

CHILD DEVELOPMENT

Paper 0637/11

Theory Paper

It was important that learners read each question clearly before attempting to answer it. This was especially important for **Question 11** where some learners misinterpreted what was asked of them.

Question 1

This question was answered well by most who gave explanation to their answers, for example, by suggesting head circumference.

Question 2

Some learners were unsure of the term 'development' as separate from growth and stated this is as getting bigger or growing. Others gave good accounts and even included examples.

Question 3

There needed to be development of answers to gain full marks. 'Home' for example, does not give the essence of what is intended. This could be better explained by saying 'the home where children grow up' for example.

Question 4

This was very straightforward and many learners answered correctly. Some misread or misunderstood the question and stated 5 - 7 days, the length of the average period.

Question 5

This needed to be in order to gain marks. There were some very good examples of learners understanding where correct terminology and stages were identified. Other learners gave a general overview without it being in the correct order, or giving enough detail to be awarded a mark.

Question 6

Many learners scored well in this question. Some learners confused the cervix with the uterus, but generally this question achieved high marks.

Question 7

- (a) It was important that learners demonstrated their understanding here. To gain full marks the learners did need to state one sperm fertilises one egg. Explaining that a fertilised egg splits in two did gain a mark, but two marks were only awarded where learners explained how it was fertilised.
- (b) Again, this question required explanation of how the eggs were fertilised. Some learners focused upon the fact that twins share placenta or not. This was not required in the answer.

Question 8

It was important that learners gave examples for this question. 'Ill health' does not offer enough information to gain a mark. The best answers showed that learners understood the question. An example of a good response is 'sexually transmitted disease causes blocked vas deferens'.

Question 9

- (a) This question received some very limited responses. Many learners did not mention that a sign of whooping cough is a cough for example. This was an area where some learners missed out on marks as it had the potential to gain high marks. Some learners repeated the same response for each question. Where information was correct, although showing limited knowledge, this did achieve some marks.
- (b) This question was misread by some learners. The question asks for parents' reasons for not immunising their children. Therefore, responses needed to reflect this, such as 'they do not like the idea of needles' and not 'children are scared of needles'. Some good answers were given and marks were awarded where the learner stated that allergies could prevent parents from choosing to have their children immunised.
- (c) Many learners answered this question very well and gave some good examples. It was important to include an explanation of the use of each item suggested.

Question 10

- (a) Some learners gave very good responses to this question. Explanation was needed in order to gain maximum marks.
- (b) This question was misread by many learners. The question asks for learners to suggest one type of toy and how it promotes their development. Therefore, there was the expectation that learners would use the information given about each child's development to formulate their response. Many learners stated 'soft toys' for each age group. These responses made no connection between the development and the toy and how it promoted their development further. Consequently, these responses did not receive a mark.
- (c) This question received many correct responses. Generally, learners gave detailed and well written responses.
- (d) Many learners did not read the question fully. It was essential that learners described each of the suggestions they gave. Many learners did not do this and lost out on marks as a result through simply stating 'play park'.
- (e) Few learners responded to this question or gave answers which did not reflect what the question asked. The question asked the benefit of encouraging children to play with natural materials - some learners discussed playing outdoors with manmade materials. Many learners stated that natural materials are nontoxic which is not always the case. Such answers were not awarded a mark.

Question 11

- (a) Many learners chose this question to answer. The answers were generally well written and explained. There were some very good suggestions for the benefits for parents which demonstrated that learners understood the question well. To score higher marks learners needed to make direct connections between their part 1, part 2 and part 3 response. For example, ultra scans can identify the sex of babies in the womb from around 20 week's gestation. This can help to determine whether a baby is likely to suffer from an inherited illness such as haemophilia which only affects males. This will reassure parents and put their minds at rest, or help prepare them and the medical team if the scan suggests the baby is a boy.
- (b) Fewer learners attempted this question. Some misread or misunderstood the question and believed that they needed to talk about children's growth. This led to some learners writing about puberty and adolescence and the changes that happen to the body. Although these are transitions of sorts, this did not answer the question. The best responses gave clear links between each part of the question. For example, starting school can be traumatic for young children. They may feel nervous because they do not know anybody or because they do not want to separate from their parents. This might mean that they cry, become clingy and hold on to their parents when they try to leave.

