



YSGOL GYMUNEDOL

PORTH

COMMUNITY SCHOOL

LIFE SKILLS &
WORLD STUDIES FACULTY



CHILD DEVELOPMENT

YEAR 11 CURRICULUM MAP



OVERVIEW

[Last updated: SC – September 2019]

Assessment is untiered, i.e. all components cater for the full range of ability and allow access to grades A*-G.

Unit 1 – Written Paper, this is an untiered paper and the weighting is 40%. The question paper is presented in the form of a question and answer booklet. Questions are drawn from all 6 sections of the specification. Candidates will be required to respond to short-answer, structured and free response questions. The paper remains 1½ hours and is set and marked by WJEC

Unit 2 - Controlled assessment, Child Study. Candidates study a child and the weighting for this piece of work is now 30%. All work is completed in school within 15 hours.

Unit 3 – Controlled assessment, Child Focused Task. The weighting remains at 30% and candidates are given 15 hours to complete the assessment.

GCSE Child Development 2 Yr. Plan

YEAR 10: PREGNANCY, FAMILY and CHILD, PHYSICAL, INTELLECTUAL, EMOTIONAL and SOCIAL DEVELOPMENT (40%) and CHILD STUDY (30%)

YEAR 11: FAMILY and CHILD (40%) and CONTROLLED FOCUSED TASK (30%)

STRUCTURE	
LESSONS	4 lessons a fortnight [60 minutes each].
CLASS WORK	Work for the topics will be completed in exercise books (<i>Gwaith Dosbarth</i> and date in Welsh should be written in all lessons if possible).
DELIVERY	Each topic will be taught through a range of tasks and build towards an assessment / DIRT activity.
ASSESSMENT & FEEDBACK	Assessments are GCSE-style questions like those the exam Each assessment requires a cover sheet, feedback sheet and DIRT.
SKILLS	Students will build on the National Curriculum skills gained across a wide-range of subject during Years 7 and 8 and begin to learn new subject-specific skills required for GCSE.
HOMEWORK	Homework will centre around extension tasks, revision and exam practise.
RESOURCES	<i>S:\School of Learning - Life Skills and World Studies\Life Skills\Child Development</i>
RESULTS	Results and data will be discussed / moderated at department meetings and logged on SIMS spreadsheets.
SPECIALISTS	Mrs Suzannah Cribb



YEAR PLAN

TOPIC	TIME (approx.)	LESSON CONTENT	SUMMATIVE ASSESSMENT
<u>Family and Child</u>	8 WEEKS	<ul style="list-style-type: none"> Family Life - functions of a family Family Life - family structures Changing structure of family life Roles within family life today Relationships in adolescence Effect of parenthood on couples Introduction of Unit 3 – examples 	<p>TASK: Answer a GCSE-style describe question:</p> <ul style="list-style-type: none"> Describe question: Factual response which includes relevant subject knowledge (dates, terms etc.) and high quality SPaG.
<u>Controlled Assessment</u>	7-8 WEEKS	<ul style="list-style-type: none"> Interpretation/Analysis- page 1 candidates analyse a typical question. Interpretation/Analysis- page 2 candidates complete some research. Selection and development of ideas – candidates prepare page 1 of ideas. Selection and development of ideas – page 2 candidates learn process of selection and rejection and justification of choices. Planning – page 5 candidates consider resources, health & safety issues of their choices. Planning – page 6 candidate’s completion of order of work/flow chart 	<p>TASK: To answer 3 GCSE-style questions:</p> <ul style="list-style-type: none"> Knowledge question: Recall factual knowledge to fill in blank spaces. Describe question: Factual response which includes relevant subject knowledge and high quality SPaG. Explain question: Factual response which includes relevant subject knowledge, high quality SPaG and a supported judgement.
<u>Controlled Assessment/ Practical Exam</u>	7-8 WEEKS	<ul style="list-style-type: none"> Continue with Controlled Assessment from previous half term. Making – Practical exam (Child Focused Task Evaluation – page 7 candidates evaluate practical outcome Evaluation – page 8 candidates complete evaluation of their task. 	<p>TASK: To answer 3 GCSE-style questions:</p> <ul style="list-style-type: none"> Knowledge question: Recall factual knowledge to fill in blank spaces. Describe question: Factual response which includes relevant subject knowledge and high quality SPaG. Explain question: Factual response which includes relevant subject knowledge, high quality SPaG and a supported judgement.



<p><u>Family and Child/Revision</u></p>	<p>20-21 WEEKS</p>	<ul style="list-style-type: none">• Special Needs Children, introduction• Special Needs Children – requirements of children with special needs• Exploration of different special needs• Exploration of different special needs• Effect of special needs child on a family• Identification of support available to special needs families • Identification of voluntary agencies which support children• Importance of Early Years Services• Consideration of Early Year Services• Child Care settings• Revision Lessons (pupil-led focus)	<p>TASK: To answer 3 GCSE-Style questions:</p> <ul style="list-style-type: none">• Knowledge question: Recall factual knowledge to fill in blank spaces.• Describe question: Factual response which includes relevant subject knowledge and high quality SPaG.• Explain question: Factual response which includes relevant subject knowledge, high quality SPaG and a supported judgement.
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