

# 4.1 Developmental psychology: evidence and transfer

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_ **Total: 8 marks**

**KEY WORDS** cohort • attrition

## Objective

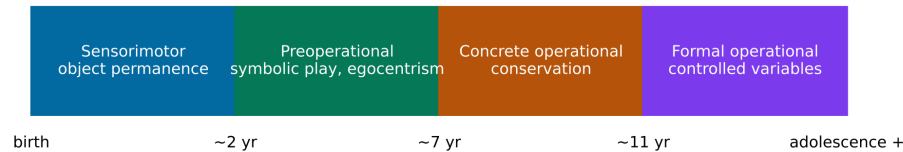
Compare developmental theories and lifespan changes; Analyse cognitive, language and social development; Distinguish longitudinal and cross-sectional evidence. Original practice and authored marking guidance.

## 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: stages defined by the child's reasoning (bars not to scale)



**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]