PRIFYSGOL ABERYSTWYTH UNIVERSITY

SEMESTER TWO EXAMINATIONS 2025

DEPARTMENT OF PSYCHOLOGY

PS31820 CHILD LANGUAGE: DEVELOPMENT AND ASSESSMENT

Time allowed: **2 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 1,200-1,300 words for this Section *overall*.
  [50% of overall exam mark]
- SECTION C – There are three options for this section. ANSWER ONE question; approximately 1,200 words. Provide key references as names & dates.
  [30% of overall exam mark]

- **Gall myfyrwyr fynd â darn o bapur A4 i mewn i'r ystafell arholiad, gyda nodiadau mewn llawysgrifen ar UN OCHR**
- **Students can take a sheet of A4 paper into the exam room, with handwritten notes on ONE SIDE.**
- 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. MALE

Examiner's Name

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 Score
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

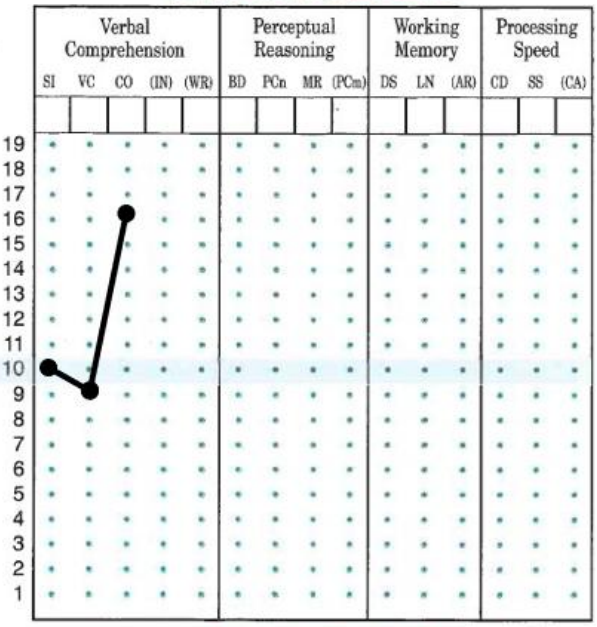
Sum of Scaled Scores to Composite Score Conversions

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		

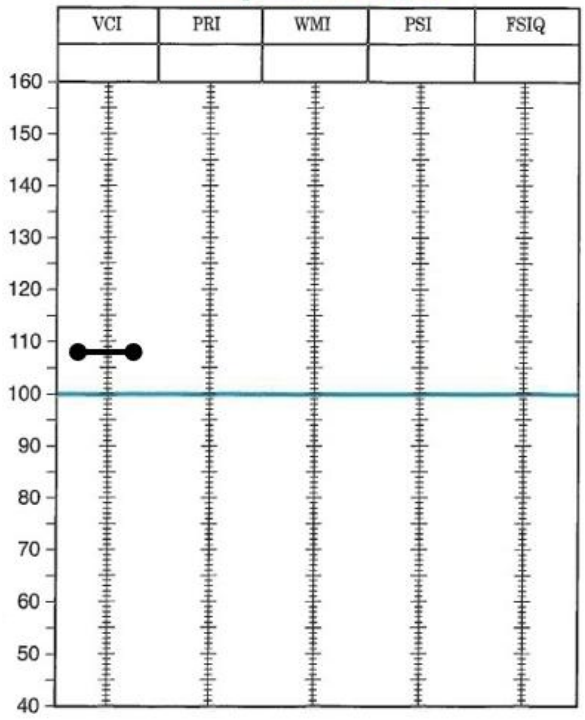
SAT Scores

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 FIVE

1. Give THREE key ethical considerations that need additional consideration, relative to considerations given to adult studies, when conducting research comparing groups of children with and without autism. You must also provide a brief account of the precautions we may take to reduce any risks.

[10%]

2. What are the recommended matching strategies in language research comparing children on the autism spectrum with neurotypical controls? Address this question based on children aged between 3- and 8-years. Provide examples of well-known, suitable assessments.

[10%]

3. What has been demonstrated in longitudinal studies examining the relationship between precursor abilities and language outcomes? To answer this question, give FIVE examples of precursor abilities measured in infancy (e.g. 6 months to 2 years of age) and state their relationship to linguistic ability over the ages of 3 to 6 years.

[10%]

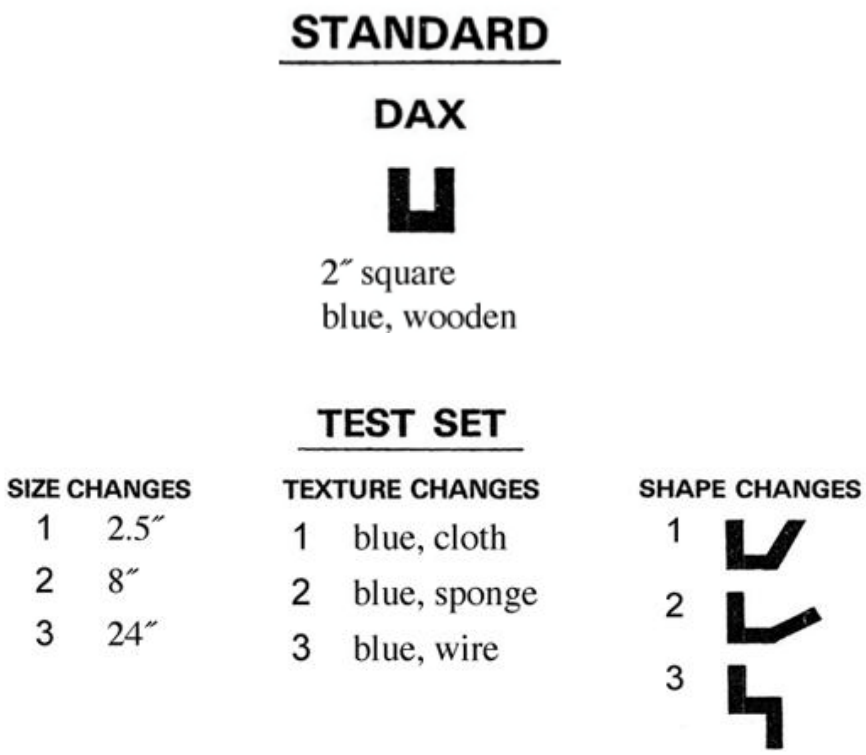
4. Identify and give a definition of four constraints and biases identified in the literature as guiding lexical acquisition in early childhood.

[10%]

[PLEASE TURN OVER FOR SECTION B, QUESTION 5]

SECTION B CONTINUED

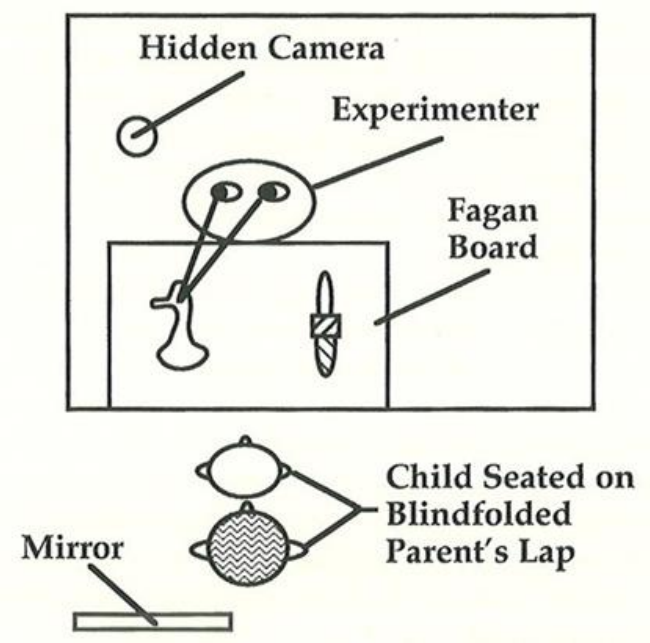
5. With reference to the figure below, explain how word extension tasks are used in word learning research. You must briefly explain the procedure and it's theoretical underpinning, the predictions made, the age groups the procedure lends itself to, and why.



[10%]

SECTION C: Long Answer Question – ANSWER ONE

1. The figure below summarises the Interactive Preferential Looking Paradigm (IPLP; Hirsh-Pasek, Golinkoff, & Hollich, 2000) used to provide empirical support to the Coalition model of lexical acquisition. With reference to the figure, give a detailed account of this method, including pre-test procedures, strategies implemented to select the stimuli, strategies implemented to give cues to word-meaning in the coincident and the conflict conditions, and one strength in terms of demonstrating developmental changes in using cues to word meaning over the first two years of life. Conclude by explaining the hypotheses that are made for children in the following age groups: 12-13 months, 19-20 months, and 23-24 months.



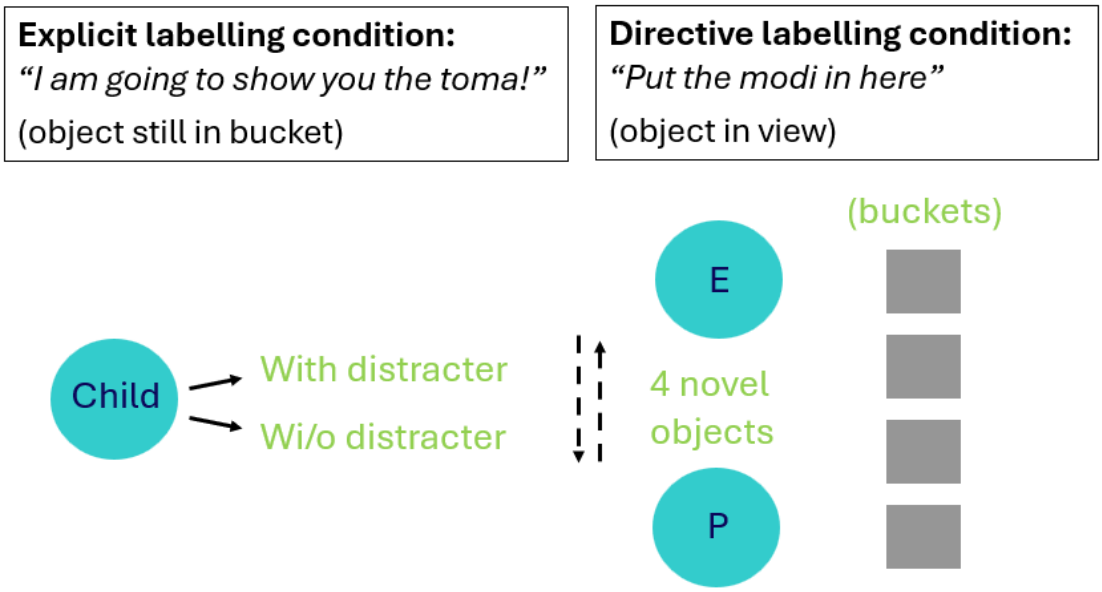
[30%]

2. Compare and contrast the socio pragmatic model and the attentional learning account of lexical acquisition. Give the theoretical underpinnings of each and draw on the literature to discuss the abilities deemed central to lexical acquisition under each model.

[30%]

SECTION C CONTINUED

3. The figure below depicts a schematic representation of Akhtar et al.'s (2005) toy-in-the-bucket experiment. Discuss the theoretical framing of this study, and provide an overview of the methods, results and conclusions.



[30%]

END OF PAPER