

Sensorveiledning - Ordinær eksamen 2025 (SPED2100)

Students are asked to answer **exactly two** questions out of **three**. This is to allow students some freedom in selecting the topics they know best.

General grading guidelines

Both questions count in equal amount, and their scores are weighed together for the final grade (instruction below). However, both questions need at least a passing grade for the student to pass the exam. Each of the **two** answered question is awarded points according to the following numerical scale:

Table 1: Grade definitions

Points	Label	Description
0	Fail	Answers are totally missing or clearly wrong, as for instance confusing the topics or using clearly wrong terms.
1	Acceptable	Answers use correct terms and explain at least some aspects of what is asked for, on a basic level. Some wrong elements and/or confused arguments are acceptable, as long as the big picture is correct.
2	Good	There should be no outright wrong information in the answer, and arguments should be clear although they need not have great depth. A deep and thorough discussion of one aspect could make up for minor factual errors or unclear reasoning in another aspect.
3	Excellent	Everything is correct, nothing important is omitted, the narrative and structure is clear and all parts of the discussion has depth. Example of signs of such depth: comparing theories about the same concept, technically specific language, reasoning about individual differences, etc.

Note: We should not assess spelling and language as long as the meaning is clear. However, a too convoluted or unclear answer can be a reason to remove points. We shouldn't need to search for the requested information in the answers.

Provided both questions get a score > 0, then the points for the two questions are summed together, and translated to final grades as follows:

0 points on any question	Sum of points = ...				
	2	3	4	5	6
F	E	D	C	B	A

Question-specific grading guidelines

See the following pages.

Question 1

English: *Discuss the role of cognitive (e.g., theory of mind, reasoning) and emotional (e.g., empathy, guilt, shame) processes in children's moral development. To what extent can moral behaviour be explained without reference to moral reasoning?*

Bokmål: *Diskuter rollen til kognitive (f.eks. sinnsforståelse/theory of mind, resonnering) og emosjonelle prosesser (f.eks. empati, skyld, skam) i barns moralske utvikling. I hvilken grad kan moralsk atferd forklares uten å ta hensyn til moralsk resonnering?*

Nynorsk: *Diskuter rolla til kognitive (t.d. sinnsforståelse/theory of mind, resonnering) og emosjonelle (t.d. empati, skuld, skam) prosessar i barn si moralske utvikling. I kva grad kan moralsk åtferd forklarast utan å ta omsyn til moralsk resonnering?*

Template for an excellent answer

1. Clear conceptual framing with definitions.
2. Cognitive processes – ToM, Piaget and Kohlberg's theories, how it advances with age i.e., cognition makes moral reasoning more flexible and generalisable.
3. Emotional processes – identify empathy, guilt, shame etc as early drivers of moral behaviour, which can **motivate** moral actions without reasoning, such as helping. But does not guarantee moral behaviour e.g., prosociality without morality.
4. Integration of cognitive and emotional processes – toddlers and young children help and support more in response to emotions than cognitive processes, but this changes with age.
5. Conclusions – neither are sufficient alone for moral behaviour – they are complimentary and both support moral development and behaviour.

Grading guidelines

- An **acceptable** answer addresses at least two of the above points adequately (though not necessarily in great depth).
- A **good** answer covers 1-3 and 5, is mostly correct, and contains some discussion
- An **excellent** answer covers all the points 1-5 above, and the reasoning is clear and has good depth.

Question 2

English: Explain and discuss the meaning of the term heritability. What can we say, based on the information that a psychological characteristic has 50% heritability? Use examples to support your argument. In addition, provide at least one example of a common misunderstanding of the concept of heritability.

Bokmål: Forklar og diskuter betydningen av begrepet arvelighet(heritabilitet). Hva kan vi si, basert på informasjonen om at en psykologisk egenskap har 50 % arvlighet? Bruk eksempler for å støtte opp om argumentasjonen din. Gi også eksempel på minst én vanlig misforståelse av begrepet arvelighet.

Nynorsk: Forklar og diskuter tydinga av omgrepet arvelegheit (heritabilitet). Kva kan vi seie, basert på informasjonen om at ein psykologisk eigenskap har 50 % arvelegheit? Bruk eksempel for å støtte opp om argumentasjonen din. Gje óg døme på minst ei vanleg mistyding av omgrepet arvelegheit.

Template for an excellent answer

1. Heritability (arvelighet) is a statistical concept expressing how genes and traits covary, hence, 50% heritability means that 50% of the variance/variability in the trait can be attributed to variance/variability in genes
2. Heritability can vary across environments (place and time). Examples mentioned in lectures:
 - a. Heritability of the developmental disorder caused by PKU: very high before the treatment was discovered, much lower today
 - b. Heritability of the height of a person: high in Norway, low in parts of sub-Saharan Africa (due to differences in access to nutrition etc.)
3. Common misunderstandings covered in the course:
 - a. The notion that heritability tells how much of a trait is caused by genes, or otherwise is about the causal power of genes
 - i. Example mentioned in lectures: that traits that are typically considered innate, like, having five fingers on one hand, can nevertheless have low heritability (it is in fact near 0)
 - b. The notion that heritability does not vary between environments
 - c. The notion that higher heritability means less room for the environment to affect development of that particular trait
4. Students may also mention something about nature-nurture interplay in general, this can (if adequately discussed) potentially make up for other weaknesses

Grading guidelines

- An **acceptable** answer shows some understanding of (1) and describes a possible misunderstanding of heritability, or of nature-nurture interplay in general (3)
- A **good** answer either addresses all of 1-3 (not necessarily with the listed examples) and is mostly correct, or omits (2) but is stronger on (1) and (3).
- An **excellent** answer covers all of 1-3 (not necessarily with the listed examples) and shows a clear understanding of both the concept of heritability and how it could potentially be misunderstood.

(Note: Misunderstandings that are plausible but not common would count as valid examples too.)

Question 3

English: *Discuss how the child develops language and communication competences through the interaction with adults/caregivers.*

Bokmål: *Diskuter hvordan barnet utvikler språk- og kommunikasjonsferdigheter gjennom samspill med voksne/omsorgspersoner.*

Nynorsk: *Diskuter korleis barnet utviklar språk- og kommunikasjonsdugleikar gjennom samhandling med vaksne/omsorgspersonar.*

Template for an excellent answer

1. In a good answer, the student must show knowledge about the stages of linguistic development, biological, cognitive, and social aspects, and how the caregiver responds differently at different ages, with what consequences it will have on child development.
2. Defining correctly the biological, cognitive and social environment of the child
3. A good answer contains discussion of at least 2-3 stages and reflects using examples of the relationship.
4. Listing the correct sequence of language developmental stages
5. Clear conceptual framing with definitions
6. Defining what is dialogicality
7. Use of correct technical terms
8. Use of good examples

Grading guidelines

0	Fail	< 2 the points above is answered
1	Acceptable	At least 2 of the points above are answered
2	Good	At least 4 of the points above are answered
3	Excellent	at least 6 of the points above are answered