Unit 9 Study Guide

Multiple Choice

Identify the choice that best completes the statement or answers the question.

1. Human sperm cells ________ than egg cells.
   a. are larger
   b. are more genetically diverse
   c. are slower
   d. contain fewer genes
   e. are smaller

2. After about 10 days, a fertilized egg cell attaches to the uterine wall. What is the developing human called at this point in development?
   a. zygote
   b. fetus
   c. embryo
   d. teratogen
   e. Y chromosome

3. Newborn infants typically prefer their mother's voice over their father's voice because
   a. their rooting reflex is naturally triggered by higher-pitched sounds.
   b. they rapidly habituate to lower-pitched male voices.
   c. they become familiar with their mother's voice before they are born.
   d. they form an emotional attachment to their mother during breast-feeding.
   e. they have difficulty hearing lower-pitched voices during the first few days after birth.

4. One of the most consistently damaging teratogens is
   a. epinephrine.
   b. testosterone.
   c. serotonin.
   d. dopamine.
   e. alcohol.

5. When a pregnant woman drinks heavily, she puts her unborn child at risk for
   a. autism.
   b. fetal alcohol syndrome.
   c. neurogenesis.
   d. Alzheimer's disease.
   e. Asperger syndrome.

6. The symptoms of fetal alcohol syndrome are most likely to include
   a. egocentrism.
   b. brain abnormalities.
   c. visual impairments.
   d. autism.
   e. assimilation.
7. Babies are born with several reflexes for getting food. One of these is to
   a. withdraw a limb to escape pain.
   b. turn the head away from a cloth placed over the face.
   c. open the mouth in search of a nipple when touched on the cheek.
   d. look longer at facelike images than at a solid disk.
   e. avoid overly sweet foods.

8. The novelty-preference procedure demonstrated that
   a. infants, like adults, focus on the face rather than the body first when viewing images.
   b. infants prefer looking at novel images rather than images they've seen before.
   c. newborns will choose to root when presented with new tastes or smells.
   d. preschool children prefer toys that involve novel stimuli, such as bright colors.
   e. fetuses will react to novel sounds while still in the womb.

9. Research indicates that 3-week-old human infants can distinguish
   a. their mother's voice from that of a female stranger.
   b. differences in light intensity but not differences in shape.
   c. their mother's face from that of a female stranger.
   d. differences in sound intensity but not differences in sound quality.
   e. their mother's touch from that of a female stranger.

10. Kristen is a normal, healthy newborn. Research indicates that
    a. she has most of the brain cells she is ever going to have.
    b. the neural connections that will enable her to think and talk are already completely formed.
    c. she is already capable of forming permanent lifelong memories.
    d. her medulla and limbic system are almost fully mature.
    e. the dendrites in her brain are crossing synaptic gaps to make complete connections.

11. It is difficult to successfully train many children to walk before they are 10 months old. This best illustrates the importance of
    a. assimilation.
    b. habituation.
    c. accommodation.
    d. maturation.
    e. secure attachments.

12. Adjusting current schemas to make sense of new information is called
    a. habituation.
    b. accommodation.
    c. egocentrism.
    d. assimilation.
    e. maturation.

13. In recognizing the inaccuracies of one's own ethnic stereotypes and revising his or her beliefs, an individual most clearly illustrates the process of
    a. habituation.
b.  attachment.
c.  assimilation.
d.  imprinting.
e.  accommodation.

14.  Alex now realizes that his stereotypical view of women as weak is not accurate and so revises his beliefs. He is demonstrating the process of
a.  maturation.
b.  assimilation.
c.  imprinting.
d.  accommodation.
e.  conservation.

15.  Three-year-old Bert, who lives in Alaska where moose roam freely, has learned the schema for moose. When his family visits his cousin Michael on a horse farm, Bert modifies his schema for large, shaggy animals to include horses. This process is called
a.  habituation.
b.  accommodation.
c.  assimilation.
d.  maturation.
e.  conservation.

16.  Olivia understands her world primarily by grasping and sucking easily available objects. Olivia is clearly in Piaget's ________ stage.
   a.  preoperational
   b.  concrete operational
   c.  sensorimotor
   d.  formal operational
   e.  postconventional

17.  Infants accustomed to a puppet jumping three times on stage show surprise if the puppet jumps only twice. This suggests that Piaget
   a.  overestimated the continuity of cognitive development.
   b.  underestimated the cognitive capacities of infants.
   c.  overestimated the impact of culture on infant intelligence.
   d.  underestimated the impact of object permanence on infant attachment.
   e.  overestimated the prediction and estimation abilities of children.

18.  The principle that properties such as mass, volume, and number remain the same despite changes in the forms of objects is called
   a.  perceptual constancy.
   b.  object equivalence.
   c.  conservation.
   d.  object permanence.
   e.  accommodation.

19.  According to Piaget, an egocentric child can best be described as
   a.  selfish.
b. conceited.
c. lacking in self-esteem.
d. cognitively limited.
e. amoral.

20. Five-year-olds who were surprised to discover that a Band-Aids box contained pencils were able to anticipate their friend's false belief about the contents of the box. This best illustrates that the children had developed a
   a. secure attachment.
   b. conventional morality.
   c. theory of mind.
   d. concept of conservation.
   e. self-concept.

21. Chloe can clearly sense when her sister's teasing is intended to be friendly fun or a hostile put-down. This best illustrates that Chloe has developed a(n)
   a. sense of object permanence.
   b. insecure attachment.
   c. concept of conservation.
   d. theory of mind.
   e. critical period.

22. When people with autism watch another person's hand movements, they display less _______ than most others.
   a. habituation
   b. egocentrism
   c. mirror neuron activity
   d. stranger anxiety
   e. imprinting

23. According to Piaget, a person first comprehends that division is the reverse of multiplication during the _______ stage.
   a. preoperational
   b. concrete operational
   c. formal operational
   d. sensorimotor
   e. conventional

24. According to Piaget, during the formal operational stage people begin to
   a. reason abstractly.
   b. adhere to social norms.
   c. distinguish between good and bad behaviors.
   d. become aware of the positive and negative consequences of their own behaviors.
   e. understand mathematical operations involving sets.

25. The presence of a secure base and safe haven infants can use when distressed has the greatest effect on the development of which of the following?
   a. attachment
26. In a pleasant but unfamiliar setting, infants with a secure maternal attachment are most likely to
a. act as though their mothers are of little importance to them.
b. use their mothers as a base from which to explore the new surroundings.
c. cling to their mothers and ignore the new surroundings.
d. show hostility when their mothers approach them after a brief absence.
e. cry for their mothers but then reject their comfort when it is offered.

27. One-year-old Eunice is not overly fearful of strangers but she clearly prefers being held by her
a. habituation.
b. the rooting reflex.
c. secure attachment.
d. conservation.
e. egocentrism.

28. Dr. Ensing studies the reactions of very young children who are briefly separated from their mothers
a. habituation.
b. attachment.
c. conservation.
d. egocentrism.
e. the rooting reflex.

29. Many researchers believe that adult styles of romantic love correspond with childhood patterns of
a. habituation.
b. attachment.
c. conservation.
d. object permanence.
e. accommodation.

30. An infant's temperament refers most directly to its
a. ability to learn.
b. social connectedness.
c. emotional excitability.
d. physical health.
e. language development.

31. The labels “easy,” “difficult,” and “slow-to-warm-up,” are used to refer to differences in an infant's
a. gender schema.
b. assimilation.
c. temperament.
d. gender typing.
e. genotype.
32. Heredity most clearly predisposes individual differences in
   a. schemas.
   b. gender typing.
   c. temperament.
   d. egocentrism.
   e. basic trust.

33. Golden hamsters that are repeatedly threatened and attacked while young grow up to be ________
   when caged with same-sized hamsters.
   a. egocentric
   b. cowards
   c. securely attached
   d. bullies
   e. imprinted

34. Problem behaviors are more likely to be associated with a child's ________ than with the amount of
   time the child spends in day care.
   a. sense of object permanence
   b. secondary sex characteristics
   c. infantile amnesia
   d. temperament
   e. schema

35. Authoritarian parents are especially likely to be
   a. inflexible.
   b. educated.
   c. permissive.
   d. trusting.
   e. egocentric.

36. Parents who make few demands on their children and use little punishment are
   a. authoritarian.
   b. authoritative.
   c. egocentric.
   d. permissive.
   e. conventional.

37. Compared with authoritarian parents, authoritative parents are likely to be
   a. more conservative.
   b. less educated.
   c. more responsive.
   d. less trusting.
   e. more intimate.

38. Parents in Westernized cultures are more likely than parents in Asian cultures to encourage children
   to value
   a. nonconformity.
   b. gender roles.
c. cultural traditions.
d. norms.
e. enduring friendships.

39. Compared with the average man, the average woman is
   a. less likely to become sexually re-aroused immediately after orgasm.
   b. more likely to commit suicide.
   c. less likely to express emotions freely.
   d. more vulnerable to depression and anxiety.
   e. more likely to display public anger.

40. Gender differences in physical aggression are greatest in cultures characterized by
   a. individualism.
   b. the pruning process.
   c. gender inequality.
   d. extraversion.
   e. egocentrism.

41. On extended visits to foreign countries, you would be most likely to observe
   a. more men than women in political leadership positions.
   b. women earning the same amount of money as men.
   c. men and women equally involved in child care.
   d. men and women equally involved in violent crime.
   e. men serving as the primary caregiver in small families.

42. Compared with men, women are more likely to show obvious signs of
   a. gender typing.
   b. temperament.
   c. interdependence.
   d. self-esteem.
   e. accommodation.

43. Prenatal testosterone secretions exert one of their earliest influences on
   a. genes.
   b. teratogens.
   c. gender schemas.
   d. brain organization.
   e. menarche.

44. Gender role refers to
   a. one's biological sex.
   b. a sense of being male or female.
   c. a set of expected behaviors for males and females.
   d. a sense of being homosexual or heterosexual.
   e. how masculine a boy is or how feminine a girl is.

45. The tendency to classify various occupations as masculine or feminine has often led men and women to limit themselves to an unnecessarily restricted range of career options. This best illustrates the impact of
a. temperament.
b. the X chromosome.
c. gender schemas.
d. the pruning process.
e. secondary sex characteristics.

46. Carlos was born with cataracts in both eyes. Even though they were removed when he was 5, his lack of visual experiences during early childhood makes it likely that he has experienced
a. degeneration of neural connections in visual reception areas of the brain.
b. an inability to develop heritable traits.
c. difficulty incorporating new experiences into existing schemas.
d. a massive loss of sensory neurons.
e. an inability to conceive of object permanence.

47. An awareness that children's temperaments influence parents' child-rearing practices should inhibit our tendency to
a. emphasize the interaction of nature and nurture.
b. assess the stability of personality traits.
c. blame parents for our own dysfunctional characteristics.
d. identify cultural differences in child-rearing practices.
e. correlate positive or negative outcomes with different parenting styles.

48. Parents should not take too much blame for the failures and shortcomings of their children because
a. their child-rearing mistakes simply reflect that they were not properly raised by their own parents.
b. children typically fail on purpose in order to establish a healthy independence from parents.
c. child-rearing practices have little effect on children's beliefs and values.
d. parental behavior is only one of many factors that influence children's behavior.
e. the resulting guilt has an even more negative impact on their parenting skills.

49. Parents can most effectively increase their influence on their children by
a. encouraging their children to achieve athletic success.
b. helping to select their children's neighborhood and schools.
c. spacing the birth of their children over a large number of years.
d. encouraging them to value individualism.
e. using authoritarian rather than permissive parenting styles.

50. Which of the following phases of development extends from the beginning of sexual maturity to independent adulthood?
a. puberty
b. adolescence
c. menopause
d. menarche
e. formal operational stage

51. Who is likely to be the most popular student in the fifth-grade class?
a. Helmut, who is the tallest boy in the class
b. Jeff, who is the statistician for the basketball team
c. Hara, who is below average in height and physical maturity
d. Sally, who is the most sexually mature girl in the class
e. Rufus, who is just exiting the critical period

52. Fourteen-year-old Lisa was asked, “What would happen if everyone in the world suddenly went blind?” She responded, “Those who had previously been blind would become leaders.” Lisa's answer indicates she is in the ________ stage of development.
   a. concrete operational
   b. preconventional
   c. postconventional
   d. formal operational
   e. preoperational

53. Jean Piaget is to cognitive development as Lawrence Kohlberg is to ________ development.
   a. emotional
   b. physical
   c. moral
   d. social
   e. language

54. Cognitive development is to Jean Piaget as moral development is to ________.
   a. Erik Erikson
   b. Harry Harlow
   c. Konrad Lorenz
   d. Lawrence Kohlberg
   e. Mary Ainsworth

55. Which theory would most likely suggest that children often take turns passing and shooting a basketball because they want to avoid having others angry at them, whereas adolescents often do so because they want to play the game the way it's supposed to be played?
   a. Erikson's psychosocial development theory
   b. Piaget's cognitive development theory
   c. Harlows' attachment theory
   d. Kohlberg's moral development theory
   e. Lorenz's imprinting theory

56. Formal operational thought is MOST necessary for the development of ________ morality.
   a. preoperational
   b. conventional
   c. preconventional
   d. postconventional
   e. operational

57. A postconventional level of morality is most likely to be found in cultures that value
   a. individualism.
   b. utilitarianism.
   c. communism.
d. social harmony.
e. socialism.

58. Today's character education programs teach children to experience
   a. habituation.
b. object permanence.
c. empathy.
d. maturation.
e. temperament.

59. Learning to delay gratification promotes
   a. maturation.
b. imprinting.
c. moral action.
d. permissive parenting.
e. self-concept.

60. Lolita vacillates between acting rebellious toward her parents and high school teachers and behaving
   with compliance and respect. Erikson would have suggested that Lolita's inconsistency illustrates
   a. separation anxiety.
b. role confusion.
c. egocentricity.
d. stagnation.
e. inferiority.

61. Erikson suggested that the capacity to form close, loving relationships in young adulthood depended
   on
   a. demonstrating generativity.
b. developing a sense of integrity.
c. mastering formal operational thinking.
d. achieving a sense of identity.
e. maintaining power of autonomy.

62. According to Erikson, committing oneself to meaningful social roles would be most indicative of the
   achievement of
   a. integrity.
b. autonomy.
c. competence.
d. initiative.
e. identity.

63. Adolescents are most likely to be influenced by their parents with respect to ________, and they are
   most likely to be influenced by their peers with respect to ________.
   a. language accents; college choices
   b. dating practices; religious faith
   c. bedtime preferences; political views
   d. career aspirations; clothing preferences
   e. learning styles; morals
64. Older people are NOT increasingly susceptible to
   a. pneumonia.
   b. Parkinson's disease.
   c. common cold viruses.
   d. dementia.
   e. Alzheimer's disease.

65. On which of the following tasks is a 20-year-old most likely to outperform a 70-year-old?
   a. recalling previously presented nonsense syllables
   b. recognizing previously presented foreign language words
   c. recalling previously presented names of cities
   d. recognizing previously presented names of fruits and vegetables
   e. recalling words for a crossword puzzle

66. Twenty-year-olds would most likely outperform 60-year-olds on an art history exam in which they were asked to
   a. list as many famous artists as possible.
   b. match paintings with famous painters.
   c. pick an artist's country of birth from a list of four possibilities.
   d. respond to true–false statements regarding important events in artists' lives.
   e. explain unique interpretations of art they've never seen before.

67. As adults grow older, they are most likely to show a decline in their ability to remember
   a. nonsense syllables.
   b. musical lyrics.
   c. famous people.
   d. practical skills.
   e. vocabulary words.

68. Fluid intelligence refers most directly to a person's
   a. accumulated knowledge.
   b. ability to reason speedily and abstractly.
   c. ability to assume the perspective of others.
   d. ability to utilize diffuse brain regions for storing memories.
   e. ability to recall facts and concepts.

69. Older adults outperformed younger adults in their responses to New York Times crossword puzzles. The superior performance of these older adults best illustrates the value of
   a. habituation.
   b. fluid intelligence.
   c. concrete operational thought.
   d. crystallized intelligence.
   e. conservation.

70. Professor Parker suggested that heterosexual adults are genetically predisposed to form monogamous bonds because this practice facilitated the cooperative nurture and survival of children. The professor's suggestion best illustrates a(n) ________ perspective.
   a. authoritarian
b. postconventional  
c. psychosocial  
d. evolutionary  
e. humanistic  

71. Compared with non-cohabiting couples, which of the following is true of couples who live together before marriage?  
   a. They are initially more committed to the ideal of an enduring marriage, and they become increasingly more marriage-supportive while cohabiting.  
   b. They are equally committed to the ideal of an enduring marriage, and they become increasingly more marriage-supportive while cohabiting.  
   c. They are initially more committed to the ideal of an enduring marriage, and they become increasingly less marriage-supportive while cohabiting.  
   d. They are initially less committed to the ideal of an enduring marriage, and they become increasingly less marriage-supportive while cohabiting.  
   e. They are equally committed to the ideal of an enduring marriage, and they become increasingly less marriage-supportive while cohabiting.  

72. There is very little relationship between the age of an adult and his or her  
   a. fluid intelligence.  
   b. ability to recall meaningless information.  
   c. level of life satisfaction.  
   d. susceptibility to accidental physical injury.  
   e. susceptibility to colds and flu.  

73. Research on people's feelings of satisfaction with their lives indicates that  
   a. adolescents report being slightly happier than people over 65 years of age.  
   b. people over 65 years of age report being slightly happier than adolescents.  
   c. middle-aged adults report being slightly happier than both adolescents and people over 65 years of age.  
   d. young and older adults report being slightly happier than middle-aged adults.  
   e. young adults report greater mood swings, alternating between happiness and depression.  

74. Mary believes that cognitive development is a matter of gradual and almost imperceptible changes over time. Her viewpoint is most directly relevant to the issue of  
   a. nature or nurture.  
   b. behavior or mental processes.  
   c. continuity or stages.  
   d. fluid or crystallized intelligence.  
   e. concrete or operational stages.  

75. Ross believes that personality development is a matter of sudden qualitative changes at various turning points in the life span. His viewpoint is most directly relevant to the issue of  
   a. imprinting or object permanence.  
   b. nature or nurture.  
   c. assimilation or accommodation.  
   d. continuity or stages.
e. schema or habituation.
MULTIPLE CHOICE

1. ANS: E  PTS:  1  DIF: Medium
   REF: Page 411 | Section - Developmental Psychology  OBJ: 2
   TOP: Conception  MSC: Factual | Definitional

2. ANS: C  PTS:  1  DIF: Easy
   REF: Page 412 | Section - Developmental Psychology  OBJ: 2
   TOP: Prenatal development  MSC: Factual | Definitional

3. ANS: C  PTS:  1  DIF: Medium
   REF: Page 412 | Section - Developmental Psychology  OBJ: 2
   TOP: Prenatal development  MSC: Factual | Definitional

4. ANS: E  PTS:  1  DIF: Medium
   REF: Page 413 | Section - Developmental Psychology  OBJ: 2
   TOP: Prenatal development  MSC: Factual | Definitional

5. ANS: B  PTS:  1  DIF: Medium
   REF: Page 413 | Section - Developmental Psychology  OBJ: 2
   TOP: Prenatal development  MSC: Factual | Definitional

6. ANS: B  PTS:  1  DIF: Medium
   REF: Page 413 | Section - Developmental Psychology  OBJ: 2
   TOP: The competent newborn  MSC: Factual | Definitional

7. ANS: C  PTS:  1  DIF: Easy
   REF: Page 413 | Section - Developmental Psychology  OBJ: 2
   TOP: The competent newborn  MSC: Factual | Definitional

8. ANS: A  PTS:  1  DIF: Medium
   REF: Page 414 | Section - Developmental Psychology  OBJ: 2
   TOP: The competent newborn  MSC: Factual | Definitional

9. ANS: A  PTS:  1  DIF: Difficult
   REF: Page 415 | Section - Developmental Psychology  OBJ: 2
   TOP: The competent newborn  MSC: Factual | Definitional

10. ANS: A  PTS:  1  DIF: Difficult
    REF: Page 415 | Section - Developmental Psychology  OBJ: 3
    TOP: Brain development  MSC: Conceptual | Application

11. ANS: D  PTS:  1  DIF: Medium
    REF: Page 416 | Section - Developmental Psychology  OBJ: 3
    TOP: Motor development  MSC: Conceptual

12. ANS: B  PTS:  1  DIF: Medium
    REF: Page 418 | Section - Developmental Psychology  OBJ: 4
    TOP: Cognitive development  MSC: Factual | Definitional

13. ANS: E  PTS:  1  DIF: Difficult
    REF: Page 418 | Section - Developmental Psychology  OBJ: 4
    TOP: Cognitive development  MSC: Conceptual | Application

14. ANS: D  PTS:  1  DIF: Difficult
    REF: Page 418 | Section - Developmental Psychology  OBJ: 4
    TOP: Cognitive development  MSC: Conceptual | Application

15. ANS: B  PTS:  1  DIF: Medium
48. ANS: D  PTS: 1  DIF: Difficult
REF: Page 443 | Section- Developmental Psychology
TOP: How much credit (or blame) do parents deserve?
MSC: Factual | Definitional

49. ANS: B  PTS: 1  DIF: Medium
REF: Page 444 | Section- Developmental Psychology
TOP: Peer influence
MSC: Conceptual

50. ANS: B  PTS: 1  DIF: Easy
REF: Page 445 | Section- Developmental Psychology
TOP: Adolescence
MSC: Factual | Definitional

51. ANS: A  PTS: 1  DIF: Medium
REF: Page 447 | Section- Developmental Psychology
TOP: Adolescent physical development
MSC: Conceptual | Application

52. ANS: D  PTS: 1  DIF: Medium
REF: Page 448 | Section- Developmental Psychology
TOP: Developing reasoning power
MSC: Conceptual | Application

53. ANS: C  PTS: 1  DIF: Easy
REF: Page 449 | Section- Developmental Psychology
TOP: Developing morality
MSC: Conceptual

54. ANS: D  PTS: 1  DIF: Difficult
REF: Page 449 | Section- Developmental Psychology
TOP: Developing morality
MSC: Conceptual

55. ANS: D  PTS: 1  DIF: Medium
REF: Page 449 | Section- Developmental Psychology
TOP: Developing morality
MSC: Conceptual | Application

56. ANS: D  PTS: 1  DIF: Medium
REF: Page 449 | Section- Developmental Psychology
TOP: Developing morality
MSC: Factual | Definitional

57. ANS: A  PTS: 1  DIF: Difficult
REF: Page 449 | Section- Developmental Psychology
TOP: Developing morality
MSC: Factual | Definitional

58. ANS: C  PTS: 1  DIF: Easy
REF: Page 450 | Section- Developmental Psychology
TOP: Developing morality
MSC: Factual | Definitional

59. ANS: C  PTS: 1  DIF: Medium
REF: Page 450 | Section- Developmental Psychology
TOP: Developing morality
MSC: Factual | Definitional

60. ANS: B  PTS: 1  DIF: Difficult
REF: Page 451 | Section- Developmental Psychology
TOP: Forming an identity
MSC: Conceptual | Application

61. ANS: D  PTS: 1  DIF: Medium
REF: Page 452 | Section- Developmental Psychology
TOP: Forming an identity
MSC: Factual | Definitional

62. ANS: E  PTS: 1  DIF: Medium
REF: Page 452 | Section- Developmental Psychology
TOP: Forming an identity
MSC: Conceptual

63. ANS: D  PTS: 1  DIF: Medium
REF: Page 453 | Section- Developmental Psychology
TOP: Parent and peer relationships
MSC: Factual | Definitional

64. ANS: C  PTS: 1  DIF: Medium
65. ANS: A  PTS: 1  DIF: Difficult
REF: Page 461 | Section-Developmental Psychology  OBJ: 21
TOP: Aging and memory  MSC: Factual | Definitional

66. ANS: A  PTS: 1  DIF: Difficult
REF: Page 461 | Section-Developmental Psychology  OBJ: 21
TOP: Aging and memory  MSC: Conceptual | Application

68. ANS: B  PTS: 1  DIF: Easy
REF: Page 464 | Section-Developmental Psychology  OBJ: 21
TOP: Aging and intelligence  MSC: Factual | Definitional

69. ANS: D  PTS: 1  DIF: Medium
REF: Page 464 | Section-Developmental Psychology  OBJ: 21
TOP: Aging and intelligence  MSC: Factual | Definitional

70. ANS: D  PTS: 1  DIF: Easy
REF: Page 466 | Section-Developmental Psychology  OBJ: 22
TOP: Adulthood's commitments  MSC: Conceptual | Application

71. ANS: D  PTS: 1  DIF: Medium
REF: Page 467 | Section-Developmental Psychology  OBJ: 22
TOP: Adulthood's commitments  MSC: Factual | Definitional

72. ANS: C  PTS: 1  DIF: Easy
REF: Page 469 | Section-Developmental Psychology  OBJ: 23
TOP: Well-being across the life span  MSC: Factual | Definitional

73. ANS: D  PTS: 1  DIF: Easy
REF: Page 469 | Section-Developmental Psychology  OBJ: 23
TOP: Well-being across the life span  MSC: Factual | Definitional

74. ANS: C  PTS: 1  DIF: Medium
REF: Page 472 | Section-Developmental Psychology  OBJ: 24
TOP: Continuity and stages  MSC: Conceptual | Application

75. ANS: D  PTS: 1  DIF: Medium
REF: Page 472 | Section-Developmental Psychology  OBJ: 24
TOP: Continuity and stages  MSC: Conceptual | Application