

SYLLABUS

Cambridge IGCSE[®]
Child Development
0637

For examination in June and November 2017, 2018 and 2019

Changes to syllabus for 2017, 2018 and 2019

This syllabus has been updated, but there are no significant changes.

You are strongly advised to read the whole syllabus before planning your teaching programme.

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1. Introduction

1.1 Why choose Cambridge?

Cambridge International Examinations is part of the University of Cambridge. We prepare school students for life, helping them develop an informed curiosity and a lasting passion for learning. Our international qualifications are recognised by the world's best universities and employers, giving students a wide range of options in their education and career. As a not-for-profit organisation, we devote our resources to delivering high-quality educational programmes that can unlock learners' potential.

Our programmes set the global standard for international education. They are created by subject experts, are rooted in academic rigour, and provide a strong platform for progression. Over 10 000 schools in 160 countries work with us to prepare nearly a million learners for their future with an international education from Cambridge.

Cambridge learners

Cambridge programmes and qualifications develop not only subject knowledge but also skills. We encourage Cambridge learners to be:

- **confident** in working with information and ideas – their own and those of others
- **responsible** for themselves, responsive to and respectful of others
- **reflective** as learners, developing their ability to learn
- **innovative** and equipped for new and future challenges
- **engaged** intellectually and socially, ready to make a difference.

Recognition

Cambridge IGCSE is recognised by leading universities and employers worldwide, and is an international passport to progression and success. It provides a solid foundation for moving on to higher level studies. Learn more at www.cie.org.uk/recognition

Support for teachers

A wide range of materials and resources is available to support teachers and learners in Cambridge schools. Resources suit a variety of teaching methods in different international contexts. Through subject discussion forums and training, teachers can access the expert advice they need for teaching our qualifications. More details can be found in Section 2 of this syllabus and at www.cie.org.uk/teachers

Support for exams officers

Exams officers can trust in reliable, efficient administration of exams entries and excellent personal support from our customer services. Learn more at www.cie.org.uk/examsOfficers

Our systems for managing the provision of international qualifications and education programmes for learners aged 5 to 19 are certified as meeting the internationally recognised standard for quality management, ISO 9001:2008. Learn more at www.cie.org.uk/ISO9001

1.2 Why choose Cambridge IGCSE?

Cambridge IGCSEs are international in outlook, but retain a local relevance. The syllabuses provide opportunities for contextualised learning and the content has been created to suit a wide variety of schools, avoid cultural bias and develop essential lifelong skills, including creative thinking and problem-solving.

Our aim is to balance knowledge, understanding and skills in our programmes and qualifications to enable students to become effective learners and to provide a solid foundation for their continuing educational journey.

Through our professional development courses and our support materials for Cambridge IGCSEs, we provide the tools to enable teachers to prepare learners to the best of their ability and work with us in the pursuit of excellence in education.

Cambridge IGCSEs are considered to be an excellent preparation for Cambridge International AS and A Levels, the Cambridge AICE (Advanced International Certificate of Education) Group Award, Cambridge Pre-U, and other education programmes, such as the US Advanced Placement program and the International Baccalaureate Diploma programme. Learn more about Cambridge IGCSEs at www.cie.org.uk/cambridgesecundary2

Guided learning hours

Cambridge IGCSE syllabuses are designed on the assumption that learners have about 130 guided learning hours per subject over the duration of the course, but this is for guidance only. The number of hours required to gain the qualification may vary according to local curricular practice and the learners' prior experience of the subject.

1.3 Why choose Cambridge IGCSE Child Development?

Universities and employers accept Cambridge IGCSE Child Development as proof that candidates have knowledge, skills and an understanding of all aspects of child development from a theoretical as well as a practical perspective. The syllabus lays the foundations for further studies beyond Cambridge IGCSE in developmental psychology and the scientific appreciation of all other ages and stages of human development. Successful candidates gain lifelong knowledge and skills, including:

- an appreciation and understanding of the factors influencing child behaviour and development
- how to observe and apply scientific methods in the collection, analysis and interpretation of data
- the influence of genetics, prenatal and the early environment in shaping child development
- the ability to apply their knowledge and understanding of child development to their own interaction with babies, parents and children
- a critical awareness of their own childhood and continuing development
- a framework for their own structured observation of young children in the home, out of doors, in nursery, playgroup and at school.

Prior learning

Candidates beginning this course are not expected to have studied Child Development previously.

Progression

Cambridge IGCSE Certificates are general qualifications that enable candidates to progress either directly to employment, or to proceed to further qualifications.

1.4 Cambridge ICE (International Certificate of Education)

Cambridge ICE is a group award for Cambridge IGCSE. It gives schools the opportunity to benefit from offering a broad and balanced curriculum by recognising the achievements of learners who pass examinations in a number of different subjects.

Learn more about Cambridge ICE at www.cie.org.uk/cambridgesecondary2

1.5 How can I find out more?

If you are already a Cambridge school

You can make entries for this qualification through your usual channels. If you have any questions, please contact us at info@cie.org.uk

If you are not yet a Cambridge school

Learn about the benefits of becoming a Cambridge school at www.cie.org.uk/startcambridge. Email us at info@cie.org.uk to find out how your organisation can register to become a Cambridge school.

2. Teacher support

2.1 Support materials

We send Cambridge syllabuses, past question papers and examiner reports to cover the last examination series to all Cambridge schools.

You can also go to our public website at www.cie.org.uk/igcse to download current and future syllabuses together with specimen papers or past question papers and examiner reports from one series.

For teachers at registered Cambridge schools a range of additional support materials for specific syllabuses is available from Teacher Support, our secure online support for Cambridge teachers. Go to <http://teachers.cie.org.uk> (username and password required).

2.2 Endorsed resources

We work with publishers providing a range of resources for our syllabuses including print and digital materials. Resources endorsed by Cambridge go through a detailed quality assurance process to ensure they provide a high level of support for teachers and learners.

We have resource lists which can be filtered to show all resources, or just those which are endorsed by Cambridge. The resource lists include further suggestions for resources to support teaching.

2.3 Training

We offer a range of support activities for teachers to ensure they have the relevant knowledge and skills to deliver our qualifications. See www.cie.org.uk/events for further information.

3. Assessment at a glance

For the Cambridge IGCSE in Child Development, candidates take three compulsory components: Paper 1, Paper 2 Child Development Study and Paper 3 Practical Investigation.

| Paper 1 | 2 hours |
|--|-----------|
| The written question paper is made up of a number of compulsory short-answer questions, 2 structured questions, and 1 essay question. Assessed by Cambridge. | |
| Weighted at 50% of total marks. | 100 marks |

and

| Paper 2 Child Development Study (school-based assessment*) | |
|---|----------|
| The Child Development Study reflects the candidate's first-hand experience of working with one child or a group of children aged up to 5 years. | |
| The study of one child or a group of children up to 5 years of age must relate to | |
| either a major area of development – physical, social, emotional, cognitive; | |
| or more than one of the above; | |
| or all aspects of development. | |
| Weighted at 25% of total marks. | 50 marks |

and

| Paper 3 Practical Investigation (school-based assessment*) | |
|--|----------|
| The Practical Investigation involves research and presentation of findings and is: | |
| either an investigation, using a range of procedures, from any area of the syllabus, e.g. play, antenatal care, etc.; | |
| or a comparative study of consumer items, e.g. baby foods, picture books, mobile toys, etc. | |
| The investigation should focus on producing a booklet or leaflet, or similar type of information 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 Child Development Study and the Practical Investigation. | |
| Weighted at 25% of total marks. | 50 marks |

* Centres may only assess coursework with the formal approval of Cambridge. We offer special training for Centres to enable them to carry out school based assessment. For more details see www.cie.org.uk

Availability

This syllabus is examined in the June and November examination series.

This syllabus is not available to private candidates.

Detailed timetables are available from **www.cie.org.uk/examsOfficers**

Centres in the UK that receive government funding are advised to consult the Cambridge website **www.cie.org.uk** for the latest information before beginning to teach this syllabus.

Combining this with other syllabuses

Candidates can combine this syllabus in an examination series with any other Cambridge syllabus, except:

- syllabuses with the same title at the same level

Please note that Cambridge IGCSE, Cambridge International Level 1/Level 2 Certificate and Cambridge O Level syllabuses are at the same level.

4. Syllabus aims and assessment objectives

4.1 Syllabus aims

The aims of the Cambridge IGCSE in Child Development syllabus are set out below and describe the educational purposes of the course.

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

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

4.2 Assessment objectives

AO1: 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 interactive process affecting the growing child;
4. the main methods of child psychology – studying a topic in breadth as well as depth.

AO2: 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.

AO3: 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.

AO4: 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.

4.3 Relationship between assessment objectives and components

| Component | AO1: Knowledge with understanding % | AO2: Analysis and interpretation of evidence % | AO3: Judgement and decision making % | AO4: Investigation % |
|------------------------------------|--|--|--|--------------------------------|
| Paper 1 | 45 | 20 | 30 | 5 |
| Paper 2 Child Development Study | 35 | 20 | 40 | 5 |
| Paper 3 Practical Investigation | 30 | 30 | 15 | 25 |
| Approx. % total qualification | 40 | 20 | 30 | 10 |

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 a particular assessment.

4.4 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.

5. Syllabus content

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

| 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 • define maturation • describe links between maturation and learning |
| 1.2 Puberty and adolescence as an 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, 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 |
| 2.5 Other pre-natal development factors | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> describe choice of confinement if available – home or hospital explain the reasons for hospital stay |
| 2.7 Preparations for arrival of the baby | <ul style="list-style-type: none"> outline the choice in accommodation, equipment and clothing list the factors affecting the choice |

| | |
|--|--|
| 2.8 Labour and delivery | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 (a) physical attributes (b) gross motor development (c) fine motor development (manipulative ability) | <ul style="list-style-type: none"> 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 |
| 2.12 Stages of development of self-help skills (a) eating (b) drinking (c) toileting (d) dressing (e) washing/ toothbrushing | <ul style="list-style-type: none"> describe expected development of self-help skills 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 complete toilet training at 4 years from helping when being dressed at 10 months to dressing and undressing well at 3 years from enjoying bath at 5 months to hand and face washing at 4 years from first attempts at toothbrushing at 40 months to completion at 5 years |
| 2.13 Safety within the child's environment | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> describe first aid for cuts, bruises, choking describe contents of a suitable first aid kit for home, car, playgroup |
| 2.15 Infectious diseases | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 of social relationships and social development | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> describe factors affecting decision to have children, e.g. health, responsibility, home, earnings |
| 3.3 Partner and family support | <ul style="list-style-type: none"> describe support father and others can give during pregnancy and at birth |
| 3.4 Family (a) variant groupings (b) nuclear and extended family (c) single parent family | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> describe development in associating with other children |

| 4. Emotional development | |
|---|--|
| 4.1 Emotions | <ul style="list-style-type: none"> outline main components of emotion, e.g. 'feeling' state, internal body functioning, bodily expression |
| 4.2 Fear and fear-related emotions | <ul style="list-style-type: none"> name the common fear-producing stimuli and situations and outline age-changes in response, up to 5 years outline possible causes of shyness, embarrassment, worry, anxiety, anger, jealousy discuss the possible effect of child's position in the family |
| 4.3 Emotional expression | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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, from 5 months to 5 years describe the experiencing of natural and synthetic 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 |
| 5.3 Aspects of the learning process | <ul style="list-style-type: none"> describe sensitivity to 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 (a) graphic-motor development (pre-writing skills) (b) arithmetical skills | <ul style="list-style-type: none"> 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 |

| 6. Community provisions | |
|---|--|
| 6.1 Essential services for the pregnant woman, young child and family | <ul style="list-style-type: none">describe local provision available in the fields of health and other essential services |
| 6.2 Voluntary agencies | <ul style="list-style-type: none">list the voluntary bodies available for help in the local communityexplain the role of voluntary organisations in the care and provision for young children |
| 6.3 Consumer protection | <ul style="list-style-type: none">explain protection and standards available, official and unofficial |
| 6.4 Children in care | <ul style="list-style-type: none">list the various forms of in care provision including those for sick children and those with special needs |
| 6.5 Child in the wider world – outside the family unit | <ul style="list-style-type: none">describe play facilities, pre-school provision and preparation for main schooldiscuss the variation in provision |

6. Coursework guidance for Centres

6.1 Introduction to Coursework

The syllabus covers all aspects of child development from the ages of 0–5 years. Most 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 studying 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. The two areas should allow the four Assessment Objectives, i.e.

AO1: Knowledge with understanding

AO2: Analysis and interpretation of evidence

AO3: Judgement and decision-making

AO4: Investigation

to be fully applied in practice. They should form the basis of the assessment criteria for each candidate for all levels of ability. Teachers should give candidates every opportunity to fulfil these sets of skills and activities. The main feature of the coursework is to see how the theoretical aspects of the course are relevant to practical situations.

It is the teacher's responsibility to ensure that the candidates have access to realistic situations for both 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 or children being studied. In the Practical Investigation, teachers should encourage candidates 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.

Teachers should encourage candidates to select topics for which they can find information easily, enabling them to carry out research using a variety of sources. Candidates will make some use of the internet as a research tool. However, candidates should also learn how to evaluate any information sourced there. Candidates should identify the source of any information.

6.2 Timing

The suggested timing for undertaking the coursework is as follows:

The Child Development Study is the first piece of coursework to be carried out. It should start half-way through the first year of the course and should be spread over approximately six months. Candidates will understand the relevant topics if these are taught at the same time as they are carrying out their study. This timing will also enable observations to be made over a longer period of time. Candidates will have more time to observe changes in the development of the child/children and therefore produce a more informed study.

The Practical Investigation will then follow. The length of time required for this will be much less as it is a more concise piece of work. 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 particular areas in the aspects of a child's life, e.g. disposable nappies, commercial/homemade baby foods, play areas, availability of pre-school education, etc., which have stimulated their interest and are appropriate for their investigation. This will lead to an enthusiastic approach to a suitable investigation, which is therefore more likely to be successful.

6.3 Presentation

Candidates should write up coursework 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 mark sheet 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 include them just to make the coursework appear more attractive. Encourage candidates 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 limited credit. Quotations from text books etc. must be clearly indicated and their sources stated. Candidates should present work in an orderly manner according to all assessment areas. They can write up the work by hand, or use a word processor, but the work must be neat. Each piece of coursework should be approximately 3000 words in length to ensure all the criteria are met.

6.4 Paper 2: Child Development Study

The purpose of the study is that the candidate should:

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

The method of presentation may take a variety of forms:

- a record of work in the form of a notebook or diary; or
- 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. They should make regular observations of the child/children, 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. Candidates should record their observations as written reports of each visit, in tabulated form, essay form, or in the form of a notebook or diary. They should make comparisons in the specific area of development with the accepted norms or with other children of the same age.

Candidates should also relate their observations to current child development theories. **All information related to the child/children must be confidential**; therefore candidates should not disclose surnames, addresses or personal details. It may be appropriate to give a fictitious name to the child or children.

Candidates' studies may include relevant original material, illustrative or written material from the child or children, diagrams, charts, photographs, etc. If candidates use such material, they must refer to it and interpret it within the text.

Studies should be approximately 3000 words in length.

6.5 Assessment criteria for Child Development Study

1 Introduction and planning

(a) Planning of the study

Candidates need to show clearly where and when a number of observations/visits will be made. They should plan activities 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. They should list the equipment required for the study, 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

Candidates should research background information at an initial preliminary visit. They should include information about the child/children, 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. They can use this information later in the study to report on progress made.

(c) Explanation of development area chosen

Candidates should explain the chosen area of development 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. They should give their reasons for choice of development area in relation to the chosen child/children. Candidates should acknowledge sources of information listing names of books, authors, etc.

2 Application

(a) Written record of observation made

Candidates should take detailed notes during and/or immediately after each visit particularly on the chosen development area which is being observed. They should include sketches, drawings and photographs made during the visits in the record. Some of the work produced by the child/children could be included but it should be labelled clearly and its relevance to the developmental area stated.

(b) Application of knowledge and understanding

Candidates should review their written observations to identify particular sections which refer to the chosen areas of development. They should explain these sections 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 either another child/children of the same age or with the accepted norms. They should do this at the preliminary visit and should repeat it at the last visit. The comparison could be shown as a table or chart in the study.

3 Analysis and evaluation

This is a very important section of the study and candidates should allow sufficient time so that they can consider it carefully.

(a) Comment on appropriateness

Candidates should consider each section of the work completed so far. They should comment 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. They should make suggestions 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, they could identify further important milestones in the area of development being studied 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.

6.6 Paper 3: Practical Investigation

The investigations can be related to any areas of the syllabus. 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 information 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 Development 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 should 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 candidate 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.

6.7 Assessment criteria for the Practical Investigation

1 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

Candidates should consider several different methods of collecting information, e.g. interviews, surveys, experiments, etc. They should always give their reasons for choosing the methods used.

(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.

2 Application

(a) Evidence of a range of investigative procedures

Candidates are required to show evidence of at least **four** different 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. They could use the conclusions as part of the information on the poster or leaflet required in (c).

(c) Production of a leaflet or poster or similar item

Candidates are required to produce a relevant, useful and eye-catching leaflet, poster or similar piece of information 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. Candidates could include photographs, comparative costs/test results to make the resulting leaflet/poster more interesting.

3 Analysis and evaluation

(a) Comment on appropriateness

Candidates should discuss the methods used to collect information for the investigation and the results which were obtained. They should consider whether the methods used were appropriate.

(b) Comment on strengths and weaknesses

Candidates should comment on the particular strengths of their investigation. They should identify weaknesses in the investigation and make suggestions on how the work could have been improved.

(c) Awareness of opportunities for further developments

Candidates should consider how the investigation could be developed further. In particular they should consider 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 homemade 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.

Cambridge has a detailed *Coursework Training Handbook* available for use with this syllabus. You can order a CD-ROM or DVD of the handbook through Cambridge Publications.

7. Mark schemes

7.1 Child Development Study

| | Introduction and planning: 15 marks | 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 | 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 | 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

7.2 Practical Investigation

| | Introduction and planning: 15 marks | 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 | 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 | Marks |
|-----|--|--------------|
| (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 information literature) | 6 |
| (c) | Awareness of opportunities for further developments | 3 |

Total 50

7.3 Moderation

Recording candidates' marks

Candidates' marks for Child Development must be recorded on the Individual Candidate Record Card produced by Cambridge. These forms, and the instructions for completing them, may be downloaded from www.cie.org.uk/samples. The database will ask you for the syllabus code (i.e. 0637) and your Centre number, after which it will take you to the correct forms. Follow the instructions when completing each form.

(a) Internal moderation

When several teachers in a Centre are involved in internal assessments, the Centre should make arrangements 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.

The internally moderated marks for all candidates must be recorded on the Coursework Assessment Summary Form. This form, and the instructions for completing it, may be downloaded from www.cie.org.uk/samples. The database will ask you for the syllabus code (i.e. 0637) and your Centre number, after which it will take you to the correct form. Follow the instructions when completing the form.

(b) External moderation

External moderation of internal assessment is carried out by Cambridge.

- Centres must submit the internally assessed **marks** of **all** candidates to Cambridge.
- Centres must also submit the internally assessed **work** of a **sample** of candidates to Cambridge. The *Cambridge Administrative Guide*, available on our website, provides details of which candidates are to be included in the sample.

The deadlines and methods for submitting internally assessed marks and work are in the *Cambridge Administrative Guide* available on our website.

7.4 Resubmission of coursework and carrying forward of internally assessed marks

Information about resubmission of coursework and carrying forward of internally assessed marks can be found in the *Cambridge Administrative Guide*.

8. Other information

Equality and inclusion

Cambridge International Examinations has taken great care in the preparation of this syllabus and assessment materials to avoid bias of any kind. To comply with the UK Equality Act (2010), Cambridge has designed this qualification with the aim of avoiding direct and indirect discrimination.

The standard assessment arrangements may present unnecessary barriers for candidates with disabilities or learning difficulties. Arrangements can be put in place for these candidates to enable them to access the assessments and receive recognition of their attainment. Access arrangements will not be agreed if they give candidates an unfair advantage over others or if they compromise the standards being assessed.

Candidates who are unable to access the assessment of any component may be eligible to receive an award based on the parts of the assessment they have taken.

Information on access arrangements is found in the *Cambridge Handbook* which can be downloaded from the website www.cie.org.uk/examsofficer

Language

This syllabus and the associated assessment materials are available in English only.

Grading and reporting

Cambridge IGCSE results are shown by one of the grades A*, A, B, C, D, E, F or G indicating the standard achieved, A* being the highest and G the lowest. 'Ungraded' indicates that the candidate's performance fell short of the standard required for grade G. 'Ungraded' will be reported on the statement of results but not on the certificate. The letters Q (result pending), X (no results) and Y (to be issued) may also appear on the statement of results but not on the certificate.

Entry codes

To maintain the security of our examinations, we produce question papers for different areas of the world, known as 'administrative zones'. Where the component entry code has two digits, the first digit is the component number given in the syllabus. The second digit is the location code, specific to an administrative zone. Information about entry codes can be found in the *Cambridge Guide to Making Entries*.

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