

CCEA GCSE Specification in Home Economics: Child Development

For first teaching from September 2009

For first assessment from Summer 2010

For first award in Summer 2011

Subject Code: 3330

child
development

Foreword

This booklet contains CCEA's General Certificate of Secondary Education (GCSE) Home Economics: Child Development for first teaching from September 2009.

We have designed this specification to meet the requirements of the following:

- GCSE Subject Criteria for Home Economics: Child Development;
- GCSE Qualifications Criteria;
- Common Criteria for all Qualifications;
- GCSE Controlled Assessment Regulations for Home Economics: Child Development; and
- GCSE Controlled Assessment Generic Regulations.

We will make the first full award based on this specification in summer 2011.

We are now offering this specification as a unitised course. This development increases flexibility and choice for teachers and learners.

The first assessment for the following units will be available in summer 2010:

- Unit 1: Parenthood, Pregnancy and Childbirth;
- Unit 3: Controlled Assessment Investigation Task; and
- Unit 4: Controlled Assessment Short Task.

We will notify centres in writing of any major changes to this specification.

We will also publish changes on our website at www.ccea.org.uk

The version on our website is the most up-to-date version. Please note that the web version may be different from printed versions.

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You may download further copies of this publication from www.ccea.org.uk

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1 Introduction

This specification sets out the content and assessment details for our GCSE Child Development course. First teaching begins from September 2009, and we will make the first awards for this specification in 2011. You can view and download the latest version of this specification on our website at www.ccea.org.uk

The specification builds on the broad objectives of the Northern Ireland Curriculum. It is also relevant to key curriculum concerns in England and Wales.

This specification focuses on the study of the physical, social, intellectual and emotional development of young children from conception to the age of five years. It encourages knowledge and understanding of pregnancy, the needs of young children, the roles and responsibilities of parents, and the social and environmental influences affecting family life.

We have designed this specification to meet the regulators' requirements, including the Common and GCSE criteria as defined in *The statutory regulation of external qualifications* (QCA/04/1293). We have also designed it to help students progress to GCE Home Economics and related vocational courses.

1.1 Aims

This specification aims to encourage students to:

- follow a broad, coherent, satisfying and worthwhile course of study;
- develop the knowledge, understanding and skills (including practical skills) required for home economics;
- develop their knowledge and understanding of human needs in a multicultural society;
- increase their knowledge and understanding of relevant technological and scientific developments;
- develop a critical and analytical approach to decision-making and problem-solving in a specified content;
- examine issues that affect the quality of human life, including an appreciation of diversity;
- evaluate choices and decisions in order to develop as informed and discerning consumers;
- make informed decisions about further learning opportunities and career choices; and
- actively engage in the study of Child Development to develop as effective and independent learners.

1.2 Key features

The key features of the specification appear below:

- This is now a unitised specification. This means that students have the opportunity to complete a unit in the first year of teaching.
- The course offers opportunities to build on the skills and capabilities developed through the delivery of the Key Stage 3 curriculum in Northern Ireland.
- This is a relevant and stimulating specification to teach and study. Although the specification is aimed primarily at students aged 14 to 16 years, it could also be successfully followed by post-16 students taking a one-year course.
- The specification aims to encourage an understanding of pregnancy, the responsibilities of being a parent and the overall needs of young children. It also emphasises how important it is to maintain a healthy lifestyle.
- The specification helps students progress from Key Stage 3 and provides a sound basis for the further study of Home Economics and related subjects at a more advanced level.
- Assessment takes the form of two written examination papers and two controlled assessment tasks. The written papers are worth 40 percent of the overall marks. They are made up of short answer, structured, stimulus response and free-response questions. The controlled assessment tasks are worth 60 percent of the overall marks.
- The specification gives students opportunities to apply their knowledge and understanding through a variety of contexts.

1.3 Prior attainment

There is no particular level of attainment required to study this specification. Students are not required to have any prior experience of Home Economics.

1.4 Classification codes and subject combinations

Every specification is assigned a national classification code that indicates the subject area to which it belongs. The classification code for this qualification is 3330.

Progression to another school/college

Should a student take two qualifications with the same classification code, schools and colleges that they apply to may take the view that they have achieved only one of the two GCSEs. The same view may be taken if students take two GCSE qualifications that have different classification codes but have content that overlaps significantly. Students who have any doubts about their subject combinations should check with the schools and colleges that they wish to attend before embarking on their planned study.

Centres in England

Centres in England should also be aware that, for the purpose of the School and College Achievement and Attainment Tables, if a student enters for more than one GCSE qualification with the same classification code, only one grade (the highest) will count.

2 Specification at a Glance

The table below summarises the structure of this GCSE course:

Content	Assessment	Weighting	Availability
Unit 1: Parenthood, Pregnancy and Childbirth	<p>External assessment (compulsory)</p> <p>Format: 1 hour examination (single tier)</p> <p>Short-answer, structured and extended response questions that require extended writing are included. All questions are compulsory.</p>	20%	Every Summer (beginning in 2010)
Unit 2: Child Development (0–5 Years)	<p>External assessment (compulsory)</p> <p>Format: 1 hour examination (single tier)</p> <p>Short-answer, structured and extended response questions that require extended writing are included. All questions are compulsory.</p>	20%	Every Summer (beginning in 2011)
Unit 3: Controlled Assessment Investigation Task	<p>Internal assessment (compulsory)</p> <p>Format: One controlled assessment task:</p> <ul style="list-style-type: none"> • task analysis activity; • research-based activity; • planning and carrying out primary investigation; and • evaluation activity. 	40%	Every January (beginning in 2011) Every Summer (beginning in 2010)

Content	Assessment	Weighting	Availability
Unit 4: Controlled Assessment Short Task	Internal assessment (compulsory) Format: One controlled assessment task: <ul style="list-style-type: none"> • research-based activity; • planning activity; • practical activity; and • evaluation activity. 	20%	Every January (beginning in 2011) Every Summer (beginning in 2010)

At least 40 percent of the assessment (based on unit weightings) must be taken at the end of the course as terminal assessment.

Content	Learning Outcomes
Pregnancy (cont.)	<p>Students should be able to:</p> <ul style="list-style-type: none"> • describe the role of health professionals during pregnancy and birth, including: <ul style="list-style-type: none"> – doctor; – midwife; – health visitor; – obstetrician; – paediatrician; and – gynaecologist; • understand the role of hormones during pregnancy and birth, including: <ul style="list-style-type: none"> – progesterone; – oxytocin; – oestrogen; and – prolactin; • describe conception; • identify the symptoms of pregnancy and explain how pregnancy is confirmed; • describe the stages of development of the foetus and embryo; • understand the importance of attending ante-natal appointments and the tests that may be carried out; • understand an ectopic pregnancy, miscarriage and the difference between identical and non-identical twins; and • explain how fathers can be involved throughout pregnancy.

3.2 Unit 2: Child Development (0-5 Years)

Content	Learning Outcomes
<p>The newborn baby</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • describe the appearance of a newborn baby; • identify and describe the reflexes of a newborn baby; • understand how to meet a baby's needs, including: <ul style="list-style-type: none"> – keeping baby clean; – establishing a bathing routine; – maintaining constant body temperature; – providing sources of vitamin K; – choosing appropriate clothing for a newborn baby; – appropriate ways to sooth/pacify a crying baby; and – recognising sleep patterns; • explain how to help prevent Sudden Infant Death Syndrome (cot death); • explain how breast feeding works; • explain the health benefits to mother and baby of breast feeding; • evaluate breast feeding and bottle feeding; • describe methods of sterilisation for bottle feeding and understand the importance of good hygiene; • describe how to make a formula bottle feed and understand the importance of following instructions carefully; • explain what happens at the post-natal check for mother and baby; • identify the professionals available to support the mother and baby and describe their roles; • explain the benefits for mother and baby of attending the health or baby clinic; • discuss the factors to consider when choosing equipment for a baby; • explain how the Sale and Supply of Goods Act 1994 helps the parent as a consumer; and • understand the benefits of quality marks on products.

Content	Learning Outcomes
<p>Physical development of the child up to five years old</p> <p>Intellectual development of the child up to five years old</p> <p>The social and emotional development of the child up to five years old</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • discuss the factors that can influence physical development; • identify and describe the development of the major motor skills; • identify and describe the development of the manipulative skills; • describe how to relieve teething discomfort and understand how to encourage healthy tooth development; • understand how to encourage toilet training; • discuss the factors that can influence intellectual development; • describe the stages of cognitive development; • understand the importance of play for a child’s overall development; • describe types of play; • evaluate how books, toys, play materials, bath play, games, TV, computer games and music can influence a child’s development; • describe the stages in the development of learning to draw; • understand the importance of social skills and how they can be encouraged by parents and carers; • describe the stages of social play; • understand the importance of, and how to help a child develop, good emotional well-being, bonding, self-esteem, and independence; • explain how situations can affect a child and possible ways to deal with these (for example temper tantrums, sibling rivalry, jealousy, fear, refusal to eat, divorce, moving house, and comfort habits); and • understand how adults can encourage good behaviour in children and evaluate different ways of dealing with discipline.

Content	Learning Outcomes
<p>The social and emotional development of the child up to five years old (cont.)</p> <p>Childcare provision</p> <p>Sources of support available</p> <p>Safety, first aid and childhood diseases</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • discuss the advantages to a child of attending parent and toddler groups, nursery school, playgroup, and primary school; • discuss how to prepare a child for school; • discuss and evaluate the types of childcare provision available; • investigate the professional support available for mother and child (0–5 years); • understand the support offered by agencies, including: <ul style="list-style-type: none"> – the National Childminding Association; – pre-school playgroup associations; and – the Parents Advice Centre (PAC); • understand the need to keep a child safe (both indoors and outdoors), including: <ul style="list-style-type: none"> – in the home; – in the garden; – at play; and – near or on the road; • describe the safety measures and equipment used to prevent accidents in a range of situations; • identify the types of accidents that can occur and the appropriate action to be taken; • describe the prevention and treatment of headlice and scabies; • understand the importance of immunisation and why children are vaccinated; • identify the symptoms of infectious diseases, including: <ul style="list-style-type: none"> – meningitis; – rubella; – chicken pox; – whooping cough; and – mumps; and • understand in which circumstances medical help should be sought for a child.

Content	Learning Outcomes
<p>Safety, first aid and childhood diseases (cont.)</p> <p>Choosing clothes and shoes for young children</p> <p>Weaning and dietary needs of the child</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • discuss the care of a sick child and explain how to prepare a child for a stay in hospital; • explain the factors to consider when choosing children’s clothes and shoes; • identify the information on care labels; • explain the stages of weaning and know when it should start; • list the functions and sources of nutrients, including: <ul style="list-style-type: none"> – protein; – carbohydrates; – fats; – calcium; – iron; and – vitamins A and D; • explain factors parents need to consider when planning a meal for a child, including reading and understanding the information on food labels; • understand a range of diet-related disorders in children, including: <ul style="list-style-type: none"> – obesity; – coeliac disease; – lactose intolerance; and – allergic reactions to eggs, shellfish, peanuts; and • suggest and evaluate a range of meals for a young child.

4 Scheme of Assessment

4.1 Assessment opportunities

Section 2 of this specification contains information on the availability of the examination and controlled assessment.

Candidates studying unitised GCSE qualifications must complete at least 40 percent of the overall assessment requirements as terminal assessment.

Candidates can choose to resit individual assessment units once. The better result for each assessment unit counts towards the GCSE qualification. Results for individual assessment units remain available to count towards a GCSE qualification until we withdraw the specification.

4.2 Assessment objectives

Below are the assessment objectives for this specification. Candidates must:

- recall, select and communicate their knowledge and understanding of a range of contexts (AO1);
- apply skills, knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks (AO2); and
- analyse and evaluate information, sources and evidence, make reasoned judgements and present conclusions (AO3).

4.3 Assessment objective weightings

The table below sets out the assessment objectives for each assessment component and the overall GCSE qualification:

Assessment Objective	Component Weighting				Overall Weighting
	External Assessment		Controlled Assessment		
	Unit 1	Unit 2	Unit 3	Unit 4	
AO1	7.5%	7.5%	10%	5%	30%
AO2	7.5%	7.5%	23%	12%	50%
AO3	5%	5%	7%	3%	20%
Total Weighting	20%	20%	40%	20%	100%

4.4 Quality of written communication

In GCSE Child Development, candidates must demonstrate their quality of written communication. In particular, candidates must:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear;
- select and use a form and style of writing appropriate to their purpose and to complex subject matter; and
- organise information clearly and coherently, using specialist vocabulary where appropriate.

Examiners and teachers assess the quality of candidates' written communication in their responses to questions and tasks requiring extended writing. They assess the quality of written communication in all examination components in this specification.

4.5 Reporting and grading

We report the results of individual assessment units on a uniform mark scale that reflects the assessment weighting of each unit. We determine the grades awarded by aggregating the uniform marks that candidates obtain on individual assessment units.

We award GCSE qualifications on an eight grade scale from A*–G, with A* being the highest. If candidates fail to attain a grade G or over, we report their results as unclassified (U).

We award grades that match the grade descriptions published by the regulatory authorities (see Section 5).

5 Grade Descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content in the specification; they are not designed to define that content.

The grade awarded depends in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of candidates' performance in the assessment may be balanced by better performances in others.

Grade	Description
A	<p>Candidates recall, select and communicate detailed knowledge and thorough understanding of child development.</p> <p>They apply relevant knowledge, understanding and skills in a range of situations to plan and carry out investigations and tasks, working safely and with a high degree of precision.</p> <p>They analyse and evaluate the evidence available, reviewing and adapting their methods when necessary. They present information clearly and accurately, making reasoned judgements and presenting substantiated conclusions.</p>
C	<p>Candidates recall, select and communicate sound knowledge and understanding of aspects of child development.</p> <p>They apply suitable knowledge, understanding and skills in a range of situations to plan and carry out investigations and tasks, working safely and with precision.</p> <p>They review the evidence available, analysing and evaluating some of the information clearly, and with some accuracy. They make judgements and draw appropriate conclusions.</p>
F	<p>Candidates recall, select and communicate knowledge and understanding of basic aspects of child development.</p> <p>They apply basic knowledge, understanding and skills to plan and carry out simple investigations and tasks, with an awareness of the need for safety and precision. They modify their approach in the light of progress.</p> <p>They review their evidence and draw basic conclusions.</p>

6 Guidance on Assessment

6.1 External assessment

GCSE Child Development is assessed by **two** one-hour examination papers.

Unit 1: Paper 1 focuses on parenthood, pregnancy and childbirth and Unit: 2 Paper 2 focuses on child development (0–5 years).

In the papers, candidates respond to short answer, structured and extended writing questions. All questions are compulsory.

6.2 Controlled assessment review

We review our controlled assessment tasks every two years to ensure that they continue to set an appropriate challenge and remain valid, reliable and stimulating. They are designed to support good teaching and learning and to be more manageable for candidates and teachers.

6.3 Skills assessed by controlled assessment

Teachers must assess the following skills through controlled assessment:

- planning investigations and/or tasks; and
- carrying out investigations and/or tasks in which candidates:
 - analyse issues and problems;
 - identify, gather and record relevant information and evidence;
 - analyse and evaluate evidence; and
 - make reasoned justifications and present conclusions.

For controlled assessment tasks for 2009–2011, please see Appendices 1 and 2.

6.4 Level of control

Rules for controlled assessment in GCSE Child Development are defined for the three stages of the assessment:

- task setting;
- task taking; and
- task marking.

6.5 Task setting

The level of control for task setting is high. This means that we set the tasks.

You can find the titles for the controlled assessment tasks for Units 3 and 4 in Appendices 1 and 2. The controlled assessments provide centres with the opportunity to put them in contexts that best suit their specific circumstances. The assessments take place at a date and time suited to individual centres.

6.6 Task taking

The level of control for task taking is medium.

Areas of Control	Detail of Control
Authenticity	<p>Candidates should work independently.</p> <p>Candidates should complete all work under informal supervision.</p> <p>Candidates may carry out research with limited supervision.</p> <p>Teachers must be able to authenticate the work.</p> <p>Teachers must ensure that candidates acknowledge and reference any sources used within their text and include a detailed bibliography.</p>
Feedback	<p>Teachers must guide and supervise candidates in relation to the following:</p> <ul style="list-style-type: none"> • monitoring progress; • preventing plagiarism; • ensuring compliance with health and safety requirements; and • ensuring work is completed in accordance with the specification's requirements. <p>Teachers must assess work in accordance with the procedures and marking criteria.</p> <p>If candidates require support and guidance, teachers must reflect this in the mark band that they select in the assessment grid and in the marks that they award.</p>
Time Limit/Word Limit	<p>Unit 3: Investigation Task</p> <p>We recommend that candidates spend no more than 25 hours on this unit:</p> <ul style="list-style-type: none"> • Analysis of the task related to the title (250 words max); • researching the title using secondary sources (1,000 words max); • planning and carrying out a primary investigation (1,000 words max); and • drawing conclusions and evaluating all aspects of the task (750 words max).

Areas of Control	Detail of Control
Time Limit/Word Limit (cont.)	<p>Unit 4: Short Task We recommend that candidates spend no more than 15 hours on this unit:</p> <ul style="list-style-type: none"> • researching the title using secondary sources (750 words max); • planning an outcome relating to the title (375 words max); • producing an outcome relating to the title; and • evaluating all aspects of the task (375 words max).
Collaboration	<p>Candidates can work in groups, but it is essential that:</p> <ul style="list-style-type: none"> • the teacher be able to identify individual contributions; and • candidates provide an individual response.
Resources	<p>Candidates' access to resources is determined by those available to the centre.</p> <p>Candidates must reference all resources that they access via the internet.</p>

6.7 Task marking

The level of control for task marking is medium. Teachers mark the controlled assessment tasks using assessment criteria that we provide. They should use professional judgement to select and apply the criteria in each successive mark band appropriately and fairly to candidates' work. They should follow a 'best fit' approach when selecting a candidate's mark, making allowance for balancing strengths and weaknesses within each response. When making judgements, they should follow the procedure set out below:

1. Make a broad judgement by identifying the mark band that best describes the candidate's achievement.
2. Further refine this initial judgement.

For example, if a teacher decides that the work best fits Mark Band 4 (19–24 marks), then to refine this decision, they should consider the following:

- If the criteria have only just been fulfilled, then the work is likely to be worth 19–20 marks, the bottom of the mark band.
- If the coursework demonstrates fulfillment of most of the criteria in a reasonably competent manner, then the work is likely to be worth 21–22 marks, the middle of the mark band.
- Where the criteria are completely fulfilled and some evidence of achievement of the higher mark band is apparent, then the work may be judged to be worth 23–24 marks, the top of the mark band.

Teachers must ensure that the work they mark is the candidate's own. For up-to-date advice on plagiarism or any other incident in which candidate malpractice is suspected, please refer to the Joint Council for Qualifications' *Suspected Malpractice in Examinations and Assessments: Policies and Procedures* on the JCQ website: www.jcq.org.uk

6.8 Internal standardisation

Centres with more than one teaching group must carry out internal standardisation of the controlled assessment tasks before submitting them to us. This is to ensure, as far as possible, that each teacher has applied the assessment criteria consistently when marking assessments.

As a result of internal standardisation, it may be necessary to adjust an individual teacher's marking. This is to bring assessments into line with other teachers in the centre and to match the standards established at the agreement trial. Where adjustment is necessary, the total/final mark recorded on the Candidate Record Sheet should be amended.

6.9 Moderation

Centres must submit their marks and samples to us by May 1 in any year. We may adjust a centre's marking. This is to bring the assessment of the candidates' work into line with our agreed standards.

We issue full instructions at the appropriate time on:

- the details of moderation procedures;
- the nature of sampling; and
- the dates by which marks and samples have to be submitted to us.

Teachers and centre staff may contact us at any stage if they require advice, assistance or support regarding any aspect of internal assessment. We provide moderators to support groups of centres or to contact individual centres to discuss issues arising from the controlled assessments.

6.10 Drafting/redrafting

Teachers must not correct candidates' work in detail and return it to them to write up a fair copy. Responsibility for drafting a piece of work towards completion lies entirely with the candidate. Once a candidate has submitted the controlled assessment and it has been awarded a mark, that mark is final. The candidate may not carry out further work.

See Appendix 5 for a glossary of terms for controlled assessment.

7 Links

7.1 Support

We provide the following resources to support this specification:

- our website;
- a subject microsite within our website;
- specimen papers and mark schemes; and
- controlled assessment tasks.

Some support material from the previous specification may also remain useful.

We intend to expand our range of support to include the following:

- past papers;
- mark schemes;
- Chief Examiner's reports;
- Principal Moderator's reports;
- guidance on progression from Key Stage 3;
- schemes of work;
- centre support visits;
- support days for teachers;
- portfolio clinics;
- agreement trials;
- controlled assessment guidance for teachers;
- controlled assessment guidance for candidates;
- a resource list; and
- exemplification of standards.

You can find our Annual Support Programme of events and materials for Home Economics: Child Development on our website at www.ccea.org.uk

7.2 Curriculum objectives

This specification addresses and builds upon the broad curriculum objectives for Northern Ireland, England and Wales. In particular, it enables students to:

- develop as individuals and contributors to the economy, society and environment by providing opportunities to explore topics such as:
 - choosing equipment for a baby;
 - the benefits of the Sale and Supply of Goods Act for the parent as a consumer; and
 - types of childcare provision available;
- progress from Key Stage 3 Northern Ireland Curriculum requirements by providing opportunities to explore topics in depth, such as:
 - roles within the family;
 - parenting skills; and
 - factors to consider when choosing food for a child;

- develop an understanding of spiritual, moral, ethical, social, legislative, economic and cultural issues by providing opportunities to explore topics such as:
 - factors that affect the decision to have a baby;
 - the importance of social skills; and
 - how adults can encourage good behaviour in children;
- investigate sustainable development, health and safety considerations, and European developments by providing opportunities to explore topics such as:
 - choosing equipment and clothes for a baby;
 - keeping a child safe; and
 - the importance of immunisation;
- develop skills that would enhance employability by providing opportunities to:
 - develop research skills through the controlled assessment tasks;
 - plan and produce the final outcome for the controlled assessment tasks; and
 - consider types of childcare provision; and
- make effective use of technology by providing opportunities to:
 - carry out, collate and present results from research on a specified issue;
 - create templates for planning; and
 - investigate methods of sterilisation for bottle feeding.

For further guidance on how this specification enables progression from the Northern Ireland Curriculum at Key Stage 3, go to our subject microsite, which you can access at www.ccea.org.uk

7.3 Key Skills

This specification provides opportunities for students to develop and generate evidence for assessing the following nationally recognised Key Skills:

- Application of Number – considering the costs of baby equipment;
- Communication – assessed through the student’s quality of written communication in the assessed components;
- Improving Own Learning and Performance – evaluating own performance in controlled assessment tasks;
- Information and Communication Technology – accessing websites for research during controlled assessment tasks;
- Problem-Solving – suggesting solutions to childcare provision in a given family context; and
- Working with Others – working in groups to carry out an investigation on a given topic.

You can find details of the current standards and guidance for each of these skills on the QCA website at www.qca.org.uk

7.4 Examination entries

Entry codes for this subject and details on how to make entries are available on our Examinations Administration Handbook microsite, which you can access at www.ccea.org.uk

Alternatively, you can telephone our Examination Entries, Results and Certification team using the contact details provided in this section.

7.5 Equality and inclusion

We have considered the requirements of equalities legislation in developing this specification.

GCSE qualifications often require the assessment of a broad range of competences. This is because they are general qualifications and, as such, prepare students for a wide range of occupations and higher level courses.

The revised GCSE and qualification criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any students with disabilities. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability and equality groups and with people with disabilities.

During the development process, we carried out an equality impact assessment. This was to ensure that we identified any additional potential barriers to equality and inclusion. Where appropriate, we have given consideration to measures to support access and mitigate against barriers.

Reasonable adjustments are made for students with disabilities in order to reduce barriers to access assessments. For this reason, very few students will have a complete barrier to any part of the assessment. Students with physical disabilities may find elements of the assessment that require physical manipulation difficult, but this should not pose a barrier to assessment. Similarly, candidates with a visual impairment may find some elements difficult, but not a barrier. For example, activities such as observation could be performed via speech.

It is important to note that where access arrangements are permitted, they must not be used in any way that undermines the integrity of the assessment. **Information on reasonable adjustments is found in the Joint Council for Qualifications' document *Access Arrangements and Special Consideration: Regulations and Guidance Relating to Candidates Who Are Eligible for Adjustments in Examinations.***

7.6 Contact details

The following list provides contact details for relevant staff members and departments:

- Specification Support Officer: Nola McLarnon
(telephone: (028) 9026 1200, extension 2235, email: nmclarnon@ccea.org.uk)
- Officer with Subject Responsibility: Glynis Henderson
(telephone: (028) 9026 1200, email: ghenderson@ccea.org.uk)
- Examination Entries, Results and Certification
(telephone: (028) 9026 1262, email: entriesandresults@ccea.org.uk)
- Examiner Recruitment
(telephone: (028) 9026 1243, email: appointments@ccea.org.uk)
- Distribution (past papers and support materials)
(telephone: (028) 9026 1242, email: cceadistribution@ccea.org.uk)
- Support Events Administration
(telephone: (028) 9026 1401, email: events@ccea.org.uk)
- Information Section (including Freedom of Information requests)
(telephone: (028) 9026 1200, email: info@ccea.org.uk)
- Business Assurance (appeals)
(telephone: (028) 9026 1244, email: appealsmanager@ccea.org.uk).

Appendix 1

Controlled Assessment Tasks for Unit 3: Investigation Task for 2009-2011

Below are the three controlled assessment tasks for GCSE Child Development. Candidates must complete **one** of these three options by completing parts (a), (b), (c) **and** (d) of the task. We recommend that they spend no more than **25 hours** on this task.

Task Option 1	Word Limit
<p>Research one aspect of a child's development.</p> <p>(a) Analysis of the task related to the title.</p> <p>(b) Research the title using secondary sources.</p> <p>(c) Plan and carry out a primary investigation related to the title.</p> <p style="text-align: center;">and</p> <p>(d) Draw conclusions and evaluate all aspects of the task.</p>	<p>250 words max.</p> <p>1,000 words max.</p> <p>1,000 words max.</p> <p>750 words max.</p>

Or

Task Option 2	Word Limit
<p>Research breast feeding as an option for feeding a baby.</p> <p>(a) Analysis of the task related to the title.</p> <p>(b) Research the title using secondary sources.</p> <p>(c) Plan and carry out a primary investigation related to the title.</p> <p style="text-align: center;">and</p> <p>(d) Draw conclusions and evaluate all aspects of the task.</p>	<p>250 words max.</p> <p>1,000 words max.</p> <p>1,000 words max.</p> <p>750 words max.</p>

Or

Task Option 3	Word Limit
<p>Investigate one area of child safety, for example road safety, safety in the home.</p> <p>(a) Analysis of the task related to the title.</p> <p>(b) Research the title using secondary sources.</p> <p>(c) Plan and carry out a primary investigation related to the title.</p> <p style="text-align: center;">and</p> <p>(d) Draw conclusions and evaluate all aspects of the task.</p>	<p>250 words max.</p> <p>1,000 words max.</p> <p>1,000 words max.</p> <p>750 words max.</p>

Appendix 2

Controlled Assessment Tasks for Unit 4: Short Task for 2009-2011

Below are the three controlled assessment tasks for GCSE Child Development. Candidates must complete **one** of these three options by completing parts (a), (b), (c) and (d) of the task. We recommend that they spend no more than **15 hours** on this task.

Task Option 1	Word Limit
<p>Write a news article to highlight the implications of smoking during pregnancy.</p> <p>(a) Research the title using secondary sources.</p> <p>(b) Plan an outcome related to the title.</p> <p>(c) Produce an outcome related to the title.</p> <p style="text-align: center;">and</p> <p>(d) Evaluate all aspects of the task.</p>	<p>750 words max.</p> <p>375 words max.</p> <p>375 words max.</p>

Or

Task Option 2	Word Limit
<p>Produce a leaflet or PowerPoint presentation with information for an ante-natal group on the options available for giving birth.</p> <p>(a) Research the title using secondary sources.</p> <p>(b) Plan an outcome related to the title.</p> <p>(c) Produce an outcome related to the title.</p> <p style="text-align: center;">and</p> <p>(d) Evaluate all aspects of the task.</p>	<p>750 words max.</p> <p>375 words max.</p> <p>375 words max.</p>

Or

Task Option 3	Word Limit
<p>Create a parent advice booklet on the roles of health professionals during pregnancy.</p> <p>(a) Research the title using secondary sources.</p> <p>(b) Plan an outcome related to the title.</p> <p>(c) Produce an outcome related to the title.</p> <p style="text-align: center;">and</p> <p>(d) Evaluate all aspects of the task.</p>	<p>750 words max.</p> <p>375 words max.</p> <p>375 words max.</p>

Appendix 3

Assessment Criteria for Unit 3: Investigation Task

	Mark Band 1 Overall Impression: Basic Spelling, punctuation and the rules of grammar are used with some accuracy so that the meaning is reasonably clear. A limited range of specialist terms is used appropriately. At this level, candidates may require support and guidance to:	Mark Range	Mark Band 2 Overall Impression: Adequate Spelling, punctuation and the rules of grammar are used with reasonable accuracy so that the meaning is reasonably clear. An adequate range of specialist terms is used appropriately. At this level, candidates may require guidance to:	Mark Range	Mark Band 3 Overall Impression: Competent Spelling, punctuation and the rules of grammar are used with considerable accuracy so that the meaning is clear. A good range of specialist terms is used appropriately. At this level, candidates may only require little guidance to:	Mark Range	Mark Band 4 Overall Impression: Highly Competent Spelling, punctuation and the rules of grammar are used with almost faultless accuracy so that the meaning is clear. A wide range of specialist terms is used skillfully and with precision. At this level, candidates work independently to:	Mark Range	Marks Awarded
Task Analysis AO1	Produce a basic understanding of some of the issues related to the task title with some obvious omissions Produce a limited justification of choice of one issue for further research	1–3	Produce an adequate understanding of the issues related to the task title Produce an adequate justification of choice of one issue for further research	4–6	Produce a competent understanding of a range of issues related to the task title Produce a competent justification of choice of one issue for further research	7–9	Produce a detailed knowledge and thorough understanding of a wide range of issues related to the task title Produce a thorough justification of choice of one issue for further research	10–12	
Research and Viewpoints AO1 AO2	Produce research that uses a limited range of secondary sources to present basic information related to the issue Use with limited success their own and other viewpoints (may be omitted completely)	1–5	Produce research that uses an adequate range of secondary sources to present information related to the issue Make adequate use of their own and other viewpoints related to the issue (some analysis may be evident)	6–10	Produce research that uses a competent range of secondary sources to present and apply information related to the issue Produce a competent analysis of their own and other viewpoints related to the issue	11–15	Produce research that uses a wide range of secondary sources to present and accurately apply information related to the issue Produce a highly competent analysis of their own and other viewpoints related to the issue	16–20	

Assessment Criteria for Unit 3: Investigation Task

	Mark Band 1 Overall Impression: Basic Spelling, punctuation and the rules of grammar are used with some accuracy so that the meaning is reasonably clear. A limited range of specialist terms is used appropriately. At this level, candidates may require support and guidance to:	Mark Range	Mark Band 2 Overall Impression: Adequate Spelling, punctuation and the rules of grammar are used with reasonable accuracy so that the meaning is reasonably clear. An adequate range of specialist terms is used appropriately. At this level, candidates may require guidance to:	Mark Range	Mark Band 3 Overall Impression: Competent Spelling, punctuation and the rules of grammar are used with considerable accuracy so that the meaning is clear. A good range of specialist terms is used appropriately. At this level, candidates may only require little guidance to:	Mark Range	Mark Band 4 Overall Impression: Highly Competent Spelling, punctuation and the rules of grammar are used with almost faultless accuracy so that the meaning is clear. A wide range of specialist terms is used skillfully and with precision. At this level, candidates work independently to:	Mark Range	Marks Awarded
Primary Investigation AO1 AO2 AO3	A basic justification of choice of investigation and plan of action A basic set of results presented with limited analysis of evidence gathered	1–6	An adequate justification of choice of investigation and plan of action An adequate set of results presented with some evidence of accuracy, adequate analysis and some evaluation of evidence gathered	7–12	A competent justification of choice of investigation and plan of action A competent and accurate set of results presented with competent analysis and evaluation of evidence gathered	13–18	A highly competent justification of choice of investigation and plan of action A comprehensive and accurate set of results presented with detailed and highly competent analysis and critical evaluation of evidence gathered	19–24	

Assessment Criteria for Unit 3: Investigation Task

	Mark Band 1 Overall Impression: Basic Spelling, punctuation and the rules of grammar are used with some accuracy so that the meaning is reasonably clear. A limited range of specialist terms is used appropriately. At this level, candidates may require support and guidance to produce:	Mark Range	Mark Band 2 Overall Impression: Adequate Spelling, punctuation and the rules of grammar are used with reasonable accuracy so that the meaning is reasonably clear. An adequate range of specialist terms is used appropriately. At this level, candidates may require guidance to produce:	Mark Range	Mark Band 3 Overall Impression: Competent Spelling, punctuation and the rules of grammar are used with considerable accuracy so that the meaning is clear. A good range of specialist terms is used appropriately. At this level, candidates may only require little guidance to produce:	Mark Range	Mark Band 4 Overall Impression: Highly Competent Spelling, punctuation and the rules of grammar are used with almost faultless accuracy so that the meaning is clear. A wide range of specialist terms is used skillfully and with precision. At this level, candidates work independently to produce:	Mark Range	Marks Awarded
Conclusions AO1 AO2 AO3	Basic conclusions based on a limited review of research A basic evaluation of aspects of the task, which identifies some strengths and weaknesses and attempts to suggest improvements	1–5	Adequate conclusions based on minimally competent review of research An adequate evaluation of all aspects of the task, which identifies some strengths and weaknesses and suggests improvements	6–10	Competent conclusions based on an accurate review of research A competent evaluation of all aspects of the task, which identifies relevant strengths and weaknesses and suggests improvements	11–15	Highly competent and substantiated conclusions based on a comprehensive review of research A highly competent evaluation of the task, which identifies, in detail, strengths and weaknesses and suggests perceptive improvements	16–20	
Presentation AO1	A basic report presented with limited success	1	An adequate report that has been organised with some success	2	A competent report that has been organised concisely with success	3	A highly competent report that has been organised coherently and concisely	4	
0 is awarded for a response not worthy of credit							Total Marks Awarded		
							Total Marks Available		80

Appendix 4

Assessment Criteria for Unit 4: Short Task

	Mark Band 1 Overall Impression: Basic Spelling, punctuation and the rules of grammar are used with some accuracy so that the meaning is reasonably clear. A limited range of specialist terms is used appropriately. At this level, candidates may require support and guidance to produce:	Mark Range	Mark Band 2 Overall Impression: Adequate Spelling, punctuation and the rules of grammar are used with reasonable accuracy so that the meaning is reasonably clear. An adequate range of specialist terms is used appropriately. At this level, candidates may require guidance to produce:	Mark Range	Mark Band 3 Overall Impression: Competent Spelling, punctuation and the rules of grammar are used with considerable accuracy so that the meaning is clear. A good range of specialist terms is used appropriately. At this level, candidates may only require little guidance to produce:	Mark Range	Mark Band 4 Overall Impression: Highly Competent Spelling, punctuation and the rules of grammar are used with almost faultless accuracy so that the meaning is clear. A wide range of specialist terms is used skillfully and with precision. At this level, candidates work independently to produce:	Mark Range	Marks Awarded
Research AO1	Basic information based on a limited amount of research	1–2	Adequate information based on minimally competent research	3–4	Accurate information based on adequate research	5–6	Accurate and comprehensive information based on competent research	7–8	
Planning AO2	A basic plan of action that lacks sufficient detail Identification of a limited range of resources needed to carry out the task, with some omissions	1–2	A simple plan of action showing some attempt to prioritise Identification of an adequate range of resources needed to carry out the task, with some omissions	3–4	A suitable plan of action with priorities identified Identification of a good range of resources needed to carry out the task and statement(s) on how they will be used	5–6	A concise, logical and quality plan of action with priorities identified Comprehensive identification of all resources needed to carry out the task and explanation(s) on how they will be used	7–8	
Final Outcome AO2	A basic outcome that is appropriate to the task A limited standard of finish and presentation	1–3	An adequate outcome that is appropriate and meets the task requirements A reasonable standard of finish and presentation	4–6	A competent outcome that is appropriate and clearly meets the task requirements A competent standard of finish and presentation	7–8	A highly competent outcome that accurately meets the task requirements A high standard of finish and presentation	9–12	
0 is awarded for a response not worthy of credit							Total Marks Awarded		
							Total Marks Available		28

Assessment Criteria for Unit 4: Short Task

	Mark Band 1 Overall Impression: Basic Spelling, punctuation and the rules of grammar are used with some accuracy so that the meaning is reasonably clear. A limited range of specialist terms is used appropriately. At this level, candidates may require support and guidance to:	Mark Range	Mark Band 2 Overall Impression: Adequate Spelling, punctuation and the rules of grammar are used with reasonable accuracy so that the meaning is reasonably clear. An adequate range of specialist terms is used appropriately. At this level, candidates may require guidance to:	Mark Range	Mark Band 3 Overall Impression: Competent Spelling, punctuation and the rules of grammar are used with considerable accuracy so that the meaning is clear. A good range of specialist terms is used appropriately. At this level, candidates may only require little guidance to:	Mark Range	Mark Band 4 Overall Impression: Highly Competent Spelling, punctuation and the rules of grammar are used with almost faultless accuracy so that the meaning is clear. A wide range of specialist terms is used skillfully and with precision. At this level, candidates work independently to:	Mark Range	Marks Awarded
Evaluation AO1 AO2 AO3	Produce a basic evaluation of aspects of the task, which may include research activity, planning and practical activity Identify a limited range of strengths and weaknesses in the application of the process and attempt to suggest improvements	1–2	Produce an adequate evaluation of all aspects of the task, including research activity, planning and practical activity Identify an adequate range of strengths and weaknesses in the application of the process and suggest improvements	3–4	Produce a competent evaluation of all aspects of the task, including research activity, planning and practical activity Identify a good range of strengths and weaknesses in the application of the process and suggest improvements	5–6	Produce a highly competent evaluation of all aspects of the task, including research activity, planning and practical activity Identify a wide range of strengths and weaknesses in the application of the process and suggest perceptible improvements	7–8	
Presentation AO1	Produce a basic report that has been presented with limited success	1	Produce an adequate report that has been organised concisely with some success	2	Produce a competent report that has been organised concisely with some competence	3	Produce a highly competent report that has been organised coherently and concisely	4	
0 is awarded for a response not worthy of credit							Total Marks Awarded		
							Total Marks Available		12

Appendix 5

Glossary of Terms for Controlled Assessment Regulations

Term	Definition
Component	<p>A discrete, assessable element within a controlled assessment/qualification that is not itself formally reported and for which the awarding body records the marks</p> <p>May contain one or more tasks</p>
Controlled assessment	<p>A form of internal assessment where the control levels are set for each stage of the assessment process: task setting, task taking, and task marking</p>
External assessment	<p>A form of independent assessment in which question papers, assignments and tasks are set by the awarding body, taken under specified conditions (including detailed supervision and duration) and marked by the awarding body</p>
Formal supervision (High level of control)	<p>The candidate must be in direct sight of the supervisor at all times. Use of resources and interaction with other candidates is tightly prescribed.</p>
Informal supervision (Medium level of control)	<p>Questions/tasks are outlined, the use of resources is not tightly prescribed and assessable outcomes may be informed by group work.</p> <p>Supervision is confined to:</p> <ul style="list-style-type: none"> • ensuring that the contributions of individual candidates are recorded accurately; and • ensuring that plagiarism does not take place. <p>The supervisor may provide limited guidance to candidates.</p>
Limited supervision (Low level of control)	<p>Requirements are clearly specified, but some work may be completed without direct supervision and will not contribute directly to assessable outcomes.</p>

Term	Definition
Mark scheme	<p>A scheme detailing how credit is to be awarded in relation to a particular unit, component or task</p> <p>Normally characterises acceptable answers or levels of response to questions/tasks or parts of questions/tasks and identifies the amount of credit each attracts</p> <p>May also include information about unacceptable answers</p>
Task	<p>A discrete element of external or controlled assessment that may include examinations, assignments, practical activities and projects</p>
Task marking	<p>Specifies the way in which credit is awarded for candidates' outcomes</p> <p>Involves the use of mark schemes and/or marking criteria produced by the awarding body</p>
Task setting	<p>The specification of the assessment requirements</p> <p>Tasks may be set by awarding bodies and/or teachers, as defined by subject-specific regulations. Teacher-set tasks must be developed in line with awarding body specified requirements.</p>
Task taking	<p>The conditions for candidate support and supervision, and the authentication of candidates' work</p> <p>Task taking may involve different parameters from those used in traditional written examinations. For example, candidates may be allowed supervised access to sources such as the internet.</p>
Unit	<p>The smallest part of a qualification that is formally reported and can be separately certificated</p> <p>May comprise separately assessed components</p>

