

REVISION QUESTIONS

N.B. Book 3 changed in 2004 and Books 1, 2 and 4 changed in 2006 so questions before these dates refer to the earlier books. Some of the questions may be relevant but you need to make that judgement yourself. Section D is no longer used in the current exam format, which changed in 2006.

PART 1

Is temperament an adequate explanation of individual differences in the behaviour of infants and young children? (2006 Specimen Exam)

How useful is the concept of evolution as an explanation of how children develop? (2006 Specimen Exam)

How do Piaget's and Vygotsky's theories of learning and development compare regarding the influences of social interactions in children's cognitive development? (2006 TMA)

How do psychologists investigate infants' perception of the world around them? What do such studies reveal about infants' psychological development? (2006 TMA)

Critically evaluate the different accounts given about infants' early cognitive development and their knowledge of objects (2006 Exam)

Discuss how the processes involved in infants' first relationships are significant for their psychological development (2006 Exam)

To what extent has childhood been viewed as a social and cultural process rather than a 'natural' process? Illustrate your discussion with reference to Book 1, Chapter 1, 'Children and development'. (2007 TMA)

How has Piaget's stage theory of development been challenged by subsequent research? Illustrate your answer with reference to the examples shown in Media Kit Part 1, Video Band 1: *Children Learning: Cognitive Development*. (2007 TMA)

PART 2

To what extent is problem behaviour in young children a function of parental behaviour and attitudes? (2006 Specimen Exam)

Discuss the influence of social and cognitive factors on gender development in children? (2006 Specimen Exam)

To what extent do transactional models help in understanding the origins and development of disturbing behaviour in young children? (2006 TMA)

How has Bowlby's original formulation of attachment theory been taken up by subsequent research? (2006 TMA)

In what ways do peer and sibling interactions play significant roles in children's development? (2006 Exam)

Discuss how specific factors influence the development of children's and adolescents' sense of national identity. (2006 Exam)

'I blame it on their parents' (Book 2, Chapter 2, p.69). To what extent are parents responsible for the development of disturbing behaviour in their young children? (2007 TMA)

How has attachment theory been used to account for differences in the development of children's social relationships? (2007 TMA)

PART 3

Evaluate the view that language development is a special area of cognitive development with its own unique features, independent of other mental or social aspects of early childhood. (2004 TMA)

Describe the nativist approach to explaining cognitive and/or language development. With reference to research evidence, discuss the strengths and weaknesses of nativism in relation to other approaches. (2004 TMA)

In what ways has psychological research challenged the notion of intelligence as a single fixed ability? (2004 Exam – written for resit students using Book 3 1995 edition)

How do specialised brain structures and functions develop? (2004 Exam)

What evidence is there that children can categorise the world before they can use language? (2006 Exam – Relevant but was written for the old course)

What is executive function? How has the concept been used to explain children's behaviour and development? (2006 Exam – Relevant but was written for the old course)

How has psychological research contributed to an understanding of the development of mathematical and scientific thinking? (2004 Exam)

To what extent can cognitive development be understood in terms of the specialisation of function of specific areas of the brain? (2006 Specimen Exam)

Is the acquisition of mathematical and scientific concepts best seen as an individual or a social process? (2006 Specimen Exam)

To what extent do the structural changes in children's brains influence functional changes in cognitive ability? With reference to relevant research evidence, examine the relationship between structure and function in the developing brain. (2006 TMA)

Evaluate recent challenges to nativist theories of language development. (2006 TMA)

What evidence is there that children can categorise the world before they can use language? (2006 Exam)

What is executive function? How has the concept been used to explain children's behaviour and development? (2006 Exam)

Discuss the method of 'familiarization/novelty preference' and consider its contribution to psychologists' understanding of infant cognition. (2007 TMA)

How valid is the argument that the environment is responsible for children's early language development? (2007 TMA)

PART 4

Evaluate the ways in which psychological research has contributed to understanding and the development of practice within your chosen topic area. (2006 Specimen Exam)

How useful is developmental psychology in understanding and supporting the development of children's cognitive and social abilities? (2006 Exam)

PART 1 – OLD COURSE BOOKS

What difficulties are there in using the concept of *temperament* to explain individual differences in the behaviour of infants and young children? (Specimen Exam)

How useful is the concept of *genetic determinism* as an explanation of features of child development? (Specimen Exam)

Describe the possible sources of influence on child development in the early years and how they relate to the theoretical positions introduced in Book 1, Chapter 1. Which of the theoretical positions do you favour and why? (1995 TMA)

In the light of recent research, how justified is a view of the newborn infant as a 'blank slate'? (1995/8 TMA)

Evaluate the contribution of Piaget's theory to our understanding of development in infancy. (1995 Exam)

How do infants perceive objects and come to understand their properties? (1995 Exam)

How useful is the concept of temperament for explaining individual differences in the behaviour of infants and young children? (1995 Exam)

Evaluate Piaget's constructivist theory as an explanation of how infants learn about objects and people in their environment. (1996 TMA)

Evaluate the concept of 'temperament' in developmental psychology. How might temperamental differences between babies affect their development, both directly and indirectly? (1996/8 TMA)

How useful is the concept of genetic determination in explaining features of child development? (1996 Spec Exam)

What difficulties are there in using the concept of temperament to explain individual differences in the behaviour of infants and young children? (1996 Spec Exam)

How can an understanding of genetics inform psychological views of children's development? (1996 Exam)

What features of infants' first relationships are important for psychological development? (1996 Exam)

To what extent is recognition of genetic mechanisms necessary for theories of child development? (1997 TMA)

What has recent experimental research shown us about the abilities of babies from 0-12 months of age? (1997 TMA)

Describe the developmental processes involved in infants' perception and understanding of objects. Illustrate your answer with reference to relevant research. (1997 Exam)

What are *joint action formats*? Why are they important in the first two years of life? (1997 Exam)

Critically assess which features of infants' first relationships may be important for psychological development. (1998 Exam)

Describe and contrast *three* different theories of child development with reference to relevant research evidence. (1998 Exam)

How have infants' representations of objects and their properties been studied? With reference to examples of research, discuss the significance of the findings for understanding early mental development. (1999 Exam)

In what ways might children's temperament affect their development? How has research informed our understanding of the processes involved? (1999 Exam)

With the use of examples, show how psychologists have studied the development of thought in the first year of life. (2000 Exam)

Discuss the role of social relationships in psychological development of infants? (2000 Exam)

How can an understanding of evolution inform an understanding of child development? (2001 Exam)

How useful is the concept of 'temperament' in understanding infant development? (2001 Exam)

Identify some key features of 'first relationships'. Discuss the importance of these features in the early psychological development of infants, and explore their implications for theories of child development. (2002 TMA)

How successful have developmental psychologists been in their efforts to understand their development of thought in the first year of infancy? (2002 TMA)

What has psychological research discovered about perceptual development in the first 18 months of an infant's life? (2002 exam)

'Child development is a function of gene-environment interactions.' Discuss. (2002 exam)

Describe the processes by which genes and environment interact to influence development. Discuss the significance of these processes for our understanding of child development. (2003 TMA)

Describe how temperament has been defined and studied by developmental psychologists. Discuss the usefulness of the concept in understanding child development. (2003 TMA)

Outline the ways in which psychologists have studied the development of thought in the first year of life. What does this research reveal about the competence of infants? (2003 Exam)

Assess the significance of social relationships in the psychological development of infants. (2003 Exam)

Describe how temperament has been defined and studied by developmental psychologists. With reference to relevant research and theory, discuss the relationship between children's temperament and their early development. (2004 TMA)

Describe how infants' understanding and representation of objects and their properties have been studied. What are the implications of the findings of this research for an understanding of early mental development? (2004 TMA)

How can knowledge of genetics inform understanding of children's psychological development? (2004 Exam)

What features of infants' first relationships are important for psychological development? (2004 Exam)

What has psychological research discovered about perceptual development in the first 18 months of an infant's life? (2006 Exam – Old course books)

With the use of examples, show how psychologists have studied the development of thought in the first year of life. (2006 Exam – Old course books)

Describe and contrast *three* theories of child development with reference to relevant research evidence. (2006 Exam – Old course books)

PART 2 – OLD COURSE BOOKS

'Adolescence is a time of particular "storm and stress" for young people'. Discuss. (Specimen Exam)

To what extent is problem behaviour in young children caused by behaviour and attitudes? (Specimen Exam)

'I blame it on their parents' (Book 2, p60). What is wrong with simple causal explanations in child development? Answer with particular reference to the causes of problem behaviour in young children. (1995 TMA)

How has Bowlby's original formulation of attachment theory been modified in the light of subsequent research? What are the implications for ideas about child care? (1995 & 1998 TMA)

To what extent does the concept of attachment explain the development significance of social relationships? (1995 Exam)

Evaluate the claim that play is vital to children's social and emotional development. (1995 Exam)

Evaluate the significance of play in children's personal and social development. (1996 Exam)

How has the study of children's emotional development contributed to a broader understanding of personal and social development? (1996 Exam)

How has research on dyadic relationships between mothers (or other primary caregivers) and babies helped us to understand the importance of early relationships for longer-term development? (1997 TMA)

What factors need to be taken into account when devising theoretical models to explain the influence of families on children's socialization? (1997 TMA)

Critically discuss the processes through which children develop an understanding of self. Identify which of these processes you consider to be the most important, and explain your reasons. (1997 Exam)

Are identity crises and psychological turmoil characteristic of adolescence? Relate your answers to psychoanalytic and other perspectives about this stage of development. (1997 Exam)

Discuss the case for extending conventional models of socialization in the family to incorporate the contribution of the child to the process, the significance of wider family relationships, and the influence of cultural context. (1998 TMA)

Describe Mead's theory of the development of self and discuss why role-play may foster this development. (1998 Exam)

Discuss the processes by which children's expressions of emotion become regulated into more socialised forms. (1998 Exam)

'Studying family relationships is fundamental to an understanding of children's social, emotional and cognitive development'. Discuss, using examples of research to illustrate your answer (1999 TMA)

To what extent has research shown that adolescence is a distinct stage of development? (1999 Exam)

Describe and evaluate the role of play in children's social and emotional development. (1999 Exam)

Evaluate the usefulness of transaction models in understanding the origins and development of disturbed behaviour in young children. (2000 Exam)

Discuss the ways in which children are thought to develop an understanding self. Identify the processes which you consider to be the most important and justify your choice. (2000 Exam)

Is the experience of play essential for children's development? Justify your argument by reference to research findings? (2001 Exam)

Is adolescence a distinct stage of development with its own characteristics? Draw on research to support your argument. (2001 Exam)

Does attachment theory provide a sound basis for advice on how to bring up children? (2002 TMA)

What theoretical approaches are best suited to an understanding of the factors involved in disturbing behaviour? (2002 TMA)

Describe and evaluate the role of play in children's social and emotional development. Support your answer by reference to research evidence. (2002 Exam)

How do children develop an understanding of self? Identify which of these processes you consider to be the most important, and explain your reasons. (2002 Exam)

How is the concept of attachment used by psychologists? Describe and evaluate the possible practical implications of attachment theory for the care of young children. (2003 TMA)

What are the issues that surround the identification of children as 'disturbed'? Evaluate the view that parents are to blame for their children's disturbing behaviour. (2003 TMA)

Discuss the processes by which children's expressions of emotion become regulated into more socialised forms. (2003 Exam)

Assess the extent to which psychological research has produced a convincing case for the identification of adolescence as a distinct stage of development with its own characteristics. (2003 Exam)

Critically discuss the implications of attachment theory for different forms of child care. (2004 TMA)

Critically discuss the assertion that the principles of transactional models of development help us to understand the causes of disturbing behaviour in young children. (2004 TMA)

Evaluate the claim that play is vital to children's social and emotional development. (2004 Exam)

To what extent has research shown that adolescence is a distinct stage of development with its own characteristics? (2004 Exam)

How has the evidence from research contributed to an understanding of the significance of play in children's personal and social development? (2006 Exam – Old course books)

To what extent has research shown that adolescence is a distinct stage of development with its own characteristics? (2006 Exam – Old course books)

'I blame it on the parents.' Evaluate this explanation of the origins of disturbing behaviour in young children. (2006 Exam – Old course books)

To what extent is problem behaviour in young children a function of parental behaviour and attitudes? (2006 Specimen Exam)

Discuss the influence of social and cognitive factors on gender development in children? (2006 Specimen Exam)

To what extent do transactional models help in understanding the origins and development of disturbing behaviour in young children? (2006 TMA)

How has Bowlby's original formulation of attachment theory been taken up by subsequent research? (2006 TMA)

In what ways do peer and sibling interactions play significant roles in children's development? (2006 Exam)

Discuss how specific factors influence the development of children's and adolescents' sense of national identity. (2006 Exam)

PART 3 – OLD COURSE BOOKS

Compare and contrast *information processing* and *connectionist* models of memory. (Specimen Exam)

Discuss the contribution of psychological research to our understanding of how children acquire mathematical and scientific concepts. (Specimen Exam)

Has psychological research contributed to our understanding of how children acquire mathematical and scientific concepts? (Specimen Exam)

How successful have psychologists been in explaining the development of cognitive abilities? Illustrate your answer by reference to studies in *one* of the following three areas: children's thinking or language or memory. (1995 TMA)

How important is social interaction for cognitive and language development? (1995 TMA)

Evaluate the significance of drawings as a source of insight into children's thinking, personality and culture. (1995 Exam)

How do concepts develop? What role does language play in this process? (1995 Exam)

Why is children's language of interest to psychologists? (1996 TMA)

How has the work of Lev Vygotsky contributed to an understanding of the nature of children's cognitive development? How has subsequent research built on this tradition and to what effect? (1996 TMA)

Refer to EITHER the material on mathematical and scientific thinking OR the material on the development of reading skills to evaluate the contribution of psychological research to an understanding of the cognitive processes involved in learning. (1996 Exam)

To what extent do children's drawings provide a 'window on the mind'? (1996 Exam)

Evaluate modern challenges to traditional theories of language development. (1997 TMA)

With reference to relevant research findings, discuss the extent to which social processes are involved in the development of cognition. (1997 TMA)

To what extent is the child a 'solitary thinker'? Discuss with reference to research on language and thinking. (1997 Exam)

Compare and contrast different approaches, which attempt to explain the nature of intelligence and its development. (1997 Exam)

Describe the main ways in which intelligence has been conceptualised and measured. What alternative conceptions of intelligence and its measurement are suggested by more recent research into cognitive development? Is the idea of an underlying single ability now of historical interest only? (1998 TMA)

With the use of examples, explain the meanings of the concepts *situated cognition* and *domain specificity*. Show how they have been used to describe aspects of cognitive development. How

far do these two ideas undermine theories such as Piaget's, which propose general stages of development? (1998 TMA)

Discuss whether learning mathematics and learning science are best seen as accumulating facts or acquiring new ways of thinking. (1998 Exam)

How has psychological research contributed to an understanding of the processes involved in learning? Illustrate your answer with reference to selected research in the area of mathematical thinking OR scientific thinking OR reading. (1999 Exam)

Why do psychologists study children's drawings? What light has this research shed on children's cognitive development? (1999 Exam)

In what ways has psychological research challenged the notion of intelligence as a single fixed ability? (2000 TMA)

How valid is the idea that there are stages in the development of mathematical and scientific thinking? (2000 TMA)

With reference to relevant research discuss how children's memory develops. (2000 Exam)

What are the similarities between learning to read and learning to speak? (2000 Exam)

In what ways has psychological research challenged the notion of intelligence as a single, fixed ability? (2001 Exam)

How valid is the idea that there are stages in the development of mathematical and scientific thinking? (2001 Exam)

What have been the major challenges to Piaget's theory of cognitive development? What aspects of the theory still have value? (2002 TMA)

How useful are connectionist models for explaining the development of language, memory and cognition? (2002 TMA)

Does the study of children's drawings provide psychologists with insights into cognitive development? (2002 Exam)

Evaluate the contributions of psychological research to our understanding of the processes involved in learning to read. (2002 Exam)

Describe how psychologists have used and refined the concept of intelligence in their efforts to measure children's abilities. Critically evaluate the idea of intelligence as a single, innate ability in the light of these efforts. (2003 TMA)

Show how behaviourist concepts of learning processes can be used to explain how children learn to talk and think. Critically evaluate these explanations using aspects of cognitive development as examples. (2003 TMA)

To what extent does the study of children's drawings provide psychologists with a 'window on the mind?' (2003 Exam)

Discuss how the work of psychologists has contributed to an understanding of the processes involved in learning to read. (2003 Exam)

Part 4 – Old Course Books

How has the study of infants informed our understanding of child development? (Specimen Exam)

'Studying family relationships is fundamental to an understanding of children's social and emotional development.' Discuss, using examples of research to illustrate your answer. (Specimen Exam)

To what extent is children's cognitive development founded in social contexts and social relationships? (Specimen Exam)

[APPLIED STRAND] Discuss the impact of psychology on teaching and learning. (Specimen Exam)

[CLINICAL STRAND] Discuss the role of psychology in promoting the development of children with disabilities. (Specimen Exam)

Investigations of early child development have been informed and guided by various psychological theories. Which do you consider to be the most productive, and why? (1996 Exam)

What are the important features of a *transactional model* of development? To what extent is this way of representing development an advance on other models? (1996 Exam)

Can *nativist* and *constructivist* theories of development be reconciled? (1996 Exam)

Is a knowledge of psychological theories necessary in order to help children experiencing 'developmental difficulties'? (1996 Exam)

To what extent has psychology helped children with learning difficulties? Illustrate your answer with research findings. (1997 Exam)

How far do you agree that development is always affected by heredity *and* environment? To what extent are all developmental theories interactionist? (1997 Exam)

Evaluate the influence of cultural factors on children's development. (1997 Exam)

Evaluate the respective roles of social interaction with peers and adults as factors in children's cognitive development. (1997 Exam)

What developmental theories and teaching practices are associated with *traditional* and *progressive* approaches to the education of children? (1998 Exam)

What are the benefits and difficulties of using transactional models to understand and treat children's developmental difficulties? (1998 Exam)

With the use of examples, discuss the relative merits and problems of experimental and observational studies of child development. (1998 Exam)

Discuss the ways in which cultural values and practices may influence children's development. (1998 Exam)

To what extent is the child a 'solitary thinker'? Discuss with reference to research on language, memory and thinking. (1998 Exam)

Discuss the factors, which should be taken into account in reaching a clinical formulation of a child's developmental difficulties. How might the theoretical orientation of the therapist affect which factors are considered? (1999 Exam)

Identify what you consider to be the most important outcomes of psychological enquiry for the teacher and justify your choice. (1999 Exam)

Discuss the ways in which social and cultural factors are thought to influence child development. Make reference to relevant theory and research. (1999 Exam)

Can clear patterns of cause and effect be discerned between family relations and children's development? (1999 Exam)

Compare and contrast the roles that peers and adults might play in children's cognitive development. (1999 Exam)

Compare and contrast TWO theories, which have sought to account for children's development. Which do you find more convincing and why? (2000 Exam)

Describe and evaluate some of the ways in which family relationships have an impact on children's development. (2000 Exam)

Compare and contrast constructivist and social constructivist theories of how children develop scientific and mathematical abilities. (2000 Exam)

[APPLIED STRAND] Are psychological models of learning and development relevant to the practice of teaching and learning in the classroom? (2000 Exam)

[CLINICAL STRAND] With reference to TWO of the following areas, evaluate the contribution that developmental psychology research has made to the effectiveness of intervention: dyslexia, deafness, Down's syndrome, autism. (2000 Exam)

What have been the major challenges to Piaget's theory? What remains of value in his theory? (2001 Exam)

In what ways do family relationships have an impact on children's development? (2001 Exam)

What roles do social interactions play in cognitive development? (2001 Exam)

[APPLIED STRAND] Evaluate the ways in which psychological research has contributed to our knowledge of what occurs in the classroom. (2001 Exam)

[CLINICAL STRAND] In what ways and to what effect have psychological theories been applied in designing interventions for children with development difficulties. (2001 Exam)

Compare and contrast TWO theories which have sought to account for children's development. Which do you find more convincing and why? (2002 Exam)

Evaluate the contribution of transactional models of development to accounts of the role of family members in children's social and personality development. (2002 Exam)

In what ways have developmental psychologists contributed to an understanding of the role of social processes in cognitive development? (2002 Exam)

[APPLIED STRAND] Evaluate the contribution of different theories of child development to differing views and practices in education. (2002 Exam)

[CLINICAL STRAND] Evaluate the contribution of psychological research to the effectiveness of interventions for children with disabilities. Illustrate your answer by reference to at least TWO of the following: dyslexia, deafness, Down's syndrome, autism. (2002 Exam)

With reference to examples of research, compare and contrast the value of experimental and observational studies to an understanding of children's development. (2003 Exam)

'I blame it on the parents.' Evaluate this explanation of the origins of disturbing behaviour in young children. (2003 Exam)

With reference to research on language and thinking, evaluate the view of the child as a 'solitary thinker'. (2003 Exam)

[APPLIED STRAND] Assess the usefulness of psychological models of learning and development to the practice of teaching and learning in the classroom. (2003 Exam)

[CLINICAL STRAND] With reference to TWO of the following, evaluate the contribution that developmental psychology research has made to the effectiveness of intervention: dyslexia, Down's syndrome, autism. (2003 Exam)

Compare and contrast **TWO** theories that have sought to account for children's psychological development. Which do you find more convincing and why? (2004 Exam)

Discuss the ways in which cultural values and practices may influence children's psychological development. (2004 Exam)

What roles does social interaction play in cognitive and language development? (2004 Exam)

[APPLIED STRAND] How can psychological models of learning and development be applied to teaching and learning in the classroom? (2004 Exam)

[CLINICAL STRAND] Discuss the factors which should be taken into account in reaching a clinical formulation of a child's developmental difficulties. How might the theoretical orientation of the therapist affect which factors are considered? (2004 Exam)

Describe and contrast *three* theories of child development with reference to relevant research evidence. (2006 Exam – Old course books)

'I blame it on the parents.' Evaluate this explanation of the origins of disturbing behaviour in young children. (2006 Exam – Old course books)

What role does social interaction play in cognitive and language development? (2006 Exam – Old course books)

Are psychological models of learning and development relevant to the practice of learning and teaching in the classroom? (2006 Exam – Old course books)

Evaluate the roles of psychologists, as researchers and practitioners, in improving the experiences of children with developmental disorders. Draw on examples from TWO of the disorders discussed in the course: language impairment and dyslexia; deafness; Down's syndrome; autism. (2006 Exam – Old course books)

SECTION D – USED IN PRE-2006 EXAMS

[APPLIED STRAND]

'Psychological theory and research has only a marginal role to play in the planning of innovations in classroom teaching and learning.' Discuss. (Specimen Exam)

In what ways has psychological research contributed to the development of policy and practice on 'children as witnesses'? (Specimen Exam)

Evaluate the ways in which psychological research has influenced the development of policy and practice in respect of child witnesses? (Specimen Exam)

How far can psychological research inform approaches to teaching and learning in schools? (1995 TMA)

How does psychology influence the process of social change as it affects children? Illustrate your answer with examples from the areas of technological change and children as witnesses. (1995 TMA)

Has the advent of new technology been to the advantage of children and their development? (1995 Exam)

Evaluate the ways in which the treatment of children in legal proceedings has been and might be influenced by the outcomes of psychological research. (1996 TMA)

Has computer technology had a positive impact on children's development and learning? (1996 Exam)

Do computers have the potential to change the way children think? (1997 TMA)

How useful is the concept of 'giftedness' in understanding the development of children with exceptional abilities? (1997 Exam)

In what ways has developmental psychology helped to clarify the features of effective teaching and learning? (1998 TMA)

Can the usefulness of children's testimony in legal proceedings be improved? (1998 Exam)

To what extent has research shown how computers may be used most effectively to assist learning? (1998 Exam)

Do children make good witnesses? Has research helped to identify ways in which the reliability of recall can be improved in such situations? (1999 Exam)

Discuss the most effective ways of using computers to support learning. (2000 Exam)

Discuss how research evidence can be used to improve the effectiveness of children's testimonies in legal proceedings. (2001 Exam)

What can developmental psychology tell teachers and parents about the role of peer collaboration in learning and development? (2002 TMA)

Evaluate the contribution of psychological research to helping children be more reliable witnesses in legal proceedings. (2002 Exam)

How has psychological research contributed to the practices of interviewing child witnesses? Discuss the strengths and weaknesses of the practices you identify. (2003 TMA)

In what ways has research demonstrated the potential of computers to assist children's effective learning? (2003 Exam)

Outline ways in which psychologists have studied peer collaboration between children. Discuss the implications of this for psychological theory and educational practice. (2004 TMA)

Do children make good witnesses? In what respect has research identified ways of improving the reliability of children's testimony? (2004 Exam)

Do children make good witnesses? What has research contributed to finding ways of helping children provide reliable testimony? (2006 Exam – Old course)

SECTION D – USED IN PRE-2006 EXAMS

[CLINICAL STRAND]

Discuss the contribution of research to our understanding of children's difficulties in learning to read. (Specimen Exam)

Outline two different approaches to child therapy. What are the difficulties in deciding whether one is more effective than another? (Specimen Exam)

'Discovering the precise nature of children's psychological difficulties is essential to designing appropriate interventions.' Discuss, illustrating your answer by reference to three developmental disorders discussed in the clinical strand. (1995 TMA)

Discuss the issues that face a psychologist who wants to plan, implement and evaluate a therapeutic intervention. Use examples from the clinical strand to illustrate your answer. (1995 & 1997 TMA)

'Studies of development in children with severe hearing loss can inform the ways that parents and teachers support their learning. But they can also improve our understanding of development amongst children with normal hearing.' Discuss. (1995 Exam)

Why are psychometric measures of intelligence of limited value in helping us to understand the nature of developmental disorders and so to provide appropriate treatment? Answer with respect to Down's syndrome and Autism. (1995 Exam)

In what ways and to what extent has the welfare and development of deaf children benefited from advances in knowledge about psychological development? In return, do the experiences of deaf children offer insights of value to psychologists? (1996 TMA)

To what extent do psychologists understand the nature of autism? How effectively has this knowledge been used to assist the development and education of children with autism? (1996 Exam)

Evaluate the contribution that psychological research has made towards our understanding of how language and communication develop in children with profound pre-lingual deafness. (1997 Exam)

Evaluate the strengths and weaknesses of behavioural approaches to intervention with children with special needs. (1998 TMA)

With reference to one particular developmental disorder, discuss the contribution that psychological research has made to understanding the disorder and how it can be treated. (1999 Exam)

Compare & contrast any **TWO** approaches to therapy with children. (2000 & 2002 & 2003 Exam)

Discuss the ways in which clinical interventions can be evaluated. Outline some of the problems, which are inherent in using a traditional experimental method. (2001 Exam)

'Children's "problems" are most fruitfully seen as social constructions, that is, located in social relationships and arising from how other people in the child's life view the child's behaviour' (Book 4, Chapter 8, p.280). Discuss this statement, with particular reference to the problem of developing a clinical formulation. (2002 TMA)

Using deafness as an example, discuss how psychological knowledge has influenced the support provided for children with disabilities and their families. (2003 TMA)

Compare and contrast medical and psychological models for understanding and intervening in children's development. (2004 TMA)

With reference to one particular developmental disorder, discuss the contribution that psychological research has made to understanding the disorder and how it can be treated. (2004 Exam)

Compare and contrast any TWO approaches to therapy with children. (2006 Exam – Old course)