

# Test Yourself

# Developmental

# Psychology



Series Editors  
Dominic Upton  
and Penney Upton



[www.learningmatters.co.uk](http://www.learningmatters.co.uk)

Test Yourself

# **Developmental Psychology**

## **Test Yourself... Psychology Series**

**Test Yourself: Biological Psychology** ISBN 978 0 85725 649 2

**Test Yourself: Cognitive Psychology** ISBN 978 0 85725 669 0

**Test Yourself: Developmental Psychology** ISBN 978 0 85725 657 7

**Test Yourself: Personality and Individual Differences** ISBN 978 0 85725 661 4

**Test Yourself: Research Methods and Design in Psychology** ISBN 978 0 85725 665 2

**Test Yourself: Social Psychology** ISBN 978 0 85725 653 9

# Test Yourself

# Developmental Psychology

***Dominic Upton and Penney Upton***

*Multiple-Choice Questions prepared by Charlotte Taylor*



**LearningMatters**

First published in 2011 by Learning Matters Ltd

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without prior permission in writing from Learning Matters.

© 2011 Dominic Upton and Penney Upton; MCQs © Learning Matters Ltd

*British Library Cataloguing in Publication Data*

A CIP record for this book is available from the British Library

ISBN: 978 0 85725 657 7

This book is also available in the following e-book formats:

Adobe ebook ISBN: 978 085725 659 1

ePUB book ISBN: 978 085725 658 4

Kindle ISBN: 978 0 85725 660 7

The right of Dominic Upton and Penney Upton to be identified as Authors of this Work has been asserted by them in accordance with the Copyright, Designs and Patents Act 1988.

Cover design by Toucan Design

Text design by Toucan Design

Project Management by Deer Park Productions, Tavistock, Devon

Typeset by Pantek Media, Maidstone, Kent

Printed and bound in Great Britain by Bell & Bain Ltd, Glasgow

Learning Matters Ltd

20 Cathedral Yard

Exeter

EX1 1HB

Tel: 01392 215560

[info@learningmatters.co.uk](mailto:info@learningmatters.co.uk)

[www.learningmatters.co.uk](http://www.learningmatters.co.uk)

# Contents

Acknowledgements	vi
Introduction	vii
Assessing your interest, competence and confidence	ix
Tips for success: how to succeed in your assessments	xiii
<b>Chapter 1: Themes, theories and key figures in developmental psychology</b>	<b>1</b>
<b>Chapter 2: Prenatal development and birth</b>	<b>10</b>
<b>Chapter 3: Motor and perceptual development</b>	<b>18</b>
<b>Chapter 4: Attachment</b>	<b>28</b>
<b>Chapter 5: Language development</b>	<b>39</b>
<b>Chapter 6: Play and peer interaction</b>	<b>48</b>
<b>Chapter 7: Cognitive development</b>	<b>56</b>
<b>Chapter 8: Moral development</b>	<b>66</b>
<b>Chapter 9: Identity development</b>	<b>76</b>
<b>Chapter 10: Adulthood</b>	<b>87</b>
<b>Chapter 11: Death, dying and bereavement</b>	<b>98</b>
Writing an essay: a format for success	109
Scoring methods in MCQs	111
MCQ answers	114

# Acknowledgements

The production of this series has been a rapid process with an apparent deadline at almost every turn. We are therefore grateful to colleagues both from Learning Matters (Julia Morris and Helen Fairlie) and the University of Worcester for making this process so smooth and (relatively) effortless. In particular we wish to thank our colleagues for providing many of the questions, specifically:

- Biological Psychology: Emma Preece
- Cognitive Psychology: Emma Preece
- Developmental Psychology: Charlotte Taylor
- Personality and Individual Differences: Daniel Kay
- Research Methods and Design in Psychology: Laura Scurlock-Evans
- Social Psychology: Laura Scurlock-Evans

Finally, we must, once again, thank our children (Gabriel, Rosie and Francesca) for not being as demanding as usual during the process of writing and development.

# Introduction

Psychology is one of the most exciting subjects that you can study at university in the twenty-first century. A degree in psychology helps you to understand and explain thought, emotion and behaviour. You can then apply this knowledge to a range of issues in everyday life including health and well-being, performance in the workplace, education – in fact any aspect of life you can think of! However, a degree in psychology gives you much more than a set of ‘facts’ about mind and behaviour; it will also equip you with a wide range of skills and knowledge. Some of these, such as critical thinking and essay writing, have much in common with humanities subjects, while others such as hypothesis testing and numeracy are scientific in nature. This broad-based skill set prepares you exceptionally well for the workplace – whether or not your chosen profession is in psychology. Indeed, recent evidence suggests employers appreciate the skills and knowledge of psychology graduates. A psychology degree really can help you get ahead of the crowd. However, in order to reach this position of excellence, you need to develop your skills and knowledge fully and ensure you complete your degree to your highest ability.

This book is designed to enable you, as a psychology student, to maximise your learning potential by assessing your level of understanding and your confidence and competence in developmental psychology, one of the core knowledge domains for psychology. It does this by providing you with essential practice in the types of questions you will encounter in your formal university assessments. It will also help you make sense of your results and identify your strengths and weaknesses. This book is one part of a series of books designed to assist you with learning and developing your knowledge of psychology. The series includes books on:

- Biological Psychology
- Cognitive Psychology
- Developmental Psychology
- Personality and Individual Differences
- Research Methods and Design in Psychology
- Social Psychology

In order to support your learning this book includes over 200 targeted Multiple-Choice Questions (MCQs) and Extended Multiple-Choice Questions (EMCQs) that have been carefully put together to help assess your depth of knowledge of developmental psychology. The MCQs are split into two formats: the foundation level questions are about your level of understanding of the key principles and components of key areas in



psychology. Hopefully, within these questions you should recognise the correct answer from the four options. The advanced level questions require more than simple recognition – some will require recall of key information, some will require application of this information and others will require synthesis of information. At the end of each chapter you will find a set of essay questions covering each of the topics. These are typical of the kinds of question that you are likely to encounter during your studies. In each chapter, the first essay question is broken down for you using a concept map, which is intended to help you develop a detailed answer to the question. Each of the concept maps is shaded to show you how topics link together, and includes cross-references to relevant MCQs in the chapter. You should be able to see a progression in your learning from the foundation to the advanced MCQs, to the extended MCQs and finally the essay questions. The book is divided up into 11 chapters and your developmental psychology module is likely to have been divided into similar topic areas. However, do not let this restrict your thinking in relation to developmental psychology: these topics interact. The sample essay questions, which complement the questions provided in the chapter, will help you to make the links between different topic areas. You will find the answers to all of the MCQs and EMCQs at the end of the book. There is a separate table of answers for each chapter; use the self monitoring column in each of the tables to write down your own results, coding correct answers as NC, incorrect answers as NI and any you did not respond to as NR. You can then use the table on page 113 to analyse your results.

The aim of the book is not only to help you revise for your exams, it is also intended to help with your learning. However, it is not intended to replace lectures, seminars and tutorials, or to supersede the book chapters and journal articles signposted by your lecturers. What this book can do, however, is set you off on a sound footing for your revision and preparation for your exams. In order to help you to consolidate your learning, the book also contains tips on how to approach MCQ assessments and how you can use the material in this text to assess, *and enhance*, your knowledge base and level of understanding.

Now you know the reasons behind this book and how it will enhance your success, it is time for you to move on to the questions – let the fun begin!

# Assessing your interest, competence and confidence

The aim of this book is to help you to maximise your learning potential by assessing your level of understanding, confidence and competence in core issues in psychology. So how does it do this?

Assessing someone's knowledge of a subject through MCQs might at first glance seem fairly straightforward: typically the MCQ consists of a question, one correct answer and one or more incorrect answers, sometimes called distractors. For example, in this book each question has one right answer and three distractors. The goal of an MCQ test is for you to get every question right and so show just how much knowledge you have. However, because you are given a number of answers to select from, you might be able to choose the right answer either by guessing or by a simple process of elimination – in other words by knowing what is not the right answer. For this reason it is sometimes argued that MCQs only test knowledge of facts rather than in-depth understanding of a subject. However, there is increasing evidence that MCQs can also be valuable at a much higher level of learning, if used in the right way (see, for example, Gardner-Medwin and Gahan, 2003). They can help you to develop as a self-reflective learner who is able to recognise the interest you have in a subject matter as well as your level of competence and confidence in your own knowledge.

MCQs can help you gauge your interest, competence and confidence in the following way. It has been suggested (Howell, 1982) that there are four possible states of knowledge (see Table 1). Firstly, it is possible that you do not know something and are not aware of this lack of knowledge. This describes the naive learner – think back to your first week at university when you were a 'fresher' student and had not yet begun your psychology course. Even if you had done psychology at A level, you were probably feeling a little self-conscious and uncertain in this new learning environment. During the first encounter in a new learning situation most of us feel tentative and unsure of ourselves; this is because we don't yet know what it is we don't know – although to feel this lack of certainty suggests that we know there is something we don't know, even if we don't yet know what this is! In contrast, some people appear to be confident and at ease even in new learning situations; this is not usually because they already know everything but rather because they too do not yet know what it is they do not know – but they have yet to even acknowledge that there is a gap in their knowledge. The next step on from this 'unconscious non-competence' is 'conscious non-competence'; once you started your psychology course you began to realise what the gaps were in your knowledge – you now knew what you didn't know! While this can be an uncomfortable feeling, it is important

for the learning process that this acknowledgement of a gap in knowledge is made, because it is the first step in reaching the next level of learning – that of a ‘conscious competent’ learner. In other words you need to know what the gap in your knowledge is so that you can fill it.

**Table 1 Consciousness and competence in learning**

	Unconscious	Conscious
Non-competent	You don't know something and are not aware that you lack this knowledge/skill.	You don't know something and are aware that you lack this knowledge/skill.
Competent	You know something but are not aware of your knowledge/skill.	You know something and are aware of your knowledge/skill.

One of the ways this book can help you move from unconscious non-competency to conscious competency should by now be clear – it can help you identify the gaps in your knowledge. However, if used properly it can do much more; it can also help you to assess your consciousness and competence in this knowledge.

When you answer an MCQ, you will no doubt have a feeling about how confident you are about your answer: ‘I know the answer to question 1 is A. Question 2 I am not so sure about. I am certain the answer is not C or D, so it must be A or B. Question 3, I haven’t got a clue so I will say D – but that is a complete guess.’ Sound familiar? Some questions you know the answers to, you have that knowledge and know you have it; other questions you are less confident about but think you may know which (if not all) are the distractors, while for others you know this is something you just don’t know. Making use of this feeling of confidence will help you become a more reflective – and therefore effective – learner.

Perhaps by now you are wondering where we are going with this and how any of this can help you learn. ‘Surely all that matters is whether or not I get the answers right? Does that show I have knowledge?’ Indeed it may well do and certainly, if you are confident in your answers, then yes it does. But what if you were not sure? What if your guess of D for our fictional question 3 above was correct? What if you were able to complete all the MCQs in a test and score enough to pass – but every single answer was a guess? Do you really know and understand psychology because you have performed well – and will you be able to do the same again if you retake the test next week? Take a look back at Table 1. If you are relying on guesswork and hit upon the answer by accident you might perform well without actually understanding how you know the answer, or that you even knew it (unconscious competence), or you may not realise you don’t know something (unconscious non-competence). According to this approach to using

MCQs what is important is not how many answers you get right, but whether or not you acknowledge your confidence in the answer you give: it is better to get a wrong answer and acknowledge it is wrong (so as to work on filling that gap).

Therefore what we recommend you do when completing the MCQs is this: for each answer you give, think about how confident you are that it is right. You might want to rate each of your answers on the following scale:

- 3: I am confident this is the right answer.
- 2: I am not sure, but I think this is the right answer.
- 1: I am not sure, but I think this is the wrong answer.
- 0: I am confident this is the wrong answer.

Using this system of rating your confidence will help you learn for yourself both what you know and what you don't know. You will become a conscious learner through the self-directed activities contained in this book. Reflection reinforces the links between different areas of your learning and knowledge and strengthens your ability to *justify* an answer, so enabling you to perform to the best of your ability.

## References

- Gardner-Medwin, A.R. and Gahan, M. (2003) *Formative and Summative Confidence-Based Assessment*, Proceedings of 7th International Computer-Aided Assessment Conference, Loughborough, UK, July, pp. 147–55.
- Howell, W.C. (1982) 'An overview of models, methods, and problems', in W.C. Howell and E.A. Fleishman (eds), *Human performance and productivity, Vol. 2: Information processing and decision making*. Hillsdale, NJ: Erlbaum.



# **— Tips for success: how to — succeed in your assessments**

This book, part of a comprehensive new series, will help you achieve your psychology aspirations. It is designed to assess your knowledge so that you can review your current level of performance and where you need to spend more time and effort reviewing and revising material. However, it hopes to do more than this – it aims to assist you with your learning so it not only acts as an assessor of performance but as an aid to learning. Obviously, it is not a replacement for every single text, journal article, presentation and abstract you will read and review during the course of your degree programme. Similarly, it is in no way a replacement for your lectures, seminars or additional reading – it should complement all of this material. However, it will also add something to all of this other material: learning is assisted by reviewing and assessing and this is what this text aims to do – help you learn through assessing your learning.

The focus throughout this book, as it is in all of the books in this series, is on how you should approach and consider your topics in relation to assessment and exams. Various features have been included to help you build up your skills and knowledge ready for your assessments.

This book, and the other companion volumes in this series, should help you learn through testing and assessing yourself – it should provide an indication of how advanced your thinking and understanding is. Once you have assessed your understanding you can explore what you need to learn and how. However, hopefully, quite a bit of what you read here you will already have come across and the text will act as a reminder and set your mind at rest – you do know your material.

## **Succeeding at MCQs**

Exams based on MCQs are becoming more and more frequently used in higher education and particularly in psychology. As such you need to know the best strategy for completing such assessments and succeeding. The first thing to note is, if you know the material then the questions will present no problems – so revise and understand your notes and back this up with in-depth review of material presented in textbooks, specialist materials and journal articles. However, once you have done this you need to look at the technique for answering multiple-choice questions and here are some tips for success:

**1. Time yourself.** The first important thing to note when you are sitting your examination is the time available to you for completing it. If you have, for example, an hour and a half to answer 100 multiple-choice questions this means you have 54 seconds to complete each question. This means that you have to read, interpret, think about and select one answer for a multiple-choice question in under a minute. This may seem impossible, but there are several things that you can do to use your time effectively.

**2. Practise.** By using the examples in this book, those given out in your courses, in class tests, or on the web you can become familiar with the format and wording of multiple-choice questions similar to those used in your exam. Another way of improving your chances is to set your own multiple-choice exams – try and think of some key questions and your four optional responses (including the correct one of course!). Try and think of optional distractors that are sensible and not completely obvious. You could, of course, swap questions with your peers – getting them to set some questions for you while you set some questions for them. Not only will this help you with your practice but you will also understand the format of MCQs and the principles underlying their construction – this will help you answer the questions when it comes to the real thing.

**3. The rule of totality.** Look out for words like ‘never’ and ‘always’ in multiple-choice questions. It is rare in psychology for any answer to be true in relation to these words of ‘totality’. As we all know, psychology is a multi-modal subject that has multiple perspectives and conflicting views and so it is very unlikely that there will always be a ‘never’ or an ‘always’. When you see these words, focus on them and consider them carefully. A caveat is, of course, sometimes never and always will appear in a question, but be careful of these words!

**4. Multiple, multiple-choice answers.** Some multiple-choice answers will contain statements such as ‘both A and C’ or ‘all of the above’ or ‘none of these’. Do not be distracted by these choices. Multiple-choice questions have only one correct answer and do not ask for opinion or personal bias. Quickly go through each choice independently, crossing off the answers that you know are not true. If, after eliminating the incorrect responses, you think there is more than one correct answer, group your answers and see if one of the choices matches yours. If you believe only one answer is correct, do not be distracted by multiple-choice possibilities.

**5. ‘First guess is best’ fallacy.** There is a myth among those who take (or even write) MCQs that the ‘first guess is best’. This piece of folklore is misleading: research (and psychologists love research) indicates that when people change their answers on an MCQ exam, about two-thirds of the time they go from wrong to right, showing that the first guess is often not the best. So, think about it and consider your answer – is it right? Remember, your first guess is not better than a result obtained through good, hard, step-by-step, conscious thinking that enables you to select the answer that you believe to be the best.

**6. The rule of threes.** One of the most helpful strategies for multiple-choice questions is a three-step process:

- (i) Read the question thoroughly but quickly. Concentrate on particular words such as 'due to' and 'because' or 'as a result of' and on words of totality such as 'never' or 'always' (although see rule 3 above).
- (ii) Rather than going to the first answer you think is correct (see rule 5) eliminate the ones that you think are wrong one by one. While this may take more time, it is more likely to provide the correct answer. Furthermore, answer elimination may provide a clue to a misread answer you may have overlooked.
- (iii) Reread the question, as if you were reading it for the first time. Now choose your answer from your remaining answers based on this rereading.

**7. Examine carefully.** Examine each of the questions carefully, particularly those that are very similar. It may be that exploring parts of the question will be useful – circle the parts that are different. It is possible that each of the alternatives will be very familiar and hence you must **understand the meaning** of each of the alternatives with respect to the context of the question. You can achieve this by studying for the test as though it will be a short-answer or essay test. Look for the level of **qualifying words**. Such words as *best, always, all, no, never, none, entirely, completely* suggest that a condition exists without exception. Items containing words that provide for some level of exception or qualification are: *often, usually, less, seldom, few, more* and *most* (and see rule 3). If you know that two or three of the options are correct, '**all of the above**' is a strong possibility.

**8. Educated guesses.** Never leave a question unanswered. If nothing looks familiar, pick the answer that seems most complete and contains the most information. Most of the time (if not all of the time!) the best way to answer a question is to know the answer! However, there may be times when you will not know the answer or will not really understand the question. There are three circumstances in which you should guess: when you are stuck, when you are running out of time, or both of these! Guessing strategies are always dependent on the scoring system used to mark the exam (see the section on MCQ scoring mechanisms). If the multiple-choice scoring system makes the odds of gaining points equal to the odds of having points deducted it does not pay to guess if you are unable to eliminate any of the answers. But the odds of improving your test score are in your favour if you can rule out even one of the answers. The odds in your favour increase as you rule out more answers in any one question. So, take account of the scoring mechanisms and then eliminate, move onwards and guess!

**9. Revise and learn.** Study carefully and learn your material. The best tip for success is always to learn the material. Use this book, use your material, use your time wisely but, most of all, use your brain!