

Mark schemes

Q1.

[AO1 = 3 AO3 = 5]

Level	Mark	Description
4	7-8	Outline of Vygotsky's theory of cognitive development is accurate with some detail. Evaluation is thorough and effective. Minor detail and/or expansion of argument is sometimes lacking. The answer is clear, coherent and focused. Specialist terminology is used effectively.
3	5-6	Outline of Vygotsky's theory of cognitive development is evident but there are occasional inaccuracies/omissions. Evaluation is mostly effective. The answer is mostly clear and organised but occasionally lacks focus. Specialist terminology is used appropriately.
2	3-4	Outline of Vygotsky's theory of cognitive development is present. Focus is mainly on description. Any evaluation is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1-2	Outline of Vygotsky's theory of cognitive development is very limited. Evaluation is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology is either absent or inappropriately used.
	0	No relevant content.

Possible content

- social interaction/culture govern cognitive development as the child internalises thinking of others
- role of language – external speech – inner speech – internalised thoughts
- scaffolding – more knowledgeable experts act as a framework which is gradually withdrawn until child is independent
- notion of the zone of proximal development – gap between child's current ability and what can be achieved with assistance – incorporates notion of potential
- child is seen as an apprentice, developing tools of the culture, eg language.

Possible evaluation

- use of evidence to support/counter the theory, eg effectiveness of scaffolding (eg Wood and Middleton 1975); cultural transmission of skills (Greenfield and Lave 1982)
- theory can account for cultural differences, unlike Piaget
- contrast with Piaget's views on cognitive development in a relatively fixed sequence at certain ages and Piaget's view of the child as a lone scientist
- emphasis on social interaction means that biological maturation and

- individual processes are seen as less important
- implications for education – use of peer tutoring
- theory focuses on processes rather than outcomes making it hard to test
- links to broader issues such as nature-nurture.

Credit other relevant material.

[8]

Q2.

[AO2 = 8]

Level	Marks	Description
4	7-8	Application of knowledge of theories of cognitive development is detailed and effective. The answer is clear, coherent and focused. Specialist terminology is used effectively.
3	5-6	Application of knowledge of theories of cognitive development is evident and mostly effective. The answer is mostly clear and organised but occasionally lacks focus. Specialist terminology is used appropriately.
2	3-4	Application of knowledge of theories of cognitive development is present but of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1-2	Application of knowledge of theories of cognitive development is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology is either absent or inappropriately used. Answers without explicit application – Max 2 marks
	0	No relevant content.

Possible application:

- Leonard refers to how children learn through making mistakes until they get things right - Piaget's theory of cognitive development suggests a child learns by active exploration and by trial and error
- Leonard refers to the child being able to learn by experimenting - Piaget saw children as scientists
- Leonard refers to 'the right sort of tasks' - Piaget says schema development will occur if we provide appropriate materials that encourage active exploration
- Felix refers to 'more able children' as effective partners - Vygotsky sees the child as an apprentice to a more knowledgeable other
- Felix refers to 'levels of guidance' eg demonstration, specific prompts etc Vygotsky's theory rests on the notion of scaffolding – where other people provide various levels of support
- Felix refers to achievement of potential, an idea fundamental to Vygotsky's view of the zone of proximal development ZPD.

Credit other relevant material eg links between stem and schema development.

[8]

Q3.**[AO1 = 3 AO3 = 5]**

Level	Mark	Description
4	7-8	Outline of Vygotsky's theory is accurate with some detail. Explanation of strength(s) is thorough and effective. Minor detail and/or expansion of argument is sometimes lacking. The answer is clear, coherent and focused. Specialist terminology is used effectively.
3	5-6	Outline of Vygotsky's theory is evident but there are occasional inaccuracies/omissions. Explanation of strength(s) is mostly effective. The answer is mostly clear and organised but occasionally lacks focus. Specialist terminology is used appropriately.
2	3-4	Limited outline of Vygotsky's theory is present. Any explanation of strength(s) is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1-2	Outline of Vygotsky's theory is very limited. Explanation is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology is either absent or inappropriately used.
	0	No relevant content.

Possible content:

- Vygotsky noted how social interaction/culture are fundamental to cognitive development – he stated child internalises the understanding of others
- proposed the child as an apprentice who has to develop tools of the culture, eg language, use of technology
- emphasised the role of language/semiotics in cognitive development – external/social speech leads to egocentric speech leads to inner speech/thought
- identified more knowledgeable others/experts who can provide framework for learning – scaffolding (stages of scaffolding)
- proposed stages of concept formation (vague syncretic, complex, systematic, mature concept)
- introduced idea of zone of proximal development – gap between what can be achieved alone and what can be achieved with assistance.

Possible strengths:

- valuable insights had an effect on teaching/learning – scaffolding, groups work, peer tutoring in the classroom
- his theory led to our understanding as parents as active in child's development and learning
- cross-cultural differences in concept development support Vygotsky's views on social interaction in cognitive development
- improvement in relation to other theories, eg Piaget's view of child as passive
- use of evidence to support theory, eg evidence for improved learning with scaffolding, eg Pratt (1992) – parental scaffolding with maths homework.

Credit other relevant material.

[8]