PRIFYSGOL ABERYSTWYTH UNIVERSITY

SEMESTER TWO EXAMINATIONS 2026

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 report.
  [20% of overall exam mark]
- SECTION B – Five short answer questions; ANSWER ALL FIVE questions.
  [50% of overall exam mark]
- SECTION C – There are three options for this section. ANSWER ONE question. 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 child'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 M. FEMALE

Examiner's Name

Calculation of Child's Age

	Year	Month	Day
Date of Testing			
Date of Birth			
Age at Testing	9	5	2

Total Raw Score to Scaled Score Conversions

Subtest	Raw Score	Scaled Scores
Block Design		
Similarities	24	13
Digit Span		
Picture Concepts		
Coding		
Vocabulary	38	13
Letter–Number Seq.		
Matrix Reasoning		
Comprehension	24	12
Symbol Search		
(Picture Completion)		( )
(Cancellation)		( )
(Information)		( )
(Arithmetic)		( )
(Word Reasoning)		( )
Sums of Scaled Scores		38
		Verbal Comp. / Perc. Rsng. / Work. Mem. / Proc. Speed / Full Scale

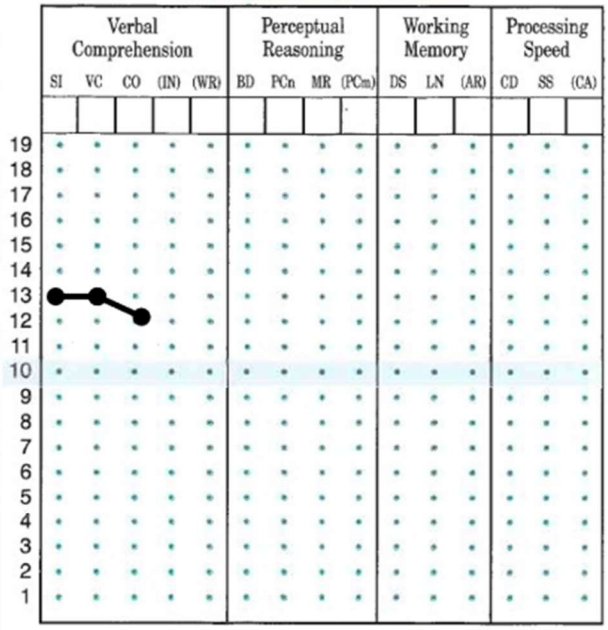
Sum of Scaled Scores to Composite Score Conversions

Scale	Sum of Scaled Scores	Composite Score	Percentile Rank	___% Confidence Interval
Verbal Comprehension	38	VCI 114	82	
Perceptual Reasoning		PRI		
Working Memory		WMI		
Processing Speed		PSI		
Full Scale		FSIQ		

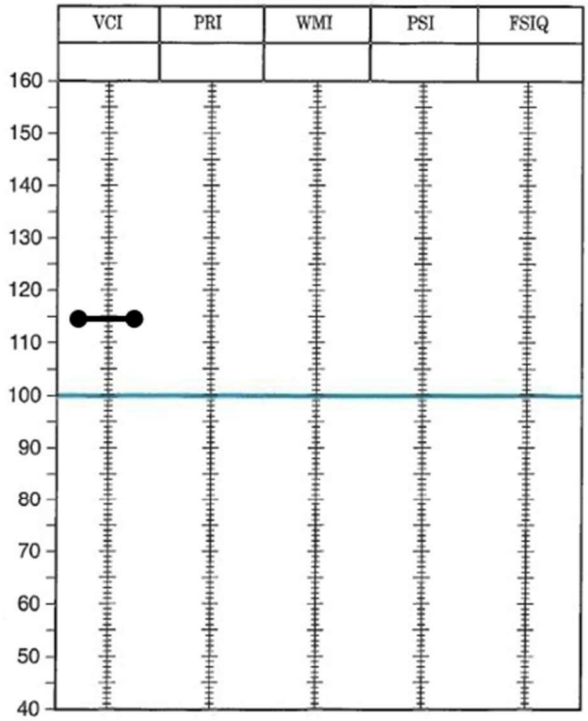
SAT Scores

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 autistic and neurotypical children. 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 autistic children 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 THREE examples of precursor abilities measured in infancy (i.e. 6 months to 2 years of age) and explain their relationship to linguistic ability at the ages of 4 or 5 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]

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 its theoretical underpinning, the predictions made, and the age groups the procedure lends itself to.

STANDARD

DAX



2″ square
blue, wooden

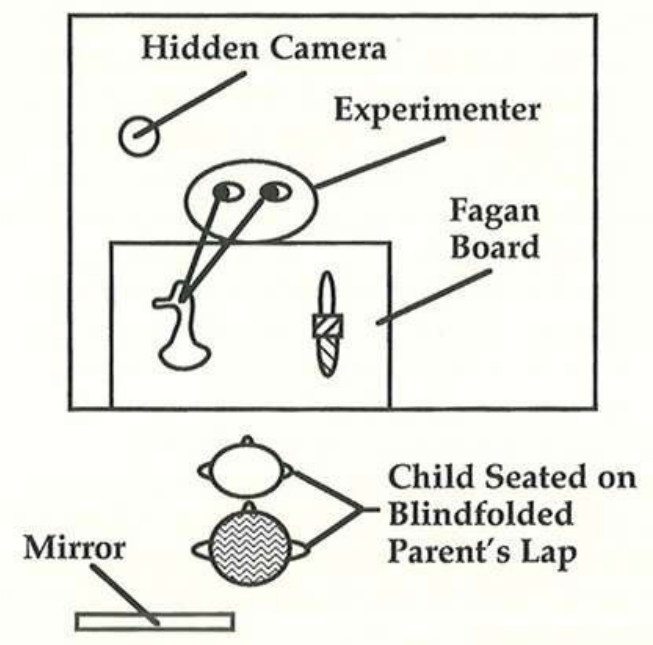
TEST SET

SIZE CHANGES		TEXTURE CHANGES		SHAPE CHANGES	
1	2.5″	1	blue, cloth	1	
2	8″	2	blue, sponge	2	
3	24″	3	blue, wire	3	

[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, and strategies implemented to give cues to word-meaning in the coincident and the conflict conditions. Conclude with a clear account of what has been demonstrated by using the IPLP, in terms of developmental changes over the first two years of life in using cues to learn word meanings.

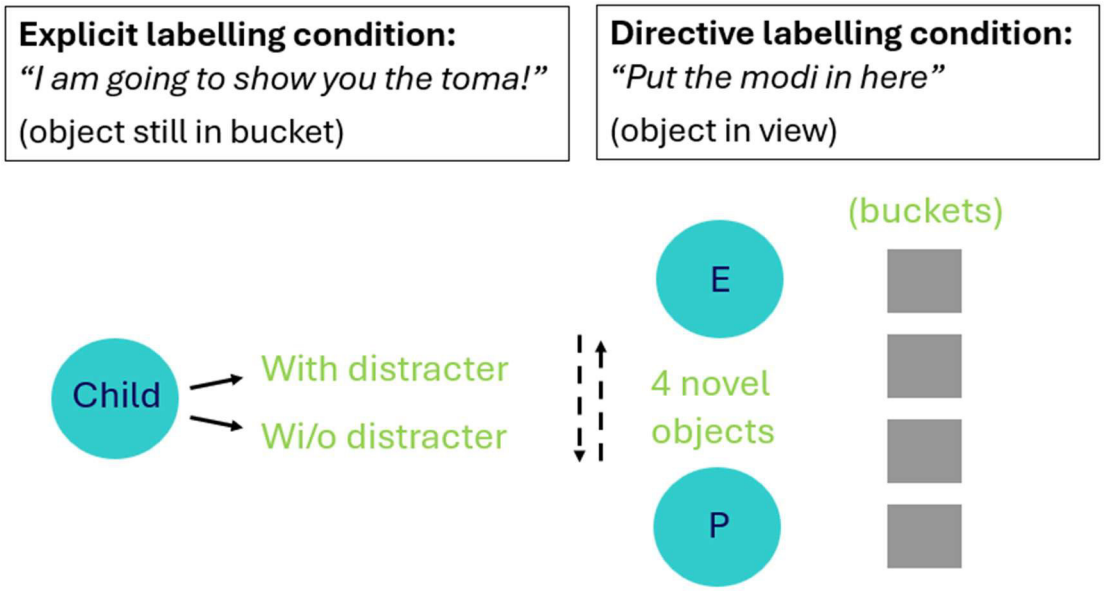


[30%]

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%]

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