TRANBY COLLEGE

**Psychology (ATAR) – Unit 2**

**Task 2 | Self – Lifespan Development Psychology [2015]**

**Question/Answer Booklet**

Student Name

Group: ☐ Psyc 1 ☐ Psyc 2 ☐ Psyc 3

*Please tick your group.*

## TIME ALLOWED FOR THIS PAPER

Working time for paper: 70 minutes

## MATERIAL REQUIRED/RECOMMENDED FOR THIS PAPER

***TO BE PROVIDED BY THE SUPERVISOR***

This Question/Answer Booklet

***TO BE PROVIDED BY THE CANDIDATE***

*Standard Items:* Pens, pencils, eraser and ruler.

*Special Items:* Calculators satisfying the conditions set by the Schools Curriculum and Standards Authority (SCSA)–*no graphics calculators permitted.*

## *INSTRUCTIONS TO CANDIDATES*

**No other items may be taken into the assessment.**

**It is your responsibility to ensure that you do not have any unauthorised notes or other items of a non-personal nature in the examination room. If you have any unauthorised material with you hand it to the supervisor BEFORE reading any further.**

**Structure of this paper**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Section** | **Number of questions available** | **Number of questions to be answered** | **Suggested working time (minutes)** | **Marks available** |
| Section One:  Research methods | 1 | 1 | 15 | 10 |
| Section Two:  Short answer | 5 | 5 | 30 | 25 |
| Section Three:  Extended answer | 1 | 1 | 25 | 15 |
|  |  |  | **Marks** | 50 |

**Instructions to candidates**

1. The rules for the conduct of this and the Western Australian external examinations are detailed in the *Year 12 Information Handbook 2015* and *Tranby College’s Assessment Policy.* Sitting this test implies that you agree to abide by these rules.
2. You must be careful to confine your responses to the specific questions asked and to follow any instructions that are specific to a particular question.
3. Spare pages are included at the end of this booklet. They can be used for planning your responses and/or as additional space if required to continue an answer.
   1. Planning: If you use the spare pages for planning, indicate this clearly at the top of the page.
   2. Continuing an answer: If you need to use the space to continue an answer, indicate in the original answer space where the answer is continued, i.e. give the page number. Fill in the number of the question(s) that you are continuing to answer at the top of the page.

**Section One: Research Methods (10 marks)**

This section has one (1) question. Write your answers in the spaces provided. Spare pages are included at the end of this booklet. They can be used for planning your responses and/or as additional space if required to continue an answer.

* Planning: If you use the spare pages for planning, indicate this clearly at the top of the page.
* Continuing an answer: If you need to use the space to continue an answer, indicate in the original answer space where the answer is continued, i.e. give the page number. Fill in the number of the question that you are continuing to answer at the top of the page.

**Question One (10 marks)**

Doctor Waddington is a university research psychologist. His area of expertise is the development of cognitive skills in children.

He has designed a new literacy program for Grade 4 children in Western Australia. It is a 30-minute television literacy program that runs daily for four weeks. To test this program, Doctor Waddington sent a letter to all parents/guardians of Grade 4 children in Western Australia asking for volunteers. The children of the first 100 parents/guardians who replied were accepted into the study.

Prior to the experiment, each participant sat a literacy test (Literacy Test A) administered by his or her Grade 4 teacher. The teachers then sent the results to Doctor Waddington. Participants were put into 50 pairs based on gender and the similarity of their scores on the literacy test (Literacy Test A).

A computer program was used to select, by chance, one member of each pair to undertake the literacy program. These participants had to watch the literacy program on television for 30 minutes each day for one year. The other member of the pair was allowed to watch cartoons of their choice for 30 minutes per day for one year.

At the end of four weeks, the participants’ Grade 4 teachers administered a second literacy test (Literacy Test B) and sent the results to Doctor Waddington.

Results between the two groups were then compared. A test of significance was calculated and p >.05.

All ethical guidelines were strictly followed.

1. Construct an appropriate operational hypothesis for this study.

**Grade 4 children in Victoria who watched the literacy program on television will show a greater increase in literacy skills (operationalised as difference in score between literacy tests A and B) than participants who watched cartoons of their choice.**

**Remove 1 mark for missing population, manipulation of IV or DV measurement**

(2)

1. Name the independent variable and the dependent variable in this study.
   1. Independent **watching the literacy program or watching cartoons of choice (1)**
   2. Dependent **literacy skills in children (1)**

(2)

1. Identify if this study was cross-sectional or longitudinal? Justify your answer.

**Longitudinal (1)**

**It considered the development in a child over one year (test A and test B) (1)**

(2)

1. Describe one advantage and one disadvantage of this method.

**Advantage:**

**Reveals differences among individuals as well as changes within individuals over time. (1) *or other good point***

**Disadvantage:**

**Vulnerable to cohort effects (impacts from a set of issues only to that cohort being followed). (1)**

***Or other good point – including cost.***

(2)

1. The researcher set the level of significance at .05. What does a level of significance of .05 mean?

**There is a 5 in 100 (or 1 in 20, or 5 per cent) probability that the results are due to chance alone. (1)**

**(1)**

1. Was there a statistically significant difference between the results of the two groups of participants?

**No (1)**

(1)

**End of Section One**

**Section Two (25 marks)**

This section has five (5) questions. Answer all questions. Write your answers in the spaces provided. Spare pages are included at the end of this booklet. They can be used for planning your responses and/or as additional space if required to continue an answer.

* Planning: If you use the spare pages for planning, indicate this clearly at the top of the page.
* Continuing an answer: If you need to use the space to continue an answer, indicate in the original answer space where the answer is continued, i.e. give the page number. Fill in the number of the question that you are continuing to answer at the top of the page.

**Question Two (6 marks)**

Theorists debate about developmental changes in two main ways.

1. Identify and explain each of these two approaches.

**Stages (1)**

**Relatively discrete steps through which everyone progresses in the same sequences (1)**

**Continuous (1)**

**Steady and gradual changes (1)**

(4)

1. There are many different kinds of developmental change that occur throughout the human lifespan. Generally, developmental psychologists classify changes, which take place in terms of four main domains: physical, social, cognitive and emotional. Describe **two** of these domains.

One mark for correct identification general idea and one mark for elaborative description.

|  |  |
| --- | --- |
| **Cognitive** | **Involves changes in an individual’s mental abilities (1), such as perception, thinking, learning, memory, language, moral reasoning, problem solving and decision making (1)** |
| **Physical** | **Involves changes in the body and its various systems (1), such as development of the brain and nervous system, bones and muscles, motor skills (movement), and the hormonal changes of puberty and menopause (1)** |
| **Social** | **Changes in an individual’s relationships with other people and their skills in interacting with others (1), such as the ability to form close relationships and interact with others in a group situation (1)** |
| **Emotional** | **Changes in how an individual experiences different feelings (1) and how these feelings are expressed, interpreted and dealt with (1).** |

(4)

**Question Three (5 marks)**

1. Name the stage(s) of Piaget’s theory of cognitive development that corresponds to each of the following characteristics.
   1. Egocentrism

**Pre-operational (1)**

* 1. Conservation

**Concrete Operational (1)**

(2)

1. Ella is playing hide-and-seek with her brother, Toby (aged three). Toby stands in the centre of the room and covers his eyes with his hands and says ‘I am hiding’. Explain, why Toby believes that he is ‘hiding’, referring to the relevant concept from Piaget’s theory of cognitive development.

**Toby is displaying egocentrism (1 mark)**

**which means that he has difficulty/is unable to consider other people’s perspectives (1 mark).**

**As he cannot see his sister, he believes that she cannot see him (1 mark).**

(3)

**Question Four (3 marks)**

1. Identify the research method used by Kohlberg to create his theory of moral development.

**Dilemmas (1)**

(1)

1. Explain how Kohlberg used this method to develop his theory of moral development.

**A dilemma would be presented to the subject and they would ask to answer a question and then give a justification to this (1)**

**How the subject justified their reasoning aligned them to which stage of moral development they were currently in (1)**

(2)

**Question Five (7 marks)**

1. With evidence, explain the concept of a ‘critical period’.

**As ‘Genie’ wasn't exposed to specific stimulation in her childhood she was unable to normally develop X, Y, Z. (1)**

***Or other suitable cause and effect to explain critical period.***

(1)

Curtiss (1977) undertook a retrospective investigation regarding the acquisition of a first language.

1. Justify **one** major conclusion about child language acquisition, which can be drawn from Curtiss’ work.

**Reason (1) and relevant justification WITH EVIDENCE (1)**

**e.g.**

**As Genie was unable to acquire a first language after puberty, we can surmise that the critical period for first language acquisition is before puberty.**

(2)

1. Evaluate the ethics, through discussing the ‘Genie Case Study’, of a forbidden experiment.

**Two different points**

* **One mark for evaluation of the ethics of the forbidden experiment per ethical guideline for a forbidden experiment** 
  + **Withdrawal**
  + **Voluntary**
  + **Informed consent**
  + **Deception**
  + **Confidentiality**
  + **‘Cause no harm’**
* **One mark for relevant use of evidence from Curtiss’ work with Genie.**

(4)

**Question Six (5 marks)**

1. Identify two (2) benefits of play on physical development.

**Any two – (1) each**

**Developing, strengthening and exercising muscles**

**Developing physical capabilities**

**Learning how to control muscles**

**Gain mastery over body**

**Developing a understanding and confidence in physical capabilities**

**Improving hand-eye coordination**

(2)

Theories have proposed that play changes cognitively and socially as the child develops.

1. Identify a researcher who postulated a cognitive theory of play development.

**Smilansky (1968)**

(1)

1. Identify and describe the first two stages of their theory.

**Functional Play (1)**

* **Repeated practice of large muscular movements (1)**

**Constructive Play (1)**

* **Use of objects or materials to make something (1)**

(4)

**End of Section Two**

**Section Three: Extended Answer (15 marks)**

This section contains one (1) question. Pages are included at the end of the questions for planning and writing your answers.

* Planning: If you use a page for planning, indicate this clearly at the top of the page.
* Answering the question: In the pages provided indicate clearly the number of the question you are answering.
* You should refer to relevant psychological concepts, theories and research in your answer.

Heredity unquestionably influences intelligence, but a great deal of evidence indicates that upbringing also affects mental ability. Research with adopted children provides useful evidence about the impact of experience as well as heredity.

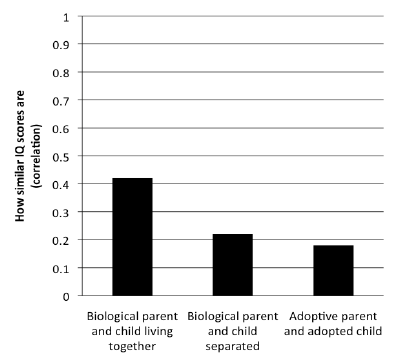


Figure 1

*The correlations of intelligence test scores between children and their adoptive and biological parent*s *(after Plotnik, 2002)*

Using evidence from the above graph and other *relevant information*, explain the role of **twin** **and** **adoption studies** in accounting for the development of intelligence in humans.

Your answer should include:

* Definitions of nature, nurture and concordance.
* Explanations of the methodologies of twin and adoption studies
* References to at least one adoption and one twin study
* Explanation of the graph

**End of Test**

|  |  |
| --- | --- |
| **Definitions** | **3** |
| Correct definitions are given, with detailed references to relevant psychological concepts, theories and research that describes and explicitly explains what the theory or research contributes to the topic being discussed. | 3 |
| Correct definitions are given, with minimal, brief and/or inaccurate descriptions of relevant psychological concepts, theories and research. Some definitions are missing. | 2 |
| Contains some generalisations and statements consistent with current psychological understandings or definitions are a series of personal opinions. No definitions are present. | 1 |
| **Adoption Studies** | **4** |
| An extended answer with detailed references to the role of adoption studies **in explaining the role of nature and nurture in the development of intelligence** and uses empirical from an adoption study to support their claim.  Outlines limitations and strengths to the study/ies. | 3 – 4 |
| An extended answer with minimal brief and/or inaccurate descriptions of the methodology of an adoption study. Refers to an adoption study with minimal use of the empirical evidence to support the corresponding roles of nature and nurture in development of intelligence. | 2 |
| Contains some generalisations and statements consistent with current psychological understandings or answer is a series of personal opinions or produces a short answer with or without making reference to **any empirical study**. | 1 |
| **Twin Studies** | **4** |
| An extended answer with detailed references to the role of twin studies **in explaining the role of nature and nurture in the development of intelligence** and uses empirical from an adoption study to support their claim. Outlines limitations and strengths to the study/ies. | 3 – 4 |
| An extended answer with minimal brief and/or inaccurate descriptions of the methodology of a twin study. Refers to a twin study with minimal use of the empirical evidence to support the corresponding roles of nature and nurture in development of intelligence. | 2 |
| Contains some generalisations and statements consistent with current psychological understandings or answer is a series of personal opinions or produces a short answer with or without making reference to **any empirical study**. | 1 |
| **Communication and Argument** | **4** |
| A sophisticated, well-written and well-constructed extended answer, using appropriate language of psychology. Sound use of the conventions except where expression is enhanced by defying conventions.  Accurately explains the graph using evidence from empirical studies and/or psychological theories and understandings.  Argument of the role of nature and nurture clearly develops and final assertion is a natural outcome of the developing discourse of the response. | 4 |
| Literacy enables the construction of an extended answer with well-developed sentences and paragraphs.  Explains the graph using evidence from empirical studies and/or psychological theories and research.  Argument of the role of nature and nurture develops; however, final assertion is not succinct. | 3 |
| Minor errors in literacy; however, extended answer is adequate for expression of ideas and arguments.  Explains the graph with no reference to empirical studies or psychological theories/research.  Argument of the role of nature and nature is limited and final assertion is not clear. | 2 |
| Poor literacy skills may interfere with the ability of the marker to understand the response (e.g. very poor spelling, grammar, very poor sentence and paragraph structure).  Graph is not explained.  No clear argument of the roles of nature and nurture. Final assertion is missing. | 1 |
| **Total** | **15** |

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