as it is more interesting for the baby
 - use washable chairs, harness and tray and cover floor with plastic cover
 - use bibs
 - allow baby to eat at their own pace
 - let babies know when they have eaten enough
 - babies may be happier eating small snacks than a large meal
 - routines
 - not allowing toddler to believe they have control [5]

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(f) To gain the full SIX marks there should be a balance of advantages and disadvantages. Answers must discuss from the following points.

Advantages:

- Cheaper
- Less specialised shopping
- Allows for allergies and special needs
- Prepared with family meals (part of)
- Full control of food baby is consuming
- Know you are using best quality fresh produce/better flavours, textures.

Disadvantages

- Expensive – paying for packaging
- May contain artificial colourings, flavourings and preservatives
- Some nutrients destroyed in manufacturing process
- May be too high in fat, salt and sugar
- May contain GM products etc.

[6]

Total for Section B [50]

Section C

10 (a) Answers may include:

Reasons for using contraception (each point should be discussed)

- Families can be planned
- The baby is 'wanted'
- Time to establish a stable relationship between partners

Each of the following should be explained including the advantages and disadvantages

Natural Methods of contraception may include:

Safe period/Calendar method/rhythm method

Cervical mucus

Temperature method

PERSONA (computerised menstrual cycle monitor)

No chemicals

Contraceptive Implants –

Medical advice and treatment required etc.

Male Condom

Availability

Protection from STD's

Timing and correct use etc.

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Choice

A full discussion is required based on, for example

- length of time to use
- religious, ethical, moral considerations
- cost
- degree of effectiveness
- age/health
- ease of use
- availability
- commitment

14–20 A high level response, will clearly answer all parts of the question and will show that they EXPLAIN and DISCUSS as required by the question.

8–13 A medium response. Candidates may cover most aspects of the question but may not fully discuss or explain their answers, may answer in bullet points.

0–7 A low level response. Superficial answers, may not cover all aspects with limited or no discussion or explanation of answers.

(b) How to know when child is ready:

18–24 months.

Child aware of wet nappies

Child tells you they are doing it

Child tells you that they need to go to the toilet

Dry during part of day/night

How to introduce

Warm weather is best

Leave the potty around

Suggest trying

Use stickers/praise

Do not force

Encourage

Problems and how to deal with them:

No interest – books, demonstrate

Start wetting again – no issue, patience

Retain faeces – no issue, keep a healthy diet

Difficulty in reaching, sitting on toilet – use a step or seat

14–20 A high level response, will clearly cover **all** Sections, and will ‘discuss’ and ‘identify’.

8–13 A medium level response, candidates will cover each section, but in less detail.

0–7 A low level response that will cover one or two Sections at a more superficial level.