

# Child Care and Development

*Fourth Edition*

PAMELA MINETT

*GCSE specification matrix for OCR*

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

HODDER MURRAY  
338 EUSTON ROAD, LONDON NW1 3BH

tel 020 7873 6000 fax 020 7873 6299

[www.johnmurray.co.uk](http://www.johnmurray.co.uk) & [www.hodderheadline.co.uk](http://www.hodderheadline.co.uk)

## Parenthood and Pregnancy

*A candidate should be able to understand:*

### Pre-conceptual care

The wide range of factors which affect the decision to have children and the roles and responsibilities of parenthood.

5

### Reproduction

The structure and function of male and female reproductive systems.

7

How fertilisation takes place, and the development of the embryo and foetus.

7, 8

The problems of infertility e.g. fallopian tube blockage and the possible solutions e.g. in-vitro fertilisation (IVF).

7

### Family planning

Recognise and evaluate methods of contraception, their efficiency and reliability.

6

### Pregnancy

The health of the mother to include nutritional needs during pregnancy and lactation.

9

And be informed of the importance of a healthy lifestyle.

9

And be informed of ante-natal provision and recognise the importance of ante-natal clinics and classes.

11

### Preparation for the birth

And be aware of the choices available for delivery.

12

The stages of labour and the methods of delivery.

13

And recognise the need to prepare for the physical, social and emotional needs of a baby.

11

### Post-natal care

The post-natal provision available for the mother and baby.

14

## Physical Development

*A candidate should be able to understand:*

### New-born baby

The needs of the new-born baby and identify the specific needs of the pre-term (premature) baby.

17

### Stages of development

And identify the averages and the milestones from birth to five years.

16, 26-39

And observe how children learn head control, sitting, crawling, standing and walking.

29

And observe the development of muscular, manipulative and hand-eye co-ordination.

29

### Conditions for development

The need for regular sleeping patterns.

16

The selection of clothing and footwear for babies and children.

24, 51

The need for warmth, rest, exercise, fresh air, cleanliness and routine, the importance of the housing environment to the child.

17

## Nutrition and Health

*A candidate should be able to understand:*

### Nutrition

The principles of planning and feeding babies and children including those from multicultural families.

54

And apply DRVs for the selection of children's meals.

n/a

The function and sources of the major nutrients in the diet e.g. protein, fats, carbohydrates, vitamins and minerals.

52

Healthy eating and its relationship to diet related illness.	54
And justify the choice between breast and bottle feeding.	19-21

**Conditions for development**

How to introduce mixed feeding (weaning) and to experience the range of food products available.	55
The importance and application of hygienic practices related to food preparation within the home.	21, 58

**Response to infection**

Recognise, prevent and treat common childhood ailments and diseases.	60
Parental choice and responsibilities regarding immunisation and vaccination programmes.	60
How immunity to disease and infection can be acquired.	60
How to prepare a child for a stay in hospital.	65
The needs of a sick child to include their physical, social and emotional needs.	65

**Intellectual, Social and Emotional Development**

*A candidate should be able to understand:*

**Conditions for intellectual development**

And appreciate the importance of the child's environment.	26
And observe the sequential development of intellect.	39

**Stages of intellectual development**

The patterns of learning and stages of cognitive development.	39
The development of mathematical concepts including the application of number, size/mass and volume.	44
The development of language.	32

**Communication**

How the child learns verbal and non-verbal communication, speech and reading.	32, 43
And recognise the importance of stimulation and interaction.	32, 43

**Learning through play**

And experience a child's learning through play by sensory exploration and also through physical, creative, imaginative, exploratory play.	40
And select appropriate toys for different stages of development.	41

**Social development**

The importance of the child's environment and the provision of a secure and loving background in the socialisation process.	35
And observe the development of social play including solitary, parallel and co-operative play.	33
And appreciate the need for acceptable patterns of behaviour and approaches to discipline.	37

**Emotional development**

The stages of development of the child's personality and growth of independence.	34
And recognise the influence of environmental factors and personality on emotional development.	34
The importance of bonding, security and unconditional love.	35

**The Family and the Community**

*A candidate should be able to understand:*

**Family structures in the UK**

And recognise the difference between nuclear, extended, single-parent, fostering and adoptive families, including family patterns in a wider multi-cultural society.	1
Roles, responsibilities and values of the family.	2
Why there are changing patterns in child rearing and family life.	3

The reasons why children may be in local authority care.	72
The changing roles within the family in a wider multi-cultural society.	3
<b>The child outside the family unit</b>	
The need for day care provision.	71
And experience a selection of the types of pre-school provision available, their regulation and control.	49
<b>Community provision</b>	
And be aware of the statutory services available for children and families.	74
And be aware of the voluntary service and self-help agencies available to children and families.	74
The statutory and voluntary support available for children and families including those with physical and mental learning difficulties.	73
The concept of equal opportunity in today's society e.g. entitlement to educational opportunity.	49
How to create a safe, child-proof environment within the home and the garden.	68, 69
And be aware of the most common childhood accidents.	67
<b>Safety</b>	
The importance of road and car safety.	70
How safety has become an issue due to changing family lifestyles e.g. single parents/working parents.	n/a

## ORDER FORM

### Child Care and Development 4E *AQA specification matrix* 2003 [code 207223]

Please return this form to Bookpoint Ltd, Hodder Murray, Direct Services, FREEPOST OF 1488, Abingdon, OXON OX14 4YY, or email schools@bookpoint.co.uk

#### Orders over £200 are invoiced at 10% discount

Please send me:

.....copies of **Child Care and Development** 0 7195 8610 0 (pub. price £13.99)

Name .....

Position .....

Name and address of school/college .....

.....

.....

Postcode .....

LEA .....

code 207223

#### For firm orders only:

I enclose a cheque made payable to Bookpoint Ltd for

£ ..... or:

I enclose an official order form/please quote order number

.....

**For credit card payments, please ring our telephone hotline, 01235 827720**