

**A. Keywords:**

Forebrain – the anterior part of the brain including the hemispheres and the central brain structures.  
 Midbrain – the middle part of the brain forming part of the central nervous system.  
 Hindbrain – the lower part of the brain that includes the cerebellum, pons and medulla oblongata.  
 Cerebellum – An area of the brain near to the brain stem that controls motor movements (muscle activity)  
 Medulla oblongata – connects the upper brain to the spinal cord and controls automatic responses.  
 Involuntary response – a response to a stimulus that occurs without somebody making a conscious choice. They are automatic.  
 Neural connections – links formed by messages passing from one nerve cell (neuron) to another.  
 Assimilation – incorporating new experiences into existing schemas.  
 Decentration – being able to separate yourself from the world and take on different views.  
 Adaptation – changing schemas to help with new experiences.  
 Egocentrism – inability to see the world from other’s view points.

**B Piaget’s stages of development**

Piaget’s 4 stages of development - Sensorimotor stage (birth – 2 yr): infants use their movements and senses to get information. Pre-operational stage (2-7 yr): there are two stages within this; The symbolic function stage where they use symbolic play & show egocentrism and the intuitive thought stage where they can only consider 1 aspect if something is complex and cannot decentre. Concrete Operation stage (7-12 yr): children begin to apply rules to their thinking and use concrete objects to aid their understanding. Formal operational stage (12+) in this stage children begin to control their own

**C Piaget’s theory of cognitive development**

Piaget thought that children develop through adaptation – they adjust to the world as they experience new things. Children develop schemas and when they come across new experiences they try to use the existing schema (assimilation) and if it does not work then they change their schema to deal with the new experience (adaptation). Disequilibrium occurs when schemas do not match and adaptation allows equilibrium to occur where they are in a state of mental balance.

**D. Expert Modelling:**

Define what is meant by egocentrism (2)  
 Egocentrism is the term that explains how children in the preoperational stage are not able to take the view of someone else. They can only see the world 'through their own eyes'. For example, a young child does not recognise that a parent is tired.

**Subject: Psychology**  
**Topic: Development**  
**Year: 11**

**E. Willingham’s learning theory** Factual knowledge comes before skill. Knowledge frees up space in working memory - what they know leaves them with more processing power to problem solve. Emphasis on practice & effort to master knowledge & skills. Strategies to support cognitive development – use problems that are new & within a child’s ability, understand a child’s likely stage of development. Physical development – focus on suitable movements & practise the movements in order to create muscle memory; Social development - help children to take on views of others, demonstrate appropriate social behaviour, delay reward giving to encourage self control...

**F Dweck’s mindset theory**

Mindset is the set of beliefs we all have about our ability to succeed in education & other areas. It states that children who think they can improve will put effort in whereas those who think they don’t have an ability will stop. Fixed mindset is belief that abilities are fixed and unchangeable; growth mindset have the belief that practice and effort can improve your abilities. Praising effort encourages a growth mindset whereas praising ability leads to a fixed mindset.

**G. Wider thinking / further reading:**

<https://www.simplypsychology.org/piaget.htm>

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