

Multiple Choice Questions

Chapter 1 Studying Development

- 1 Homo psychologicus is:
 - a) a person with a degree in psychology
 - b) any human being
 - c) a healer in ancient Roman times
 - d) a philosopher

- 2 Consciousness, according to Nicholas Humphrey (1984), is:
 - a) the person's theory of cognition
 - b) the study of the system that governs the ideas people use to convey meaning
 - c) knowledge of our own thoughts and feelings as a guide for understanding how others are likely to think, feel and therefore behave
 - d) the id, the ego and the superego

- 3 The discipline of child development is:
 - a) the systematic study of children's development grounded in empirical research and theory building
 - b) knowledge that the child has about his/own developmental processes
 - c) the study of parent--child relationships
 - d) the study of children in their social context

- 4 What was one of the earliest scientific studies of child development?
 - a) Piaget's case studies of his own children
 - b) Freud's case studies of his patients
 - c) Darwin's case study of his son's development
 - d) Binet's research into children's intelligence

- 5 What is development?
 - a) the process by which an organism (human or animal) grows and changes through its life-span
 - b) the first five years of life
 - c) the process of growth from infancy through to adolescence
 - d) all of the above

- 6 What is a cross-sectional design?
 - a) a research design in which an investigator might look at the same age group over time
 - b) a random sample of different age groups
 - c) a research design in which an investigator might look at several age groups simultaneously
 - d) a study of language development over time

- 7 What is a longitudinal design?
 - a) a research design in which the investigator follows certain individuals over a given time period, measuring change
 - b) a research design in which an investigator might look at several age groups simultaneously
 - c) a study of language development over time
 - d) a random sample of different age groups

- 8** What are key disadvantages of longitudinal research?
- a) the possibility of subject attrition
 - b) any long-term longitudinal study runs the risk of becoming dated in its conception and conclusions
 - c) it is very time-consuming
 - d) all of the above
- 9** What, according to Baltes, are the major influences on development throughout the life-span?
- a) normative age-graded events
 - b) normative history-graded events
 - c) non-normative life events
 - d) all of the above
- 10** What is an example of a normative age-graded influence with a strong biological component?
- a) the advent of puberty
 - b) entering school at 5 years
 - c) learning to speak Spanish
 - d) the events of World War II
- 11** It is not necessary or possible to get informed consent when carrying out research on young children. Is this true?
- a) yes, because young children cannot understand these things
 - b) no, investigators should have due respect for children's rights and welfare
 - c) yes, because the needs of science justify the means
 - d) yes, ethical guidelines only apply to adults
- 12** What is an example of non-normative influence on development?
- a) the advent of television
 - b) the effects of brain damage arising from an accident
 - c) the advent of puberty
 - d) the age of going to school
- 13** What is a cohort-sequential design?
- a) research that combines aspects of cross-sectional, longitudinal and cohort design
 - b) the study of the impact of historical change on the same individuals over time
 - c) a research design in which the investigator follows certain individuals over a given time period, measuring change
 - d) none of the above
- 14** What is Bronfenbrenner's ecological model?
- a) an interaction among the processes of person, context and time
 - b) the study of the environment
 - c) the study of society
 - d) the study of culture
- 15** When do developmental psychologists carry out correlational analyses?
- a) when they examine whether a certain behaviour occurs systematically or more frequently together with some other particular behaviour or in some particular situation
 - b) when they estimate the probability that certain child behaviours will occur
 - c) when they follow through a hunch about why children behave as they do at certain ages
 - d) when they study the relationships between parents and their children

- 16** What are some of the problems of validity that may occur in the study of child development?
- a) the presence of an observer may change the behaviour being observed during naturalistic studies
 - b) the presence of an experimenter may influence the responses of participants taking part in an experiment
 - c) both of the above
 - d) neither of the above
- 17** Is it possible to involve young people themselves as researchers?
- a) no, they are too immature to carry out research
 - b) yes, they are superior to adult researchers because they have 'inside knowledge' about their peer group
 - c) no, young people would be unable to ask the right kind of questions
 - d) yes, provided that careful thought and planning goes into the research design
- 18** What is Popper's notion of 'falsification'?
- a) a hypothesis can always in the end be proved correct
 - b) science is an art
 - c) a hypothesis can be falsified and it is through this process that science progresses
 - d) any mature science will have at its heart a body of accepted knowledge
- 19** Psychological knowledge has offered insights into the developmental processes of children by:
- a) evaluations of the long-term effects of compensatory education interventions on children's intellectual development
 - b) research into the impact on young people's cognitive development of the mass media
 - c) research into the process of attachment between babies and their parents
 - d) all of the above
- 20** 'Developmental psychologists have proved scientifically that society is much more violent than it used to be.' Is this true?
- a) no, each generation appears to believe that young people are much worse than they were in the previous generation
 - b) yes, there are serious trends in today's society that promote violence and aggression in the young
 - c) yes, families are no longer able to fulfil their traditional roles
 - d) each of the above statements is open to interpretation

Chapter 2 Biological and Cultural Theories of Development

- 1 Dizygotic twins:
 - a) are genetically identical
 - b) come from a single fertilized egg cell
 - c) may be of the same or different sex
 - d) are not really twins but only appear to be so

- 2 Shared family environment refers to:
 - a) aspects of the family environment common to all siblings
 - b) the influence of television on children's behaviour
 - c) effects of birth order
 - d) attachment between mother and child

- 3 Recent behaviour genetic studies of infant attachment suggest that:
 - a) attachment is an unrealistic construct
 - b) there is a major role for genetic influence on all types of attachment security
 - c) there is no role for genetic influence on any types of attachment security
 - d) some genes have been related to disorganized attachment

- 4 Down's syndrome children:
 - a) have unusually gifted drawing abilities
 - b) are more frequent in younger mothers
 - c) are usually sociable and friendly
 - d) tend to be hyperactive

- 5 Instinct refers to a behaviour which:
 - a) is observed in all normal healthy members of a species
 - b) needs only quite general environmental input (such as is necessary for healthy growth)
 - c) is little influenced by the environment
 - d) is all of the above

- 6 Canalization of behaviour refers to:
 - a) evidence for an early aquatic phase of human evolution
 - b) directions of development in which environmental variations have little effect
 - c) directions of development in which genetic variations have little effect
 - d) ways in which human infants resemble non-human primate infants

- 7 Imprinting refers to:
 - a) a process of learning
 - b) characteristic marks on the beaks of ducklings
 - c) a behaviour found only in some bird species
 - d) none of the above

- 8 Studies of chimpanzees show that they:
 - a) show no signs of pretend play
 - b) show rudimentary signs of pretend play
 - c) show signs of pretend play equivalent to 3-year old children
 - d) show signs of pretend play equivalent to 4-year old children

- 9 Studies of deception show that:
 - a) it is well-known in many animal species
 - b) is particularly complex in primates
 - c) is not necessarily a sign of high intelligence
 - d) all of the above

- 10** The evidence that chimpanzees have mindreading abilities is:
- unequivocal
 - still to be investigated
 - impossible to answer
 - uncertain although still vigorously debated
- 11** Kin selection refers to:
- tendencies for inbreeding
 - choosing siblings as play partners
 - a selection pressure to help genetic relatives
 - reciprocating help given by others
- 12** Parent-offspring conflict theory predicts that:
- parents will have harmonious relations with offspring
 - siblings will help each other
 - siblings will compete with each other
 - parents will always favour one offspring over another
- 13** Evolutionary psychology argues that:
- our present-day psychology can be explained by our evolutionary history
 - our psychological mechanisms are adapted to urban living
 - the human brain has a generalized, non-modular capacity
 - all of the above
- 14** Evolutionary developmental psychology argues that:
- all features of childhood prepare the way for adulthood
 - genetic influences are much more powerful than environmental influences
 - the sex difference in physical aggression is seen as having adaptive value
 - children are well adapted to formal schooling
- 15** Which of the following is *not* a criticism of evolutionary explanations of human behaviour?
- evolutionary explanations are criticized as 'just so' stories
 - human behaviour is so flexible that an enormous variety of behaviours can be readily learnt
 - some human behaviour development is canalized
 - there are enormous cultural variations in behaviour
- 16** The 'culture and personality' school of anthropology:
- rejected the work of Benedict and Mead
 - related the subsistence nature of a society to its childhood socialization practices
 - emphasized common features of development in all cultures
 - all of the above
- 17** The cultural--ecological model of Cole:
- puts an emphasis on specific child-rearing practices
 - rejects the Vygotskian viewpoint
 - led to a less contextualized approach to the study of development
 - argued that children learn through a form of apprenticeship with adults
- 18** The concept of a developmental niche:
- conceptualizes both the child and the environment as active and interactive systems
 - strongly emphasizes genetic influences on development
 - regards all cultures as basically equivalent for child development
 - has been rejected by most psychologists

19 Writers who 'deconstruct' developmental psychology argue that:

- a) it is not developmental
- b) it is not psychology
- c) ideological assumptions influence research
- d) none of the above

20 Rogoff's study of Girl Scout cookie sales is an example of:

- a) innate taste preferences in children
- b) sex differences in entrepreneurial activity
- c) how guided participation assists mastery of a complex set of skills
- d) the problems of participant observation

Chapter 3 Prenatal Development and Birth

- 1 The embryonic stage of pregnancy:
 - a) is complete after two weeks
 - b) lasts from about the third to the eighth week after conception
 - c) lasts from about the second to ninth month after conception
 - d) is when the heartbeat can be heard

- 2 Pregnancy sickness in the early stages of pregnancy:
 - a) may be an adaptive mechanism to protect the embryo against toxic chemicals from foods
 - b) peaks at around 6 to 8 weeks
 - c) is found cross-culturally
 - d) all of the above

- 3 Which of the following statements is true?
 - a) the fetus responds to auditory stimuli which are filtered through the amniotic fluid
 - b) congenital deafness can be diagnosed during the prenatal period
 - c) the fetus distinguishes between music, language and other sounds
 - d) all of the above

- 4 Which of the following was NOT a consequence of bipedalism?
 - a) it freed up the hands for making tools
 - b) it restricted the pelvic opening through which the infant is born
 - c) it led to the origin of spoken language
 - d) it helped shorten the gestational period

- 5 The human infant's brain size reaches one-half adult size by:
 - a) birth
 - b) 6 months
 - c) 1 year
 - d) 3 years

- 6 Human milk composition is:
 - a) primarily constituted of fat, protein and carbohydrates including lactose
 - b) typical of a species where feeding would be on demand
 - c) similar to that of other primates
 - d) all of the above

- 7 The colostrum:
 - a) is expelled by the mother after birth
 - b) is a yellowish or bluish very first milk
 - c) does not contain vitamins
 - d) is one kind of teratogen

- 8 A very low birthweight (VLBW) infant:
 - a) weighs around 3,000 -- 4,000 gm
 - b) weighs less than 2500 gm at birth
 - c) weighs below 1500 gm
 - d) weighs below 1000 gm

- 9** Which of the following is NOT a perinatal risk factor?
- prematurity
 - low birth weight
 - mother smoking during pregnancy
 - breech delivery
- 10** The study by Werner and Smith in Kuauai found that:
- girls were more susceptible to risk factors generally, than boys
 - perinatal factors are more important than psychosocial factors
 - temperament was important in predicting later outcomes
 - perinatal factors were of no long-term consequence
- 11** Recent research suggests that:
- low to moderate perinatal risk factors can seldom be overcome
 - very low birthweight babies have poorer developmental outcomes
 - a good psychosocial environment can compensate even for severe perinatal risk
 - intensive intervention programmes for very low birthweight infants have had encouraging results
- 12** Infants are especially interested in stimuli that:
- are monotonous
 - are stationary
 - have a lot of contour information
 - all of the above
- 13** The 'contingency mobile' experiment showed that:
- infants enjoy contingent responses
 - infants respond preferentially to human faces
 - infants respond preferentially to familiar stimuli
 - infants are initially more interested in novel stimuli
- 14** The 'still face' experiment:
- showed that infants are upset when familiar expectations are violated
 - was an improvement on double video live--replay experiments
 - has not been replicated
 - proved that infants are fussy in experimental situations
- 15** Imitation is:
- not an important feature of infant learning
 - not seen until 1 year of age
 - may be seen as early as 12--21 days
 - is limited to tongue protrusion in early infancy
- 16** Researchers are agreed that:
- the abilities of infants assist them in getting into social interaction sequences with adult caregivers
 - adults have the major role in social interaction until about 1 year of age
 - newborn and adult spontaneously display a mutually satisfying intersubjectivity
 - none of the above

- 17** The work of Klaus and Kennell:
- a) suggested that the mother forms a bond with the infant in the first hours or days after birth
 - b) argued that absence of an early mother--infant bond makes later maltreatment or abuse more likely
 - c) has not been replicated by subsequent research
 - d) all of the above
- 18** Thomas and Chess identified nine dimensions of temperament by:
- a) interviewing mothers using questionnaires
 - b) drawing on their clinical experience
 - c) observing babies
 - d) summarizing previous studies
- 19** Temperament is:
- a) detectable during fetal growth
 - b) not due to heredity
 - c) only predictive of infant behaviour
 - d) a measure of a difficult infant
- 20** A transactional model of development stresses that:
- a) infant temperament interacts with caregiving environment
 - b) infant temperament determines later outcome
 - c) caregiving environment determines later outcome
 - d) development is an unpredictable process

Chapter 4 Parents and Families

- 1 Attachment between infant and caregiver refers to:
 - e) the infant clinging to the caregiver
 - f) the infant maintaining proximity to the caregiver
 - g) the infant recognising the caregiver
 - h) the infant smiling

- 2 Mary Ainsworth:
 - a) described attachment behaviours in Ganda infants
 - b) devised the strange situation
 - a) suggested the categories of attachment security
 - b) all of the above

- 3 Attachments are usually made to:
 - a) one person only
 - b) the person who does the nappy changing
 - c) someone who is interactive and responsive
 - d) none of the above

- 4 Studies in kibbutzim show that:
 - a) infants were strongly attached to both the mother, and the *metapelet*
 - b) collective sleeping arrangements were associated with a greater incidence of insecure attachment
 - c) a communal child-rearing environment fosters group-oriented skills and close peer relationships
 - d) all of the above

- 5 Type D (disorganized) babies are:
 - a) characterized by conspicuous avoidance of proximity to or interaction with the mother in the reunion episodes
 - b) characterized by actively seeking and maintaining proximity, contact or interaction with the mother, especially in the reunion episodes
 - c) characterized by conspicuous contact- and interaction-resisting behaviour in the reunion episodes
 - d) characterized by no one clear pattern, but show inconsistent and often bizarre responses to separation/reunion

- 6 Attachment type appears to be most influenced by:
 - a) genetics
 - b) maternal sensitivity
 - c) paternal sensitivity
 - d) there is insufficient evidence to distinguish the above

- 7 Internal working models are:
 - a) hypothetical constructs
 - b) cognitive structures embodying the memories of day-to-day interactions with the attachment figure
 - c) 'schemas' or 'event scripts' which guide the child's actions with the attachment figure
 - d) all of the above

- 8** The Separation Anxiety Test is:
- a) a doll-play task
 - b) a way of measuring attachment in children of school age
 - c) an alternative way of scoring the Strange Situation
 - d) a measure used with adults
- 9** The Adult Attachment Interview is:
- a) suitable for pre-adolescents
 - b) a semi-structured interview that probes memories of one's own early childhood experiences
 - c) coded on the basis of the experiences recounted
 - d) all of the above
- 10** Studies with the AAI show that:
- a) fathers are more autonomous than mothers
 - b) adolescents are more dismissive than mothers
 - c) clinical patients are less autonomous than non-patients
 - d) all of the above
- 11** Inter-generational studies show that:
- a) there is no substantial linkage between adult AAI and infant Strange Situation coding
 - b) there is considerable linkage between adult AAI and infant Strange Situation coding
 - c) there is considerable linkage between adult AAI and infant Strange Situation coding, but only for mothers who score as disorganized
 - d) there is considerable linkage between adult AAI and infant Strange Situation coding, but only for Holocaust victims
- 12** Disorganized infant attachment has been found to be:
- a) unrelated to any genetic factors
 - b) higher in infants with physical disabilities
 - c) related to frightened or frightening behaviour by the mother
 - d) unrelated to maltreatment or abuse
- 13** Most research suggests that:
- a) Bowlby was right with his maternal deprivation hypothesis
 - b) moderate shared care of infants is unusual and detrimental
 - c) extreme shared care has no ill effects
 - d) institutional rearing can lead to problems in social behaviour
- 14** Researchers agree that studies of day care show that:
- a) day care does not have adverse effects provided that it is of high quality
 - b) a robust association exists between extensive non-maternal care experience initiated in the first year of life and insecure infant–mother attachment assessed in the Strange Situation
 - c) there are no main effects of day care amount or quality on attachment security
 - d) despite arguments of different researchers, there is no consensus on these issues

15 Studies of fathers show that:

- a) typically, fathers have just as large part in child-rearing and domestic tasks as do mothers, especially when children are young
- b) fathers have little to do with children among the Aka pygmies, because they are busy hunting
- c) in Sweden, fathers do most of the housework and provide most child care
- d) differences in mother's and father's behaviour with children lessen after infancy, especially when mothers are also working outside the home

16 Research on grandparents shows that:

- a) grandparents are often the primary source of non-parental care of young children
- b) about 30 per cent of middle-aged and older people become grandparents
- c) the average age of becoming a grandparent in Western societies is about 70 years
- d) most grandparents only have indirect influence on their grandchildren's behaviour

17 Authoritative parents:

- a) have strict ideas about discipline and behaviour that are not open to discussion
- b) have relaxed ideas about behaviour and discipline
- c) tend to have popular, prosocial children
- d) have children with lower achievement at school

18 Studies of the effects of divorce on children show that:

- a) they experience more independence and power in decision making at an earlier age
- b) emotional distress and behaviour problems are little improved after 5 years
- c) their activities are more closely monitored by parents
- d) few of the ill-effects of divorce are attributable to conflicts between partners which predate the actual separation of the parents

19 Child abuse is:

- a) difficult to determine the extent of
- b) a minor cause of death in preschool children
- c) less likely from step-parents
- d) all of the above

20 Intervention work with parents finds that:

- a) long-term therapy-based interventions are more effective than short-term preventive interventions
- b) there were appreciable improvements in many studies in attachment security to the child, but only small improvements in maternal sensitivity
- c) it is easier to produce changes at the representational level, than at the behavioural level
- d) none of the above

Chapter 5 The Peer Group

- 1 Observations of children aged 1 to 2 years in mother-and-toddler groups show that:
 - a) they have a high level of peer interaction
 - b) they look at their mothers a lot but make more physical contact with peers
 - c) when one child picks up or plays with an object, another child is likely to do the same
 - d) they engage in associative group play

- 2 An example of a sibling comparison process would be:
 - a) when one sibling does well at school, the other develops low self-esteem
 - b) when one sibling does well at school, the other sibling works even harder
 - c) when one sibling does well at school, the other redirects their energy into sports
 - d) all of the above

- 3 'Parallel play' is:
 - a) when children play near each other with the same materials, but do not interact much
 - b) when children interact together at an activity, doing similar things
 - c) when children interact together in complementary ways
 - d) all of the above

- 4 A sociogram refers to:
 - a) a measure of similarity of weight in friends
 - b) observational methodology used with children
 - c) a picture of the social structure in a group
 - d) an assessment of sociometric status

- 5 A social-cognitive map is:
 - a) useful for understanding complex cliques or groups in older children
 - b) obtained by asking 'are there people who hang around together a lot at school?'
 - c) obtained by combining information from different informants
 - d) all of the above

- 6 'Controversial' sociometric status children:
 - a) receive many 'like most' and many 'like least' nominations
 - b) are not aggressive
 - c) have low cognitive and social abilities
 - d) all of the above

- 7 Which statement is generally *not* true about 'rejected' sociometric status children?
 - a) they are the most stable status type
 - b) there are several distinct subtypes of rejected children
 - c) only a small proportion are aggressive
 - d) few children like them and many actually dislike them

- 8 Aggressive children:
 - a) tend to be disliked in the early school years but may be more popular in adolescence
 - b) tend to be liked in the early school years but may be less popular in adolescence
 - c) tend to be disliked in the early school years and in adolescence
 - d) tend to be popular in the early school years and in adolescence

- 9 Sociometrically neglected children have been found to be:
 - a) disliked by teachers
 - b) prosocial and compliant
 - c) doing poorly academically
 - d) score highest on loneliness scales

- 10** Compared to non-friends, friends consistently show:
- more frequent conflicts
 - less frequent conflicts
 - more frequent conflict resolution
 - less frequent conflict resolution
- 11** In studying children's conceptions of friendship it is found that:
- younger school age children do not have a conception of 'friendship'
 - intimacy and commitment are important even for young children
 - intimacy and commitment are important by 6 to 8 years
 - intimacy and commitment become important in adolescence
- 12** Evidence for the importance of friendship and social acceptance at school, for later adjustment, shows that:
- both friendship and social acceptance are important, in the same way
 - both friendship and social acceptance are important, but in different ways
 - friendship is more important than social acceptance
 - social acceptance is more important than friendship
- 13** A successful method of social skills training is:
- to pair a preschool child with a younger partner
 - to watch a film showing an initially withdrawn child in a series of increasingly complex peer interactions
 - to coach children how to co-operate and communicate with peers
 - all of the above
- 14** The linearity of a dominance hierarchy refers to:
- the extent to which children can verbalize the hierarchy of their group
 - how many reversals of expected position there are
 - the extent to which the more dominant children are liked
 - the extent to which the more dominant children are leaders
- 15** Observations of aggressive behaviour in young children show that:
- conflicts increase with age
 - there is already some stability in which children are aggressive
 - girls are as physically aggressive as boys are up to age 5
 - none of the above
- 16** A hostile attribution bias is typical of:
- proactive aggression
 - reactive aggression
 - indirect aggression
 - social aggression
- 17** High aggression in childhood is associated with:
- poor self-esteem
 - high levels of parental monitoring
 - lack of parental warmth
 - none of the above

- 18** Patterson's model of the development of aggressive behaviour predicts that:
- a) friendship with antisocial peers can help maintain antisocial behaviour
 - b) there is a constant relationship between aggression and peer rejection
 - c) the peer group is more important than parental influence
 - d) all of the above
- 19** The Fast Track intervention project:
- a) starts at high school
 - b) is entirely school-based
 - c) found some effects on social problem-solving skills
 - d) all of the above
- 20** Group socialization theory suggests that:
- a) parenting style is a very important influence on later development
 - b) genetic factors are of slight importance in later development
 - c) the major environmental factor in growing up is the child's peer group
 - d) all of the above

Chapter 6 Becoming Socially Aware

- 1 By around 9--12 months infants can:
 - a) show wariness of an unfamiliar peer
 - b) differentiate between photographs of baby and adult faces
 - c) respond differentially to photographs of female and male strangers
 - d) all of the above

- 2 Darwin's research on emotional development in his son is an example of:
 - a) experimental design
 - b) diary method
 - c) survey method
 - d) correlational analysis

- 3 The earliest emotional distinction one can make for babies is between:
 - a) disgusted and bored
 - b) ashamed and unashamed
 - c) happy and sad/distressed
 - d) calm and afraid

- 4 Social referencing refers to:
 - a) an infant looking at the parent/caregiver reacting themselves
 - b) an infant reacting to a novel situation then looking at parent/caregiver for reassurance
 - c) an infant looking at both mother and father before deciding who to approach
 - d) an infant looking more at a peer than at as parent

- 5 In his book *Children and Emotion*, Harris argued that an important precursor for the child to be able to understand another person's mind was:
 - a) self-awareness
 - b) the capacity for pretence
 - c) distinguishing reality from pretence
 - d) all of the above

- 6 When told the following story: 'Diana falls over and hurts herself. She knows that the other children will laugh if she shows how she feels. So she tries to hide how she feels', and asked 'What will Diana do, and why?' A child can explain that Diana will look happy, and explain why, by:
 - a) 3 years
 - b) 4 years
 - c) 5 years
 - d) 6 years

- 7 Correctly labelling another person or figure as male or female is a measure of:
 - a) gender identity
 - b) gender constancy
 - c) gender stability
 - d) gender stereotyping

- 8 Cross-cultural studies of sex differences in socialization suggest that differences are less strong when:
 - a) male strength is important for hunting or herding
 - b) there are small family groups
 - c) older girls are required to look after younger siblings
 - d) none of the above

9 Collaer and Hines concluded that the evidence for the effects of sex hormone abnormalities on behaviour is relatively strong for:

- a) aggression
- b) sexual orientation
- c) play behaviour
- d) all of the above

10 Self-socialization refers to:

- a) parents reinforcing sex-appropriate behaviour
- b) children imitating same-sex models because they spend more time with them
- c) children imitating same-sex models because they realize that this is what a child of their own sex usually does
- d) children finding same-sex play partners more rewarding because of similar interests ultimately deriving from biological and hormonal influences

11 Gender schemas:

- a) are cognitive structures that organize gender knowledge into a set of expectations about what it is important to observe, and what it is appropriate to imitate
- b) help children to form evaluations of and make assumptions about peers, based on their sex
- c) are formed around a basic in-group/out-group division
- d) all of the above

12 If 8-year-olds are shown an Italian boy wearing Native American Indian clothes they will say that:

- a) the boy is Italian
- b) the boy is a Native American Indian
- c) the boy was born Italian and later became a Native American Indian
- d) they don't know to which ethnic group the boy belongs

13 In some early studies of ethnic preference 4-year-olds were shown different dolls. The general finding from these early studies was that:

- a) most white children played with both black and white dolls
- b) most black children played with both black and white dolls
- c) most black children preferred to play with black dolls
- d) most black children preferred to play with white dolls

14 Aboud (1988) suggested that most children do not show racial prejudice before the age of:

- a) 4 years
- b) 6 years
- c) 8 years
- d) 10 years

15 If violent television has a 'cathartic' effect this means that children who watch a violent television programme will show:

- a) more aggressive behaviour after watching the programme
- b) more aggressive behaviour after watching the programme but only if they are already children with above average levels of aggression
- c) less aggressive behaviour after watching the programme
- d) no change in the level of their aggression after watching the programme

16 Anderson et al. (2001) found that:

- a) 5-year-old boys who watched more informative television programmes also achieved higher grades during their first two years at school
- b) 5-year-old girls who watched more informative television programmes also achieved higher grades during their first two years at school
- c) 5-year-old boys who watched more informative television programmes also achieved higher school grades in school during their adolescent years
- d) 5-year-old girls who watched more informative television programmes also achieved higher grades in school during their adolescent years

17 Cullingford (1984) asked children about the television programmes they had watched the night before and found that many children:

- a) watched programmes after midnight
- b) watched programmes that they knew their parents would not approve of
- c) could describe in detail the programmes they had seen
- d) could not remember much of the programmes they had seen

18 Durkin (1985) concluded that:

- a) the more television that children watched the more likely they were to have stereotypical views about sex-roles
- b) the more television that children watched the less likely they were to have stereotypical views about sex-roles
- c) children who never watched television were less likely to have stereotypical views about sex-roles
- d) television had little effect on children's views about sex roles

19 Lewis et al. (1991) placed young children in potentially embarrassing situations and found that:

- a) some children showed signs of embarrassment before the age of 2 years
- b) children only showed signs of embarrassment after 2 years of age
- c) children only showed signs of embarrassment after 4 years of age
- d) some 4-year-olds never showed signs of embarrassment

20 Himmelweit et al.'s study of children's television watching, which was carried out in Norwich in 1958, took advantage of the fact that television ownership was still uncommon by:

- a) comparing children who watched television with children who did not watch television
- b) comparing children's behaviour before and after their families bought a television
- c) both (a) and (b) above
- d) showing children, who did not have a television, specific programmes to assess the effect of just those programmes on the children's behaviour

Chapter 7 Play

1 Play behaviour:

- a) is different from exploration
- b) is often characterized by play signals
- c) is characterized by flexibility
- d) all of the above

2 Piaget's sequence of play was:

- a) exercise play/language play/games with rules
- b) constructive play/rough-and-tumble play/games with rules
- c) exercise play/language play/symbolic play
- d) practice play/symbolic play/games with rules

3 Smilansky took Piaget's scheme and introduced the concept of:

- a) constructive play:
- b) rough-and-tumble play
- c) exercise play
- d) games with rules

4 A way of recognizing play fighting from real fighting is that:

- a) there are many onlookers for play fighting
- b) play fights are longer
- c) play fights are often between friends
- d) all of the above

5 Decentration in pretend play refers to

- a) pretending to go to sleep
- b) using complex language in pretence
- c) using substitute objects in pretence
- d) incorporating other participants into pretend activities

6 When asked to pretend to brush their teeth, or comb their hair

- a) most 3- and 4-year-olds imagined the brush or comb in their hand
- b) most 6- to 8-year-olds used a substitute body part
- c) most 6- to 8-year-olds imagined the brush or comb in their hand
- d) none of the above

7 A longitudinal study of pretend play in the home by Haight and Miller (1993) found that:

- a) three-quarters of pretend play was social
- b) three-quarters of pretend play was solitary
- c) the earliest pretend play episodes were more likely to be solitary, than social
- d) solo episodes were generally longer than joint episodes of pretend play

8 Research on children's war play proves that:

- a) it encourages actual aggressive behaviour
- b) it does little if any harm
- c) parents have very varied views on the topic
- d) researchers can agree even on difficult social issues

9 The transition into playing games with rules is:

- a) developmentally sudden
- b) at around 4 to 5 years
- c) at around 6 to 7 years
- d) at around 10 to 12 years

- 10** It is clear that:
- there are social class differences in pretend play
 - children from non-urban societies show less frequent and less complex fantasy play
 - there are sex differences in the frequency of pretend play
 - there are sex differences in the choice of roles in sociodramatic play
- 11** Who encouraged a positive evaluation of the educational significance of play, as compared with the rote-learning approach?
- Spencer
 - Froebel
 - Stanley Hall
 - Freud
- 12** Who developed the exercise or practice theory of play?
- Pestalozzi
 - Freud
 - Groos
 - Vygotsky
- 13** Who did not value pretend or sociodramatic play, seeing pretence as primitive and an escape from reality?
- Froebel
 - Vygotsky
 - Bruner
 - Montessori
- 14** Piaget thought that play:
- was a primacy of assimilation over accommodation
 - consolidated existing skills by repeated execution of known schemas
 - gave a child a sense of 'ego continuity'
 - all of the above
- 15** Susan Isaacs believed that:
- play was the child's work
 - play was a form of surplus energy
 - pretend play was an escape from reality
 - play was a form of recapitulation
- 16** An example of the 'design studies' approach to play is that:
- a lot of talk about mental states takes place in pretend play
 - coordination with a large number of partners is often involved in rough-and-tumble play
 - there is considerable negotiation about social roles in sociodramatic play
 - all of the above
- 17** A study by Watson and Peng (1992) found an association for boys between a history of toy-gun play and levels of aggression. This shows that:
- toy gun play leads to aggression
 - temperamentally aggressive children also like playing with toy guns
 - boys and girls have different liking for toy guns
 - no firm conclusions can be drawn

- 18** Many early experimental studies of play were flawed due to:
- a) inadequate control groups
 - b) experimenter effects
 - c) lack of ecological validity
 - d) all of the above
- 19** The verbal stimulation hypothesis argues that:
- e) play tutoring effects are not replicable
 - f) adult conversation causes the gains found in play tutoring studies
 - g) pretend play helps develop theory of mind skills
 - h) all of the above
- 20** Hutt's study of a novel object showed that:
- a) play preceded exploration
 - b) exploration preceded play
 - c) play and exploration were indistinguishable
 - d) exploration was characterized as relaxed and by a diversity of activities

Chapter 8 Helping Others and Moral Development

- 1 Prosocial behaviour is best defined as:
 - a) any helpful action
 - b) a voluntary intentional action involving self-sacrifice that produces a beneficial outcome for the recipient
 - c) a voluntary, intentional action producing a beneficial outcome for the recipient regardless of cost to the donor
 - d) a way of voluntarily helping friends rather than acquaintances

- 2 The personal qualities of acting prosocially are:
 - a) found across cultures
 - b) common to Western cultures
 - c) common to non-Western cultures
 - d) randomly distributed in the population

- 3 When Grusec and colleagues (1978) compared the effects on 8- to 10-year-olds of adults modelling prosocial behaviour with the effects of moral exhortation what did they find?
 - a) at this age children are incapable of acting altruistically
 - b) modelling behaviour has more impact than moral exhortation
 - c) moral exhortation has more impact than modelling behaviour
 - d) the results were inconclusive

- 4 Which of the following parental responses has been found to be ineffective in fostering prosocial behaviour in children?
 - a) encourage them to reflect on the consequences of their behaviour
 - b) punish them when they behave anti-socially
 - c) respond sensitively to their needs
 - d) demonstrate empathy for their feelings

- 5 The foundations of moral development lie in:
 - a) family discourse about the child's social world
 - b) the quality of relationships in the family
 - c) experiences with siblings and/or peers
 - d) all of the above

- 6 At what age do children begin to demonstrate prosocial behaviour?
 - a) 12 months
 - b) 20 months
 - c) 2 years
 - d) 5 years

- 7 At what age can a child be deemed to be morally responsible?
 - a) by the age of 10 years
 - b) by the age of 7 years
 - c) when he/she can distinguish between social conventions and moral rules
 - d) the official age of moral responsibility varies from culture to culture

- 8 The 'cognitive developmental' approach to the study of moral reasoning was pioneered by:
 - a) Kohlberg
 - b) Piaget
 - c) Turiel
 - d) Oser

- 9** How did Piaget explain the development of moral reasoning in the child?
- the child's moral reasoning is closely linked to the decline in egocentrism and the growth of operational thought
 - the child's conception of rules changes from their being absolutely fixed to their being mutually agreed
 - both of the above
 - neither of the above

10 Put Piaget's three stages in children's awareness of the rules of playing marbles in the correct order beginning with stage 1.

- rules come from a higher authority
- rules are open to change if all players agree
- rules are not understood

Which is the correct order?

- 3, 1, 2
 - 2, 1, 3
 - 1, 2, 3
 - 3, 2, 1
- 11** What is the clinical method used by Piaget in his research?
- a standardized questionnaire
 - an open-ended interview
 - the observation of children in a psychiatric clinic
 - a case study of one individual child

12 Kohlberg identified 6 stages of moral judgement presented here in random order:

- social contract/utility and individual rights
- heteronomous morality
- universal ethical principles
- mutual interpersonal expectations, relationships and interpersonal conformity
- individualism, instrumental purpose and exchange
- social system and conscience

Which is the correct rank order beginning with stage 1?

- 2, 5, 4, 6, 1, 3
 - 3, 1, 6, 4, 5, 2
 - 1, 6, 2, 3, 5, 4
 - 6, 2, 3, 1, 4, 5
- 13** Kohlberg's methodology has been criticized for which two of the following reasons:
- his scale is unreliable
 - his scale is not valid
 - both of the above
 - neither of the above

14 On what grounds did Gilligan challenge Kohlberg?

- women are more moral than men
- men are more moral than women
- women's moral judgements are more context-bound than men's
- men are more concerned with convention than women are

- 15** According to Piaget, what is 'moral realism'?
- a) being realistic about one's actions
 - b) being mature in one's judgement about whether an action is right or wrong
 - c) believing that rules come from a higher authority and cannot be changed
 - d) all of the above
- 16** What are the best proven benefits of peer support systems in schools?
- a) they save money
 - b) they stop children bullying one another
 - c) they replace systems of pastoral care
 - d) they train peer supporters in useful interpersonal skills
- 17** What is education for 'emotional literacy'?
- a) teaching young people about the management of emotions in, for example, situations of conflict
 - b) teaching young people to become self-aware
 - c) teaching young people to develop empathy for others' feelings
 - d) all of the above
- 18** How does the PATHS curriculum integrate emotion and cognition?
- a) it focuses on children's theory of mind
 - b) it teaches children about how to regulate emotions in different social settings
 - c) it mainly uses moral dilemmas to illustrate issues
 - d) it upholds absolute moral values
- 19** What have been found to be the effects of student-mediated conflict resolution programmes on playground aggression?
- a) aggressive behaviour in the peer group is substantially reduced
 - b) the programmes have been shown to have no effect
 - c) peer mediators are the only ones who benefit
 - d) boys are the only ones who benefit
- 20** Are there gender differences in the expression of prosocial behaviour in young people?
- a) there are none
 - b) boys are consistently more prosocial than girls
 - c) girls are consistently more prosocial than boys
 - d) more experimental work is needed to answer this question

Chapter 9 Adolescence

- 1 The historian Philippe Aries (1962) argued that adolescence was:
 - a) a biological constant
 - b) a modern invention
 - c) a time of storm and stress
 - d) a second individuation phase

- 2 The role of the hypothalamus in puberty is to:
 - a) control the action of the frontal lobes
 - b) regulate the production of sex hormones
 - c) lead to distancing from parents
 - d) its role is not yet known

- 3 Variation in age of puberty is:
 - a) genetic
 - b) due to malnutrition
 - c) linked to body build
 - d) any of the above

- 4 Belsky, Steinberg and Draper proposed that:
 - a) there was a secular trend in the age of puberty
 - b) there is a critical amount of body fat needed to go into puberty
 - c) stressful early family circumstances may bring forward the onset of puberty
 - d) the age of puberty could be assessed by beard growth

- 5 Some anthropologists believe that initiation rites at puberty in non-urban societies:
 - a) signal the transition point from child to adult
 - b) serve to break the close link children have with the mother
 - c) reinforce the authority of the elders of the tribe, who perform the ceremonies
 - d) all of the above

- 6 Examining increasing parent--child distance through adolescence, Steinberg found that:
 - a) it was purely an effect of chronological age
 - b) the effect of pubertal maturation was independent of chronological age
 - c) it only happened with authoritarian parents
 - d) it happened for boys with both parents and girls with fathers, but not for girls with mothers

- 7 The 'imaginary audience' refers to:
 - a) the imaginary companion phenomenon continuing into adolescence
 - b) many adolescents who get interested in music and imagine performing in front of others
 - c) adolescents often imagine how their appearance or behaviour would seem to an 'imaginary audience' of others
 - d) an imaginary story of an adolescent's own life, perhaps containing fantasies of omnipotence or immortality

- 8 Early maturing boys tend to:
 - a) be at an advantage socially
 - b) be at a disadvantage socially
 - c) score lower on academic tests
 - d) none of the above

- 9** Early maturing girls tend to:
- get married later
 - score lower on academic tests
 - stay on in tertiary education
 - break more social norms when mixing with an older peer group
- 10** Effects of early or late maturation on academic achievement appear to be mediated by:
- family size
 - social class
 - both of the above
 - neither of the above
- 11** Erikson's revision of Freud's ideas on adolescence:
- put more emphasis on innate ideas
 - gave a much larger role to cultural influences
 - gave a less important role to adolescence
 - all of the above
- 12** The psychosocial moratorium refers to:
- trying out different aspects of identity without finally committing oneself
 - coming to terms with the death of older members of the family
 - achieving a stable, consolidated sense of identity
 - perceptions of the adolescent growth spurt
- 13** Erikson based his ideas on:
- large-scale surveys of people in different cultural contexts
 - large-scale surveys, but only in the USA and native American tribal people
 - a content analysis of 71 letters written by a Latin-American girl to her former teacher
 - his own observations and clinical practice
- 14** In Marcia's identity status model, an answer 'No, not really, our family is pretty much in agreement on these things' is an example of:
- diffusion (or confusion)
 - foreclosure
 - moratorium
 - achievement of identity
- 15** A problem with the concept of identity crisis is that:
- changes in identity may be gradual
 - many adolescents experience a psychosocial moratorium
 - there are several different aspects of identity
 - identity development is disturbed by the second individuation process
- 16** Larson believes that 'positive youth development' is characterized by:
- intrinsic motivation
 - concerted engagement
 - higher aspirations and self-esteem, and lower rates of delinquency
 - all of the above
- 17** Attitudes to sexual matters generally in Western societies:
- have become more permissive over the last 50 years
 - have become more restrictive over the last 50 years
 - despite minor variations, have not basically changed over the last 50 years
 - have changed for men but not for women

18 Delayed phase preference refers to:

- a) adolescents becoming closer to fathers as they get older
- b) adolescents getting closer to the peer group as they get older
- c) adolescents becoming autonomous decision makers
- d) late bedtimes, and much later rising at weekends

19 Rossi and Rossi found that affective closeness between parent and child:

- a) is lower in adolescence than in childhood or adulthood
- b) varies with historical period
- c) varies for different parent-child dyads
- d) all of the above

20 The 'Isle of Wight' study found that:

- a) the great majority of parents disapproved of their children's friends
- b) about one-third of adolescents expressed outright rejection of one or other parent
- c) the average adolescent is not in a state of crisis and severe conflict with parents
- d) about four-fifths of the adolescents reported that they often felt miserable or depressed

Chapter 10 Perception

1 Empiricists believe that a newborn infant:

- a) is a *tabula rasa*
- b) has innate abilities
- c) has innate perceptual abilities
- d) has the ability to create order and organize her world

2 Nativists believe that the newborn infant:

- a) is a *tabula rasa*
- b) has no innate abilities
- c) only experiences the world as a 'blooming, buzzing confusion'
- d) can actively order and organize her perceptions of the world

3 An infant is shown two pictures and an experimenter measures how long the infant looks at each picture. This is an example of the:

- a) preference technique
- b) habituation technique
- c) conditioning technique
- d) stimulus--response technique

4 An infant is shown a picture until she loses interest in it and is then shown a different picture. An experimenter measures how long the infant looks at each picture. This is an example of the:

- a) preference technique
- b) habituation technique
- c) conditioning technique
- d) stimulus--response technique

5 If children are rewarded for carrying out a behaviour, this is known as the:

- a) preference technique
- b) habituation technique
- c) conditioning technique
- d) stimulus--response technique

6 Which of the following is *not* correct?

- a) newborn infants have poor visual acuity
- b) newborn infants have poor visual scanning abilities
- c) newborn infants have poor colour vision
- d) newborn infants have poor size and shape constancy

7 Which of the following is *not* correct?

- a) very young infants prefer to look at a disc with a checker-board pattern rather than look at a plain disc
- b) very young infants prefer to look at the edges of a pattern rather than look at the centre of a pattern
- c) very young infants prefer to look at patterns with straight edges rather than look at ones with curved edges
- d) very young infants prefer to look at their mother's face rather than look at the face of an unfamiliar female

8 Maurer and Barrera (1981) showed 1- and 2-month-old infants a picture of a 'natural' face and a picture of a 'scrambled' face:

- a) the 1-month-old infants looked longer at the natural face
- b) the 1-month-old infants looked longer at the scrambled face
- c) there was no difference in how long the 1-month-old infants looked at each of the two faces
- d) there was no difference in how long the 2-month-old infants looked at each of the two faces

9 Johnson and Morton (1991) suggested that newborn infants are born with a processing system that draws their attention to:

- a) static faces
- b) moving faces
- c) both static and moving faces
- d) all moving patterns

10 According to Pascalis et al. (1995) very young infants recognize faces on the basis of:

- a) internal facial features
- b) the outer contours of the face
- c) both the internal features and the outer contours of the face
- d) internal facial features when those features are moving

11 Which of the following is *not* correct:

- a) newborn infants can distinguish different expressions on an adult's face
- b) newborn infants can imitate facial expressions made by an adult
- c) newborn infants can recognize their mother's voice
- d) newborn infants can recognize their father's voice

12 Size constancy means that:

- a) the same object always remains the same size
- b) if an object is further away it will project a smaller image on the viewer's retina
- c) a viewer understands that the same object is always the same size
- d) the ratio of the size of two objects and the ratio of the two images they project on the retina is the same

13 The 'visual cliff' is used to measure an infant's

- a) depth perception
- b) pattern perception
- c) reaction of surprise
- d) crawling abilities

14 Campos et al. (1992) used the 'visual cliff' to test a group of infants who were the same age, but some could crawl and others could not crawl. Campos et al. found that:

- a) only infants who could crawl showed surprise or fear over the deep side of the cliff
- b) only infants who could not crawl showed surprise or fear over the deep side of the cliff
- c) both groups of infants showed surprise or fear over the deep side of the cliff
- d) neither group showed surprise or fear over the deep side of the cliff

15. Newborn infants:

- a) can turn their heads toward a sound
- b) do not turn their heads towards a sound
- c) only react to sounds that come from in front of them
- d) only turn their heads to their mother's voice

16 Which of the following is *not* correct?

- a) fetuses can distinguish between male and female voices
- b) fetuses can recognize their mother's voice
- c) fetuses react to some sounds by making a 'startle response'
- d) fetuses can distinguish between different stories read out loud by their mothers

17 If you see a speaker's mouth at the same time as you hear the speaker's voice, the synchronization of voice with mouth movements is an example of:

- a) coincident perception
- b) cross-modal perception
- c) amodal perception
- d) auditory--visual perception

18 Meltzoff and Borton (1979) gave an infant a dummy to suck (without seeing it). Later the infant was shown that dummy and a new one. The infant preferred to look at the dummy she had been sucking. This was evidence for:

- a) delayed recognition
- b) cross-modal perception
- c) amodal perception
- d) tactile--visual perception

19 Werker and Tees (1985) tested English and Hindi children and found that the children lost the ability to discriminate sounds that were not part of their own language before they were:

- a) 2 months old
- b) 4 months old
- c) 6 months old
- d) 12 months old

20 Fantz (1961) carried out a series of studies focusing on young children's ability to perceive and differentiate different:

- a) patterns
- b) colours
- c) shapes
- d) familiar faces

Chapter 11 Language**1 Phonology is:**

- a) a stage in the child's language development
- b) the study of the system that governs the sounds used in the child's language to convey meaning
- c) the child's knowledge of grammar
- d) the meanings encoded in language

2 Syntax is:

- a) the form in which words are combined to make grammatical sentences
- b) knowledge that the child has about the social context of language
- c) the study of phonemes
- d) the meanings encoded in language

3 Pragmatics is:

- a) the child's knowledge of grammar
- b) the child's theory of mind
- c) the child's knowledge about how language is used in different contexts
- d) the child's knowledge of morphemes

4 How did Stern (1990) characterize the interactions between parent and baby in the pre-linguistic stage?

- a) close proximity and exaggerated facial expressions
- b) a rhythmic exchange in which each engages
- c) a sort of 'dance'
- d) all of the above

5 Telegraphic speech is:

- a) shared interactions between baby and caregiver
- b) pre-linguistic speech
- c) speech with highly condensed meanings
- d) a form of patois

6 What metaphor does Fogel (1993) use to describe 'co-regulation of intentions' during communication between adult and baby?

- a) the jazz band
- b) the telegraph
- c) the telephone
- d) the operatic aria

7 What have psychologists inferred from the study of young children's pre-sleep monologues?

- a) that pre-school children have vivid dreams
- b) that it is not necessary to read to your child at bedtime
- c) that young children process their experiences into a system of categories
- d) that young children babble meaninglessly before they go to sleep

8 What is Gleitman's 'syntactic bootstrapping hypothesis'?

- a) young children under 3 years have the ability to infer the meanings of words from syntactic cues
- b) children with advanced language skills learn to tie their shoelaces at an early age
- c) children invent words to convey meanings
- d) all of the above

9 Why did Bryant and Bradley argue that it is important for pre-schoolers to learn about rhyming and alliteration?

- a) children will appreciate poetry when they are older
- b) children develop phonological awareness which will influence later ability to read and spell
- c) children enjoy playing with words
- d) children learn about their cultural traditions from songs and rhymes

10 Which theorist proposed that the principles of learning theory underpinned language development?

- a) Skinner
- b) Bruner
- c) Chomsky
- d) Piaget

11 Tomasello argues that children go through specific steps in their language development:

- 1 verb island combinations
- 2 holophrases
- 3 adult-like constructions
- 4 word combinations

Which is the right order?

- a) 2, 4, 1, 3
- b) 3, 1, 4, 2
- c) 4, 3, 2, 1
- d) 1, 2, 3, 4

12 Which of the following parental responses has been found to be ineffective in fostering children's language development?

- a) tell stories from an early age
- b) correct them every time they make an error in their speech
- c) listen to them with interest and with empathy
- d) engage in regular family discussions about matters of shared concern

13 The foundations of language development lie in:

- a) the child's innate language acquisition device
- b) reinforcement of correct words and phrases
- c) the child's prelinguistic knowledge
- d) there is no absolute agreement among theorists

14 Encouraging children's narrative skills assists in:

- a) the development of autobiographical memory
- b) integration into a culture
- c) development of sensitivity to other people's perspectives
- d) all of the above

15 Chomsky's theory has been criticized for which two of the following reasons:

- a) there is no empirical evidence for a language acquisition device (LAD)
- b) there is no empirical evidence for deep and surface structures in language
- c) both of the above
- d) neither of the above

- 16** On what grounds can psycholinguists justify the innate basis of language?
- pidgin languages can be shown to have developed into full languages by the next generation of children
 - language has universal characteristics
 - both of the above
 - neither of the above
- 17** In one of Tomasello's experiments a child of 20 months said, 'the wug is kissing'. Which aspect of language development does this sentence illustrate?
- it is an example of telegraphic speech
 - it is an example of a pivot grammar
 - it is an example of the verb-island hypothesis
 - it is an example of language that does not make sense
- 18** In an experiment, Tomasello found that children under 23 months could combine novel nouns with already known words (e.g. 'That's a gop!'). How did he explain this phenomenon?
- children of this age have learned that a noun can be a subject and an object
 - children of this age have an internalized grammatical construction of nouns and noun phrases
 - both 1 and 2
 - neither of the above
- 19.** Tomasello found that children in the same age group could not combine novel verbs with already-known words. For example, none of the children said, 'It gopped.' How did he explain this?
- they had not yet constructed a schema of 'subject--verb--object'
 - they could not use the past tense
 - they did not understand what a 'gop' was
 - they were too young to take part in an experiment
- 20** Adults typically talk to babies in a special way. This has been defined as 'motherese', 'baby talk register' or 'adult-child speech'. Identify one characteristic of this type of adult-child speech.
- the mean length of utterance is shorter in adult--child speech than it is in adult--adult speech.
 - adults speak much more quickly to babies than they do to other adults.
 - adults pause more frequently when they talk to other adults than they do when they talk to babies.
 - adult--child speech has a lower pitch and a narrower range of pitch

Chapter 12 Piaget

- 1 Where was the developmental psychologist Jean Piaget born?
 - a) France
 - b) Belgium
 - c) Luxembourg
 - d) Switzerland

- 2 Epistemology is a branch of philosophy concerned with:
 - a) biology
 - b) adaption
 - c) knowledge
 - d) psychology

- 3 Piaget developed a technique called the 'clinical interview' to assess children's ability. This means:
 - a) asking children a series of prepared questions
 - b) conducting an open-ended conversation with a child
 - c) asking children questions that require yes or no answers
 - d) giving children questions and asking them to select answers from several given alternative answers

- 4 Piaget suggested that children progress through several distinct developmental stages. The order of these stages is:
 - a) sensori-motor, pre-operational, formal operational, concrete operational
 - b) sensori-motor, concrete operational, pre-operational, formal operational
 - c) sensori-motor, pre-operational, concrete operational, formal operational
 - d) sensori-motor, formal operational, pre-operational, concrete operational

- 5 Piaget divided the sensori-motor period into several sub-stages. Which of the following is *not* a sub-stage of the sensori-motor period:
 - a) primary circular reactions
 - b) reflex activity
 - c) internal representation
 - d) intuitive

- 6 When an infant sucks her thumb this is, according to Piaget, an example of:
 - a) a primary circular reaction
 - b) a secondary circular reaction
 - c) a tertiary circular reaction
 - d) the co-ordination of secondary circular reactions

- 7 A young child already uses the word 'dog'. Then she sees a fox for the first time. She calls the fox a 'dog'. According to Piaget this would be an example of:
 - a) adaption
 - b) assimilation
 - c) conservation
 - d) co-ordination

8 If a young infant is reaching for an attractive toy and the toy is covered by a cloth they often lose interest and do not attempt to search for the toy. According to Piaget this was because young infants do not have the concept of:

- a) adaption
- b) assimilation
- c) conservation
- d) object permanence

9 Piaget inferred that an infant had 'internal representations' from several behaviours. Which of the following behaviours is *not* evidence of internal representations?

- a) planned problem solving
- b) trial and error learning
- c) deferred imitation
- d) object permanence

10 A child is shown a model of three mountains. Another person is looking at the model from a different position. The child is asked to work out the other person's view of the model, but is unable to do this correctly. According to Piaget this is an example of children's:

- a) animism
- b) conservation
- c) egocentrism
- d) perspective taking

11 Piaget found that children were unable to succeed on the three mountains task until about:

- a) 4 years of age
- b) 6 years of age
- c) 8 years of age
- d) 10 years of age

12 A child is shown 10 wooden counters, of which eight are black and two are white. The child is asked 'Are there more black counters or more wooden counters?' This is an example of a:

- a) one to one matching task
- b) conservation task
- c) perspective taking task
- d) class inclusion task

13 A child is shown two similar balls of clay and agrees that there is the same amount of clay in both. Then one ball is rolled into a sausage shape and the child is asked if the sausage and the remaining ball have the same amount of clay. This is an example of a:

- a) one to one matching task
- b) conservation task
- c) perspective taking task
- d) class inclusion task

14 According to Piaget a child who fails conservation tasks is in the:

- a) formal operational stage
- b) concrete operational stage
- c) pre-operational stage
- d) egocentric stage

15 According to Piaget a child who can reason hypothetically is in the:

- a) formal operational stage
- b) concrete operational stage
- c) pre-operational stage
- d) egocentric stage

16 McGarrigle and Donaldson's (1974) 'Naughty Teddy' conservation experiment with rows of counters showed that children's ability to make correct conservation judgements was influenced by:

- a) the number of counters in each row
- b) whether the change to one row was deliberate or accidental
- c) the age of the children
- d) the wording of the conservation question

17 McGarrigle's 'sleeping cows' class inclusion task showed that children's ability to make correct class inclusion judgements was influenced by:

- a) the number of toy cows
- b) the colour of the toy cows
- c) the number of practice trials the children were given
- d) the wording of the class inclusion question

18 Bryant and Trabasso's (1971) transitive inference experiment with rods of different lengths showed that children's ability to make correct transitive inferences was influenced by:

- a) the number of rods
- b) the comparative length of the rods
- c) children's ability to remember the comparative lengths of the rods
- d) the wording of the inference questions

19 Borke's (1975) perspective taking experiment using different displays including various models and toys showed that children's ability to work out another person's perspective was influenced by:

- a) the type of objects in each display
- b) the size of objects in each display
- c) the type of practice trials that the children were given
- d) the type of responses the children had to make

20 Jahoda's (1983), working in Britain and Zimbabwe, studied 9-year-olds understanding of economic principles. This study showed that the children's understanding of buying and selling by shopkeepers was influenced by:

- a) the type of materials being bought or sold
- b) the developmental stage of the children
- c) the number of years of schooling that the children had received
- d) the children's own experience of working in shops

Chapter 13 Cognition -- The Information Processing Approach

- 1 Case argued that children's cognitive development was dependent on their:
 - a) age
 - b) schooling
 - c) experience
 - d) information processing capacity

- 2 Siegler (1976) described children's performance on the balance scale problem in terms of:
 - a) two progressively more sophisticated problem-solving strategies
 - b) four progressively more sophisticated problem-solving strategies
 - c) six progressively more sophisticated problem-solving strategies
 - d) eight progressively more sophisticated problem-solving strategies

- 3 Siegler's 'microgenetic' approach means:
 - a) predicting the potential cognitive strategies that children might use in a task
 - b) analysing how children perform unfamiliar cognitive tasks
 - c) studying children's performance in great detail over short periods of time
 - d) analysing what children say while they are performing a cognitive task

- 4 Which of the following is a memory retrieval strategy?
 - a) grouping items into categories
 - b) repeating information about items
 - c) making associations between items
 - d) using cues to identify items

- 5 Flavell et al. (1966) asked 5-, 7- and 10-year-olds to remember a set of pictures and used a lip reader to observe the children while they did so. Flavell found that:
 - a) nearly all the children used rehearsal to encode the pictures
 - b) few of the 5-year-olds, but most of the 7-year-olds and most of the ten-year-olds used rehearsal to encode the pictures
 - c) few of the 5-year-olds and 7-year-olds, but most of the 10-year-olds used rehearsal to encode the pictures
 - d) hardly any of the children used rehearsal

- 6 Pressley and Levin (1980) helped children to learn Spanish words like 'carta' (which means letter) by showing them a picture of a giant envelope in a cart. This memory strategy is an example of:
 - a) organization
 - b) rehearsal
 - c) elaboration
 - d) chunking

- 7 Bjorklund and Harnishfeger (1987) found that when young children tried to use a memory strategy like grouping to learn a number of items, it did not result in improved recall of the items. Bjorklund and Harnishfeger suggested this was because:
 - a) the children did not understand how to group the items appropriately
 - b) the children found grouping too difficult and actually used an alternative and less effective strategy
 - c) the strategy required so much of the children's limited processing capacity, there was little capacity remaining to encode the items themselves
 - d) rather than putting several items in a single group the children put every item in its own group and this did little to aid encoding

- 8** Which one of the following is an example of metacognition?
- a) remembering what items you bought in a shop yesterday
 - b) remembering what items you needed to buy when you actually go shopping
 - c) forgetting what items you needed to buy when you actually go shopping
 - d) knowing you will forget some of the items you need to buy if you don't write a shopping list
- 9** Chi (1978) found that:
- a) adults who were experienced chess players recalled chess positions better than adults who were less experienced chess players
 - b) children who were experienced chess players recalled chess positions better than children who were less experienced chess players
 - c) adults who were experienced chess players recalled chess positions better than children who were less experienced chess players
 - d) children who were experienced chess players recalled chess positions better than adults who were less experienced chess players
- 10** Nelson and Gruendel (1981) found that some preschool children thought, incorrectly, that people paid for food at McDonalds after eating it. Nelson and Gruendel suggested that this error was evidence that preschoolers:
- a) do not have good recall of events
 - b) do not have schema-based knowledge of events
 - c) do not have script-based knowledge of events
 - d) do have script-based knowledge of events
- 11** In the context of a person who has been given information about an event, constructive memory refers to that person's ability to:
- a) infer additional information from the given information
 - b) make up a story based on the given information
 - c) invent a script based on the given information
 - d) invent a schema based on the given information
- 12** Varendonck (1911) believed that young children were likely to be:
- a) honest when they were questioned by an authority figure
 - b) deliberately dishonest when they were questioned by an authority figure
 - c) very suggestible when they were given misleading questions by an authority figure
 - d) only slightly suggestible when they were given misleading questions by an authority figure
- 13** Marin et al. (1979) and Goodman and Reed (1986) found that when young children were asked to give information about an event in free recall the children:
- a) recalled only slightly less information than adults, but what they did recall was more accurate
 - b) recalled only slightly less information than adults, but what they did recall was less accurate
 - c) recalled much less information than adults, but what they did recall was more accurate
 - d) recalled much less information than adults, but what they did recall was less accurate

14 Ceci et al. (1994) suggested to preschoolers that they had been involved in an event that had never happened (e.g. trapping their hand in a mousetrap). When the children were later interviewed about events that they thought had really happened:

- a) none of the children said that an invented event had actually happened
- b) a few of the children said that an invented event had actually happened
- c) more than half of the children said that an invented event had actually happened
- d) all of the children said that an invented event had actually happened

15 Which of the following is an example of source monitoring?

- a) distinguishing between what you imagined doing and what you actually did
- b) identifying a previously seen face in a line-up
- c) remembering the correct order of words in a previously heard list
- d) knowing which of two past events was the more recent one

16 Moston (1987) asked 6-year-olds the same question twice and found that:

- a) all the children gave the same answer each time
- b) none of the children gave the same answer each time
- c) none of the children who gave a correct answer the first time gave an incorrect answer the second time
- d) some of the children who gave a correct answer the first time gave an incorrect answer the second time

17 According to Hughes and Grieve (1980) if children are asked a nonsensical question like 'Is red heavier than yellow?' most children will:

- a) say that the question does not make sense
- b) say they don't know
- c) answer 'yes' or 'no'
- d) say nothing

18 Which of the following recall techniques is *not* associated with the cognitive interview?

- a) re-telling an event in reverse order, so that the last thing that happened is told first
- b) imagining an event from the perspective of another witness who was there
- c) trying to visualize the original context of the event
- d) returning to the scene of the event to be interviewed there

19 Goodman et al. (1986) tested children's recall of visiting a clinic. Half the children were under stress at the time of the visit (the high-stress group) and half were not (the low-stress group).

Goodman et al. found that children in the high stress group:

- a) recalled less information about the visit than the low-stress group
- b) recalled more information about the visit than the low-stress group
- c) recalled the same amount of information about the visit as the low-stress group
- d) recalled more central details, but less peripheral details than the low-stress group

20 Saywitz and Nathanson (1993) questioned children in a courtroom or in a classroom and found that:

- a) children experienced more stress in the courtroom, but were as accurate as the children interviewed in the classroom
- b) children experienced more stress in the courtroom, and were less accurate than the children interviewed in the classroom
- c) children experienced more stress in the courtroom, but were more accurate than the children interviewed in the classroom
- d) children did not experience any more stress in the courtroom, but were less accurate than the children interviewed in the classroom

Chapter 14 Children's Understanding of Mind

1 In Baron-Cohen et al.'s (1985) 'Sally-Anne task', Sally puts a marble in a basket, and Anne moves the marble to a box. While Anne moves the marble:

- a) Sally can see the box
- b) Sally can see the basket
- c) Sally can see the box and the basket
- d) Sally cannot see either the box or the basket

2 In Baron-Cohen et al.'s (1985) 'Sally-Anne task':

- a) most 3-year-olds and most 4-year-olds realize that Sally will have a false belief about the location of her marble
- b) most 3-year-olds, but few 4-year-olds realize that Sally will have a false belief about the location of her marble
- c) few 3-year-olds, but most 4-year-olds realize that Sally will have a false belief about the location of her marble
- d) few 3-year-olds, and few 4-year-olds realize that Sally will have a false belief about the location of her marble

3 In Perner et al.'s (1987) 'Smarties task' children are shown a box of Smarties and are then shown that the contents of the box are:

- a) Smarties
- b) other sweets
- c) pencils
- d) Smarties, which the experimenter removes and replaces with pencils

4 In appearance-reality tasks children are shown:

- a) an object that looks like a different object
- b) two objects that look like each other
- c) an object that is only partly visible
- d) an object that the experiment changes into another object as the child watches

5 Flavell et al. (1986) used a sponge that looked like a rock in an appearance-reality task. After the children had said that the object was a rock they were allowed to touch it and realized that it was really a sponge. The children were then asked 'What does it look like?' Flavell found that many 3-year-olds:

- a) said that it looked like a rock
- b) said that it looked like a sponge
- c) alternated their answer each time they were asked and said rock half the time and said sponge half the time
- d) said they didn't know what it was

6 According to Dunn (1999) the development of children's theory of mind benefits in particular from:

- a) their experience of talking to their mothers
- b) their experience of talking to their fathers
- c) their experience of talking to all adults
- d) their experience of talking to other children

7 Which of the following is an example of a second order belief?

- a) I think that I put the chocolate in the cupboard
- b) I think that Alice put the chocolate in the cupboard
- c) Alice thinks I put the chocolate in the cupboard
- d) I think that Bill thinks that Alice put the chocolate in the cupboard

8 Perner and Wimmer (1985) tested children with a second order false belief task. They found that children only succeeded on such a task after about:

- a) 4 years of age
- b) 6 years of age
- c) 8 years of age
- d) 10 years of age

9 Carpendale and Chandler (1996) used the duck--rabbit ambiguous drawing task with 5-year-olds to show that:

- a) the children could not interpret the drawing
- b) different children interpret the drawing differently
- c) the children could not interpret how other people would interpret the drawing
- d) children thought they knew how other people would interpret the drawing

10 In Peskin (1992) told children that a naughty puppet would steal their favourite sticker (one they wanted) if they told the puppet which sticker was their favourite. Then the puppet arrived and asked the children which was their favourite sticker and stole the one they indicated. The procedure was used to assess whether the children:

- a) understood the concept of sharing
- b) understood the concept of stealing
- c) would react to having their favourite item stolen from them
- d) could deceive the puppet about which sticker was their favourite one

11 Wellman suggested that theory of mind develops:

- a) all at once about 4 years of age
- b) in two distinct stages between 2 and 4 years of age
- c) in three distinct stages between 2 and 4 years of age
- d) in four distinct stages between 2 and 4 years of age

12. Leslie (1987) described 2- and 3-year-olds' ability to play with a banana as if it was telephone. Leslie labelled young children's ability to think about the banana as a telephone as:

- a) a 'pretend representation'
- b) a 'primary representation'
- c) a 'secondary representation'
- d) a 'metarepresentation'

13 When Riggs et al. (1998) compared the performance of 3- and 4-year-olds on a theory of mind task and a counterfactual reasoning task they found that, in general:

- a) children who succeeded on the theory of mind task also succeeded on the counterfactual reasoning task
- b) children who succeeded on the theory of mind task failed the counterfactual reasoning task
- c) children who failed the theory of mind task succeeded on the counterfactual reasoning task
- d) children only succeeded on the counterfactual task if they were first given practice with a theory of mind task

14 DSM stands for:

- a) Diagnostic Standards for Mental disorders
- b) Diagnostic and Statistical Manual
- c) Definitions of Serious Mental disorders
- d) Definitions and Standard treatments for Mental disorders

15 DSM lists three fundamental impairments associated with autism. Which of the following is not included in that list?

- a) repetitive patterns of behaviour
- b) impaired communication
- c) impaired social interaction
- d) severe behavioural problems

16 Autism affects approximately:

- a) 5 in 100,000 people
- b) 5 in 10,000 people
- c) 50 in 10,000 people
- d) more than 50 in 10,000 people

17 Baron-Cohen et al. (1985) tested three groups of children with a false belief task and found that:

- a) most of the typically developing children succeeded on the task, but most of the children with autism and most of the children with Down's syndrome failed
- b) most of the typically developing children and most of the children with Down's syndrome succeeded on the task, but most of the children with autism failed
- c) most of the typically developing children and most of the children with autism succeeded on the task but most of the children with Down's syndrome failed
- d) most of the typically developing children succeeded on the task, but half the children with autism and half the children with Down's syndrome failed

18 Hughes and Russell (1993) suggested that children with autism have difficulty in false-belief tasks like the Sally-Anne task because:

- a) they cannot engage in counterfactual reasoning
- b) they cannot remember where Sally's marble has been hidden
- c) they do not have the language abilities to understanding the task instructions
- d) they are so aware of where Sally's marble is that they can't avoid pointing to it

19 When Wimmer and Perner (1983) tested children with the Maxi false-belief task they found:

- a) that most typically developing 4-year-olds failed the task
- b) that most children with autism failed the task
- c) that most children with Down's syndrome failed the task
- d) all of the above

20 Leslie and Thaiss (1992) gave children with autism a false belief task and a 'false' photograph task. They found that most of the children with autism:

- a) succeeded on the false belief task and succeeded on the false photograph task
- b) succeeded on the false belief task, but failed the false photograph task
- c) failed the false belief task, but succeeded on the false photograph task
- d) failed the false belief task, but half of them succeeded on the false photograph task

Chapter 15 Learning in a Social Context

- 1 Which statement lies at the heart of Vygotsky's theory?
 - a) his theory is consistent with Marxism as expressed during the Stalinist era
 - b) his theory places emphasis on interpersonal processes and the role of society in providing a context within which the child's thinking develops
 - c) his theory is very similar to that of Piaget
 - d) his theory is consistent with learning theory

- 2 How does Cole explain the underperformance of individuals from non-literate societies on some standard Western psychological tests?
 - a) the tests accurately measure cognitive deficits
 - b) the individuals could not read the instructions
 - c) cultural differences in cognition reside in the social situation to which cognitive processes are applied
 - d) non-literate peoples are less intelligent than Western people

- 3 The zone of proximal development (ZPD) is:
 - a) the distance between the child's actual developmental level and his/her potential level of development
 - b) the child's intelligence quotient (IQ)
 - c) the child's capacity to solve problems
 - d) the child's physical nearness to another child in the same environment

- 4 What is the role of 'expert intervention' in the child's learning?
 - a) the expert can tell the child the right answer to a problem
 - b) the expert can improve the child's theory of mind
 - c) the expert can challenge the child's understanding within that child's existing repertoire of skills and knowledge
 - d) the expert needs to wait until the child is ready to learn

- 5 Can the concept of the ZPD be applied to real-life school settings?
 - a) no, because it only works in experimental settings
 - b) no, because it is a purely theoretical construction
 - c) yes, where the teacher structures learning to enhance the children's tools of thinking
 - d) yes, where the teacher structures learning through whole-class didactic instruction

- 6 'The concept of the ZPD is most effectively applied to the learning of brighter pupils'. Is this statement true or false?
 - a) true
 - b) false
 - c) there is no evidence either way
 - d) the statement is controversial

- 7 'Language reflects the organizing consciousness of the whole culture.' Who wrote this?
 - a) Vygotsky
 - b) Piaget
 - c) Skinner
 - d) Cole

- 8** How is the concept of 'scaffolding' applied to learning and instruction?
- it uses a metaphor derived from building.
 - appropriate interventions from adults and more expert peers can guide the learner to achieve a higher level of understanding
 - young children enjoy playing with bricks and this kind of activity can help them to reach a higher level of understanding
 - scaffolding is a metaphor for structured learning
- 9** What is 'guided participation'?
- a form of apprenticeship in which children engage in cultural practices
 - child-centred education
 - structured learning
 - a teaching method developed in the UK
- 10** What is 'collective argumentation'?
- a method of conflict resolution
 - a sociocultural approach to classroom learning based on clarification, justification and elaboration of ideas
 - a method for defusing arguments
 - a method for arriving at a consensus of ideas
- 11** What have the Piagetians Doise and Mugny found that suggested to them ways of integrating the perspectives of Piaget and Vygotsky?
- children working in pairs or in small groups are less efficient than they are when they work alone
 - children are distracted by the discussions that take place in groups and so perform at a lower level than they would individually
 - when the child encounters conflicting views in a group this stimulates internal disequilibrium that the child is motivated to resolve
 - the social process of negotiating with peers produces a confusing range of solutions
- 12** What are some of the problems inherent in collaborative learning activities involving friends?
- friends may be jealous of the success of other group members
 - friendship groupings can be contexts for 'off-task' activity
 - friends are more likely to be interested in matters of shared concern and so avoid challenging opinions of other group members
 - all of the above
- 13** The foundations of cognitive development lie in:
- the child's innate ability
 - the context of the child's culture
 - the quality of interaction within the family
 - there is as yet no absolute agreement among theorists
- 14** Why is the concept of the spherical Earth difficult for primary children to understand?
- primary school children are too young to understand such a concept
 - primary school children have no concept of the universe
 - primary school children have a naïve theory of physics within which their concept of the Earth is embedded
 - all primary school children believe that the Earth is flat

15 'Children have the potential for devising their own efficient routines that have little to do with the formal procedures of school'. Why did Nunes et al. (1985) come to this conclusion about mathematical problem-solving?

- a) they found that the children of street vendors were useless at mathematics
- b) they found that the children of street vendors rarely attended school and so missed crucial lessons on mathematics
- c) they found that the children of street vendors solved mathematical problems in the marketplace that they found difficult in the school setting
- d) they found that the children of street vendors could only think in terms of concrete operations

16 On what grounds do social-cultural theorists justify their view that the human mind is inherently social?

- a) they argue that all human functioning incorporates cultural tools, including language, systems for counting, art, music and folklore
- b) they argue that these systems represent the shared knowledge of a culture
- c) both of the above
- d) neither of the above

17 Piaget argued that the child gradually engages in the process of decentration between the ages of 4 and 7 years. Did Vygotsky agree?

- a) yes, the views of the two theorists are in accord on this issue
- b) no, Vygotsky argued that pre-schoolers do not operate in isolation but in a community of others who share a common culture
- c) the two theorists agreed to differ
- d) they did not engage in debate on this issue

18 Which US psychologist was mainly responsible for promoting Vygotsky's ideas in the West?

- a) Skinner
- b) Dewey
- c) Bruner
- d) none of the above

19. How does Rogoff measure guided participation?

- a) at the level of the community
- b) at the level of interpersonal interaction
- c) at the level of individual actions and skills
- d) all of the above

20 Illustrations of cognitive development through participation in shared activities include:

- a) peer tutoring
- b) collective argumentation
- c) computer-assisted learning
- d) all of the above

Chapter 16 Intelligence and Attainment

- 1 The first scientific measurement of intelligence was attempted in the 1880s by:
 - a) Thorndyke
 - b) Spearman
 - c) Galton
 - d) Wissler

- 2 Binet and Simon's intelligence scale was adapted by Terman for use in the USA. Terman's version was called the:
 - a) Terman--Stanford scale
 - b) Simon--Stanford scale
 - c) Binet--Stanford scale
 - d) Stanford--Binet scale

- 3 IQ stands for:
 - a) intelligence questioning
 - b) intelligence quota
 - c) intelligence quotient
 - d) intelligence quality

- 4 IQ has been defined as:
 - a) Mental Age divided by Chronological Age
 - b) Chronological Age divided by Mental Age
 - c) (Mental Age divided by Chronological Age) multiplied by 100
 - d) (Chronological Age divided by Mental Age) multiplied by 100

- 5 A child who has below average IQ will have an IQ below:
 - a) 130
 - b) 120
 - c) 110
 - d) 100

- 6 If 10,000 children had their IQ tested, approximately how many would have IQ scores between 100 and 115?
 - a) 4,400
 - b) 3,400
 - c) 2,400
 - d) 1,400

- 7 If, in an intelligence test, a child was asked to listen to a list of numbers and then repeat them back to the tester, this would be called a:
 - a) mental arithmetic task
 - b) a number series task
 - c) a matrices task
 - d) a digit span task

- 8 Standardizing an intelligence scale means testing it:
 - a) on people who are representative of the ones who will be tested with the scale
 - b) on people who are expected to achieve average scores on the test
 - c) on people twice to make sure they have the same scores each time
 - d) on people to find out if they can fully understand all the instructions

- 9** The W in WAIS, WISC and WPPSI stands for:
- a) Wessex
 - b) Whistler
 - c) Wechsler
 - d) Wissler
- 10** One of the advantages of the Raven's Progressive Matrices is that:
- a) a person cannot guess the answers
 - b) it does not depend on verbal abilities
 - c) it includes a separate scale to measure motivation
 - d) the tester can vary the order of the items while the test is carried out
- 11** Reliability means that:
- a) each time a person takes the same intelligence test they should achieve the same score
 - b) the same intelligence test can be used for several years without being changed
 - c) most researchers agree that the intelligence test is a measure of intelligence
 - d) a person's score on one intelligence test will be the same as their score on another intelligence test
- 12** Spearman's concept 'g' stands for:
- a) group intelligence
 - b) genetic intelligence
 - c) general intelligence
 - d) graded intelligence
- 13** According to Thurstone (1931) intelligence:
- a) is made up of seven distinct mental abilities
 - b) is a single factor that underlies all abilities
 - c) is mainly dependent on environmental factors
 - d) includes social and practical skills
- 14** Gardner (1983) suggested that there were six distinct kinds of intelligence. Which of the following kinds is *not* one of those proposed by Gardner?
- a) musical
 - b) linguistic
 - c) body-kinesthetic
 - d) artistic
- 15** Sternberg's triarchic theory of intelligence included three sub-theories. Which of the following is *not* the name of one of Sternberg's sub-theories?
- a) social
 - b) experiential
 - c) contextual
 - d) componential
- 16** Compared to European concepts of intelligence, concepts of intelligence in Kenya include more emphasis on:
- a) linguistic skills like public speaking, debating and maintaining an oral tradition
 - b) social skills like respect, obedience and willingness to share
 - c) practical skills like farming, cultivation and an awareness of natural resources
 - d) bodily skills like athletics, dance and physical prowess

- 17** Terman's longitudinal study of gifted children found that gifted children:
- a) were no longer different from their peers after about 10 years of age
 - b) were no longer different from their peers after about 20 years of age
 - c) were no longer different from their peers after about 30 years of age
 - d) were still performing better than their peers at the end of the study
- 18** Freeman found that some gifted children had social and emotional problems. Freeman suggested that this was because those children were more likely:
- a) to be bullied by other children
 - b) to be naturally sensitive and emotional
 - c) to suffer parental pressure and expectations
 - d) to be frustrated and feel 'held back' in school
- 19** Attainment tests measure:
- a) social intelligence
 - b) practical intelligence
 - c) what a child has learnt from specific training
 - d) what a child has learnt from their own experience
- 20** In Howe and Smith's (1988) study of one savant, they concluded that his calendar calculating skill was based on:
- a) using a mathematical formula
 - b) learning a large number of specific dates and using these as reference points to work out other dates
 - c) using a mental image of a printed calendar
 - d) all of the above

Chapter 17 Deprivation and Enrichment

- 1 Which factors put some children at a disadvantage in society?
 - a) the number of children in the family
 - b) low income
 - c) poor quality of housing
 - d) all of the above

- 2 What are the difficulties about drawing conclusions about enrichment based on studies of 'feral children'?
 - a) feral children have been reared by animals so do not provide insights into typical human development
 - b) some feral children may have been abandoned by their parents because they were psychotic or developmentally delayed
 - c) feral children usually come from non-Western cultures
 - d) all of the above

- 3 What conclusions can be drawn from the case studies of the Koluchova twins?
 - a) it is not possible to undo the effects of severe deprivation in the early years
 - b) where there is secure attachment to a new caregiver, it appears to be possible to compensate for a child's severe early neglect
 - c) the twins' language development remained delayed
 - d) the twins' social development remained delayed

- 4 To what extent did the Koluchova twins catch up with the linguistic and social development of their peer group?
 - a) there was complete 'catch-up' in the twins' language development
 - b) they remained linguistically delayed despite intensive coaching by their teachers
 - c) they continued to speak to one another in their own private language
 - d) it was impossible to measure their language development as they were functioning below norms

- 5 What conclusions can be drawn from the case study of Genie?
 - a) Genie was unable to communicate verbally because of her extreme isolation
 - b) there is a critical period for the emergence of language
 - c) Genie made a full recovery as a result of appropriate care and support
 - d) Genie was unable to form relationships with new people because of the neglect that she had experienced

- 6 What effect did the interventions documented by Skeels and Dye and by Skodak and Skeels have on the intellectual development of institutionally-reared children?
 - a) the children remained intellectually delayed
 - b) the children made dramatic gains in IQ following intellectual stimulation and loving care from adults
 - c) the children remained socially delayed
 - d) the effects of the intervention were initially positive but wore off after a few months

- 7 What conclusions can be drawn at this stage from Rutter et al.'s longitudinal study of Romanian adoptees?
 - a) all the children remained intellectually delayed
 - b) all the children remained physically delayed
 - c) for those children who were adopted before 6 months there was almost complete cognitive and physical catch-up by age 6
 - d) the effects of adoption were initially positive but wore off after a year

- 8** How does the 'deficit' model explain the underachievement of some children in society?
- the education system is biased in favour of middle-class values
 - the schools fail to provide an appropriate education for children in some social groups
 - teachers do not appreciate the subtleties of non-standard English spoken by inner-city children
 - the parents fail to provide adequate socialization experiences for their children
- 9** How does the 'difference' model explain the underachievement of some children in society?
- the education system is biased in favour of middle-class values
 - the schools fail to provide an appropriate education for children in some social groups
 - teachers do not appreciate the subtleties of language such as the non-standard English spoken by inner-city children
 - all of the above
- 10** What were some of the protective factors that were documented by Werner et al. (1989) in their longitudinal study of disadvantaged children in Hawaii?
- temperamental characteristics, such as being easy-going or even-tempered
 - doing well at school/excelling at sport
 - having a close bond with a caregiver, not necessarily a parent, or a teacher
 - all of the above
- 11** What is compensatory education?
- an intervention designed to stimulate the cognitive and linguistic development of children from disadvantaged backgrounds
 - an intervention designed to teach ethnic minority children to become more self-aware
 - an intervention designed to encourage children to look down on their disadvantaged environments
 - an intervention specific to large inner city areas in the USA
- 12** Which types of compensatory education programme have been found to be most effective?
- those that compensate for deficits in the child's home background
 - those that adopt structured lessons to reinforce appropriate behaviour
 - those that empower parents by involving them as partners in supporting their children's development
 - those that encourage unstructured free play
- 13** Which of the following were dependent variables in the study by Lazar and Darlington (1982) that evaluated the long-term effects of programmes of compensatory education?
- school competence
 - performance on IQ tests
 - children's self-concept
 - all of the above
- 14** What were some of the factors that protected Palestinian children from the adverse effects of political violence, according to Kostelny and Garbarino?
- the ideological aspects of political conflict acted as strong buffers against stress
 - there were no protective factors
 - there were indications that children over 12 were less affected
 - there were no collective effects and each case had to be judged individually

- 15** What were the effects on child survivors of the Holocaust in Reick's study?
- a) there were both long-term and short-term effects on emotional stability
 - b) the children were significantly more disturbed than controls
 - c) there was no evidence of excessive psychopathology among the child survivors
 - d) the children were delayed in their language development
- 16** How successful did Toner find programmes of reconciliation to be in his sample of Catholic and Protestant children from N. Ireland?
- a) they had no effect at all
 - b) they were effective with Catholics but not with Protestants
 - c) some individuals, regardless of denomination, were helped to be more tolerant
 - d) they made a dramatic impact on group attitudes
- 17** What is one of the criticisms that Cairns (1994) levels at studies of political violence in general?
- a) there is a need for more longitudinal studies
 - b) there is a need for more cross-sectional studies in this field
 - c) the researchers are not particularly dedicated and so often fail to design their studies appropriately
 - d) there are too many competing studies in this over-researched field
- 18** What was one of the key factors found by Caplan and Choy to contribute to the academic success of South Asian refugee children in the USA?
- a) free time in the evenings
 - b) helping their parents with household chores
 - c) the parents read to them in their own language
 - d) the parents allowed them to do their homework in private
- 19** How much do psychologists know about the qualities of resilience that children can demonstrate even in conditions of extreme adversity?
- a) there is growing recognition of individual differences in children's responses to stress and adversity
 - b) family-wide experiences impact differently on each child in the family
 - c) there are protective mechanisms both in the child and in the interplay between the child and the environment
 - d) all of the above
- 20** What are the long-term effects on children of being exposed to political violence in their community?
- a) there are both direct and indirect links between exposure to violence and aggressiveness in children
 - b) young children's tendency to be involved in aggressive episodes is related to their contact with older males and this relationship is more marked the more violent the community
 - c) a combination of community and child-related variables is linked to violence and aggression in children
 - d) all of the above