Research and apply personality and development theories
Assessment 1 of 2

Short Answer Questions

Assessment Instructions

Task overview

This assessment task is divided into 21 short answer questions. Read each question carefully before typing your response in the space provided.

Additional resources and supporting documents

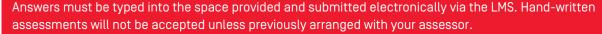To complete this assessment, you will need:

- Learning resources

Assessment Information

Submission

You are entitled to three (3) attempts to complete this assessment satisfactorily. Incomplete assessments will not be marked and will count as one of your three attempts.

All questions must be responded to correctly to be assessed as satisfactory for this assessment.

Answers must be typed into the space provided and submitted electronically via the LMS. Hand-written assessments will not be accepted unless previously arranged with your assessor.

Reasonable adjustment

Students may request a reasonable adjustment for assessment tasks.

Reasonable adjustment usually involves varying:

- the processes for conducting the assessment (e.g., allowing additional time)
- the evidence gathering techniques (e.g., oral rather than written questioning, use of a scribe, modifications to equipment)

However, the evidence collected must allow the student to demonstrate all requirements of the unit.

Refer to the Student Handbook or contact your Trainer for further information.

Please consider the environment before printing this assessment.

Question 1

Briefly describe what theories of human development set out to explain.

[Approximate word count: 30 – 50 words]

Assessor instructions: The student's response needs to include a reference to the following points.

- The systematic developmental changes and continuities across the lifespan.
- Factors that may potentially influence the development process, both in positive and negative ways.

Question 2

Briefly describe the lifespan perspective on development.

[Approximate word count: 30 – 50 words]

Assessor instructions: The student's response needs to include a reference to the following points.

- Development is a lifelong, multidirectional process that involves gain and loss.
- Development is characterised by considerable plasticity.
- Development is shaped by its historical-cultural context.
- Development has many causes and is best viewed from a multidisciplinary perspective.

Question 3

Briefly explain three (3) reasons why counsellors need to learn about various classic developmental theories (the nature theory, which includes genetic inheritance, the nurture theory, cognitive development theory, Feud's, Erikson's, Maslow's and Bowlby's theories).

[Approximate word count: 80 – 100 words]

Assessor instructions: The student's response should demonstrate an understanding of the importance of learning and integrate the understanding of various classic developmental theories in counselling.

Wording may differ, but appropriate answers must reflect the themes and characteristics of three of the following examples.

- Classic theories influenced and informed the development of the later theories, including those that were developed in opposition to certain classic theories.
- Contemporary approaches to studying development usually involve integrating some classic developmental theories with knowledge of human development derived from various disciplines to generate a more comprehensive view of lifespan development.
- Counsellors should seek to understand the foundations of each theory as well as their strengths and weaknesses. This is important in understanding the different factors in client development and the influences upon their presenting issues.
- Because different theories often highlight different aspects of development, one may be more relevant to a particular issue or to a particular age group than another.

- No major theory of human development can explain everything, but each has something to contribute to our understanding.

Question 4

Counsellors need to learn about and compare various theories to explore what each has to offer and which may be relevant to particular client issues. Develop four (4) questions that counsellors could use to help them compare theories. In your response, make sure you have one question each that addresses theoretical positions on (i) nature and nurture, (ii) activity and passivity, (iii) continuity and discontinuity, and (iv) universality and context specificity.

(Approximate word count: 100 – 120 words)

Assessor instructions: The student's response should demonstrate an understanding of four questions that could be used to identify the strengths and weaknesses of each theory.

The student's response needs to include references to the following points.

- To what extent is development primarily the product of genes, biology, and maturation – or of experience, learning and social influences?
- How much do humans actively shape their own environments and contribute to their own development - or are they more passive and shaped by forces beyond their control?
- To what extent do humans change gradually and in quantitative ways - or progress through qualitatively different stages and change dramatically into different beings?
- In what ways is development similar from person to person and from culture to culture, and how do development pathways vary considerably depending on the social context?

Question 5

Developmental theories vary in their emphasis on the roles of 'nature' and 'nurture' in development.

a) How might a theory that emphasises <u>nature</u> explain personality differences among individuals?

(Approximate word count: 20 – 30 words)

Assessor instructions: The student's response should demonstrate an understanding of the 'nature' perspective in explaining personality differences.

Responses should include reference to personality differences largely being due to differences in genetic makeup and physiology.

The student's response needs to reflect the content in the following sample answer.

"A nature theory is likely to attribute personality differences to genetic differences between people and their biological predispositions to developing a particular trait."

b]   How might a theory that emphasises <u>nurture</u> explain personality differences among individuals?

[Approximate word count: 25 – 30 words]

Assessor instructions: The student's response should demonstrate an understanding of the 'nurture' perspective in explaining personality differences.

Responses should include reference to personality differences largely being due to the result of environmental influences, including physical and social environment, as individuals take on different paths due to their experiences.

The student's response needs to reflect the content in the following sample answer.

"A nurture theory is likely to attribute personality differences to the individuals being exposed to and influenced by different environmental factors in their life."

c]   What is the current prevailing view of the influence of nature and nurture on personality development?

[Approximate word count: 80 – 100 words]

Assessor instructions: The student's response should demonstrate an understanding that nature and nurture both influence personality development.

The student's response needs to include references to the following points.

- A general consensus is that personality development is influenced by a combination of both genetic and environmental factors.
- It is most likely that some aspects of our personalities, such as drives, traits and needs, are biological and genetic.
- Other aspects of our personalities, such as learned habits, attitudes, and patterns of interaction, are due to environmental factors and therefore are more amenable to change.
- While one may be born with innate ability and potential, the environment one is raised in will contribute to shaping, enhancing, or limiting that ability.

d]   The prevailing view does not only apply to personality but to almost every aspect of development. Taking the prevailing view, do people 'inherit' psychological disorders? Justify your reasoning with consideration of the view stated in response to question 5c.

[Approximate word count: 50 – 60 words]

Assessor instructions: The student's response should demonstrate an understanding of the interaction of genetic and environmental influences in the development of psychological disorders.

The student's response needs to include references to the following points.

- People do not inherit psychological disorders; they inherit predispositions (i.e., increased vulnerability) to developing disorders.

- Genes and environment then interact so that a person who has inherited a genetic susceptibility to a psychological disorder will likely not develop the disorder unless they have also had stressful experiences that trigger the illness.

e) How does the view expressed in Question 5c] impact the work of counsellors?

[Approximate word count: 30 – 50 words]

Assessor instructions: The student's response should demonstrate the ability to identify potential applications of the prevailing view of the contributions of nature and nurture to development in counselling work.

Wording may differ, but appropriate answers must reflect the themes and characteristics of the following examples.

- The interplay between genetic and environmental factors,
- The fact that counsellors will need to consider both nature and nurture factors in order to develop a more comprehensive understanding of the client, as well as how they may have come to develop the particular characteristics or behaviour that is causing distress or concern.

Question 6

There are a number of factors that counsellors need to take into consideration when analysing a client's development.

a) List three [3] <u>nature</u> factors counsellors should consider in relation to their clients.

[Approximate word count: 20 – 30 words]

Assessor instructions: The student's response should demonstrate an understanding of three 'nature' factors that counsellors should consider in their clients.

Wording may differ, but appropriate answers must reflect the themes and characteristics of the following examples.

- Physical health.

- Family history of conditions, such as anxiety, depression, schizophrenia, and substance abuse disorders.

- Physiological needs and drives.

b) List three [3] <u>nurture</u> factors that counsellors should consider about their clients.?

[Approximate word count: 30 – 50 words]

Assessor instructions: The student's response should demonstrate an understanding of three 'nurture' factors that counsellors should consider in their clients.

Wording may differ, but appropriate answers must reflect the themes and characteristics of the following examples.

- The quality of the client's living environment/where they are living.

- Support systems: whether the client has supportive family and friends.

- Cultural factors, such as cultural traditions, norms, and expectations.

- Education.

- Childhood history, such as traumatic childhood events and behavioural models.

Question 7

An important concept in Freud's psychoanalytical theory is that of the defence mechanism.

Define defence mechanisms and outline their common features.

[Approximate word count: 40 – 50 words]

Assessor instructions: The student's response should demonstrate an understanding of a Freudian concept, specifically defence mechanisms.

The student's response needs to include a reference to the following points.

- Defence mechanisms are ego-based strategies that we use unconsciously in response to the unpleasant emotions we experience, such as anxiety.
- There are two common features in defence mechanisms: first, these mechanisms help us feel better by denying or distorting reality; and second, they function on an unconscious level.

Question 8

Are defence mechanisms maladaptive? Justify your reasoning.

[Approximate word count: 50 – 60 words]

Assessor instructions: The student's response should demonstrate an understanding of a Freudian concept, specifically defence mechanisms.

The student's response needs to include a reference to the following points.

- Freud viewed the use of defence mechanisms as normal adaptive behaviour instead of pathological, so long as they do not become a way of living to avoid facing reality.
- Although defence mechanisms offer a protective function by reducing anxiety, overreliance on them may also result in problems with distortion of reality and prevent people from moving forward and making changes in their lives.

Example response:
"Defence mechanisms are not maladaptive behaviours from Freud's perspective. Instead, they are viewed as normal adaptive behaviour that serves to protect us from anxiety resulting from conflicts in the id, ego, and superego. However, over-reliance on defence mechanisms can be maladaptive and prevent one from facing reality and taking appropriate actions to deal with one's circumstances."

Question 9

Briefly explain how counsellors might apply understanding of Freud's concepts of the unconscious and defence mechanisms in counselling.

[Approximate word count: 75 – 85 words]

Assessor instructions: The student's response should demonstrate the ability to identify the potential application of Freudian concepts in counselling.

Wording may differ, but appropriate answers must reflect the themes and characteristics of the following examples.

- The initial presentation of an issue or concern in counselling may not represent the underlying, essential issue that the client is struggling with.
- It can be useful to think about clients – and counsellors – as not being aware of everything they are experiencing and as potentially using defense mechanisms in some circumstances.
- It can be useful to adopt a tentative, questioning stance when it comes to things that clients may not be aware of and when challenging possible distortions in the client's perspective.

Question 10

Briefly explain how a counsellor might apply Erikson's psychosocial stages in understanding the difficulties clients are facing.

[Approximate word count: 60 – 80 words]

Assessor instructions: The student's response should demonstrate the ability to identify potential applications of Erikson's psychosocial stages in counselling.

Wording may differ, but appropriate answers must reflect the themes and characteristics of the following examples.

- Counsellors who use Erikson's theory tend to look at where the client is in the life cycle and how well he or she is adapting to the 'normative' crisis of their age group.
- Difficulties or symptoms that clients experience are therefore seen as the result of 'blockages' in psychosocial growth and the result of difficulties negotiating the developmental tasks at the relevant stages.
- However, poorly resolved crises could be resolved more adequately in later stages – which guides the focus of counselling.

Question 11

Outline what Bowlby's attachment theory suggests about the role attachment plays in a person's development.

[Approximate word count: 140 – 160 words]

Assessor instructions: The student's response should demonstrate an understanding of the key concepts of Bowlby's attachment theory.

The student's response needs to include reference to the following points.

- Early interactions or patterns of attachment with significant caregivers shaped the individual's expectations about relationships; these expectations become a 'template' for later interpersonal relationships as the individual behaves according to these expectations.
- A child's attachment to their mother or primary caregiver influences their internal working model/ mental representation of self, which guides their social and emotional behaviours and responses to caregiver and others as well as their sense of security to explore and experience their surrounding worlds.
- Children of insecure attachment styles may not be as willing or socially and emotionally competent as securely attached children to take risks, learn new things and face new challenges, which are important for learning and development.
- Attachment styles are believed to influence individuals' interpersonal behaviours and subsequent development, such as the development of attachment to friends during childhood and adolescence and to romantic partners later on.

Question 12

Briefly explain how a counsellor may apply an understanding of attachment theory in the counselling process.

[Approximate word count: 60 – 80 words]

Assessor instructions: The student's response should demonstrate an understanding of the application of Bowlby's theory to counselling practice.

The student's response must include a reference to the following points.

- Attachment theory provides a framework for understanding clients' presenting issues and challenges, which could be reflecting ineffective coping strategies or underlying emotional and relational difficulties.
- Counsellors can help clients to consider their past relational experiences and how these experiences may have impacted current interpersonal behaviours.
- For understanding the client's challenging behaviours in the counselling process and recognising them as reflecting patterns of the client's attachment.
- Counsellors can help clients by providing a secure, safe therapeutic environment and modelling an accepting caring relationship.

Question 13

Piaget believed that children actively construct knowledge through exploration and adaptation. Briefly explain what adaptation is, as well as two vital processes involved in adaptation.

[Approximate word count: 50 – 60 words]

Assessor instructions: The student's response should demonstrate an understanding of Piaget's concepts of adaptation, assimilation, and accommodation.

The student's response needs to include a reference to the following points.

- Adaptation refers to an inborn tendency of children, where their cognitive abilities develop as they adjust to meet their environmental demands.
- Within adaptation are two complementary processes: assimilation and accommodation.
- Assimilation is the processing of new information by applying what is already 'known' (whether or not this leads to accurate understanding).
- Accommodation is the modification of what is already known in order to better fit with new experiences.

Question 14

Maslow's hierarchy of needs is comprised of two types of needs – basic needs and growth needs.

a) Define both basic and growth needs and outline the differences between them.

[Approximate word count: 50 – 60 words]

Assessor instructions: The student's response should demonstrate an understanding of Maslow's hierarchy of needs by accurately describing basic and growth needs.

The student's response needs to include a reference to the following points:

- Basic needs comprise both physiological and psychological (safety, belonging and love, and esteem) needs that, when unmet, cause an individual to be in an unpleasant state of deficiency; hence they are also called deficiency needs.
- Growth needs (or being needs), on the other hand, are not necessary for survival but are associated with one's life satisfaction.

b) How could a counsellor apply the understanding gained from Maslow's hierarchy of needs in counselling practice?

[Approximate word count: 30 – 50 words]

Assessor instructions: The student's response should demonstrate the ability to identify potential applications of Maslow's hierarchy of needs in counselling.

Wording may differ, but appropriate answers must reflect the themes and characteristics of the following examples.

- Maslow's hierarchy of needs can help counsellors recognise when specific types of needs are not being met and should be addressed.
- Once identified, types of needs can be used to guide counselling strategy.
- Counsellors should aim to assist clients with a lower level of needs prior to addressing the higher level of needs.

Question 15

Outline three (3) ways counsellors might apply theories of human development in their work with clients.

[Approximate word count: 50 – 60 words]

Assessor instructions: The student's response should demonstrate the ability to identify at least three potential applications of developmental theories (in a general manner) in counselling.

Wording may differ, but appropriate answers must reflect the themes and characteristics of the following examples.

- Developmental theories provide a framework for counsellors to understand client issues and generate possible interventions.
- Developmental theories help counsellors consider the following:
  - What are some major developmental tasks at each stage in life, and how are these tasks related to counselling?
  - What themes give continuity to this individual's life?
  - What are some of the universal concerns of people at various points in life? How can people be challenged to make life-affirming choices at these points?
  - What is the relationship between an individual's current problems and significant events from earlier years?
  - What choices were made at critical periods, and how did the person deal with these various crises?
  - What are the sociocultural factors influencing development that need to be understood if therapy is to be comprehensive?

Question 16

As a counsellor, outline two (2) reasons why you must evaluate the 'usefulness' of each developmental theory before applying them in working with clients.

[Approximate word count: 40 – 50 words]

Assessor instructions: The student's response should demonstrate an understanding of the importance of evaluating potential applications of personality and lifespan development theories in the counselling process.

Wording may differ, but appropriate answers must reflect the themes and characteristics of the following examples.

- Each developmental theory makes broad assumptions and has particular strengths and weaknesses.
- Classic theories generally stake an 'either-or' stance in explaining aspects of development, which does not fit with the current understanding of development as a complex process.

Question 17

Identify three [3] sources that counsellors may use to access information about developmental theories.

[Approximate word count: 10 words]

Assessor instructions: The student's response must demonstrate an understanding of at least three sources of information about personality and development theories.

Wording may differ, but appropriate answers must reflect the themes and characteristics of any three of the following examples.

- Textbooks.
- Research articles/journals
- Publications from professional bodies.
- Training materials.

Question 18

Identify three [3] professional development activities counsellors may engage in to maintain updated knowledge of new developments in theories and counselling practice.

[Approximate word count: 10 words]

Assessor instructions: The student's response should demonstrate an understanding of at least three opportunities to update theoretical knowledge.

Wording may differ, but appropriate answers must reflect the themes and characteristics of any three of the following examples.

- Workshops
- Training
- Webinars
- Conferences
- Training courses
- Podcasts/videos

Question 19

Briefly explain three [3] benefits for counsellors to document and store information and professional literature about developmental theories in an organised way.

[Approximate word count: 10 words]

Assessor instructions: The student's response must demonstrate an understanding of three benefits for counsellors to document and organise information.

Wording may differ, but appropriate answers must reflect the themes and characteristics of any three of the following examples.

Question 20

You have learned about different theories of personality and development, including:

- The role of nature and nurture.

- Freud's psychoanalytic theory.

- Erikson's psychosocial stages.

- Bowlby's attachment theory.

- Piaget's cognitive developmental theory.

- Maslow's hierarchy of needs.

Select two [2] of the theories or approaches listed in Question 20, and for **each theory**:

- Conduct your own research and find one [1] article or another academic/professional source that provides relevant information and could help you expand your understanding of the selected theory. Provide information identifying the source in the 'Sources' column.

- Find one [1] relevant PD opportunity that you can use to update and expand your knowledge about the selected theory. Provide information identifying the activity in the 'Relevant PD opportunity' column.

Note: Your response must demonstrate your ability to conduct independent research. Using any of the resources referenced in your learning material is unacceptable.

[Your response should be approximately 60 words in total.]

The student's response must demonstrate the ability to identify <u>two</u> sources of information and <u>two</u> relevant opportunities to update and expand their own knowledge of <u>two</u> selected theories.

Markers must utilise their professional judgement to determine if the student's response is competent.

Theory	Sources	Relevant PD opportunity
Theory 1: Bowlby's attachment theory	Title: Taking perspective on attachment theory and research: nine fundamental questions Year published: 2022 Author/s: Ross Thompson, Jeffrey Simpson, Lisa Berlin Source/Link: https://www.tandfonline.com/doi/full/10.1080/14616734.2022.2030132	Title: Putting Attachment Theory into Practice Date/Location: 6 sessions of online videos – self-paced Source/Link: https://catalogue.pesi.com.au/sales/au_c_001090_puttingattachment_organic-379231
Theory 2: Piaget's cognitive developmental theory attachment theory	Title: Piaget's Stages: 4 Stages of Cognitive Development & Theory Year published: May 2021 Author/s: Alicia Nortje phD Source/Link: https://positivepsychology.com/piaget-stages-theory/	Title: Piaget: Theory of Cognitive Development Date/Location: Self-paced - YouTube Source/Link: https://www.youtube.com/watch?v=TA9GYqXzlhc

Question 21

Evaluate the **contributions** and **limitations** in counselling for each personality and development theory.

You must use your learning material as the first source of information and one other credible source for each listed theory. List the second resource (including title and URL, if applicable) you used for your evaluation in the table provided.

(Approximate word count 100 – 130 words per evaluation)

Assessor instructions: The student needs to provide one other credible source and the title and URL, if applicable. Markers must utilise their professional judgement to determine if the student's response is competent.

Wording may differ, but appropriate answers must reflect the themes and characteristics of the following examples.

Personality development theories	Source	Evaluation
Nature and nurture	Title: URL if applicable:	The nature and nurture theory is but one of the many developmental theories that exist. Nature refers to biological and genetic factors, while nurture concerns social and

Personality development theories	Source	Evaluation
		environmental factors as well as cultural influences. Nowadays, it is agreed that development is influenced by a combination of both genetic inheritance and environmental factors. Genetics determines some aspects of personality, such as drives, traits, and needs, while others, such as learned habits, attitudes, and patterns of interaction, are more influenced by environmental factors. The interplay between nature and nurture can be seen in the development of human traits such as intellectual functioning, temperament and personality, and psychological disorders. Overall, both nature and nurture contribute to the development of an individual, and neither is more important than the other.
Genetic inheritance	Title: URL if applicable:	Genetic inheritance information can help people understand their risks and make informed decisions about family planning, reproductive options, and medical management. Genetic counselling involves assessing the risk of a genetic disorder in individuals and families and providing guidance on how to manage and prevent such disorders. There is a common misconception that psychological disorders can be inherited – which they are not. What is inherited is a predisposition for a disorder. For example, people do not inherit a gene for addiction; rather they inherit a susceptibility which may only manifest if environmental factors exist that put the individual under stress. In such circumstances, they are more likely to use substances to alleviate that stress. Genetic counselling requires thoroughly evaluating genetic and non-genetic factors and personalised recommendations based on individual circumstances.
Lifespan development theories		Lifespan development theories [for example, Erikson's psychosocial theory], contribute to the counselling process by providing a framework for understanding the client's experiences and developmental challenges at different stages of life.

Personality development theories	Source	Evaluation
		These theories can help counsellors identify developmental tasks that the client may need to address and provide guidance on supporting the client's growth and development. However, these theories have limitations, including their cultural bias and tendency to oversimplify complex human experiences. Counsellors should be mindful of these limitations and use developmental theories as a guide rather than a definitive explanation of the client's experiences.
Freudian concepts	Title: URL if applicable:	Freud's psychoanalytic approach recognised the significance of early development and the enduring impact of childhood experiences on individuals. This implies that a client's presenting issues might be related to their early years, and exploring their personal history may lead to a deeper understanding of the roots of their current struggles. The psychoanalytic theory also focuses on the concept of the unconscious, highlighting the importance of recognising that clients may be using defence mechanisms. However, rather than directly identifying or challenging these mechanisms, adopting a questioning stance and supporting clients in developing healthier coping strategies is better. While Freud's theory has been criticised and considered outdated, it has greatly influenced modern approaches to understanding personality and behaviour, particularly in counselling.
Piaget's stages of cognitive development	Title: URL if applicable:	Piaget's theory can be helpful for counsellors to understand that clients of different ages and stages think differently. Piaget's theory includes the importance of adaptation and the mental maps individuals create in childhood that impact how they perceive the world. When an individual encounters situations that do not fit with this map, they change that map either through assimilation or accommodation. However, Piaget's theory has limitations, such as underestimating the abilities of infants and young children, overemphasising the role of innate

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Personality development theories	Source	Evaluation
		tendencies, and not providing a clear explanation of how development comes about. Moreover, Piaget's theory does not consider social influences and cultural differences that may impact cognitive development. Counsellors may use Piaget's theory to tailor their communication and counselling strategies to each client's individual needs and level of cognitive functioning.
Erikson's psychosocial stages	Title: URL if applicable:	Erikson's theory offers a developmental overview for understanding the psychosocial stages throughout the lifespan, allowing counsellors to identify key developmental challenges and unresolved crises that may influence clients. The focus of counselling is on developing skills and strengths for the future rather than dwelling on the past. While Erikson's theory provides realistic developmental goals, it lacks identification of specific interventions that could help achieve these goals. Therefore, counsellors need to combine Erikson's psychosocial theory with appropriate counselling techniques or skills from other approaches tailored to account for the client's age and psychosocial stage.
Maslow's hierarchy of needs	Title: URL if applicable:	Maslow's hierarchy of needs can be a useful tool for counsellors to identify and address clients' unmet needs. The hierarchy suggests that lower needs must be met before addressing higher needs. For example, a homeless and unemployed client must first have their physiological and safety needs met before addressing self-esteem issues. A counsellor can support clients by referring them to appropriate services. Maslow's theory is not a stage theory, and therefore needs that were unmet early in life do not prevent a person meeting the higher needs later in life. However, a limitation of Maslow's theory is its rigid sequence of needs, as people may not strive to meet their basic needs in such an order.

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Personality development theories	Source	Evaluation
		The universality of Maslow's theory is questionable, as needs and life satisfactions are conceptualised differently across cultures.
Bowlby's attachment theory	Title: URL if applicable:	Bowlby's attachment theory helps counsellors understand a client's presenting issues, which may indicate underlying emotional and relational difficulties. At the same time, childhood traumatic experiences may lead to problems with emotional regulation and a person's sense of self, hindering the formation of later relationships. Counsellors may evaluate a client's relational patterns throughout their lifespan to determine potential behavioural patterns in relationships. Additionally, understanding attachment theory helps counsellors recognise insecure attachment styles, thus assisting clients to recognise the effects of such behavioural patterns on relationships. However, attachment theory may lack directions for practitioners to address attachment needs, does not account for other attachments developed during infancy, and does not explain stressful life transitions clearly.

Assessment checklist:

Students must have completed all questions within this assessment before submitting. This includes:

1	21 short answer questions to be completed in the spaces provided.	☐

Congratulations, you have reached the end of Assessment 1!

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