

## Mark scheme

## Question 1

1(a)(i) *In a child's toy cupboard are the following toys: a plastic ride-on toy; a simple jigsaw puzzle; a plastic rattle; a construction set with small nuts and bolts. From the list above, write down which toy would be most suitable for a child aged 6 months. Justify your choice.*  
(2 marks)

1 mark for plastic rattle, plus 1 mark for suitable justification which might refer to the safety of this toy if put in the mouth/child's inability to choke or swallow, or appropriateness for child's level of cognitive development.

1(a)(ii) *From the list above, write down which toy would be most suitable for a child aged 6 years. Justify your choice.*  
(2 marks)

1 mark for construction toy, plus 1 mark for child's ability to manipulate small objects (nuts and bolts) or appropriateness for child's level of cognitive development.

1(b)(i) *From the list above, identify two toys suitable for gross motor play.* (2 marks)

1 mark each for: plastic rattle; ride-on toy.

1(b)(ii) *From the list above, identify two toys suitable for fine motor play.* (2 marks)

1 mark each for: a jigsaw puzzle; a construction set with plastic nuts and bolts. Accept plastic rattle.

1(c)(i) *Explain how play can aid cognitive development. Illustrate your answer with reference to one type of play activity.*  
(3 marks)

1 mark for specifying some kind of cognitive development such as: concept acquisition, language acquisition, thinking, learning, problem solving.  
1 mark for identifying a relevant play activity e.g. playing with coloured blocks.  
1 mark for detail of how this activity contributes to the development outlined e.g. helps the child to discriminate between different colours e.g. by sorting the blocks according to colour.

1(c)(ii) *Suggest four different ways in which adults can reduce the risk of toddlers falling in the home environment.*  
(4 marks)

1 mark each (up to 4) for specific practical suggestions such as: safety gates on stairs; removal of loose toys/objects from floor; keeping upstairs windows shut/locked; firmly securing garden play equipment e.g. swings. Accept adult supervision.

## Question 2

2(a) A father is reading a story to his two children, Caitlin and Dougal. Both children look at the pictures as he reads. At one point the father points to the page and asks, "What's that?" Dougal answers, "Bus." At the end of the story, Dougal looks at his father and says, "Again." Dougal's father replies, "You want me to read it again?" From the description above, identify **three** things the father does that could aid his children's language development. In each case, briefly explain how these could help. (6 marks)

1 mark each (up to 3) for identifying each way, plus 1 mark each for explanation.

Likely answers:

Reading a story (1) plus explanation e.g. enables child to link word and object (1)

Asking a question (1) stimulates child to produce (new) vocabulary (1)

Recasting/restating/feeding back child's utterance (1) enables child to model more developed speech (1)

2(b)(i) Name and outline the stage of language development shown by Dougal. (3 marks)

1 mark for the holophrase speech stage; plus 1 mark per point, up to 2 for points such as: one word utterances (1) used to mean a whole sentence (1) 12-18 months (1)

2(b)(ii) Name and outline the likely next stage of Dougal's language development. (3 marks)

1 mark for the telegraphic speech stage (1). Plus up to 2 marks from: Two- and three-word sentences (1) with non-essential/function words missed out (1) A small vocabulary of frequently-used words/pivot words (1). Overextension occurs (1) e.g. calling a horse a big doggie (1). Age around 18-24 months (1).

2(c) While she is listening to the story, Caitlin chuckles and makes noises such as, "Awuh," and, "Ananana." Name and outline the stage of language development shown by Caitlin. (3)

1 mark for the prelinguistic stage; plus 1 mark per point, up to 2 for points such as: features Cooing/babbling (1) i.e. production of phonemes (1) with a sing-song intonation (1) and echolalia (1). Age around 0 – 12 months (1).

### Question 3

3(a) *A parent whose first child is 6 months old knows nothing about attachment. Write a description giving the parent useful information about attachment behaviours that the child might be expected to show over the next few months.* (6 marks)

Band 1            5 –6 marks for detailed and accurate description of attachment behaviours, including timing of onset  
Band 2            3-4 marks for mainly correct descriptions of some features  
Band 3            1-2- marks for one or two very basic points, or more detail but marred by inaccuracy/irrelevance

Likely points include: Outline definition; onset around 7 to 9 months; of specific (single) attachment; shown by proximity-maintaining behaviours; including attempts to follow; separation anxiety/protesting when left; clinging behaviour; greeting on return; stranger anxiety/or description; later multiple attachments occur.

3(b)(i) *One of the short-term effects of separation is detachment. Outline what is meant by detachment.* (2 marks)

Up to 2 marks, depending on detail. Likely answer: Avoiding/not seeking contact (1) when reunited with e.g. parent (1)

3(b)(ii) *Name and outline two other short-term effects of separation.* (4 marks)

1 mark each (up to 2) for naming, plus 1 mark each for outline. Likely answers (any order):

Protest (1) prolonged/persistent crying (1)

Despair (1) child becomes quieter/apathetic/unresponsive (1)

3(c)(i) *Outline what is meant by anti-social behaviour.* (2 marks)

1 mark per point for points such as: Behaviour that tends to harm other people (1) or society as a whole (1) credit example e.g. aggression (1)

3(c)(ii) *Suggest one type of anti-social behaviour that is believed to be a long-term effect of separation.* (1 mark)

Delinquency (1)

#### Question 4

4(a) Below are two statements defining aspects of cognitive functioning. (i) The ability to recognise that redistributing material does not affect its mass, number or volume. (ii) The inability to see a situation from another person's viewpoint. In each case, write down whether the statement defines egocentrism or conservation or object permanence. (2 marks)

(i) conservation (1)

(ii) egocentrism (1)

4(b) Describe a test of egocentrism designed by Piaget. Include details of the test materials, what the child is asked to do, and what response would be evidence of egocentrism. (6marks)

Up to 3 marks for materials: a model of mountains (1) plus detail e.g. snow on top of one/a hut on another/a cross on the third (1) a set of (10) cards showing views of the mountains from different sides (1) a doll 'looking' at the model (1)

Up to 2 marks for procedure: Child is asked to walk round the model (1) then sit at one side (a different side from the doll) (1) asked to pick out the card that shows the view from the position of the doll (1)

Plus 1 mark for evidence of egocentrism: if the child picks the card showing the view s/he would see (1)

4(c)(i) Eighteen children were divided into three different age groups, each group containing 6 children. Each child was given a test of egocentrism. The results are shown in the table below. From the data in the table draw conclusions about the children's cognitive development. (5 marks)

Age in years	Number of children who were egocentric	Number of children who were not egocentric
4	4	2
6	1	5
8	0	6

1 mark per point, up to 5. Likely points: Most of the 4-year-old children were egocentric (1) two thirds/66% (1). Most of the 6 year old children were not egocentric (1) five times as many as were egocentric (1). None of the 8 year olds were egocentric (1). Also credit comparisons between age groups, e.g. 4 times as many 4 year olds were egocentric, compared with 6 year olds.

4(c)(ii) Was the study of these eighteen children cross-sectional or longitudinal? Justify your answer. (2 marks)

Cross-sectional (1). Children were from (three) different age groups were studied/the children were only studied once/within one limited period of time (1).