

## KEY POINTS

- Failing an exam is not the end of the world, so keep your anxieties in perspective
- Every wants you to pass, including the examiner.
- Don't worry about what you haven't done during the course. Work out how to make the best use of what you have done.
- No one understands 'everything'. There are bound to be areas where you feel underprepared and confused.
- Don't panic when you read exam questions. Almost every exam question is linked quite directly with something you have covered on the course. You just have to work out the link.
- Exams tend to be about what you understand rather than what you can remember. Getting your course notes organised will sort your memory out.
- Don't worry about what you didn't learn before the course. Consolidate on what you have learned during the course.
- Speed in an exam is to do with having a very clear plan as to how you intend to use your time.
- You probably will do a lot of work just before the exam. But you need to do it in a planned way, using your time efficiently and conserving your energies. You don't want to turn your life into a complete misery just because of an exam.

## Planning for the exam day

### **Exam Checklist**

- Do you know the days and date of your exam?
- Do you know at what time it begins and how long it lasts?
- Do you know where the exam will be held?
- Have you sorted out time off work; child care etc.?
- Do you know how you will get to the exam?
- Have you got comfortable clothes to wear that will be warm enough/cool enough whatever the temperature in the hall?
- Have you got a bottle of water?
- Have you got ordinary pens (including spares)?
- Have you got a game plan of how long you will spend reading the paper, answering each question and checking your answers?

### **Sample Time Plan for exam**

Length of exam		3 hours
Number of Questions		3 essays
Start time		2:30pm
Read paper and choose three questions	15 mins	2:45pm
Plan answer 1	5 mins	2:50pm
Plan answer 2	5 mins	2:55pm
Plan answer 3	5 mins	3:00pm
Answer 1	45 mins	3:45pm
Answer 2	45 mins	4:30pm
Answer 3	45 mins	5:15pm
Time to read answers	10 mins	5:25pm
Anything else still required	5 mins	5:30pm

The above is only a suggestion, different people plan exams in different ways, some for example might like to choose their questions and then plan and write each answer in turn. The important thing is to have a plan as this can help settle you down and ensures that you have enough time to answer the required number of questions.

**Make sure you answer three questions**, if you do panic and run out of time use the last ten minutes to construct a paragraph that says something like, "In answering this question I will be looking at (name some of the main areas here)". This will give the examiner something to give you marks for. **No marks can be given for an answer not started!**

Be sure to read the questions carefully and plan your answers accordingly. Underline key words. The examiner is looking for your answer in relation to the question set, not "everything I know about child development"!

You have worked well throughout the year, stay calm, take a few deep breaths and show them what you can do.

## Revising

Identify your personality type to know how best to revise.

### 1. If you say things like:

- 'I see'
- 'I get the picture'
- 'That's clear'

tend to be a visual person - use visual techniques, e.g.

- Mind maps
- Scatter diagrams
- Colour coded notes
- Pictures and diagrams

### 2. If you say things like:

- 'That sounds great'
- 'I hear what you are saying'
- 'That strikes a chord'

tend to be an aural person - use sound based techniques, e.g.

- Repeating things out loud
- Recording notes on to tape and playing them back
- Convert your material into rhymes/mnemonics

### 3. If you say things like:

- 'It feels right'
- 'It slipped my mind'
- "Let's start from scratch"

tend to be someone influenced by movement - put action into your revision by:

- Walking around as you read your notes
- Make very big notes e.g. posters – so you 'feel' the words
- Using gestures to link to particular themes

## Revision

Revising for and taking exams involve techniques and processes which can be learned about and practised.

Revision should be seen as an active process, which you can draw on and use your existing knowledge and help you identify and fill in significant gaps, rather than as a process of passively absorbing facts and ideas.

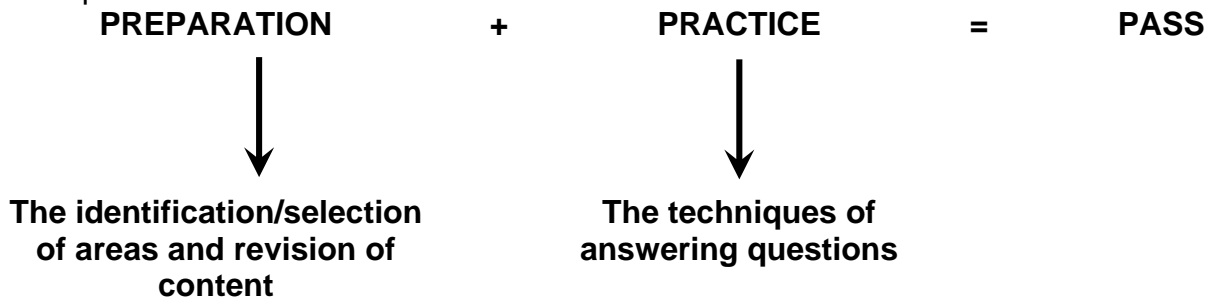
### *Alone and then In Groups*

Work through the questions:

- Your overall feelings about examinations and revision
- Aspects or issues that particularly concern or interest you
- What techniques have you used in previous exams and revision and which ones have been successful

Students need to experiment to find out what revision techniques suit them.

Think positive



### *When to start and how long that gives them*

Ideally at least 5-6 weeks. Devise a revision timetable that is realistic.

### *What to cover and in what depth?*

Look at past exam paper and decide:

- How many questions to be answered in total?
- How many parts to the paper?
- How many questions to cover from each part?
- Are questions related to particular blocks, sections or topics?
- How much time per question?
- Do all questions carry equal weight?
- Are any questions compulsory?

You are not expected to remember every detail but to get to grips with the important parcels of ideas in each section or block.

Revision needs to be active – it's not enough to re-read units or notes or look at worked examples. The more material is manipulated or thought about and practised, the easier it is to recall.

Make a timetable for your revision, i.e. when, what and how long. Make sure you schedule breaks into your timetable

Create a clear environment for revision.

Use active revision

- Re-reading – passive
- Copying – passive
- Putting your notes on computer – passive
- Highlighting – passive

- Writing index cards – active
- Annotating text (putting comments beside your text) – active
- Mindmapping – active
- Repeating (not reading) out loud – active
- Doing past papers - active

Diagrammatic techniques – Mindmaps

Use an example, e.g. Piaget

The best way to do it is to do some reading or general note taking, then, from memory, begin to add the branches, then go back and make sure you've included all that you have just revised. Then repeat the process. When you have completed a mindmap try and recall them at other times, e.g. sitting on a bus. The way I find it useful to recall them is to imagine the shape of the map and that helps me to fill in the words.

Note taking techniques

Take notes as you write – suggest handwriting unless you can type competently because you can end up focussing on what keys to press rather than the information you are trying to make notes about. Over time condense these notes or rewrite them in different ways or see which ones you can recall and rewrite. Cards are a useful tool.

Using past exams

Write notes that you would want to include in an essay.

Practice writing essays in the time limit.

Mnemonics may help, e.g. Sensorimotor, Pre-operational, Operational, Formal = SPOF

Revise for 30 to 40 minutes at a time before having a break. Try taking a break at an interesting point so you are encouraged to return to it. Build these breaks into your timetable.

Use relaxation techniques to help reduce stress or anxiety.

This technique takes 20 minutes

Eyes can be open or closed

1. Breathe normally. Just *after* you breathe out, count silently, 'one'. Count 'two' after the second exhalation. Go up to ten. Then start again from one. Do this for five minutes.
2. *It's quite normal to lose count. When you notice this, start again at once.*
3. Now make your silent count just *before* you breathe in. Do this for five minutes.
4. Stop counting, and for another five minutes just notice the sensation of breathing in your body.
5. Spend the last five minutes noticing the point at which air enters and exits the body (either your lips or nostrils).

Exercise helps to reduce stress

Get a good nights sleep

Create a positive attitude. Use phrases like:

- I will work well
- I will learn what's worth learning
- I will set myself deadlines
- I will take regular breaks

Don't use phrases like:

- I will work hard – *causes work to be prioritised beyond everything else*
- I will learn every detail – *doing this loses sight of the wood for the trees*
- I will sit at the work until the work's all done – *this will make you tired as you wont be able to stop until the work's completed*
- I will not have free time unless I've earned it – *this creates guilt and learning becomes a chore*

Use the information in the study guides

If necessary speak to other students or your lecturer.

#### COMPARE

- Look for similarities and differences and perhaps reach a conclusion about which is preferable.

#### CONTRAST

- Set in opposition in order to bring out differences.

#### CRITICISE

- Give your judgment about the merit of theories and opinions, or about the truth of facts. Back your judgment up by a discussion of evidence or of the reasoning involved.

#### DEFINE

- Set down the precise meaning of a word or phrase; in some cases it may be necessary or desirable to examine different possible or often-used definitions.

#### DESCRIBE

- Give a detailed or graphic account.

#### DISCUSS

- Investigate or examine by argument; sift and debate; give reasons for and against.

#### EVALUATE

- Make an appraisal of the worth of something.

#### EXPLAIN

- Make plain; interpret and account for; give reasons.

#### ILLUSTRATE

- Use a figure/diagram to explain or clarify or make clear with concrete examples.

#### INTERPRET

- Expound the meaning of; make clear and explicit; usually give your judgment.

### **The Day Before**

Take the day off

Get a good night's sleep

Suggestions

- Don't spend all day with someone talking constantly about the exam
- Don't eat junk food which makes you feel sluggish
- Use relaxation techniques if required to go to sleep

### **The Exam**

Course results will arrive in late December

In January/February you will get feedback on your exam

You will be sent an examination allocation letter which shows the date of the exam, its start and finish times, and your examination centre address. *Have you received it yet?*

Your exam is Wednesday 21<sup>st</sup> October 2.30pm till 5.30pm. You will be informed of the location.

Your place in the examination room will be indicated by a desk record showing your name, personal identifier, course and examination number.

To be admitted to the examination room you must produce your examination allocation letter and a form of identification that shows your photograph as well as your usual signature.

You will be allowed in the examination room about 10 minutes before it starts but you should plan to be there at least 30 minutes beforehand in case of delays, etc.. Allow enough time for parking, etc..

On entering the examination room find your desk, check and sign your desk record making sure that it has your name, course code and correct personal identifier. If not tell the invigilator. Place your desk record and proof of identity prominently so that the invigilator can inspect it.

Do not take mobile phones into the exam room

Essay plans and rough work should be done in your answer book(s). Work that is crossed through in your answer book(s) will not be marked. Work that is not crossed through is considered to be part of your answer and will be marked, even if it is rough work or an essay plan.

You may not leave the examination room in the first 30 minutes or last 15 minutes.

If you need to leave after the first 30 minutes for a short period you must ask an invigilator and you will be supervised.

If you finish the exam and leave the room you will not be readmitted.

When you have finished, enter the number of answer books you have used in the box on the desk record and attach the desk record and question paper to your answer book(s). You must remain seated until all your work has been collected and the invigilator has said you can go.

Question papers cannot be taken from the room.

All rough work must be done in the answer book.

You must use pens for all answers.

#### Essential items

- Examination allocation letter
- A valid form of identification that shows your photograph as well as your usual signature
- A ballpoint pen or pen and ink (blue or black) plus spares
- A pencil

#### Prohibited items

- All course materials
- Mobile phones and any other communication equipment, e.g. laptops, etc..
- Calculators

### **The Exam Paper**

Read all the paper, even if you know which questions you intend to do.

Some people jot down the times they intend to start each question.

Spend 5 minutes deciding which questions you intend to answer and in which order.

Plan what information you are going to include in the answer and how you are going to answer the question. Possibly allow 5 minutes for this per question. It may help to paraphrase the question in your own words so that you are clear that you understand the question. Another way is to underline key words. Make sure what you include in the plan is relevant to the question.

When you have completed an answer read it through to make sure you've not missed anything out.

Some people like to do the harder questions first and leave the easier ones till last. Others like to do it the other way round. It's an individual choice. Whichever you go for you should make sure that you allow enough time to do each question

Allow a minute or two at the end of the exam to make sure you've done everything required of you.

### **Past Exam Papers**

<http://freespace.virgin.net/g.agnew/ed209/questions.pdf>

## **Book One**

How do psychologists investigate infants' perception of the world around them? What do such studies reveal about infants' psychological development?

Book 1, ch 3

Note that by asking *How* psychologists investigate infants' perception of the world around them the question is directing you to consider the methods used by psychologists in relation to the results they have obtained.

Areas to look at include visual acuity, depth perception, face recognition and visual preference.

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## **Book Two**

How has attachment theory been used to account for differences in the development of children's social relationships?

Book 2, ch 1 & 2

In discussing the *how* part of the question, you will need to consider the key assumptions (the 'central premise') and concepts within attachment theory and the way these are used to explain children's behaviour and social development. The *differences* aspect of the question indicates that your essay will need to consider how infant attachment behaviours have been classified and what associations these have with subsequent behaviour and development. In discussing attachment theory explanations you could draw out the explanations given for different types of infant behaviour in the Strange Situation and in everyday life.

See example answer type

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## **Book Three**

Discuss the method of 'familiarization/ novelty preference' and consider its contribution to psychologists' understanding of infant cognition?

Book 3, ch 1

A key issue for this question is to describe this approach.

Need to consider examples which have used it.

Is it a valid method?.

See essay example

## How has attachment theory been used to account for differences in the development of children's social relationships?

Harlow (1958) monkeys to bond to a mother made of cloth, although the survival rate for infant monkeys who grew up with a cloth mother was good, their development and social behaviour was unstable and they were not capable of mating successfully.

Winnicott (1953) argued that such attachments signify a developmental stage: the infant's control over the object helps him explore relationships beyond the attachment to his mother. A central concept of attachment theory is that infants learn about ways of relating from these early relationships with their attachment objects and build up a set of expectations about themselves in relation to others (Oates 2005). Infants build on their first attachment experiences and develop an 'internal working model' (IWM) (Bowlby 1969),

IWM has three elements: a model of the self, a model of 'the other' and a model of the relationships  
positive IWMs are formed when infants experience devotion and a responsive relationship with their carer

negative IWM may be formed when the infant experiences an emotionally unavailable carer and distress goes unacknowledged.

Bowlby suggested that a healthy attachment in infants is based upon a long-term stable relationship with a carer.

IWMs are the basis for later relationships.

three different types of attachment: secure, insecure and absent

a child with a secure attachment keeps an image of his parents as available for comfort, he feels worthy of his parents love and attention and is confident that his parent will return when separated

a child with an insecure-avoidant attachment is not upset by a separation and on the return of the parent will often turn away from them rather than towards them.

a child with insecure-ambivalent attachment is likely to show distress at separation, suggesting that the parent's presence is important. However, he lacks a firm belief that his parent will return, yet when he does the mother will not be used as a source of comfort.

a child with disorganized behaviours is unsure what to do and there is a lack of expectation or consistent strategies; the child may turn to himself for comfort

someone with an insecure-ambivalent attachment may be more hesitant in approaching a new relationship.

someone with an insecure avoidant attachment may lack the motivation even to relate to others.

children with disorganized behaviours, they are likely to be inconsistent in the way they approach new relationships.

there is a significant interaction between parent and infant in moulding these patterns of attachment behaviour.

The parent's attention to the child needs to be sufficiently stable for them to use their IWM as a source of comfort when the parent is unavailable.

stability of the IWM is gained from its internalization, which is achieved by the child's repeated experiences with the mother.

Many studies have suggested that disturbing behaviour in a child can be linked to difficulties in the relationship with their mother

Mothers' 'mind-mindedness': a capacity to understand what might be in the infant's mind, has shown this is indeed associated with attachment (Meins *et al.*, 2002).

mothers who had negative attitudes towards their infants at 6 months old were more likely to report behavioural problems when their children were 5 years old. The infants own temperament can have an affect on how the mother behaves in a given situation.

transactional model affect

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# ED209

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## Tutorial

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## Agenda

- How's it going so far
  - TMA06
  - Seen Question
  - Revision & Exam
  - Exam questions
  - Anything else
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## TMA06

- Describe the method
  - Results = Description not analysis
  - Critique methodology
  - Suggest future research
  - Link discussion to questions/hypotheses
  - Abstract
  - Introduction
  - Anything else?
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## Seen Question

- Research articles – How many required?
  - Prepare
  - Practice
  - Any questions?
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## Revision & Exam

- Hopes & Concerns
  - Preparation + Practice = Pass
  - Revision timetable
  - Know exam paper layout
  - Passive versus Active revision
  - Positive attitude – Relax – Have breaks
  - Day before
  - Exam day
  - Exam paper
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## Question 1

- How do psychologists investigate infants' perception of the world around them? What do such studies reveal about infants' psychological development?
  - Book 1, Chapter 3
  - Key words
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## Question 2

- How has attachment theory been used to account for differences in the development of children's social relationships?
  - Book 2, Chapters 1 & 2
  - Key words
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## Question 3

- Discuss the method of 'familiarization/ novelty preference' and consider its contribution to psychologists' understanding of infant cognition.
  - Book 3, Chapter 1
  - Key words
-