

Child Care and Development

Fourth Edition

PAMELA MINETT

GCSE specification matrix for AQA

This specification matrix shows in detail how the new fourth edition of this best-selling text covers the AQA GCSE Home Economics (Child Development). If you would like to place an order for this title, please use the form on the back page.

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9. The Family

This section of the specification requires knowledge and understanding of the nature of the family, and the stages of pregnancy from conception to birth.

9.1 The Family

Understanding of the variation of family type and the definition of nuclear, extended, step and one-parent families.	1, 3
Understanding of the responsibilities of the family and parenthood.	1
Understanding of the roles within the family and cultural variations in the development of the child.	2, 3
Awareness of the possible effects of the breakdown of the family and fostering and adoption.	72

9.2 Planning a family

Understanding of the factors to consider when planning a family including: The stable relationship of parents; Parental age; The impact of the child on the family; Size of family; Sibling relationships; Provision of the child's needs, love, security and shelter Financial implications.	5 (for all factors)
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9.3 Anatomy and Physiology of Reproduction

Knowledge of the structure and function of the male and female reproductive systems, puberty, the menstrual cycle, hormones and methods of contraception.	7
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9.4 Pre-conceptual Care

Understanding of the physical preparation for pregnancy and the importance of healthy eating, lifestyle and fitness.	9
Knowledge of immunity to rubella; hereditary genetic disorders; fertility and infertility.	7, 27

9.5 Pregnancy

Knowledge and understanding of conception, embryonic formation and implantation, multiple pregnancies and genetic inheritance.	7, 8
Knowledge of the signs and symptoms of pregnancy and miscarriage.	8
Knowledge of the structure and function of the placenta and the developmental stages of the foetus at 12, 24 and 36 weeks, function of amniotic fluid.	8
Knowledge of basic special dietary needs, including calcium, vitamin D, iron, vitamin C, protein and folic acid.	10
Understanding of the benefits of exercise, posture and rest.	10
Basic knowledge of the effects of smoking, alcohol, drugs and infectious diseases.	9
Knowledge and understanding of the concept of maternal health including ante-natal care, routine checks and specialised testing including amniocentesis, serum screening, afp tests, triple tests.	11

9.6 Preparations for the birth and the birth

Knowledge of the main processes involved to include the birth plan, delivery at home or hospital, preparation of the family for the baby's arrival and preparation for the physical needs of the baby, including provision of essential equipment.	12
Knowledge and understanding of the signs and stages of labour, pain relief/relaxation, types of birth and delivery and medical assistance during the birth, including induced birth, episiotomy, forceps, caesarean section, ventouse, breech.	13

10. Care of the Child

This section of the specification requires knowledge and understanding of the post-natal care required by mother and child, and the wider care of the developing child

10.1 New-born baby

Knowledge of typical appearance.	15
Knowledge and understanding of reflex responses including how to test them, the baby's responses and the information gained.	16
Understanding the importance of paediatric examination and knowledge of immediate tests.	14
Awareness of the needs of premature/small-for-dates babies and the provision of Special Care Baby Units.	8, 15

10.2 Post-natal care of the Mother and Baby

Understanding of the post-natal examination, the role of midwife/health visitor and the support provided by family and community.	14
Knowledge of bonding, reasons for crying and actions to take.	18
Understanding of the nature of post-natal depression and the need to adjust lifestyles.	14

10.3 Feeding and Nutrition

How to make a formula milk feed and bottle feed a baby.	19, 21
Knowledge of breast feeding and bottle feeding including nutritional comparisons.	20
When and how to start weaning.	55
Knowledge of the major nutritional requirements (d.r.v.) including protein, fat, carbohydrate, vitamins and minerals (iron, calcium, sodium and phosphorus).	52
Knowledge of the sources of the major nutrients.	52
Knowledge and understanding of how the need for each nutrient changes with the age of the child.	52
Knowledge and understanding of the relationship between food habits and good health, and how to develop healthy eating habits.	54
Knowledge of the consequences of dietary imbalance/deficiency and common allergic reactions including rashes, headaches, hyperactivity and possible links to asthma.	54, 64

10.4 Hygiene

Knowledge and understanding of the methods and importance of sterilising equipment and the consequences of not doing so.	22
Knowledge of the hygienic methods of changing, bathing, topping and tailing.	23
Informed comparisons between types of nappies.	24
Awareness of the need for clean textiles, toys and equipment.	22

10.5 Environment

Understanding of the importance of rest and sleep, fresh air and exercise.	17
Knowledge and understanding of the choice and care of appropriate clothing and footwear.	51
Understanding of the need for safety within the child's environment both indoor and outdoor, and in relation to pets, toys and equipment including cots, prams and car seats.	68, 69, 70
Knowledge of accident prevention, simple first aid and safety requirements.	67, 63

10.6 Child Care Provision

Knowledge of the roles of child minders and nannies.	71
Knowledge of the statutory requirements of carers.	71
Knowledge of the provision and function of day nurseries, pre-school playgroups and nursery schools and the relative merits of each available option.	49

10.7 Medical Needs and Childhood Illness

Knowledge of the vaccination and immunisation programme.	60
Knowledge of the symptoms of common childhood diseases: measles, mumps, rubella, chicken pox, whooping cough, meningitis, tuberculosis.	60
Knowledge of childhood illnesses: headaches, stomach upsets, earache, toothache.	64
Knowledge of the vaccination and immunisation programme; childhood illnesses, diseases, the needs of the sick child at home and in hospital and basic first aid.	60-66

10.8 Health and Services Personnel

Knowledge of the role of the GP, midwife, health visitor, obstetrician, gynaecologist, paediatrician.	12, 14, 65
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11. Development of the Child

This section of the specification requires knowledge and understanding of the ways in which the child develops and the factors which may influence this development.

11.1 Physical Development

Knowledge of growth, height and weight.	28
Understanding of the development of: Major motor skills: sitting, crawling, walking; Fine motor skills: hand-eye co-ordination, grasping, releasing.	29
Knowledge of other developmental "milestones": teething, bladder and bowel control, learning to wash, feed and dress.	59, 38, 56, 51

11.2 Intellectual Development

Consideration of nature and nurture.	26
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continued overleaf

11.2 Intellectual Development continued

Knowledge of the factors which help/hinder development, including stimulation, encouragement, support and provision of opportunity.	26, 39
Knowledge of how children learn, and the development of communication and language skills. Speech development, including prelinguistic stage (biological, reflexive, vegetative and reduplicated noises), holophrase, echolalia, pivot wording and telegraphic speech.	32
Knowledge of concept development, including number, pre-reading skills and colour recognition.	43, 44

11.3 Emotional Development

Understanding of the importance of love, security and discipline, bonding and secure relationships.	34, 35
Knowledge of common behaviour patterns, tantrums, comfort habits, regression, and stress factors. Ways of discouraging unwanted patterns of behaviour.	36, 37, 46
Understanding of how to encourage independence.	50

11.4 Social Development

Knowledge of how values and social skills are acquired through relationships with adults, siblings, friends, wider family, carers, peer group.	33
Knowledge of the acquisition of social skills including co-operation, manners, sharing and the development of the concept of right and wrong.	33
Understanding of the benefits of wider social experiences, including pre-school groups, nurseries, family outings, holidays.	49

11.5 Play and Toys

Knowledge and understanding of the relationship between learning and play.	40
Knowledge of: stages of play, including solitary, parallel and co-operative; types of play including creative, intellectual, physical, imaginative; benefits of play including physical, intellectual, emotional and social.	40
Understanding of the use and suitability of toys, books, playthings and materials and the suitability of toys to the stage of development.	41, 43

11.6 Special Children

Knowledge of physical and mental disabilities and their causes, including cerebral palsy, cystic fibrosis, autism, sensory impairment, developmental delay.	73
Understanding of the problems of gifted children and those with specific learning difficulties, including dyslexia.	43 [not gifted children]
Understanding of the effects on the family.	73
Knowledge of statutory/voluntary provision within the community.	74

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