

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 th 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	 Students should be able to: discuss family members' roles and responsibilities; discuss how family members influence the child's development; discuss the factors that affect the decision to have a baby; assess how having a baby affects family life; demonstrate understanding of children's rights, parental responsibilities and the UN Convention on the Rights of the Child; identify the parts of the female and male reproductive systems; demonstrate knowledge of the functions of the female and male reproductive systems; explain how the menstrual cycle works; explain conception; and explain the functions of the following hormones during pregnancy and childbirth: progesterone; oxytocin; oestrogen; and prolactin. 	

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

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

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

	The newborn baby (cont.)	 Students should be able to: describe how to meet the following needs of a baby: warm, safe and clean environment; sleep; food; fresh air; love and comfort; and clothing; explain the postnatal checks for mother and baby; describe the symptoms of postnatal depression; explain how to help prevent sudden infant death syndrome (SIDS); explain the factors to consider when choosing clothing and equipment for a baby; identify the information on care labels found on babies' clothing; explain how the Consumer Rights Act 2015 protects the consumer when buying equipment for a baby; identify quality marks used on clothing and equipment for a baby; identify quality marks used on clothing and equipment for a baby; identify the sterilisation methods for bottle feeding; and evaluate feeding options.
		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>	 Topic Booklets Topic Revision booklets which includes past paper Questions Model 6 mark answer Model 9 mark answer 	
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	