11 Psychology Time: 60 minutes Name: ANSWERS

Developmental Psychology Topic Test. (60 marks)

1. Give three specific examples of how an individual’s physical development could influence their social and emotional development in adolescence.

**\*note – must be during adolescence, must be a scenario** (6 marks)

**Examples: Very tall female steered into basketball. Difficulty with relationship development, feeling different around “normal” people. Lauren Jackson**

**Short male – picked on, bullied, retreats into oneself, develops personality disorder**

**Overweight male/female – self conscious, low self esteem, poor self identity – resorts to self harm.**

1. Name one quantitative and one qualitative way we can measure developmental change in children. (2 marks)

**Qualitative**. Observations, case studies, anecdotal evidence. These could be used to measure behavioural characteristics – ability to get on with others, initiate play, collaboration, etc

**Quantitative**. Measurements of height and weight, surveys, questionaiires, likert scales.

1. Identify Mildred Parten’s five categories of play, identify Piaget’s three stages of play and describe the similarities between the last stage of each. (5 marks).

**Solitary Onlooker Parallel Associative Cooperative (0.5 each)**

**Mastery Symbolic/make believe Play with rules (0.5 each)**

**Both play with rules and cooperative play involve more concrete roles and rules which players all communicate and understand (1 mark)**

1. For each of the following statements suggest whether it relates to the developmental change of physical, cognitive, social or emotional: (6 marks)
2. Play reduces fear, anxiety, stress and irritability \_\_\_\_\_\_\_\_**emotional**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Play increases calmness, resilience and adaptability and ability to deal with surprise and change.\_\_\_\_\_\_**emotional**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Play allows for modelling of relationships based on inclusion rather than exclusion. \_\_\_\_\_\_\_\_\_\_\_\_**social**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. Play increases a range of motion, agility, coordination, balance, flexibility, and fine and gross motor exploration. \_\_\_\_**physical**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. Play increases creative thinking.\_\_\_\_**cognitive**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. Piaget identified three key terms when discussing cognitive development. State and define the three terms. (6 marks)

**Schema – mental structures or concepts that help people organise and interpret information**

**Assimilation – the current schema takes in a new experience**

**Accommodation – schemas change to incorporate new experiences**

1. Dana is playing hide-and-seek with her brother Dion (aged three). Dion stands in the centre of the room and covers his eyes with his hands and says ‘I am hiding’. Explain, why Dion believes that he is ‘hiding’, referring to the relevant concept from Piaget’s theory of cognitive development. (2 marks)

**Dion is at the pre-operational stage (1 mark)**

**He is egocentric (1 mark) . Cannot take other’s point of view – If he can’t see then nobody can see him. (1 mark)**

**Multiple-choice Section**. Circle the correct answer.

1. 1. According to Piaget, abstract and logical thinking are not consistently apparent until an individual has reached the \_\_\_\_\_ stage

a) sensorimotor   
b) preoperational   
c) **formal operational**   
d) concrete operational

2. Calvin, who is trying to impress his psychology professor with his knowledge of infant motor development, asks why some infants learn to roll over before they lift their heads from a prone position, while others develop these skills in the opposite order. What should Calvin's professor conclude from this question?

a) Calvin clearly understands that the sequence of motor development is not the same for all

infants.   
**b) Calvin doesn't know what he's talking about. Although some infants reach these**

**developmental milestones ahead of others, the order is the same for all infants.**  
c) Calvin needs to be reminded that rolling over is an inherited reflex, not a learned skill.   
d) Calvin understands an important principle: motor development is unpredictable.

3. During which stage of cognitive development do children acquire object permanence?

**a) sensorimotor**  
b) preoperational   
c) concrete operational   
d) formal operational

4. As a child observes, liquid is transferred from a tall, thin tube into a short, wide jar. The child is asked if there is now less liquid in order to determine if she has mastered:

a) the schema for liquids.   
b) the concept of object permanence.   
**c) the concept of conservation.**  
d) the ability to reason abstractly.

5. I am 3 years old, can use language, and have trouble taking another person's perspective. I am in Piaget's stage of cognitive development.

a) sensorimotor   
**b) preoperational**  
c) concrete operational   
d) formal operational

6. Four-year-old Jamail has a younger sister.

i) When asked if he has a sister, he is likely to answer;

ii) when asked if his sister has a brother, Jamail is likely to answer;

a) yes to both questions   
b) no to both questions  
**c) yes; no**  
d) no; yes

7. In Piaget's theory, conservation is to egocentrism as the \_\_\_\_\_\_ stage is to the \_\_\_\_\_\_ stage.

a) sensorimotor; formal operational   
b) formal operational; sensorimotor   
d) preoperational; sensorimotor   
**d) concrete operational; preoperational**

8. The average age at which puberty begins is

i) in boys;

ii) in girls:

a) 14; 13   
**b) 13; 11**  
c) 11; 10   
d) 10; 9

9. Which of the following statements concerning the effects of aging is true?

a) Aging almost inevitably leads to dementia if the individual lives long enough.   
b) Aging increases susceptibility to short-term ailments such as the flu.   
c) Significant increases in life satisfaction are associated with aging.   
**d) The aging process can be significantly affected by the individual's activity patterns.**

10. The cross-sectional method:

**a) compares people of different ages with one another.**  
b) studies the same group of people at different times.   
c) tends to paint too favorable a picture of the effects of aging on intelligence.   
d) is more appropriate than the longitudinal method for studying intellectual change over the life span.

11. Longitudinal tests:

a) compare people of different ages.   
**b) study the same people at different times.**  
c) usually involve a larger sample than do cross-sectional tests.   
d) usually involve a smaller sample than do cross-sectional tests.

12. Cross-sectional studies of intelligence are potentially misleading because:

a) they are typically based on a very small and unrepresentative sample of people.   
b) retesting the same people over a period of years allows test performance to be influenced by practice.   
**c) they compare people who are not only different in age, but of different eras, education levels, and affluence.**  
d) all of the above reasons.

13. Stage theories have been criticized because they fail to consider that development may be significantly affected by:

a) variations in the social clock.   
b) each individual's experiences.   
c) each individual's historical and cultural setting.   
**d) all of the above.**

14. Which is the correct sequence of stages in Piaget's theory of cognitive development?

**a) sensorimotor, preoperational, concrete operational, formal operational**  
b) sensorimotor, preoperational, formal operational, concrete operational   
c) preoperational, sensorimotor, concrete operational, formal operational   
d) preoperational, sensorimotor, formal operational, concrete operational

15. The term critical period refers to:

a) prenatal development.   
b) the initial 2 hours after a child's birth.   
c) the preoperational stage.   
**d) a restricted time for learning.**

16. Which of the following is correct?

a) Early maturation places both boys and girls at a distinct social advantage.   
b) Early-maturing girls are more popular and self-assured than girls who mature late.   
c) Early maturation places both boys and girls at a distinct social disadvantage.   
**d) Early-maturing boys are more popular and self-assured than boys who mature late.**

17. Follow-up research on Piaget’s stage concept suggests that:

1. Preschoolers cannot be trained to perform well on Piagetian problems
2. Operational thinking develops rapidly during the preschool years
3. **Operational thinking develops gradually during the preschool years**
4. Children move from the preoperational to the concrete operational stage around age 5

**Extended answer (17 marks)**

Psychologists have researched and theorised about the influence that biological factors and the environment have on the development of intelligence and language.

Describe what twin and adoption studies reveal about the nature and nurture debate in relation to the development of intelligence (as measured by IQ).

In your response you should:

* Describe examples of biological and environmental factors that can influence the

development of intelligence

* describe how twin and adoption studies are carried out
* describe results that have been found
* describe conclusions that have been drawn from the results.

**Suggested marks:**

1. Define nature: The extent to which our development is caused by what we inherit genetically

Define nurture: The extent to which our development is the result of environmental influences.

1. Environmental factors – educational and social conditions – family background, socio-economic levels, quality of schooling, time available to parents

Biological factors – fixed at birth – determined by genetic inheritance from the parents – IQ, emotional stability, personality, vocational interests

1. Twin studies – identical (single egg) or fraternal (two eggs). What effect does environment have? Unethical to separate twins, but examples of this do exist (Bouchard) ‘Jim twins’. Identical twins – IQ is seen to be similar, but not as close as twins reared together.
2. Adoption studies – Longitudinal study (Denise Daniels) compared shyness whether adopted children were more like their adopting mother or biological mother. Heredity was found to play a role, as was environment.
3. Conclusion – heredity and environment both play a role.

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| **Guide to Marking Extended Responses** | **Marks** |
| **Definitions** | **2** |
| Correct definitions (nature and nurture) (1 each) | 2 |
| Definitions, but with some inaccuracy. | 1 |
| No definitions. | 0 |
| **Examples of biological and environmental factors** | **3** |
| Comprehensive examples of both, with descriptions | 3 |
| Some examples of both, listed | 2 |
| Examples of either biological or environmental | 1 |
| No examples | 0 |
| **Twin studies** | **4** |
| Clear understanding and explaining the methodology | 1-2 |
| Describing a specific study | 1 |
| Giving a conclusion for the study | 1 |
| Not addressed | 0 |
| **Adoption studies** | **4** |
| Clear understanding and explaining the methodology | 1-2 |
| Describing a specific study | 1 |
| Giving a conclusion for the study | 1 |
| Not addressed | 0 |
| **Conslusion** | **1** |
| States that there is a genetically determined window (nature) influenced by the environment (nurture) | 1 |
| **Structure/ Quality of Response** | **3** |
| A well-constructed response, concise but accurate, containing sufficient detail and covers all required section. | 3 |
| Structure is not clear, information doesn’t flow, some sections omitted | 2 |
| Lack of structure | 1 |
| **TOTAL** | **/17** |