

**MARK SCHEME for the October/November 2010 question paper  
for the guidance of teachers**

**0637 CHILD DEVELOPMENT**

**0637/01**

Paper 1, maximum raw mark 100

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

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## SECTION A

**Answer all questions.**

- 1** Fallopian Tubes [1]
- 2** One [1]
- 3** (a) (i) One egg is fertilised  
One egg splits into 2 cells  
Share same placenta  
Identical genes etc. (Any two) [2]
- (ii) Two eggs fertilised  
Produce two cells  
Separate placenta's (Any two) [2]
- (b) Always the same [1]
- 4** (a) Uterus [1]
- (b) Vagina [1]
- (c) Scrotum [1]
- (d) Seminal vesicle [1]
- 5** Any **four** from:  
  - Concern about appearance
  - Mixed emotions
  - Wet dreams
  - Spots – skin problems
  - Increased height
  - Voice breaks
  - Pubic hair grows
  - Hair develops on chin, on chest, under arms, arms and legs
  - Chest and shoulders broaden [4]
- 6** **Three** explained points from:  
  - Foetus to float freely – allowing limbs to stretch
  - Keep foetus at constant 37 degrees Celsius
  - Protects foetus from knocks etc, acts as a cushion
  - Allows foetus to grow safely [3 × 2 = 6]

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- 7 (a) Lack of iron in the diet [1]
- (b) Any **two** from:
- Mother tired
  - Mother lethargic
  - Mother pale
- [2]
- (c) Any **two** from:
- Iron tablets
  - Folic acid tablets
  - Red meat
  - Cabbage
  - Spinach etc.
- [2]
- 8 (a) Any one advantage [1]  
Any one disadvantage [1]
- (b) Any one advantage [1]  
Any one disadvantage [1]

**[Total: 30]**

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## SECTION B

**Answer all questions.**

**9 (a)** Any **four** from:

- Food
- Shelter
- Love
- Safe secure environment
- Clothing
- Care

[4]

**(b)** Any **three** explained points from:

- Care from all family members
- Always somebody there in case of emergency
- Advice available
- Family members can enjoy each other's company
- Close family bonding
- Grandparents have joy of seeing grandchildren
- Children have cousins to play with

[3 × 2 = 6]

**(c)** Any **three** of the following with a brief description:

- Nuclear family
- Step family
- One parent family
- Foster family
- Adoptive family etc.

[3 × 2 = 6]

**(d)** Any **four** from:

- Financial implications
- Stable relationships of parents
- Parental age
- Size of family – age gaps etc.
- Career implications etc.

[4]

**(e)** Must have **two** points in each section:

Section (i)

- Parents fitter and healthier
- Longer life expectations
- Mothers body may recover more quickly
- Parents have more energy
- Grandparents may be young enough to help care for grandchildren

Section (ii)

- May be more relaxed
- Likely to be more financially secure
- May be more patient
- May not worry about loss of social life
- Will have had more life experiences etc.

[3 + 2 = 5]

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10 (a) Stages must be named and briefly described:

- Solitary
- Parallel
- Looking-on
- Cooperative

[4 × 2 = 8]

(b) (i) Manipulative play

- Development of fine motor skills
- Development of hand-eye co-ordination
- Helps confidence building etc.

Examples (two needed) from:

- Jigsaws
- Building blocks
- Shape sorters
- Play dough etc.

[2 + 1 + 1 = 4]

(ii) Imaginative play

- Child acts out being somebody else
- Uses toys and objects as 'props'
- Develops language skills
- Helps to share
- Encourages fine and gross motor skills etc.

Examples (two needed) from:

- Dressing up
- Playing 'mums and dads' – 'shops'
- Making dens
- Making cars, trains, rockets
- Puppet shows

[2 + 1 + 1 = 4]

(iii) Creative play

- Use of different materials to make own ideas
- Allow them to explore and experiment
- Use their senses
- Find out what can and cannot be done etc.

Examples (two needed) from:

- Painting, drawing, and printing
- Collage
- Making 'junk toys'
- Sand and water play
- Play dough and plasticine etc.

[2 + 1 + 1 = 4]

(c) Must balance advantages and disadvantages – marks 2 + 3 either way

Advantages

- Quality care – trained staff
- Programme of activities for correct age and development
- Opportunities to play with other children of the same age
- Variety of toys and equipment
- Usually some Government regulation of health and safety etc.
- Use of different materials to make own ideas etc.

Disadvantages

- More exposed to illnesses
- Possibly less individual care
- Possibility of high ratio of children to teachers etc.

[3 + 2 = 5]

**[Total: 50]**

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### SECTION C

- 11 (a)** A high level response will include an understanding for the importance of sleep and how to achieve a calm bedtime instead of a bedtime battle. [12–20]

A mid level response will cover most of the outline above but in varying depths. [7–11]

A low level response will be of a superficial level, lacking in detail and understanding. [0–6]

Answers could include:

Sleep allows rest and relaxation for the child and parents

A child should have a regular bedtime every night so they are aware that it is now bedtime and the level of activity should be reduced so that the child will be less excitable and more likely to sleep.

A bed time bath is warm and relaxing and allows for 'Special' time with parents. A warm drink may calm and relax the child and encourage sleep.

A suitable story will give quality time with parent(s) and child may fake asleep during this. The story must be chosen with care so the child is not frightened and becomes afraid.

Tuck child in a kiss and cuddle to increase sense of security and the child will settle easier.

Have a special toy or comforter to increase security and to act as a focus. Leave light on, night light or lamp to prevent apprehension especially if child is afraid of the dark.

Tell child where you are in the house and check on them regularly to reduce 'separation anxiety' etc.

- (b)** A high level response will identify several areas in the home e.g. kitchen, bedroom, bathroom, living area, stairs and safety measures to be taken. [12–20]

A mid level response will identify two or three areas only, or give a general detailed account of safety measures. [7–11]

A low level response will be of a superficial level and very generalised. [0–6]

Answers could include:

Kitchen

- Controls out of reach
- Guides on cooker
- Pan handles facing inwards
- Non-slip floor covering
- Wipe up spillages
- Keeping cleaning items out of reach
- Safety catches on cupboards and drawers
- Safety locks on washing machines and tumble dryers
- Sharp knives out of reach
- Socket outlet covers
- No trailing leads etc.

(Some of the above may be relevant to other areas)

Bedroom

- Tables, chairs, bed away from windows
- No free standing radiators
- Lockable windows
- Safety catches on windows
- Good lighting etc.

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Bathroom

- Locked wall mounted cabinets
- Non-slip floor coverings
- Non-slip bath mat
- Remove razors and other dangerous object etc.

Living area

- Corner guards on furniture sharp edges
- Secured safety guards on fires
- Good lighting
- Rugs secured by grips
- Toughened 'safety' glass on doors and windows
- Socket outlet covers
- No trailing cables/flexes
- Stable furniture etc.

Stairs

- Any carpet firmly secure/not worn
- Nothing left on stairs e.g. toys
- Good lighting
- Safety gate on top and bottom etc.

**[Total: 20]**