

Exercise walk-through

4.1

Developmental psychology: evidence and transfer

GRE · GRE Subject Test · GRE Psychology

Attempt an unfamiliar case

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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.

Pause and write the explanation before continuing.

Check the transfer argument

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This is cross-sectional. Cohort, schooling or selection differences can accompany age. A longitudinal study follows the same participants and estimates within-person change, but selective attrition and practice effects remain. A sequential design can combine cohorts and repeated measurement; no label alone removes bias.

Accept a different explanation when its evidence and limits are justified.

Check yourself

Independent retrieval

Two age groups differ on one reasoning task. Why is this insufficient to demonstrate individual developmental change?

Write your reasoning before comparing it with the methods and limits taught in this lesson.

Exercises 2.1·2.3

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]

Exercises 2.1·2.3

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

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

2.1 Answer: A. The same participants are measured across time. The other options do not satisfy the stated defining conditions.

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

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

2.2 Answer: A. Historical exposure differs with generation. Compare the exact process, design or evidence, rather than an associated keyword.

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

2.3 Use the worked case evidence to support a bounded claim and explain why a causal, universal or stronger claim needs additional evidence. The claim must fit the specific design and observed process.

Exercise 3.1

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]

Exercise 3.1

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]

3.1 This is cross-sectional. Cohort, schooling or selection differences can accompany age. A longitudinal study follows the same participants and estimates within-person change, but selective attrition and practice effects remain. A sequential design can combine cohorts and repeated measurement; no label alone removes bias. Award B1 each (authored) for the interpretation, its reasoning, a relevant limitation/alternative and an appropriate check, up to four points. Accept a different justified answer satisfying these demands.