GCSE Home Economics Child Development
Good Practice

- Access all the information provided by WJEC for the specification on the website, e.g. specifications, the Teachers Guide, exemplar materials and details for the submission of coursework.

- Sign up for email bulletins.

- Check the WJEC website for current task titles.

- Contact the subject officer if you have any concerns.

Unit 1: Written Paper

Throughout the course candidates should be given opportunities to work through a wide range of examination questions within the classroom and for homework.

Candidates should be familiar with the layout of the paper and the different types of questions such as short answers, structured and extended writing answers.

Candidates should undertake revision work and include some revision lessons.

Make sure candidates are familiar with and understand the various terms used in the examination paper – ‘suggest’, ‘describe’, ‘state’, ‘discuss’, ‘identify’, ‘evaluate’.

Ensure candidates understand the ‘criteria marking’ of the long answer questions, where they are required to give facts which must be supported by reasons and discussion. The mark scheme used alongside the examination paper can provide candidates with an important understanding of how marks are awarded and the depth of information required.

Provide candidates with several opportunities to answer the ‘essay’ questions. This is a weak section in the exam as frequently candidates give limited or no discussion about their information.

In the Examination.

Candidates must:-

- Read carefully the instructions on the front cover.

- Read the questions and highlight ‘key words’ in order to remain focused on the topic.

- Answer in full sentences unless the question requires a ‘list’.

- Avoid the use of bullet points as this usually produces limited answers.

- Look at the number of marks being awarded for each question and make sure answers contain sufficient relevant information.

- In the criteria marked questions candidates give facts, discussion and consider all aspects such as positive and negative issues.

- Keep a watchful eye on the time and read through the paper carefully to make sure that all questions have been answered fully.
Units 2 & 3: Controlled Assessment

Coursework Guidelines.

Give candidates a timetable so they are fully aware of when the controlled assessment sessions are taking place and have the necessary information and resources ready.

Each candidate must complete an individual time log, which must accompany the coursework, for the Child Study and the Child Focused Task.

The CD3 coversheet must be completed by both the candidate and staff and must accompany the coursework.

There must be comments to support why the marks have been awarded so that the moderator can see clearly how the work has been assessed.

Unit 2: Child Study

It is recommended that this task is started in the spring term of the first year of the course.

Each centre can decide whether candidates are to be given a choice of tasks or be directed to one particular task.

Ensure all candidates have access to a child under the age of 5 years at the start of the task.

Candidates need to be able to visit the study child regularly over a period of approximately 6 months.

Before starting the Child Study it is essential that the core areas of study of the specification relating to the task(s) have been delivered to the candidates in order that they have all the relevant knowledge and understanding, 4: Physical Development, 5: Intellectual Development and 6: Social and Emotional Development.

Ensure candidates have an understanding of the route through the task and have some knowledge about the content of each of the five sections of the child study.

Candidates must be made fully aware of the time allocations for classroom based work 15 hours and contact time 6 hours with study child.

Ensure candidates present their work in soft files with their name written on the front cover.

Instruct candidates to avoid using large font size or small font less than size 11.

Plastic pockets are not necessary but if they are used please inform candidates to ensure that there is text on both sides within each pocket to avoid unnecessary bulk.

Candidates’ notebooks, used to record information during the activities with the study child, should be used in the classroom controlled assessment sessions and then retained by the centre. They should NOT be sent with the child study to the moderator.

Plan of Action

Candidates should:

- Write out the task at the beginning of the study in order to ensure the study remains focused on that selected area of development.

- Include time plans showing how the allocated time in the classroom and with the child will be used.
• Plan to observe all aspects of the selected area of development

• Obtain, and include, evidence of permission to study the child and, if permission is given, to also take photographs

• Plan to undertake at least 6 visits to the child. The first visit should aim to collect some background information and establish a good relationship with the child.

• NOT disclose the identity or address of the child.

• State the age of the child.

• Prepare necessary resources, e.g. a height graph, a blank questionnaire to be used to obtain background information, colouring sheets.

Introduction

Candidates should:-

• State their aims which must be well focused and then discussed, e.g. ‘find out about physical norms for a 4 year old’.

• Cover all areas of the child study.

• Avoid use of vague generic aims, e.g. ‘make sure my work is neat and tidy’

• Record information about the child, family and environment.

• Provide information on the selected area of development and relevant norms of development for the age of the child plus 6 months.

Gathering Information

Please note:-

• It is essential that candidates carry out the visits regularly so they have the necessary information to write up during the controlled assessment sessions.

• Each visit should only last about 15 to 30 minutes. Young children have short attention spans.

• Visits should correspond to the time plan of visits in the plan of action.

Candidates should:-

• Focus on the selected area of development and make detailed notes in their notebooks.

• Avoid a ‘diary format’ to record visits as this often lacks relevant information.

• Use side headings to record each visit, e.g. date, location, area of development, method, resources, results / observations and conclusion.

• Include a range of evidence such as child’s paintings, tick charts, graphs and photographs (if permission from parents/guardians has been given.)
Analysis/Interpretation

Good practice:-

- The use of a chart to record the norms of development and the results from the tasks undertaken with the study child can be a useful way to compare the evidence.

- Candidates should discuss each result and give some explanation for the findings linked to the health of the child, family lifestyle and local environment.

- Encourage candidates to give some personal views about the results of the various activities with the study child.

Evaluation

Candidates should:-

- Evaluate all sections of the child study, i.e. planning, methods used to collect information, the results and the analysis of them.

- Refer back to the aims and comment on whether these aims have been achieved.

- Highlight the strengths and weaknesses of their work and suggest possible areas of further development.

Unit 3: Child Focused Task

This task should be undertaken during the first half of the second year of the course.

There are 2 tasks, one using food ingredients and the other using other materials. Each centre can decide whether candidates are to be given a choice of tasks or be directed to one particular task.

The paper allocation is 8 pages of A3 or 16 pages of A4.

Candidates should be aware of the 15 hours time allocation for classroom based work.

Ensure candidates write their names on each sheet of paper and that the sheets are attached to each other.

Interpretation and Analysis

Candidates should:

- Write out the task on the first page.

- State their aims, which should be focused on the requirements of the task and cover both the theory and practical work.

- Give detailed explanations of the ‘Key Words’ of the task.

- List resources which would help to provide relevant information for the task.

- Undertake both primary and secondary research work, which needs to be recorded with some conclusions drawn from the findings.
Selection and Development of Ideas.

Candidates should:-

• Remember that the item or food dishes are for the ‘under 5 year olds’.
• Draw up ‘specifications’ for the relevant item or food dishes.
• Offer a range of possible ideas which could be suitable and include some sketches of toys and food dishes.
• Use a ‘criteria chart’ to assist the selection process for about 4 items or for 8 food dishes.
• Offer detailed reasons for the selection and rejection of ideas.
• Produce their final choice with the available resources and within the time allocation.
• For the food task select 5 or 6 dishes, one of which can be a drink.

Planning

Candidates should:-

• Undertake some experimental work with the selected toy using different materials, e.g. different types of card, paper, fabric, size of font.
• Discuss some design sketches about different ways to present the food dishes – different ingredients, shapes.
• Discuss their findings and reasons for the final choice.
• Produce a list of the required materials / food ingredients and a detailed flow chart which should include hygiene and safety rules.
• Remember that it is only necessary to make small quantities for the food dishes.

Making

Allow candidates sufficient time to undertake the practical work such as 2 to 3 hours.

The practical skills and observing the necessary hygiene and safety rules should be carefully monitored in order to assess the candidates’ level of knowledge and skills.

Photographic evidence of the completed items should be included in the folio.

Centres need to refer carefully to the marking criteria as high marks cannot be given where there are limited skills used and weak results.

Evaluation

Candidates should:-

• Evaluate all areas of the task, such as planning, obtaining research information, gaining relevant knowledge, the production and outcome of an item or food dishes.
• Refer back to the aims and consider if they have been achieved.
• Offer personal viewpoints about the strengths and weaknesses in their work and suggest possible further developments.