4.1 Developmental psychology: evidence and transfer

Name: _____ Class: _____ Date: _____ **Total: 8 marks**

KEY WORDS cohort • attrition

Objective

Compare developmental theories and lifespan changes; Analyse cognitive, language and social development; Distinguish longitudinal and cross-sectional evidence. Original practice and authored marking guidance.

1 Key knowledge and worked examples

cohort : People sharing a birth period or historical experience. **attrition** : Loss of participants during a study.

Development can change knowledge, strategy and social support at different rates. Piaget's account emphasizes changes in reasoning; Vygotsky's account emphasizes learning supported by social interaction. Attachment concerns a relationship and patterns of security, not a permanent label inferred from one separation. Age averages do not establish a deadline for each child. Compare repeated observations, task demands and cultural context before deciding what changed. See DV.1 for theories and methods.

Piaget's proposed sequence: examples

1 Sensorimotor	2 Preoperational
Roughly birth to 2 years Action and perception Object permanence	Roughly 2 to 7 years Symbols and pretend play Focus on one feature
3 Concrete operations	**4 Formal operations**
Roughly 7 to 11/12 years Conservation Reversibility	From about 11/12 years Hypotheses Controlled comparisons

Approximate ages; one task does not establish a complete profile.

Worked case. Children solve a sorting task with an adult's hints but not alone. How could a sociocultural explanation account for the difference?

The hints provide scaffolding within a range where supported performance exceeds independent performance. They may direct attention or model a useful strategy. Record the actual hint and later test without it; success with help does not yet establish independent mastery or identify a universal stage.

2 Practice

2.1 Following the same children for ten years is: [1]

A. longitudinal B. cross-sectional C. a single case only

2.2 Different childhood schooling across age groups is a possible: [1]

A. cohort effect B. placebo only C. randomisation guarantee

2.3 Revisit the worked case. State one conclusion its evidence supports and one stronger conclusion it does not support. Explain the difference. [2]

3 Exam-style questions

3.1 A study compares adolescents and adults once, then calls the difference a developmental change. Give the design, a competing explanation and a complementary design with its limitation. Give the interpretation, supporting reasoning, a relevant alternative or limitation, and an appropriate check. [4]