PRIFYSGOL ABERYSTWYTH UNIVERSITY

SEMESTER TWO EXAMINATIONS 2024

DEPARTMENT OF PSYCHOLOGY

PS31820 CHILD LANGUAGE: DEVELOPMENT AND ASSESSMENT

Time allowed: TWO HOURS (120 MINUTES)

Instructions to students:

- You must ANSWER ALL THREE SECTIONS, respectively, A, B and C.
- SECTION A – Verbal IQ repot; approximately 300 words.
  [20% of overall exam mark]
- SECTION B – Five short answer questions; ANSWER ALL FIVE questions; you may write more for one question and less for another. Approximately 700 words for this Section *overall*.
  [50% of overall exam mark]
- SECTION C – There are three options for this section. ANSWER ONE question; approximately 1000 words. Provide key references as names & dates.
  [30% of overall exam mark]

MAE MODD I FYFYRWYR GYFLWYNO ATEBION I'R PAPUR HWN NAILL AI YN Y GYMRAEG NEU'R SAESNEG
STUDENTS MAY SUBMIT ANSWERS TO THIS PAPER IN EITHER WELSH OR ENGLISH

Once seated, students may complete the front cover of the answer book(s) and the attendance slip ONLY.

DO NOT TURN THE EXAMINATION QUESTION PAPER OVER UNTIL INSTRUCTED TO DO SO.

SECTION A: Verbal IQ Report

1. Below is a WISC-IV Report Form, duly filled in for a boy's data on Verbal IQ. Write up a brief Verbal IQ report from the information summarised on the form.

[20%]

WISC-IV UK

WECHSLER INTELLIGENCE SCALE FOR CHILDREN®– FOURTH UK EDITION

Record Form

Child's Name G.

Examiner's Name CO

Calculation of Child's Age

	Year	Month	Day
Date of Testing			
Date of Birth			
Age at Testing	7	5	0

Total Raw Score to Scaled Score Conversions

Subtest	Raw Score	Scaled Scores
Block Design		
Similarities	11	10
Digit Span		
Picture Concepts		
Coding		
Vocabulary	22	9
Letter–Number Seq.		
Matrix Reasoning		
Comprehension	25	16
Symbol Search		
(Picture Completion)		( )
(Cancellation)		( )
(Information)		( )
(Arithmetic)		( )
(Word Reasoning)		( )
Sums of Scaled Scores		35

Verbal Comp. | Perc. Rsng. | Work. Mem. | Proc. Speed | Full Scale

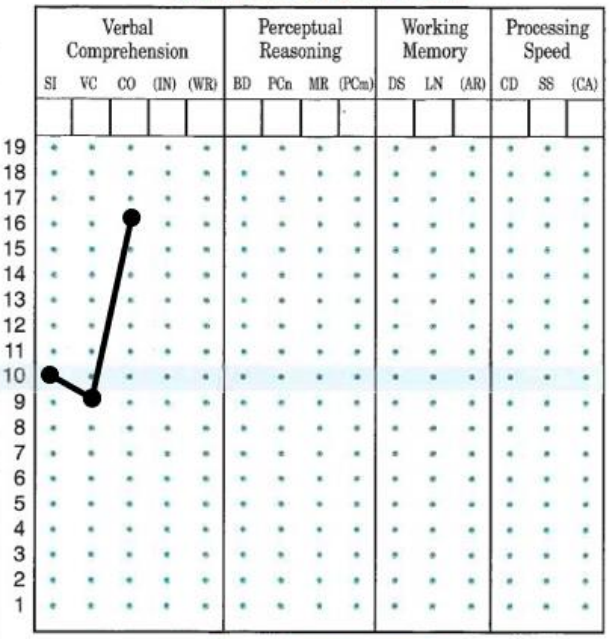
Sum of Scaled Scores to Composite Score Conversions

Scale	Sum of Scaled Scores	Composite Score	Percentile Rank	___% Confidence Interval
Verbal Comprehension	35	VCI 108	70	
Perceptual Reasoning		PRI		
Working Memory		WMI		
Processing Speed		PSI		
Full Scale		FSIQ		

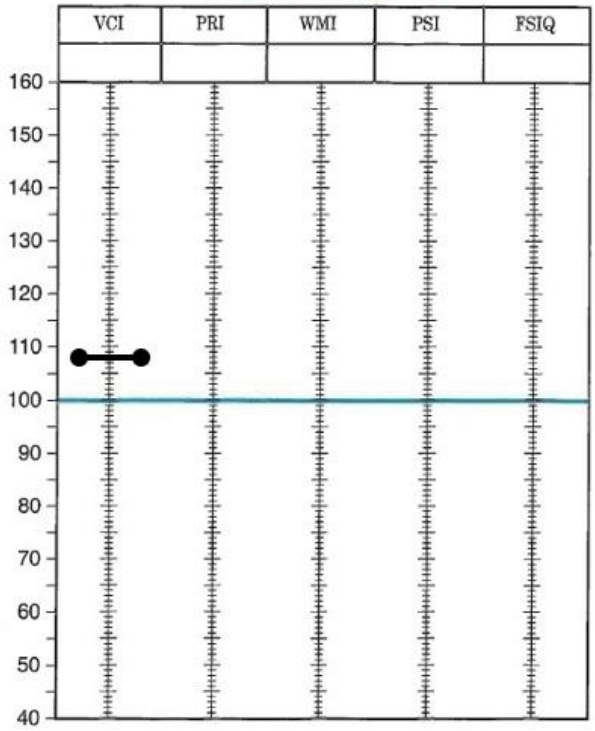
SAT Scores

Baseline			
	Maths	English	Science
KS 1			
KS 2			
KS 3			
KS 4			

Subtest Scaled Score Profile



Composite Score Profile



SECTION B: Short Answer Questions – ANSWER ALL

1. Give three key ethical considerations that need additional consideration when conducting research with young children. You must also provide a brief account of the precautions we may take to reduce the risk.

[10%]

2. With reference to Mottron (2004), what are instrument biases and recommendations when matching groups of children on the autism spectrum with neurotypical controls? You must provide clear details on appropriate matching strategies keeping in mind children aged between 3- and 10-years.

[10%]

3. A researcher implements a word learning study with pre-school children who are either developing typically or have a diagnosis of Specific Language Impairment (SLI). The researcher is assessing their ability to use referential intent as a cue to word meaning. Understanding of novel words is tested using production and comprehension tasks. What strategy should the researcher adopt to recruit the two populations?

[10%]

4. Identify and give a definition of four constraints and biases identified in the literature as guiding lexical acquisition in early childhood.

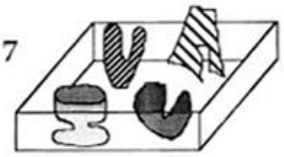
[10%]

5. What has been demonstrated in longitudinal studies examining the relationship between precursor abilities and language outcomes? With reference to module content, give four examples of precursor abilities measured in toddlerhood (e.g. 3 or 4 years of age) and state their relationship to linguistic ability during early childhood (e.g. 5 or 6 years of age).

[10%]

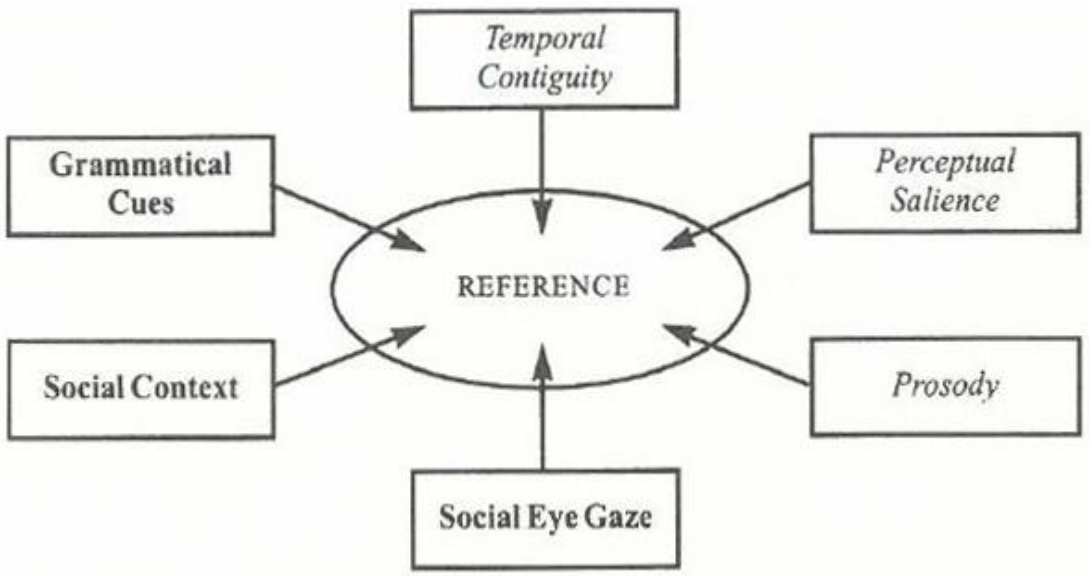
SECTION C: Long Answer Question – ANSWER ONE

1. The figures below depict the procedure adopted in a study first published by Akhtar and colleagues in 1996. The study gave rise to much debate and was replicated twice in 1998 (Samuelson & Smith) and 2004 (Diesendruck et al.), by different and/or opposing theorists in lexical acquisition. Give a brief account of the procedure and discuss the theoretical issues debated.

Event	Object(s)	Context	Activity
1		Sitting on floor	Play with object
2		Sitting on floor	Play with object
3		Sitting on floor	Play with object
4	 (target object)	Sitting at table with special tablecloth	Play with object at table
5		Sitting on floor	All objects placed in box. Experimental subjects heard: **"Look I see a gazzer! A gazzer!"** Control subjects heard: **"Look! Look at that!"**
6		Sitting on floor	Play with objects
7		Sitting on floor	**Test**: Objects placed back in box. Child asked to, **"get the gazzer"**

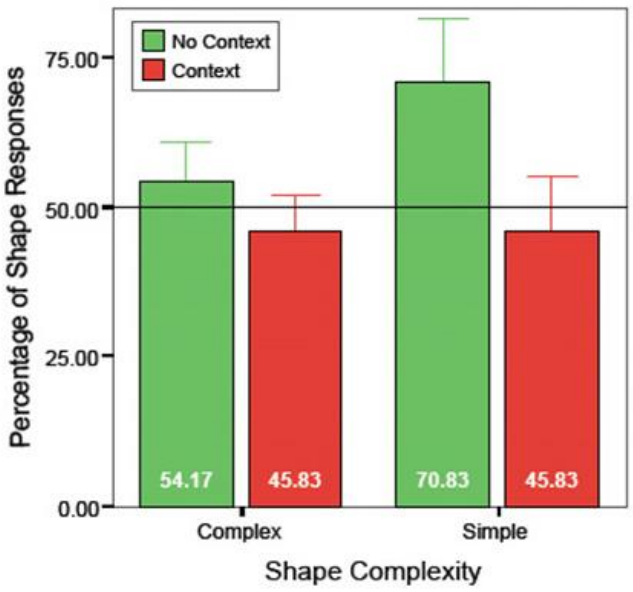
[30%]

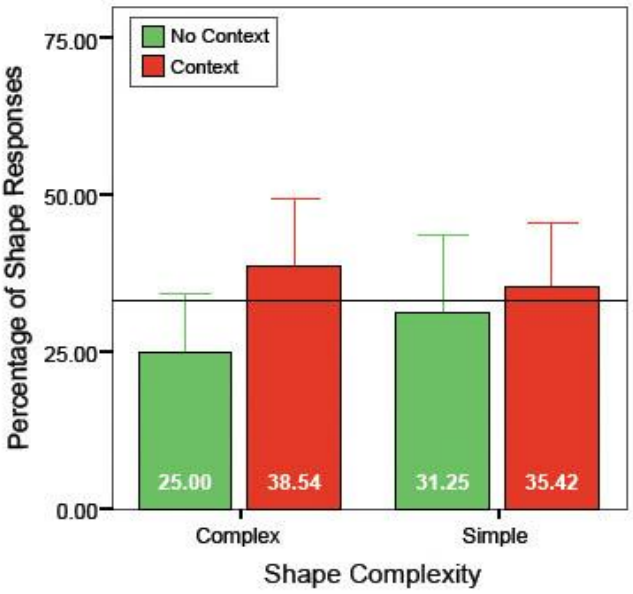
2. The figure below summarises key aspects of the Coalition model of lexical acquisition. With reference to the figure, give an account of this model, providing clear insight into its theoretical underpinnings, and the way lexical acquisition is explained from infancy into childhood. In doing so, provide a brief account of what each one of the abilities depicted entails.



[30%]

3. The figures below are the results published by Cimpian and Markman (2005) in a paper challenging the attentional learning account (ALA) of lexical acquisition. Discuss the theoretical framing of this study, and provide an overview of the methods, results and conclusions.





[30%]

END OF PAPER