

KS4

Child Development

(Cambridge Nationals)

Exam Details:

Exam Board: OCR

Exam consists of one paper:

Paper 1: R057 – Health and well-being for child development (40%)

(1hr 15mins)



| Topic Area 1 – Pre-conception health and reproduction | | | | |
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| Topic | Content | | | |
| Factors affecting pre-conception health for women and men | <ul style="list-style-type: none"> • Weight • Smoking • Drinking alcohol • Taking recreational drugs • Parental age | | | |
| Other factors affecting the pre-conception health for women | <ul style="list-style-type: none"> • Folic acid • Up to date immunisations | | | |
| Types of contraception methods and their advantages and disadvantages | <p>Barrier methods:</p> <ul style="list-style-type: none"> • Male condoms • Female condoms • Diaphragm or cap <p>Hormonal methods:</p> <ul style="list-style-type: none"> • Contraceptive pills • Combined pill • Progesterone only pill (POP) • Contraceptive injection • Contraceptive implant • Intrauterine device • Intrauterine system • Emergency contraceptive pill <p>Natural family planning:</p> <ul style="list-style-type: none"> • Temperature method • Cervical mucus method • Calendar method | | | |
| The structure and function of the reproductive systems | <p>The structure and function of the female reproductive system</p> <ul style="list-style-type: none"> • Ovaries • Fallopian tubes • Uterus/womb • Cervix • Vagina • The menstrual cycle <p>1.4.2 The structure and function of the male reproductive system</p> <ul style="list-style-type: none"> • Testes • Sperm duct/epididymis • Urethra • Penis • Vas deferens • Seminal vesicle | | | |

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| How reproduction takes place | <ul style="list-style-type: none"> • Ovulation • Conception/fertilisation • Implantation <p>Development of the embryo and foetus:</p> <ul style="list-style-type: none"> • Amniotic fluid • Umbilical cord • Placenta <p>Multiple pregnancies:</p> <ul style="list-style-type: none"> • Identical • Non identical/fraternal | | | |
| The signs and symptoms of pregnancy | <ul style="list-style-type: none"> • Breast changes • Missed period • Nausea • Passing urine frequently • Tiredness | | | |
| Factors affecting pre-conception health for women and men | <ul style="list-style-type: none"> • Weight • Smoking • Drinking alcohol • Taking recreational drugs • Parental age | | | |
| Other factors affecting the pre-conception health for women | <p>Folic acid</p> <p>Up to date immunisations</p> | | | |

| Topic Area 2: Antenatal care and preparation for birth | | | | |
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| Topic | Content | | | |
| 2.1 The purpose and importance of antenatal clinics | <ul style="list-style-type: none"> • The meaning of the term antenatal • The timing of first antenatal clinic appointment <p>The roles of different health professionals:</p> <ul style="list-style-type: none"> • GP (General Practitioner) • Midwife • Obstetrician <p>The reasons for routine tests/checks and what conditions they can identify:</p> <ul style="list-style-type: none"> • Baby's heartbeat • Blood pressure • Blood tests • Examination of the uterus • Urine test • Weight check | | | |
| 2.2 Screening and diagnostic tests | <p>The reasons for screening tests and what conditions they can identify</p> <ul style="list-style-type: none"> • Ultrasound scans | | | |

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| | <ul style="list-style-type: none"> • Dating • Anomaly • Nuchal fold translucency scan • Triple test • Non-Invasive Prenatal Testing (NIPT) <p>The reasons for diagnostic tests and what conditions they can identify</p> <ul style="list-style-type: none"> • Amniocentesis • Chorionic villus sampling (CVS) | | | |
| 2.3 The purpose and importance of antenatal (parenting) classes | <ul style="list-style-type: none"> • Prepares both parents for labour and parenthood • Promotes healthy lifestyle and diet • Food to avoid during pregnancy • Provide advice on feeding and caring for the baby • Why breast feeding is encouraged for at least the first two weeks | | | |
| 2.4 The choices available for delivery | <ul style="list-style-type: none"> • Hospital birth • Home birth | | | |
| 2.5 The role of the birth partner in supporting the mother through pregnancy and birth | <ul style="list-style-type: none"> • Physical support • Emotional support | | | |
| 2.6 The methods of pain relief when in labour | <ul style="list-style-type: none"> • Epidural anaesthetic • Gas and air (Entonox) • Pethidine • TENS | | | |
| 2.7 The signs that labour has started | <ul style="list-style-type: none"> • A show • Waters breaking • Contractions start | | | |
| 2.8 The three stages of labour and their physiological changes | <ul style="list-style-type: none"> • Stage 1: Neck of the uterus opens • Stage 2: Birth of the baby • Stage 3: Delivery of placenta | | | |
| 2.9 The methods of assisted birth | <ul style="list-style-type: none"> • Forceps • Ventouse • Episiotomy • Elective/ emergency caesarean section | | | |

| Topic Area 3: Postnatal checks, postnatal care and the conditions for development | | | | |
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| Topic | Content | | | |
| 3.1 Postnatal checks | <p>The postnatal checks that are carried out on the baby immediately after birth and the reasons why:</p> <ul style="list-style-type: none"> • Apgar score • Skin § Vernix § Lanugo • Weight • Length • Head circumference | | | |
| | <p>The checks that are carried out on the baby within one to five days of birth and the reasons why:</p> <ul style="list-style-type: none"> • Physical examination: Feet, Fingers, Hips, Eyes, Heart, Testicles in boys § Fontanelle • Heel prick test (blood spot test) | | | |
| 3.2 Postnatal care of the mother and baby | <p>The role of the Health Visitor in supporting the new family including:</p> <ul style="list-style-type: none"> • Safe sleeping - Sudden Infant Death Syndrome (SIDS) and how to reduce the risk • How partner, family and friends can provide physical and emotional support • The purpose of the mother's '6 week postnatal check' with the GP | | | |
| 3.3 The developmental needs of children from birth to five years | <ul style="list-style-type: none"> • Warmth • Feeding • Love and emotional security • Rest/sleep • Fresh air • Exercise • Cleanliness/hygiene • Stimulation • Routine § Bath time § Feeding • Shelter/home • Socialisation/play • Opportunities for listening and talking • Acceptable patterns of behaviour | | | |

| Topic Area 4: Childhood illnesses and a child safe environment | | | | |
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| Topic | Content | | | |
| 4.1 Recognise general signs and symptoms of illness in children | <p>Key signs and symptoms and treatment of:</p> <ul style="list-style-type: none"> • Mumps • Measles • Meningitis • Tonsillitis • Chickenpox • Common cold • Gastroenteritis <p>Key signs and symptoms of when to seek emergency medical help to include:</p> <ul style="list-style-type: none"> • Breathing difficulties • Unresponsive • Limp • High fever • Seizures/fitting | | | |
| 4.2 How to meet the needs of an ill child | <ul style="list-style-type: none"> • Physical needs • Social needs • Emotional needs • Intellectual needs | | | |
| 4.3 How to ensure a child-friendly safe environment | <ul style="list-style-type: none"> • What a hazard is • Recognise common hazards and how these can be prevented <ul style="list-style-type: none"> ○ Within the home: <ul style="list-style-type: none"> • Kitchen • Toilets/bathroom • Stairs • Play areas/gardens • Roads <p>The importance of safety labelling :</p> | | | |

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| | <ul style="list-style-type: none"> ○ BSI kite mark ○ Lion mark ○ Age advice symbol ○ CE symbol and UKCA ○ Children's nightwear labelling | | | |
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