

International General Certificate
of Secondary Education

Syllabus

CHILD DEVELOPMENT 0637

For examination in June and November 2010

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	17
READING LIST	18
COURSEWORK FORMS	19

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 candidates 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 candidates. 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 candidates 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

Candidates 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

Candidates 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

Candidates 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

Candidates 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**
- 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**
- 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**
- 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**
- 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**
- 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**
- 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**
- 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**
- 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 advantages and difficulties encountered by children having a second language e.g. English or other 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 syllabus covers all aspects of Child Development from the ages of 0–5 years and most of the areas of the syllabus are suitable to use as coursework material. The coursework component is divided into two tasks: the **Child Development Study**, which is based on the development of an individual child or a group of children and the **Practical Investigation**, which researches a specific topic from the syllabus.

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 to ensure that the candidates have access to realistic situations in relation to the Child Development Study and the Practical Investigation.

Each candidate in the class may study different coursework tasks. For example, when carrying out the Child Development Study candidates will choose different tasks as this depends on the age of the child being studied. In the Practical Investigation candidates should be encouraged to study different aspects of the syllabus to show originality.

Coursework should be accessible for candidates of all abilities, ensuring that they can all achieve in a positive manner and show their full potential.

Candidates should be encouraged to select topics for which they can find information easily, enabling them to collect research from a variety of sources. 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 and sources of the information should be identified.

Timing

It is suggested that the coursework may be undertaken as follows:

The Child Development Study is the first piece of coursework to be carried out. It would be commenced half-way through the first year of the course and should be spread over approximately six months. Teaching of the relevant topics from the syllabus will be more readily understood by the candidates if combined with this Study. It will also give time for observation to be made over a longer period of time. This will ensure that the candidates are able to observe changes in the development of the child/children and produce a more informed study. Teaching can also continue throughout this period as time between observations will allow for this to take place.

The Practical Investigation will then follow. The length of time for this will be much less as it is a more concise piece of work in relation to time. This timing will allow candidates to gain some of the skills required to carry out an Investigation. During the Child Development Study they may have noted appropriate areas in the aspects of a child's life, e.g. disposable nappies, commercial/home-made baby foods, play areas, availability of pre-school education, etc., which have stimulated their interest. This will lead to an enthusiastic approach to a suitable Investigation which has a greater chance of success.

Presentation

Coursework should be written on A4 paper. Do not use ring binders as they are costly to post and are often damaged in transit. The cover must be clearly marked with the candidate's name, candidate number, Centre name and number.

Coursework should include:

- The title, making clear what is being studied/investigated;
- Table of contents, corresponding with the marksheet in the syllabus. This acts as a checklist for candidates to ensure that all relevant work is included;
- Sub-headings relating to the assessment criteria e.g. background information;
- Graphs, pictures, questionnaires, photographs, etc. where appropriate, with reference to the reasons why these have been included;
- Bibliography/reference to texts where appropriate.

Candidates will be given credit for graphs, pictures, photographs, etc. provided they are relevant to the child/area being studied and clearly support part of the text. They should not be included just to make the coursework appear more attractive. Candidates should be encouraged to present the information in their own words. Candidates whose work is little more than a scrap book or long extracts from reference books or other sources without comments, analysis or interpretation will be given only a little credit. Quotations from text books etc. must be clearly indicated and their sources stated. Work should be presented in an orderly manner according to all assessment areas. The work can be hand written or word processed, but must be neat. Each piece of coursework should be approximately 3000 words in length to ensure all the criteria are met.

PAPER 2: 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.

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.

Before carrying out the Child Development Study the candidates should have detailed knowledge of all the areas of development e.g. Physical, Intellectual, Language, Emotional and Social. Candidates are required to have contact with the child or children, aged 0–5 years, over a period of time, ideally several months. Regular observations of the child/children should be made reporting on one or more areas of development. The choice of development area is vital to the success of the study.

Focusing on one area of development only is more accessible to most candidates. It is also important that the chosen area of development is suitable for the age of the child being studied, e.g. physical development of a young baby would be easier to record than emotional development. The observations should be recorded as written reports of each visit, in tabulated form, essay form or in the form of a notebook or diary. Comparisons in the specific area of development should be made with the accepted norms or with other children of the same age.

The observations should also be related to current child development theories. **All information related to the child/children must be confidential**; therefore no surnames, addresses or personal details should be disclosed. It may be appropriate to apply a fictitious name to the child or children.

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.

Assessment criteria for Child Development Study

Introduction and Planning

(a) Planning of the Study

Candidates need to show clearly where and when a number of observations/visits will be made. Activities should be planned with the child/children which are relevant to the chosen development area, simple observations of a child “playing” may not be directly relevant to the area of development. Equipment required for the study should be listed e.g. notepad, camera, equipment, particular toys, etc. The final format could be in paragraphs, a time plan or a chart showing clearly what will be observed, where and when.

(b) Background information

This should be researched at an initial preliminary visit. Information about the child/children should be included e.g. age, position in the family, activities/play enjoyed by the child/children, amenities in the area where the child/children live. Candidates should compare the stage of development already reached by the child/children in the chosen area with the development of an average child. This can be used later in the study to report on progress made.

(c) Explanation of development area chosen

The chosen area of development should be explained starting from the age of the child/children at the beginning of the study and ending with the age of the child/children at the end of the study. Sources of information should be acknowledged listing names of books, authors, etc. Reasons should be given for choice of development area in relation to the chosen child/children.

Application

(a) Written record of observation made

Detailed notes should be taken during and/or immediately after each visit particularly on the chosen development area which is being observed. Sketches, drawings and photographs made during the visits should be included in the record. Some of the work produced by the child/children could be included but should be labelled clearly and relevance should be shown to the developmental area.

(b) Application of knowledge and understanding

Candidates should review their written observations to identify particularly sections which refer to the chosen areas of development. These sections should be explained showing understanding of accepted child development theories in relation to their chosen child/children.

(c) Comparison of evidence

To show progression of development over a period of time candidates should compare the chosen area of development in their child/children with another child/children of the same age or with the accepted norms. This should have been done at the preliminary visit and should be repeated at the last visit. This could be shown as a table or chart in the study.

Analysis and evaluation

This is a very important section of the study and sufficient time should be allowed so that it can be considered carefully.

(a) Comment on appropriateness

Candidates should consider each section of the work completed so far. Comments should be made on how the study was carried out.

(b) Identification of strengths and weaknesses

Candidates should identify all areas of the work considering the strengths and weaknesses of each section of the study. Suggestions should be made for improvement of the weaker sections.

(c) Awareness of opportunities for further developments

The candidate could suggest with reasons other areas of development which may have proved interesting during the study and could form the basis of further work. Alternatively, further important milestones in the area of development being studied could be identified for future study.

Examples of Child Development Studies

1. A study of the physical development of the child under five years of age, over a period of six months.
2. A study of the social development of a group of children under five years of age, over a period of six months.
3. A study of the speech development of a child under five years, over a period of six months.
4. A study of the intellectual development, particularly stages in learning to draw, of a child under five years, over a period of six months.

PAPER 3: 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 – why it was chosen; who would be interested in, or benefit from, the end product (the leaflet/poster/instruction manual etc.);
- 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 actual 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 end product (the leaflet/poster/instruction manual etc.) meets the informational needs of the target audience (the people interested in, or affected by, the topic being investigated).

It is important that there is no overlap of work from the Child Study, as development is not a suitable subject for the Practical Investigation. Any overlap also severely limits the learning opportunities of the candidate.

The Practical Investigation should focus on an area of the syllabus, e.g. antenatal care, or be a comparative study of relevant consumer items, e.g. baby foods. It should take the form of an investigation, e.g. surveys, questionnaires, research, etc. and should not be treated as a project where candidates merely copy from textbooks or paste pictures from magazines.

Centres are advised to avoid certain areas, e.g. child abuse, divorce or abortion which are sensitive and which may cause offence or upset to teachers and examiners. Candidates must be discouraged from producing material which is confidential in nature or which contains images which others may find distressing.

The following points should be noted:

- In the Practical Investigation the title should be appropriate to the area of the syllabus and one in which the candidate has a particular interest. It should be carefully formulated to enable the candidate to include a wide range of investigative methods;
- The choice of Investigation is of paramount importance. It must give the candidates the opportunity to use a wide variety of investigative procedures, e.g. surveys/questionnaires, interviews, practical experiments, research of products/amenities, research from books, newspapers, leaflets, TV documentaries, Internet, etc.;
- The choice of investigative procedures will depend on the chosen subject. Once a suitable topic has been chosen it will be possible to gather information, including some original findings and important facts, to produce a leaflet or poster as required in the Application section of the mark scheme.

Studies should be approximately 3000 words in length.

Assessment criteria for the Practical Investigation

Introduction

(a) Selection of area of study

Candidates should select a suitable title from an area of the syllabus and should give several detailed and well explained reasons for their choice. These could refer to local issues, a particular interest of the candidate, etc.

(b) Suggested methods for acquiring information

Several different methods of collecting information should be considered, e.g. interviews, surveys, experiments, etc. Reasons should always be given for methods chosen.

(c) Planning and organisation

A detailed plan is required. This should include steps to be followed to complete the investigation, a timeline etc., equipment required and techniques to be used.

Application

(a) Evidence of a range of investigative procedures

Candidates are required to show evidence of at least **four** varied methods of investigation. Methods for collecting information have been listed above.

(b) Application of knowledge and understanding

Candidates should review the findings in their investigations in order to draw conclusions from the task. The conclusions could be used as part of the information on the poster or leaflet required in **(c)**.

(c) Production of a leaflet or poster

Candidates are required to produce a relevant, useful and eye-catching leaflet, poster or similar informational literature. It should contain some of the findings from the conclusions in Application **(b)**. The information should be aimed at a particular user group, e.g. a leaflet about baby foods or nappies aimed at new parents. Photographs, comparative costs/test results could be included to make the resulting leaflet/poster more interesting.

Analysis and Evaluation

(a) Comment on appropriateness

The methods of collecting information for the Investigation and the results which were obtained should be discussed. Consideration should be given as to whether the methods used were appropriate.

(b) Comment on strengths and weaknesses

Candidates should comment on the particular strengths of their investigation. Weaknesses in the investigation should be identified and suggestions should be made on how the work could have been improved.

(c) Awareness of opportunities for further developments

Consideration should be given as to how the investigation could be developed further and particularly if any of the difficulties encountered could be overcome. Candidates may perhaps discuss different aspects of the Investigation which could be covered in future studies.

Examples of Investigatory Assignments

1. Investigate the provision of pre-school education for the under fives in your area.
2. Compare convenience baby food products with home-made equivalents.
3. Investigate the postnatal facilities that are available in your area.
4. Compare disposable nappies with the washable variety.
5. Investigate the use of baby lotions and bath time products.
6. Investigate the availability of products to make the home safe for toddlers.

A lengthy and detailed Coursework Training Handbook is available for use with this syllabus. A CD-ROM or DVD of the handbook can be ordered through CIE Publications.

MARK SCHEME**CHILD DEVELOPMENT STUDY**

	Introduction and Planning 15 marks	<i>Marks</i>
(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	<i>Marks</i>
(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	<i>Marks</i>
(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

MARK SCHEME**PRACTICAL INVESTIGATION**

	Introduction and Planning 15 marks	<i>Marks</i>
(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	<i>Marks</i>
(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	<i>Marks</i>
(a)	Comment on the appropriateness and effectiveness of the investigatory procedures used	6
(b)	Comment on the strengths and weaknesses of the investigation and how the weaker work could have been improved. Comment on the outcome of the investigation (the leaflet or other informational literature)	6
(c)	Awareness of opportunities for further developments	3

Total 50

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. 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. Candidates whose work is required for external moderation will be selected by CIE. Please refer to the Handbook for Centres and the Admin Guide for further information. 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. Where there are more than 10 candidates CIE will select the names of candidate for external moderation. Samples of the candidates' work together with the corresponding Individual Candidate Record Cards, this summary form and the second copy of MS1, should 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 will 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 will include candidates marked by all teachers. Candidates will 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.

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. Where there are more than ten candidates CIE will select the names of candidates for external moderation. Samples of the candidates' work together with the corresponding Individual Candidate Record Cards, the summary form and the second copy of MS1, should 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 will 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 will include candidates marked by all teachers. Candidates will 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.