

# UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

## MARK SCHEME for the November 2005 question paper

### 0637 CHILD DEVELOPMENT

0637/01

Paper 1, maximum raw mark 100

These mark schemes are published as an aid to teachers and students, to indicate the requirements of the examination. They show the basis on which Examiners were initially instructed to award marks. They do not indicate the details of the discussions that took place at an Examiners' meeting before marking began. Any substantial changes to the mark scheme that arose from these discussions will be recorded in the published *Report on the Examination*.

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*.

The minimum marks in these components needed for various grades were previously published with these mark schemes, but are now instead included in the Report on the Examination for this session.

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

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## SECTION A

- 1** Comfort at times of distress.  
 Helping parents in bringing up children.  
 Looking after children when parents are at work or in an emergency.  
 Giving advice on problems.  
 Financial help etc. Any 4 **[1 x 4]**
- 2** Parents divorced or separated.  
 Death of one parent.  
 Births to single women.  
 One parent away from home for a long time etc. Any 4 **[1 x 4]**
- 3** (a) Adoption:  
 - A legal process when adults become parents of children not born to them.  
 - Adoption must be in the best interest of the child.  
 - Adoptive parents gain parental responsibilities etc.  
 - Natural parents relinquish parental responsibilities etc.  
 3 points explained. **[1 x 3]**
- (b) Fostering  
 - Arrangement for children to live in other peoples homes.  
 - Usually on an understanding that the children will return to live in their own homes as soon as possible.  
 - Foster parents are paid an allowance, but have no legal parental responsibilities for the child.  
 3 points explained. **[1 x 3]**
- 4** Residential Care Home  
 - Parents have died/child has been orphaned.  
 - Children with problems e.g. drugs or alcohol dependency and parents cannot cope with them.  
 - Children who cannot be controlled by parents.  
 - Children who are neglected by their parents.  
 - Children who are at risk from abuse within the family etc. **[1 x 5]**
- 5** Braxton Hicks Contraction.  
 Waters breaking.  
 Show (blood stained mucus plug).  
 Diarrhoea.  
 Backache.  
 Nausea or vomiting. Any 4 **[1 x 4]**
- 6** (a) Cot death. **[1]**
- (b) Place babies on back to sleep.  
 Avoid babies coming into contact with tobacco (before and after birth).  
 Do not let babies get over heated.  
 If babies appear to be feverish, take off clothing or blankets to cool them down.  
 Seek medical advice if you think baby is unwell. Any 3 **[1 x 3]**

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- 7 Wash hands thoroughly.  
Clean bottle, teat and cap using hot water, detergent and bottle brush.  
Sterilise equipment by:
1. Chemical sterilisation.
  2. Steam sterilisation.
  3. In a microwave oven.
  4. By boiling.
- Wash hands again.  
Rinse bottle and teat in boiled water
- Any 3      **[1 x 3]**

### SECTION B

- 8 (a) Play groups.  
Nursery schools.  
Nursery classes.  
Parent and toddler groups etc.
- Any 4      **[4]**
- (b) Opportunities to socialise/learn/mix/enjoy company.  
Facilities – space to run around/climbing apparatus/toys/paints/paper/modelling dough etc.  
Activities, e.g. stories/music/dancing/singing/games etc.  
Activities to encourage familiarity with letters and numbers/help to acquire pre-reading and pre-counting skills.
- Any 4      **[4]**
- (c) Any six from:
- Only child.
  - Children who have little chance to play with other children of same age.
  - Cramped living conditions.
  - High rise accommodation.
  - Parents who find it difficult to cope.
  - Children with few toys at home.
  - Neglected children etc.
- [1 x 6]**
- (d) Any five from:
- Proximity.
  - Staffing ratio.
  - Equipment.
  - Safety.
  - Reputation.
  - Reports.
  - Costs etc.
- [1 x 5]**
- (e) Any six from:
- Say name and address clearly.
  - Put on clothes.
  - Do up buttons, zips and other fastenings.
  - Tie shoe laces and fasten buckles.
  - Blow their nose.
  - Go to the toilet without help.
  - Wash their hands.
  - Eat with a knife and fork etc.
- [1 x 6]**

Page 3	Mark Scheme	Syllabus	Paper
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- 9 (a) 1) \* Co-ordination between brain and muscles.  
\* Require a lot of practice.
- 2) \* Use of large muscles in the body.  
\* Includes walking, running, climbing, kicking a ball etc.
- 3) \* Precise use of hands and fingers.  
\* Includes pointing, drawing, doing up buttons, using a knife and fork, writing etc. **[2 x 3]**
- (b) Head Control
- Complete head control.
  - Able to raise head when lying on its back.
  - When sitting can hold head upright and turn it to look around.
- Learning to sit
- Can sit upright when supported by pram or chair.
  - Can sit on floor for a short while – hands forward for support.
- Lying on stomach
- Uses arms to lift head and chest off ground.
  - Can roll over from front to back.
- Learning to walk
- Can take weight on its legs when being held.
  - Enjoys bouncing up and down.
- Using the hands
- Grasp an object independently.
  - Picks up everything within reach.
  - Passes things from one hand to the other.
  - Turns things over and takes them to its mouth.
  - When lying on its back likes to play with its toes.
  - Enjoys crumpling paper.
  - Enjoys splashing water in the bath. Any 2 x 5 **[2 x 5]**
- (c) Rattles.  
Activity centre.  
Soft fluffy toys.  
Toys with different sounds and textures etc. **[3]**
- (d) Genes  
Environment. } Each should be explained briefly  
Health. } to achieve all available  
marks. **[2 x 3]**

Page 4	Mark Scheme	Syllabus	Paper
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- 10 (a) i. Wash hands – undress baby – leaving on nappy.
- ii. Test temperature of bath water, use thermometer or elbow to check if it is right
- iii. Gently wash babies scalp with water. Soap or shampoo does not have to be used each time. Rinse thoroughly if used with a jug or clean warm water.
- iv. Remove nappy. Clean bottom with wet cotton wool.
- v. Hold baby secure. Hold shoulder – resting head on arm.
- vi. Lift baby onto a warm towel. Dry by patting gently – not rubbing. Take care to dry creases of the neck, armpits, groin, back of knees and back of ears. **[2 x 6]**
- (b) Bars 45 – 60 mm apart so head does not become trapped. Mattress should fit no more than 40 mm anywhere round to allow arms, legs or head to be trapped. Drop down side must have secure and child proof catch to hold it in “UP” position and prevent any older sibling or baby opening it. **[6]**
- (c) Weight – has it to be carried far, upstairs or very often?  
 Size – will it go into home – used in busy streets?  
 Comfort – will child be spending much time in it?  
 Where is it to be stored – will it fold up?  
 Outings – room in the boot – walking or public transport?  
 Combined pram/pushchair required?  
 One or two babies?  
 Good suspension important – comfortable ride?  
 Swivel front wheels – easier for pushing – good in crowded places.  
 Detachable seat/use in car?  
 Family budget – new or second hand? **[1 x 6]**

### SECTION C

- 11 A higher level response.  
 Will include each part fully answered. **[13–20]**
- A medium level response will either be a full response to one section and a brief response to the other – or a response to both sections without full discussion or explanation. **[7 – 12]**
- A low-level response will consist of a brief response to both or one section. **[1 – 6]**

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Answers could include:

- Child's need to feel important and love to fuss.
- Mothers expectation may be to see child eating larger quantities of food.
- May be at a negative stage – saying “No” and may be natural for them to refuse to co-operate.
- Children may dawdle over their meals and like to “play” with food. They have no sense of time and will not hurry to finish meal.
- Appetites vary – some children have small appetites – appetites depend on activities outside – or quiet time inside.

Strategies:

- Parents must not show that they care whether the food is eaten or not.
- No anxious look at plate or remarks about it.
- No food should be given between meals if they have refused to eat at meal times.
- Healthy children will never starve themselves – they learn to eat if left alone.
- Never try to force-feed – bribe – nag – threaten – coax etc.

**12**

A higher level response.

Will include each part fully answered.

**[13 – 20]**

A medium level response will either be a full response to one section and a brief response to the other – or a response to both sections without full discussion or explanation.

**[7 – 12]**

A low-level response will consist of a brief response to one – three sections.

**[1 – 6]**

Answers could include:

Accommodation:

- A room to sleep in (or space in parents bedroom).
- Suitable lighting – night light.
- Chair to feed baby.
- Thermometer to keep constant temperature.
- Adequate heating.
- Curtains.
- Wallpaper/paint – non-toxic.

Equipment

- Baby changing mat.
- Changing unit or box with toiletries e.g. nappies, cotton wool etc.
- Thermometer to keep check on temperature of room.
- First toys.
- Baby bath or alternative.
- Transportation e.g. travel system.
- Cot/cotbed, moses basket etc. Bedding.
- Baby intercom.

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Clothing

- Sleepsuits
- Scratch mits
- Socks
- Bootees
- Hat
- Outdoor sleepsuit
- Cardigans
- Nappies etc.