11.1 Piaget's Theory of Cognitive Development and Vygotsky's Sociocultural Theory: Test Pack

AQA 7182 · about 15 minutes

Total Marks

Name: _____ Date: ____ / ____ / _____

Answer ALL questions.

1 Define schema in Piaget's theory

(Total for Question 1 is 2 marks)

2 Explain class inclusion and stage

(Total for Question 2 is 2 marks)

3 Practical application and limitation of scaffolding

(Total for Question 3 is 4 marks)

4 Outline zone of proximal development

(Total for Question 4 is 3 marks)

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Mark scheme · 11.1 Piaget's Theory of Cognitive Development and Vygotsky's Sociocultural Theory: Test Pack

Question 1

states that a schema is a mental framework or organised unit of knowledge about an object, person or situation oe	**B1**
gives an example or explains that schemas help us interpret new information oe	**B1**

Answer: A schema is a mental framework or organised unit of knowledge about an object, event or concept, used to interpret new information; for example, a child's schema for 'dog' includes features like four legs and barking.

Question 2

defines class inclusion as understanding that subclasses are included within a larger class, e.g. there are more flowers than roses even though roses are a type of flower oe	**B1**
states this typically emerges in the concrete operational stage (around 7 years) oe	**B1**

Answer: Class inclusion is recognising that members of a subclass are included in a larger class, for example that roses are a type of flower so there can be more flowers than roses; this understanding typically appears in the concrete operational stage around age 7.

Question 3

describes a practical application, e.g. peer tutoring, guided questioning, modelling and gradual withdrawal of help oe	**M1**
explains how this supports learning, e.g. helps learners perform within their ZPD and builds independence oe	**A1**
identifies a realistic limitation, e.g. requires time, trained staff or low pupil-teacher ratios, or may not suit all learning styles oe	**M1**
explains why the limitation matters, e.g. practical constraints may reduce fidelity of scaffolding and therefore reduce its effectiveness in improving outcomes oe	**A1**

Answer: Application: teachers can use guided questioning and modelling, then gradually reduce prompts so pupils move from supported to independent performance, which helps learners work in their ZPD. Limitation: effective scaffolding is time and resource intensive and depends on teacher skill and class sizes, so in busy classrooms it may be inconsistently applied and less effective.

Question 4

defines ZPD as the difference between what a learner can do alone and what they can do with guidance from a more knowledgeable other oe	**M1**
explains that the ZPD identifies tasks that are just beyond independent ability but achievable with support oe	**A1**
states why it matters for teachers, e.g. to target instruction and provide appropriate support to promote learning oe	**A1**

Answer: The ZPD is the gap between what a learner can achieve independently and what they can achieve with guidance from a more knowledgeable other; it is important for teachers because it helps them target tasks and provide support that will promote progress.

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