

IGCSE Child Development (0637)

What is the course book?

No one book is prescribed. However, many centres find Pamela Minett 'Child Care and Development' Fourth edition 2001 John Murray, ISBN 0719586100, very useful.

There are also a number of suggested textbooks:

H. Brennan, J. Fairclough, V. Hall, E. Nicholson & E. Rees Child Development: A Complete Course for GCSE 2001 Hodder & Stoughton Educational ISBN 0340782722

T. Bruce Learning through Play: Babies, Toddlers and the Foundation Stage 2001 Hodder & Stoughton Educational ISBN 0340801522

G. C. Davenport An Introduction to Child Development Second edition 1994 Collins Educational ISBN 0044480393

C. Flanagan Applying Psychology to Early Child Development 1996 Hodder & Stoughton Educational ISBN 0340643927

Valda Reynolds A Practical Guide to Child Development: Child 1987 Nelson Thornes ISBN 085950221X

Valda Reynolds A Practical Guide to Child Development: Family 1987 Nelson Thornes ISBN 0859502406

Valda Reynolds Finding out about Child Development 1989 Nelson Thornes ISBN 0859509281

Kate Williams & Ruth Gardner Caring for Children Second edition 1996 Longman ISBN 0582287391

Out-of-print textbooks which are still useful:

Valda Reynolds Child Development: Coursework Explained 1990 Nelson Thornes 074870177X

Periodicals:

Nursing, Cloister Court 22-26 Farringdon Lane London, EC1R 3AU United Kingdom

Practical Parenting IPC Magazines Limited Kings Reach Tower Stamford Street London SE1 9LS United Kingdom

I am having problems getting hold of the recommended textbooks. Can you help?

Most of the texts can be obtained over the Internet. The following web-sites may be of interest:

- www.amazon.co.uk
- www.heffers.co.uk

Do I need to teach the course in the order given in the syllabus?

No, the order in which you teach the course is entirely up to you, although the basic syllabus order is often followed. To a large extent it depends on the individual department or teacher and the preparation of the students in previous school years.

How will the students be assessed?

There are three parts to the scheme of assessment for Child Development.

Paper 1 is a question paper which has been written by CIE. The date of the examination can be found in the examination timetable. The paper consists of a number of short-answer questions, all of which must be answered; 2 structured questions which must be answered; and 1 essay question, from a choice of 2 options. Paper 1 is worth 100 marks.

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Paper 2 is a **Child Development Study**, and is marked out of 50.
Paper 3 is a **Practical Investigation**, and is marked out of 50.

What is the difference between the Child Development Study and the Practical Investigation?

The Child Development Study involves actually working with one child, or a group of children, under the age of five. The students should record what has happened to the child, or children, and what this experience tells them about Child Development.

The Practical Investigation involves finding out about a topic/area of the syllabus or a study of child oriented consumer items. It is much more general and involves the candidates in conducting research, doing their own reading and writing a report. The candidate should have **a product**, such as a booklet or an information sheet for parents, as the focus of the investigation.

How old can the child be?

The child or group of children can only be up to 5 years of age. Older children must not be used for the study.

When should I set and mark the coursework?

Here is a suggested **Coursework Flow Chart**.

Remember to **set deadlines** and encourage individual work and effort – but also provide practical advice to keep the students on track. Keep a **regular check** on the coursework and encourage the students to make improvements.

	Students	Teacher
YEAR 1		
Half way into first year Begin Child Study 7 months in total may be required	<i>(continue with regular class work during the study)</i>	<i>(continue with regular class work during the study)</i>
1 month	<ul style="list-style-type: none"> • Discuss topics • Decide on title • Form outline plan 	<ul style="list-style-type: none"> • Encourage discussion • Check titles • Check students' ability to work with the title • Check outline plans • Discuss plans with candidates to ensure that they are practical • Suggest alternative/helpful ways forward
6 months	<ul style="list-style-type: none"> • Plan the study • Conduct Study • Make observations • Write up findings to show Application • Respond to advice from teacher • Begin to think about Analysis and Evaluation 	<ul style="list-style-type: none"> • Check the final plans • Check visits are being made • Check progress on a monthly basis • Collect in work by section e.g. Introduction and Planning (a), (b), (c); Application (a), (b), (c) and mark informally • Provide advice on visits, write-up and development of coursework to students

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YEAR 2		
Beginning of the second year	<i>(continue with regular class work during the investigation)</i>	<i>(continue with regular class work during the investigation)</i>
	Complete Child Study	Mark Child Study
Begin Investigation 3 months in total may be required	Begin Investigation <ul style="list-style-type: none"> • Select area of study • Plan investigation • Conduct research into area of study • Apply relevant development theories to study • Produce outcome of study • Think about analysis and Evaluation • Complete the Investigation 	<ul style="list-style-type: none"> • Encourage discussion • Check titles • Check students' ability to work with the title • Check outline plans • Provide advice as required • Collect in work by section and mark informally • Mark the Investigation

When should the students do the Child Development Study and the Practical Investigation?

Both of these investigations can take place during the normal school day or as homework. 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.

The Child Study should be started about half way into the first year of the two year course and should take approximately 6 months to complete. Candidates should already have been taught some of the theory in Child Development particularly the different types of development in young children. This ensures that the candidates will have some knowledge which will form a basis for the Child Study. The work required to be covered in the different sections of the Child Study should be explained in detail so that candidates understand fully what they are expected to do. Candidates can then begin their Studies with written work on planning, background information and research on their chosen area of development. These sections should all be started in the first month of the coursework study, although they may not be completed until much later, after consultation with the class teacher and possible modifications.

After the first month candidates should be starting their observations of the child, visiting their child on a regular basis. Immediately after each visit they should write up what has been seen. The observations should take about 4 – 5 months. Towards the end of this time candidates should be considering how their observations relate to accepted theories on child development. Also plans should be made for comparison of the chosen child in the specific area of study with another child of the same age or with the accepted norms.

In the last month candidates should be planning and completing the Analysis and Evaluation section. The Child Studies should be handed in for marking at the beginning of the second year of the course.

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During all of this time regular teaching and classwork should be continued so that candidates complete work in all areas of the syllabus. The coursework could be allocated some class time, e.g. up to one quarter of the allocated time each week, but it is expected that most of this work will be completed individually by each student as homework. It is vital that the candidates are able to receive regular advice/guidance from the teacher so that their basic planned work can be improved/modified at each stage before it is finally completed. 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 observations 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. Also candidates should have learned how to plan and carry out an investigation during the Child Study and should already have 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.

How much needs to be written for the Child Study and for the Practical Investigation?

The recommendation is for a piece of work of approximately 3,000 words in length for each of the pieces of coursework to ensure that all the criteria are met. Shorter work may not include all the required information and longer work could contain a lot of unnecessary information.

Is it necessary for the candidates to produce their work on a computer?

No. Coursework can be presented in hand-written or word-processed format. Both are acceptable but it is important that the work is presented in a neat, legible and orderly manner according to all the assessment areas.

How many marks should be awarded for final presentation of the Child Study or the product for the Practical Investigation?

The mark scheme in the syllabus indicates how many marks should be allocated to each section. For example, in the section on Planning of the Study for the Child Study, **one** of the three allocated marks should be for the final presentation of the information in an acceptable report format. There are **six** marks available in the Application section of the Practical Investigation for the final product.

How should the work be arranged in the folders?

Candidates should use the headings indicated on the different sections of the mark sheet and arrange their work in the same order. Each section should have a clear title. This makes it easier for the candidate and the examiner to check that all areas have been covered according to the requirements. It is also easier to mark each section of the work if it is well-ordered and not muddled up.

How much help should the teacher give to the candidates in the coursework task?

Before the candidates begin their coursework the teacher should ensure that the candidates have a good knowledge of the different areas of development for the Child Study and have identified areas of the syllabus of special interest to them for the Practical Investigation. The different sections of the Child Study and the Practical Investigation should be explained fully.

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Guidance should be given on the preparation of questionnaires and interviews to help the candidates find out relevant information. Some suitable secondary research resources should be made available for the use of candidates.

The teacher should give the candidates help, support and advice on their work as required. However, the use of worksheets/proformas including a high degree of teacher direction should be avoided. Helpful suggestions and alternative ways forward can be offered but the teacher should not be telling candidates exactly what they should write.

At each stage candidates should have the opportunity to make improvements to their work before going on to the next section. The final decisions on the work should be the candidates' responsibility so it would therefore be expected that every piece of work in a centre is different and is completed by the individual. Strict deadlines should be set for each section of the work. The work should be checked by the teacher at each deadline date to ensure that it is progressing well.

At what stages should the coursework be checked/marked?

For the first month the coursework of each candidate should be monitored carefully each week to ensure that the work is progressing along the right lines. After this the teacher should check and informally mark the work of every candidate at least on a monthly basis and certainly at the end of each section of the work.

This ensures that the observations or research activities are actually being made, are being written up in a suitable format and that the rest of the work is progressing correctly. This would mean that the work has been marked throughout the course so that the task of marking is not so time-consuming at the end. The candidate would then have some opportunity to improve on their work if necessary with discussion/advice from the teacher at each stage. When the work is finally completed all sections should be marked fully and there should be evidence of marking throughout the work.

What type of information should be included in the Analysis and Evaluation section?

Here are some suggestions, based on the section headings.

Comment on Appropriateness

Each section of the work should be looked at in turn. Candidates should explain how they were able to complete the work in each area. The resources which were used for the work could be listed and comments made about which were the most appropriate ones for this study. Methods chosen or places visited could be discussed and candidates could say which ones were appropriate or effective in achieving their final results. Other sections of the work could be looked at in the same way.

Identification of Strengths and Weaknesses

Practical problems in arranging visits and collecting and assembling the work could be discussed in detail, explaining how the problems were overcome. Particularly good sections of work could be discussed, indicating the better areas and explaining how the good results came about. Practical suggestions could be made for improvements or alternative ways of approaching the study in the sections where the work is weaker.

Awareness of Opportunities for Further Developments

Consideration could be given to other areas of development which may be interesting to study. Alternatively, further aspects of the development already studied in the Child Study or the product for the Investigation may be explored in more detail. Any suggestions made for further developments in the work should be supported with reasons for the ideas put forward.

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When should I send in the mark sheets and coursework?

As stated in the syllabus, the Individual Candidate Record Cards and Coursework Assessment Summary Sheets (which are used to assess and record coursework) should be submitted no later than 30 April for the June examination session or 31 October for the November examination, together with the top copy of the computer printed mark sheet form MS1.

This applies to the year of examination. Work should not be submitted for assessment until the candidate has been entered for the examination. The official documentation will only be sent out when entries for the relevant year and session are received.

You will also need to send a sample of the coursework undertaken by the candidates. CIE will inform you which coursework samples are required.

Where can I find copies of the Candidate Record Cards and the Coursework Summary Sheets?

Copies of the Child Study Individual Candidate Record Card and Coursework Assessment Summary Sheet are at the back of the syllabus. You can download copies of these to help you keep records of how your Candidates are performing. You also need to fill in an Individual Candidate Record Card and a Coursework Assessment Summary Form for the Practical Investigation. There are copies of these at the back of the syllabus. Copies of the syllabus can be downloaded from www.cie.org.uk or from the teacher support site.

How can candidates ensure that they find out the required information during their observations of the child for the Child Study or when conducting research for the Practical Investigation?

Candidates need to observe their chosen child on a very regular basis. The visits should not be too long, perhaps half to one hour would be sufficient depending upon the activity. Candidates should always let the parents know well in advance that they are visiting on a certain day to ensure that this is suitable for themselves, the parents and the child. The area of development should have been researched fully so that activities can be planned which will show the particular area being studied, e.g. threading beads to show the development of hand to eye coordination, etc. The same applies when undertaking questionnaires or research for the investigation, in that they should be well planned in advance and the teacher and parents should know what the candidate intends to do.

For the Child Study, the candidate should have several activities planned in advance for each visit. The activities should be suitable for the age of the child, the place where the observation is taking place and consideration should always be given to safety. It is better for the candidate to interact with the child during the observations rather than simply stand back and “watch the child play”. The child’s toys can be used during the observations, e.g. building/construction toys, footballs, etc. to show physical and intellectual skills. The candidate could take some pre-prepared materials on the visit, e.g. modelling dough in different colours, to show physical development (manipulative skills) or intellectual development (knowledge of colours).

Candidates could be looking for progression in the development over the time of the observations, e.g. changes in a child’s drawing ability. Although plans may be made it is always useful if there are some alternative ideas for each visit. The child may be ill or simply may not want to do what was planned. The child should never have been made to do something it doesn’t want to do, but it can be encouraged or offered alternatives which are along similar lines and the original plans could be tried on another visit.

For the Child Study and the Practical Investigation candidates can keep a diary of their observations or they can write up the details in their folder of work. Either form is acceptable but it

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should be done immediately, after each visit or piece of investigation, while the information is still fresh in the candidate's mind. The candidate can then see (or ask the teacher for guidance) if this observation was successful in looking at the area of development or whether he/she needs to adjust the planning for further visits to gain more information. In the final folder of work each reported observation needs to be a reasonable length, stating what was seen and always relating this back to the area of development being studied.

Are there any particular theories which should be covered in the Child Study?

There are many child development theories which could be studied. The most useful ones are those of Piaget (stages of cognitive development), Erikson (psychosocial development) and Piaget/Montessori/Vygotsky (constructivist theories).

The teacher could *briefly* outline some of these theories during one of the class lessons, but it would not be expected that there would be a lot of class time spent on this. It would then be the students' responsibility to research aspects of the theories which relate particularly to their chosen area of study. Library facilities or the Internet could be used for research but there must *always* be supervision/guidance by the class teacher. The study of the theories and their application will not be the same for each student as the chosen areas for the Child Study are different in each case. The research need not be lengthy, but it should be presented in the candidates own words, not simply as copied materials from the sources used.

A candidate studying intellectual, physical or social development through play could discuss the pre-operational stages of development (Piaget) particularly with reference to pretend play, role play, etc. They could then look for and describe evidence of this development in the observations of their chosen child, e.g. the child using a broom as a pretend horse or the child dressing up to play the role of mother, etc. Ideally several examples should be given of development which has been observed in the visits to the child which relate to the theories investigated. In this way candidates are showing understanding of accepted child development theories in relation to their particular area of study for their chosen child.

It would be helpful to candidates if, at the same time as planning their observations, they were to consider relevant child development theories so that during the actual visits to the child they could ensure that they are looking for relevant behaviour according to the information found in the theories.

How many areas of development should be studied by the candidates?

It is usually better to focus on only one area of development for the Study as this is more accessible for all-ability candidates rather than trying to study all areas. This would mean that the area can be researched fully and observed thoroughly in the chosen child. Too many areas for study may result in very superficial work.

What should candidates consider when choosing a child/children for the study?

The child/children being studied should be between 0 – 5 years old. Candidates will need to consider which child/children would be easily accessible. Difficult or lengthy travelling to observe the child/children could limit the number of observations possible. The child/children could be relatives of the candidate, although it is easier to notice progress in a particular area of development if the child is not seen daily. Perhaps the child could be a relative of a school friend, a friend of the family or the child of a neighbour. Candidates should ensure that they have the permission of the child's parents to study their child and that the parents will know exactly what this will involve.

It is often easier to study one child in detail rather than several children at the same time. If the Study is to be in a nursery/school then again the study of one child is preferable or otherwise the

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observation should be limited to only two or three children, but these must be of the same age. The candidate may have a particular interest in one area of development and this could influence their choice of a suitable child to study. Candidates also need to bear in mind that they may need to choose another child of the same age for the comparison section. The class teacher should be available to give guidance/suggestions to the candidates on choosing a suitable child to study.

What should be considered when choosing a suitable area of development for study?

Candidates can study any one or more of the main areas of child development, e.g. physical, cognitive, language, emotional or social development. Ease of access to information for research in the chosen area needs to be considered. The ages and availability of possible children to study may also affect the choice of area, e.g. physical development would be more suitable to study in a 6 month baby whereas social development would be more easily studied in a child of 4 years or more. The candidate may have a particular interest in one area of development which may influence their choice but care should be taken to ensure that this is a suitable area to study in this particular child. The class teacher should be able to give candidates advice on matching a child with a suitable area of development to study.

Should candidates include work produced by the child?

It is possible to include work produced by the child but this is not essential. If it is included, only a small number of pieces should be presented in the work and only if they are relevant to the chosen area of study. The work should be clearly labelled explaining why it has been included and it should be referred to and interpreted within the text.

Do candidates need to include photographs of their chosen child?

No, it is not necessary to include photographs. If these are included then there should be a small number only and they should only be used if they are relevant to the child/area being studied and clearly support part of the text. They should not be included to simply make the coursework more attractive.

Care needs to be taken to preserve the confidentiality of the child and its family by not including surnames, addresses, etc. The parents of the child must always give permission for the use of photographs in the study.

How is coursework assessed?

Teachers may not undertake school-based assessment without the written approval of CIE. Teachers who satisfy CIE requirements can internally mark and moderate the work of the Centre. These marks are then externally moderated through the Candidate Record Cards, the Coursework Summary Sheets and the samples of coursework sent out by the Centre. The Assessment Criteria for Coursework are published in the syllabus. You might find it useful to look at these as they may help you to see where your students could improve their coursework.

Is it possible to train as an approved assessor without attending a course?

Yes, this can be done through distance learning. A Coursework Training Handbook for Child Development can be ordered from Publications. It is published as a CD-ROM / DVD (CPB/260285). A printed version of the CD-ROM is available on request. Copies of the syllabus can be downloaded from the CIE website. *It is only necessary for each centre to purchase one copy of the handbook and then any number of teachers can work through it.* An additional charge of £20 is payable for each assessment returned to CIE. Once this assessment is judged to be satisfactory a certificate will be issued.

Can I become an approved assessor through prior experience?

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Yes. You will need to send in a letter and a copy of your CV to demonstrate that you already have the skills needed to assess coursework. However, you may be asked to provide further evidence or to undertake training if your experience does not adequately demonstrate your competence as an assessor. Contact international@cie.org.uk for details.

Further Information

For any further information on the Child Development Study it would be advisable to check the details provided in the syllabus and in the most recent examiner reports. It is also recommended that reference is made to the Coursework Handbook which is available from CIE.