



Tutorial Letter 101/3/2018

Child and Adolescent Development

PYC2602

Semesters 1 and 2

Department of Psychology

This tutorial letter contains important information
about your module.

BARCODE

CONTENTS

	<i>Page</i>
1 INTRODUCTION.....	3
2 PURPOSE AND OUTCOMES	4
2.1 Purpose.....	4
2.2 Outcomes.....	4
3 LECTURER(S) AND CONTACT DETAILS.....	4
3.1 Lecturer(s).....	4
3.2 Department	5
3.3 University	5
4 RESOURCES.....	6
4.1 Prescribed books.....	6
4.2 Recommended books	6
4.3 Electronic reserves (e-reserves).....	6
4.4 Library services and resources information	6
5 STUDENT SUPPORT SERVICES	7
6 STUDY PLAN	8
7 PRACTICAL WORK AND WORK-INTEGRATED LEARNING	8
8 ASSESSMENT.....	8
8.1 Assessment criteria	8
8.2 Assessment plan	9
8.3 Assignment numbers.....	9
8.3.1 General assignment numbers	9
8.3.2 Unique assignment numbers.....	9
8.4 Assignment due dates.....	9
8.5 Submission of assignments.....	10
8.6 The assignments	10
8.7 Other assessment methods	34
8.8 The examination.....	34
9 FREQUENTLY ASKED QUESTIONS	35
10 SOURCES CONSULTED	35
11 IN CLOSING	35

1 INTRODUCTION

Dear Student,

Welcome to the module Child and Adolescent Development. We assume that you are truly concerned about the well-being of children and adolescents — as a parent, teacher, health care worker or just as an interested person. Therefore, we hope you will find the subject and tutorial matter interesting and informative. Also, we hope that it will inspire you to make a contribution in your own unique way to the optimal development of children and adolescents. Please note that Child and Adolescent Development is a semester module. A module runs over ± four months (12-15 weeks) please make sure whether you are registered for Semester 1 or for Semester 2. All the details regarding the assignments and examination for each semester are provided further-on in this tutorial letter.

You will receive tutorial letters 201 and 202 during the semester. **A tutorial letter is our way of communicating with you about teaching, learning and assessment. All tutorial letters are available on myUnisa. Regular access to the Internet and myUnisa is very important and will keep you informed of all you need to know about your studies. These ICT tools make it much easier to communicate with the university, your lecturers, and other students about their learning and potential challenges. In addition, you will need to be registered on myUnisa in order to submit assignments, access library resources, download your study material, etc. But the most important thing to remember is that myUnisa will give you additional chances to participate in activities, tasks and discussions around module topics, assignments, marks, and examinations.**

This tutorial letter (101/2018) contains important information about the scheme of work, resources and assignments for this module. We urge you to read it carefully and to keep it at hand when working through the study material, preparing the assignments, preparing for the examination and addressing questions to your lecturers. In this tutorial letter (101/2018), you will find the assignments and assessment criteria as well as instructions on the preparation and submission of the assignments. This tutorial letter also provides all the information you need with regard to the prescribed study material. Please study this information carefully and make sure that you obtain the prescribed book as soon as possible. You will also find important information about the examination in this tutorial letter. We have also included certain general and administrative information about this module. Please study this section of the tutorial letter carefully. Right from the start we would like to point out that you must read all the tutorial letters you receive during the year immediately and carefully, as they always contain important and, sometimes, urgent information.

Greetings and best wishes,

**YOUR LECTURERS IN CHILD AND ADOLESCENT DEVELOPMENT
PYC2602**

2 PURPOSE AND OUTCOMES

2.1 Purpose

This module aims to:

- Introduce the learner to the field of the study in child and adolescent development
- Introduce the learner to basic academic and theoretical information about child development from conception up to and including adolescence

2.2 Outcomes

Briefly stated, the envisaged outcomes of this module is that you will have the knowledge of how to foster the optimal development of children and adolescents in every domain of their development and to combat those factors which can hamper or thwart that development, thereby contributing to the development of a healthy community.

3 LECTURER(S) AND CONTACT DETAILS

3.1 Lecturer(s)

You can contact us in any of the following ways:

3.1.1 By telephone, e-mail or visiting the campus

Lecturers are available on weekdays from 08:00 to 16:00 for telephonic academic enquiries. Sometimes, however, lecturers also have to attend meetings, conferences, etcetera and will not be reachable by telephone. If you have difficulty reaching a particular lecturer at her/his office telephone number, please contact the secretary responsible for the second level Psychology modules. If the secretary is not available, phone the general number for the Department of Psychology. The departmental telephone is staffed by administrative personnel who will put you in contact with your lecturers.

Alternatively, sending an e-mail to the module leader may be a better way to ensure that your enquiry will be answered.

If you want to visit your lecturers on campus, please make an appointment in advance because lecturers may not always be available to meet with you.

The lecturers responsible for this module (as well as the administrative member of staff), and their contact details are as follows:

Name	Telephone number	E-mail address
Mr BR Phalakatshela (Module leader)	(012) 429-3778	palakbr@unisa.ac.za
Prof I Ferns	(012) 429-8210	fernsi@unisa.ac.za
Ms Errolyn Long	(012) 429-8071	longel@unisa.ac.za
Administrator:		
Ms T Sekhaulela	(012) 429-8088	sekhapt@unisa.ac.za

3.1.2 Via myUnisa

To make use of myUnisa, you will need a **computer with a modem and an Internet connection**, as well as a browser such as Netscape, Internet Explorer. How to register on myUnisa:

- **Using your browser, go to the Unisa web page, which is located at the Internet address <http://www.unisa.ac.za>.**
- On this web page, select the option “myUnisa”. If you are a first time user, you must now click on the option “Register as myUnisa user” which will enable you to register online (this does not cost anything). Type in your name, student number and a password (the password must be at least 6 characters long).

3.1.3 By fax

Our departmental fax number is (012) 429-3414. When you send a fax, please remember to clearly indicate the paper code and name of a specific lecturer. Please note that no study material can be faxed to students.

3.1.4 By letter

Letters to lecturers

All correspondence about the content of this course (enquiries of an academic nature) must be addressed to:

The Module Leader: PYC2602
 Department of Psychology
 PO Box 392
 UNISA
 0003

3.2 Department

Departmental telephone number: (012) 429-8088
 Departmental fax number: (012) 429-3414
 Departmental physical address: Theo van Wijk Building, 5th floor, Room 5-98.

3.3 University

If you need to contact Unisa about matters not related to the content of this module, please consult the brochure my Studies @ Unisa, which you should have received with your study material. In this document you will find the contact details of various administrative departments. If you have access to the Internet, you can find this brochure on myUnisa under the “Resources” option.

Below is the postal and physical address of the University

3.3.1 Postal address

Postal address: The Registrar
 University of South Africa
 PO Box 392
 UNISA
 0003

Physical address:

University of South Africa
 Preller Street
 Muckleneuk Ridge, Pretoria

- 3.3.2 Other ways of contacting the University
Fax number (RSA only): (012) 429 4150
Fax number (international): +27 12 429 4150
E-mail address: study-info@unisa.ac.za
Online address: <http://my.unisa.ac.za>
Unisa website: <http://www.unisa.ac.za>

4 RESOURCES

4.1 Prescribed books

Your prescribed textbook for this module is:

Low, D.A., & Louw, A.E. (2014). Child and adolescent development (2nd Ed.). Bloemfontein: Psychology Publications.

Buy or order the prescribed book as soon as possible. If you wait too long you may have difficulty in obtaining it, and may be unable to keep up with the work programme.

Please consult the list of official booksellers and their addresses in my Studies @ Unisa. If you have any difficulty obtaining books from these booksellers, please contact the Prescribed Book Section as soon as possible at telephone number 012 429 4152 or email address: vospresc@unisa.ac.za.

4.1.1 The Study Guide

The study guide leads you systematically through the prescribed book.

FOLLOW THE STUDY GUIDE CAREFULLY. THE STUDY GUIDE INDICATES CLEARLY THE PARTS OF THE PRESCRIBED BOOK THAT SHOULD BE STUDIED FOR THE EXAMINATION (ALL THE PARTS INDICATED AS "STUDY SECTIONS").

We suggest that you also do all the review questions in the prescribed book to help you to master the study material (although these are not examination questions).

4.2 Recommended books

There are no recommended books for this module.

4.3 Electronic reserves (e-reserves)

There are no e-Reserves for this module.

4.4 Library services and resources information

For brief information, go to www.unisa.ac.za/brochures/studies

For detailed information, go to <http://www.unisa.ac.za/library>. For research support and services of personal librarians, click on "Research support".

The library has compiled a number of library guides:

- finding recommended reading in the print collection and e-reserves – <http://libguides.unisa.ac.za/request/undergrad>
- requesting material – <http://libguides.unisa.ac.za/request/request>
- postgraduate information services – <http://libguides.unisa.ac.za/request/postgrad>
- finding, obtaining and using library resources and tools to assist in doing research – http://libguides.unisa.ac.za/Research_Skills
- how to contact the library/finding us on social media/frequently asked questions – <http://libguides.unisa.ac.za/ask>

5 STUDENT SUPPORT SERVICES

For information on the various student support systems and services available at Unisa (eg student counselling, tutorial classes, language support, peer help programmes) please consult the publication my Studies @ Unisa that you received with your study material.

5.1 Contact with fellow students

5.1.1 Study groups

It is advisable to have contact with fellow students. One way to do this is to form study groups. The addresses of students in your area may be obtained from my Studies @ Unisa.

5.1.2 Through myUnisa

If you have access to a computer that is linked to the internet, you can quickly access resources and information at the University. The myUnisa learning management system is Unisa's online campus that will help you to communicate with your lecturers, other students and the administrative staff at various departments of Unisa – all through the computer and the internet.

Free computer and internet access

Unisa has entered into partnerships with establishments (referred to as Telecentres) in various locations across South Africa to enable you (as a Unisa student) free access to computers and the Internet. This access enables you to conduct the following academic related activities: registration; online submission of assignments; engaging in e-tutoring activities and signature courses; etc. Please note that any other activities outside of these are for your own costing e.g. printing, photocopying, etc. For more information on the Telecentre nearest to you, please visit www.unisa.ac.za/telecentres.

5.2 Tutorial classes

Please contact our Regional Centres for more information on tutorial classes.

5.3 Discussion classes

No discussion classes will take place for this module.

5.4 Repeat students

It is expected from a repeating student to submit all assignments again. Students will not obtain examination admission without the submission of assignments.

6 STUDY PLAN

Use your my Studies @ Unisa brochure for general time management and planning skills.

In order to meet all the deadlines within a limited time (a semester), we advise you to draw up a study time-table as soon as possible. It should make provision for all your subjects, and also for unforeseen circumstances such as illness and work pressure, to enable you to work through the syllabus in good time.

7 PRACTICAL WORK AND WORK-INTEGRATED LEARNING

There are no practicals for this module.

8 ASSESSMENT

8.1 Assessment criteria

There are TWO assignments per SEMESTER. Kindly make sure that you do the correct assignment and that you use the correct unique number.

By submitting any one assignment on time, you gain examination admission (therefore, you do not have to pass the assignments to gain examination admission). However, BOTH assignments' marks contribute to your year mark (the year mark counts 10% per assignment and the examination 80% of the final mark).

- Your assignment should reach us by the closing dates and NO EXTENSIONS are granted.
- PLEASE ALSO NOTE that there are NO further opportunities to gain examination admission.

Once your assignments have been marked, it will give you an idea of your knowledge and understanding of the study material. If you fail the assignments (receive less than 50%) this should alert you to the fact that your knowledge and understanding of the study material of this module are not up to standard and that you need to put extra effort into your preparation for the examination.

8.2 Assessment plan

In this module the year mark counts 20% and the examination 80% of the final mark. BOTH Assignments 01 and 02 counts towards the year mark. Please note that you should obtain a subminimum of 40% in the examination to obtain a final pass mark, and for your year mark to be taken into account.

Our marking policy for multiple-choice questions for the assignment, as well as the exam paper, is as follows: we MAY adjust the marks to accommodate the effect of “blind guessing” or “random guessing” by subtracting a fraction of the marks for each incorrect answer. For questions with three alternatives the maximum that we will reduce is 1 mark for three incorrect answers (i.e. 0, 33 marks for each wrong answer). If we find, however, that a specific exam paper was difficult, we will reduce less than 0, 33 marks for a wrong answer (e.g. only 0, 25 or 0, 12). We would advise you to attempt all questions, and to leave only those out that you really do not know. “Intelligent guessing”, where you use your knowledge to eliminate some of the alternatives before guessing the answer from the remaining alternatives, is acceptable and even advisable. The chance of selecting the correct alternative with intelligent guessing is much bigger than with blind guessing. If you prefer not to respond to some questions rather than guessing the answer to these questions, you may do so. No marks will be subtracted for omitted items. Bear in mind however that it can be shown mathematically that intelligent guessing is always a good strategy when you do not know the correct answer and is preferable to simply omitting an item.

8.3 Assignment numbers

8.3.1 General assignment numbers

Assignments are numbered consecutively per module, starting from Assignment 01

8.3.2 Unique assignment numbers

SEMESTER 1		SEMESTER 2	
Assignment number	Unique number	Assignment number	Unique number
Assignment 01	825715	Assignment 01	716607
Assignment 02	893698	Assignment 02	744632

8.4 Assignment due dates

ASSIGNMENT NUMBER	DUE DATE: SEMESTER 1	DUE DATE: SEMESTER 2
Assignment 01	23 March 2018	17 August 2018
Assignment 02	20 April 2018	14 September 2018

8.5 Submission of assignments

Assignments are seen as part of the learning material for this module. As you do the assignments, follow the study guide, consult the prescribed book, discuss the work with fellow students or tutors or do research, you are actively engaged in learning.

For students attending tutorial sessions, tutors may also set additional tasks and give feedback in class.

General remarks

PLEASE NOTE: For enquiries about assignments (e.g. whether or not the University has received your assignment or the date on which an assignment was returned to you), you can send an e-mail to assign@unisa.ac.za.

8.6 The assignments

There are **two** compulsory assignments in this module.

By submitting both **Assignments 01 and 02 on time, you gain examination admission** (therefore, you do not have to pass the assignments to gain examination admission).

- Your assignments should reach us by the closing dates – **NO EXTENSIONS** are granted.
- Please note that there are **NO** further opportunities to gain examination admission.

Once your assignments have been marked, you will have an idea of your knowledge and understanding of the study material. If you fail the assignments (receive less than 50%) this should alert you to the fact that your knowledge and understanding of the study material of this module is not up to standard and that you need to put extra effort into your preparation for the examination.

General guidelines

- Always keep a copy of your assignment answers, in case your assignment does not reach the University. Please submit the **original** copy.
- Please remember to number the assignments correctly (Assignment 01 or Assignment 02) and to give it the applicable unique number as indicated on page 09 of this tutorial letter.
- Both assignments involve the use of a mark-reading sheet and you should read the section 'INSTRUCTIONS FOR THE USE OF MARK-READING SHEETS' in **STUDY @ UNISA**. Those students who do not have access to a word processor must complete their assignments on the mark-reading sheet provided with your study material. **Take note of the following important information:**
 - Use only an **HB pencil** (not a "pacer") and mark your answers **clearly** and **distinctly**.
 - Mark as follows [-]
 - If you mark a block incorrectly, make sure that the mark is erased properly.
 - Do not staple your mark reading sheet to any document.

- You may submit your multiple choice assignments through the Internet by using *myUnisa* instead of using a mark-reading sheet. Please adhere strictly to the requirements applicable to the completion and submission of assignments in **STUDY @ UNISA**.
- One of the advantages that *myUnisa* offers is that your assignment is immediately delivered to the Assignment Section at UNISA so that you do not have to agonise as to whether your assignment has arrived safely, and you also no longer have to worry about postal delays.

Extension of time for submitting the assignments

You will note that there is a closing date but NO EXTENSION DATE is given for each assignment (See previous page for summary of assignments for the two semesters.)

Do not phone us to ask for an extension. Note that assignments received after the closing date will not be marked, and that you will forfeit your examination admission if BOTH assignments do not reach us before or on the closing dates.

Please note that separate assignments are given for the different semesters. Kindly ensure that you do and submit the relevant assignment and use the correct unique number.

ASSIGNMENT 01 – SEMESTER 01
(Compulsory multiple-choice assignment)

Please note: Although students may work together when preparing assignments, each student must submit his or her own individual assignment.

Assignment 01 (for semester 01) consists of 15 multiple-choice questions covering chapters one to four in the prescribed book.

FIRST SEMESTER

❖ Closing date: 23 March 2018

❖ Unique assignment number: 825715

Please note:

- Submission of this assignment **on time** is **compulsory**.
- You will receive two kinds of feedback on your assignments:
 - A computer printout showing your own answers, the correct answers, and the mark you obtained.
 - A tutorial letter with detailed feedback on each question.

Question 1

A developmental theory is defined as ...

- (1) a set of assumptions about a person's psychological characteristics.
- (2) a related set of statements about people's mental health.
- (3) an organised set of ideas designed to explain development.

Question 2

According to Erikson, the sequential stages of development during childhood and adolescence are the following:

- (1) Basic trust vs. mistrust; Autonomy vs. shame and doubt; Initiative vs. guilt; Industry vs. inferiority; Identity vs. identity confusion.
- (2) Integrity vs. despair; Intimacy vs. isolation; Industry vs. inferiority; Initiative vs. guilt; Basic trust vs. mistrust.
- (3) Basic trust vs. mistrust; Initiative vs. guilt; Autonomy vs. shame and doubt; Identity vs. identity confusion; Industry vs. inferiority.

Question 3

Which of the following statements regarding Nsamenang's theory are TRUE?

- (a) The contextual theories of Vygotsky and Bronfenbrenner are incorporated in his framework.
- (b) Child development is a process of gradual and systematic social integration.
- (c) Development is conceptualised as the unfolding of physical, cognitive, social and emotional competencies in order to function optimally in the family and community.
- (d) Responsible intelligence (ability to perform roles and tasks correctly) is a sign of the child's cognitive and general development.
- (e) By incorporating spiritual and ancestral selfhoods, the human life cycle ultimately consists of nine stages.

The correct answer is:

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

Question 4

To which of the following consequences could syphilis lead to?

- (a) The death of babies shortly after their birth.
- (b) Intellectual disability in babies.
- (c) Blindness and deafness in babies.
- (d) Stillbirths.
- (e) AIDS in babies.

The correct answer is:

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

Question 5

Which of the following is/are TRUE regarding neonates' sense of pain?

- (1) They generally do not experience pain due to insufficient neurological development.
- (2) Painful procedures such as blood collection, circumcision and other surgical procedures may be performed on them without analgesic therapy.
- (3) Neonates may show extreme sensitivity to pain due to ineffective pain management.

Question 6

Which of the following statements are TRUE regarding infancy?

- (a) It lasts from the neonatal phase to about the end of the second year of life.
- (b) It is characterised by rapid growth and development.
- (c) It is a critical phase because the foundation of various behavioural patterns is laid during this stage.
- (d) It is a dangerous phase because fatal accidents could occur as a result of the baby's inability to foresee consequences for their actions.
- (e) It is a challenging phase because of the increasing drive towards independence.

The correct answer is:

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

Question 7

Eight month old Bongani crawls towards a toy that he sees lying on the floor. According to Piaget, he is in the _____ substage of cognitive development.

- (1) secondary circular reactions
- (2) coordination of secondary reactions
- (3) tertiary circular reactions

Question 8

According to the _____ of personality, the development of attachment bonds within the first two years of life is important in the child's personality development and emotional well-being.

- (1) learning perspective
- (2) ethological perspective
- (3) integrated approach

Question 9

Psychoanalysts Sigmund Freud and René Spitz believed that the infant becomes attached to the person who provides oral satisfaction (i.e. food). This notion was refuted in a classic study by _____ on _____

- (1) Conrad Lorenz; goslings.
- (2) Harry Harlow; rhesus monkeys.
- (3) John Bowlby; orphaned children.

Question 10

Which of the following statements regarding Vygotsky's views on cognitive development is/are TRUE?

- (a) Vygotsky's theory places more emphasis on children's intellectual abilities than on children's potential for intellectual growth.
- (b) Vygotsky focused more on the outcome or level of performance of the child, than on the process of change and its mechanisms.
- (c) For Vygotsky, development follows a dialectical process of thesis, antitheses and synthesis.
- (d) Conflict and resolution play an important part in development.
- (e) A dialectical process occurs when children interact with adults and peers who are more advanced.

The correct answer is:

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

Question 11

Memory strategies ...

- (a) consist of deliberate mental activities to improve the processing and storing of information.
- (b) consist of unconscious mental activities to process and store information.
- (c) such as rehearsal, improve progressively as children get older.
- (d) are to a large extent involved in many of the changes that take place in children's cognitive process.

The correct answer is:

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

Question 12

Regarding the theories of personality development in early childhood, Erikson ...

- (a) characterised the early stages of early childhood as the emerging autonomy stage of development.
- (b) characterised the later stages of early childhood as the initiative stage of development.
- (c) indicated that children become resourceful in exploring their environment.
- (d) indicated that when parents constantly discourage children's exploration, guilt feelings may arise.

The correct answer is:

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

Question 13

The term gender role refers to ...

- (1) the behaviour patterns and attitudes that are viewed as appropriate or typical for a male or female of a specific society.
- (2) children's knowledge of themselves as male or female.
- (3) the typical behaviour of a gender.

Question 14

Which of the following statements is TRUE about sibling relationships?

- (1) Sibling relationships play the same role as parents and peers in the socialisation process.
- (2) There is a correlation between the quality of sibling relationships and peer relationships.
- (3) Lessons and skills learned from sibling relationships cannot be applied to situations and relationships outside the home.

Question 15

Which of the following statements are TRUE regarding children's prosocial development?

- (a) It becomes evident at the ages of two to three years.
- (b) At this age they understand enough about the emotions of others to respond in supportive and sympathetic ways.
- (c) Some prosocial behaviours increase with age, while others decrease with age.
- (d) Prosocial behaviour in the preschool years tends to show stability into adulthood.

The correct answer is:

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

END OF ASSIGNMENT 01 FOR SEMESTER 1

ASSIGNMENT 02 – SEMESTER 01 (Compulsory multiple-choice assignment)
--

Please note: Although students may work together when preparing assignments, each student must submit his or her own individual assignment.

Assignment 02 (for semester 01) consists of 15 multiple-choice questions covering chapters five to seven in the prescribed book.

FIRST SEMESTER
❖ Closing date: 20 April 2018
❖ Unique assignment number: 893698
Please note: ■ Submission of this assignment on time is compulsory. ■ You will receive two kinds of feedback on your assignments: <ul style="list-style-type: none"> • A computer printout showing your own answers, the correct answers, and the mark you obtained. • A tutorial letter with detailed feedback on each question.

Question 1

Which of the following statements is TRUE of concrete operational children's thinking?

- (1) They can only focus on one aspect of a problem at a time.
- (2) They can work with more than one cognitive dimension at the same time, thereby decentring.
- (3) They can apply hypothetical thinking.

Question 2

Lerato is Sotho-speaking, and her husband Xholisa, Xhosa-speaking. They decide to simultaneously teach their children both languages from birth. According to most research, what can Lerato and Xholisa expect in terms of their children's language development?

- (1) That their children will have a delay in their language development.
- (2) That the one language will be parasitical to the other; therefore not one of the languages will develop sufficiently.
- (3) They will have no serious language developmental problems and each language will develop in its own right.

Question 3

The environmental elicitation process through which temperament shapes personality and adaptation in childhood, refers to the assumption that temperament shapes ...

- (1) the child's experience of classical and operant conditioning.
- (2) responses of adults and peers to children.
- (3) the ways in which children alter, modify and manipulate their experiences.

Question 4

Barry does moderately in his school work and has a few friends. Although he desperately wants to do well in sport and practices every afternoon, he never makes the school team in any of the sports. His two older brothers do well in sport and his parents are pressuring him to take part in all the sport activities at school. He is also teased by his peers because he cannot catch, kick or hit a ball well and because he is somewhat overweight and cannot run fast. Barry is probably experiencing a ...

- (a) low general self-esteem.
- (b) moderate academic and social self-esteem.
- (c) high academic and social self-esteem and low athletic and physical self-esteem.
- (d) low physical and sport self-esteem.

The correct answer is:

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

Question 5

When children prove to their parents that they can manage certain tasks on their own, effective parents gradually shift control to the child. Parents still maintain control and supervision, while children are permitted to make moment-to-moment decisions. This process is called ...

- (1) transitional parenting.
- (2) co-regulation.
- (3) cooperative parenting.

Question 6

Consequences for the victims of bullying may be ...

- (a) psychosomatic symptoms, such as headaches, stomach aches, enuresis, poor body posture.
- (b) emotional problems, such as depression, anxiety, suicidal tendencies.
- (c) social problems, such as withdrawal, isolation.
- (d) educational problems, such as school absence, loss of concentration, poor academic performance.

The correct answer is:

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

Question 7

Early-maturing girls (especially in Western oriented communities) ...

- (1) have higher self-esteem than later-maturing girls.
- (2) tend to show poorer academic performance.
- (3) have fewer conduct problems than later-maturing girls.

Question 8

Piaget's approach to cognitive development is constructive in nature because it ...

- (a) assumes that individuals must continually interpret or make sense of all experiences.
- (b) assumes that events remain ambiguous until individuals respond to them.
- (c) refers to the breaking down of the thinking process into various components.

The correct answer is:

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

Question 9

Adolescents' advances in their cognitive abilities have implications for their classroom performance such as ...

- (a) abstract and logical thought required for subjects such as mathematics, science and literature.
- (b) advances in metacognition, which has an influence on monitoring their study skills.
- (c) the broader conceptualisation of intelligence, which implies that most adolescents at least have the potential to succeed in some area.
- (d) fundamental changes brought about in the conceptual structures of language development.

The correct answer is:

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

Question 10

Which of the following is/are TRUE regarding the development of adolescents' personality traits?

- (a) Extraversion increases in boys and decreases in girls.
- (b) Neuroticism generally decreases.
- (c) Agreeableness generally decreases.
- (d) Conscientiousness generally decreases due to increased risk-taking opportunities.
- (e) Openness generally shows no change.

The correct answer is:

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

Question 11

Although Erikson's theory of identity development is highly regarded, the following shortcomings have been revealed in his theoretical assumptions:

- (a) the use of the term *crisis* or *identity crisis* may create the impression of the process of identity development as an intense traumatic experience, while for most adolescents it is not a traumatic experience at all.
- (b) Erikson's view that identity development occurs early in adolescence is optimistic, since most adolescents experience it much later.
- (c) Adolescents do not form their identity simultaneously in all areas as has been implied by Erikson.

The correct answer is:

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

Question 12

Which of the following statements is/are FALSE regarding adolescents' strive towards autonomy?

- (a) In their development towards autonomy it is important that adolescents still maintain attachment bonds with their parents.
- (b) In their development towards autonomy secure attachment may serve as a buffer against feelings of anxiety and uncertainty.
- (c) Secure attachment bonds promote successful relationships outside the family.
- (d) Attachment bonds with parents have to be severed in order for adolescents to live their lives as they want to.
- (e) Attachment bonds with parents provide adolescents with a secure base from which to explore the world.

The correct answer is:

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

Question 13

Which of the following statements regarding adolescents' moral development is/are TRUE?

- (a) Because of their abstract thinking abilities, adolescents are able to fully integrate moral principles.
- (b) As their lives become more complex, they increasingly develop qualities and capacities related to moral functioning.
- (c) Adolescents' moral experiences and expertise form the foundation of moral character, identity and behaviour in adulthood.

The correct answer is:

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

Question 14

Which one of the following statements is TRUE with regard to relationships in stepfamilies?

- (1) Boys with stepfathers are less likely to develop psychological problems than boys in single-parent families.
- (2) Girls with stepfathers are less likely to develop psychological problems than girls in single-parent families.
- (3) Boys with stepfathers are less likely to develop psychological problems than girls in single-parent families.

Question 15

Which of the following statements are TRUE regarding children's experience of trauma?

- (1) Most children's reactions to trauma are the same.
- (2) Reactions to a traumatic event do not have to occur immediately after the event.
- (3) There is not much difference in children's reactions to trauma according to their age

END OF ASSIGNMENT 02 FOR SEMESTER 1

ASSIGNMENT 01 – SEMESTER 02
(Compulsory multiple-choice assignment)

Please note: Although students may work together when preparing assignments, each student must submit his or her own individual assignment.

Assignment 01 (for semester 02) consists of 15 multiple-choice questions covering chapters one to four in the prescribed book.

FIRST SEMESTER

❖ Closing date: 17 August 2018

❖ Unique assignment number: 716607

Please note:

- Submission of this assignment **on time is compulsory.**
- You will receive two kinds of feedback on your assignments:
 - A computer printout showing your own answers, the correct answers, and the mark you obtained.
 - A tutorial letter with detailed feedback on each question.

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)

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)

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)

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

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)

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

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)

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

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 techniques:

- (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)

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)

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

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

Question 13

Which of the following is/are 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

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

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

END OF ASSIGNMENT 01 FOR SEMESTER 2

ASSIGNMENT 02 – SEMESTER 02
(Compulsory multiple-choice assignment)

Please note: Although students may work together when preparing assignments, each student must submit his or her own individual assignment.

Assignment 02 (for semester 02) consists of 15 multiple-choice questions covering chapters five to seven in the prescribed book.

FIRST SEMESTER

❖ Closing date: 14 September 2018

❖ Unique assignment number: 744632

Please note:

- Submission of this assignment **on time is compulsory.**
- You will receive two kinds of feedback on your assignments:
 - A computer printout showing your own answers, the correct answers, and the mark you obtained.
 - A tutorial letter with detailed feedback on each question.

Question 1

According to Piaget horizontal décalage refers to ...

- (a) children's understanding of reversibility.
- (b) children in middle childhood's inability to transfer what they have learned about one type of conservation to another.
- (c) children in middle childhood's use of mental operations.
- (d) children in middle childhood's use of decentring.
- (e) children in middle childhood's use of concrete reasoning.

The correct answer is:

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

Question 2

Regarding memory functioning in middle childhood, working memory improves in the following two important areas:

- (a) automaticity and executive functioning.
- (b) metacognition and metamemory.
- (c) theory of mind and higher-order cognitive functioning.
- (d) the phonological loop and the visual spatial sketchpad.
- (e) short-term memory and long-term memory.

The correct answer is:

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

Question 3

An example of the learning process through which temperament shapes personality and adaptation in childhood, is that children high on ...

- (a) extraversion may attract peers to play with them.
- (b) openness may find complex and novel stimuli to be reinforcing.
- (c) conscientiousness may pursue challenging activities.
- (d) neuroticism may view themselves as inadequate relative to their peers.
- (e) extraversion may actively persuade other children to choose them as leaders of school groups.

The correct answer is:

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

Question 4

Andrew is performing moderately academically and in sport. His parents, however, are of the opinion that he can do much better in both areas. Andrew is trying his best to live up to his parents' expectations of him, but is increasingly experiencing sadness because he cannot. This is a reflection of ...

- (a) a discrepancy between the real self and the ideal self.
- (b) the development of self-efficacy.
- (c) the development of the self-esteem.
- (d) the development of the ideal self.
- (e) the development of the real self.

The correct answer is:

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

Question 5

Parents and children may influence one another in different ways. In this regard, the parent effects model assumes that ...

- (a) parent and child influence each other reciprocally and perpetuate each other's behaviour.
- (b) the behaviour, parenting style, mood and circumstances of the parent influence the child's development.
- (c) children's age, competence, temperament and perceptions influence their parents' behaviour towards them.
- (d) parents are indirect socialisers of their children.
- (e) parents are direct instructors in their children's development.

The correct answer is:

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

Question 6

Regarding peer acceptance, the popular category of social status indicates that a child ...

- (a) is well-liked by most and rarely disliked.
- (b) is either popular social or popular antisocial.
- (c) is neither liked nor disliked.

The correct answer is:

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

Question 7

Which of the following statements is/are TRUE?

- (a) Adolescence is a normal period of development.
- (b) The majority of adolescents do not experience any significant maladjustment.
- (c) Most adolescents' values are similar to those of their parents.
- (d) It seems that adolescence is the "weak link" in the life stage chain.

The correct answer is:

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

Question 8

Maturation of the prefrontal lobes during adolescence is associated with ...

- (a) the processing of social and emotional information.
- (b) high-risk behaviour.
- (c) the ability to reject irrelevant information.
- (d) the ability to formulate complex hypothetical arguments.
- (e) the ability imagine the impossible.

The correct answer is:

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

Question 9

Piaget's theory of formal operational thinking was criticised on the grounds of the following:

- (a) Piaget was overly pessimistic about adolescents' thinking abilities.
- (b) Piaget overestimated the effort, energy and knowledge it takes to use formal operational thinking.
- (c) Piaget did not take cultural differences into account when describing the stage of formal operations.
- (d) Formal operational thinking is not broad enough to encompass the many dimensions along which cognitive functioning matures in adolescence.

The correct answer is:

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

Question 10

According to Erikson, ...

- (a) in order to form an identity, all the psychosocial crises of the previous stages need to be resolved.
- (b) identity development implies that adolescents should define who they are, what is important to them and what directions they want to take in life.
- (c) an identity crisis develops when adolescents experience confusion in their efforts to develop and own set of values.
- (d) identity confusion occurs when adolescents are indecisive about themselves and their roles.

The correct answer is:

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

Question 11

Which one of the following statements is FALSE according to James Marcia's theory on the formulation of identity statuses?

- (1) Adolescents often fluctuate between the various identity statuses until they reach a final identity.
- (2) Adolescents tend to begin their identity development in the foreclosure and diffusion statuses, then experience the moratorium status and finally the identity achievement status.
- (3) All facets of adolescents' development will be in the same identity status – there cannot be different statuses achieved at the same time.

Question 12

Shadrack would like to be the top pupil in the mathematics class. He would also like to be the captain of his soccer team. However, although he is among the top 10 learners in mathematics, up to now he has never been the top student in the mathematics class. He was also not chosen as soccer captain for his team because, according to the soccer coach, he does not show leadership qualities. Which one of the following statements is CORRECT regarding Shadrack's understanding of the self?

- (a) There is a discrepancy between his actual self and possible self.
- (b) There is a discrepancy between his ideal and his feared self.
- (c) There is a discrepancy between his ideal and actual self.
- (d) There is a discrepancy between his true self and false self.
- (e) There is a discrepancy between his feared self and false self.

The correct answer is:

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

Question 13

Stormy parent-child relationships may drive adolescents to find acceptance in peer groups who have opposite values than those of their parents. These peer groups have a ...

- (a) counter-culture.
- (b) gang-culture.
- (c) sub-culture.
- (d) estrangement-culture.

The correct answer is:

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

Question 14

Which of the following statements is /are TRUE?

- (a) Most children from divorced homes have psychological problems.
- (b) Children from divorced homes have lower levels of educational attainment.
- (c) Children from divorced homes are more likely to reject religious involvement as adults when compared to children whose parents have not divorced.

The correct answer is:

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

Question 15

Which of the following personality characteristics is NOT typical of resilient children?

- (a) Good cognitive abilities.
- (b) Achievement orientated.
- (c) Lack of a good sense of humour.
- (d) Easy temperament in infancy.
- (e) General attractiveness to others.

The correct answer is:

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

END OF ASSIGNMENT 02 FOR SEMESTER 2

8.7 Other assessment methods

We will not use other assessment methods.

8.8 The examination

For general information and requirements as far as examinations are concerned, see the brochure my **Studies @ Unisa** which you received with your study material.

YOU SHOULD SUBMIT ANY ONE ASSIGNMENT IN THIS MODULE IN TIME IN ORDER TO GAIN EXAMINATION ADMISSION. HOWEVER BOTH ASSIGNMENTS COUNT FOR YOUR YEAR MARK AND IT IS THEREFORE TO YOUR OWN BENEFIT TO DO BOTH YOU DO NOT HAVE TO PASS THE ASSIGNMENTS. IT SHOULD, HOWEVER, REACH US BY THE CLOSING DATES. (NO EXTENSION WILL BE GRANTED.)THIS IS YOUR OPPORTUNITY TO GAIN A YEAR MARK

8.8.1 Format of the examination paper

The examination in PYC2602 will be **two hours** and consists of **70 multiple-choice questions**.

The 70 multiple-choice questions count one mark each and your mark out of 70 will be converted to a percentage by the computer. You will mark your answers on a mark-reading sheet and submit it together with the examination paper. Please make sure that you do not mark your answers on the question paper but directly on the mark-reading sheet. Your total mark for the paper, therefore, your mark out of 70 will be converted to a mark out of 80% and the final 20% of your final mark for this module will be contributed by your year mark.

8.2.2 Preparation for the Examination

The multiple-choice questions in the examination paper are based on the sections which you have to study in the prescribed book, as indicated in the study guide and the multiple-choice assignments.

8.2.3 Examination period

This module is a semester module in 2018. This means that you will write the examination in May/June 2018 if you are enrolled for this module for the first semester and October/November 2018 if you are enrolled for the module in the second semester. The Examination Section will provide you with information regarding the examination in general, examination venues, examination dates and examination fees.

8.4.4 Supplementary examination

Students who fail the examination in May/June 2018 and who obtained 40% or more, or who could not write because of medical reasons, have the opportunity to write the examination in October/November 2018. Students who fail the examination in October/November 2018 and who obtained 40% or more, or who could not write because of medical reasons, have the opportunity to write the examination in May/June 2018. Please use the following e-mail addresses if you have any administrative enquiries about examinations:

General enquiries: exams@unisa.ac.za

Enquiries about aegrotat and special examinations: aegrotats@unisa.ac.za

9 FREQUENTLY ASKED QUESTIONS

The my Studies @ Unisa brochure contains an A-Z guide of the most relevant study information

10 SOURCES CONSULTED

No sources were consulted.

11 IN CLOSING

We wish you all the best for this module and hope that it will broaden your understanding of child and adolescent development. In conclusion, always keep in mind that should you encounter any difficulties during the course of your studies your lecturers will always be available to help you.