

Revision guide

Cambridge Nationals Level 1 / 2

Child Development



Child development consists of three units: one examined and two internally assessed and externally moderated, comprising 50% for the exam and 25% for the other two units.

Units	Assessment method	GLH	J818 Certificate (120 GLH)
R018: <i>Health and well-being for child development</i>	Written paper OCR-set and marked 1 hour and 15 minutes – 80 marks (120 UMS) Learners answer all questions	60	M
R019: <i>Understand the equipment and nutritional needs of children from birth to five years</i>	Centre assessed tasks OCR moderated Approx. 7-10 hours – 60 marks (60 UMS)	30	M
R020: <i>Understand the development of a child from birth to five years</i>	Centre assessed tasks OCR moderated Approx. 7-10 hours – 60 marks (60 UMS)	30	M
Key : M = mandatory unit			

The first topic of study underpins all of the other learning in this qualification. Students will develop the essential knowledge and understanding in child development, covering reproduction, parental responsibility, antenatal care, birth, postnatal checks, postnatal provision, conditions' for development, childhood illnesses and child safety. Knowledge gained would be of use for further studies in PHSE, Biology and other child development qualifications. It is marked out of 80 and consists of a variety of 1 mark to 8 mark questions which is completed in one hour and 15 minutes.

In the second topic of study, students will gain knowledge of the equipment needs of babies and young children and an understanding of the factors to be considered when choosing appropriate equipment to meet all of these needs. This topic will also cover nutrition and hygiene practices and students will be given the opportunity to investigate feeding solutions, comparing these to nutritional requirements and evaluating the outcomes. Evaluation skills are developed, which would be of use in further studies in a number of areas. There is a practical element in this unit which is essential and completed at school.

In the third topic of study, students will gain an understanding of the development norms from birth to five years and the stages and benefits of play. Students will gain knowledge of, and skills in, developing activities to observe development norms in children up to the age of five. This topic will include researching, planning and carrying out activities with a child and observing and evaluating these activities, as well as comparing the child to the expected development norms. Researching, planning, observing and evaluating skills would be useful in further studies as these are transferable skills and could be applied to many subject areas. There is practical elements to this unit and you must have access to a one-five year old. This is essential and must be completed.

RO18: Exam on Health and Well-being for Child Development (50%)



You will need to know the following:

Learning Outcome 1: Understand reproduction and the roles and responsibilities of parenthood

- The wide range of factors which affect the decision to have children, i.e. relationship between partners, finance, parental age, peer pressure/social expectations, genetic counselling for hereditary diseases (e.g. Down's Syndrome, cystic fibrosis, sickle cell anaemia, muscular dystrophy)
- Pre-conception health, i.e. diet, exercise, healthy weight, dangers of smoking/alcohol/recreational drugs, up-to-date immunisations
- Roles and responsibilities of parenthood, i.e. meeting primary needs, i.e. food, clothing, shelter, warmth, rest/sleep, providing love and nurture, socialisation, customs, values (e.g. patterns of behaviour, social interaction, role models).
- To recognise and evaluate methods of contraception, their efficiency and reliability, i.e. male and female condoms, diaphragm or cap, contraceptive pill (combined and progestogen-only), intrauterine device and intrauterine system, contraceptive injection, contraceptive patch, contraceptive implant, natural family planning, emergency contraceptive pill.
- The structure and function of male and female reproductive systems, i.e. female reproductive system, including ovaries, fallopian tubes, uterus/lining of the uterus, cervix, vagina, the menstrual cycle and male reproductive system, i.e. testes, sperm duct system/epididymis, urethra, penis, vas deferens.
- How reproduction takes place, i.e. ovulation, conception/fertilisation, implantation, development of the embryo, development of the foetus, multiple pregnancies.
- The signs and symptoms of pregnancy, i.e. missed period, breast changes, passing urine frequently, tiredness, nausea.

Learning Outcome 2: Understand antenatal care and preparation for birth

- The roles of the different health professionals supporting the pregnant mother, i.e. Midwife, Obstetrician, General Practitioner, Gynaecologist, Paediatrician.
- The importance of antenatal and parenting classes, i.e. preparing for a safe pregnancy and delivery, preparation of both parents for labour and parenthood, role of father/partner in supporting the mother throughout pregnancy and birth, for the birth to be an emotionally satisfying experience, promotion of healthy lifestyle and breastfeeding

- Routine checks carried out at an antenatal clinic, including scans, i.e. weight check, blood tests, blood pressure, urine test, STIs, examination of the uterus, baby's heartbeat, ultrasound dating scan
- Specialised diagnostic tests, i.e. ultrasound anomaly scan/mid-pregnancy scan, nuchal fold translucency scan, AFP (alpha fetoprotein) test, CVS (chorionic villus sampling), amniocentesis, NIPT blood test (non-invasive prenatal testing)
- The choices available for delivery, i.e. hospital birth (e.g. Consultant-led units, Midwife or GP-led units, birthing centres) home birth, domino scheme, private hospital/independent midwife
- The stages of labour and the methods of delivery, including pain relief, i.e. stage 1 - neck of the uterus opens, stage 2 - the birth of the baby, stage 3 - delivery of placenta and membranes
- Methods of delivery, i.e. forceps, ventouse, elective/emergency caesarean section
- Pain relief, i.e. gas and air (Entonox), pethidine, epidural anaesthetic, TENS, water birth, breathing and relaxation techniques

Learning Outcome 3: Understand postnatal checks, postnatal provision and conditions for development

- The postnatal checks of the newborn baby, i.e. Apgar score, skin, vernix, lanugo. Physical checks i.e. weight, length, head circumference, fontanelle, eyes, mouth, feet, fingers, hips. Reflexes i.e. sucking, rooting, grasp, walking, startle (Moro)
- The specific needs of the pre-term (premature) baby, i.e. baby born before 37 weeks and their specific needs, i.e. treatment for infection, breathing problems, feeding problems
- The postnatal provision available for the mother and baby and the postnatal needs of the family, i.e. the role of the father/partner, support from other family and friends, information, advice and support from the GP, Midwife and Health Visitor, postnatal check 6 weeks after birth, 6-8 week review by Health Visitor or Doctor
- Conditions for development, i.e. the importance of the environment to the child and the need for love and security, warmth, rest/sleep, exercise/fresh air, cleanliness, stimulation/opportunities to play, opportunities for listening and talking, routine (e.g. bedtime, bath time, feeding), awareness of Sudden Infant Death Syndrome (SIDS)
- The need for acceptable patterns of behaviour and approaches to discipline, i.e. need for boundaries, consideration of others, safety, promoting positive behaviour

Learning Outcome 4: Understand how to recognise, manage and prevent childhood illnesses

- How immunity to disease and infection can be acquired, i.e. babies' natural immunity, childhood immunisation and vaccination programmes, reasons for immunisation
- How to recognise and treat common childhood ailments and diseases, i.e. general signs of illness, common childhood ailments and diseases, caring for an ill child

- When to seek treatment by a doctor, and when emergency medical help should be sought, i.e. key signs and symptoms (e.g. breathing difficulties, unresponsive, limp, high fever, fitting)
- Diet-related illnesses, i.e. childhood obesity, deficiency diseases, food intolerances and allergies
- The needs of an ill child, i.e. physical needs, social needs, emotional needs (e.g. explanation of illness), intellectual needs (e.g. stimulation)
- How to prepare a child for a stay in hospital, i.e. hospital/ward visit, acting out fears, hospital games, books and DVDs, explanation and honesty, involvement in child's care

Learning Outcome 5: Know about child safety

- How to create a safe, child-friendly environment, i.e. within the home such as: kitchen, bathroom, living room, bedroom, stairs, garden/play areas, road safety
- Safety labelling, i.e. Kite Mark, BSI safety mark, Lion Mark, age advice symbol, CE symbol, children's nightwear labelling
- To be aware of the most common childhood accidents, i.e. choking and suffocation, burns, falls, electric shocks, drowning, poisoning
- Social safety and personal safety awareness, i.e. awareness of strangers (e.g. "stranger danger"), avoiding inappropriate personal contact (e.g. physical, emotional), internet safety, i.e. dangers (e.g. inappropriate content, in-app purchases, befriending strangers), talking to children about their internet use and how to be safe, safety strategies (e.g. explore sites and apps together, family discussions, set rules and agree boundaries, using safe search facilities and restrictions/parental lock).

Useful resources for RO18:

Cambridge National Level 1/2 Child Development Student Textbook by Miranda Walker (2017)

ISBN: 9781471899683

<http://www.ocr.org.uk/qualifications/vocational-education-and-skills/cambridge-nationals-child-development-level-1-2-j818/> (past papers and mark schemes)

<http://www.ocr.org.uk/Images/286036-unit-r018-resources-links.pdf> (link to further resources suggested by OCR)

RO19: Coursework on the equipment and nutritional needs of children from birth to five years. (25%)



You will be taught the following:

Learning Outcome 1: Understand the key factors when choosing equipment for babies from birth to 12 months.

Key equipment to be considered for babies from birth to 12 months, i.e.

- travelling equipment (e.g. pram, buggy, car seat, baby carrier)
- feeding equipment (e.g. steriliser, bottles, breast pump)
- sleeping equipment (e.g. cot, mattress, Moses basket)
- clothing and footwear (e.g. nappies, daywear, nightwear, outerwear)

Key factors to consider when choosing equipment for babies from birth to 12 months, i.e.

- age-appropriateness
- safety (e.g. flammability, stability)
- cost
- design/ergonomics (e.g. comfort)
- durability (e.g. materials)
- hygiene (e.g. easy to clean, washable)

Learning Outcome 2: Understand the key factors when choosing equipment for children from one to five years

Key equipment to be considered for children from one to five years, i.e.

- travelling equipment (e.g. car seat, stroller/buggy, reins)
- feeding equipment (e.g. trainer cup, cutlery, weaning bibs)
- sleeping equipment (e.g. cot bed/bed, bed guard, sleeping bag, duvet)
- clothing and footwear (e.g. nappies/trainer pants, daywear, nightwear, outerwear)

Key factors to consider when choosing equipment for children from one to five years, i.e.

- age-appropriateness
- safety (e.g. flammability, stability)
- cost

- design/ergonomics (e.g. comfort)
- durability (e.g. materials)
- hygiene (e.g. easy to clean, washable)

Learning Outcome 3: Know the nutritional guidelines and requirements for children from birth to five years

Current government dietary guidelines:

- eatwell plate
- making healthy choices

The functions and sources of nutrients, i.e. macronutrients - protein, fats, carbohydrates and micronutrients - vitamins, A, B group, C, D, E, K, minerals - calcium and iron

Functions of each nutrient, i.e. producing energy, growth and repair, prevention of disease

Sources of nutrients:

- Protein, i.e. animal sources (e.g. meat, poultry, fish, milk) vegetable sources (e.g. soya, Tofu, beans and pulses, TVP)
- Carbohydrates (e.g. bread, pasta, potatoes, rice)
- Fat, i.e. animals sources (e.g. milk, butter), vegetable sources (e.g. olive oil, nut oil),
- Vitamins, i.e. A (e.g. eggs, oily fish), D (e.g. breakfast cereal, margarine), B group (e.g. chicken, eggs, green leafy vegetables, dates, pulses), C (e.g. strawberries, oranges)
- Minerals, i.e. calcium (e.g. milk, butter, cheese), iron (e.g. spinach, chocolate, offal)
- Additional dietary requirements, i.e. fibre (e.g. bananas, apples, wholemeal pasta, beans, peas, sweetcorn, carrots) water (e.g. fruit juice, milk)

Nutritional requirements for stages of feeding children.

- Nutritional requirements from 0 to 6 months, i.e. breast milk, formula milk, soya milk (e.g. for lactose intolerance)
- Nutritional requirements from 6 to 12 months, i.e. weaning stage 1 (puree), weaning stage 2 (minced chicken and finger foods) weaning stage 3 (solid food)
- Nutritional requirements from 1 to 5 years, i.e. main food groups.

Learning Outcome 4: Be able to investigate and develop feeding solutions for children from birth to five years

How to investigate feeding solutions, i.e.

- nutritional analysis (e.g. labelling, software/apps, eatwell plate/ healthy eating)

- factors for consideration (e.g. nutrition, cost, time, practicalities/ convenience, attractive/ appealing meals)
- hygiene practices (e.g. personal hygiene, room/equipment, sterilisation)

How to develop feeding solutions for babies aged 0 to 6 months, i.e.

- bottle feeding (e.g. types of formula, bottles and teats, storage, transportation)
- breastfeeding (e.g. expressing, storage, transportation)
- combination feeding (e.g. natural feel bottle teats, reduction in breast feeds, timing)

How to develop feeding solutions for babies aged 6 to 12 months, i.e.

- homemade (e.g. pureed, minced, finger foods, equipment, storage)
- purchased (e.g. jars, packets, tins, frozen, pouches)

How to develop feeding solutions for children aged 1 to 5 years, i.e.

- planning meals (e.g. balanced, portion size, introducing new foods/flavours/textures)

How to evaluate feeding solutions, i.e.

- comparison
- to evaluate their choices (e.g. strengths/weaknesses, improvements/changes)
- conclusions

Useful resources for RO19:

Cambridge National Level 1/2 Child Development Student Textbook by Miranda Walker (2017)

ISBN: 9781471899683

<http://www.ocr.org.uk/Images/297780-unit-r019-resources-links.pdf> (link to further resources suggested by OCR)

Unit R020: Coursework on the development of a child from birth to five years
(25%)



You will be taught the following:

Learning Outcome 1: Understand the physical, intellectual and social developmental norms from birth to five years

The development norms from birth to five years, i.e.

- physical development, i.e. gross motor skills (crawling, jumping, balancing), fine motor skills (palmar grasp, pincer grasp)
- intellectual development, i.e.: language (body language, listening, talking), reading and writing (books, electronic devices), communication (verbal), number skills (magic number square)
- social development, i.e. communicating (meal times), acceptable behaviour (manners), sharing, independence/self-esteem

Learning Outcome 2: Understand the benefits of learning through play

Types of play, i.e.

- manipulative play (puzzles, drawing, painting)
- cooperative play (board games)
- solitary play (imaginative play)
- physical play (ball games, climbing)
- creative play (dancing, music)

Benefits of play, i.e.

- physical (hand-eye coordination, increase fitness)
- intellectual (mental stimulation, problem solving, communication)
- social/social skills (independence, confidence, sharing, self-esteem, communication)
- creativity (imagination)

Learning Outcome 3: Be able to plan different play activities for a chosen developmental area with a child from birth to five years

How to plan a range of different play activities for a chosen developmental area, i.e.

- aims

- types of activities chosen
- reasons for choice (e.g. relevance to developmental area chosen)
- safety considerations
- timescale
- resources

Methods of observation (e.g. naturalistic, event sampling, snapshot, participative, non-participative)

Methods of recording (e.g. chart, photographs, written, child's work)

Learning Outcome 4: Be able to carry out and evaluate different play activities

How to carry out a range of different activities for a chosen developmental area, i.e.

- introduce the activities (e.g. providing an outline of the activities to the child)
- methods of observing the activities
- methods of recording the activities
- compare the child with the expected developmental norms for the area chosen

How to evaluate the activities, i.e.

- strengths/weaknesses
- recommended improvements
- draw conclusions

Useful resources for RO20:

Cambridge National Level 1/2 Child Development Student Textbook by Miranda Walker (2017)

ISBN: 9781471899683

<http://www.ocr.org.uk/Images/322629-unit-r020-resources-links.pdf> (link to further resources suggested by OCR)