2021 – 12ATAR Psychology

Task Seven - Topic Test

5%

Developmental Psychology

Name:

Time: 55 minutes

Score:

Research Methods /19

Developmental Psych /35

Extended Response /10

Total /64

**Section 1 : Research methods (18 marks)**

**Piaget's Tests in Practice**

During a recent teaching practicum we asked children to take a test for us. Due to time restraints we could only conduct one test, this being 'conservation of volume'. This test focuses on the ability to recognise that the volume of an object stays the same, regardless of how the shape of the object is changed. The age levels we tested were 7, 8, 10 and 11 years. The students had varying cognitive abilites within their respective age groups.

The test we conducted was as follows:

*Materials:* two balls of plasticine, identical in size, shape and weight.

*Procedure:* We asked the students (individually) whether both balls of plasticine would take up the same amount of space, and told the student to make them the same if there was any doubt present. We then asked 'if I roll one of the balls into a cylinder, will it take up the same amount of space as the ball?' and 'why is that?'

*Results:*

7 year old participants: Renae and Chris both thought that the balls of plasticine both took up the same amount of space because they were the same size and shape. When I rolled one of the balls into a cylinder shape, neither of the children could comprehend the fact that both the ball and the cylinder took up the same amount of space. The concepts of area and capacity were too abstract for them to understand.

8 year old participants: James could see that the two balls of plasticine would take up the same amount of space, and after we discussed it, he understood that they would take up the same volume. At first after I rolled one of the balls into a cylinder, he thought that they would take up different amounts of space, but after reminding him of the concepts of volume, he decided that they would actually take up the same amount of space.

10 year old participants: Cameron understood that the two balls of plasticine took up the same amount of space, but didn't think the ball and the cylinder did. His reasoning was that they were a different shape, so they took up a different amount of space because one took up a 'long area' and one took up a 'round area'. He placed the ball and cylinder on a piece of paper and drew around them to prove his point.

11 year old participants: When Sophia was asked the question, her initial response was "of course (it would take up the same amount of space)". When questioned on why this was her answer, she stated "I've been going to school for seven years, I'm not stupid, of course I can see that they're the same. You didn't add any plasticine or take any away when you rolled it into the cylinder, so how could it be different?"

1. Identify this experiment as an experimental or non-experimental research method. Explain your answer. (2 marks)

**Non-experimental research method (1)**

**No numerical data collected/survey or interview used (1)**

1. Write an operational hypothesis for this test. (4 marks)

**Includes the following FOUR key elements of an operational hypothesis:**

* **Identifies the population**
* **Identifies the independent variable**
* **Provides a predicted relationship**
* **Outlines how the dependent variable was measured**

**Children aged 7 – 12 years old (1) demonstrate the concrete operational stage according to Piaget (1) tested by using a volume conservation test (1) where they understand that 2 equal plasticine balls have the same volume if one is rolled into a cylinder (1)**

1. Identify the type of data collection method used. (1 mark)

* **Interview**

1. Identify and explain two ethical considerations relevant to this experiment. (4 marks)

Any 2 for 1 mark each;

* **Consent required as they are <18 years old**
* **Right to withdraw**
* **Confidentiality**
* **Voluntary participation**

**1 mark for explaining relevance to experiment conducted.**

1. Identify one advantage and one limitation of this type of testing. (2 marks)

* **Advantage: one to one interview means that interviewer gets intimate information from the subject/accurate screening/focus of the person being interviewed**
* **Disadvantage: cost/interview ability/limited sample size/takes a lot of time**

1. What conclusions can be drawn from this test? (2 marks)

* **Not all children aged 7-12 years demonstrate the Piaget concrete operational stage (1)**
* **They have different ability levels and could not demonstrate conservation (1)**

1. State whether or not the data collected support Piaget’s theory? Justify your answer. (4 marks)

* **No the data does not support Piaget’s theory (1)**
* **Most of the children (ages 7 and 10) did not understand conservation of volume (1)**
* **They should be at the concrete operational stage according to Piaget (1)**
* **Only the 8 yo and 11yo demonstrate traits/abilities as would be expected. (1)**

**Section 2: Developmental Psychology (33 marks)**

(a) Identify which of Piaget’s stage of cognitive development is similar to Kohlberg’s Conventional level. Justify your answer. (2 marks)

* **Concrete operational (1)**
* **Child can think logically and understands laws and rules/the need for social order (1)**

(b) Identify two researchers who criticised Kohlberg’s theory of moral development and discuss the reasons for their criticisms. (4 marks)

* **Carol Gilligan (1): Kohlberg was too focused on boys/sexist/male oriented view of moral development/gender biased (1)**
* **Richard Schweder (1): does not take into account cultural differences such as Hindu religion forbidding stealing under any circumstances (1)**

(c) The Heinz dilemma involves a man stealing an expensive drug to try to cure his wife of cancer. Two individuals are asked what they think the man should do and to give their reasons. What they say is quoted below. For each individual identify which **level and stage** they are at according to Kohlberg, and give a reason for your answer. (6 marks)

Person 1: Heinz should not steal the medicine because he will go to gaol.

* **Level 1 – preconventional (1)**
* **Stage 1 (1)**
* **Obeys authority and avoids punishment (1)**

Person 2: Heinz should steal the medicine because everyone has the right to life regardless of the law.

* **Level 3 – post conventional (1)**
* **Stage 5 (1)**
* **Asserts basic rights and values/laws have limits (1)**

(d) According to Piaget, mental adaptation involves two processes. Name and briefly describe both processes. (4 marks)

**Assimilation (1) - the cognitive process of fitting new information into existing cognitive schemas, perceptions, and understanding.**

**Accommodation (1) - the cognitive process of revising existing cognitive schemas, perceptions, and understanding so that new information can be incorporated.**

(e) Describe the key aspects of Erikson’s Psychosocial and Identity Theory. (6 marks)

* **Proposed a series of predetermined stages related to personality/identity development (1)**
* **Stages are time related (1)**
* **Progression through the stages is based on age (1)**
* **During each of 8 stages an individual attains personality traits (1)**
* **Goals of achievement vary from stage to stage/involve overcoming a psychosocial crisis/dilemma (1)**
* **Successful resolution of these crises/dilemmas lead to the next stage (1)**
* **Leads to healthy personality traits/relationships/virtues (1)**
* **Allowing the person to resolve subsequent/future conflict (1)**

**SIX points for 6 marks BUT MUST mention crisis/dilemmas**

(f) During which period of life, including the age range, does Stage 4 - Industry and Inferiority - occur according to Erikson? (1 mark)

* **Late childhood/5-12 years old (1)**

(g) Explain how a child would develop trust and mistrust in Stage 1 of Erikson’s theory. (4 marks)

* **Infant develops a sense of trust through mother/primary caregiver/parent (1)**
* **Interactions provide care, affection, reliability and needs being met (1)**
* **Mistrust results when there is a failure to bond with the caregiver (1)**
* **Where a lack of care and affection/needs not met (1)**

(h) State the psychosocial dilemma that confronts individuals in the last stage of Erikson’s theory.

(1 mark)

* **Integrity and despair (1)**

(i) Name the stage of Piaget’s theory of cognitive development that corresponds to each of

the following characteristics. (4 marks)

(i) Conservation: **concrete operational**

(ii) Object permanence: **sensori-motor**

(iii) Abstract thinking: **Formal operational**

(iv) Egocentrism: **pre operational**

(j) With reference to Bandura’s social learning theory, explain why the behaviour of famous people or celebrities, such as the Australian cricket team, may have a negative impact on young people in society.

(3 marks)

* **Theory of observational learning (1)**
* **Children will imitate/model behaviour they have observed/are exposed to (1)**
* **They will more likely copy/mimic people/adults that they admire/are popular (1)**

**Section 3: Extended Response (10 marks)**

You are on a bus traveling home after a trip to the mall with your friend Woody and his 6-year-old son, Dylan. You are talking to Woody when Dylan pulls a candy bar out of his pocket. Noticing this, Woody turns to Dylan and asks, "Where did you get that? I didn't buy it for you!"

"I took it from the candy store," Dylan replied.

Woody, looking and sounding very stern says, "You stole that candy bar. Give it to me!" Woody then promises to spank Dylan when they get home. “The punishment for stealing is a spanking!” Woody exclaimed, which causes Dylan to cry.

In an unsympathetic tone, Woody says to Dylan, “Maybe you will learn not to do that again!”

Woody then turns to you and says, “This is how my father dealt with me when I first started stealing and it taught me a lot… I really don’t spank him all that hard… It is the fear that I am trying to instill.”

a) Use Kohlberg’s theory of Moral development to discuss the stage Dylan is in terms of his moral development. (5 marks)

* **Dylan is at Level 1/pre conventional Stage 1 or 2 (1)**
* **Punishment and obedience are his focus (1)**
* **Egocentric (1)**
* **He does not recognise different points of view (1)**
* **He thinks that taking the candy was acceptable – individual/concrete (1)**
* **Satisfies his own needs (1)**
* **Dylan thinks only of the physical consequences – Woody spanking him = bad (1)**

**Any 5 points but must include stage**

b) Discuss how Dylan’s behavior, when he becomes an adolescent or adult, may be influenced by observational learning. (5 marks)

* **Bandura suggests that behaviour is modelled (1)**
* **Children will watch/observe other people/adults (1)**
* **Especially authority figures (Woody/father) and/or those people they admire (father/parent) (1)**
* **They copy/mimic the behaviour believing it to be “normal” (1)**
* **Dylan may become aggressive as a result OR he may not be aggressive due to punishment/not being reinforced (1)**