

Piaget - Mark Scheme

Q1.

[AO1 = 2]

2 marks for a clear, coherent outline of the term with some elaboration.

1 mark for a limited or muddled outline.

Content:

ability to understand the difference between subordinate classes / subcategories and superordinate classes / more global / broader categories (or similar)

OR

any object can at the same time be an example of a subordinate group / subcategory (e.g. apple) and also an example of a superordinate group / global category (e.g. fruit).

[2]

Q2.

[AO2 = 2]

Up to two marks for application of knowledge of Piaget's theory of cognitive development to Amy's behaviour as follows:

Amy is showing egocentrism / cannot decentre / cannot understand that other people's view is different. (1)

She is unable to see her brother, and therefore she does not understand that her brother can see her. (1)

Q3.

Please note that the AOs for the new AQA Specification (Sept 2015 onwards) have changed. Under the new Specification the following system of AOs applies:

- AO1 knowledge and understanding
- AO2 application (of psychological knowledge)
- AO3 evaluation, analysis, interpretation.

(a) [AO3 = 2]

Independent groups / unrelated – 1 mark.

Where different people / children / groups take part in each condition – 1 mark.

Where name repeated, other or no design can still gain outline mark.

(b) [AO3 = 1]

DV – whether the child gives a correct or an incorrect answer / type of answer / whether they say same or more.

(c) [AO1 = 2]

Conservation (1). Also accept ability to decentre and reversibility.

Accept valid explanations, eg conservation - the ability to understand that properties of objects (number) stay the same, despite changes in appearance (spatial arrangement) (1).

(d) [AO1 = 1, AO2 = 2]

AO1

Award 1 mark identification (named or described) of another difference between pre-operational and concrete operational thinkers. Likely answers: class inclusion; egocentrism. Accept also animism, seriation and centration. Differences between formal operational thinking and pre / concrete operational thinking should be credited.

AO2

Up to 2 marks for brief discussion. Possible content: criticisms of Piaget's assumptions in relation to the difference cited; evidence in the form of research findings to support Piaget's claim; counterevidence for Piaget's claims / alternative findings; methodological criticism of Piaget's work in relation to the concept under discussion.

Q4.

[AO1 = 3 AO3 = 5]

Level	Marks	Description
4	7 – 8	Outline of Piaget's research into object permanence is accurate and generally well detailed. Evaluation is effective. The answer is clear, coherent and focused. Specialist terminology is used effectively. Minor detail and/or expansion of argument sometimes lacking.
3	5 – 6	Outline of Piaget's research into object permanence is evident. There are occasional inaccuracies. There is some effective evaluation. The answer is mostly clear and organised. Specialist terminology mostly used effectively.
2	3 – 4	Outline of Piaget's research into object permanence is present. Focus is mainly on description. Any evaluation is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology used inappropriately on occasions.
1	1 – 2	Outline of Piaget's research into object permanence is limited. Evaluation is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology either absent or inappropriately used.
	0	No relevant content.

Possible content:

- Object permanence (object concept) is the understanding that an object still exists even when out of sight
- Piaget's study involved a child playing with a toy which was then covered in a blanket/cloth
- Children under 8 months would not continue to search for the toy
- Children over 8 months would continue to search for the toy
- In variations on the original research, the toy would be hidden in place A or place B – children show the A not B error

Possible evaluation points:

- Piaget may have underestimated children's cognitive ability in relation to object permanence
- Object permanence tasks lack human sense – response may be a reaction to the deliberate removal of the toy
- Possible confusion of lack of performance with lack of understanding - failure to search does not necessarily mean child did not understand that the toy still existed
- Counter-evidence shows that children do continue to search if object is made to disappear in more subtle ways eg Bower and Wishart
- Contrast with infants' performance in violation of expectation studies

Credit other relevant information.

Q5.

Marks for this question: AO1 = 6, AO3 = 10

Level	Marks	Description
4	13 – 16	Knowledge is accurate and generally well detailed. Discussion / evaluation / application through use of examples is thorough and effective. The answer is clear, coherent and focused. Specialist terminology is used effectively. Minor detail and / or expansion of argument sometimes lacking.
3	9 – 12	Knowledge is evident. There are occasional inaccuracies. Discussion / evaluation / application through use of examples is apparent and mostly effective. The answer is mostly clear and organised. Specialist terminology is mostly used effectively. Lacks focus in places.
2	5 – 8	Some knowledge is present. Focus is mainly on description. Any discussion / evaluation / application through use of examples is only partly effective. The

		answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1 – 4	Knowledge is limited. Discussion / evaluation / application through use of examples is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology either absent or inappropriately used.
	0	No relevant content.

Please note that although the content for this mark scheme remains the same, on most mark schemes for the new AQA Specification (Sept 2015 onwards) content appears as a bulleted list.

AO1

Marks for an outline of how schema develop. Candidates should outline relevant concepts: schema is a unit of knowledge / cognitive structure; through experience / interaction with the physical world the child's knowledge adapts; schema can be extended via assimilation / accommodation; assimilation – adding information to an existing schema / applying a schema to a new situation; accommodation – forming a new schema / where an existing schema has to change because incoming information conflicts with what is already known (ie disequilibrium); equilibration – where there is a mental balance / cognitive harmony between what is already known and incoming information. Credit reference to Piaget's stages only if focused on the question ie development of schema.

AO3

Marks for discussion and application via examples. Likely content: discussion of Piagetian concepts: the general notion of constructivism; existence of hypothetical structures and processes as a way of explaining the cognitive processes involved; falsifiability issues in relation to hypothetical structures / processes; biological basis – parallels in cognitive neuroscience; comparison with nativist view that certain abilities are innate and therefore do not need to be constructed through experience (the work of Baillargeon); the importance of discovery learning and 'action on the world' for adaptation / disequilibrium; implications for education eg how teachers provide opportunities for equilibration and consequent development of new schema / altered schema and extension of knowledge; alternative explanations for cognitive development – whether the notion of schema is compatible with Vygotsky's view about the importance of the social world.

Credit use of relevant evidence. Credit evaluation of evidence only where used to discuss schema development.

Q6.

Marks for this question: AO1 = 6, AO3 = 10

Level	Marks	Description
4	13 – 16	Knowledge is accurate and generally well detailed. Discussion / evaluation / application is thorough and effective. The answer is clear, coherent and focused. Specialist terminology is used effectively. Minor detail and / or expansion of argument sometimes lacking.
3	9 – 12	Knowledge is evident. There are occasional inaccuracies. Discussion / evaluation / application is apparent and mostly effective. The answer is mostly clear and organised. Specialist terminology is mostly used effectively. Lacks focus in places.
2	5 – 8	Some knowledge is present. Focus is mainly on description. Any discussion / evaluation / application is only partly effective. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1 – 4	Knowledge is limited. Discussion / evaluation / application is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology either absent or inappropriately used.
	0	No relevant content.

Please note that although the content for this mark scheme remains the same, on most mark schemes for the new AQA Specification (Sept 2015 onwards) content appears as a bulleted list.

AO1

For marks in the top band candidates should be able not only to describe the key stages of Piaget's theory but also to outline underlying processes such as assimilation and accommodation. Accuracy in describing the characteristics of each stage and their age ranges will also be important.

AO3

Credit is most likely to be accessed through use of the many relevant research findings available, either from Piaget or by later researchers. Methodological evaluation, especially of Piaget's studies, is likely to be popular but may only earn marks if implications for the theory / explanation are clear eg by explicit reference to a lack of ecological validity affecting the generalisability of findings and hence of the theory / explanation.

Comparison with alternative theories, such as Vygotsky, would be another effective route to marks, as long as the focus is on the question rather than the alternative theory.

Other relevant discussion points might include the application of Piaget's ideas to education eg 'readiness' and 'critical periods', cultural differences and biases.