

Checklist for Year11 Child Development

- Family and parenting
- Preparation for pregnancy and birth
- Physical development
- Nutrition and health
- Intellectual, social and emotional development
- Community support

80 marks

40% of the total GCSE marks

1 hour 30 minutes written paper

<p>Family structures in the UK</p>	<ul style="list-style-type: none"> • The difference between looked after children, nuclear, extended, single/lone-parent, reconstituted/step, fostering and adoptive families, including family patterns in a diverse society • Roles, responsibilities and values of the family • Why there are changing patterns in parenting and family life • The reasons why children may be in local authority care • Changing roles within the family in a diverse society. <p>Pre-conceptual health and care</p> <ul style="list-style-type: none"> • The wide range of factors which affect the decision to have children and the roles and responsibilities of parenthood • To recognise and evaluate 	
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<p>Reproduction</p>	<ul style="list-style-type: none"> • The structure and function of male and female reproductive systems. • How fertilisation takes place, and the development of the embryo and foetus • The problems of infertility, e.g. fallopian tube blockage, hormone imbalance and the possible solutions, e.g. <i>in-vitro</i> Fertilisation (IVF). 	
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Pregnancy	<ul style="list-style-type: none"> • The diet of the mother, including nutritional needs during pregnancy and lactation • Making choices for health and well-being • The roles of the different health professionals supporting the pregnant mother. 	
Ante-natal provision	<ul style="list-style-type: none"> • Routine checks carried out at an ante-natal clinic, including scans • Additional specialised screening tests • To recognise the importance of ante-natal/parenting classes / role of the father/partner. 	
Preparation for the birth of the new baby for the baby.	<ul style="list-style-type: none"> • The choices available for delivery • The stages of labour and the methods of delivery, including pain relief • The role of the father/partner • The need to prepare 	
Post-natal care	<ul style="list-style-type: none"> • The post-natal needs of the family • The post-natal provision available for the mother and baby. 	
New born baby	<ul style="list-style-type: none"> • The characteristics of a new born baby • The needs of the new born baby • Identify the specific needs of the pre-term (premature) baby. 	
Development norms	<ul style="list-style-type: none"> • To identify the norms from birth to five years • How the baby develops physically from birth to 5 years • The development of fine and gross motor skills. <p>Conditions for development</p> <ul style="list-style-type: none"> • The selection of clothing and footwear for babies and children • The need for warmth, rest, sleep, exercise, fresh air, cleanliness, routine and the importance of the housing environment to the child. 	

Safety	<ul style="list-style-type: none"> • How to create a safe, child-friendly environment within the home and the garden/play areas • To be aware of the most common childhood accidents • The importance of road and car safety • How safety has become an issue due to diverse family lifestyles. 	
Nutrition and feeding	<ul style="list-style-type: none"> • To justify the choice between breast and bottle feeding • How to introduce mixed feeding (weaning) and to experience the range of food products available • How to encourage healthy attitudes to food and eating patterns in childhood • The function and sources of the major nutrients in the diet, e.g. protein, fats, carbohydrates, vitamins and minerals • The importance of healthy eating and its relationship to diet-related illnesses • The importance and application of hygienic practices related to food preparation within the home. 	
Response to infection	<ul style="list-style-type: none"> • How to recognise signs of illness, when to seek treatment by a doctor, and when emergency medical help should be sought • How to recognise, prevent and manage common childhood ailments and diseases • Immunisation and vaccination programmes • How immunity to disease and infection can be acquired • How to prepare a child for a stay in hospital • The needs of a sick child, including physical, social and emotional needs. 	
Conditions for development	<ul style="list-style-type: none"> • The factors promoting development and appreciation of the importance of environment, support, talking and listening to a child, stimulation, love, praise, security, encouragement, bonding, quality time, opportunity to play. Patterns of learning • The stages of intellectual (cognitive) development, 	

	<p>including communication and language, number skills, reading and writing</p> <ul style="list-style-type: none"> • The development of social skills, including independence and self-esteem • Appreciate the need for acceptable patterns of behaviour and approaches to discipline. 	
Learning through play	<ul style="list-style-type: none"> • The different types of play • The benefits of play • The development of the stages of play • To select appropriate toys for different stages of development. 	
The child outside the family unit	<ul style="list-style-type: none"> • The need for day-care provision • To know the types of pre-school provision available, their regulation and control. <p>Community provision</p> <ul style="list-style-type: none"> • The statutory services available for children and families • The voluntary services and self-help agencies available to children and families • The statutory services available to children and families for those with special/additional needs • The voluntary services available to children and families for those with special/additional needs • The effects of special/additional needs children on families. 	