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| *Indicate the answer choice that best completes the statement or answers the question.* |

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| 1. Experiments allow researchers to \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | study the natural environment | |  | b. | study the complexity of an individual | |  | c. | use the scientific method in a cost-effective way | |  | d. | determine a cause-and-effect relationship | |

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| 2. Reiner did not learn to read until they were a teenager. When they learned to read, it was much harder for them than it was for their peers. If Reiner had learned to read during the early and middle childhood years, they would have acquired literacy skills much more efficiently. Reiner's difficulty learning to read as a teenager demonstrates the concept of a(n) "\_\_\_\_\_ period."   |  |  |  | | --- | --- | --- | |  | a. | critical | |  | b. | early | |  | c. | late | |  | d. | sensitive | |

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| 3. One historical example of the "difference-equals-deficit" error is \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | men perceiving women as intellectually inferior | |  | b. | European immigrants crossing the ocean to settle in America | |  | c. | how people's IQ scores have been steadily rising for more than 100 years | |  | d. | women taking factory jobs during World War II | |

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| 4. The fact that race is a social construction \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | reflects inconsistencies in ethnic categories | |  | b. | does not make the term meaningless | |  | c. | means that it should be replaced with the term "culture" | |  | d. | shows how powerful genetic influences are on development | |

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| 5. A developmental perspective requires consideration of \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | time | |  | b. | one's birthday | |  | c. | observer bias | |  | d. | scientific conclusions | |

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| 6. An *independent variable* is \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | the measured variable that may change depending upon manipulation of a dependent variable | |  | b. | any unmeasured variable that is uncontrolled within the context of the experiment | |  | c. | the variable that is intentionally manipulated by the researcher | |  | d. | an external variable that cannot be controlled by the researcher | |

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| 7. The most important caution for all scientists, particularly those studying human development, is to \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | have an advanced degree | |  | b. | only conduct experimental research | |  | c. | uphold ethical standards | |  | d. | avoid using vulnerable populations | |

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| 8. Irmina was born during the Great Depression. Based on the ecological-systems approach, Irmina's experience of growing up during this time period falls within the \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | chronosystem | |  | b. | exosystem | |  | c. | microsystem | |  | d. | macrosystem | |

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| 9. In Bronfenbrenner's ecological-systems model, a hospital in the community is an example of the \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | ecosystem | |  | b. | microsystem | |  | c. | chronosystem | |  | d. | exosystem | |

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| 10. From an ethical stance, researchers should choose destinationtopics of study that \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | may be researched quickly | |  | b. | may be researched inexpensively | |  | c. | can help all people live better lives | |  | d. | are politically correct | |

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| 11. Most developmental psychologists believe that development is the result of \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | nature and nurture acting separately | |  | b. | genetic traits | |  | c. | nature and nurture acting together | |  | d. | environmental influences | |

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| 12. What is empirical evidence based on?   |  |  |  | | --- | --- | --- | |  | a. | theories and speculation | |  | b. | observation, experience, or experiment | |  | c. | inferences based on personal biases | |  | d. | opinions generated by focus groups | |

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| 13. "\_\_\_\_\_ research" is a quick way to study the development of a large group of people.   |  |  |  | | --- | --- | --- | |  | a. | Experimental | |  | b. | Survey | |  | c. | Cohort-sequential | |  | d. | Longitudinal | |

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| 14. Delta grew up in the Great Depression, while their grandson is part of the millennial generation. Delta and their grandson belong to different \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | socioeconomic groups | |  | b. | microsystems | |  | c. | cohorts | |  | d. | cultural groups | |

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| 15. The purpose of an experiment is to find out whether \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | an independent variable affects the dependent variable | |  | b. | a positive correlation can be established | |  | c. | the dependent variable can be manipulated | |  | d. | the hypothesis is flawed or influenced by researcher bias | |

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| 16. Which of these is the last step in the scientific method?   |  |  |  | | --- | --- | --- | |  | a. | testing a hypothesis | |  | b. | posing a question | |  | c. | conducting research | |  | d. | reporting the results | |

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| 17. Which type of research design combines the cross-sectional design with the longitudinal research design?   |  |  |  | | --- | --- | --- | |  | a. | cross-sequential | |  | b. | cross-sectional | |  | c. | meta-sequential | |  | d. | quasi-experimental | |

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| 18. A *hypothesis* is a(n) \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | experiment | |  | b. | prediction that can be tested | |  | c. | conclusion drawn from research | |  | d. | replication of a scientific study | |

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| 19. The term *plasticity* reminds us that \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | human development is linear | |  | b. | critical and sensitive periods predict developmental outcomes | |  | c. | developmental change is possible | |  | d. | human traits are mostly inborn | |

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| 20. The more parents read to their children, the higher their children score on achievement tests. This relationship between parents reading to their children and child achievement represents a(n) \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | causal relationship | |  | b. | inverse correlational | |  | c. | positive correlation | |  | d. | negative correlation | |

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| 21. A *dependent variable* is \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | the measured variable that may change depending on manipulation of an independent variable | |  | b. | any unmeasured variable that is uncontrolled within the context of the experiment | |  | c. | the variable that is intentionally manipulated by the researcher | |  | d. | an external variable that cannot be controlled by the researcher | |

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| 22. A correlation is considered to be negative if \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | both variables decrease | |  | b. | both variables increase | |  | c. | one variable increases while the other variable decreases | |  | d. | change in one variable is unrelated to change in the other variable | |

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| 23. A correlation indicates that there is \_\_\_\_\_ between two variables.   |  |  |  | | --- | --- | --- | |  | a. | a causal link | |  | b. | validity | |  | c. | reliability | |  | d. | a relationship | |

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| 24. Which is NOT a limitation associated with longitudinal research?   |  |  |  | | --- | --- | --- | |  | a. | the aging of the participants in the study | |  | b. | attrition, or losing participants over time | |  | c. | changing historical context during the study | |  | d. | participants knowing the purpose of the study and altering their behaviors | |

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| 25. The life-span perspective takes into account development from \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | birth to death | |  | b. | childhood to middle age | |  | c. | birth to adolescence | |  | d. | conception to death | |

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| 26. In the case study of David, they were exposed to \_\_\_\_\_ during their mother's pregnancy.   |  |  |  | | --- | --- | --- | |  | a. | HIV | |  | b. | cancer-causing pesticides | |  | c. | rubella | |  | d. | pneumonia | |

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| 27. \_\_\_\_\_ research involves asking open-ended questions and reporting answers in narrative, not numerical, form.   |  |  |  | | --- | --- | --- | |  | a. | Quantitative | |  | b. | Qualitative | |  | c. | Correlational | |  | d. | Observational | |

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| 28. A correlation is considered to be zero if \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | one variable increases while the other decreases | |  | b. | both variables decrease | |  | c. | both variables increase | |  | d. | there is no relationship between the variables | |

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| 29. Which of these illustrates the influence of nature in development?   |  |  |  | | --- | --- | --- | |  | a. | having a mother who smoked during pregnancy | |  | b. | having the gene for epilepsy | |  | c. | eating a healthy diet | |  | d. | living in a loud neighborhood | |

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| 30. Some social scientists believe that \_\_\_\_\_ terms exaggerate minor differences between people.   |  |  |  | | --- | --- | --- | |  | a. | color | |  | b. | diversity | |  | c. | genetic analysis | |  | d. | culture | |

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| 31. Dr. Huynh is interested in conducting a study that will examine children's language acquisition. What is the first step that should be taken based on the scientific method?   |  |  |  | | --- | --- | --- | |  | a. | Recruit children and their parents as participants in the study. | |  | b. | Develop a hypothesis regarding language acquisition. | |  | c. | Pose a research question about language acquisition. | |  | d. | Draw conclusions on the way children acquire language. | |

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| 32. Which term did Bronfenbrenner use to describe the impact of the specific time in history on a person's development?   |  |  |  | | --- | --- | --- | |  | a. | *macrosystem* | |  | b. | *exosystem* | |  | c. | *microsystem* | |  | d. | *chronosystem* | |

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| 33. Dr. Adomas wanted to learn how peer relationships change at different stages of development. For their study, they conducted a one-time assessment in which they asked a group of 5-year-olds, a group of 15-year-olds, and a group of 30-year-olds to describe their current peer relationships. Dr. Adomas conducted what type of study?   |  |  |  | | --- | --- | --- | |  | a. | a case study | |  | b. | a cross-sectional study | |  | c. | a longitudinal study | |  | d. | a cross-sequential study | |

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| 34. What is the second step of the scientific method?   |  |  |  | | --- | --- | --- | |  | a. | posing a question | |  | b. | conducting research | |  | c. | developing a hypothesis | |  | d. | sharing the results | |

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| 35. An individual's socioeconomic status includes, among other things, their \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | ethnicity | |  | b. | education level | |  | c. | political beliefs | |  | d. | religion | |

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| 36. If a researcher finds that there is a correlation between secondhand smoke and children's asthma, they know for SURE that \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | secondhand smoke causes children's asthma | |  | b. | secondhand smoke does not cause children's asthma | |  | c. | prenatal exposure to smoking leads to asthma | |  | d. | asthma and secondhand smoke have some connection | |

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| 37. In Bronfenbrenner's ecological-systems approach, the \_\_\_\_\_ refers to the interactions among systems.   |  |  |  | | --- | --- | --- | |  | a. | *macrosystem* | |  | b. | *exosystem* | |  | c. | *microsystem* | |  | d. | *mesosystem* | |

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| 38. Dr. Zlatko believes that heredity is primarily responsible for personality traits. Dr. Valeriy believes that environmental influences are primarily responsible for personality traits. They are on different sides of the \_\_\_\_\_ debate.   |  |  |  | | --- | --- | --- | |  | a. | nature–nurture | |  | b. | intelligent design–evolution | |  | c. | genes–development | |  | d. | traits–conditioning | |

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| 39. With respect to the concept of multidirectional development, when change is rapid and dramatic, such as when a larva becomes a mosquito, it is an example of \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | continuity | |  | b. | discontinuity | |  | c. | genetics | |  | d. | nurture | |

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| 40. In the science of human development, *nature* refers to \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | the influence of the genes that people inherit | |  | b. | environmental influences | |  | c. | patterns of development | |  | d. | developmental differences | |

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| 41. Our different identities can be used to discriminate by dividing people. This idea is recognized by \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | intersectionality | |  | b. | social construction | |  | c. | the microsystem | |  | d. | a sensitive period | |

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| 42. The more Merten eats, the less hungry they feel. The correlation that exists between Merten's food intake and their hunger is \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | positive | |  | b. | negative | |  | c. | zero | |  | d. | causal | |

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| 43. A system of shared beliefs, conventions, norms, behaviors, expectations, and symbolic representations is the definition of \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | a *cohort* | |  | b. | *culture* | |  | c. | *nature* | |  | d. | *nurture* | |

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| 44. Dr. Brantley believes that early parent–child attachments will impact future parent–child relationships, particularly during adolescence. What is this prediction called?   |  |  |  | | --- | --- | --- | |  | a. | a "conclusion" | |  | b. | "empirical evidence" | |  | c. | a "hypothesis" | |  | d. | an "observation" | |

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| 45. \_\_\_\_\_ focuses attention on power differences that exist between groups and highlights discrimination that occurs in many institutions.   |  |  |  | | --- | --- | --- | |  | a. | Intersectionality | |  | b. | Social construction | |  | c. | The microsystem | |  | d. | A sensitive period | |

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| 46. According to Bronfenbrenner, the sixth system of the model is the internal biology of the person. This is referred to as the:   |  |  |  | | --- | --- | --- | |  | a. | microsystem. | |  | b. | mesosystem. | |  | c. | exosystem. | |  | d. | bioecological system. | |

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| 47. According to the text, *race* is \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | part of the microsystem | |  | b. | a social construction | |  | c. | defined by heritage | |  | d. | multidirectional | |

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| 48. *Socioeconomic status* refers to an individual's \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | culture | |  | b. | ethnicity | |  | c. | social class | |  | d. | race | |

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| 49. What is the first step of the scientific method?   |  |  |  | | --- | --- | --- | |  | a. | posing a question | |  | b. | conducting research | |  | c. | analyzing evidence | |  | d. | developing a hypothesis | |

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| 50. Li, age 11, is a recent Chinese immigrant. Li's new teachers have noticed that they rarely talk, do not make eye contact, and seem very shy. When they speak to Li's parents, they are surprised, as these characteristics are valued in Li's culture. The perception of Li's behavior reflects the concept of a(n) "\_\_\_\_\_."   |  |  |  | | --- | --- | --- | |  | a. | microsystem | |  | b. | exosystem | |  | c. | social construction | |  | d. | social phobia | |

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| 51. Ugur is a young African American man who has recently been arrested. They are likely to receive a harsher sentence for the crime compared to an older White man, due to the intersectionality of all of these EXCEPT:   |  |  |  | | --- | --- | --- | |  | a. | race. | |  | b. | age. | |  | c. | gender. | |  | d. | religion. | |

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| 52. Which of these is the BEST example of plasticity?   |  |  |  | | --- | --- | --- | |  | a. | a child who experiences a traumatic brain injury and relearns how to walk and talk | |  | b. | a teenager who spends a summer in Mexico as part of their youth group | |  | c. | a woman who leaves their job to stay home with their child | |  | d. | a man who is in a serious car wreck and remains in a coma five years later | |

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| 53. The three domains of development are \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | genetic, environmental, and cultural | |  | b. | nature, nurture, and SES | |  | c. | biosocial, cognitive, and psychosocial | |  | d. | physical, social, and emotional | |

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| 54. One scholar noted that "human development is fundamentally contextual." In this sense, context includes all of these EXCEPT:   |  |  |  | | --- | --- | --- | |  | a. | what we inherit from our parents. | |  | b. | the physical environment. | |  | c. | social values. | |  | d. | those around us. | |

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| 55. \_\_\_\_\_ are essential ethical safeguards.   |  |  |  | | --- | --- | --- | |  | a. | Promotion, social awareness, and publication | |  | b. | Independence, privacy, and funding | |  | c. | Political correctness, scientific advancement, and medical treatment | |  | d. | Collaboration, replication, and transparency | |

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| 56. Rangi and Marcellus are close friends who grew up in the same neighborhood. Both were exposed to chronic stressors during childhood, such as poverty and family dysfunction. By the time they were in high school, Rangi was failing most of their classes, had a child, and had already been arrested several times. Marcellus, however, was passing all of their classes, played football and had aspirations to attend college. These different developmental trajectories, despite similar environmental influences, illustrate the concept of \_\_\_\_\_   |  |  |  | | --- | --- | --- | |  | a. | "nature versus nurture." | |  | b. | a "critical period." | |  | c. | a "sensitive period." | |  | d. | "differential susceptibility." | |

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| 57. \_\_\_\_\_ research reflects cultural and contextual diversity but is also more vulnerable to bias and harder to replicate.   |  |  |  | | --- | --- | --- | |  | a. | Experimental | |  | b. | Quantitative | |  | c. | Qualitative | |  | d. | Longitudinal | |

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| 58. Parents who spend a great deal of time and money trying to find the best school for their children believe in the importance of \_\_\_\_\_ as it relates to development.   |  |  |  | | --- | --- | --- | |  | a. | nurture | |  | b. | replication | |  | c. | nature | |  | d. | classical conditioning | |

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| 59. A careful multicultural approach is needed based on the \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | social construction of equality | |  | b. | replication crisis | |  | c. | multicontextual aspect of human development | |  | d. | difference-equals-deficit error | |

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| 60. An example of the "difference-equals-deficit" error is \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | assuming that children who are hearing impaired cannot communicate as well as children who can hear | |  | b. | failing to compare typical and atypical behavior | |  | c. | ignoring inconsistencies in a child's language development | |  | d. | identifying flaws within the scientific method | |

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| 61. Dr. Banes wants to know if children who have experienced stunting will increase in height if given large doses of vitamin D. Dr. Banes has just demonstrated which step of the scientific method?   |  |  |  | | --- | --- | --- | |  | a. | first | |  | b. | second | |  | c. | third | |  | d. | fourth | |

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| 62. In an experiment, the group of participants who receive the imposed treatment or special condition is referred to as the "\_\_\_\_\_ group."   |  |  |  | | --- | --- | --- | |  | a. | independent | |  | b. | dependent | |  | c. | experimental | |  | d. | comparison | |

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| 63. The fourth step in the scientific method involves \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | posing a question | |  | b. | conducting research | |  | c. | developing a hypothesis | |  | d. | supporting or refuting a hypothesis | |

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| 64. Jameel has a college degree, lives in a nice neighborhood, and earns more than $50,000 a year. This information defines their \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | economic potential | |  | b. | socioeconomic status | |  | c. | cohort | |  | d. | microsystem | |

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| 65. *IRB* stands for \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | Institutional Review Board | |  | b. | International Research Board | |  | c. | Internal Review Board | |  | d. | Intelligence Research Board | |

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| 66. Scientific observation allows for the \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | study of individuals' behaviors in a systematic and objective manner | |  | b. | determination of cause-and-effect relationships | |  | c. | observation of participants without their knowledge | |  | d. | systematic manipulation of variables | |

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| 67. In the science of human development, *nurture* refers to \_\_\_\_\_ traits.   |  |  |  | | --- | --- | --- | |  | a. | hereditary | |  | b. | genetic | |  | c. | environmental | |  | d. | unique | |

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| 68. The effects of climate, noise, population density, family size, and multiethnic communities illustrate that development is \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | linear | |  | b. | multidirectional | |  | c. | multicontextual | |  | d. | multicultural | |

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| 69. The concept of multidirectional development suggests that when change is gradual, as when a tortoise grows larger over its 150-year lifespan, it is an example of \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | continuity | |  | b. | discontinuity | |  | c. | genetics | |  | d. | nurture | |

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| 70. After posing a question, a researcher using the scientific method \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | draws conclusions | |  | b. | runs an experiment | |  | c. | selects a group of participants | |  | d. | develops a hypothesis | |

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| 71. How many adverse childhood experiences have been shown to have a destructive effect on development through adulthood?   |  |  |  | | --- | --- | --- | |  | a. | one | |  | b. | two | |  | c. | three | |  | d. | four | |

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| 72. *Differential sensitivity* means that certain people have genes that \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | make them more vulnerable to particular experiences | |  | b. | interact and coordinate to influence developmental outcomes | |  | c. | determine their social interactions and intellectual outcomes | |  | d. | have an unknown impact on their long-term development | |

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| 73. *Plasticity* refers to the \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | fact that many academic fields contribute data to the science of development | |  | b. | universals and specifics of human development in many cultural settings | |  | c. | vast array of contexts in which development occurs | |  | d. | potential for human traits to be modeled during development but also to remain durable | |

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| 74. \_\_\_\_\_ research can be categorized, ranked, or numbered.   |  |  |  | | --- | --- | --- | |  | a. | Quantitative | |  | b. | Qualitative | |  | c. | Correlational | |  | d. | Observational | |

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| 75. An individual's socioeconomic status includes, among other things, their \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | ethnicity | |  | b. | political beliefs | |  | c. | neighborhood | |  | d. | religion | |

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| 76. In the case study of David, their IQ changed from about 40 to about 130, and their physical disabilities improved with age. These changes reflect which characteristic of development?   |  |  |  | | --- | --- | --- | |  | a. | multidirectional | |  | b. | multidisciplinary | |  | c. | multicontextual | |  | d. | plasticity | |

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| 77. Which statement about scientific observation is TRUE?   |  |  |  | | --- | --- | --- | |  | a. | It requires a large number of participants. | |  | b. | It requires specialized equipment, such as video recorders. | |  | c. | It involves recording behavior systematically and objectively. | |  | d. | It must take place in a lab setting. | |

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| 78. Between 1957 and 1961, many pregnant women took thalidomide to alleviate morning sickness; this drug disrupted a(n) \_\_\_\_\_ period of prenatal development.   |  |  |  | | --- | --- | --- | |  | a. | sensitive | |  | b. | critical | |  | c. | early | |  | d. | late | |

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| 79. A person's macrosystem includes \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | political processes | |  | b. | the peer group | |  | c. | school and church | |  | d. | the historical setting | |

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| 80. According to Bronfenbrenner's ecological-systems approach, the historical context that affects other systems is called the "\_\_\_\_\_."   |  |  |  | | --- | --- | --- | |  | a. | ecosystem | |  | b. | chronosystem | |  | c. | mesosystem | |  | d. | macrosystem | |

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| 81. People whose ancestors were born in the same region and who usually share the same language and religion are called a(n) "\_\_\_\_\_."   |  |  |  | | --- | --- | --- | |  | a. | racial group | |  | b. | ethnic group | |  | c. | SES group | |  | d. | exosystem | |

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| 82. *Replication* involves \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | the repetition of a study using different participants | |  | b. | the repetition of a study using the same participants | |  | c. | designing a new study based on information from a previous study | |  | d. | designing a new study using new ideas and information | |

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| 83. The idea that the various identities need to be combined is referred to as \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | intersectionality | |  | b. | social construction | |  | c. | the microsystem | |  | d. | a sensitive period | |

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| 84. An example of a dependent variable in an experiment might be \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | sex | |  | b. | blood type | |  | c. | eye color | |  | d. | level of depression | |

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| 85. The general term for a concept that is created by society is \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | *culture* | |  | b. | a *cohort* | |  | c. | a *social construction* | |  | d. | *SES* | |

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| 86. A woman in Honduras worked in a field treated with pesticides during pregnancy. Their child was subsequently born with no arms or legs. The woman's pesticide exposure likely occurred during a(n) \_\_\_\_\_ period of prenatal development.   |  |  |  | | --- | --- | --- | |  | a. | critical | |  | b. | early | |  | c. | late | |  | d. | sensitive | |

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| 87. The quickest and least expensive way to study development over time is with \_\_\_\_\_ research.   |  |  |  | | --- | --- | --- | |  | a. | survey | |  | b. | cross-sectional | |  | c. | longitudinal | |  | d. | experimental | |

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| 88. The science of human development seeks to understand \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | the meaning of life | |  | b. | the accuracy of new theories | |  | c. | the works of Freud, Piaget, and Erikson | |  | d. | how and why people change over time | |

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| 89. In Bronfenbrenner's ecological-systems model, family and peers are part of one's \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | microsystem | |  | b. | exosystem | |  | c. | macrosystem | |  | d. | social system | |

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| 90. The third step in the scientific method involves \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | posing a question | |  | b. | conducting research | |  | c. | sharing the results | |  | d. | developing a hypothesis | |

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| 91. Dr. Kolbe is studying the impact of exosystems on human development. Which of these would Dr. Kolbe be MOST interested in examining?   |  |  |  | | --- | --- | --- | |  | a. | cultural values and economic processes | |  | b. | family and peer groups | |  | c. | medical centers and religious institutions | |  | d. | the development of the skeletal structure in children | |

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| 92. Zachary is a part-time construction worker. Noah is an attorney. These occupations reflect Zachary and Noah's \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | SES | |  | b. | political values | |  | c. | cohorts | |  | d. | family values | |

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| 93. Which of these is a limitation of survey research?   |  |  |  | | --- | --- | --- | |  | a. | Participants often drop out of the research. | |  | b. | It is expensive and time-consuming. | |  | c. | It requires experimental control. | |  | d. | Participants may be dishonest in their answers. | |

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| 94. Moira and Esteve are both currently in middle school. They are part of the same \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | social construction | |  | b. | network | |  | c. | socioeconomic status | |  | d. | cohort | |

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| 95. The multifaceted relationship between an organism and their environment is referred to as:   |  |  |  | | --- | --- | --- | |  | a. | ecology. | |  | b. | context. | |  | c. | continuity. | |  | d. | differential susceptibility. | |

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| 96. Late adulthood begins at age \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | 45 | |  | b. | 55 | |  | c. | 65 | |  | d. | 75 | |

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| 97. Which example BEST illustrates a *critical period*?   |  |  |  | | --- | --- | --- | |  | a. | a child learning to walk | |  | b. | a child learning a second language before age 4 | |  | c. | a human fetus developing fingers and toes between 28 and 54 days in utero | |  | d. | a child learning to ride a bike between 5 and 6 years of age | |

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| 98. All environmental influences that impact development after the moment of conception can be considered aspects of \_\_\_\_\_ on development.   |  |  |  | | --- | --- | --- | |  | a. | replication | |  | b. | nurture | |  | c. | nature | |  | d. | differential susceptibility | |

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| 99. The study of autism demonstrates the \_\_\_\_\_ of developmental psychology.   |  |  |  | | --- | --- | --- | |  | a. | multidisciplinary nature | |  | b. | intersectionality | |  | c. | multicultural aspect | |  | d. | multicontextual nature | |

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| 100. Which example BEST illustrates a *sensitive period*?   |  |  |  | | --- | --- | --- | |  | a. | a child who is born blind | |  | b. | an egg being fertilized | |  | c. | a fetus developing fingers and toes | |  | d. | a child learning to speak a second language | |

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| 101. In one study that looked at the effects of maternal depression during pregnancy and child outcomes, researchers found that children who had a particular type of the serotonin transporter gene were likely to be emotionally immature if their mothers were depressed. However, children with this gene were more mature than average if their mothers were not depressed. These findings illustrate the concept of \_\_\_\_\_   |  |  |  | | --- | --- | --- | |  | a. | "nature versus nurture." | |  | b. | a "critical period." | |  | c. | a "sensitive period." | |  | d. | "differential susceptibility." | |

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| 102. The idea that human development is an ongoing, ever-changing interaction between the body, mind, and every aspect of the environment reflects the \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | dynamic-systems approach | |  | b. | theory of evolution | |  | c. | concept of universality | |  | d. | domino effect | |

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| 103. Dr. Kadar conducted an experiment to determine whether playing violent video games caused increased aggression in children. By conducting this experiment, Dr. Kadar was able to do what?   |  |  |  | | --- | --- | --- | |  | a. | establish a positive correlation | |  | b. | demonstrate proof | |  | c. | test the hypothesis | |  | d. | confirm the results | |

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| 104. When a researcher wants to determine the cause of a particular behavior, the appropriate research method to use is a(n) \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | case study | |  | b. | meta-analysis | |  | c. | experiment | |  | d. | survey | |

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| 105. Combining the results of many studies to reach a general conclusion is called a(n) \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | meta-analysis | |  | b. | correlational study | |  | c. | experimental design | |  | d. | longitudinal study | |

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| 106. \_\_\_\_\_ research involves studying the same individuals over time, as their development is repeatedly assessed.   |  |  |  | | --- | --- | --- | |  | a. | Survey | |  | b. | Cross-sectional | |  | c. | Longitudinal | |  | d. | Observational | |

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| 107. Dr. Maina is curious to know more about how children's relationships with their parents develop and change over time. To gain an understanding of this subject that is not based on opinion or personal bias, Dr. Maina should \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | use the scientific method to collect data and establish facts | |  | b. | have the children undergo psychoanalysis | |  | c. | interview parents and children | |  | d. | read Dr. Spock's book *Baby and Child Care* | |

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| 108. The ecological-systems approach was proposed by \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | Maslow | |  | b. | Freud | |  | c. | Bronfenbrenner | |  | d. | Skinner | |

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| 109. Sarika grew up in a reconstituted family in Wisconsin. According to the ecological-systems approach, Sarika's 'experience in this social context is an example of the \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | chronosystem | |  | b. | exosystem | |  | c. | microsystem | |  | d. | macrosystem | |

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| 110. Blas experienced the divorce of their parents, lived in an impoverished neighborhood while growing up, and experienced verbal abuse from extended family as a child. How many adverse childhood experiences did Blas endure?   |  |  |  | | --- | --- | --- | |  | a. | two | |  | b. | three | |  | c. | four | |  | d. | six | |

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| 111. When thinking about development, economics, history, and sociology make up which domain?   |  |  |  | | --- | --- | --- | |  | a. | biological | |  | b. | social | |  | c. | cognitive | |  | d. | psychosocial | |

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| 112. Dr. Yahya conducts a study in which they find that smoking is related to an increased risk of high blood pressure. They then publish their findings. Then Dr. Corradino conducts the same study using different participants in another city. Dr. Corradino's work is an example of \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | scientific controversy | |  | b. | replication | |  | c. | ethics | |  | d. | data analyses | |

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| 113. Explain the nature–nurture debate within developmental psychology and provide an example of both nature and nurture. |

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| 114. Define a *critical period* and a *sensitive period*. Explain the difference between the two, and give an example of each. |

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| 115. What practices must be built into a research study to protect participants? |

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| 116. Explain *differential susceptibility* and provide an example. |

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| 117. Define what intersectionality means and how it can impact development. |

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| 118. Define *cohort*, explain its effects, and give an example of one. |

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| 119. Explain the term *SES*, including four components of SES. |

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| 120. Imagine that you are interested in the relationship between age and reading ability for children ages 8 to 12 years old. Briefly define the cross-sectional design, and summarize how you could test this relationship using that design. |

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| 121. Describe *culture*, and explain why researchers interested in human development study different cultures. |

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| 122. Irma is under the impression that *culture*, *ethnicity*, and *race* mean the same thing and are interchangeable. Explain why Irma is mistaken and outline the differences between these terms. |

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| 123. Explain Bronfenbrenner's ecological-systems approach. Make sure to include all six systems, including the last one he added to the model before his death. |

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| 124. Define and discuss the term *plasticity* as it relates to human development. What factors influence plasticity in development? Offer at least one example of plasticity that has operated or is operating in your own life. |

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| 125. Define *correlation*, and give an example. Can one determine cause and effect from correlations? Explain why or why not. |

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| 126. Differentiate *quantitative research* from *qualitative research*. What are the benefits of using qualitative research in developmental psychology? |

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| 127. Describe each of the five steps of the scientific method. |

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| 128. What are ethics, and why are ethical standards so important to scientific research? |

**Answer Key**

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| 113. Nature refers to the influence of genes on a person, and nurture refers to environmental influences on a person. Environmental influences include the health and diet of the embryo's mother and continue lifelong, including experiences in the family, school, community, and society. An example of nature would be inheriting a gene that predisposes one to addiction. An example of nurture would be having a predisposition to addiction but being raised in a warm, stimulating environment in which parents do not abuse drugs or alcohol, reducing the individual's risk for addiction as a result of not being exposed to abuse or parental addictions. The debate concerns how many of any person's characteristics, behaviors, or emotions are the result of genes and how many are the result of the person's experiences.  ​   |  |  |  |  | | --- | --- | --- | --- | | ​ | Good (5 pts.) | Fair (3 pts.) | Weak (1–0 pts.) | | Defines nature and nurture | Accurately defines both terms and gives an example of both | Accurately defines one term and gives at least one accurate example | Does not accurately define both terms or supply accurate examples | | Describes the debate | Accurately describes both sides of the debate | Accurately describes one side of the debate | Does not accurately describe the debate |   ​ |

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| 114. A critical period is a time when something must occur to ensure normal development, and a sensitive period is a time when a specific developmental task occurs most easily. An example of a critical period would be the fetus growing arms and legs and hands and feet—this can occur only at a specific time in utero. Language development is an example of a sensitive period. It occurs most easily at a young age but can still develop at a later age as well.  ​   |  |  |  |  | | --- | --- | --- | --- | | ​ | Good (5 pts.) | Fair (3 pts.) | Weak (1–0 pts.) | | Defines and differentiates | Defines both periods and differentiates between them | Defines just one period or is vague about differentiation | Fails to define both periods or fails to differentiate | | Gives examples | Gives a correct example for both periods | Gives a correct example of either period | Does not give any examples | |

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| 115. Researchers must ensure that people's participation is (1) voluntary, (2) confidential, and (3) harmless. They must obtain the informed consent of all the participants. Informed consent means that participants must understand and agree to the procedures after being told of any risks involved. If children are involved, consent must be obtained from the children as well as their parents. Participants must also be allowed to end their participation at any time.  ​   |  |  |  |  | | --- | --- | --- | --- | | ​ | Good (5 pts.) | Fair (3 pts.) | Weak (1–0 pts.) | | Summarizes practices to protect participants | States all three conditions; describes informed consent and that participants can end participation | States two conditions; explains informed consent *or*that participants can end participation | States one condition; fails to explain informed consent | |

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| 116. Differential susceptibility refers to the idea that people vary in how sensitive they are to particular experiences. These differences are often genetic. Examples provided may vary. One may be asthma. Some people begin wheezing when they are near a cat, but others never do. Asthma is also an example of differential susceptibility because of past experience. Because of their parents' reactions in their early years, some older children are terrified at the first signs of an attack; others aren't. Another example involves dogs as well as cats. If a person lives in a rural area, fur-bearing pets reduce the rate of asthma; but in urban areas, such animals increase the incidence. That is differential susceptibility.  ​   |  |  |  |  | | --- | --- | --- | --- | | ​ | Good (5 pts.) | Fair (3 pts.) | Weak (1–0 pts.) | | Defines differential susceptibility | Accurately defines the term | Partially defines the term | Does not accurately define the term | | Provides an example | Provides an example | Provides a partial example | Does not provide an example |   ​ |

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| 117. Intersectionality is the idea that the various identities that we have need to be combined. Developmental psychologists highlight that this idea is important in determining if discrimination has occurred. Intersectionality focuses attention on power differences between groups and can highlight discrimination in many institutions. For instance, research has found that multiple identities are related to the prison sentences that are given to those convicted of committing crimes, such as age, gender, and race, placing young African American males at risk of receiving harsher sentences compared to others.  ​   |  |  |  |  | | --- | --- | --- | --- | | ​ | Good (5 pts.) | Fair (3 pts.) | Weak (1–0 pts.) | | Intersectionality defined | Provides a clear definition | Provides a vague definition | Provides an incorrect definition | | Developmental impact | Provides a clear example of how this impacts development | Provides a vague example of how this impacts development | Does not provide an example of how this impacts development | |

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| 118. A cohort is a group of people born within a few years of each other who move through time together. Cohorts travel through life affected by the interaction of their chronological age with the values, events, technologies, and culture of the historical period. Cohort examples will vary but should show an understanding of a cohort. Examples include the names that parents give their babies, "Occupy Wall Street," "Black Lives Matter," the 9/11 terrorist attacks, the assassination of John F. Kennedy, and attitudes about marijuana. The baby-boom generation is the example given in the text. Other common examples include the Greatest Generation (people who lived through the Depression and WWII) and the Millennials (Generation Y, born between the early 1980s and the early 2000s). Another example would be Generation X, born between the early 1960s and the early 1980s.  ​   |  |  |  |  | | --- | --- | --- | --- | | ​ | Good (5 pts.) | Fair (3 pts.) | Weak (1–0 pts.) | | Explains cohort | Correctly defines cohort and explains its impact on members | Defines cohort without explaining its effect on members | Does not define cohort correctly | | Gives an example | Gives an example of a cohort | Gives a vague example of cohort | Gives an incorrect example or does not give an example | |

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| 119. SES, or socioeconomic status, is a person's position in society and is determined by education, occupation, neighborhood, and income.  ​   |  |  |  |  | | --- | --- | --- | --- | | ​ | Good (5 pts.) | Fair (3 pts.) | Weak (1–0 pts.) | | Explains the term | Correctly explains the term | Partially explains the term | Does not explain the term | | Provides the four components | Includes the four components | Includes two components of SES | Does not include the four components or includes incorrect components | |

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| 120. A cross-sectional design compares groups of people of one age with at least one other group of people of another age at a specific point in time. Although the people differ in age, they should be similar in other important characteristics. It is faster than a longitudinal study, because all the data are immediately available.  To implement a cross-sectional design that examines age and reading ability, first identify two groups of children: 8-year-olds and 12-year-olds. Second, evaluate each individual child's reading ability. Finally, compare the children from each group, and look for differences in reading ability.  ​   |  |  |  |  | | --- | --- | --- | --- | | ​ | Good (5 pts.) | Fair (3 pts.) | Weak (1–0 pts.) | | Defines cross-sectional design | Describes cross-sectional design and identifies that participants should be of a similar socioeconomic status | Describes cross-sectional design but does not elaborate about having similar socioeconomic statuses for participants | Gives a vague or incorrect description of cross-sectional design | | Summarizes how to do the research | Identifies the three parts of the research design | Identifies two parts of the research design | Identifies one part or cannot identify the research design | |

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| 121. Culture is the system of shared beliefs, conventions, norms, behaviors, expectations, and symbolic representations that persist over time and prescribe social rules of conduct. Culture is a powerful social construction, or a concept created by a society. Such social constructions affect how people think and act—what they value, praise, ignore, and punish. Different cultures may view the same behaviors or phenomena as either assets or deficits. Therefore, by studying different cultures, researchers can identify which patterns are universal among humans and which occur only in certain cultures. This information provides insights into the effects of different environments.  ​   |  |  |  |  | | --- | --- | --- | --- | | ​ | Good (5 pts.) | Fair (3 pts.) | Weak (1–0 pts.) | | Describes culture | Clearly describes culture | Gives a definition of culture without describing it | Does not define culture | | Explains why researchers study different cultures | Clearly explains why researchers study different cultures | Is vague about why researchers study different cultures | Does not explain why researchers study different cultures | |

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| 122. Ethnic groups often share a culture, but not necessarily. There are multiple intersecting and interacting dimensions to ethnic identity. People may share ethnicity but differ culturally. For example, people of Irish descent in Ireland, Australia, and North America may come from several ethnic groups. In another example, African-born people in North America typically consider themselves African, but African people in Africa identify with more specific ethnic groups. Race refers to people who are regarded by themselves or by others on the basis of their physical appearance, typically skin color. However, social scientists are convinced that race is a social construction and that color terms exaggerate minor differences. For instance, dark-skinned people with African ancestors have high levels of within-population genetic diversity, and many dark-skinned people whose ancestors were not African share neither culture nor ethnicity with Africans.  ​   |  |  |  |  | | --- | --- | --- | --- | | ​ | Good (5 pts.) | Fair (3 pts.) | Weak (1–0 pts.) | | Differentiates the three terms | Explains how culture, ethnicity, and race differ | Differentiates between two of the terms | Does not differentiate the three terms | | Provides examples | Illustrates by example how the three terms differ | Partially illustrates by example differences between the three terms | Does not provide examples or provides incorrect examples |   ​ |

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| 123. Bronfenbrenner's ecological-systems approach is a perspective on human development that considers all the influences from the various contexts of development. This approach recognizes three nested levels as well as two systems that affect these levels. Bronfenbrenner believed that each person is affected by their social context. Over the course of his career, he identified five systems. The first is the microsystem (e.g., one's family and peer group), the second is the exosystem (school, clubs, and church), and the third is the macrosystem (larger social setting, such as cultural values and economic policies). The fourth system, called the chronosystem, is the role of historical context, and the fifth system, called the mesosystem, is the interaction that occurs between all the other systems. Before he died, Bronfenbrenner added a sixth system, the bioecological system, which is the internal biology of the person.  ​   |  |  |  |  | | --- | --- | --- | --- | | ​ | Good (5 pts.) | Fair (3 pts.) | Weak (1–0 pts.) | | Explains ecological-systems approach | Clearly states what the approach is | Gives a vague explanation of the approach | Is unable to describe the approach | | Identifies the systems | Identifies the six systems and gives an example of each | Identifies three of the systems or gives examples of three of the systems | Identifies fewer than three of the systems or gives fewer than three examples | |

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| 124. Plasticity is the molding of human traits while simultaneously maintaining some durability of identity. The concept of plasticity reminds us that human development is an ongoing, ever-changing interaction between the body and mind and between the individual and every aspect of their environment. Influences that affect plasticity include culture, upbringing, and genes. Students' examples should relate to some aspect of growth in their individual lives, such as how they—or someone they know—have overcome adversity. For example, they could discuss how a high-functioning person on the autism spectrum can eventually earn a college degree. (The autism remains [durability], but with school and other societal interventions, the person can still achieve traditional milestones.)  ​   |  |  |  |  | | --- | --- | --- | --- | | ​ | Good (5 pts.) | Fair (3 pts.) | Weak (1–0 pts.) | | Defines and discusses plasticity | Defines the concept of plasticity and discusses it | Defines *or*discusses plasticity | Does not define or discuss plasticity | | Lists factors that influence plasticity | Lists three factors that influence plasticity | Lists two factors that influence plasticity | Lists one or no factors that influence plasticity | | Gives a plasticity example | Gives an example of plasticity and relates it to a personal experience | Gives an example of plasticity but does not relate it to a personal experience | Does not give an example of plasticity |   ​ |

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| 125. A correlation exists between two variables when one variable changes (increases or decreases) as the other variable changes. Examples will vary but should illustrate this concept, such as the relationship between increased ice cream sales and higher murder rates. It is impossible to determine cause and effect from correlations, because even though correlations indicate a connection between two variables, they cannot determine the reason for the connection, since no other variables are controlled. In the example above, both ice cream sales and violent crime increase during hot weather. Therefore, a third variable—heat—may explain this relationship.  ​   |  |  |  |  | | --- | --- | --- | --- | | ​ | Good (5 pts.) | Fair (3 pts.) | Weak (1–0 pts.) | | Defines correlation | Gives an accurate definition of correlation | Gives an adequate definition of correlation | Gives an inaccurate or no definition of correlation | | Gives an example of a correlation | Offers a good example of a correlation | Offers a vague or weak example of a correlation | Offers an incorrect or no example of a correlation | | Explains the relationship between causation and correlation | States that causation cannot be determined from a correlation | Implies that causation can be determined from a correlation | States that causation can be determined from a correlation | |

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| 126. Quantitative research provides data that can be expressed with numbers, such as ranks or scales. Qualitative research, in contrast, relies on open-ended questions, and information is presented in narrative rather than numerical form. Many developmental researchers rely on quantitative research, as it reflects cultural and contextual diversity.  ​   |  |  |  |  | | --- | --- | --- | --- | | ​ | Good (5 pts.) | Fair (3 pts.) | Weak (1–0 pts.) | | Differentiates quantitative and qualitative research | Explains the differences between the two types of research | Provides partial definitions of the two types of research | Does not differentiate the two types of research | | Explains the benefits of using qualitative research in developmental psychology | Includes the benefits of using qualitative research | Only includes one benefit associated with qualitative research | Does not include the benefits of qualitative research |   ​ |

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| 127. Step 1: Begin with curiosity. Pose a question based on a theory, prior research, or personal observation. Step 2: Develop a hypothesis, which is a specific prediction that can be tested through research. Step 3: Test the hypothesis. Design and conduct research to gather empirical evidence (data). Step 4: Analyze the evidence gathered in the research. Draw conclusions. Using the evidence gathered in the research, conclude whether the hypothesis is supported or refuted. Step 5: Report the results by sharing the data, conclusions, and alternative explanations with other scientists.  ​   |  |  |  |  | | --- | --- | --- | --- | | ​ | Good (5 pts) | Fair (3 pts) | Weak (1–0 pts) | | Lists steps of scientific method in order | States five of the steps in order | States three of the steps in order | States fewer than three steps or does not state the steps in order | | Explains each step | Describes the five steps | Describes three steps | Describes fewer than three steps or does not describe steps accurately | |

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| 128. Ethics are a set of moral principles and specific practices that protect both participants and the integrity of research. Ethical standards provide study participants with the assurance of informed consent; the knowledge that their participation is voluntary and confidential; and the promise that they will not be harmed.  Ethics are also a vital part of the reporting process after the research has been conducted. Reports of findings should be accurate, and the study should be able to be replicated under the same conditions. Collaboration, replication, and transparency are essential ethical safeguards for all scientists.  ​   |  |  |  |  | | --- | --- | --- | --- | | ​ | Good (5 pts.) | Fair (3 pts.) | Weak (1–0 pts.) | | Defines ethics | Defines ethics | Defines ethics only as they apply to participants *or*the reporting process | Does not define ethics | | Explains the importance of ethics | Explains why ethics are important, including the three ethical safeguards—collaboration, replication, and transparency; states several ways in which ethics protect participants and how ethics protect findings and replication | Identifies only how ethics are important for participants *or*their importance to the reporting process and replication | Does not explain why ethics are important |   ​ |