

CHILD DEVELOPMENT

<p>Paper 1 Theory Paper</p>

Key Messages

The paper asked for candidates to recall their knowledge and use it in a number of different ways. Candidates needed to respond to direct questions through giving accurate information, offer their understanding and opinion and recognise and label specific aspects of a diagram.

In order to do well on this question paper it was essential that candidates read and understood each question.

General Comments

Those who scored most marks had given responses that were requested by the question. For example, candidates gave an explanation if the question demanded this, rather than a list. In response to **Question 9**, discussion was used rather than lists or bullet points, where the question asked for 'function of,' this was explained rather than simply stating what part of the diagram it was.

Some learners provided illegible responses, this cost valuable marks where writing was simply not clear enough to determine whether a correct response had been given.

The majority of learners had made good attempts to answer all of the questions. All responded to **Question 9**, the essay style question and many received a high number of marks for this.

Comments on Specific Questions

- 1 All candidates attempted this question. Marks were only awarded where the candidate clearly demonstrated that they understood the purpose of contraception. Those that said 'they don't want a baby' for example, were not awarded a mark. Those that said 'it prevents pregnancy' were awarded the mark as they had demonstrated an awareness of the purpose of contraception. Only one candidate correctly stated that this can help to prevent sexually transmitted disease, while all others discussed prevention of pregnancy.
- 2 There were mixed responses to this question, many candidates suggested that an IUD (in uterine device) was a form of barrier contraception. This is not the case as barrier contraception prevents the sperm from meeting the egg, while an IUD prevents implantation in the uterus wall. Many candidates identified condoms correctly and marks were equally awarded for 'male condom and female condom' as each is relevant and separate.
- 3 In some papers, candidates had not seen or disregarded, the word 'newborn'. This is relevant because the reasons why a newborn baby cries are for need, rather than want. Therefore, any responses that suggested the baby was bored or wanted to play etc. were not awarded a mark. The majority of candidates correctly identified that newborn babies cry for food.
- 4a The question asked for ways that parents can 'help' children to dress. Therefore, questions that discussed the type of fabric of clothing were not awarded a mark. Many learners scored well in this question and gave some good examples.
- 4b This was a question which many candidates gave good responses to. Most marks were awarded when there was no repetition of responses. The question asked for responses for different age ranges. As a result, responses should have been different. Some candidates suggested letting children watch

television while eating their food. This does not suggest how this encourages children to enjoy their mealtimes and was not awarded a mark.

- 5** It was important that candidates gave clear responses to this question. Many were able to correctly identify each part of the diagram. In response to the function of each part some were not specific enough to achieve a mark. Responses such as, 'feeds' 'protects' and 'connects to mother' were not awarded a mark. Where the function was explained 'protects the baby from bumps or cushions the baby' for example, maximum marks were awarded.
- 6** Many candidates listed suggestions of maternal fault in miscarriage. Responses such as 'mother smokes' and 'mother takes drugs' do not display an understanding of the common reasons for miscarriage and no responses were awarded in such cases. However, many candidates gave clear and detailed responses about incomplete cervix, foetal abnormality and accidents which were awarded full marks.
- 7a** Almost every candidate gave responses that demonstrated their awareness of positive behaviour management and upholding children's rights, such as not hitting children. In every case, this was awarded a mark. The candidates gave a variety of correct responses and marks were high for this question.
- 7b** Some candidates who responded to this question gave a suggestion of a place where children might learn to mix with other children, but merely repeated the question text in their response e.g. 'children can learn to be sociable'. As a result, only one mark was awarded in this case.
- 7c** Some candidates did not fully read this question and their response did not match what was asked. Many learners suggested that children who are unwell have bad behaviour or temper tantrums. This would not be a likely sign or symptom of ill health. However, many correctly identified the most likely symptoms and those who did received high marks.
- 7d** It was evident that not all candidates were familiar with gastroenteritis and colic/wind. Those that did know about each condition were able to explain the likely cause, treatment and prevention well. Some candidates suggested replacing bottle feeding with breastfeeding to prevent colic. Although this might be effective, it would be an unlikely preventative treatment and so no mark was awarded in this case. Many candidates correctly made the connection between bottle feeding and gastroenteritis.
- 8a** Most marks were awarded where candidates demonstrated their awareness of 'requirements' for children. These included 'a balanced diet', 'regular exercise' 'comfortable clothing'. When candidates gave general responses that did not suggest awareness of what is required for young children, such as 'playing football and sport' for example, no marks were awarded.
- 8b** The question asked for how pregnant women can increase their chances of having a healthy baby. Therefore, responses needed to be relevant to having a baby. 'Avoiding stress' as a response would only achieve a mark if there is a suggestion of why this is relevant to the baby. Many candidates gave good responses that demonstrated their knowledge well.
- 9a** All candidates but two responded to this question. The vast majority gave good responses that were awarded many marks. On several papers candidates gained full marks. The best responses gave logical and well thought out responses that weighed up the positives and negatives to having a baby in hospital. Fewer marks were awarded where candidates simply reversed the positive into a negative. For example, some candidates said 'only one visitor is allowed in the delivery room' and 'more than one visitor is allowed when mother delivers baby'. Although this is not incorrect, it did not show depth of knowledge. The candidates who gained most marks had expanded their responses. Those who said 'mothers feel safe because medical staff have equipment to treat babies if they are unwell when born or premature' received more marks than those who simply said 'mothers feel safer in hospitals'.
- 9b** The responses to this question generally received high marks. Both explained the difference between fine motor-skills and gross motor-skills and gave good responses for each. Higher marks were awarded where the age and suggestion of development were accurate.

CHILD DEVELOPMENT

Paper 0637/02
Coursework (Child Study)

General comments

Thank you to all Centres who sent completed candidate work and Individual Candidate Record Cards and MS1's in a timely manner. Much of what was said in previous reports applies for this set of papers too. The Child Studies were on the whole a pleasure to read and many of reasonable quality.

Candidates could be encouraged to use the mark scheme to organise the presentation of their studies, providing a logical path, including all the relevant parts. Candidates vary in choosing to observe one child aged up to 5 and compare with the norm or compare with another child. Centres obviously offer advice on this and it varies according to the availability of opportunities to observe other children of a similar age.

Some candidates are still choosing to observe family members, which does compromise the anonymity for children and the occasional candidate choosing a child outside of the age range of the syllabus, something to be avoided. Where candidates do choose the family option, they need to analyse the pros and cons of this in more detail. It would be useful for the candidates' analytical skills if they recorded the age of the child in years and months for each observation.

The approach to current theories of child development varied considerably between Centres. The most in-depth responses compared what they had observed with what current literature says on the aspect of development and again used a 'compare and contrast' method to look at two or more theories. The weaker projects provided a shallow comparison with a few key norms. A consideration of the context of the child's life and a 'picture' of the cultural and familial life would be useful as these factors can have an impact on child development.

As previously reported, candidates need to be explicit about using a pseudonym for their child to protect true identities.

Work needs to be secured in a simple project wallet that is strong enough to hold the study. The use of thick card and lots of pictures which do not contribute to the analysis are not very helpful and should be discouraged. However, illustrations which support the context of the child's life and the area of development are useful.

Comments on specific questions

Section A - Introduction and Planning

All of this has been said before and is equally relevant for this entry.

- (a) Candidates at this level appeared to find this a real challenge, but the best studies provided a good introduction in which the candidate discussed what they **intended** to do and why. Also introducing a personal link to explain their choice of focus, whether they were looking at physical, cognitive, social, language or emotional development. Whilst some candidates are clearly writing their plan at the end of the process and using the past tense in doing so, this was less common than previously.
- (b) Background information of the child/children was generally well presented. The better candidates were able to give a well-rounded context, including physical, intellectual, emotional and language development as well as family situation and social/ environmental background. From the candidate's point of view, this was what the study was all about and the relevance of the task was clear.
- (c) The explanation, with the relevant theoretical information, of the development area chosen with reasons for choice, is an area where many candidates could improve. Firstly, a clear statement of

the developmental area chosen is required, however it was not consistently provided by the candidates. The reasons for the choice could easily be linked to the interesting aspects of the relevant theories.

Section B – Application

- (a) The written report of each observation made, was approached by candidates in different ways. The most logical was an observation report clearly dated and with a clear intention of what was to be observed and why, followed by the actual observation. Use of dates and times helped the analysis of the information gathered through observation, as did the exact age of the child/ren in years and months.
- (b) Application of knowledge and understanding of accepted child development theories to the observations is obviously a higher level skill than the simpler description of what happened. As you would expect, stronger candidates did well and weaker candidates needed more guidance on what are the relevant theories for their studies.
- (c) Comparing the evidence of their observations with the norms or other children of a similar age was generally well covered by candidates

Section C – Analysis and Evaluation

This is generally the area where candidates need the most direction and support. It is also the section where it becomes obvious if the time frame for the study is limited, mostly because the development observed was also limited and therefore less to analyse and discuss.

Again, if the original plan was unclear about what aspect of child development was to be observed, then the conclusion in this section is also necessarily weak. Candidates need encouragement to be concise about what it is they are going to observe, narrow the field right down and make it specific to one aspect of intellectual development, rather than intellectual development as a whole, for instance. This would also help with the final section which asks candidates to identify areas for further development and improvement of a child study.

Some candidates were able to discuss the holistic nature of development whilst at the same time drawing on specific examples from their observations. Some were able to comment on the historical development of the theories to show how our understanding of child development is advancing, although these were in the minority.

There was, as usual quite a wide variation in candidates' ability to identify their own strengths and weaknesses, not an easy aspect of the study for level 2 candidates who may only just be beginning to develop reflective practices. However some honesty about what aspects of the study went well and what areas were more problematic was evident in the stronger candidates' work.

CHILD DEVELOPMENT

Paper 0637/03

Coursework (Practical Investigation)

General comments

Well done to all Centres which sent in candidate work and teachers/ Centres marking the records promptly. Much of what has been said before is worth repeating. The Practical Investigation gives candidates the opportunity to do some first-hand research whilst learning about an aspect of child care and development. The choice of what to investigate is the key to a successful learning experience. Those candidates who choose an area of care or development benefit much more than those who choose to carry out a piece of consumer research. We are training future childcare workers, not market researchers. So, for example, simply 'investigating' which nappy cream is the 'best' or most 'economical' is not really what candidates should do for this module. Try to encourage candidates to investigate whether nappy cream is beneficial, and if so how, so that they are asking deeper questions about children's care and development, not simply addressing consumer issues. The criteria by which candidates judge the success of a product or a procedure need to be clear. Topics as varied as children's literature, food, behaviour management, provide stimulating opportunities.

The methods used for the investigation do need some analysis, so being clear in **Section 1** about what methods they will be using is important for candidates. Try to get candidates to recognise the difference between primary and secondary research methods, for example reading about what is already 'out there' and finding out first-hand for themselves. Most use an internet literature search, interviews and questionnaires in combination, which is to be commended. Some candidates manage to arrange interviews with professionals about their chosen topic and others manage to trial their questionnaires with three people before distributing to 20 more. So, using a variety of methods and a range of 'research' is beneficial for candidates.

It is the conclusions from the research that give candidates something useful to present in their leaflets or posters. The leaflets produced have, in the main, been colourful and informative and demonstrate good use of IT skills. Candidates need to specify their target audience for the leaflet or poster, which many do.

Those candidates who show that they can see the project right through to the evaluation stage achieve the best grades. Being aware of how they can improve their own working methods and possibly achieve a more effective result next time is key to all human development. Admitting that the present research is less than perfect is admirable.

Comments on specific questions

Section A - Introduction and Planning

- (a) Candidates are generally good at choosing, but perhaps some need help to refine their choices. If candidates can provide the reasons for their choice with examples from their own experiences, that is useful. Considering the benefit of their chosen study for community or wider society is even better.
- (b) Suggested Methods for acquiring information – see above. This must be explored and at least four methods used.
- (c) Planning and organisation requires candidates to consider timing and the need to show some empathy with their target group. An understanding of the difficulty in getting the general public to respond to questionnaires, for instance, is good at this stage.

Section B – Application

- (a) Candidates need to be using four varied methods to acquire information and this is the stage where they will be able to comment on the usefulness of each method.
- (b) Application of knowledge and understanding; this section is where candidates present their findings, remembering that the findings may be very different from their initial expectations, so keeping an open mind is important.
- (c) Candidates generally enjoy producing the leaflet or poster, but the quality of this is dependent on the quality of the information acquired through the different research methods.

Section C – Analysis and Evaluation

This is generally the area where candidates need the most direction and support. Sufficient time has to be given for this section – sometimes candidates have not given themselves enough time, so valuable marks are lost. Candidates need to provide explicit analysis for each section.

Keep up the good work. Candidates are showing a lively interest in their research.