

Year 11 GCSE Child Development Revision Checklist

SUBJECT	CHILD DEVELOPMENT		
Examination Unit <u>Title</u>	Unit 1: Parenthood, Pregnancy and the Newborn Baby		
Examination Board	CCEA		
Examination Date	Friday 6 <sup>th</sup> June 9.15 - 10.30am		
Examination Length	1 hour 15 mins		
<u>Marks available</u>	75		
What learners need to know Topics to revise	The family and parental responsibilities         Reproduction	<ul> <li>Students should be able to:</li> <li>discuss family members' roles and responsibilities;</li> <li>discuss how family members influence the child's development;</li> <li>discuss the factors that affect the decision to have a baby;</li> <li>assess how having a baby affects family life;</li> <li>demonstrate understanding of children's rights, parental responsibilities and the UN Convention on the Rights of the Child;</li> <li>identify the parts of the female and male reproductive systems;</li> <li>demonstrate knowledge of the functions of the female and male reproductive systems;</li> <li>explain how the menstrual cycle works;</li> <li>explain conception; and</li> <li>explain the functions of the following hormones during pregnancy and childbirth: <ul> <li>progesterone;</li> <li>oxytocin;</li> <li>oestrogen; and</li> <li>prolactin.</li> </ul> </li> </ul>	

Poproduction	Students should be able to:
Reproduction	
(cont.)	<ul> <li>evaluate family planning methods and assess the benefits</li> </ul>
	of family planning;
	<ul> <li>list the causes of and describe the treatments for male and</li> </ul>
	female infertility;
Pregnancy	<ul> <li>identify the signs of pregnancy and how it is confirmed;</li> </ul>
	<ul> <li>explain the following minor problems associated with</li> </ul>
	pregnancy:
	– heartburn;
	- nausea;
	<ul> <li>tastes and cravings;</li> </ul>
	- constipation;
	<ul> <li>varicose veins;</li> </ul>
	<ul> <li>dental problems;</li> </ul>
	– oedema;
	<ul> <li>backache; and</li> </ul>
	<ul> <li>emotional changes;</li> </ul>
	<ul> <li>discuss ectopic pregnancy and miscarriage;</li> </ul>
	discuss the difference between identical and non-identical
	twins;
	<ul> <li>recognise the stages of development of the embryo at</li> </ul>
	week 6 and the fetus at weeks 20 and 40;
	describe the development of the fetus at week 14 and at
	week 28;
	WEEK 20,
	• discuss healthy brain development in the womb, and
	discuss healthy brain development in the womb; and
	<ul> <li>explain the function of the following parts of the pregnancy</li> </ul>
	support system in the uterus:
	– placenta;
	<ul> <li>amniotic sac and fluid;</li> </ul>
	<ul> <li>– cervix; and</li> </ul>
	– umbilical cord.

Pregnancy (cont.)	Students should be able to:
	discuss how antenatal care benefits the mother;
	<ul> <li>identify the following tests and checks carried out at antenatal appointments and explain the importance of each: <ul> <li>urine test;</li> <li>blood test;</li> <li>blood pressure test (high or low, and checking for pre-eclampsia);</li> <li>weight check;</li> <li>baby's heartbeat check; and</li> <li>screening tests;</li> </ul> </li> </ul>
	<ul> <li>discuss the role of a partner during pregnancy;</li> </ul>
	<ul> <li>describe the role of the following health professionals during pregnancy and birth:</li> <li>doctor (GP);</li> <li>sonographer;</li> <li>midwife;</li> <li>obstetrician;</li> <li>paediatrician; and</li> <li>gynaecologist;</li> </ul>
Diet and lifestyle during pregnancy	<ul> <li>discuss current government nutritional advice and its relationship to a healthy pregnancy;</li> </ul>
	<ul> <li>explain which foods to avoid during pregnancy;</li> </ul>
	<ul> <li>analyse and evaluate a range of meals for a pregnant woman;</li> </ul>
	<ul> <li>demonstrate knowledge and understanding of food safety and hygiene practices when storing, preparing and cooking foods for pregnant women; and</li> </ul>
	<ul> <li>analyse how alcohol consumption, drug taking and smoking affect the unborn baby.</li> </ul>

Diet and	Students should be able to:
lifestyle during pregnancy (cont.)	<ul> <li>explain how the following diseases affect the unborn baby:</li> <li>rubella;</li> <li>chicken pox;</li> <li>listeriosis; and</li> <li>toxoplasmosis;</li> </ul>
Birth	discuss the three stages of labour;
	<ul> <li>evaluate the following birth options: <ul> <li>home birth; and</li> <li>hospital birth;</li> </ul> </li> <li>evaluate the types of pain relief available during labour,</li> </ul>
	including medical and complementary;
	<ul> <li>describe the following types of delivery:</li> <li>induction;</li> <li>breech;</li> <li>forceps;</li> <li>caesarean; and</li> <li>ventouse extraction;</li> </ul>
	<ul> <li>analyse the role of the birthing partner;</li> </ul>
The newborn baby	<ul> <li>describe the appearance and physical condition of a newborn baby, including: <ul> <li>average weight;</li> <li>length and head circumference;</li> <li>skin and birthmarks;</li> <li>fontanelle; and</li> <li>Apgar score; and</li> </ul> </li> </ul>
	<ul> <li>identify and describe the following reflexes of a newborn baby:</li> <li>sucking and swallowing;</li> <li>rooting;</li> <li>grasping;</li> <li>Moro and startle; and</li> <li>stepping.</li> </ul>

	The newborn baby (cont.)	<ul> <li>Students should be able to:</li> <li>describe how to meet the following needs of a baby: <ul> <li>warm, safe and clean environment;</li> <li>sleep;</li> <li>food;</li> <li>fresh air;</li> <li>love and comfort; and</li> <li>clothing;</li> </ul> </li> <li>explain the postnatal checks for mother and baby;</li> <li>describe the symptoms of postnatal depression;</li> <li>explain how to help prevent sudden infant death syndrome (SIDS);</li> <li>explain the factors to consider when choosing clothing and equipment for a baby;</li> <li>identify the information on care labels found on babies' clothing;</li> <li>explain how the Consumer Rights Act 2015 protects the consumer when buying equipment for a baby;</li> <li>identify quality marks used on clothing and equipment for a baby;</li> <li>identify quality marks used on clothing and equipment for a baby;</li> <li>identify the sterilisation methods for bottle feeding; and</li> <li>evaluate feeding options.</li> </ul>
		evaluate feeding options.  ads/docs/Specifications/GCSE/GCSE%20Home%20Economics%3A     %20%282017%29/GCSE%20Home%20Economics%3A%20Child%20
		629-specification-Standard.pdf
<u>Departmental</u> <u>Resources to support</u> <u>revision</u>	<ul> <li>Topic Booklets</li> <li>Topic Revision booklets which includes past paper Questions</li> <li>Model 6 mark answer</li> <li>Model 9 mark answer</li> </ul>	
External websites to	https://ccea.org.uk/key-stage-4/gcse/subjects/gcse-home-	
support revision		-development-2017
Past Paper Questions and Mark Schemes	https://ccea.org.uk/key-stage-4/gcse/subjects/gcse-home- economics-child-development-2017/past-papers-mark-schemes	