

## **Chapter 2 Developmental Theories and Contexts: Past and Present**

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# TOTAL ASSESSMENT GUIDE

## Chapter 2, Section 1 Developmental Theories

Learning Objective		Remember the Facts	Understand the Concepts	Apply What You Know	Analyze It
Learning Objective 2.1	Multiple Choice	1, 2, 4, 5, 6, 7, 13, 16, 17	3, 8, 9, 10, 12, 14, 15, 19, 20, 21, 22, 23	11	18
	Short Answer				
	Essay				95
Learning Objective 2.2	Multiple Choice	25, 26, 27, 32, 33, 34, 35, 36, 38	24, 28, 29, 30, 31, 37, 41		39, 40, 42
	Short Answer		91, 92		
	Essay				
Learning Objective 2.3	Multiple Choice	43, 46, 47	44, 45, 48, 49, 50, 52, 53, 56, 57	51, 54, 55	
	Short Answer				
	Essay				96
Learning Objective 2.4	Multiple Choice	58	59, 60, 61, 62		63
	Short Answer				
	Essay				
Learning Objective 2.5	Multiple Choice		64, 65, 70	67, 68, 69	66
	Short Answer				
	Essay				
Learning Objective 2.6	Multiple Choice		71, 72, 73	74, 75	
	Short Answer		93		
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Learning Objective 2.7	Multiple Choice	78	76, 77, 79, 80, 81, 83, 84, 85, 86	82	
	Short Answer				
	Essay				
Learning Objective 2.8	Multiple Choice		87		88
	Short Answer		94		
	Essay				

## Section 1 Developmental Theories

### Multiple Choice Questions

1. For \_\_\_\_\_ of years, cultures in both the East and the West have had conceptions of life stages.
- hundreds
  - thousands
  - millions
  - billions

Answer: b

Difficulty Level: Easy

Topic: Developmental Stages in History: Ancient Hindus, Greeks, and Jews and Medieval Europeans

Skill Level: Remember the Facts

Learning Objective: 2.1 Compare four historical conceptions of development, and summarize their implications for contemporary theory.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 2.5 Incorporate sociocultural factors in scientific inquiry.

2. What do the life stage conceptions of the ancient Hindus, Greeks, Jews, and medieval Europeans have in common?
- They were all written by men.
  - They were all written by women.
  - They define development in the same way.
  - They have the same number of stages.

Answer: a

Difficulty Level: Easy

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Skill Level: Remember the Facts

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3. The oldest known conception of the life course is in the \_\_\_\_\_.

- a. *Dharmashastras*
- b. bible
- c. Talmud
- d. Koran

Answer: a

Difficulty Level: Moderate

Topic: Developmental Stages in History: Ancient Hindus, Greeks, and Jews and Medieval Europeans

Skill Level: Understand the Concepts

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4. The sacred law books of the \_\_\_\_\_ religion are called the *Dharmashastras*.

- a. Hindu
- b. Jewish
- c. Christian
- d. Muslim

Answer: a

Difficulty Level: Easy

Topic: Developmental Stages in History: Ancient Hindus, Greeks, and Jews and Medieval Europeans

Skill Level: Remember the Facts

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5. The *Dharmashastras* describe \_\_\_\_\_ stages of a man's life.

- a. two
- b. four
- c. six
- d. eight

Answer: b

Difficulty Level: Easy

Topic: Developmental Stages in History: Ancient Hindus, Greeks, and Jews and Medieval Europeans

Skill Level: Remember the Facts

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6. According to the *Dharmashastras*, how long does each stage of a man's life last?
- 10 years
  - 15 years
  - 20 years
  - 25 years

Answer: b

Difficulty Level: Easy

Topic: Developmental Stages in History: Ancient Hindus, Greeks, and Jews and Medieval Europeans

Skill Level: Remember the Facts

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7. According to the *Dharmashastras*, each stage of a man's life carries a \_\_\_\_\_, a set of related duties.
- dharma*
  - Dante
  - infantia*
  - pueritia*

Answer: a

Difficulty Level: Easy

Topic: Developmental Stages in History: Ancient Hindus, Greeks, and Jews and Medieval Europeans

Skill Level: Remember the Facts

Learning Objective: 2.1 Compare four historical conceptions of development, and summarize their implications for contemporary theory.

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8. The first stage of life of the *Dharmashastras* is \_\_\_\_\_, when a boy is dependent on his parents.

- a. *dharma*
- b. apprenticeship
- c. toddlerhood
- d. emerging adulthood

Answer: b

Difficulty Level: Moderate

Topic: Developmental Stages in History: Ancient Hindus, Greeks, and Jews and Medieval Europeans

Skill Level: Understand the Concepts

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9. According to the *Dharmashastras*, what is expected of a boy during the apprenticeship stage of life?

- a. He is expected to be celibate.
- b. He is expected to develop his sexual prowess.
- c. He is expected to grow out his hair.
- d. He is expected to leave home.

Answer: a

Difficulty Level: Moderate

Topic: Developmental Stages in History: Ancient Hindus, Greeks, and Jews and Medieval Europeans

Skill Level: Understand the Concepts

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10. During the \_\_\_\_\_ stage of life, Hindu rituals include a name-giving ceremony, the shaving of a boy's head, and beginning school.

- a. first
- b. second
- c. third
- d. fourth

Answer: a

Difficulty Level: Moderate

Topic: Developmental Stages in History: Ancient Hindus, Greeks, and Jews and Medieval Europeans

Skill Level: Understand the Concepts

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11. A young Hindu boy's hair is about to be shaved in a ceremony to mark the end of his dependence on his mother. How old is he?

- a. about 6 months old
- b. about 2 to 3 years old
- c. about 5 to 7 years old
- d. about 10 to 12 years old

Answer: b

Difficulty Level: Moderate

Topic: Developmental Stages in History: Ancient Hindus, Greeks, and Jews and Medieval Europeans

Skill Level: Apply What You Know

Learning Objective: 2.1 Compare four historical conceptions of development, and summarize their implications for contemporary theory.

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12. The oldest conceptions of life stages in Western societies were developed by \_\_\_\_\_.

- a. Jesus
- b. ancient Greeks
- c. Native Americans
- d. Talmud

Answer: b

Difficulty Level: Moderate

Topic: Developmental Stages in History: Ancient Hindus, Greeks, and Jews and Medieval Europeans

Skill Level: Understand the Concepts

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13. Solon, a philosopher in ancient Greece, segmented development into a series of \_\_\_\_\_-year periods.

- a. 3
- b. 7
- c. 10
- d. 20

Answer: b

Difficulty Level: Easy

Topic: Developmental Stages in History: Ancient Hindus, Greeks, and Jews and Medieval Europeans

Skill Level: Remember the Facts

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14. Solon focused his first three stages on \_\_\_\_\_.

- a. cognitive development
- b. physical development
- c. moral development
- d. emotional development

Answer: b

Difficulty Level: Moderate

Topic: Developmental Stages in History: Ancient Hindus, Greeks, and Jews and Medieval Europeans

Skill Level: Understand the Concepts

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15. Solon believed that between the ages of \_\_\_\_\_ a person's "powers ripen to greatest completeness."

- a. 10 and 15
- b. 14 and 21
- c. 21 and 28
- d. 30 and 40

Answer: c

Difficulty Level: Moderate

Topic: Developmental Stages in History: Ancient Hindus, Greeks, and Jews and Medieval Europeans

Skill Level: Understand the Concepts

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16. The word *talmud* means \_\_\_\_\_.

- a. “religion”
- b. “instruction”
- c. “heaven”
- d. “adolescence”

Answer: b

Difficulty Level: Easy

Topic: Developmental Stages in History: Ancient Hindus, Greeks, and Jews and Medieval Europeans

Skill Level: Remember the Facts

Learning Objective: 2.1 Compare four historical conceptions of development, and summarize their implications for contemporary theory.

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17. By what age is a Jewish boy expected to be able to learn Jewish laws?

- a. 5 years old
- b. 10 years old
- c. 15 years old
- d. 20 years old

Answer: b

Difficulty Level: Easy

Topic: Developmental Stages in History: Ancient Hindus, Greeks, and Jews and Medieval Europeans

Skill Level: Remember the Facts

Learning Objective: 2.1 Compare four historical conceptions of development, and summarize their implications for contemporary theory.

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18. The ancient Jewish life conception focuses on children's \_\_\_\_\_ development, rather than \_\_\_\_\_ development, which is the focus of the Greek conception.

- a. cognitive; physical
- b. emotional; cognitive
- c. moral; cognitive
- d. physical; moral

Answer: a

Difficulty Level: Difficult

Topic: Developmental Stages in History: Ancient Hindus, Greeks, and Jews and Medieval Europeans

Skill Level: Analyze It

Learning Objective: 2.1 Compare four historical conceptions of development, and summarize their implications for contemporary theory.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.; 2.5 Incorporate sociocultural factors in scientific inquiry.

19. \_\_\_\_\_ conceptions of life stages followed the Talmud nearly a millennium later.

- a. Medieval European
- b. Ancient Greek
- c. Ancient Hindu
- d. Ancient Jewish

Answer: a

Difficulty Level: Moderate

Topic: Developmental Stages in History: Ancient Hindus, Greeks, and Jews and Medieval Europeans

Skill Level: Understand the Concepts

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20. The stages of the Medieval European conceptions included \_\_\_\_\_.

- a. *infantia*, *pueritia*, and *adolescentia*
- b. *infantia*, Talmud, and *dharma*
- c. infancy and early childhood
- d. prenatal development and infancy

Answer: a

Difficulty Level: Moderate

Topic: Developmental Stages in History: Ancient Hindus, Greeks, and Jews and Medieval Europeans

Skill Level: Understand the Concepts

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21. Which stage of the Medieval European life conception spanned the childhood years from 0 to 7?

- a. *infantia*
- b. *pueritia*
- c. *adolescentia*
- d. *dharma*

Answer: a

Difficulty Level: Moderate

Topic: Developmental Stages in History: Ancient Hindus, Greeks, and Jews and Medieval Europeans

Skill Level: Understand the Concepts

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22. Which stage of the Medieval European life conception was considered school age?
- infantia*
  - pueritia*
  - adolescentia*
  - dharma*

Answer: b

Difficulty Level: Moderate

Topic: Developmental Stages in History: Ancient Hindus, Greeks, and Jews and Medieval Europeans

Skill Level: Understand the Concepts

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23. Which stage of the Medieval European life conception was the most complex and ambiguous?
- infantia*
  - pueritia*
  - adolescentia*
  - dharma*

Answer: c

Difficulty Level: Moderate

Topic: Developmental Stages in History: Ancient Hindus, Greeks, and Jews and Medieval Europeans

Skill Level: Understand the Concepts

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24. The text discusses three examples of developmental conceptions from traditional cultures. Those cultures are \_\_\_\_\_.

- a. the Hindu, the Greeks, and the Christians
- b. the Gusii, the Hindu, and the Jews
- c. the Gusii, the Trobriand Islanders, and the Maya
- d. the Hindu, the Trobriand Islanders, and the Christians

Answer: c

Difficulty Level: Moderate

Topic: Developmental Stages Across Traditional Cultures: Three Examples

Skill Level: Understand the Concepts

Learning Objective: 2.2 Compare three stage conceptions from traditional cultures, and explain what insights they hold for current scientific theories.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 2.5 Incorporate sociocultural factors in scientific inquiry.

25. When does weaning take place among the Gusii?

- a. 6 weeks
- b. 6 months
- c. 12 months
- d. 2 years

Answer: d

Difficulty Level: Easy

Topic: Developmental Stages Across Traditional Cultures: Three Examples

Skill Level: Remember the Facts

Learning Objective: 2.2 Compare three stage conceptions from traditional cultures, and explain what insights they hold for current scientific theories.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 2.5 Incorporate sociocultural factors in scientific inquiry.

26. When are gender roles first evident among children of the Gusii?

- a. 6 weeks
- b. 6 months
- c. 12 months
- d. 2 years

Answer: d

Difficulty Level: Easy

Topic: Developmental Stages Across Traditional Cultures: Three Examples

Skill Level: Remember the Facts

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27. When do children of the Gusii take on more responsibilities?

- a. 2 years
- b. 4 years
- c. 6 years
- d. 8 years

Answer: c

Difficulty Level: Easy

Topic: Developmental Stages Across Traditional Cultures: Three Examples

Skill Level: Remember the Facts

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28. Gusii girls are responsible for child care and household work and the boys help herd cattle. What is the youngest age that children will take on these responsibilities?

- a. 2 years
- b. 4 years
- c. 6 years
- d. 8 years

Answer: c

Difficulty Level: Moderate

Topic: Developmental Stages Across Traditional Cultures: Three Examples

Skill Level: Understand the Concepts

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29. The entry into the adolescent stage for Gusii girls and boys occurs \_\_\_\_\_.

- a. at the age of 9 for girls and 12 for boys
- b. at the age of 11 for girls and 12 for boys
- c. at the age of 13 for girls and 14 for boys
- d. at the age of 16 for both girls and boys

Answer: a

Difficulty Level: Moderate

Topic: Developmental Stages Across Traditional Cultures: Three Examples

Skill Level: Understand the Concepts

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30. Among the Gusii, following an initiation, an adolescent boy is *omomura*, a

- a. warrior
- b. parent
- c. chief
- d. husband

Answer: a

Difficulty Level: Moderate

Topic: Developmental Stages Across Traditional Cultures: Three Examples

Skill Level: Understand the Concepts

Learning Objective: 2.2 Compare three stage conceptions from traditional cultures, and explain what insights they hold for current scientific theories.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

31. How do the Gusii react to sex play among girls and boys?

- a. Sex play is acceptable during the adolescent stage.
- b. Sex play is shamed at all times.
- c. Sex play is only acceptable among people who are expected to be married in the future.
- d. Sex play is acceptable for married couples, only.

Answer: a

Difficulty Level: Moderate

Topic: Developmental Stages Across Traditional Cultures: Three Examples

Skill Level: Understand the Concepts

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32. How long do Trobriand Islander infants and mothers live in seclusion?

- a. 4 weeks
- b. 6 months
- c. 14 months
- d. 2 years

Answer: d

Difficulty Level: Easy

Topic: Developmental Stages Across Traditional Cultures: Three Examples

Skill Level: Remember the Facts

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APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 2.5 Incorporate sociocultural factors in scientific inquiry.

33. When does weaning take place among the Trobriand Islanders?

- a. 6 weeks
- b. 6 months
- c. 12 months
- d. 2 years

Answer: d

Difficulty Level: Easy

Topic: Developmental Stages Across Traditional Cultures: Three Examples

Skill Level: Remember the Facts

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APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 2.5 Incorporate sociocultural factors in scientific inquiry.

34. From about the age of \_\_\_\_\_, the terms used by Trobrianders for life stages are gender specific.

- a. 2 years
- b. 4 years
- c. 6 years
- d. 8 years

Answer: a

Difficulty Level: Easy

Topic: Developmental Stages Across Traditional Cultures: Three Examples

Skill Level: Remember the Facts

Learning Objective: 2.2 Compare three stage conceptions from traditional cultures, and explain what insights they hold for current scientific theories.

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35. Among Trobriander children, sex play begins by ages \_\_\_\_\_.

- a. 3 or 4
- b. 5 or 6
- c. 7 or 8
- d. 9 or 10

Answer: c

Difficulty Level: Easy

Topic: Developmental Stages Across Traditional Cultures: Three Examples

Skill Level: Remember the Facts

Learning Objective: 2.2 Compare three stage conceptions from traditional cultures, and explain what insights they hold for current scientific theories.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

36. Adolescence is experienced as a time of \_\_\_\_\_ among the Trobrianders.
- hard work and religious dedication
  - leisure, freedom, and romantic and sexual adventures
  - chastity
  - playing tug-of-war and hide-and-seek

Answer: b

Difficulty Level: Easy

Topic: Developmental Stages Across Traditional Cultures: Three Examples

Skill Level: Remember the Facts

Learning Objective: 2.2 Compare three stage conceptions from traditional cultures, and explain what insights they hold for current scientific theories.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 2.5 Incorporate sociocultural factors in scientific inquiry.

37. The transition into adulthood for Trobrianders is marked by \_\_\_\_\_.
- religious dedication
  - marriage
  - chastity
  - parenthood

Answer: b

Difficulty Level: Moderate

Topic: Developmental Stages Across Traditional Cultures: Three Examples

Skill Level: Understand the Concepts

Learning Objective: 2.2 Compare three stage conceptions from traditional cultures, and explain what insights they hold for current scientific theories.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 2.5 Incorporate sociocultural factors in scientific inquiry.

38. When does weaning take place among the Maya?
- 6 weeks
  - 6 months
  - 12 months
  - 2 years

Answer: d

Difficulty Level: Easy

Topic: Developmental Stages Across Traditional Cultures: Three Examples

Skill Level: Remember the Facts

Learning Objective: 2.2 Compare three stage conceptions from traditional cultures, and explain what insights they hold for current scientific theories.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 2.5 Incorporate sociocultural factors in scientific inquiry.

39. When does weaning take place among the Gusii, Trobriander Islanders, and the Mayan?

- a. around 6 weeks
- b. around 6 months
- c. around 12 months
- d. around 2 years

Answer: d

Difficulty Level: Difficult

Topic: Developmental Stages Across Traditional Cultures: Three Examples

Skill Level: Analyze It

Learning Objective: 2.2 Compare three stage conceptions from traditional cultures, and explain what insights they hold for current scientific theories.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.; 2.5 Incorporate sociocultural factors in scientific inquiry.

40. Around the age of 2 or 3, Mayan infants spend \_\_\_\_\_.

- a. less time with mother and more time with older sisters or grandmothers
- b. less time with father and more time with mother
- c. less time with mother and more time with older brothers
- d. less time with mother and more time with teachers

Answer: a

Difficulty Level: Difficult

Topic: Developmental Stages Across Traditional Cultures: Three Examples

Skill Level: Analyze It

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41. When are Mayan children given gender-specific responsibilities?

- a. toddlerhood
- b. early childhood
- c. middle childhood
- d. adolescence

Answer: c

Difficulty Level: Moderate

Topic: Developmental Stages Across Traditional Cultures: Three Examples

Skill Level: Understand the Concepts

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42. A Mayan girl and boy are starting to walk together publically. What does this mean?

- a. The relationship is viewed as serious.
- b. The couple is married, as boys and girls are not allowed to walk together if they are not married.
- c. They are friends.
- d. The couple has been given permission to date casually.

Answer: a

Difficulty Level: Difficult

Topic: Developmental Stages Across Traditional Cultures: Three Examples

Skill Level: Analyze It

Learning Objective: 2.2 Compare three stage conceptions from traditional cultures, and explain what insights they hold for current scientific theories.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.; 2.5 Incorporate sociocultural factors in scientific inquiry.

43. Which of the following theorists proposed that human development is broken into psychosocial stages?

- a. Erik Erikson
- b. Sigmund Freud
- c. B. F. Skinner
- d. Carl Rogers

Answer: a

Difficulty Level: Easy

Topic: Psychosocial Theory

Skill Level: Remember the Facts

Learning Objective: 2.3 Summarize key features of Erikson's psychosocial theory, and name the first five stages.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

44. Unlike Freud, Erikson proposed that human development continues \_\_\_\_\_ and is not solely determined by the years of childhood.

- a. throughout the lifespan
- b. into the teenage years
- c. until the mid-20s
- d. until a midlife crisis

Answer: a

Difficulty Level: Moderate

Topic: Psychosocial Theory

Skill Level: Understand the Concepts

Learning Objective: 2.3 Summarize key features of Erikson's psychosocial theory, and name the first five stages.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

45. Erikson's theory differed from Freud's theory in that Erikson believed that \_\_\_\_\_.

- a. sexuality was even more important than Freud did
- b. personality was set at birth, while Freud thought that it was completed by age 6
- c. development continued throughout the lifespan, and Freud believed that only the early years were important
- d. biological factors were more important in terms of development, and Freud believed that culture was more important

Answer: c

Difficulty Level: Moderate

Topic: Psychosocial Theory

Skill Level: Understand the Concepts

Learning Objective: 2.3 Summarize key features of Erikson's psychosocial theory, and name the first five stages.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 2.5 Incorporate sociocultural factors in scientific inquiry.

46. Erik Erikson's psychosocial theory comprises \_\_\_\_\_ stages.

- a. four cognitive
- b. five psychosexual
- c. eight psychosocial
- d. three moral

Answer: c

Difficulty Level: Easy

Topic: Psychosocial Theory

Skill Level: Remember the Facts

Learning Objective: 2.3 Summarize key features of Erikson's psychosocial theory, and name the first five stages.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

47. Erik Erikson believed that each stage had a distinctive developmental challenge, which he referred to as a \_\_\_\_\_.

- a. fixation
- b. sensitivity
- c. critical period
- d. crisis

Answer: d

Difficulty Level: Easy

Topic: Psychosocial Theory

Skill Level: Remember the Facts

Learning Objective: 2.3 Summarize key features of Erikson's psychosocial theory, and name the first five stages.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

48. According to Erik Erikson, when a person who had difficulty with the developmental challenge in one stage enters the next stage, he or she is \_\_\_\_\_.

- a. equally likely to do well with the new stage as someone who achieved the developmental challenge at the earlier stage
- b. at high risk for being unsuccessful at the next stage as well
- c. advised to regress to the earlier stage and successfully complete the developmental challenge before moving on
- d. more likely to do well since he or she experienced the difficulty in the previous stage

Answer: b

Difficulty Level: Moderate

Topic: Psychosocial Theory

Skill Level: Understand the Concepts

Learning Objective: 2.3 Summarize key features of Erikson's psychosocial theory, and name the first five stages.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

49. According to Erik Erikson, what is the developmental challenge during infancy?

- a. trust versus mistrust
- b. autonomy versus shame and doubt
- c. initiative versus guilt
- d. industry versus inferiority

Answer: a

Difficulty Level: Moderate

Topic: Psychosocial Theory

Skill Level: Understand the Concepts

Learning Objective: 2.3 Summarize key features of Erikson's psychosocial theory, and name the first five stages.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

50. According to Erikson, what is the developmental challenge during toddlerhood?

- a. trust versus mistrust
- b. autonomy versus shame and doubt
- c. initiative versus guilt
- d. industry versus inferiority

Answer: b

Difficulty Level: Moderate

Topic: Psychosocial Theory

Skill Level: Understand the Concepts

Learning Objective: 2.3 Summarize key features of Erikson's psychosocial theory, and name the first five stages.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

51. According to Erik Erikson, a toddler who is 3 years old and develops a sense of self distinct from others is in a stage characterized by which of the following psychosocial crises?

- a. trust vs. mistrust
- b. autonomy vs. shame and doubt
- c. initiative vs. guilt
- d. industry vs. inferiority

Answer: b

Difficulty Level: Difficult

Topic: Psychosocial Theory

Skill Level: Apply What You Know

Learning Objective: 2.3 Summarize key features of Erikson's psychosocial theory, and name the first five stages.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

52. According to Erik Erikson, what is the developmental challenge during early childhood?

- a. trust versus mistrust
- b. autonomy versus shame and doubt
- c. initiative versus guilt
- d. industry versus inferiority

Answer: c

Difficulty Level: Moderate

Topic: Psychosocial Theory

Skill Level: Understand the Concepts

Learning Objective: 2.3 Summarize key features of Erikson's psychosocial theory, and name the first five stages.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

53. According to Erik Erikson, what is the developmental challenge during middle to late childhood?

- a. trust versus mistrust
- b. autonomy versus shame and doubt
- c. initiative versus guilt
- d. industry versus inferiority

Answer: d

Difficulty Level: Moderate

Topic: Psychosocial Theory

Skill Level: Understand the Concepts

Learning Objective: 2.3 Summarize key features of Erikson's psychosocial theory, and name the first five stages.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

54. Grant is in the third grade and is enthusiastic about learning in school. He enjoys recess, reading books, doing his math homework, and learning new spelling words. He is also confident in his ability to accomplish goals that he has set for himself. Which of Erik Erikson's psychosocial crises is Grant in?

- a. trust versus mistrust
- b. autonomy versus shame and doubt
- c. initiative versus guilt
- d. industry versus inferiority

Answer: d

Difficulty Level: Difficult

Topic: Psychosocial Theory

Skill Level: Apply What You Know

Learning Objective: 2.3 Summarize key features of Erikson's psychosocial theory, and name the first five stages.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

55. Hector is in second grade. He has just finished his first science fair project and is very proud of it. Although he did not know anything about gravity before his project, he now feels confident that he understands the concept. Which of Erik Erikson's psychosocial crises is Hector in?

- a. trust versus mistrust
- b. autonomy versus shame and doubt
- c. initiative versus guilt
- d. industry versus inferiority

Answer: d

Difficulty Level: Difficult

Topic: Psychosocial Theory

Skill Level: Apply What You Know

Learning Objective: 2.3 Summarize key features of Erikson's psychosocial theory, and name the first five stages.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

56. According to Erik Erikson, what is the developmental challenge during adolescence?

- a. identity versus identity confusion
- b. intimacy versus isolation
- c. generativity versus stagnation
- d. ego integrity versus despair

Answer: a

Difficulty Level: Moderate

Topic: Psychosocial Theory

Skill Level: Understand the Concepts

Learning Objective: 2.3 Summarize key features of Erikson's psychosocial theory, and name the first five stages.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

57. Which of the following is the correct order of developmental challenges in Erik Erikson's third, fourth, and fifth stages of psychosocial development?

- a. initiative vs. guilt, identity vs. identity confusion, generativity vs. stagnation
- b. ego integrity vs. despair, intimacy vs. isolation, identity vs. identity confusion
- c. trust vs. mistrust, industry vs. inferiority, autonomy vs. shame and doubt
- d. initiative vs. guilt, industry vs. inferiority, identity vs. identity confusion

Answer: d

Difficulty Level: Moderate

Topic: Psychosocial Theory

Skill Level: Understand the Concepts

Learning Objective: 2.3 Summarize key features of Erikson's psychosocial theory, and name the first five stages.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

58. The most influential cognitive-developmental theory was proposed by \_\_\_\_\_.

- a. Sigmund Freud
- b. Lev Vygotsky
- c. Erik Erikson
- d. Jean Piaget

Answer: d

Difficulty Level: Easy

Topic: Cognitive-Developmental Theories

Skill Level: Remember the Facts

Learning Objective: 2.4 Identify the main ideas that underlie cognitive-developmental theories.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

59. A way of thinking within a stage of development that is applied across all aspects of life is referred to as \_\_\_\_\_.

- a. maturation
- b. industry
- c. a scheme
- d. a mental structure

Answer: d

Difficulty Level: Moderate

Topic: Cognitive-Developmental Theories

Skill Level: Understand the Concepts

Learning Objective: 2.4 Identify the main ideas that underlie cognitive-developmental theories.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

60. \_\_\_\_\_ is a concept that an innate, biologically based program is the driving force behind development.

- a. Industry
- b. Maturation
- c. A schemes
- d. A mental structure

Answer: b

Difficulty Level: Moderate

Topic: Cognitive-Developmental Theories

Skill Level: Understand the Concepts

Learning Objective: 2.4 Identify the main ideas that underlie cognitive-developmental theories.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

61. What is a cognitive structure used for processing, organizing, and interpreting information?

- a. a mental structure
- b. identity
- c. maturation
- d. a scheme

Answer: d

Difficulty Level: Moderate

Topic: Cognitive-Developmental Theories

Skill Level: Understand the Concepts

Learning Objective: 2.4 Identify the main ideas that underlie cognitive-developmental theories.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

62. Piaget's idea of \_\_\_\_\_ addresses how children learn to categorize objects, such as dolls and trucks.

- a. industry
- b. identity
- c. maturation
- d. schemes

Answer: d

Difficulty Level: Moderate

Topic: Cognitive-Developmental Theories

Skill Level: Understand the Concepts

Learning Objective: 2.4 Identify the main ideas that underlie cognitive-developmental theories.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

63. What impact has Piaget had on the field of child development?

- a. Piaget has had a tremendous influence.
- b. Piaget influenced other researchers, who have had a larger impact on the field of child development.
- c. Piaget brought forth some ideas that researchers continue to think are valid today, but most of his theory has been discounted.
- d. Piaget's ideas about schemes is the only thing that has endured.

Answer: a

Difficulty Level: Difficult

Topic: Cognitive-Developmental Theories

Skill Level: Analyze It

Learning Objective: 2.4 Identify the main ideas that underlie cognitive-developmental theories.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

64. \_\_\_\_\_ theories focus on the effects of the environment on children's development.
- Learning
  - Cognitive
  - Innate
  - Maturation

Answer: a

Difficulty Level: Moderate

Topic: Learning Theories

Skill Level: Understand the Concepts

Learning Objective: 2.5 Explain how learning theories account for children's development.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

65. According to \_\_\_\_\_ theory, children are more likely to imitate behavior they see frequently performed by models that are rewarded or at least not punished.
- social learning
  - cognitive development
  - psychosexual
  - maturation

Answer: a

Difficulty Level: Moderate

Topic: Learning Theories

Skill Level: Understand the Concepts

Learning Objective: 2.5 Explain how learning theories account for children's development.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

66. The research from media studies that suggests a connection between television viewing and aggression is supported by \_\_\_\_\_ theory.
- social learning
  - cognitive development
  - psychosexual
  - maturation

Answer: a

Difficulty Level: Difficult

Topic: Learning Theories

Skill Level: Analyze It

Learning Objective: 2.5 Explain how learning theories account for children's development.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

67. You are teaching your dog to sit. Every time you say “sit!” and the dog follows your command, you give him a treat. This is an example of a \_\_\_\_\_.

- a. reinforcement
- b. imitation
- c. mental structure
- d. punishment

Answer: a

Difficulty Level: Difficult

Topic: Learning Theories

Skill Level: Apply What You Know

Learning Objective: 2.5 Explain how learning theories account for children’s development.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

68. You are babysitting a toddler who wants a cookie before bed. You say “no,” so the toddler begins to throw a tantrum. To get the toddler to stop throwing a tantrum, you give in and give her a cookie. The toddler has (inadvertently) used \_\_\_\_\_ to shape your behavior.

- a. positive reinforcement
- b. negative reinforcement
- c. punishment
- d. observational learning

Answer: b

Difficulty Level: Difficult

Topic: Learning Theories

Skill Level: Apply What You Know

Learning Objective: 2.5 Explain how learning theories account for children’s development.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

69. Your teenager stayed up all night talking to her boyfriend on social media. You do not want her to repeat that behavior, so you take away her cell phone for a week. Which of the following describes your technique?

- a. positive reinforcement
- b. negative reinforcement
- c. punishment
- d. observational learning

Answer:c

Difficulty Level: Difficult

Topic: Learning Theories

Skill Level: Apply What You Know

Learning Objective: 2.5 Explain how learning theories account for children's development.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

70. In general, \_\_\_\_\_ increases behavior, whereas \_\_\_\_\_ decreases behavior.

- a. punishment; reward
- b. reward; punishment
- c. reinforcement; punishment
- d. punishment; reinforcement

Answer: c

Difficulty Level: Moderate

Topic: Learning Theories

Skill Level: Understand the Concepts

Learning Objective: 2.5 Explain how learning theories account for children's development.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

71. \_\_\_\_\_ theories address both the contributions of genetic inheritance to development and interactions between biology and the environment.

- a. Biological
- b. Cognitive
- c. Social
- d. Learning

Answer: a

Difficulty Level: Moderate

Topic: Biological Theories

Skill Level: Understand the Concepts

Learning Objective: 2.6 Describe the different branches of biological theories and how they explain development.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

72. Evolutionary theories are \_\_\_\_\_ based.

- a. biologically
- b. cognitively
- c. socially
- d. psychosexually

Answer: a

Difficulty Level: Moderate

Topic: Biological Theories

Skill Level: Understand the Concepts

Learning Objective: 2.6 Describe the different branches of biological theories and how they explain development.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

73. \_\_\_\_\_ argue that children infer the meaning of words based on assessment of statistical probability.

- a. Bayesian theories
- b. Cognitive theories
- c. Social theories
- d. Psychosexual

Answer: a

Difficulty Level: Moderate

Topic: Biological Theories

Skill Level: Understand the Concepts

Learning Objective: 2.6 Describe the different branches of biological theories and how they explain development.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

74. Anna is about to declare her major. She has decided that she wants to study how genes influence development. What is her desired major?

- a. Environmental science
- b. behavior genetics
- c. neuroscience
- d. sociology

Answer: b

Difficulty Level: Difficult

Topic: Biological Theories

Skill Level: Apply What You Know

Learning Objective: 2.6 Describe the different branches of biological theories and how they explain development.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

75. Andrew is interested in understanding how the brain influences human thought and behavior. He is interested in which field?

- a. evolutionary psychology
- b. behavior genetics
- c. neuroscience
- d. sociology

Answer: c

Difficulty Level: Difficult

Topic: Biological Theories

Skill Level: Apply What You Know

Learning Objective: 2.6 Describe the different branches of biological theories and how they explain development.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

76. \_\_\_\_\_ is the theory that human development is shaped by five interrelated systems in the social environment.

- a. Ecological theory
- b. Developmental systems
- c. Social learning
- d. Cognitive development

Answer: a

Difficulty Level: Moderate

Topic: Contextual Theories

Skill Level: Understand the Concepts

Learning Objective: 2.7 Name two kinds of contextual theories, and summarize their main features.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

77. Urie Bronfenbrenner's ecological theory focuses on \_\_\_\_\_ that shape human development in the social environment.

- a. biological factors
- b. genetic inputs
- c. instinctive drives
- d. multiple influences

Answer: d

Difficulty Level: Moderate

Topic: Contextual Theories

Skill Level: Understand the Concepts

Learning Objective: 2.7 Name two kinds of contextual theories, and summarize their main features.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

78. Urie Bronfenbrenner's ecological theory has \_\_\_\_\_ key levels or systems that play a part in human development.

- a. three
- b. four
- c. five
- d. six

Answer: c

Difficulty Level: Easy

Topic: Contextual Theories

Skill Level: Remember the Facts

Learning Objective: 2.7 Name two kinds of contextual theories, and summarize their main features.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

79. What is Urie Bronfenbrenner's term for the immediate environment, the settings where people experience their daily lives?

- a. microsystem
- b. mesosystem
- c. exosystem
- d. macrosystem

Answer: a

Difficulty Level: Moderate

Topic: Contextual Theories

Skill Level: Understand the Concepts

Learning Objective: 2.7 Name two kinds of contextual theories, and summarize their main features.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

80. Which of the following are components of the microsystem from Urie Bronfenbrenner's ecological theory?

- a. parents, siblings, peers and friends, and teachers
- b. schools, religious institutions, and the media
- c. cultural beliefs and values and economic and governmental systems
- d. time and historical change

Answer: a

Difficulty Level: Moderate

Topic: Contextual Theories

Skill Level: Understand the Concepts

Learning Objective: 2.7 Name two kinds of contextual theories, and summarize their main features.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

81. What is Urie Bronfenbrenner's term for the network of interconnections between the various immediate environments that the individual experiences?

- a. microsystem
- b. mesosystem
- c. exosystem
- d. macrosystem

Answer: b

Difficulty Level: Moderate

Topic: Contextual Theories

Skill Level: Understand the Concepts

Learning Objective: 2.7 Name two kinds of contextual theories, and summarize their main features.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

82. In Asian countries such as South Korea, competition to get into college is intense and depends chiefly on adolescents' performance on a national exam at the end of high school; consequently, the high school years are a period of extreme academic stress.

Fierce competition to get into college is an example of which of the following of Urie Bronfenbrenner's systems?

- a. microsystem
- b. exosystem
- c. macrosystem
- d. mesosystem

Answer: b

Difficulty Level: Moderate

Topic: Contextual Theories

Skill Level: Apply What You Know

Learning Objective: 2.7 Name two kinds of contextual theories, and summarize their main features.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

83. What is Urie Bronfenbrenner's term for the societal institutions that have indirect but potentially important influences on development (e.g., schools, religious institutions, media)?

- a. microsystem
- b. mesosystem
- c. exosystem
- d. macrosystem

Answer: c

Difficulty Level: Moderate

Topic: Contextual Theories

Skill Level: Understand the Concepts

Learning Objective: 2.7 Name two kinds of contextual theories, and summarize their main features.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

84. What is Urie Bronfenbrenner's term for the broad system of cultural beliefs and values and the economic and governmental systems that are built on those beliefs and values?

- a. mesosystem
- b. exosystem
- c. macrosystem
- d. chronosystem

Answer: c

Difficulty Level: Moderate

Topic: Contextual Theories

Skill Level: Understand the Concepts

Learning Objective: 2.7 Name two kinds of contextual theories, and summarize their main features.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

85. What is Urie Bronfenbrenner's term for the changes that occur in developmental circumstances over time, both with respect to individual development and to historical changes?

- a. mesosystem
- b. exosystem
- c. macrosystem
- d. chronosystem

Answer: d

Difficulty Level: Moderate

Topic: Contextual Theories

Skill Level: Understand the Concepts

Learning Objective: 2.7 Name two kinds of contextual theories, and summarize their main features.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

86. \_\_\_\_\_ theories address how individual development involves the interactions between biology and diverse social contexts.

- a. Ecological
- b. Developmental systems
- c. Social learning
- d. Cognitive development

Answer: b

Difficulty Level: Moderate

Topic: Contextual Theories

Skill Level: Understand the Concepts

Learning Objective: 2.7 Name two kinds of contextual theories, and summarize their main features.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

87. \_\_\_\_\_ theories emphasize that culture shapes physical, cognitive, and socioemotional development.

- a. Cultural
- b. Learning
- c. Contextual
- d. Cognitive

Answer: a

Difficulty Level: Moderate

Topic: Cultural Theories

Skill Level: Understand the Concepts

Learning Objective: 2.8 Review the three points highlighted by cultural theories.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

88. Cultural theories highlight \_\_\_\_\_.
- the underrepresented and underemphasized role of culture in human development
  - that to-date, research samples have been representative of the human population
  - that culture is not relevant any longer
  - that current psychological research with narrow samples is informative for all cultures

Answer: a

Difficulty Level: Difficult

Topic: Cultural Theories

Skill Level: Analyze It

Learning Objective: 2.8 Review the three points highlighted by cultural theories.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving; 2.5 Incorporate sociocultural factors in scientific inquiry.

### Short Answer Questions

89. According to the *Dharmashastras*, what are the expectations of a boy during the apprenticeship stage of life?

Answer: He is expected to be celibate, to learn humility, and to gradually acquire the skills necessary for adult life.

Difficulty Level: Moderate

Topic: Developmental Stages in History: Ancient Hindus, Greeks, and Jews and Medieval Europeans

Skill Level: Understand the Concepts

Learning Objective: 2.1 Compare four historical conceptions of development, and summarize their implications for contemporary theory.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

90. Describe the early years of the life conception outlined by the Talmud.

Answer: According to the Talmud, the early years of life include learning to read scripture at the age of 5, learning the Jewish laws by the age of 10, reaching the age of moral responsibility at the age of 13, becoming able to discuss the Talmud at the age of 15, and becoming ready for marriage and work by the ages of 18 and 20.

Difficulty Level: Moderate

Topic: Developmental Stages in History: Ancient Hindus, Greeks, and Jews and Medieval Europeans

Skill Level: Understand the Concepts

Learning Objective: 2.1 Compare four historical conceptions of development, and summarize their implications for contemporary theory.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

91. When Gusii children reach an age when they take on more responsibilities, what are the girls and boys likely responsible for?

Answer: Gusii girls are responsible for child care and household work and boys help herd cattle.

Difficulty Level: Moderate

Topic: Developmental Stages Across Traditional Cultures: Three Examples

Skill Level: Understand the Concepts

Learning Objective: 2.2 Compare three stage conceptions from traditional cultures, and explain what insights they hold for current scientific theories.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

92. What is the adolescent experience among the Trobriander Islanders?

Answer: Adolescence is a time of leisure, freedom, and romantic and sexual adventures.

Difficulty Level: Moderate

Topic: Developmental Stages Across Traditional Cultures: Three Examples

Skill Level: Understand the Concepts

Learning Objective: 2.2 Compare three stage conceptions from traditional cultures, and explain what insights they hold for current scientific theories.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

93. What is the field of neuroscience?

Answer: Neuroscience addresses how characteristics of the brain influence human thought and behavior and also how environmental factors shape brain development.

Difficulty Level: Moderate

Topic: Biological Theories

Skill Level: Understand the Concepts

Learning Objective: 2.6 Describe the different branches of biological theories and how they explain development.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

94. What are the three main points highlighted by cultural theories?

Answer: The three points highlighted by cultural theories are that research should include diverse samples, within and across nations, in order to reach valid conclusions. In addition, these theories emphasize how physical, cognitive, and socioemotional development is shaped by culture and that developmental pathways vary across cultures. Last, cultural theorists attempt to study psychological factors of relevance within cultures, including distinctive competencies of minority groups.

Difficulty Level: Moderate

Topic: Cultural Theories

Skill Level: Understand the Concepts

Learning Objective: 2.8 Review the three points highlighted by cultural theories.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

### **Essay Questions**

95. What can one conclude about ancient life stages?

Answer: The four cultures described in the text—Ancient Hindus, Greeks, Jews, and Medieval Europeans—all divided the lifespan into different stages, although those stages were not defined in the same way. There were some consistencies, such as the focus on physical, cognitive, and socioemotional immaturity and the preparation for adult life. Last, there was little mention of early childhood in any of the stages.

Difficulty Level: Difficult

Topic: Developmental Stages in History: Ancient Hindus, Greeks, and Jews and Medieval Europeans

Skill Level: Analyze It

Learning Objective: 2.1 Compare four historical conceptions of development, and summarize their implications for contemporary theory.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

96. What are the key features of Erik Erikson's psychosocial theory, and what impact does the resolution of the distinctive crisis of each stage have?

Answer: Erikson's psychosocial theory of development emphasizes social and cultural influences on human development. The theory's eight stages of the life span are each characterized by a distinctive crisis with two possible resolutions. One resolution is considered to be healthy and one unhealthy. The stages build on each other, and it is thought that the unhealthy resolutions in early stage make it more difficult to resolve subsequent stages in a healthy way.

Difficulty Level: Difficult

Topic: Psychosocial Theory

Skill Level: Analyze It

Learning Objective: 2.3 Summarize key features of Erikson's psychosocial theory, and name the first five stages.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

# TOTAL ASSESSMENT GUIDE

## Chapter 2, Section 2 Developmental Contexts

Learning Objective		Remember the Facts	Understand the Concepts	Apply What You Know	Analyze It
Learning Objective 2.9	Multiple Choice		1, 5, 6, 7	2, 4	3
	Short Answer			53	
	Essay			57	
Learning Objective 2.10	Multiple Choice		8, 9, 11, 12	10, 13	
	Short Answer				54
	Essay				
Learning Objective 2.11	Multiple Choice	14, 17, 18	15, 16		19
	Short Answer				
	Essay				
Learning Objective 2.12	Multiple Choice	20, 21, 26	22, 23, 27, 28, 29	24, 30	25
	Short Answer				
	Essay		55		
Learning Objective 2.13	Multiple Choice	32, 36, 37, 40	31, 33, 34, 35, 38, 39, 41, 42, 43, 44	45	
	Short Answer				
	Essay				
Learning Objective 2.14	Multiple Choice		46, 47, 51, 52	48	49, 50
	Short Answer		56		
	Essay				

## Section 2 Developmental Contexts

### Multiple Choice Questions

1. Households that include not only parents and children but also other adult relatives are considered to be \_\_\_\_\_.

- a. extended families
- b. overextended families
- c. traditional families
- d. social families

Answer: a

Difficulty Level: Moderate

Topic: Families

Skill Level: Understand the Concepts

Learning Objective: 2.9 Describe important cultural and historical characteristics of the family context.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

2. Gerry lives with his parents, his aunt, and several cousins, who are all part of his \_\_\_\_\_.

- a. extended family
- b. overextended family
- c. traditional family
- d. social family

Answer: a

Difficulty Level: Difficult

Topic: Families

Skill Level: Apply What You Know

Learning Objective: 2.9 Describe important cultural and historical characteristics of the family context.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

3. In traditional cultures, a young man \_\_\_\_\_.
- generally remains in his family home after marriage
  - typically moves far away from his family after marriage
  - prefers to move into a house near his wife's parents after marriage
  - typically moves into his wife's family home after marriage

Answer: a

Difficulty Level: Difficult

Topic: Families

Skill Level: Analyze It

Learning Objective: 2.9 Describe important cultural and historical characteristics of the family context.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

4. Which of the following statements about families is correct?
- Families exist in all cultures but vary in size and composition.
  - Families are more common in traditional societies.
  - Families are becoming less important around the world.
  - Families are defined in the same way, regardless of culture.

Answer: a

Difficulty Level: Difficult

Topic: Families

Skill Level: Apply What You Know

Learning Objective: 2.9 Describe important cultural and historical characteristics of the family context.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

5. Where are extended family households rare?
- China
  - India
  - North America
  - Asia

Answer: c

Difficulty Level: Moderate

Topic: Families

Skill Level: Understand the Concepts

Learning Objective: 2.9 Describe important cultural and historical characteristics of the family context.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

6. In America, nonmarital childbearing and the frequency of divorce mean that \_\_\_\_\_.

- a. single-parent households, usually headed by women, are common
- b. single-parent households, usually headed by men, are common
- c. families are larger today than in the past
- d. most children do not grow up with two parents in their home

Answer: a

Difficulty Level: Moderate

Topic: Families

Skill Level: Understand the Concepts

Learning Objective: 2.9 Describe important cultural and historical characteristics of the family context.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

7. In America, the function of the family has shifted from \_\_\_\_\_ to \_\_\_\_\_.

- a. working together in factories; working together on a farm
- b. providing love and affection; working together at the factory
- c. providing love and affection; working together in a family business
- d. working together on the family farm; providing love and affection

Answer: d

Difficulty Level: Moderate

Topic: Families

Skill Level: Understand the Concepts

Learning Objective: 2.9 Describe important cultural and historical characteristics of the family context.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

8. \_\_\_\_\_ are people with whom you have developed a valued, mutual relationship

- a. Friends
- b. Colleagues
- c. Peers
- d. Coworkers

Answer: a

Difficulty Level: Moderate

Topic: Friends, Peers, and Romantic Partners

Skill Level: Understand the Concepts

Learning Objective: 2.10 Differentiate friends, peers, and romantic partners, and explain when they become most salient in development.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

9. \_\_\_\_\_ are same-age individuals.

- a. Friends
- b. Partners
- c. Peers
- d. Coworkers

Answer: c

Difficulty Level: Moderate

Topic: Friends, Peers, and Romantic Partners

Skill Level: Understand the Concepts

Learning Objective: 2.10 Differentiate friends, peers, and romantic partners, and explain when they become most salient in development.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

10. Donna, who is your best friend from childhood and also happened to be in the same grade as you were, is your \_\_\_\_\_.

- a. friend and peer
- b. colleagues and peer
- c. friend but not your peer
- d. friend and your partner

Answer: a

Difficulty Level: Difficult

Topic: Friends, Peers, and Romantic Partners

Skill Level: Apply What You Know

Learning Objective: 2.10 Differentiate friends, peers, and romantic partners, and explain when they become most salient in development.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

11. During \_\_\_\_\_, an individual's emotional center often shifts from immediate family members to persons outside the family.

- a. toddlerhood
- b. early childhood
- c. adolescence
- d. emerging adulthood

Answer: a

Difficulty Level: Moderate

Topic: Friends, Peers, and Romantic Partners

Skill Level: Understand the Concepts

Learning Objective: 2.10 Differentiate friends, peers, and romantic partners, and explain when they become most salient in development.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

12. During adolescence and emerging adulthood, romantic partners often start out as \_\_\_\_\_.

- a. friends
- b. colleagues
- c. enemies
- d. coworkers

Answer: a

Difficulty Level: Moderate

Topic: Friends, Peers, and Romantic Partners

Skill Level: Understand the Concepts

Learning Objective: 2.10 Differentiate friends, peers, and romantic partners, and explain when they become most salient in development.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

13. Brady has strong feelings for Elizabeth that include love and feelings of anxiety. She is likely his \_\_\_\_\_.

- a. friend
- b. colleague
- c. enemy
- d. romantic partner

Answer: d

Difficulty Level: Difficult

Topic: Friends, Peers, and Romantic Partners

Skill Level: Apply What You Know

Learning Objective: 2.10 Differentiate friends, peers, and romantic partners, and explain when they become most salient in development.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

14. Until about \_\_\_\_\_ years ago, few children in any country around the world attended school.

- a. 50
- b. 100
- c. 150
- d. 200

Answer: c

Difficulty Level: Easy

Topic: School

Skill Level: Remember the Facts

Learning Objective: 2.11 Explain why school is an important context in children's development.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

15. What is a main reason why children need to learn skills such as reading, writing, and math?

- a. The economic development of societies is increasingly based on information and technology.
- b. The economic development of societies is increasingly based on farming.
- c. Countries are competing with one another for bragging rights as to who has the smartest population.
- d. Countries are becoming more reliant on manufacturing and farming.

Answer: a

Difficulty Level: Moderate

Topic: School

Skill Level: Understand the Concepts

Learning Objective: 2.11 Explain why school is an important context in children's development.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

16. Children's involvement with school \_\_\_\_\_.

- a. has become less mandated by governments
- b. starts earlier than ever
- c. starts later than ever
- d. has become more inconsistent across the world

Answer: b

Difficulty Level: Moderate

Topic: School

Skill Level: Understand the Concepts

Learning Objective: 2.11 Explain why school is an important context in children's development.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

17. In many cultures, formal schooling started around the age of \_\_\_\_\_.

- a. 3
- b. 5
- c. 7
- d. 9

Answer: c

Difficulty Level: Easy

Topic: School

Skill Level: Remember the Facts

Learning Objective: 2.11 Explain why school is an important context in children's development.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

18. In developed countries, about 75% of children around the ages of \_\_\_\_\_ are enrolled in group child care, preschool, or kindergarten.

- a. 6 months to 18 months
- b. 1 to 3 years old
- c. 3 to 5 years old
- d. 5 to 7 years old

Answer: c

Difficulty Level: Easy

Topic: School

Skill Level: Remember the Facts

Learning Objective: 2.11 Explain why school is an important context in children's development.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

19. Which statement is accurate about trends in secondary and tertiary education?

- a. Secondary education is essentially universal and tertiary education is becoming normative in developed countries.
- b. Secondary education is rare in developing countries and tertiary education is rare in developed countries.
- c. Secondary education is essentially universal in developed countries and tertiary education is rare in developing countries.
- d. Secondary education is rare in developing countries and tertiary education is becoming normative in developed countries.

Answer: a

Difficulty Level: Difficult

Topic: School

Skill Level: Analyze It

Learning Objective: 2.11 Explain why school is an important context in children's development.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

20. Most developed countries restrict work before about age \_\_\_\_\_.

- a. 15
- b. 16
- c. 17
- d. 18

Answer: c

Difficulty Level: Easy

Topic: Work

Skill Level: Remember the Facts

Learning Objective: 2.12 Compare developed and developing countries with regard to children's and adolescents' work participation.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

21. Among developed countries, adolescents \_\_\_\_\_.

- a. in the United States work more than peers in other countries do
- b. in the United States work less than peers in other countries do
- c. in the United States work about the same as peers in other countries do
- d. in the United States work sporadically compared to peers in other countries do

Answer: a

Difficulty Level: Easy

Topic: Work

Skill Level: Remember the Facts

Learning Objective: 2.12 Compare developed and developing countries with regard to children's and adolescents' work participation.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

22. Adolescents in \_\_\_\_\_ work the most outside school.

- a. the United States
- b. Japan
- c. France
- d. England

Answer: a

Difficulty Level: Moderate

Topic: Work

Skill Level: Understand the Concepts

Learning Objective: 2.12 Compare developed and developing countries with regard to children's and adolescents' work participation.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

23. When adolescents work outside of school in developed countries, the purpose is usually \_\_\_\_\_.

- a. to earn money for leisure purchases for themselves
- b. to earn money to send home to their families
- c. to earn money for education
- d. to earn money for food

Answer: a

Difficulty Level: Moderate

Topic: Work

Skill Level: Understand the Concepts

Learning Objective: 2.12 Compare developed and developing countries with regard to children's and adolescents' work participation.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

24. Marla and several of her high school friends work after school at the local fast food restaurant to earn money to support their shopping habits. Most of the people she knows from school have a part-time job. Where is she likely from?

- a. United States
- b. Japan
- c. France
- d. Portugal

Answer: a

Difficulty Level: Difficult

Topic: Work

Skill Level: Apply What You Know

Learning Objective: 2.12 Compare developed and developing countries with regard to children's and adolescents' work participation.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

25. Which statement is accurate about work in developed countries?
- a. Children and adolescents work at a lower rate in developed countries than they do in developing countries.
  - b. Children and adolescents work at a higher rate in developed countries than they do in developing countries.
  - c. Children and adolescents do not work at all in developed countries.
  - d. Children and adolescents devote most of their day to work activities in developed countries.

Answer: a

Difficulty Level: Difficult

Topic: Work

Skill Level: Analyze It

Learning Objective: 2.12 Compare developed and developing countries with regard to children's and adolescents' work participation.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

26. The International Labor Organization estimates that about \_\_\_\_\_ million 5- to 17-years olds are employed worldwide.

- a. 50
- b. 100
- c. 150
- d. 220

Answer: d

Difficulty Level: Easy

Topic: Work

Skill Level: Remember the Facts

Learning Objective: 2.12 Compare developed and developing countries with regard to children's and adolescents' work participation.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

27. The majority of children between 5 and 17 years old that work are in \_\_\_\_\_.

- a. developing countries
- b. developed countries
- c. the United States
- d. England

Answer: a

Difficulty Level: Moderate

Topic: Work

Skill Level: Understand the Concepts

Learning Objective: 2.12 Compare developed and developing countries with regard to children's and adolescents' work participation.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

28. Which statement about the work situation of children and adolescents is accurate?
- Developing countries play strict restrictions on work before age 15.
  - Children and adolescents may derive benefits from work, such as gaining skills that will be useful in life.
  - Among developed countries, Japan stands out for having about 50% of teens working at some point during high school.
  - The majority of European teens work after school.

Answer: b

Difficulty Level: Moderate

Topic: Work

Skill Level: Understand the Concepts

Learning Objective: 2.12 Compare developed and developing countries with regard to children's and adolescents' work participation.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

29. Work that interferes with children's school attendance and is harmful to their physical and emotional development is referred to as \_\_\_\_\_.
- child labor
  - typical work life in a developed country
  - a healthy work/school balance
  - atypical work life in a developing country

Answer: a

Difficulty Level: Moderate

Topic: Work

Skill Level: Understand the Concepts

Learning Objective: 2.12 Compare developed and developing countries with regard to children's and adolescents' work participation.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

30. Thirteen-year-old Elisa has been working in a factory for many years. Often her work hours keep her from attending school. When she does go to both work and school, she is exhausted because of the number of hours she has to work. This is an example of \_\_\_\_\_.

- a. child labor
- b. typical work life in a developed country
- c. a healthy work/school balance
- d. atypical work life in a developing country

Answer: a

Difficulty Level: Difficult

Topic: Work

Skill Level: Apply What You Know

Learning Objective: 2.12 Compare developed and developing countries with regard to children's and adolescents' work participation.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

31. The process of spreading products across space is referred to as \_\_\_\_\_.

- a. diffusion
- b. digital natives
- c. cognitive development
- d. digitization

Answer: a

Difficulty Level: Moderate

Topic: Media

Skill Level: Understand the Concepts

Learning Objective: 2.13 Explain how media have changed children's daily environments.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

32. What is the most common electronic media worldwide?

- a. television
- b. radio
- c. internet
- d. magazines

Answer: a

Difficulty Level: Easy

Topic: Media

Skill Level: Remember the Facts

Learning Objective: 2.13 Explain how media have changed children's daily environments.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

33. What is often referred to as “old media”?

- a. television
- b. mobile phones
- c. social media
- d. online magazines

Answer: a

Difficulty Level: Moderate

Topic: Media

Skill Level: Understand the Concepts

Learning Objective: 2.13 Explain how media have changed children’s daily environments.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

34. Books, radio, and movies are considered to be \_\_\_\_\_.

- a. old media
- b. new media
- c. social media
- d. diffused media

Answer: a

Difficulty Level: Moderate

Topic: Media

Skill Level: Understand the Concepts

Learning Objective: 2.13 Explain how media have changed children’s daily environments.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

35. The internet and mobile phones are considered to be \_\_\_\_\_.

- a. old media
- b. new media
- c. social media
- d. diffused media

Answer: b

Difficulty Level: Moderate

Topic: Media

Skill Level: Understand the Concepts

Learning Objective: 2.13 Explain how media have changed children’s daily environments.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

36. TV diffused across the entire globe in about \_\_\_\_\_ years.

- a. 10
- b. 25
- c. 40
- d. 50

Answer: d

Difficulty Level: Easy

Topic: Media

Skill Level: Remember the Facts

Learning Objective: 2.13 Explain how media have changed children's daily environments.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

37. The internet has diffused across the entire globe in about \_\_\_\_\_ years.

- a. 5
- b. 20
- c. 35
- d. 50

Answer: b

Difficulty Level: Easy

Topic: Media

Skill Level: Remember the Facts

Learning Objective: 2.13 Explain how media have changed children's daily environments.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

38. In terms of diffusion of media, it appears that \_\_\_\_\_ may have the shortest diffusion time.

- a. old media
- b. new media
- c. social media
- d. printed media

Answer: c

Difficulty Level: Moderate

Topic: Media

Skill Level: Understand the Concepts

Learning Objective: 2.13 Explain how media have changed children's daily environments.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

39. Across the globe, media is \_\_\_\_\_.
- a. considered to be less of a factor in social development than in previous years
  - b. becoming less popular among young people than older people
  - c. becoming an increasingly important part of children's cultural environment
  - d. not having an effect on child development

Answer: c

Difficulty Level: Moderate

Topic: Media

Skill Level: Understand the Concepts

Learning Objective: 2.13 Explain how media have changed children's daily environments.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

40. Facebook has \_\_\_\_\_ users.
- a. 100 million
  - b. 500 million
  - c. 1 billion
  - d. 2 billion

Answer: d

Difficulty Level: Easy

Topic: Media

Skill Level: Remember the Facts

Learning Objective: 2.13 Explain how media have changed children's daily environments.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

41. Marc Prensky (2010) calls emerging adults, who have grown up with technology, \_\_\_\_\_.
- a. digital immigrants
  - b. digital natives
  - c. technophiles
  - d. digital addicts

Answer: b

Difficulty Level: Moderate

Topic: Media

Skill Level: Understand the Concepts

Learning Objective: 2.13 Explain how media have changed children's daily environments.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

42. Persons belonging to generations who have only used digital media on reaching adulthood are referred to as \_\_\_\_\_.

- a. digital immigrants
- b. digital natives
- c. technophiles
- d. digital addicts

Answer: a

Difficulty Level: Moderate

Topic: Media

Skill Level: Understand the Concepts

Learning Objective: 2.13 Explain how media have changed children's daily environments.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

43. In terms of media use, children who are born today are referred to as \_\_\_\_\_.

- a. digital immigrants
- b. digital natives
- c. technophiles
- d. digital addicts

Answer: b

Difficulty Level: Moderate

Topic: Media

Skill Level: Understand the Concepts

Learning Objective: 2.13 Explain how media have changed children's daily environments.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

44. People who are "baby boomers" are considered to be \_\_\_\_\_.

- a. digital immigrants
- b. digital natives
- c. technophiles
- d. digital addicts

Answer: a

Difficulty Level: Moderate

Topic: Media

Skill Level: Understand the Concepts

Learning Objective: 2.13 Explain how media have changed children's daily environments.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

45. Jessica is in her early twenties and is completely comfortable with using her tablet, her laptop, her game console, and her cell phone. Her parents often ask for assistance with what Jessica considers to be basic things like navigating a website or setting up a new printer. Marc Prensky (2010) would refer to Jessica as a \_\_\_\_\_ and her parents as \_\_\_\_\_.

- a. technophile; technophobes
- b. technophobe; technophiles
- c. digital immigrant; digital natives
- d. digital native; digital immigrants

Answer: d

Difficulty Level: Difficult

Topic: Media

Skill Level: Apply What You Know

Learning Objective: 2.13 Explain how media have changed children's daily environments.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

46. Who is Malala Yousafzai?

- a. Malala Yousafzai is a young girl from Pakistan who was shot on her way to school for advocating for education for girls and women.
- b. Malala Yousafzai is the first president of Pakistan.
- c. Malala Yousafzai is one of the creators of Facebook.
- d. Malala Yousafzai is an activist who almost won the Nobel Peace Prize, before it was given to her brother instead.

Answer: a

Difficulty Level: Moderate

Topic: Civic and Religious Institutions

Skill Level: Understand the Concepts

Learning Objective: 2.14 Identify features of importance in regard to the influence of civic and religious institutions on children's development.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

47. Volunteer work is considered to be a \_\_\_\_\_.

- a. civic activity
- b. waste of time
- c. a way to avoid civic responsibilities
- d. a diffusion of technology

Answer: a

Difficulty Level: Moderate

Topic: Civic and Religious Institutions

Skill Level: Understand the Concepts

Learning Objective: 2.14 Identify features of importance in regard to the influence of civic and religious institutions on children's development.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

48. Jon is active in his town's mayoral race. He hangs up flyers and goes door to door, asking people whether they are registered to vote. This is an example of \_\_\_\_\_.

- a. a civic activity
- b. a waste of time
- c. old media
- d. a diffusion of technology

Answer: a

Difficulty Level: Difficult

Topic: Civic and Religious Institutions

Skill Level: Apply What You Know

Learning Objective: 2.14 Identify features of importance in regard to the influence of civic and religious institutions on children's development.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

49. What role, if any, does religion play in cultures?

- a. Almost all cultures have religious beliefs.
- b. Most of the people in the world are not religious.
- c. Religion only plays a small role in most cultures.
- d. Religion does not help people find meaning in their lives.

Answer: a

Difficulty Level: Difficult

Topic: Civic and Religious Institutions

Skill Level: Analyze It

Learning Objective: 2.14 Identify features of importance in regard to the influence of civic and religious institutions on children's development.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

50. Which statement about religiosity is accurate?

- a. Few cultures have religious beliefs.
- b. Most of the people in the world are not religious.
- c. Children, adolescents, and emerging adults are more religious in developing countries.
- d. Most American teens report that they do not believe in God or a universal spirit.

Answer: c

Difficulty Level: Difficult

Topic: Civic and Religious Institutions

Skill Level: Analyze It

Learning Objective: 2.14 Identify features of importance in regard to the influence of civic and religious institutions on children's development.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

51. \_\_\_\_\_ adolescents are more religious than adolescents of other ethnicities.

- a. African American
- b. Latinos
- c. European Americans
- d. Asian Americans

Answer: a

Difficulty Level: Moderate

Topic: Civic and Religious Institutions

Skill Level: Understand the Concepts

Learning Objective: 2.14 Identify features of importance in regard to the influence of civic and religious institutions on children's development.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

52. \_\_\_\_\_ adolescents are less religious than adolescents of other ethnicities.

- a. African American
- b. Latinos
- c. European Americans
- d. Asian Americans

Answer: d

Difficulty Level: Moderate

Topic: Civic and Religious Institutions

Skill Level: Understand the Concepts

Learning Objective: 2.14 Identify features of importance in regard to the influence of civic and religious institutions on children's development.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

### Short Answer Questions

53. What is an extended family? Give an example.

Answer: Extended families are households that include not only parents and children but also other relatives. An example is a girl who lives with her parents, her uncle and his wife, and her grandparents.

Difficulty Level: Moderate

Topic: Families

Skill Level: Apply What You Know

Learning Objective: 2.9 Describe important cultural and historical characteristics of the family context.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

54. What is the difference between a peer and a friend?

Answer: A peer is someone who is the same age as you. A friend is someone with whom you have a close personal relationship as well.

Difficulty Level: Difficult

Topic: Friends, Peers, and Romantic Partners

Skill Level: Analyze It

Learning Objective: 2.10 Differentiate friends, peers, and romantic partners, and explain when they become most salient in development.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

55. Define child labor and explain how it affects children.

Answer: Child labor is work that interferes with children's school attendance and is harmful to their physical and emotional health.

Difficulty Level: Moderate

Topic: Work

Skill Level: Understand the Concepts

Learning Objective: 2.12 Compare developed and developing countries with regard to children's and adolescents' work participation.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

56. Which American adolescents are the most religious, and which are the least religious?

Answer: African American adolescents tend to be the most religious and Asian American adolescents tend to be the least religious.

Difficulty Level: Moderate

Topic: Civic and Religious Institutions

Skill Level: Understand the Concepts

Learning Objective: 2.14 Identify features of importance in regard to the influence of civic and religious institutions on children's development.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

#### Essay Question

57. Despite the changes to families described in the text, mothers still play a significant role in the lives of children. Contrast the role of mothers in families today.

Answer: Around the world, in more than 80% of the world's societies, mothers provide the primary care for infants. Mothers still are the primary individuals who carry, clean, feed, and interact with their infants. However, around the world, it is rare to find mothers serving as the sole caregivers. Instead, they share responsibilities with family members, such as fathers, grandparents, and other children in the family. In developed countries, they also increasingly share responsibilities with persons from outside the family, such as childcare providers.

Difficulty Level: Difficult

Topic: Families

Skill Level: Apply What You Know

Learning Objective: 2.9 Describe important cultural and historical characteristics of the family context.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

# TOTAL ASSESSMENT GUIDE

## Chapter 2, Section 3 Developmental Questions

Learning Objective		Remember the Facts	Understand the Concepts	Apply What You Know	Analyze It
<b>Learning Objective 2.15</b>	Multiple Choice		1, 2, 3, 4		5
	Short Answer		28		
	Essay				31
<b>Learning Objective 2.16</b>	Multiple Choice		6, 7, 8		9, 10
	Short Answer				
	Essay				
<b>Learning Objective 2.17</b>	Multiple Choice		11, 12, 13		14, 15
	Short Answer		29		
	Essay				
<b>Learning Objective 2.18</b>	Multiple Choice	18, 19	16, 17, 20, 21, 22, 23, 24		
	Short Answer		30		
	Essay				
<b>Learning Objective 2.19</b>	Multiple Choice	26	25, 27		
	Short Answer				
	Essay				

## Section 3 Developmental Questions

### Multiple Choice Questions

1. Which theories propose that the early years of a child's life are of special importance?
  - a. developmental theories
  - b. historical theories
  - c. technology theories
  - d. traditional stage theories

Answer: a

Difficulty Level: Moderate

Topic: To What Extent Do Children's Early Experiences Determine Later Development?

Skill Level: Understand the Concepts

Learning Objective: 2.15 Describe the current scientific approach to early experiences.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

2. How does early deprivation of common and fundamental experiences affect a person?
  - a. It heightens the risk for long-lasting problems.
  - b. It doesn't have much of an impact on someone's life.
  - c. We do not know, as this is an area that has not been studied.
  - d. It may affect someone for a short time but will not have a long-lasting impact.

Answer: a

Difficulty Level: Moderate

Topic: To What Extent Do Children's Early Experiences Determine Later Development?

Skill Level: Understand the Concepts

Learning Objective: 2.15 Describe the current scientific approach to early experiences.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

3. Which of the following best describes the concept of a sensitive period for language learning?
  - a. a time period in which the learning of language must occur or it never will
  - b. a time period in which the rules of language are best learned
  - c. a time period in which children must be exposed to spoken language in order to learn it
  - d. a time period in which the capacity for learning new words is especially pronounced

Answer: d

Difficulty Level: Moderate

Topic: To What Extent Do Children's Early Experiences Determine Later Development?

Skill Level: Understand the Concepts

Learning Objective: 2.15 Describe the current scientific approach to early experiences.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

4. Being able to learn a second language more easily in early and middle childhood than later in life is an example of what is referred to as a \_\_\_\_\_ for learning language.
- sensitive period
  - special time
  - substantial period
  - significant milestone

Answer: a

Difficulty Level: Moderate

Topic: To What Extent Do Children's Early Experiences Determine Later Development?

Skill Level: Understand the Concepts

Learning Objective: 2.15 Describe the current scientific approach to early experiences.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

5. What happens when the sensitive period for learning language closes?
- Children forget what they had learned.
  - People will not need to use their second language often to be able to use it.
  - People will not be able to learn a second language.
  - People will not be able to learn anything new related to language.

Answer: b

Difficulty Level: Difficult

Topic: To What Extent Do Children's Early Experiences Determine Later Development?

Skill Level: Analyze It

Learning Objective: 2.15 Describe the current scientific approach to early experiences.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

6. The term \_\_\_\_\_, when used to discuss the relations between two persons, means that each of them affects the another.
- reciprocal effects
  - directional effects
  - sensitive effects
  - digitized effects

Answer: a

Difficulty Level: Moderate

Topic: To What Extent Do Children Contribute to Their Own Development?

Skill Level: Understand the Concepts

Learning Objective: 2.16 Explain ways in which children are active agents in their own development.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

7. The terms bidirectional effects, or \_\_\_\_\_, are used to discuss the relations between two persons.

- a. societal effects
- b. sensitive effects
- c. digitized Effects
- d. reciprocal effects

Answer: d

Difficulty Level: Moderate

Topic: To What Extent Do Children Contribute to Their Own Development?

Skill Level: Understand the Concepts

Learning Objective: 2.16 Explain ways in which children are active agents in their own development.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

8. Those that study the parent–child relationship emphasize \_\_\_\_\_ effects in describing the parent–child relationship.

- a. reciprocal
- b. societal
- c. sensitive
- d. digitized

Answer: a

Difficulty Level: Moderate

Topic: To What Extent Do Children Contribute to Their Own Development?

Skill Level: Understand the Concepts

Learning Objective: 2.16 Explain ways in which children are active agents in their own development.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

9. Researchers studying the impact that children have on their friends have found that \_\_\_\_\_.
- a. children have some impact on who they spend time with and what they spend time on
  - b. girls have an impact on who they spend time with and what they spend time on, but boys do not
  - c. boys have an impact on who they spend time with and what they spend time on, but girls do not
  - d. children do not have an impact on who they spend time with and what they spend time on

Answer: a

Difficulty Level: Difficult

Topic: To What Extent Do Children Contribute to Their Own Development?

Skill Level: Analyze It

Learning Objective: 2.16 Explain ways in which children are active agents in their own development.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

10. Across the world, once puberty begins, \_\_\_\_\_.
- a. boys in many cultures will have their autonomy restricted, whereas girls will usually gain autonomy
  - b. girls and boys in many cultures will have their autonomy restricted equally
  - c. girls in many cultures will have their autonomy restricted, whereas boys will usually gain autonomy
  - d. girls and boys in many cultures will have gain autonomy equally

Answer: c

Difficulty Level: Difficult

Topic: To What Extent Do Children Contribute to Their Own Development?

Skill Level: Analyze It

Learning Objective: 2.16 Explain ways in which children are active agents in their own development.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

11. Research over some decades has established that development \_\_\_\_\_.

- a. does not occur in a series of sharply differentiated stages
- b. usually occurs in a series of sharply differentiated stages
- c. always occurs in a series of sharply differentiated stages
- d. does not follow any sequence to be described in stages

Answer: a

Difficulty Level: Moderate

Topic: To What Extent Does Development Occur in Stages?

Skill Level: Understand the Concepts

Learning Objective: 2.17 Analyze the usefulness of stage conceptions.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

12. Generally, development occurs in stages more like \_\_\_\_\_ described.

- a. Piaget
- b. Erikson
- c. Freud
- d. Bronfenbrenner

Answer: a

Difficulty Level: Moderate

Topic: To What Extent Does Development Occur in Stages?

Skill Level: Understand the Concepts

Learning Objective: 2.17 Analyze the usefulness of stage conceptions.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

13. Life stage concepts are \_\_\_\_\_.

- a. no longer utilized by cultures to organize social life
- b. formal agreements that each society has written down
- c. ways that cultures provide people with guidelines for the roles they are expected to fulfill
- d. not something that psychologists can research

Answer: c

Difficulty Level: Moderate

Topic: To What Extent Does Development Occur in Stages?

Skill Level: Understand the Concepts

Learning Objective: 2.17 Analyze the usefulness of stage conceptions.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

14. Which statement about life stage concepts is accurate?
- a. Life stage concepts arrived with the advent of the internet.
  - b. Life stage concepts are no longer utilized by cultures to organize social life.
  - c. Life stage concepts are not considered to be helpful to people.
  - d. Life stage concepts have been common across time and place.

Answer: d

Difficulty Level: Difficult

Topic: To What Extent Does Development Occur in Stages?

Skill Level: Analyze It

Learning Objective: 2.17 Analyze the usefulness of stage conceptions.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

15. Which of the following is a benefit of life stage concepts?
- a. They help people locate themselves and others in to a coherent and meaningful place.
  - b. They are biologically meaningful.
  - c. They help cultures to disrupt social life.
  - d. They break down social roles.

Answer: a

Difficulty Level: Difficult

Topic: To What Extent Does Development Occur in Stages?

Skill Level: Analyze It

Learning Objective: 2.17 Analyze the usefulness of stage conceptions.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

16. For most of history, the field of child development has been characterized by \_\_\_\_\_ debates.

- a. nature versus nurture
- b. lifecycle
- c. sensitive period
- d. digital divide

Answer: a

Difficulty Level: Moderate

Topic: To What Extent Do Nature and Nurture Contribute to Individual Development?

Skill Level: Understand the Concepts

Learning Objective: 2.18 Provide a brief history of views on the influences of nature (biology) and nurture (the environment) in the field of child development.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

17. Freud placed the responsibility of child's early experiences on \_\_\_\_\_.

- a. mothers
- b. fathers
- c. teachers
- d. psychologists

Answer: a

Difficulty Level: Moderate

Topic: To What Extent Do Nature and Nurture Contribute to Individual Development?

Skill Level: Understand the Concepts

Learning Objective: 2.18 Provide a brief history of views on the influences of nature (biology) and nurture (the environment) in the field of child development.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

18. Who did Freud claim was responsible for autism in their children?

- a. refrigerator mothers
- b. helicopter fathers
- c. absent teachers
- d. unethical psychologists

Answer: a

Difficulty Level: Easy

Topic: To What Extent Do Nature and Nurture Contribute to Individual Development?

Skill Level: Remember the Facts

Learning Objective: 2.18 Provide a brief history of views on the influences of nature (biology) and nurture (the environment) in the field of child development.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

19. Freud used the term "refrigerator moms" to describe \_\_\_\_\_.

- a. cold and uncaring moms
- b. moms who did not feed their children hot food.
- c. moms who were unable to cook.
- d. moms who let their kids eat anything that they wanted.

Answer: a

Difficulty Level: Easy

Topic: To What Extent Do Nature and Nurture Contribute to Individual Development?

Skill Level: Remember the Facts

Learning Objective: 2.18 Provide a brief history of views on the influences of nature (biology) and nurture (the environment) in the field of child development.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

20. \_\_\_\_\_ regarded children's behaviors as attributable entirely to environmental rewards.

- a. Early learning theories
- b. Life cycle conceptions
- c. Psychoanalysis
- d. Cognitive developmental

Answer: a

Difficulty Level: Moderate

Topic: To What Extent Do Nature and Nurture Contribute to Individual Development?

Skill Level: Understand the Concepts

Learning Objective: 2.18 Provide a brief history of views on the influences of nature (biology) and nurture (the environment) in the field of child development.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

21. Who is famous for a quote that suggests environment such as punishments and modeling is responsible for whether someone becomes a thief or a doctor?

- a. John B. Watson
- b. Sigmund Freud
- c. Solon
- d. Talmud

Answer: a

Difficulty Level: Moderate

Topic: To What Extent Do Nature and Nurture Contribute to Individual Development?

Skill Level: Understand the Concepts

Learning Objective: 2.18 Provide a brief history of views on the influences of nature (biology) and nurture (the environment) in the field of child development.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

22. John B. Watson was a \_\_\_\_\_.

- a. biologist
- b. historian
- c. anthropologist
- d. behaviorist

Answer: d

Difficulty Level: Moderate

Topic: To What Extent Do Nature and Nurture Contribute to Individual Development?

Skill Level: Understand the Concepts

Learning Objective: 2.18 Provide a brief history of views on the influences of nature (biology) and nurture (the environment) in the field of child development.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

23. John B. Watson and others opposed theories that strongly emphasized \_\_\_\_\_.
- biology
  - history
  - anthropology
  - sociology

Answer: a

Difficulty Level: Moderate

Topic: To What Extent Do Nature and Nurture Contribute to Individual Development?

Skill Level: Understand the Concepts

Learning Objective: 2.18 Provide a brief history of views on the influences of nature (biology) and nurture (the environment) in the field of child development.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

24. Laws permitting \_\_\_\_\_ existed in 30 states by 1930, which were based on the belief that human development was caused by biological inheritance.
- involuntary sterilization
  - involuntary fertilization
  - involuntary education
  - involuntary marriage

Answer: a

Difficulty Level: Moderate

Topic: To What Extent Do Nature and Nurture Contribute to Individual Development?

Skill Level: Understand the Concepts

Learning Objective: 2.18 Provide a brief history of views on the influences of nature (biology) and nurture (the environment) in the field of child development.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

25. Humans evolved to be \_\_\_\_\_.
- several biological species
  - a singularly cultural species
  - unable to alter our environments
  - dependent on natural selection alone

Answer: b

Difficulty Level: Moderate

Topic: To What Extent Does Development Follow Diverse Pathways Across Cultures?

Skill Level: Understand the Concepts

Learning Objective: 2.19 Describe how a focus on diversity has been added to the focus on universals in child development.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

26. An analysis of anthropological studies of hundreds of cultures documented \_\_\_\_\_ human universals.

- a. 5
- b. 25
- c. 100
- d. 250

Answer: c

Difficulty Level: Easy

Topic: To What Extent Does Development Follow Diverse Pathways Across Cultures?

Skill Level: Remember the Facts

Learning Objective: 2.19 Describe how a focus on diversity has been added to the focus on universals in child development.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

27. As developmental psychologists pay more attention to \_\_\_\_\_, the field has moved toward considering diverse developmental pathways.

- a. genes
- b. race
- c. history
- d. culture

Answer: d

Difficulty Level: Moderate

Topic: To What Extent Does Development Follow Diverse Pathways Across Cultures?

Skill Level: Understand the Concepts

Learning Objective: 2.19 Describe how a focus on diversity has been added to the focus on universals in child development.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

### Short Answer Questions

28. How does early deprivation of certain common and fundamental experiences affect a person? Give an example to support your answer.

Answer: Deprivation of particular common experiences heightens the risk for long-lasting problems. For example, infants placed in orphanages who have almost no interaction with or emotional care from adults will often have cognitive deficits and emotional problems that continue later into life, even if they grow up in an adopted home.

Difficulty Level: Moderate

Topic: To What Extent Do Children's Early Experiences Determine Later Development?

Skill Level: Understand the Concepts

Learning Objective: 2.15 Describe the current scientific approach to early experiences.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

29. What are life stage concepts?

Answer: Life stage concepts are ways that cultures provide people with guidelines for the roles they are expected to fill.

Difficulty Level: Moderate

Topic: To What Extent Does Development Occur in Stages?

Skill Level: Understand the Concepts

Learning Objective: 2.17 Analyze the usefulness of stage conceptions.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

30. What role does nature versus nurture play in understanding child development today?

Answer: Child development has moved away from pitting nature against nurture and instead focuses on how both influence development, along with the interaction of genes and the environment.

Difficulty Level: Moderate

Topic: To What Extent Do Nature and Nurture Contribute to Individual Development?

Skill Level: Understand the Concepts

Learning Objective: 2.18 Provide a brief history of views on the influences of nature (biology) and nurture (the environment) in the field of child development.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

### **Essay Question**

31. Everyone in your family speaks English and Spanish. Your cousin, who just had a baby, has decided that he wants to wait until his child's sensitive period for language is over before teaching him English. What is a sensitive period? Is your cousin's idea a good one?

Answer: A sensitive period is a time of human development when the capacity for learning in a specific area is especially pronounced. I should tell my cousin that it is easier to learn a second language in early and middle childhood than it is later in life. Also, after learning English in the sensitive period, his child will not need to use it often in order to remember it.

Difficulty Level: Difficult

Topic: To What Extent Do Children's Early Experiences Determine Later Development?

Skill Level: Analyze It

Learning Objective: 2.15 Describe the current scientific approach to early experiences.

APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

## Revel Multiple Choice Assessment Questions

The following questions appear at the end of each module and at the end of the chapter in Revel for *Child Development: A Cultural Approach*, 3e.

### End of Module Quiz 2.1: Conceptions of Development Across Time and Traditional Cultures

#### EOM Q2.1.1

The four historical life stage concepts discussed in this chapter were written by \_\_\_\_\_.

a) women

Consider This: This was reflective of who was in power during the time. LO 2.1

Compare four historical conceptions of development, and summarize their implications for contemporary theory.

b) women and men

Consider This: This was reflective of who was in power during the time. LO 2.1

Compare four historical conceptions of development, and summarize their implications for contemporary theory.

c) young men and older women

Consider This: This was reflective of who was in power during the time. LO 2.1

Compare four historical conceptions of development, and summarize their implications for contemporary theory.

d) men

Answer: d

Learning Objective: 2.1 Compare four historical conceptions of development, and summarize their implications for contemporary theory.

Module: Conceptions of Development Across Time and Traditional Cultures

Skill Level: Remember the Facts

Difficulty Level: Easy

### EOM Q2.1.2

The \_\_\_\_\_ conception includes four stages of a man's life, each lasting about 25 years in an ideal life span of 100 years.

a) Ancient Jewish

Consider This: This conception is found in the *Dharmashastras*, first written about 3,000 years ago. LO 2.1 Compare four historical conceptions of development, and summarize their implications for contemporary theory.

b) Ancient Mayan

Consider This: This conception is found in the *Dharmashastras*, first written about 3,000 years ago. LO 2.1 Compare four historical conceptions of development, and summarize their implications for contemporary theory.

c) Medieval European

Consider This: This conception is found in the *Dharmashastras*, first written about 3,000 years ago. LO 2.1 Compare four historical conceptions of development, and summarize their implications for contemporary theory.

d) Ancient Hindu

Answer: d

Learning Objective: 2.1 Compare four historical conceptions of development, and summarize their implications for contemporary theory.

Module: Conceptions of Development Across Time and Traditional Cultures

Skill Level: Understand the Concepts

Difficulty Level: Moderate

### EOM Q2.1.3

Compared to the ancient Greek conception, the \_\_\_\_\_ conception focuses on children's cognitive development rather than their physical development.

a) Ancient Jewish

b) Ancient Mayan

Consider This: This conception of the life course comes from the holy book the Talmud, written about 1,500 years ago. LO 2.1 Compare four historical conceptions of development, and summarize their implications for contemporary theory.

c) Medieval European

Consider This: This conception of the life course comes from the holy book the Talmud, written about 1,500 years ago. LO 2.1 Compare four historical conceptions of development, and summarize their implications for contemporary theory.

d) Ancient Hindu

Consider This: This conception of the life course comes from the holy book the Talmud, written about 1,500 years ago. LO 2.1 Compare four historical conceptions of development, and summarize their implications for contemporary theory.

Answer: a

Learning Objective: 2.1 Compare four historical conceptions of development, and summarize their implications for contemporary theory.

Module: Conceptions of Development Across Time and Traditional Cultures

Skill Level: Analyze It

Difficulty Level: Difficult  
EOM Q2.1.4

Kombo is a Gusii boy who is in the \_\_\_\_\_ stage of development, where he is considered to be an omomura.

a) childhood

Consider This: Their heads are now shaved, and they sleep in the “bachelors’ house” with other unmarried males. LO 2.2 Compare three stage conceptions from traditional cultures, and explain what insights they hold for current scientific theories.

b) adulthood

Consider This: Their heads are now shaved, and they sleep in the “bachelors’ house” with other unmarried males. LO 2.2 Compare three stage conceptions from traditional cultures, and explain what insights they hold for current scientific theories.

c) emerging adulthood

Consider This: Their heads are now shaved, and they sleep in the “bachelors’ house” with other unmarried males. LO 2.2 Compare three stage conceptions from traditional cultures, and explain what insights they hold for current scientific theories.

d) adolescent

Answer: d

Learning Objective: 2.2 Compare three stage conceptions from traditional cultures, and explain what insights they hold for current scientific theories.

Module: Conceptions of Development Across Time and Traditional Cultures

Skill Level: Apply What You Know

Difficulty Level: Difficult

### EOM Q2.1.5

In the traditional \_\_\_\_\_ culture, when a boy and a girl start to walk together publicly and the boy starts to visit her at home, the relationship is viewed as serious and is expected to move toward marriage.

a) Gusii

Consider This: The marriage arrangement entails an elaborate ritual process lasting up to 2 years, during which the boy performs work for the girl's family to gain their trust and compensate them for the impending loss of the daughter they have raised. LO 2.2

Compare three stage conceptions from traditional cultures, and explain what insights they hold for current scientific theories.

b) Trobriand Island

Consider This: The marriage arrangement entails an elaborate ritual process lasting up to 2 years, during which the boy performs work for the girl's family to gain their trust and compensate them for the impending loss of the daughter they have raised. LO 2.2

Compare three stage conceptions from traditional cultures, and explain what insights they hold for current scientific theories.

c) Ancient Hindu

Consider This: The marriage arrangement entails an elaborate ritual process lasting up to 2 years, during which the boy performs work for the girl's family to gain their trust and compensate them for the impending loss of the daughter they have raised. LO 2.2

Compare three stage conceptions from traditional cultures, and explain what insights they hold for current scientific theories.

d) Mayan

Answer: d

Learning Objective: 2.2 Compare three stage conceptions from traditional cultures, and explain what insights they hold for current scientific theories.

Module: Conceptions of Development Across Time and Traditional Cultures

Skill Level: Understand the Concepts

Difficulty Level: Moderate

## End of Module Quiz 2.2: Contemporary Scientific Conceptions of Development

### EOM Q2.2.1

\_\_\_\_\_ was trained as a psychoanalyst in Freud's circle in Vienna and proposed a theory of development in which the driving force behind development is the need to become integrated into the social and cultural environment.

a) Albert Bandura

Consider This: This theory is called the psychosocial theory. LO 2.3 Summarize key features of Erikson's psychosocial theory, and name the first five stages.

b) Jean Piaget

Consider This: This theory is called the psychosocial theory. LO 2.3 Summarize key features of Erikson's psychosocial theory, and name the first five stages.

c) Ana Freud

Consider This: This theory is called the psychosocial theory. LO 2.3 Summarize key features of Erikson's psychosocial theory, and name the first five stages.

d) Erik Erikson

Answer: d

Learning Objective: 2.3 Summarize key features of Erikson's psychosocial theory, and name the first five stages.

Module: Contemporary Scientific Conceptions of Development

Skill Level: Remember the Facts

Difficulty Level: Easy

### EOM Q2.2.2

Which theory posits that all of us have within our biological makeup a prescription for development that prepares us for certain changes at certain ages?

a) Erikson's psychosocial theory

Consider This: According to this theory, along with maturation, development is driven by the child's efforts to understand and influence the surrounding environment. LO 2.4

Describe the main ideas that underlie cognitive-developmental theories.

b) Freud's psychosexual theory

Consider This: According to this theory, along with maturation, development is driven by the child's efforts to understand and influence the surrounding environment. LO 2.4

Describe the main ideas that underlie cognitive-developmental theories.

c) Bandura's social learning theory

Consider This: According to this theory, along with maturation, development is driven by the child's efforts to understand and influence the surrounding environment. LO 2.4

Describe the main ideas that underlie cognitive-developmental theories.

d) Piaget's theory of cognitive development

Answer: d

Learning Objective: 2.4 Describe the main ideas that underlie cognitive-developmental theories.

Module: Contemporary Scientific Conceptions of Development

Skill Level: Understand the Concepts

Difficulty Level: Moderate  
EOM Q2.2.3

Learning theories focus on the effects of \_\_\_\_\_ on children's development.

a) nature

Consider This: Behaviorism, which is a theory that regards infants as starting out from scratch and learning behaviors based on the responses or "conditioning" of those around them, is considered to be a learning theory. LO 2.5 Explain how learning theories account for children's development.

b) genetics

Consider This: Behaviorism, which is a theory that regards infants as starting out from scratch and learning behaviors based on the responses or "conditioning" of those around them, is considered to be a learning theory. LO 2.5 Explain how learning theories account for children's development.

c) thinking

Consider This: Behaviorism, which is a theory that regards infants as starting out from scratch and learning behaviors based on the responses or "conditioning" of those around them, is considered to be a learning theory. LO 2.5 Explain how learning theories account for children's development.

d) environment

Answer: d

Learning Objective: 2.5 Explain how learning theories account for children's development.

Module: Contemporary Scientific Conceptions of Development

Skill Level: Remember the Facts

Difficulty Level: Easy

#### EOM Q2.2.4

Evolutionary theorists have argued that human language development in many ways is \_\_\_\_\_ based and, in fact, is one of the characteristics that gave humans an evolutionary advantage over nonhuman primates.

a) socially

Consider This: An example is that toddlers understand and use complicated grammatical rules beyond what can be explained based on what they hear or are taught in their everyday lives. LO 2.6 Describe the different branches of biological theories and how they explain development.

b) educationally

Consider This: An example is that toddlers understand and use complicated grammatical rules beyond what can be explained based on what they hear or are taught in their everyday lives. LO 2.6 Describe the different branches of biological theories and how they explain development.

c) environmentally

Consider This: An example is that toddlers understand and use complicated grammatical rules beyond what can be explained based on what they hear or are taught in their everyday lives. LO 2.6 Describe the different branches of biological theories and how they explain development.

d) biologically

Answer: d

Learning Objective: 2.6 Describe the different branches of biological theories and how they explain development.

Module: Contemporary Scientific Conceptions of Development

Skill Level: Understand the Concepts

Difficulty Level: Moderate

EOM Q2.2.5

The \_\_\_\_\_ focuses attention on the multiple influences that shape child development in the social environment.

a) theory of cognitive development

Consider This: Today, most developmental psychologists use the term context to refer to the environmental settings and relationships laid out by Bronfenbrenner in this theory.

LO 2.7 Name two kinds of contextual theories, and summarize their main features.

b) behavioral genetics theory

Consider This: Today, most developmental psychologists use the term context to refer to the environmental settings and relationships laid out by Bronfenbrenner in this theory.

LO 2.7 Name two kinds of contextual theories, and summarize their main features.

c) psychosocial theory

Consider This: Today, most developmental psychologists use the term context to refer to the environmental settings and relationships laid out by Bronfenbrenner in this theory.

LO 2.7 Name two kinds of contextual theories, and summarize their main features.

d) ecological theory

Answer: d

Learning Objective: 2.7 Name two kinds of contextual theories, and summarize their main features.

Module: Contemporary Scientific Conceptions of Development

Skill Level: Understand the Concepts

Difficulty Level: Moderate

## End of Module Quiz 2.3: Traditional Research Contexts

### EOM Q2.3.1

\_\_\_\_\_ might be called the “first” context of child development.

a) Friends

Consider This: This is the main context in which young children develop, across cultures.

LO 2.9 Describe important cultural and historical characteristics of the family context.

b) School

Consider This: This is the main context in which young children develop, across cultures.

LO 2.9 Describe important cultural and historical characteristics of the family context.

c) Hospitals

Consider This: This is the main context in which young children develop, across cultures.

LO 2.9 Describe important cultural and historical characteristics of the family context.

d) Family

Answer: d

Learning Objective: 2.9 Describe important cultural and historical characteristics of the family context.

Module: Traditional Research Contexts

Skill Level: Remember the Facts

Difficulty Level: Easy

### EOM Q2.3.2

Maria is growing up in a family with her parents, siblings, grandparents, and aunts and uncles. This is called a/n \_\_\_\_\_ household.

a) nonmarital

Consider This: These are rare among North American majority cultures. LO 2.9 Describe important cultural and historical characteristics of the family context.

b) ecological

Consider This: These are rare among North American majority cultures. LO 2.9 Describe important cultural and historical characteristics of the family context.

c) European

Consider This: These are rare among North American majority cultures. LO 2.9 Describe important cultural and historical characteristics of the family context.

d) extended family

Answer: d

Learning Objective: 2.9 Describe important cultural and historical characteristics of the family context.

Module: Traditional Research Contexts

Skill Level: Apply What You Know

Difficulty Level: Difficult

### EOM Q2.3.3

\_\_\_\_\_ are persons who share some aspect of their status in common, such as age.

a) Romantic partners

Consider This: An example is the same-age children who are part of a child's daily environment, such as the other children in the child's preschool class. LO 2.10

Differentiate friends, peers, and romantic partners, and explain when they become most salient in development.

b) Friends

Consider This: An example is the same-age children who are part of a child's daily environment, such as the other children in the child's preschool class. LO 2.10

Differentiate friends, peers, and romantic partners, and explain when they become most salient in development.

c) Family

Consider This: An example is the same-age children who are part of a child's daily environment, such as the other children in the child's preschool class. LO 2.10

Differentiate friends, peers, and romantic partners, and explain when they become most salient in development.

d) Peers

Answer: d

Learning Objective: 2.10 Differentiate friends, peers, and romantic partners, and explain when they become most salient in development.

Module: Traditional Research Contexts

Skill Level: Remember the Facts

Difficulty Level: Easy

EOM Q2.3.4

Which of the following statements about children and education is true?

a) One hundred and fifty years ago, most children throughout the world received schooling outside the home.

Consider This: As the economic development of societies increases based on information and technology, children need to learn skills such as reading, writing, and math to prepare for adult work. LO 2.11 Explain why school is an important context in children's development.

b) In only a small part of the world today are the daily lives of children oriented around school.

Consider This: As the economic development of societies increases based on information and technology, children need to learn skills such as reading, writing, and math to prepare for adult work. LO 2.11 Explain why school is an important context in children's development.

c) In most of the world today, children's involvement in the school context starts later than ever.

Consider This: As the economic development of societies increases based on information and technology, children need to learn skills such as reading, writing, and math to prepare for adult work. LO 2.11 Explain why school is an important context in children's development.

d) In most of the world today, children's involvement in the school context starts earlier than ever.

Answer: d

Learning Objective: 2.11 Explain why school is an important context in children's development.

Module: Traditional Research Contexts

Skill Level: Analyze It

Difficulty Level: Difficult

EOM Q2.3.5

Tertiary education has become \_\_\_\_\_ in developed countries, even as it remains \_\_\_\_\_ in developing countries.

a) rare; normative

Consider This: Tertiary education is college, university, or other professional training.

LO 2.11 Explain why school is an important context in children's development.

b) unavailable; normative

Consider This: Tertiary education is college, university, or other professional training.

LO 2.11 Explain why school is an important context in children's development.

c) normative; common

Consider This: Tertiary education is college, university, or other professional training.

LO 2.11 Explain why school is an important context in children's development.

d) normative; rare

Answer: d

Learning Objective: 2.11 Explain why school is an important context in children's development.

Module: Traditional Research Contexts

Skill Level: Analyze It

Difficulty Level: Difficult

## End of Module Quiz 2.4: Contemporary Research Contexts

### EOM Q2.4.1

Most developed countries place severe restrictions on any kind of work prior to about age \_\_\_\_\_.

a) 18

Consider This: Children and adolescents in developed countries devote most of their day to school and leisure activities. LO 2.12 Compare developed and developing countries with regard to children's and adolescents' work participation.

b) 17

Consider This: Children and adolescents in developed countries devote most of their day to school and leisure activities. LO 2.12 Compare developed and developing countries with regard to children's and adolescents' work participation.

c) 16

Consider This: Children and adolescents in developed countries devote most of their day to school and leisure activities. LO 2.12 Compare developed and developing countries with regard to children's and adolescents' work participation.

d) 15

Answer: d

Learning Objective: 2.12 Compare developed and developing countries with regard to children's and adolescents' work participation.

Module: Contemporary Research Contexts

Skill Level: Remember the Facts

Difficulty Level: Easy

### EOM Q2.4.2

According to writer and educator Marc Prensky, today's children are \_\_\_\_\_.

a) diffused adolescents

Consider This: Children are growing up in a digital age. Facebook, for example, has some 2 billion users worldwide, and rates of use are highest among the young. LO 2.13 Explain how media have changed children's daily environments.

b) child laborers

Consider This: Children are growing up in a digital age. Facebook, for example, has some 2 billion users worldwide, and rates of use are highest among the young. LO 2.13 Explain how media have changed children's daily environments.

c) digital immigrants

Consider This: Children are growing up in a digital age. Facebook, for example, has some 2 billion users worldwide, and rates of use are highest among the young. LO 2.13 Explain how media have changed children's daily environments.

d) digital natives

Answer: d

Learning Objective: 2.12 Compare developed and developing countries with regard to children's and adolescents' work participation.

Module: Contemporary Research Contexts

Skill Level: Remember the Facts

Difficulty Level: Easy

### EOM Q2.4.3

According to writer and educator Marc Prensky, elders who have had to learn new media technologies in adulthood are called \_\_\_\_\_.

a) diffused adults

Consider This: Persons in this generation sometimes refuse to learn these technologies. LO 2.13 Explain how media have changed children's daily environments.

b) resistant adults

Consider This: Persons in this generation sometimes refuse to learn these technologies. LO 2.13 Explain how media have changed children's daily environments.

c) digital natives

Consider This: Persons in this generation sometimes refuse to learn these technologies. LO 2.13 Explain how media have changed children's daily environments.

d) digital immigrants

Answer: d

Learning Objective: 2.13 Explain how media have changed children's daily environments.

Module: Contemporary Research Contexts

Skill Level: Remember the Facts

Difficulty Level: Easy

EOM Q2.4.4

Malala Yousafzai was shot in the head in Pakistan for advocating for girls and women to

\_\_\_\_\_.

a) go to church

Consider This: In 2014, she became the youngest-ever recipient of the Nobel Peace Prize.

LO 2.14 Highlight features of importance in regard to civic and religious institutions.

b) be able to refuse to marry

Consider This: In 2014, she became the youngest-ever recipient of the Nobel Peace Prize.

LO 2.14 Highlight features of importance in regard to civic and religious institutions.

c) be allowed to drive

Consider This: In 2014, she became the youngest-ever recipient of the Nobel Peace Prize.

LO 2.14 Highlight features of importance in regard to civic and religious institutions.

d) go to school

Answer: d

Learning Objective: 2.14 Highlight features of importance in regard to civic and religious institutions.

Module: Contemporary Research Contexts

Skill Level: Understand the Concepts

Difficulty Level: Moderate

EOM Q2.4.5

Volunteer work, writing to political leaders, and joining a civic organization are considered to be \_\_\_\_\_.

a) a necessary evil

Consider This: Such actions may take place through a variety of venues, including schools, political groups, and religious institutions. LO 2.14 Highlight features of importance in regard to civic and religious institutions.

b) a required component of formal education

Consider This: Such actions may take place through a variety of venues, including schools, political groups, and religious institutions. LO 2.14 Highlight features of importance in regard to civic and religious institutions.

c) majority culture actions

Consider This: Such actions may take place through a variety of venues, including schools, political groups, and religious institutions. LO 2.14 Highlight features of importance in regard to civic and religious institutions.

d) civic activities

Answer: d

Learning Objective: 2.14 Highlight features of importance in regard to civic and religious institutions.

Module: Contemporary Research Contexts

Skill Level: Understand the Concepts

Difficulty Level: Moderate

## End of Module Quiz 2.5: Determinism and Agency in Development

### EOM Q2.5.2

A time in development when the capacity for learning in a specific area is especially pronounced is considered to be a \_\_\_\_\_.

a) digital native

Consider This: For example, learning a second language comes much easier in early and middle childhood than it does later. LO 2.15 Describe the current scientific approach to early experiences.

b) critical developer

Consider This: For example, learning a second language comes much easier in early and middle childhood than it does later. LO 2.15 Describe the current scientific approach to early experiences.

c) fundamental experience

Consider This: For example, learning a second language comes much easier in early and middle childhood than it does later. LO 2.15 Describe the current scientific approach to early experiences.

d) sensitive period

Answer: d

Learning Objective: 2.15 Describe the current scientific approach to early experiences.

Module: Determinism and Agency in Development

Skill Level: Remember the Facts

Difficulty Level: Easy

### EOM Q2.5.3

According to Piaget, which period heralded the birth of curiosity?

a) infancy

Consider This: Piaget thought that this was a characteristic that allows us to actively learn from the environment and the people around us. LO 2.16 Explain ways in which children are active agents in their own development.

b) adolescence

Consider This: Piaget thought that this was a characteristic that allows us to actively learn from the environment and the people around us. LO 2.16 Explain ways in which children are active agents in their own development.

c) adulthood

Consider This: Piaget thought that this was a characteristic that allows us to actively learn from the environment and the people around us. LO 2.16 Explain ways in which children are active agents in their own development.

d) toddlerhood

Answer: d

Learning Objective: 2.16 Explain ways in which children are active agents in their own development.

Module: Determinism and Agency in Development

Skill Level: Understand the Concepts

Difficulty Level: Moderate

### EOM Q2.5.4

\_\_\_\_\_ refers to how in relations between two persons, each of them affects the other.

a) Receptive or directional impact

Consider This: This term is used to describe the parent–child relationship. LO 2.16 Explain ways in which children are active agents in their own development.

b) Dual-directional focus

Consider This: This term is used to describe the parent–child relationship. LO 2.16 Explain ways in which children are active agents in their own development.

c) Indirect impact

Consider This: This term is used to describe the parent–child relationship. LO 2.16 Explain ways in which children are active agents in their own development.

d) Reciprocal or bidirectional effects

Answer: d

Learning Objective: 2.16 Explain ways in which children are active agents in their own development.

Module: Determinism and Agency in Development

Skill Level: Remember the Facts

Difficulty Level: Easy

### EOM Q2.5.5

Which of the following statements regarding cultural variation in the extent of children's agency is true?

a) The scope of children's choices does not vary across cultures.

Consider This: Once puberty begins, girls' autonomy is restricted in many cultures, whereas boys usually gain more autonomy in adolescence. LO 2.16 Explain ways in which children are active agents in their own development.

b) The scope of children's choices varies across cultures but not within cultures.

Consider This: Once puberty begins, girls' autonomy is restricted in many cultures, whereas boys usually gain more autonomy in adolescence. LO 2.16 Explain ways in which children are active agents in their own development.

c) The scope of children's choices is not impacted by gender.

Consider This: Once puberty begins, girls' autonomy is restricted in many cultures, whereas boys usually gain more autonomy in adolescence. LO 2.16 Explain ways in which children are active agents in their own development.

d) The scope of children's choices varies across cultures, and within cultures may vary by gender.

Answer: d

Learning Objective: 2.16 Explain ways in which children are active agents in their own development.

Module: Determinism and Agency in Development

Skill Level: Analyze It

Difficulty Level: Difficult

## End of Module Quiz 2.6: Biology, Environmental Contexts, and Culture in Development

### EOM Q2.6.1

Generally, development is \_\_\_\_\_ than stage theorists such as Piaget proposed.

a) less continuous and less discontinuous

Consider This: Research over some decades has established that development—physical, cognitive, emotional—does not occur in a series of sharply differentiated stages. LO 2.17

Explain the usefulness of stage conceptions.

b) more continuous and more discontinuous

Consider This: Research over some decades has established that development—physical, cognitive, emotional—does not occur in a series of sharply differentiated stages. LO 2.17

Explain the usefulness of stage conceptions.

c) less continuous and more discontinuous

Consider This: Research over some decades has established that development—physical, cognitive, emotional—does not occur in a series of sharply differentiated stages. LO 2.17

Explain the usefulness of stage conceptions.

d) more continuous and less discontinuous

Answer: d

Learning Objective: 2.17 Explain the usefulness of stage conceptions.

Module: Biology, Environmental Contexts, and Culture in Development

Skill Level: Understand the Concepts

Difficulty Level: Moderate

EOM Q2.6.2

Who famously wrote: “Give me a dozen healthy infants, well-formed, and my own specified world to bring them up in and I’ll guarantee to take any one at random and train him to become any type of specialist I might select—doctor, lawyer, artist, merchant-chief and, yes, even beggar-man and thief, regardless of his talents, penchants, tendencies, abilities, vocations, and race of his ancestors”?

a) Sigmund Freud

Consider This: Early learning theories regarded children’s behaviors as attributable entirely to environmental rewards, punishments, and modeling. LO 2.18 Provide a brief history of views on the influences of nature (biology) and nurture (the environment) in the field of child development.

b) Erik Erikson

Consider This: Early learning theories regarded children’s behaviors as attributable entirely to environmental rewards, punishments, and modeling. LO 2.18 Provide a brief history of views on the influences of nature (biology) and nurture (the environment) in the field of child development.

c) Jean Piaget

Consider This: Early learning theories regarded children’s behaviors as attributable entirely to environmental rewards, punishments, and modeling. LO 2.18 Provide a brief history of views on the influences of nature (biology) and nurture (the environment) in the field of child development.

d) John B. Watson

Answer: d

Learning Objective: 2.18 Provide a brief history of views on the influences of nature (biology) and nurture (the environment) in the field of child development.

Module: Biology, Environmental Contexts, and Culture in Development

Skill Level: Remember the Facts

Difficulty Level: Easy

### EOM Q2.6.3

The claim by some early psychologists that human development is largely caused by biological inheritance contributed to the implementation of policies of \_\_\_\_\_.

a) bilingual education

Consider This: This was done to stop patients with mental disorders from passing on their disorders to children. LO 2.18 Provide a brief history of views on the influences of nature (biology) and nurture (the environment) in the field of child development.

b) diffusion

Consider This: This was done to stop patients with mental disorders from passing on their disorders to children. LO 2.18 Provide a brief history of views on the influences of nature (biology) and nurture (the environment) in the field of child development.

c) child labor

Consider This: This was done to stop patients with mental disorders from passing on their disorders to children. LO 2.18 Provide a brief history of views on the influences of nature (biology) and nurture (the environment) in the field of child development.

d) involuntary sterilization

Answer: d

Learning Objective: 2.18 Provide a brief history of views on the influences of nature (biology) and nurture (the environment) in the field of child development.

Module: Biology, Environmental Contexts, and Culture in Development

Skill Level: Understand the Concepts

Difficulty Level: Moderate

EOM Q2.6.4

As a species, our \_\_\_\_\_ enable us to adapt to almost any environment by inventing new methods of survival and passing them on to the next generation as part of a cultural way of life.

a) long legs

Consider This: We also alter our environments so that it is no longer natural selection alone that determines how we live but the cultures we create. LO 2.19 Describe how a focus on diversity has been added to the focus on universals in child development.

b) wide hips

Consider This: We also alter our environments so that it is no longer natural selection alone that determines how we live but the cultures we create. LO 2.19 Describe how a focus on diversity has been added to the focus on universals in child development.

c) small brains

Consider This: We also alter our environments so that it is no longer natural selection alone that determines how we live but the cultures we create. LO 2.19 Describe how a focus on diversity has been added to the focus on universals in child development.

d) large brains

Answer: d

Learning Objective: 2.19 Describe how a focus on diversity has been added to the focus on universals in child development.

Module: Biology, Environmental Contexts, and Culture in Development

Skill Level: Understand the Concepts

Difficulty Level: Moderate

EOM Q2.6.5

As one species, \_\_\_\_\_.

a) there are few commonalities in our development experience

Consider This: No one can walk or talk in the early months of life. Everyone experiences puberty and reaches physical and sexual maturity in the second decade of life. LO 2.19

Describe how a focus on diversity has been added to the focus on universals in child development.

b) our developmental experience is exactly the same

Consider This: No one can walk or talk in the early months of life. Everyone experiences puberty and reaches physical and sexual maturity in the second decade of life. LO 2.19

Describe how a focus on diversity has been added to the focus on universals in child development.

c) we have about 10 developmental universals

Consider This: No one can walk or talk in the early months of life. Everyone experiences puberty and reaches physical and sexual maturity in the second decade of life. LO 2.19

Describe how a focus on diversity has been added to the focus on universals in child development.

d) all of us share a common human development experience

Answer: d

Learning Objective: 2.19 Describe how a focus on diversity has been added to the focus on universals in child development.

Module: Biology, Environmental Contexts, and Culture in Development

Skill Level: Analyze It

Difficulty Level: Difficult

## End of Chapter Quiz: Developmental Theories and Contexts: Past and Present

### EOC Q2.1

What is one of the conclusions that can be drawn from a review of the four ancient life courses discussed in the chapter?

a) There are no similarities in how the life courses were constructed.

Consider This: This is correct, despite the diversity in the number and dividing points of historical life stages. LO 2.1 Compare four historical conceptions of development, and summarize their implications for contemporary theory.

b) The life span is divided into clear biological stages.

Consider This: This is correct, despite the diversity in the number and dividing points of historical life stages. LO 2.1 Compare four historical conceptions of development, and summarize their implications for contemporary theory.

c) Childhood and adolescence are stages of physical, cognitive, and socioemotional immaturity and preparation for the skills and roles of adult life.

d) All the historical life courses propose that early childhood is a time of special importance as a foundation for later development.

Consider This: This is correct, despite the diversity in the number and dividing points of historical life stages. LO 2.1 Compare four historical conceptions of development, and summarize their implications for contemporary theory.

Answer: c

Learning Objective: 2.1 Compare four historical conceptions of development, and summarize their implications for contemporary theory.

Module: Developmental Theories and Contexts: Past and Present

Skill Level: Analyze It

Difficulty Level: Difficult

## EOC Q2.2

A comparison of the developmental conceptions of the Gusii, Trobriand Island, and Mayan cultures demonstrates that \_\_\_\_\_.

a) the cultures did not have any key overlapping developmental conceptions

Consider This: The broad similarities in the life stage conceptions across the cultures suggest a biological template from birth to adulthood that involves dependency, growth, and maturity. LO 2.2 Compare three stage conceptions from traditional cultures, and explain what insights they hold for current scientific theories.

b) the cultures had similarities in middle childhood in which this was a time for fighting and preparing for adulthood

Consider This: The broad similarities in the life stage conceptions across the cultures suggest a biological template from birth to adulthood that involves dependency, growth, and maturity. LO 2.2 Compare three stage conceptions from traditional cultures, and explain what insights they hold for current scientific theories.

c) all three developmental conceptions had an early childhood stage marked by gender-specific responsibilities

Consider This: The broad similarities in the life stage conceptions across the cultures suggest a biological template from birth to adulthood that involves dependency, growth, and maturity. LO 2.2 Compare three stage conceptions from traditional cultures, and explain what insights they hold for current scientific theories.

d) all three developmental conceptions had an infant stage of dependency and constant care

Answer: d

Learning Objective: 2.2 Compare three stage conceptions from traditional cultures, and explain what insights they hold for current scientific theories.

Module: Developmental Theories and Contexts: Past and Present

Skill Level: Analyze It

Difficulty Level: Difficult

### EOC Q2.3

Logan is learning to play soccer and basketball and has decided that he is good at the former but not the latter. He is in the \_\_\_\_\_ stage of the psychosocial theory when children expand their social worlds and begin to acquire the knowledge and skills required by their culture.

a) identity versus identity confusion

Consider This: If a child is encouraged and taught well, a sense of enthusiasm for learning and confidence in mastering the skills required will develop. However, a child who is unsuccessful at learning what is demanded is likely to experience inferiority. LO 2.3 Summarize key features of Erikson's psychosocial theory, and name the first five stages.

b) trust versus mistrust

Consider This: If a child is encouraged and taught well, a sense of enthusiasm for learning and confidence in mastering the skills required will develop. However, a child who is unsuccessful at learning what is demanded is likely to experience inferiority. LO 2.3 Summarize key features of Erikson's psychosocial theory, and name the first five stages.

c) initiative versus guilt

Consider This: If a child is encouraged and taught well, a sense of enthusiasm for learning and confidence in mastering the skills required will develop. However, a child who is unsuccessful at learning what is demanded is likely to experience inferiority. LO 2.3 Summarize key features of Erikson's psychosocial theory, and name the first five stages.

d) industry versus inferiority

Answer: d

Learning Objective: 2.3 Summarize key features of Erikson's psychosocial theory, and name the first five stages.

Module: Developmental Theories and Contexts: Past and Present

Skill Level: Apply What You Know

Difficulty Level: Difficult

#### EOC Q2.4

\_\_\_\_\_ proposed that the child's construction of reality takes place through the use of schemes.

a) Erikson

Consider This: Schemes are cognitive structures for processing, organizing, and interpreting information. LO 2.4 Describe the main ideas that underlie cognitive-developmental theories.

b) Freud

Consider This: Schemes are cognitive structures for processing, organizing, and interpreting information. LO 2.4 Describe the main ideas that underlie cognitive-developmental theories.

c) Bandura

Consider This: Schemes are cognitive structures for processing, organizing, and interpreting information. LO 2.4 Describe the main ideas that underlie cognitive-developmental theories.

d) Piaget

Answer: d

Learning Objective: 2.4 Describe the main ideas that underlie cognitive-developmental theories.

Module: Developmental Theories and Contexts: Past and Present

Skill Level: Understand the Concepts

Difficulty Level: Moderate

#### EOC Q2.5

Marla keeps raising her hand in class while saying "Pick me, pick me!" Every time she does this, her teacher does not call on her. According to behaviorism, Marla's behavior is being \_\_\_\_\_.

a) rewarded

Consider This: Other examples of this are yelling or assigning extra homework. LO 2.5 Explain how learning theories account for children's development.

b) positively reinforced

Consider This: Other examples of this are yelling or assigning extra homework. LO 2.5 Explain how learning theories account for children's development.

c) negatively reinforced

Consider This: Other examples of this are yelling or assigning extra homework. LO 2.5 Explain how learning theories account for children's development.

d) punished

Answer: d

Learning Objective: 2.5 Explain how learning theories account for children's development.

Module: Developmental Theories and Contexts: Past and Present

Skill Level: Apply What You Know

Difficulty Level: Difficult

EOC Q2.6

\_\_\_\_\_ argue that children infer the meaning of words based on assessment of statistical probability.

a) Cognitive theories

Consider This: In every language, certain sounds are more likely to go together than others. LO 2.6 Describe the different branches of biological theories and how they explain development.

b) Neuroscience theories

Consider This: In every language, certain sounds are more likely to go together than others. LO 2.6 Describe the different branches of biological theories and how they explain development.

c) Behavioral genetics theories

Consider This: In every language, certain sounds are more likely to go together than others. LO 2.6 Describe the different branches of biological theories and how they explain development.

d) Bayesian theories

Answer: d

Learning Objective: 2.6 Describe the different branches of biological theories and how they explain development.

Module: Developmental Theories and Contexts: Past and Present

Skill Level: Understand the Concepts

Difficulty Level: Moderate

### EOC Q2.7

The network of interconnections between the various microsystems in Bronfenbrenner's theory is referred to as the \_\_\_\_\_.

a) microsystem

Consider This: For example, a child who is experiencing abusive treatment from parents may become aggressive toward peers. LO 2.7 Name two kinds of contextual theories, and summarize their main features.

b) macrosystem

Consider This: For example, a child who is experiencing abusive treatment from parents may become aggressive toward peers. LO 2.7 Name two kinds of contextual theories, and summarize their main features.

c) exosystem

Consider This: For example, a child who is experiencing abusive treatment from parents may become aggressive toward peers. LO 2.7 Name two kinds of contextual theories, and summarize their main features.

d) mesosystem

Answer: d

Learning Objective: 2.7 Name two kinds of contextual theories, and summarize their main features.

Module: Developmental Theories and Contexts: Past and Present

Skill Level: Understand the Concepts

Difficulty Level: Moderate

### EOC Q2.8

Research in developmental psychology—and psychology in general—has focused mainly on majority samples from \_\_\_\_\_.

a) Africa

Consider This: 95% of samples are from here. LO 2.8 Review the three points highlighted by cultural theories.

b) Asia

Consider This: 95% of samples are from here. LO 2.8 Review the three points highlighted by cultural theories.

c) Middle East

Consider This: 95% of samples are from here. LO 2.8 Review the three points highlighted by cultural theories.

d) Western countries

Answer: d

Learning Objective: 2.8 Review the three points highlighted by cultural theories.

Module: Developmental Theories and Contexts: Past and Present

Skill Level: Remember the Facts

Difficulty Level: Easy

### EOC Q2.9

In \_\_\_\_\_ cultures, young men generally remain in their family home after marriage, and young women move into their new husband's home.

a) ecological

Consider This: This practice has been remarkably resistant to the influence of globalization so far. LO 2.9 Describe important cultural and historical characteristics of the family context.

b) Western

Consider This: This practice has been remarkably resistant to the influence of globalization so far. LO 2.9 Describe important cultural and historical characteristics of the family context.

c) non-traditional

Consider This: This practice has been remarkably resistant to the influence of globalization so far. LO 2.9 Describe important cultural and historical characteristics of the family context.

d) traditional

Answer: d

Learning Objective: 2.9 Describe important cultural and historical characteristics of the family context.

Module: Developmental Theories and Contexts: Past and Present

Skill Level: Understand the Concepts

Difficulty Level: Moderate

### EOC Q2.10

In many parts of the world, chastity prior to marriage, especially in \_\_\_\_\_, is expected.

a) adolescents

Consider This: Cultural norms play a role. LO 2.10 Differentiate friends, peers, and romantic partners, and explain when they become most salient in development.

b) men

Consider This: Cultural norms play a role. LO 2.10 Differentiate friends, peers, and romantic partners, and explain when they become most salient in development.

c) boys

Consider This: Cultural norms play a role. LO 2.10 Differentiate friends, peers, and romantic partners, and explain when they become most salient in development.

d) girls and women

Answer: d

Learning Objective: 2.10 Differentiate friends, peers, and romantic partners, and explain when they become most salient in development.

Module: Developmental Theories and Contexts: Past and Present

Skill Level: Understand the Concepts

Difficulty Level: Moderate

EOC Q2.11

In the United States, lack of adequate financial support for tertiary education is especially a problem for \_\_\_\_\_ emerging adults.

a) White and Latino

Consider This: This is because they tend to come from families with less money. LO 2.11

Explain why school is an important context in children's development.

b) African American and Asian American

Consider This: This is because they tend to come from families with less money. LO 2.11

Explain why school is an important context in children's development.

c) Asian American and White

Consider This: This is because they tend to come from families with less money. LO 2.11

Explain why school is an important context in children's development.

d) African American and Latino

Answer: d

Learning Objective: 2.11 Explain why school is an important context in children's development.

Module: Developmental Theories and Contexts: Past and Present

Skill Level: Understand the Concepts

Difficulty Level: Moderate

EOC Q2.12

\_\_\_\_\_ is defined as work that is harmful to children's physical and mental development and that interferes with their school participation.

a) Youth labor

Consider This: This interference with school participation is either by making it impossible to attend school or by requiring them to combine attendance with excessively long and heavy work. LO 2.12 Compare developed and developing countries with regard to children's and adolescents' work participation.

b) Youth work

Consider This: This interference with school participation is either by making it impossible to attend school or by requiring them to combine attendance with excessively long and heavy work. LO 2.12 Compare developed and developing countries with regard to children's and adolescents' work participation.

c) Adolescent work

Consider This: This interference with school participation is either by making it impossible to attend school or by requiring them to combine attendance with excessively long and heavy work. LO 2.12 Compare developed and developing countries with regard to children's and adolescents' work participation.

d) Child labor

Answer: d

Learning Objective: 2.12 Compare developed and developing countries with regard to children's and adolescents' work participation.

Module: Developmental Theories and Contexts: Past and Present

Skill Level: Understand the Concepts

Difficulty Level: Moderate

EOC Q2.13

The spread of products or people across space is called \_\_\_\_\_.

a) confusion

Consider This: TV did this across the entire globe from North America and Europe in the course of about 50 years. LO 2.13 Explain how media have changed children's daily environments.

b) human geography

Consider This: TV did this across the entire globe from North America and Europe in the course of about 50 years. LO 2.13 Explain how media have changed children's daily environments.

c) an exosystem

Consider This: TV did this across the entire globe from North America and Europe in the course of about 50 years. LO 2.13 Explain how media have changed children's daily environments.

d) diffusion

Answer: d

Learning Objective: 2.13 Explain how media have changed children's daily environments.

Module: Developmental Theories and Contexts: Past and Present

Skill Level: Remember the Facts

Difficulty Level: Easy

EOC Q2.14

Which of the following statements regarding religion around the world is true?

a) Religion is not an important factor for cultures today.

Consider This: Religious beliefs typically include explanations for how the world began and what happens to us when we die. LO 2.14 Highlight features of importance in regard to civic and religious institutions.

b) Religions are quickly becoming irrelevant around the world.

Consider This: Religious beliefs typically include explanations for how the world began and what happens to us when we die. LO 2.14 Highlight features of importance in regard to civic and religious institutions.

c) Only a few cultures hold religious beliefs.

Consider This: Religious beliefs typically include explanations for how the world began and what happens to us when we die. LO 2.14 Highlight features of importance in regard to civic and religious institutions.

d) Virtually all cultures have religious beliefs of some kind.

Answer: d

Learning Objective: 2.14 Highlight features of importance in regard to civic and religious institutions.

Module: Developmental Theories and Contexts: Past and Present

Skill Level: Analyze It

Difficulty Level: Difficult

EOC Q2.15

Mira and Eduardo want to teach their children a second language. When is the latest they can do this before the developmental window to learn a new language fluently has begun to close?

a) early childhood

Consider This: Relatively early developmental exposure to a multilingual environment makes it easier to develop fluency. LO 2.15 Describe the current scientific approach to early experiences.

b) adolescence

Consider This: Relatively early developmental exposure to a multilingual environment makes it easier to develop fluency. LO 2.15 Describe the current scientific approach to early experiences.

c) adulthood

Consider This: Relatively early developmental exposure to a multilingual environment makes it easier to develop fluency. LO 2.15 Describe the current scientific approach to early experiences.

d) late childhood

Answer: d

Learning Objective: 2.15 Describe the current scientific approach to early experiences.

Module: Developmental Theories and Contexts: Past and Present

Skill Level: Apply What You Know

Difficulty Level: Difficult

EOC Q2.16

\_\_\_\_\_ emphasized that children actively contribute to their own development.

a) Pavlov

Consider This: For example, he observed that toddlers intentionally try out new behaviors to see what the effects will be. LO 2.16 Explain ways in which children are active agents in their own development.

b) Freud

Consider This: For example, he observed that toddlers intentionally try out new behaviors to see what the effects will be. LO 2.16 Explain ways in which children are active agents in their own development.

c) Bandura

Consider This: For example, he observed that toddlers intentionally try out new behaviors to see what the effects will be. LO 2.16 Explain ways in which children are active agents in their own development.

d) Piaget

Answer: d

Learning Objective: 2.16 Explain ways in which children are active agents in their own development.

Module: Developmental Theories and Contexts: Past and Present

Skill Level: Understand the Concepts

Difficulty Level: Moderate  
EOC Q2.17

Which of the following statements about life stages is true?

a) Life stage concepts do not impact how cultures organize social life.

Consider This: Cultures “slice up the stream of behavioral change” into separate life stages in ways that suit the aesthetic preferences and role requirements of each time and place. LO 2.17 Explain the usefulness of stage conceptions.

b) Life stage conceptions of development across the life span have been rare across time and place.

Consider This: Cultures “slice up the stream of behavioral change” into separate life stages in ways that suit the aesthetic preferences and role requirements of each time and place. LO 2.17 Explain the usefulness of stage conceptions.

c) Life stages are psychologically meaningless, even if they are biologically based.

Consider This: Cultures “slice up the stream of behavioral change” into separate life stages in ways that suit the aesthetic preferences and role requirements of each time and place. LO 2.17 Explain the usefulness of stage conceptions.

d) Life stages help people locate themselves, and others, into a coherent and meaningful place in their social world.

Answer: d

Learning Objective: 2.17 Explain the usefulness of stage conceptions.

Module: Developmental Theories and Contexts: Past and Present

Skill Level: Analyze It

Difficulty Level: Difficult

EOC Q2.18

Psychoanalysts subsequent to Freud claimed that \_\_\_\_\_ who were cold and uncaring were responsible for the development of autism in their children.

a) “schizophrenic moms”

Consider This: Freud’s theory emphasized the importance of a child’s early experiences. Specifically, it placed a lot of responsibility on mothers. LO 2.18 Provide a brief history of views on the influences of nature (biology) and nurture (the environment) in the field of child development.

b) “frigid moms”

Consider This: Freud’s theory emphasized the importance of a child’s early experiences. Specifically, it placed a lot of responsibility on mothers. LO 2.18 Provide a brief history of views on the influences of nature (biology) and nurture (the environment) in the field of child development.

c) “helicopter moms”

Consider This: Freud’s theory emphasized the importance of a child’s early experiences. Specifically, it placed a lot of responsibility on mothers. LO 2.18 Provide a brief history of views on the influences of nature (biology) and nurture (the environment) in the field of child development.

d) “refrigerator moms”

Answer: d

Learning Objective: 2.18 Provide a brief history of views on the influences of nature (biology) and nurture (the environment) in the field of child development.

Module: Developmental Theories and Contexts: Past and Present

Skill Level: Remember the Facts

Difficulty Level: Easy

EOC Q2.19

An analysis of anthropological studies of hundreds of cultures documented \_\_\_\_\_ human universals.

a) fewer than 10

Consider This: The unspoken side of the findings pertaining to the number of universals is that those were discerned amid the diversity that exists across cultures—a diversity that no one seems to have managed to count. LO 2.19 Describe how a focus on diversity has been added to the focus on universals in child development.

b) about 50

Consider This: The unspoken side of the findings pertaining to the number of universals is that those were discerned amid the diversity that exists across cultures—a diversity that no one seems to have managed to count. LO 2.19 Describe how a focus on diversity has been added to the focus on universals in child development.

c) approximately 70

Consider This: The unspoken side of the findings pertaining to the number of universals is that those were discerned amid the diversity that exists across cultures—a diversity that no one seems to have managed to count. LO 2.19 Describe how a focus on diversity has been added to the focus on universals in child development.

d) over 100

Answer: d

Learning Objective: 2.19 Describe how a focus on diversity has been added to the focus on universals in child development.

Module: Developmental Theories and Contexts: Past and Present

Skill Level: Remember the Facts

Difficulty Level: Easy