Essay 1 ESS (30%) – 1,500 words:
Students are required to submit a DIFFERENT essay using the original list of three titles (see below). Further information can be found on the Assessment Information page of the Developmental Psychology Canvas Site. Make sure you review the workshop resources as each is linked to an essay question.

1. Critically evaluate evidence for and against a specialized mechanism for word learning.
2. Critically assess how parents can help their children become effective regulators of their own emotions.
3. Critically review evidence of genetic and environmental influences to intelligence.

Essay 2 ESS (70%) - 2,000 words:
Students are required to submit a DIFFERENT essay using the original list of 10 titles for the second essay (see below). Further information can be found on the Assessment Information page of the Developmental Psychology Canvas Site.

1. With reference to relevant research, discuss how and to what extent children can substantially shape their own development.
2. Critically evaluate the extent to which the foetal period is psychologically relevant.
3. Critically evaluate whether dynamic systems explain how children reach motor milestones.
4. Discuss whether the behaviour of pointing indexes any particular psychological processes.
5. Using empirical research, critically evaluate the evidence for the role of nature and nurture in psychopathology.
6. Critically evaluate the evidence that children experience a predictable pattern of developmentally appropriate or “normal” fears. What explanations have been proposed to underpin a normative pattern?
9. “Adolescence is characterised by an identity crisis.” Discuss this claim with reference to empirical evidence.
10. Critically evaluate how and to what extent bullying interventions can be deemed successful.