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| **Student Name** |  |
| **Teacher** |  |

**Task weighting:**

**20% of Unit 2**

**Structure of this paper**

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| **Section** | **Your Mark** | **Marks available** | **Percentage** |
| Validation |  | **35** |  |
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***“Life At”* Series Validation**

1. In *Life at 5*, the children were confronted with the famous marshmallow test.
   1. Outline what the marshmallow test involves and what it is used to test for.

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(4 marks)

* 1. The original **Stanford marshmallow experiment** (1972), led by psychologist Walter Mischel, was tested on four-year-olds. What were the results of this experiment?

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(2 marks)

* 1. The four-year-olds were then re-interviewed when they were aged eighteen. What was common among the children that were able delay eating the marshmallows 14 years ago?

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(2 marks)

1. A group of five-year-olds are gifted with objects that they chose as the gift they liked the least. How would you know if a child is good at managing their own behaviour in this situation?

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(2 marks)

1. How is learning to lie convincingly thought to be a socially useful skill for children as they start school?

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(2 marks)

1. How can being one of several children in a family develop or inhibit personality?

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(2 marks)

1. In *Life at 7*, an inside accomplice deliberately damages the children’s paintings while they are not looking. In general terms, the boys and girl react differently to the situation. How to their reactions differ?

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(2 marks)

1. A seven-year-old is given an impossible task of getting a wooden car to cross a paper bridge. What qualities is this task designed to test?

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(2 marks)

1. In *Life at 7*, the male and female are separated and given the same opportunity to play with an attractive toy. What is the difference between the male and female groups in how they play with the toy?

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(2 marks)

1. A group of seven-year-olds are asked how many friends they have. The answers range from 1 to 100. How do their estimates reflect what type of personality they possess?

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(2 marks)

1. State two advantages of being an introverted child.

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(2 marks)

1. In *Life at 7*, Jara’na was chosen by most others as being funny, cool and fun to play with. What quality do kids often admire?

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(1 mark)

1. In *Life at 9*, each child and a parent are given a collaborative building activity to work on together.
   1. What does the activity demonstrate to the researchers?

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(1 mark)

* 1. The child is given the opportunity to work on the activity independently. Which building does the child prefer? The one they made with their parent or by themselves?

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(1 mark)

1. A group of nine-year-olds a given a mathematic problem-solving task. Half of the children are given praise based on their intelligence and the other half are praised for their efforts. How did the different kinds of feedback effect the children’s approach to problem solving?

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(2 marks)

1. What are the essential differences in the ways in which the adults and the children approach the spaghetti/marshmallow tower building task in *Life at 9*?

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(2 marks)

1. What are some of the perhaps unintended consequences of learning to conform, particularly in relation to being creative?

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(2 marks)

1. In *Life at 9*, the children were given a challenge to move some slime from one object to another without touching the slime with their hands. What was this test designed to discover about the children?

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(2 marks)