

Key Concepts

10 (a) State what is meant by *invariant* with reference to stages of cognitive development.

.....
..... [1]

(b) State what is meant by *universal* with reference to stages of cognitive development.

.....
..... [1]

Core Theory: Piaget

4 Draw a line to match each of the following terms to the example of it.

TERM

Conservation

Egocentrism

Object
Permanence

EXAMPLE

Child A looks for her toy even when it is hidden away from her.

Child B cannot understand how much he has upset another child.

Child C is able to understand that her brother has the same amount of juice as her even though his glass is taller.

Child D can sort his clothes both by colour and by type at the same time.

[3]

Core Theory: Piaget

Cognitive Development

9

What Lola Understands

Alex and Jamie are parents to a 3 year old named Lola. They are discussing Lola's cognitive abilities.

Jamie: I was very cross when Lola hit me the other day. She did not seem to realise how much she upset me. It is like she does not know how others see things.

Alex: It's just a stage she is at. She doesn't really understand feelings.

Jamie: Is that why she thinks chairs have feelings? Have you noticed that she says 'sorry' to them if she bumps into them. I am worried she is not going to be very clever when she's older.

Alex: Don't be silly. All children her age think like that.

Jamie: I'm not sure. I think we should be doing more things to speed up her development. Her language is advanced but we don't want her to fall behind.

Alex: Now you're being ridiculous. Children will develop when they are good and ready.

Using the source:

(a) Identify the phrase that is associated with egocentrism.

.....
..... [1]

(b) Name the stage of development Lola is at, according to Piaget's theory.

.....
..... [1]

(c) Name the parent who supports Piaget's theory of cognitive development.

.....
..... [1]

Core Theory: Piaget

1 Name Piaget's **four** stages of cognitive development.

1

2

3

4

[4]

2

Different Abilities

- Abdul is able to see things from Pippa's point of view but Pippa only sees things from her own point of view.
- Eleanor knows to still chase after her pet cat even when he disappears into the kitchen.
- Kelsey sees that even though her glass is shorter than her sister's, they both have the same amount of juice.

Using the source:

(a) name the child who shows object permanence.

..... [1]

(b) name the child who shows egocentrism.

..... [1]

(c) name the child who shows conservation.

..... [1]

Core Theory: Piaget

5

8 Outline the following stages of cognitive development:

(a) Sensori-motor stage;

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.....
.....
..... [2]

(b) Formal operational stage.

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.....
..... [2]

Core Theory: Piaget

6

Piaget's Stages

Piaget believed that children's minds develop in the same way all over the world. He said a child's mind develops in stages which are fixed by age. The first stage lasts from birth to two years and the fourth stage occurs at eleven years onwards.

Using the source:

(a) Identify the phrase that refers to the idea of *universal* stages.

..... [1]

(b) Identify the phrase that refers to the idea of *invariant* stages.

..... [1]

7 Piaget's theory of cognitive development includes:

- universal stages
- invariant stages

Choose **one** of these features and outline **one** criticism of it.

Feature:

Criticism:

.....

.....

Core Theory: Piaget

2 Complete the following table to show Piaget's different stages of cognitive development. [3]

| No. | Stage of Cognitive Development | Age |
|-----|--------------------------------|---------------|
| 1 | Sensori-Motor | 0 to 2 years |
| 2 | | 2 to 7 years |
| 3 | | 7 to 11 years |
| 4 | | 11+ years |

3 Outline **one** criticism of Piaget's theory of cognitive development.

.....

.....

.....

..... [2]

Core Theory: Piaget

10

13 Give **two** ways in which Piaget's theory has been criticised.

1

.....

2

.....

[2]

Core Theory: Piaget

3 Piaget's theory of cognitive development includes the following features:

- invariant stages
- universal stages
- cognitive development is a natural process

Choose **two** of these features and outline **one** criticism of each.

1 Feature:

Criticism:

.....

.....

.....

2 Feature:

Criticism:

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.....

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[4]

Alternative Theory: Vygotsky

14 Explain what Vygotsky meant by a zone of proximal development.

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..... [2]

Alternative Theory: Vygotsky

9 Piaget's theory is just one explanation of cognitive development.

Outline **one other** explanation of cognitive development.

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[3]

Core Study: Piaget

5 Describe **one** study into cognitive development.

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[4]

Core Study: Piaget

11 Describe **one** of Piaget's experiments into conservation.

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..... [4]

12 From the list below, identify **two** limitations of Piaget's (1952) experiment into the conservation of number.

[2]

Show your answer by ticking the relevant boxes.

the task was artificial

the sample was gender biased

he made the mistake of asking the same question twice

children were caused high levels of distress

Core Study: Piaget

10 Piaget (1952) carried out an experiment using rows of counters.

Complete the passage on Piaget's study by filling in the gaps.

You must choose a different term for each gap from the list below.

conservation decentration reversibility concrete formal pre

Piaget tested the of number by using rows of counters. When he stretched out a row of counters, children in the operational stage thought there were more counters in the row. However, children in the operational stage knew that the properties of the row could not change. **[3]**

11 Give **one** limitation of Piaget's experiment where he used rows of counters.

.....
..... **[1]**

Applications

Cognitive Development

1 Research into cognitive development can be applied to educating children.

From the list below, identify **three** applications of research into cognitive development: **[3]**

Show your answer by ticking the relevant boxes.

Teaching children in key stages

Teaching children in single sex classes

Making children wear uniforms

Allowing children to learn for themselves

Challenging children's thinking

Punishing bad behaviour