

International General Certificate
of Secondary Education

Syllabus

CHILD DEVELOPMENT 0637

For examination in June and November 2009

CIE provides syllabuses, past papers, examiner reports, mark schemes and more on the internet. We also offer teacher professional development for many syllabuses. Learn more at www.cie.org.uk

Child Development

Syllabus code: 0637

CONTENTS

	<i>Page</i>
INTRODUCTION	1
AIMS	1
ASSESSMENT OBJECTIVES	2
ASSESSMENT	3
CURRICULUM CONTENT	4
ASSESSMENT CRITERIA FOR COURSEWORK (SCHOOL-BASED ASSESSMENT)	8
GRADE DESCRIPTIONS	13
READING LIST	14
COURSEWORK FORMS	15

INTRODUCTION

International General Certificate of Secondary Education (IGCSE) courses are designed as two-year courses for examination at age 16-plus.

All IGCSE syllabuses follow a general pattern. The main sections are:

- Aims
- Assessment Objectives
- Assessment
- Curriculum Content.

The IGCSE subjects have been categorised into groups, subjects within each group having similar Aims and Assessment Objectives.

Child Development falls into Group V, Creative, Technical and Vocational, of the International Certificate of Education (ICE) subjects.

Child Development as an area of study overlaps many other subjects, e.g. Biology, Food and Nutrition, Textiles, Language Studies, Psychology and Sociology. The care and nurture of children is both an art and a science. The study of Child Development must therefore endeavour to embrace an interdisciplinary approach. Most students will already have a considerable knowledge of many issues in child care and development before receiving any specific teaching at secondary school. This awareness is built up in their family, wider kin network, from neighbours, communities and media sources. There is great scope for extending this knowledge and experience through a structured syllabus, which encourages understanding of both major and minor aspects of the developing child.

AIMS

The aims of the curriculum are the same for all students. These are set out below and describe the educational purposes of a course in Child Development for the IGCSE examination. They are not listed in order of priority.

The course may well lay the foundations of further studies beyond IGCSE in developmental psychology and the scientific appreciation of all other ages and stages of human development. It therefore aims to enable students to:

1. develop an understanding of the relationships between currently accepted norms of development and actual observed behaviour of children;
2. develop an understanding of scientific method, including the collection, analysis and interpretation of data;
3. enhance their ability to apply their knowledge and understanding of child development to their own interaction with babies, parents and children;
4. develop an awareness of the cultures and constitutions of families in a variety of communities;
5. develop an appreciation of the complexity of influences on the developing child;
6. develop an empathy with young children;
7. extend an awareness of the dynamic nature of human development;
8. arouse a critical awareness of their own childhood and continuing development;
9. encourage their own structural observation of young children in the home, out of doors, in nursery, playgroup and at school.

ASSESSMENT OBJECTIVES

The four assessment objectives in Child Development are:

- A Knowledge with understanding
- B Analysis and interpretation of evidence
- C Judgement and decision-making
- D Investigation

A description of each assessment objective follows.

A KNOWLEDGE WITH UNDERSTANDING

Students should be able to demonstrate their knowledge and understanding of:

1. the 'normal' ages and stages associated with child growth and development from embryo to 5 years, together with an outline of puberty and adolescence;
2. suggested causes of developmental differences;
3. the inter-active process affecting the growing child;
4. the main methods of child psychology – studying a topic in breadth as well as depth.

B ANALYSIS AND INTERPRETATION OF EVIDENCE

Students should be able to:

5. analyse and interpret evidence and observations concerning children;
6. reach conclusions based on a reasoned consideration of available evidence;
7. use and apply their knowledge and understanding of 'Child Development' in verbal, numerical, diagrammatic, pictorial and graphical form.

C JUDGEMENT AND DECISION-MAKING

Students should be able to make judgements which demonstrate:

8. an awareness of the distinction between objective and subjective evidence and opinion concerning children and their development;
9. a recognition that child development theory and practice is subject to various limitations and uncertainties;
10. an ability to assess the relative merits of aids to growth and development;
11. a developing sense of consumer awareness and value for money.

D INVESTIGATION

Students will be expected to demonstrate the ability to:

12. observe and record clearly, accurately and systematically;
13. draw tentative conclusions from the way observed children behave;
14. communicate conclusions in a logical and concise manner.

SPECIFICATION GRID

The relationship between the assessment objectives and components of the scheme of assessment.

Paper	Assessment Objectives			
	A Knowledge with understanding	B Analysis and interpretation of evidence	C Judgement and decision making	D Investigation
1	45	20	30	5
2	35	20	40	5
3	35	30	15	25

The assessment objectives are weighted to give an indication of their relative importance. They are not intended to provide a precise statement of the number of marks allocated to particular assessment objectives.

ASSESSMENT

SCHEME OF ASSESSMENT

Candidates who have followed this syllabus are eligible for the award of grades A* to G. The scheme of assessment will encourage positive achievement for all candidates. It expects that the practical tasks will allow these candidates to display mastery at various levels of ability.

Paper 1 (2 hours) will consist of a number of compulsory short-answer questions, 2 structured questions and 1 essay question for a total of 100 marks.

School-based assessment*

Paper 2, Child Development Study – reflecting first-hand experience working with one child or a group of children aged up to 5 years.

Study of one child or a group of children must pertain to:

- either** a major area of development – physical, social, emotional, cognitive;
- or** more than one of the above;
- or** all aspects of development.

Paper 3, Practical Investigation – research and presentation of findings

either an investigation, using a range of procedures, from any area of the syllabus e.g. play, ante-natal care etc.

or a comparative study of consumer items, e.g. baby foods, picture books, mobile toys.

The Investigation should focus on producing a booklet or leaflet, or similar informational literature, which could be used to help explain the findings of the Investigation to parents or other interested parties.

There should not be any overlap of subject matter between the two pieces.

* Teachers may not undertake school-based assessment without the written approval of CIE. This will only be given to teachers who satisfy CIE requirements concerning moderation and they will have to undergo special training in assessment before entering candidates.

CIE offers in-service training to schools in the form of courses held at intervals in Cambridge and elsewhere.

WEIGHTING OF PAPERS

<i>Paper</i>	<i>Weighting</i>
1	50%
2	25%
3	25%

CURRICULUM CONTENT

All candidates should be able to use the skills described under Assessment Objectives with respect to the following:

TOPIC

1. Growth and development

- | | |
|---|--|
| 1.1 Understanding growth and development | <ul style="list-style-type: none"> - define growth - describe ways of measuring growth - define development - list ways of assessing development - describe and illustrate the twin laws of development direction - define maturation - describe links between maturation and learning |
| 1.2 Puberty and adolescence as example | <ul style="list-style-type: none"> - describe ages and stages of growth and reproductive development in (a) girls, (b) boys - describe the menstrual cycle - explain hormonal control |
| 1.3 Individual differences | <ul style="list-style-type: none"> - describe how wide variation within the range of normality may occur - describe gender differences regarding vulnerability, developmental attainment and early physical characteristics - discuss the range of cultural diversity in their own national society and the rest of the world |
| 1.4 Explaining development | <ul style="list-style-type: none"> - define heredity and environment - explain how biological and social factors contribute to all-round development - discuss the importance of critical or sensitive periods of development |

2. Physical development and health maintenance

- | | |
|---------------------------------|--|
| 2.1 Reproductive biology | <ul style="list-style-type: none"> - describe the structure and function of human male and female reproductive systems - describe the process of fertilisation and implantation - list indications of pregnancy and confirmation checks - describe the stages in the normal development of the foetus and the function of the placenta - explain the formation of twins and multiple pregnancies - describe the function of the blood supply in relation to the foetus and the mother; exchange of materials |
| 2.2 Family planning | <ul style="list-style-type: none"> - describe methods of contraception – natural (rhythm), chemical, mechanical and surgical - discuss the problem of infertility and the social aspects of artificial insemination and fertility drugs |
| 2.3 Inheritance | <ul style="list-style-type: none"> - define chromosome, gene – faulty genes as shown by Down's Syndrome - describe genetic counselling - describe continuous and discontinuous variation as influenced by the environment and genes, illustrated by height and A, B, AB and O blood groups |
| 2.4 Needs in pregnancy | <ul style="list-style-type: none"> - describe special nutritional requirements in pregnancy - explain the importance of exercise and rest - outline routine checks and procedures available, including relaxation classes - list what must be avoided, e.g. smoking; drugs, e.g. aspirin and paracetamol, alcohol - explain the provision of these requirements in relation to foetal stages of development - discuss possible effects of smoking and alcohol - describe effects of certain drugs which are toxic to the foetus |

TOPIC

- 2.5 Other pre-natal development factors**
- describe effects of rubella, and sexually transmitted diseases
 - describe possible effects of severe stress
 - describe the possible effects of the following during pregnancy: anorexia, bleeding and toxemia
- 2.6 Confinement**
- describe choice of confinement if available – home or hospital
 - explain the reasons for hospital stay
- 2.7 Preparations for arrival of the baby**
- outline the choice in accommodation, equipment and clothing
 - list the factors affecting the choice
- 2.8 Labour and delivery**
- outline the signs and stages of labour and methods of delivery
 - discuss the involvement of father or other supportive adult at birth
- 2.9 New-born baby**
- describe physical norms, reflex responses and sensory abilities
 - define pre-term (premature) baby
 - explain feeding requirements
 - discuss the advantages of breast or bottle feeding
 - describe special care for the pre-term
 - outline the paediatric examination
- 2.10 Requirements for healthy physical growth post-natal to 5 years**
- outline the requirements for diet, exercise, hygiene, protection, sleep and rest, suitable clothing
 - describe the importance of temperature regulation in babies and young children
- 2.11 Stages of physical development – birth to 1 year, 1 to 5 years**
- describe the normal range for hearing, height, sight, tooth eruption, weight
 - describe normal development – from early crawling movements at 2 weeks to hops, skips and standing on one foot at 5 years
 - describe normal development – from hand regard and finger play at 2 months to ability at cutting out at 5 years
 - identify delays in development and possible causes
- (a) physical attributes
- (b) gross motor development
- (c) fine motor development (manipulative ability)
- 2.12 Stages of development of self-help skills**
- describe normal development
 - identify delays in development and possible causes
 - from taking only milk at 0 months to using knife and fork at 5 years
 - from sucking well at 0 months to competent use of cup at 2 years
 - from fairly regular bowel motions at 6 months to completed toilet training at 4 years
 - from helping when being dressed at 10 months to dressing and undressing well at 3 years
 - (i) from enjoying bath at 5 months to hand and face washing at 4 years
 - (ii) from first attempts at 40 months and completion at 5 years
- (a) eating
- (b) drinking
- (c) toileting
- (d) dressing
- (e) washing/toothbrushing
- 2.13 Safety within the child's environment**
- describe safety measures – in kitchen, in bedroom, on stairs, out-of-doors, crossing the road, in a car
 - explain safety standards
- 2.14 Simple first aid**
- describe first aid for cuts, bruises, choking
 - describe contents of a suitable first aid kit for home, car, playgroup
- 2.15 Infectious diseases**
- describe signs and symptoms of common childhood infectious diseases
 - explain natural and acquired, active and passive immunity
 - assess dangers of dehydration in illness
- 2.16 Immunisation and vaccination**
- outline complete immunisation and vaccination programme available nationally
 - explain parental choice and responsibility for immunisation and vaccination
- 3. Social Relationships and social development**
- 3.1 Love and affection as basis**
- describe the role of courtship, sexual love and of present-day attitudes to pairing through marriage or other partnerships
 - discuss cultural differences to pairing through ethnic, religious or class upbringing and affiliations
- 3.2 Decision on parenthood**
- describe factors affecting decision to have children, e.g. health, responsibility, home, earnings
- 3.3 Partner and family support**
- describe support father and others can give during pregnancy and at birth

TOPIC

- 3.4 Family**
- (a) variant groupings
 - (b) nuclear and extended family
 - (c) single parent family
- define family as any household group
 - identify different possible family groupings, e.g. mother, father and children; 'mixed' family with fostered children
 - describe the main features of nuclear and extended families
 - evaluate the relative advantages of each
 - list the reasons for single parent, e.g. death, separation, divorce, choice
- 3.5 Alternative family life**
- describe the alternatives some adults take up, e.g. commune, group family, kibbutz family
 - compare patterns of child-rearing between alternative and traditional families
- 3.6 Earliest social relationships**
- (a) with mother and family
 - (b) with others
- describe developing relationships; behaviour of the infant in the first 2 years, e.g. 'social smiles' at 2 months; looking at books with adults at 16 months
 - describe the widening relationship with other significant figures, e.g. growth of affectionate behaviour
 - identify delays in development and possible causes
- 3.7 Peer group relations**
- describe development in associating with other children
- 4. Emotional development**
- 4.1 Emotions**
- outline main components of emotion, e.g. 'feeling' state, internal body functioning, bodily expression
- 4.2 Fear and fear-related emotions**
- name the common fear-producing stimuli and situations and outline age-changes in response, up to 5 years
 - outline possible sources of shyness, embarrassment, worry, anxiety, anger, jealousy
 - discuss the possible effect of child's position in the family
- 4.3 Emotional expression**
- outline the ways various emotions may be expressed and contained
 - identify behaviour which may be symptomatic of emotional problems
- 4.4 Influence of family and other adults**
- outline the emergence of a strong positive feeling for one or a few familiar care-takers, comforters, playmates
 - describe the significance of a secure relationship with mother
 - identify aspects of control and discipline mediated by adults
 - discuss the notion of attachment
- 4.5 Loss and grief and other deprivations**
- assess the effects of separation from loved ones, family disturbance, loss of loved object on normal healthy emotional development
 - describe the effect of hospitalisation
- 5. Cognitive development and learning through play**
- 5.1 Cognition**
- define cognition
 - outline the importance in the first 5 years of the interactions between the baby/child and the environment
 - outline brain organisation and development for cognition
- 5.2 Learning through play**
- describe types of play – physical, imitative, imaginary, exploratory, creative, solitary, looking-on, parallel and co-operative
 - identify approximate age at which types of play occur, 5 months to 5 years
 - describe the experiencing of natural and man-made materials in its widest context
 - identify types of toys suitable for different stages of development
 - explain safety standards and consumer rights as applicable to toys

TOPIC

- 5.3 Aspects of the learning process**
- describe sensitivity and awareness of external influences
 - describe the development of attention control from 1 month to 3½ years, e.g. able to attend to and carry out simple instructions at 18 months
 - outline the twin aspects of remembering – recognition and recall
 - describe concept development and understanding of relationships through imitation
- 5.4 Understanding language**
- outline ages and stages of understanding, e.g. from listening to sounds at 4 weeks to the understanding of comparative adjectives at 5 years
 - discuss the effects of partial hearing loss
 - discuss the difficulties encountered by children having English as a second language
- 5.5 Use of language**
- outline stages of usage, e.g. from throaty noises and cries at 4 weeks to use of well-formed sentences at 5 years
- 5.6 Further symbolic understanding and expressions activities**
- outline stages of pre-writing skill development, e.g. spontaneous scribble at 18 months to printing own first name at 5 years
 - describe beginnings of counting, knowing number words and comparing quantities
 - explain delay in normal development
- (a) graphic-motor development (pre-writing skills)
- (b) arithmetical skills
- 6. Community provisions**
- 6.1 Essential services for the pregnant woman, young child and family**
- describe local provision available in the fields of health and other essential services
- 6.2 Voluntary agencies**
- list the voluntary bodies available for help in the local community
 - explain the role of voluntary organisations in the care and provision for young children
- 6.3 Consumer protection**
- explain protection and standards available, official and unofficial
- 6.4 Children in care**
- list the various forms of in-care provision including those for sick and special needs children
- 6.5 Child in the wider world – outside the family unit**
- describe play facilities, pre-school provision and preparation for main school
 - discuss the variation in provision
-

ASSESSMENT CRITERIA FOR COURSEWORK (SCHOOL-BASED ASSESSMENT)

The Child Development Study and the Practical Investigation should arise out of normal school-based and home-based work. It is intended that the two areas should allow the four Assessment Objectives, i.e.

- A Knowledge with understanding
- B Analysis and interpretation of evidence
- C Judgement and decision-making
- D Investigation

to be fully applied in practice and form the basis of the assessment criteria for each candidate for all levels of ability.

Candidates should be given every opportunity to fulfil these sets of skills and activities, as the main feature of the coursework aims to relate the theoretical aspects of the course to practical situations.

It is the teacher's responsibility therefore to ensure that candidates do have access to realistic situations in relation to the Child Development Study and the Practical Investigation.

It is recognised that there will be some use of the Internet as a research tool. However, teachers should ensure that candidates are able to evaluate any information taken from the Internet. Candidates should also be encouraged to identify where the information has come from.

CHILD DEVELOPMENT STUDY

The purpose of the study is that the candidate should:

- (a) have first-hand observations of the development of **children aged up to 5 years**;
- (b) over a period of time (which may be flexible) have contact with a child or group of children;
- (c) relate his/her observations to current theories of child development.

It is advisable to recognise the confidentiality of the nature of the study and it may be appropriate to apply a fictitious name to the child or children.

The method of presentation may take a variety of forms:

- 1. a record of work in the form of a notebook or diary:
- or** 2. a written report, tabulated or in essay form, where each period of contact with the child/children is presented as a separate account.

The studies may include relevant original material, illustrative or written material from the child or children, diagrams, charts, photographs, etc. However, if such material is used, it must be referred to and interpreted within the text.

Studies should be approximately 3000 words in length.

PRACTICAL INVESTIGATION

The investigations can be related to any areas of the syllabus and each candidate should build up a written record of his/her investigations undertaken over the two-year course, although only **one** will be required for assessment purposes.

The candidate should have **a product**, such as a booklet or an information sheet for parents, as the focus of the investigation.

The purpose of the assignment is that the candidate should reflect the assessment objectives outlined.

Each **report** should include brief, clear statements of:

- the purpose of the investigation – a description of the end product;
- the information or evidence sought;
- the method used to obtain the information/evidence;
- the results of the enquiry;
- the conclusions drawn as a result of the enquiry – the end product;
- an evaluation in terms of the candidate's end product and its usefulness to the relevant interested parties. This should show how effective the investigation was and if the product meets the informational needs of the target audience.

An investigation can be related to any area of the syllabus, but must **not** overlap any of the subject matter presented in the Child Development Study.

The purpose of the investigation should reflect the assessment objectives. The investigation should therefore include the points outlined in the markscheme.

MARK SCHEME

Child Development Study	<i>Marks</i>
Introduction and Planning 15 marks	
(a) Planning of the Study, including the final presentation of the information (either hand-written or word processed) in an acceptable report format	3
(b) Background information on the child/children	4
(c) Explain, with the relevant theoretical information, the development area chosen with reasons for choice	8
Application 20 marks	
(a) A written record of each observation made	8
(b) Application of knowledge and understanding of accepted child development theories to the observations	8
(c) Comparison of evidence with the development of the average child or other children of the same age	4
Analysis and Evaluation 15 marks	
(a) Comment on the appropriateness and effectiveness of the methods chosen	6
(b) Identification of the strengths and weaknesses of the study and of how the weaker work could have been improved	6
(c) Awareness of opportunities for further developments	3
	Total 50

Examples of Child Development Studies

1. The study of the physical development of a child under 5 years of age, over a period of six months.
2. A study of the social development of a group of children under 5 years of age, over a period of six months.
3. A study of the speech development of a child approximately aged between 18 months to 4 years, over a period of six months.
4. A study of the intellectual development, including the stages in learning to draw, of a child aged under 5 years, over a period of six months.

Practical Investigation

Introduction 15 marks

- | | |
|--|---|
| (a) Selection of area of study and reasons for choice | 5 |
| (b) Suggested methods for acquiring information | 5 |
| (c) Planning and organisation (techniques and equipment necessary) | 5 |

Application 20 marks

- | | |
|--|---|
| (a) Evidence of a range of investigative procedures | 7 |
| (b) Application of knowledge and understanding of accepted development theories (of the area chosen) to the observations made | 7 |
| (c) Production of a leaflet or a poster etc., suitable for new parents or other interested parties, based on the findings from the investigation | 6 |

Analysis and Evaluation 15 marks

- | | |
|---|---|
| (a) Comment on the appropriateness and effectiveness of the investigatory procedures used | 6 |
| (b) Comment on the strengths and weaknesses of the investigation, on how the weaker work could have been improved and on the outcome of the investigation (the leaflet or other acceptable product) | 6 |
| (c) Awareness of opportunities for further developments | 3 |

 Total 50
Examples of Investigatory Assignments

Examples of Investigatory Assignments	Examples of outcomes
1. Investigate the provision of pre-school education for the under 5s in your area	Information pack or Address List and details
2. Compare convenience baby food products with home-made equivalents	Leaflet or Poster showing nutritional values and costs
3. Investigate the postnatal facilities that are available in your area	Resource List/Survey results or Booklet aimed at new parents
4. Compare disposable nappies with the washable variety	Information Sheet on costs and benefits
5. Investigate the use of baby lotions and bath time products	Poster or Leaflet on skin care and bathing for babies
6. Investigate the availability of products to make the home safe for toddlers	Leaflet or Information Sheet or Poster on available products and safety in the home

MODERATION**(a) Internal Moderation**

When several teachers in a Centre are involved in internal assessments, arrangements must be made within the Centre for all candidates to be assessed to a common standard.

It is essential that within each Centre the marks for each skill assigned within different teaching groups (e.g. different classes) are moderated internally for the whole Centre entry. The Centre assessments will then be subject to external moderation.

(b) External Moderation

Individual Candidate Record Cards and Coursework Assessment Summary Forms must be received by CIE no later than 30 April for the June examination and 31 October for the November examination along with a sample of the coursework undertaken by the candidates. The samples should cover the full ability range. If there are ten or fewer candidates all the coursework that contributed to the final mark for all the candidates must be sent to CIE. Where there are more than ten candidates all the coursework that contributed to the final mark for ten of them will be required. The Centre should select candidates covering the whole mark range, with the marks spaced as evenly as possible from the top mark to the lowest mark. If appropriate the samples should be selected from the classes of different teachers. A further sample of coursework may subsequently be required. All records and supporting written work should be retained by the Centre until after the publication of the results.

GRADE DESCRIPTIONS

A **Grade A** candidate must show a critical awareness and intelligent understanding of the concepts within the curriculum. They should demonstrate a sound ability to apply, investigate and comment realistically on Child Development theory in their study of practical observations of young children.

A **Grade C** candidate must show some critical awareness and reasonable understanding of the basic concepts of the curriculum. They should demonstrate a reasonable ability to apply, investigate and comment realistically on Child Development theory in their study of practical observations of young children.

A **Grade F** candidate must show some theoretical understanding of the basic concepts within the curriculum. They should demonstrate some ability to apply, investigate and comment on Child Development theory in their study of practical observations of young children.

READING LIST

The following list has been prepared in order to help teachers in the selection of appropriate texts for the teaching of IGCSE syllabuses. The inclusion of a text does not imply that it is either recommended or approved by the IGCSE Office.

Wherever possible, the International Standard Book Number (ISBN) is given for each publication listed. Every effort has been made to ensure the accuracy of this information and to check that all the books listed are currently in print. The IGCSE Office welcomes comments about the books on the list and suggestions for additions or omissions.

To obtain copies of the books included in this list, please contact your normal supplier of educational textbooks. Please note that the IGCSE Office is not able to supply textbooks or to place orders on behalf of Centres.

BOOKS

- | | |
|------------------|---|
| Pamela Minett | <u>Child Care and Development</u>
4th Edition
John Murray, 0719553148 |
| Heather Brennand | <u>Child Development</u>
Hodder Arnold, 0340782722 |
| Dorothy Baldwin | <u>Examining Child Development</u>
Heinemann, 0435420593 |
| Valda Reynolds | <u>A Practical Guide to Child Development Vol. 1. The Child</u>
Nelson Thornes, 085950221X |
| Valda Reynolds | <u>Coursework Explained - Child Development</u>
Nelson Thornes, 074870177X |
| Valda Reynolds | <u>Finding Out About Child Development</u>
Nelson Thornes, 0859509281 |

INSTRUCTIONS FOR COMPLETING INDIVIDUAL CANDIDATE RECORD CARDS

1. Complete the information at the head of the form.
2. Mark the Child Study for each candidate using the instructions given in the Syllabus booklet.
3. Enter marks and total marks in the appropriate spaces. Complete any other sections of the form required.
4. Ensure that the addition of marks is independently checked.
5. **It is essential that the marks of candidates from different teaching groups within each Centre are moderated internally.** This means that the marks awarded to all candidates within a Centre must be brought to a common standard by the teacher responsible for co-ordinating the internal assessment (i.e. the internal moderator), and a single valid and reliable set of marks should be produced that reflects the relative attainment of all the candidates in the Coursework component at the Centre.
6. Transfer the marks to the Child Study Coursework Assessment Summary Form in accordance with the instructions given on that document.
7. Retain all Individual Candidate Record Cards and Coursework **which will be required for external moderation.** Further detailed instructions about external moderation will be sent in late March of the year of the June examination and early October of the year of the November examination. See also the instructions on the Coursework Assessment Summary Form.

Space for teacher's comments

A. INSTRUCTIONS FOR COMPLETING COURSEWORK ASSESSMENT SUMMARY FORMS

1. Complete the information at the head of the form.
2. List the candidates in an order which will allow ease of transfer of information to a computer-printed Coursework mark sheet MS1 at a later stage (i.e. in candidate index number order, where this is known; see item B.1 below). Show the teaching group or set for each candidate. The initials of the teacher may be used to indicate group or set.
3. Transfer each candidate's marks from his or her Individual Candidate Record Card to this form as follows:
 - (a) Where there are columns for individual skills or assignments, enter the marks initially awarded (i.e. before internal moderation took place).
 - (b) In the column headed 'Total Mark', enter the total mark awarded before internal moderation took place.
 - (c) In the column headed 'Internally Moderated Mark', enter the total mark awarded *after* internal moderation took place.
4. Both the teacher completing the form and the internal moderator (or moderators) should check the form and complete and sign the bottom portion.

B. PROCEDURES FOR EXTERNAL MODERATION

1. University of Cambridge International Examinations (CIE) sends a computer-printed Coursework mark sheet MS1 to each Centre (in late March for the June examination and in early October for the November examination) showing the names and index numbers of each candidate. Transfer the total internally moderated mark for each candidate from the Coursework Assessment Summary Form to the computer-printed Coursework mark sheet MS1.
2. The top copy of the computer-printed Coursework mark sheet MS1 must be despatched in the specially provided envelope to arrive as soon as possible at CIE but no later than 30 April for the June examination and 31 October for the November examination.
3. Send samples of the candidates' work covering the full ability range with the corresponding Individual Candidate Record Cards, this summary form and the second copy of MS1, to reach CIE by 30 April for the June examination and 31 October for the November examination.
4. Indicate the candidates who are in the sample by means of an asterisk (*) against the candidates' names overleaf. The size of the coursework sample should be as follows:

number of candidates entered	number of candidates in sample
0-10	all candidates
11-50	10
51-100	15
above 100	20

5. Where more than one teacher is involved in marking the work, the sample must include candidates marked by all teachers. Candidates must be selected so that the whole range is covered, with marks spaced as evenly as possible from the top mark to the lowest mark.
6. CIE reserves the right to ask for further samples of Coursework.
7. Send, with the sample work, instructions given to candidates and information as to how internal moderation was carried out.

**CHILD DEVELOPMENT - Practical Investigation
Individual Candidate Record Card
IGCSE 2009**

Please read the instructions printed overleaf and the General Coursework Regulations before completing this form.

Centre Number						Centre Name				
Candidate Number						Candidate Name				
Teaching Group/Set						June/November	2	0	0	9

Description of Practical Investigation
--

		Max mark ()	Marks to be transferred to Coursework Assessment Summary Form
Introduction	(a) Selection of area of study and reasons for choice	(5)	(max 15)
	(b) Suggested methods for acquiring information	(5)	
	(c) Planning and organisation (techniques and equipment necessary)	(5)	
Application	(a) Evidence of a range of investigative procedures	(7)	(max 20)
	(b) Application of knowledge and understanding of accepted development theories (of the area chosen) to the observations made	(7)	
	(c) Production of a leaflet or a poster etc., suitable for new parents or other interested parties, based on the findings from the investigation	(6)	
Analysis and Evaluation	(a) Comment on the appropriateness and effectiveness of the investigatory procedures used	(6)	(max 15)
	(b) Comment on the strengths and weaknesses of the investigation, of how the weaker work could have been improved, and of the outcome (the leaflet or other acceptable product) of the investigation	(6)	
	(c) Awareness of opportunities for further developments	(3)	
		TOTAL	(max 50)

INSTRUCTIONS FOR COMPLETING INDIVIDUAL CANDIDATE RECORD CARDS

1. Complete the information at the head of the form.
2. Mark the Practical Investigation for each candidate using the instructions given in the Syllabus booklet.
3. Enter marks and total marks in the appropriate spaces. Complete any other sections of the form required.
4. Ensure that the addition of marks is independently checked.
5. **It is essential that the marks of candidates from different teaching groups within each Centre are moderated internally.** This means that the marks awarded to all candidates within a Centre must be brought to a common standard by the teacher responsible for co-ordinating the internal assessment (i.e. the internal moderator), and a single valid and reliable set of marks should be produced which reflects the relative attainment of all the candidates in the Coursework component at the Centre.
6. Transfer the marks to the Practical Investigation Coursework Assessment Summary Form in accordance with the instructions given on that document.
7. Retain all Individual Candidate Record Cards and Coursework **which will be required for external moderation.** Further detailed instructions about external moderation will be sent in late March of the year of the June examination and early October of the year of the November examination. See also the instructions on the Coursework Assessment Summary Form.

Space for teacher's comments

A. INSTRUCTIONS FOR COMPLETING COURSEWORK ASSESSMENT SUMMARY FORMS

1. Complete the information at the head of the form.
2. List the candidates in an order which will allow ease of transfer of information to a computer-printed Coursework mark sheet MS1 at a later stage (i.e. in candidate index number order, where this is known; see item B.1 below). Show the teaching group or set for each candidate. The initials of the teacher may be used to indicate group or set.
3. Transfer each candidate's marks from his or her Individual Candidate Record Card to this form as follows:
 - (a) Where there are columns for individual skills or assignments, enter the marks initially awarded (i.e. before internal moderation took place).
 - (b) In the column headed 'Total Mark', enter the total mark awarded before internal moderation took place.
 - (c) In the column headed 'Internally Moderated Mark', enter the total mark awarded *after* internal moderation took place.
4. Both the teacher completing the form and the internal moderator (or moderators) should check the form and complete and sign the bottom portion.

B. PROCEDURES FOR EXTERNAL MODERATION

1. University of Cambridge International Examinations (CIE) sends a computer-printed Coursework mark sheet MS1 to each Centre (in late March for the June examination and in early October for the November examination) showing the names and index numbers of each candidate. Transfer the total internally moderated mark for each candidate from the Coursework Assessment Summary Form to the computer-printed Coursework mark sheet MS1.
2. The top copy of the computer-printed Coursework mark sheet MS1 must be despatched in the specially provided envelope to arrive as soon as possible at CIE but no later than 30 April for the June examination and 31 October for the November examination.
3. Send samples of the candidates' work covering the full ability range with the corresponding Individual Candidate Record Cards, this summary form and the second copy of MS1, to reach CIE by 30 April for the June examination and 31 October for the November examination.
4. Indicate the candidates who are in the sample by means of an asterisk (*) against the candidates' names overleaf. The size of the coursework sample should be as follows:

number of candidates entered	number of candidates in sample
0-10	all candidates
11-50	10
51-100	15
above 100	20

5. Where more than one teacher is involved in marking the work, the sample must include candidates marked by all teachers. Candidates must be selected so that the whole range is covered, with marks spaced as evenly as possible from the top mark to the lowest mark.
6. CIE reserves the right to ask for further samples of Coursework.
7. Send, with the sample work, instructions given to candidates and information as to how internal moderation was carried out.