

**Tutorial letter 201/2/2016**

**Child and Adolescent Development**

**PYC2602**

**Semester 2**

**Department of Psychology**

**Feedback on Assignment 01**

BAR CODE

## CONTENTS

### 1 INTRODUCTION

Dear Student

This tutorial letter contains feedback on Assignment 01, one of the two compulsory assignments for examination admission. You did not have to pass this assignment to gain examination admission, but the mark that you have obtained, will give you an idea of your knowledge and understanding of the study material. It will also count, together with Assignment 02, 20% of your final mark, while the examination will count 80%.

Our feedback on Assignment 02 will reach you after that assignment's closing date.

Friendly greetings,

**YOUR PSYCHOLOGY LECTURERS**

**ANSWERS TO ASSIGNMENT 01****2 FEEDBACK ON ASSIGNMENT 01**

<b>QUESTION</b>	<b>ANSWER</b>
<b>1</b>	<b>1</b>
<b>2</b>	<b>2</b>
<b>3</b>	<b>1</b>
<b>4</b>	<b>3</b>
<b>5</b>	<b>1</b>
<b>6</b>	<b>3</b>
<b>7</b>	<b>3</b>
<b>8</b>	<b>3</b>
<b>9</b>	<b>1</b>
<b>10</b>	<b>2</b>
<b>11</b>	<b>3</b>
<b>12</b>	<b>2</b>
<b>13</b>	<b>2</b>
<b>14</b>	<b>3</b>
<b>15</b>	<b>1</b>

**Please note that all the page numbers in our feedback refer to Louw and Louw (2014) (the 2nd edition)**

**Question 1**

A critical period in development is ...

- (a) a stage of development when a specific type of learning can take place; before or after the critical period that specific learning is difficult or even impossible.
- (b) a stage of development where certain external influences may have a maximum effect on development, but they may also have an effect before or after the critical period.
- (c) a form of learning that takes place during a short, early period in life of an organism when attachment to members of the same species and sometimes to members of some other species occurs.
- (d) a synonym for sensitive or optimal periods of development.
- (e) a predetermined developmental timetable, without the input or influence from the environment.

The correct answer is:

- (1) (a)
- (2) (b), (c) & (e)
- (3) (a), (c), (d) & (e)

## Feedback on Question 1

Conrad Lorenz' study of imprinting with goslings is very interesting and illustrates a critical period in development: a stage when a specific type of learning can take place. Before or after this period, this type of learning is difficult or impossible. This definition of a critical period can be found on p. 17.

The correct answer is therefore (1).

## Question 2

Learning theories made valuable contributions to child psychology because they ...

- (a) regarded culture as an important factor.
- (b) paid adequate attention to developmental change.
- (c) created an awareness of the significance of environmental factors.
- (d) created an awareness of the importance of biological factors.
- (e) emphasised the importance of scientific research.

The correct answer is:

- (1) (a)
- (2) (c) & (e)
- (3) (b), (d) & (e)

## Feedback on Question 2

The contributions of learning theories to child psychology is discussed on p. 25. The most important notion of learning theories is the importance of the environment, through which children learn behaviour and skills. The learning theorists also valued scientific research. This means that (c) and (e) are correct. Therefore, the answer is (2).

The other alternatives give factors which were not acknowledged by learning theories namely biological and cultural factors and the fact that as children develop, the effects of environmental factors can change. Alternatives (a), (b) and (d) are therefore not correct.

## Question 3

Piaget's concept of adaptation refers to the tendency ...

- (a) of cognitive processes to become more complex.
- (b) of cognitive processes to become more systematic and coherent.
- (c) that children organise their experiences to make more sense of the world.
- (d) that as children gain new experiences they have to deal with information that is in conflict with what they already know.
- (e) of children to strive for a balance.

The correct answer is:

- (1) (d)
- (2) (c) & (e)
- (3) (a), (b) & (e)

### Feedback on Question 3

The answer will be specific according to Piaget's definition of adaptation. On p. 27 various processes defined by Piaget are discussed. There you will also find adaptation which consists of two processes, namely assimilation and accommodation. Adaptation (and therefore also assimilation and accommodation) is the process of what children do with new information which is in conflict with their existing schemes (what they already know). This means that (d) is correct and that the correct answer therefore is (1).

The other alternatives are not correct, because they do not give Piaget's definition of adaptation.

### Question 4

Ann is an excessive drinker and she has kept on drinking now that she is pregnant. Which of the following are possible adverse effects that Ann's drinking could have on her unborn child?

- (a) Slow physical growth.
- (b) Split eyelids.
- (c) Cardiac defects.
- (d) Below-average height, weight and skull size.
- (e) Intellectual disability.

The correct answer is:

- (1) (a) & (c)
- (2) (b), (d) & (e)
- (3) All of the above

### Feedback on Question 4

The use of alcohol by the expectant mother (moderately or excessively) can have serious adverse effects on the unborn child. You will find all the effects on p. 78 and will see that all the alternatives are correct. The answer therefore is (3).

### Question 5

Which of the following is/are TRUE regarding the neonate's vision?

- (a) The neonate is equipped with a functional and complete visual system.
- (b) The neonate can distinguish between colours.
- (c) The neonate's visual acuity is the same as an adult's.
- (d) The neonate is able to focus on objects at differing distances.

The correct answer is:

- (1) (a)
- (2) (c) & (d)
- (3) (b), (c) & (d)

### Feedback on Question 5

Although the new-born baby has a complete visual system, it is not fully developed. The baby cannot yet distinguish between colours, or focus well at differing distances. Their visual acuity (sharpness) is also not as well as that of adults – they see a blur. The correct alternative is (a) and the answer therefore is (1). The information is on p. 92.

### Question 6

During the sensorimotor stage of cognitive development according to Piaget, infants obtain information ...

- (a) through sensory input and motor activity.
- (b) through the gradual coordination of information.
- (c) in six substages of circular reactions.

The correct answer is:

- (1) (a)
- (2) (b) & (c)
- (3) All of the above

### Feedback on Question 6

Piaget's sensorimotor stage of cognitive development is described on pp. 105-106. Piaget described six substages of this stage. Babies get information about their world through their senses and through their activities such as their circular reactions and they gradually organise or manage this information to make sense of their world. This means that all the alternatives are correct and the correct answer therefore is (3).

### Question 7

Information processing theorists ...

- (a) contend that babies' cognitive development occur in distinct stages as proposed by Piaget.
- (b) contend that babies' cognitive skills develop rapidly in the first year of life in a week by week or even day by day fashion .
- (c) use sensitive technology as well as infants' habituation and visual and auditory processing abilities to explore infants' information processing capacities.
- (d) are particularly interested in the analysis of complex tasks.
- (e) are interested in the abilities that are necessary for a specific task and at which ages these abilities develop.

The correct answer is:

- (1) (a) & (e)
- (2) (b) & (c)
- (3) (b), (c), (d) & (e)

### Feedback on Question 7

Learning theorists did not distinguish stages of cognitive development. However, they assert that there is rapid development during the first year of life and that skills develop fast by day or by week. The researchers are interested in complex tasks and in the abilities that are needed for a specific task and in their research they use sensitive technology to focus on infants' information-processing abilities. Alternative (a) is therefore the only incorrect one and therefore the correct answer is (3).

### Question 8

Personality development during infancy should be regarded as very important because of the vulnerability of young children. For example, research has indicated that ...

- (a) emotional deprivation can affect personality development.
- (b) the baby's world is so limited that the quality of the environment plays a crucial role.
- (c) personality traits that are in an active phase of development may be adversely affected by negative environmental interactions.
- (d) the child's self-concept starts to emerge during infancy, which means that the quality of the interaction with caregivers could have an effect on the child's self-concept in later years.
- (e) certain behaviour patterns that are established during infancy remain relatively unchanged as the child gets older.

The correct answer is:

- (1) (a), (c) & (e)
- (2) (b), (d) & (e)
- (3) All of the above

### Feedback on Question 8

Important foundations are laid during infancy and Bowlby stressed the importance of how a baby is treated and that the nature and quality of the environment influence the baby's personality development. Alternatives (a), (b) and (c) are therefore correct.

The phase of infancy is also important for the beginning of the self-concept and personality traits developed in this phase can even be permanent. Alternatives (d) and (e) are therefore also correct.

The correct answer therefore is (3) and can be found on p. 121.

### Question 9

Sarah and John teach their children correct social behaviour by means of supporting the children's efforts in a way that they will be more skilful than they would be if they were to rely on their own abilities. Sarah and John are therefore making use of the following socialisation technique:

- (a) induction.
- (b) scaffolding.
- (c) positive reinforcement
- (d) power assertion.
- (e) withdrawal of love.

The correct answer is:

- (1) (b)
- (2) (a), (d) & (e)
- (3) (b), (c) & (d)

### Feedback on Question 9

To provide children with support is definitely not withholding love or punishing a child (the latter power assertion) – alternatives (d) and (e) are therefore not correct. To help a child achieving the correct behaviour by supporting them (which they cannot do themselves), is to provide a "scaffold" (support, or a platform) so that they can achieve the skills – however, they still need that help. This means that the correct answer is therefore scaffolding (b) and the correct answer is (1) (see p. 144).

Scaffolding is not the same as induction (to reason with a child or explain) or positive reinforcement which means to reward a child for the required behaviour. Alternatives (a) and (c) are therefore not correct.

### Question 10

According to Piaget, animistic thinking refers to ...

- (a) an understanding that matter can change in appearance without changing in quantity
- (b) the tendency to focus on one attribute of what one observes and ignoring others.
- (c) the tendency to view the world from one's own perspective.
- (d) the tendency to accept that non-living things have feelings and motives.
- (e) the tendency to reason from one specific situation to a next specific situation linking two events that occur close together in a cause-and-effect fashion.

The correct answer is:

- (1) (b)
- (2) (d)
- (3) (a), (c) & (e)



**Feedback on Question 10**

The answer to this question is defined very specifically by Piaget and can be found on p. 160. He called the tendency to ascribe feelings and motives to non-living objects, animation. The answer therefore is (2).

The definitions for the other alternatives can be found on pp. 159-160. Alternative (a) refers to the understanding of conservation of mass. Alternatives (b) and (c) refer to egocentrism and (e) to transductive reasoning.

**Question 11**

How well is preschool children's metamemory developed? They ...

- (a) generally know that it takes longer to memorise a list of eight words than a list of four words.
- (b) generally do not know what to do when they have to remember something.
- (c) do not realise that they have to use more effective strategies for more difficult tasks.

The correct answer is:

- (1) (b)
- (2) (a) & (c)
- (3) All of the above

**Feedback on Question 11**

Metamemory refers to the knowledge of memory skills and to know how to use strategies to help one remember. This ability is not very well developed in preschool children yet. They know that more information (a list of eight words) will take longer to remember than less information. However, they do not yet know what to do when they have to remember something and they do not yet know much about the use of strategies to help one to remember. Therefore, all the alternatives are correct and the answer therefore is (3). (See p. 171.)

**Question 12**

Regarding children's understanding of emotions which of the following statements are TRUE?

- (a) Preschoolers' vocabulary for talking about emotions develops rapidly between two and four years of age.
- (b) Preschoolers' ability to refer to causes, consequences and behavioural signs of emotions develop between the ages of four to five.
- (c) Preschoolers have the ability to interpret, predict and change other's feelings.
- (d) Preschoolers understand that a person may experience two emotions at the same time.
- (e) Preschoolers understand conflicting emotions.

The correct answer is:

- (1) (d) & (e)
- (2) (a), (b) & (c)
- (3) All of the above

### Feedback on Question 12

There is some development in preschoolers' understanding of emotions. They develop their vocabulary for describing emotions and can understand that a person is happy because of some good experience – they therefore understand the cause and consequences of emotions and how a person's behaviour can reflect his feelings. They also know when other children are not happy (eg. when they are crying) and that it can help to comfort them by giving them something or hugging them. Therefore, alternatives (a), (b) and (c) are correct.

Because of their cognitive egocentrism, preschoolers cannot yet understand that one person may experience two conflicting emotions. Therefore (d) and (e) are not correct.

The correct answer therefore is (2). You will find this information on pp. 184-185.

### Question 13

Which of the following is TRUE regarding self-esteem development in early childhood?

- (a) Self-esteem development begins in early childhood.
- (b) Self-esteem in early childhood is clearly defined.
- (c) Self-esteem of pre-schoolers is generally high.
- (d) Preschoolers' self-esteem has an adaptational function because they have to master a variety of skills.
- (e) Preschoolers are able to differentiate their various competencies.

The correct answer is:

- (1) (b) & (e)
- (2) (a), (c) & (d)
- (3) All of the above

### Feedback on Question 13

The personal evaluation of oneself and one's characteristics refers to self-esteem. This already starts to develop during the preschool years, but it is not very clearly defined yet, and pre-schoolers do not yet realise that they can be good in one skill but not in another. Therefore, (b) and (e) are incorrect and (a) is correct.

Because they cannot yet differentiate between various skills, their self-esteem is usually high which helps them in this stage to be able to adapt to the many new skills they have to acquire. Alternatives (c) and (d) are therefore also correct.

The correct answer is therefore (2) and can be found on pp. 193-194.

**Question 14**

According to Bowlby, a new form of attachment, referred to as goal-corrected partnership, develops in early childhood. The characteristics of this are that ...

- (a) children want to be in contact with the attachment figure.
- (b) the constant physical presence of the attachment figure is no longer required.
- (c) children can move further from their safe base without apparent distress.
- (d) children can correct or modify their contact with the attachment figure by engaging in collaborative planning.

The correct answer is:

- (1) (a) & (c)
- (2) (b) & (d)
- (3) All of the above

**Feedback on Question 14**

In the preschool years there is some development in the form of attachment of the child to the primary caregiver, which Bowlby calls goal-directed partnership. The child still wants to be in contact with the attachment figure, but they can move away from each other and the child will not be in distress. The caregiver can also discuss with the child that she will be away for some time and who will be there in her place and when she will be back (see p. 205). The answer therefore is (3).

**Question 15**

Do all children in all cultures play the same?

- (a) No, cultural variations do occur.
- (b) Children in collectivistic cultures play in large groups and are focused on movement and objects.
- (c) Children in individualistic cultures play in smaller groups that require engagement in conversation and dramatic play.
- (d) Parents' views regarding play and children's attendance of play groups and nursery school also have an influence.

The correct answer is:

- (1) (a) & (d)
- (2) (b) & (c)
- (3) All of the above

**Feedback on Question 15**

Children's play is influenced by the environment. Therefore, culture, including play groups and nursery school will have an influence on how they play and also the way parents view play. Alternatives (a) and (d) are therefore correct and the correct answer is (1).

The way children's play is explained in (b) and (c) are not correct according to research on children's play in collectivistic or individualistic cultures. You will find the correct information on p. 211.