

Solutions

Each answer shows the steps, then the **result**.

2.1

- assimilation fits new information into an existing schema; accommodation changes the schema to fit the information

2.2

- the range of tasks a learner cannot do alone but can do with support; development occurs by working within it with a more capable partner

2.3

(a)

- conservation

(b)

- preoperational

3.1 B

- object permanence is the sensorimotor achievement

3.2 B

- simplified tasks reveal earlier competence than the original stage tests

3.3

(a)

- scaffolding

(b)

- the aim is independent performance, so support must be removed as competence grows or the learner never works unaided

3.4

(a)

- The younger child is in the **preoperational** stage (1); the older child is in the **concrete operational** stage (1); the younger child has not yet acquired **conservation** (1)

(b)

- She can mentally **reverse** the action — imagine the juice poured back into the original glass — and so knows that the quantity is unchanged by a change of container (1)

(c)

- Egocentrism is the inability to take another person's point of view, so the child assumes others see and know what she does (1); for example, a child hiding by covering her own eyes, or describing a picture over the phone as though the listener could see it (1)

(d)

- For Vygotsky the older child succeeds because the task now falls within her **zone of proximal development** — the gap between what she can do alone and what she can do with help (1); adults and more able peers have **scaffolded** the reasoning in earlier encounters until she could carry it out unaided