

OCR GCSE CHILD DEVELOPMENT REVISION GUIDE

So, your coursework is worth 60% which leaves the remaining 40% for the written exam paper.

Everyone sits the *SAME* paper. *SO* it is crucial you revise thoroughly as there will be some tough questions on here. Likewise, it is important you do your best in the coursework to give yourself the best chance of getting a good grade in the summer.

Remember..... We are *NOT* setting you up to fail. But you *MUST* work hard .

This guide has been written to help you prepare for your exam, but you must revise thoroughly so the paper doesn't shock or freak you out!

You should be well prepared for your exam. *SO* read this guide carefully, it is full of hints and tips along with the subject content you need to know for your paper.

What's inside.....

- Hints and tips for revision
- Exam paper content
- Revision topics
- Useful websites
- Key words
- Connectives and Literacy

SUCCESS is getting
what you want.

HAPPINESS is wanting what you get.

DALE CARNEGIE AND OTHER QUOTES

**Follow @TootHillTech for
#5minrevision tips & links**

twitter 

Be PROUD of your work!

REVISION TIPS: THE APPROACH

- If you feel it will help you, **set a revision timetable**, revising certain subjects at certain times.
- If you feel the need for silence while revising, try to make this possible.
- If you like to work to music, get some headphones and listen to your favourite album whilst you work. Try to listen to something that is familiar and "one of your favourites" - this will help to put you in a positive frame of mind during your revision - it can also reduce the risk of distraction, under the right circumstances.
- Maybe listen to the **same music** each time you revise for that subject, your brain will start to associate that artist with the subject content. (if you can, avoid anything with a banging beat..... **A 4 beat tempo is good to stabilise your heart rate whilst revising...it keeps you calmer!**)
- Make sure you have a break from revision - try to arrange things so that you have a "day off" revising. This will mean when you re-start your revision, you will be a little fresher.
- Try to revise one section of notes, or one set of topics together.
- If you have trouble with specific details of topics, at least try to understand the topic generally and try not to get too bogged down with details. If you just choose to "ignore" topics, you may be limiting your options too much when it comes to answering questions - try to gain a broad understanding, as this is often sufficient to answer most or part of a question. (Quite often, details are supplied anyway - you just have to tie them together.)

In a nutshell.....

- Preparation in the key
- The earlier you start to revise the better
- Listen to music, nothing too heavy
- Keep the TV and your phone off!
- Avoid distractions!

Revising **isn't** something that should be **challenging** or **difficult** at all.

What revising is, unfortunately, is time consuming.

It takes a while. That's why you need to **start early.**

(nothing to do on a Sunday?!)...

REVISION TIPS: TECHNIQUES

Try to develop your own technique for revision. Different techniques work for different people and depending on the type of subject being revised, some techniques are more suitable than others.

Here are some:-

- Read and Memorise.
- Summary notes - short version of main notes.
- List of keywords for each topic covered, which can act as "triggers" for other ideas.
- Some kind of diagrammatic representation of notes can be helpful.
- Revise with a friend - if possible, exchange ideas during revision - this can be very helpful to both people in understanding topics and building confidence.
- Questions and Answers - get a friend to ask you specific questions about topics and think up questions to ask your friend. This will test and help to build your own understanding.
- Make up a set of revision cards - with one main topic per card, each topic listing ideas or information for this topic. You can carry these cards with you and, if you choose, get them out and revise whilst a passenger in a car or on the bus or train, or when queuing somewhere!
- If possible, ask your teacher or tutor to revise topics you are unsure about and try to get the tutor to help you to fully understand the topic.

In a nutshell.....

- Revision cards work!
- Make your revision interesting to look at, add colour and highlight key elements
- Blu-Tak information all around you!
- Don't escape it

**You hit home runs, not by chance
but by preparation**

REVISION TIPS: PREPARATION

- Try not to treat the exam as anything other than a normal school or college day, other than that you are doing an exam.
- Try to follow your normal routine as this will help you relax.
- Try to think that at least after the exam, you can relax and won't have to do any further revision - this will help you relax before the event too.
- Get a good night's sleep - do not stay up till "all hours" revising unless you feel this is vital. A final review of topics and a review of your "strong" and "weaker" areas would be best.
- Take sufficient pens / pencil, rubber ruler etc. Try to use the same pens etc. as you would normally use in class as this too, can be a small psychological booster - just use new pens for "spares".
- Take a wristwatch or small traveller's clock - make sure any alarms / hourly chimes are disabled.
- Attend your subject warm up session before the exam. Your teacher will tell you when this is, where and what time
- Relax!

In a nutshell.....

- Keep a sense of normality
- Have a good breakfast
- Get an early night
- Keep hydrated - drink water

**By failing to prepare your
are preparing to fail**



REVISION TIPS: BEFORE YOUR EXAM

- Make your way slowly to your position and sit yourself comfortably. You will be sat in candidate number order. Check the exams board in main reception to find your location.

AC=Assessment Centre

CH=Concert Hall

STC=Staff Training Centre

- Make sure you listen very carefully to instructions that are given or any announcements that are made. If anything is unclear, ask questions before you start as this may save you a great deal of time later.
- Set out your pens / pencils etc. and set up your clock or wristwatch so that you can see it just by looking up and not having to move anything out of the way.
- Turn off mobile phones and hand it in at the front. Or just leave it at home!
- Make sure that you have everything necessary - question paper, answer papers, additional sheets etc. Ask the invigilator if something appears to be missing.

In a nutshell.....

- Have a bottle of water on your desk
- Equipment should be in a clear bag/pencil case
- Hand in mobile phones, switched off, not just on silent

Once in the venue, you must **NOT** communicate in any way with another candidate. This may result in you being removed from the exam. You **will NOT be allowed to resit it**



REVISION TIPS: DURING YOUR EXAM

- Read all the paper and all the instructions carefully - in your product design paper, you will be expected to answer **ALL** the questions.
- "Speed Read" the paper to get an idea of what questions are in it but then...
- Read each question carefully and thoroughly and make sure you understand what it is asking. Read all parts of the question before deciding whether or not to answer it. **Underline** key words in the question. This will help you answer them.
- Try to write neatly and clearly.
- Relax as much as possible and try to think clearly and keep confident.
- In a given question, concentrate on what you do know rather than what you don't know.
- Use what you know to maximum effect, but remember to **ANSWER THE QUESTION**.
- Do the questions you feel most confident about first (it rarely matters which order you answer questions in). This will help to build your confidence and you may find yourself remembering more things.
- Sometimes, intense thought whilst answering a question can facilitate understanding. If you find this happening, try to use it to maximum effect.
- Keep thinking positive and do the best you can. Just answer as much as you can.
- If, after reading a question, you genuinely feel it is ambiguous or too broadly based, state this in the first part of your answer and explain briefly your reason for trying to answer a question in a particular way. The examiner will then have a better chance of empathising with your answer.
- Answer the question! Stating the obvious here, but make sure you do answer the question and not simply write words which appear to 'fit'!

In a nutshell.....

- Read the paper first
- Answer all the questions fully

Its ok..... It is 90 minutes of your life... that is all
3 episodes of Eastenders.



REVISION TIPS: YOUR EXAM...

- The GCSE Child Development paper is 1 1/2 hours long. Everyone sits the same paper
- There are 80 marks on offer
- You are to answer ALL the questions on the paper
- The 15 mark question is a biggie. Identify the key points from the statements so you can structure your answer correctly. You will need to have justified and explained each point giving examples where appropriate. Expect to write at least a side and a half for this question.
- Re-read all your answers, particularly the 15 mark one. So you know it all makes sense and you haven't waffled or repeated yourself.

What do you need to take into the exam with you?

- Pens—WORKING... a variety of blue & black (in case they run out)
- Make sure they are comfortable to write with

Grade boundaries for the coursework and examination are as follows..

(GCSE) Unit Weighting	Maximum Unit Uniform Mark	Unit Grade								
		a*	a	b	c	d	e	f	g	u
30%	60	54	48	42	36	30	24	18	12	0
40%	80	72	64	56	48	40	32	24	16	0

A candidate's uniform marks for each unit are aggregated and grades for the specification are generated on the following scale:

Qualification	Max Uniform Mark	Qualification Grade								
		A*	A	B	C	D	E	F	G	U
GCSE	200	180	160	140	120	100	80	60	40	0

In a nutshell.....

- Read the paper
- Have pencils and pens ready
- Bring spare pens—for Justin.
- Just in case

Test your pens—ensure they are comfortable to write with and they work!

If you are allowed extra time.. USE IT!!

Even if you think you have finished, just take some more time to clarify and re-read everything.

REVISION TIPS: ANSWERING THE QUESTIONS

Give / State / Name (1 mark)

Normally a one-word or two-word answer, at the very most a sentence. eg Give the name of the symbol below.

This will result in only one correct answer. The mark scheme lists the single answer with the mark allocation being a single mark. eg Give two reasons _____.

The mark scheme will give a number of possible reasons. The mark allocation would be 2 x 1 (2 answers, 1 mark for each answer).

Exactly the same style should be adopted for State, Name etc.

eg Name a specific item ...

This requires students to give a specific item. Generic answers such as wood or plastic would gain no marks.

These type of questions will usually appear at the beginning of the paper or question part and are designed to ease you into the question with a simple statement or short phrase.

Describe / Outline (2 + Marks)

A higher level of response than GIVE / STATE / NAME.

Normally requires a statement or account of something, consisting of one or two sentences making reference to a number of points.

Allocation of marks is normally at least 2 (1 mark for each point accounted for). If more points are required in the description, then mark allocation is increased accordingly. These type of questions are quite straightforward.

They will ask you to simply describe something in detail.

Explain / Justify (2 + Marks)

A higher level response than DESCRIBE. Normally requires a clear or detailed account of something which normally includes justification, reasons or examples.

Allocation of marks is normally at least 2 (1 mark for each point with justification). If more points are required to be justified, then mark allocation is increased accordingly. eg Explain how

Normally the mark scheme will give a number of key points expected in the answer with a statement such as '1 mark for each key point'.

This is exactly the same procedure for such instructions as describe, discuss, evaluate etc. These type of questions are asking you to respond in detail to the question. No short phrases will be acceptable here. Instead, you will have to make a valid point and develop/justify it to gain full marks.

Evaluate / Discuss / Compare (4 + Marks)

These type of questions are designed to stretch and challenge you.

They will always be awarded the most amount of marks because they require you to make a well balanced argument, usually involving both advantages and disadvantages.

EXAM CONTENT

2.3.1 Family and parenting

- | | |
|--------------------------------|--|
| Family structures in the UK | <ul style="list-style-type: none">• The difference between looked after children, nuclear, extended, single/one-parent, reconstituted/step, fostering and adoptive families, including family patterns in a diverse society• Roles, responsibilities and values of the family• Why there are changing patterns in parenting and family life• The reasons why children may be in local authority care• Changing roles within the family in a diverse society. |
| Pre-conceptual health and care | <ul style="list-style-type: none">• The wide range of factors which affect the decision to have children and the roles and responsibilities of parenthood• To recognise and evaluate methods of contraception, their efficiency and reliability. |

2.3.2 Preparation for pregnancy and birth

- | | |
|---|--|
| Reproduction | <ul style="list-style-type: none">• The structure and function of male and female reproductive systems• How fertilisation takes place, and the development of the embryo and foetus• The problems of infertility, e.g. fallopian tube blockage, hormone imbalance and the possible solutions, e.g. in-vitro fertilisation (IVF). |
| Pregnancy | <ul style="list-style-type: none">• The diet of the mother, including nutritional needs during pregnancy and lactation• Making choices for health and well-being• The roles of the different health professionals supporting the pregnant mother. |
| Ante-natal provision | <ul style="list-style-type: none">• Routine checks carried out at an ante-natal clinic, including scans• Additional specialised screening tests• To recognise the importance of ante-natal/parenting classes/role of the father/partner. |
| Preparation for the birth of the new baby | <ul style="list-style-type: none">• The choices available for delivery• The stages of labour and the methods of delivery, including pain relief• The role of the father/partner• The need to prepare for the baby. |
| Post-natal care | <ul style="list-style-type: none">• The post-natal needs of the family• The post-natal provision available for the mother and baby. |

EXAM CONTENT

2.3.3 Physical development

Newborn baby	<ul style="list-style-type: none">• The characteristics of a newborn baby• The needs of the newborn baby• Identify the specific needs of the pre-term (premature) baby.
Development norms	<ul style="list-style-type: none">• To identify the norms from birth to five years• How the baby develops physically from birth to 5 years• The development of fine and gross motor skills.
Conditions for development	<ul style="list-style-type: none">• The selection of clothing and footwear for babies and children• The need for warmth, rest, sleep, exercise, fresh air, cleanliness, routine and the importance of the housing environment to the child.
Safety	<ul style="list-style-type: none">• How to create a safe, child-friendly environment within the home and the garden/play areas• To be aware of the most common childhood accidents• The importance of road and car safety• How safety has become an issue due to diverse family lifestyles.

2.3.4 Nutrition and health

Nutrition and feeding	<ul style="list-style-type: none">• To justify the choice between breast and bottle feeding• How to introduce mixed feeding (weaning) and to experience the range of food products available• How to encourage healthy attitudes to food and eating patterns in childhood• The function and sources of the major nutrients in the diet, e.g. protein, fats, carbohydrates, vitamins and minerals• The importance of healthy eating and its relationship to diet-related illnesses• The importance and application of hygienic practices related to food preparation within the home.
Response to infection	<ul style="list-style-type: none">• How to recognise signs of illness, when to seek treatment by a doctor, and when emergency medical help should be sought• How to recognise, prevent and manage common childhood ailments and diseases• Immunisation and vaccination programmes• How immunity to disease and infection can be acquired• How to prepare a child for a stay in hospital• The needs of a sick child, including physical, social and emotional needs.

EXAM CONTENT

2.3.5 Intellectual, social and emotional development

Conditions for development	<ul style="list-style-type: none">• The factors promoting development and appreciation of the importance of environment, support, talking and listening to a child, stimulation, love, praise, security, encouragement, bonding, quality time, opportunity to play.
Patterns of learning	<ul style="list-style-type: none">• The stages of intellectual (cognitive) development, including communication and language, number skills, reading and writing• The development of social skills, including independence and self-esteem• Appreciate the need for acceptable patterns of behaviour and approaches to discipline.
Learning through play	<ul style="list-style-type: none">• The different types of play• The benefits of play• The development of the stages of play• To select appropriate toys for different stages of development.

2.3.6 Community support

The child outside the family unit	<ul style="list-style-type: none">• The need for day-care provision• To know the types of pre-school provision available, their regulation and control.
Community provision	<ul style="list-style-type: none">• The statutory services available for children and families• The voluntary services and self-help agencies available to children and families• The statutory services available to children and families for those with special/additional needs• The voluntary services available to children and families for those with special/additional needs• The effects of special/additional needs children on families.

EXAM CONTENT REVISION RECORD

Unit One—Family and Parenting

Family Structures in the UK	Topic	Revision Cards	Revision Tally
	Looked After Children (LAC)		
	Nuclear Family		
	Extended Family		
	Single/Lone Parent Family		
	Reconstituted/Step Family		
	Fostering & Adoption		
	Family patterns in a diverse society		
	Family Roles & Responsibilities		
	Family Values		
	Changing patterns in parenting & Family Life		
	Why children are taken into Local Authority Care		
Changing Roles within the family in a diverse society			

Pre-Conceptual Health & care	Topic	Revision Cards	Revision Tally
	Factors which affect the decision to have children		
	Roles & Responsibilities of parenthood		
	Methods of contraception		
	Efficiency & reliability of contraception		
	Recognise & evaluate contraception		

EXAM CONTENT REVISION RECORD

Unit Two—Preparation for Pregnancy & Birth

Reproduction	Topic	Revision Cards	Revision Tally
	Structure & function of the FEMALE reproductive system		
	Structure & function of the MALE reproductive system		
	How fertilisation takes place		
	Development of the embryo & foetus		
	Problems of infertility		
	Fallopian tube blockage		
	Hormone imbalance		
	In-Vitro-Fertilisation IVF		

Pregnancy	Topic	Revision Cards	Revision Tally
	Diet of the mother		
	Nutritional needs during pregnancy & lactation		
	Choices for health & wellbeing		
	Roles of different health professionals supporting pregnant mother		

Ante-Natal Provision	Topic	Revision Cards	Revision Tally
	Routine checks,		
	Scans		
	Additional Screening		
	Importance of ante-natal/parenting classes		
Roles of the father/partner			

EXAM CONTENT REVISION RECORD

Unit Two—Preparation for Pregnancy & Birth continued

Preparation for the Birth of the New Baby	Topic	Revision Cards	Revision Tally
	Choices available for delivery		
	Stages of Labour		
	Methods of delivery		
	Pain relief during birth		
	Role of the Father/Partner		
	The need to prepare for the baby		

Post-Natal Care	Topic	Revision Cards	Revision Tally
	Post-Natal Needs of the family		
	Post-Natal provision available for the Mother and baby		

EXAM CONTENT REVISION RECORD

Unit Three~ Physical Development

Newborn Baby	Topic	Revision Cards	Revision Tally
	Characteristics of a newborn baby		
	The needs of the newborn baby		
	Specific needs of the pre-term (premature) baby		

Development Norms	Topic	Revision Cards	Revision Tally
	Identify the norms from birth to age 5		
	How baby develops physically from birth to age 5		
	Development of GROSS motor skills		
Development of FINE motor skills			

Conditions for Development	Topic	Revision Cards	Revision Tally
	Selection of clothing and footwear for babies & children		
	Need for warmth, rest, sleep, exercise, fresh air, cleanliness, routine		
	Importance of the housing environment to the child		

Safety	Topic	Revision Cards	Revision Tally
	How to create a safe, child-friendly environment within the home & garden/play areas		
	Awareness of most childhood accidents		
	Importance of road and car safety		
How safety has become an issue due to diverse family lifestyles			

EXAM CONTENT REVISION RECORD

Unit Four—Nutrition & Health

Nutrition & Feeding	Topic	Revision Cards	Revision Tally
	Justify the choice between BREAST and BOT-TLE feeding		
	How to introduce mixed feeding—WEANING		
	Experience a wide range of products available		
	How to encourage healthy attitudes towards food		
	Childhood eating patterns		
	Functions & Sources of major nutrients		
	Importance of healthy eating & relationship to diet re-lated illnesses		
	Importance of hygienic practises related to food prep- aration		

Response to Infection	Topic	Revision Cards	Revision Tally
	Recognise signs of illness, treatments by a dr and emer- gency medical help		
	Recognise, prevent & manage common childhood ail- ments & illnesses		
	Immunisation & Vaccination		
	How immunity to disease and infection is acquired		
	How to prepare a child for a stay in hospital		
Needs of a sick child, physical, social & emotional			

EXAM CONTENT REVISION RECORD

Unit Five—Intellectual, social and emotional development

Conditions for Development	Topic	Revision Cards	Revision Tally
	Factors promoting development		
	Appreciation of the environment, support, talking, listening, stimulation, love, praise, security, encouragement, bonding, quality time, opportunity to play		

Patterns of Learning	Topic	Revision Cards	Revision Tally
	Stages of intellectual (COGNITIVE) development		
	Communication, language, number skills, reading & writing		
	Development of social skills, independence and self esteem		
	Appreciate the need for acceptable behaviour patterns		
	Approaches to discipline		

Learning through Play	Topic	Revision Cards	Revision Tally
	Different types of play		
	Benefits of play		
	Development of the stages of play		
	Select appropriate toys for different stages of development		

EXAM CONTENT REVISION RECORD

Unit Six—Community Support

The child outside the family unit	Topic	Revision Cards	Revision Tally
	The need for day care provision		
	Know the type of pre-school provision available,		
	Regulation & controls of pre-school provision		

Community Provision	Topic	Revision Cards	Revision Tally
	Statutory services available for children & families		
	Voluntary services & self-help agencies available to children & families		
	Statutory services available to children and families for those with special/additional needs		
	Voluntary services available to children and families for those with special/additional needs		
Effects of special/additional needs children on families			

LITERACY CONNECTIVES

Use these examples to enhance your vocabulary in your exam.

Examples:
For example
For instance
Such as
...as can be seen
...as is shown by
Take the case of...
This can be proven by...

Cause and Effect:
...so...
As a result of...
...because...
This means that....
...due to...
...therefore...
...caused...
This caused...

Changing topic:
Turning to...
As regards...
With regard to...
Concerning...
As far as...is concerned
Moving on to...
Now to consider...
By contrast...

Emphasising
Mainly
Mostly
Usually
Unfortunately
Most often

Comparison:
Compared with...
...in comparison with...
Similarly...
In the same way...
Likewise...
Equally...
As with...
...are similar in that...

Listing points:
Firstly, secondly, finally
In the first place
To begin with
On top of this
In addition to this
More importantly
Addition
...and...
...also...
...as well
Furthermore
Another
Not only...but also
Before

Contrasting:
However
On the other hand...
...although...
Despite this...
On the contrary...
Instead...
As for...
...whereas...
...while...

Summing up:
In conclusion...
In summary...
To sum up...
Overall...
On the whole...
In short...
In brief...
To conclude...
So, to round off...

Rephrasing:
In other words
That is...
To put more simply...

Concession:
Although...
While it is true that...
Despite the fact that...
In spite of...
Despite this...
However...yet...
Still...
Nevertheless...