

Chapter 16: Developmental Psychology: Infancy and Childhood

311. (A) Cross-sectional research is a research method used by developmental psychologists because it uses several groups of different-aged individuals who are studied at the same time, saving time and money. Longitudinal research studies the same group of individuals repeatedly at many different points of time.

312. (B) Developmental psychology focuses on the idea that while there are many common patterns to human development, each person's development is also in some ways unique. The combination of shared and distinctive elements is characteristic of all human development. The second theme stresses stability and change. Human development is characterized by both major life transitions and continuities.

313. (E) Choices (A), (B), (C), and (D) are all examples of reflexes that babies are born with. Choice (E), licking, is not considered to be an innate reflex.

314. (C) Temperament, like personality, is described as the characteristics of a newborn child. Infant temperament has been put into three categories: easy, difficult, and slow-to-warm-up babies. Choice (A) is incorrect because temperament is not necessarily inherited from parents. Choice (B) is incorrect because children are born with a certain temperament; it is not learned. Choice (D) is incorrect because temperament is not modeled behavior. Choice (E) is incorrect because children do not necessarily outgrow temperament.

315. (D) The key word in this question is *all*. The other choices would be correct if the question said "some children." Between 6 and 12 months all babies do acquire depth perception.

316. (A) Choice (A) is the definition of proximodistal. *Proximo* in Latin means "near," and *distal* means "far."

317. (C) Choice (C) is the definition of maturation. Maturation is a biological process, therefore eliminating choices (A) and (D). Choices (B) and (E) are too vague to clearly define the term.

318. (E) Many students might get confused with choice (D), but the question asks at which stage children are able to grasp the concept of conservation. That would make choice (E) correct. It is during the concrete-operational stage that children are able to grasp those principles.

319. (B) When talking about egocentrism, Piaget believed this concept dealt with preschool-age children. At that age, he believed children do not see things from a different point of view than their own.

320. (A) This stage of cognitive development is usually reached during adolescence. Individuals begin to think in abstract terms. They become capable of going beyond the here and now to understand things in terms of cause and effect.

321. (C) Object permanence, according to Piaget, is grasped during the sensorimotor stage of development. It is an awareness that objects exist when they are out of sight. By the time children are between 18 and 24 months old, they can imagine the movement of an object they do not see move.
322. (B) Symbolism is the idea that children can understand that symbols or small objects represent something larger in real life. Children, according to Piaget, can grasp this concept during the preoperational stage, between the ages of two and seven.
323. (A) Depending on age, children assimilate in different ways. An infant sees a block and sucks on it. A toddler sees a block and stacks it or throws it. Adolescents use blocks to play games. Choice (B) could look like the correct answer, but because it only says "thought process," it does not give the exact understanding of the term.
324. (D) According to Lawrence Kohlberg, children in the preconventional stage make decisions based on right or wrong behavior and whether they will be rewarded or punished. Choice (D) uses the term *concrete consequences*, meaning just that.
325. (B) During the conventional stage, adolescents shift their thought process toward considering various abstract social virtues, such as being a good citizen and respecting authority. Some students might get confused with choice (C), postconventional. Postconventional deals more with personal convictions, not necessarily taking into account rules and laws.
326. (C) According to Erik Erikson, during stage 3, initiative versus guilt, a child deals with cognitive development and is expected to meet a new set of challenges. Trust versus mistrust is from birth through the first year of life. Autonomy versus self-doubt is from age one until age three. Industry versus inferiority is from age five through age twelve. Identity versus role confusion is the adolescent years.
327. (D) Autonomy versus self-doubt, according to Erik Erikson, is between the ages of one and three. It is during this time a child is exploring, walking, and talking, thus beginning the battle of wills with his or her parents. With encouragement, a child will gain a sense of independence. With disapproval comes feelings of doubt.
328. (B) The psychosexual stages are five different developmental periods: oral, anal, phallic, latency, and genital. During these stages an individual seeks pleasure from different areas of the body.
329. (E) Both Sigmund Freud and Erik Erikson believed that if individuals do not solve their problems during each psychosexual or psychosocial stage, problems could arise in the next stage of development.
330. (B) Freud believed that if an individual is fixated in the anal stage he or she will continue to engage in behaviors that are related to retention. In this case, overly orderly and stingy are examples of retentive behavior.

331. (A) Ac
become sarca

332. (C) Ac
als base their
the law. Cho
individuals a

333. (D) Ch
stage. Choic
he could not
fied the cogn
accomplish.

334. (C) Ch

335. (E) Ha
monkeys wh
with food, de

Chapter 1 Adolesce

336. (D) Th
hood. It is du
cally. Adolesc
of thinking a

337. (A) Im
which they c
(B) might se
that their sto

338. (B) Per
her. In this se

339. (D) Au
way. They ar
their children

340. (A) Th
teenagers hav
develop a pu
stages in Erik

331. (A) According to Freud, those individuals fixated in the oral stage can, as adults, become sarcastic and suffer from a low self-esteem, continually looking for approval.

332. (C) According to Lawrence Kohlberg, during the postconventional stage, individuals base their morality on their convictions even if their convictions force them to break the law. Choice (B) could seem like the correct answer, but during the conventional stage, individuals are compelled to follow the law.

333. (D) Choice (A) can be eliminated immediately. Piaget did use different ages for each stage. Choice (B) is incorrect because Piaget was studying cognitive psychology; therefore, he could not have placed too much emphasis on it. Many critics believed Piaget simplified the cognitive abilities of children so much so that he underestimated what they could accomplish.

334. (C) Choice (C) is the definition of rooting.

335. (E) Harry Harlow's work with monkeys and surrogate mothers showed that even monkeys who were deprived of food preferred the terrycloth monkey to the wire monkey with food, demonstrating how important contact and comfort are.

Chapter 17: Developmental Psychology: Adolescence and Adulthood

336. (D) The formal operational stage, Piaget believed, extends from age 11 through adulthood. It is during this stage that adults develop the ability to think abstractly or hypothetically. Adolescents' thoughts about marriage and finding a job in their future is an example of thinking abstractly.

337. (A) Imaginary audience refers to a type of egocentric thinking among teenagers in which they confuse their thoughts with the belief that everyone is staring at them. Choice (B) might seem like the correct answer, but personal fable is the belief among teenagers that their story is unique from anyone else's, that no one could possibly understand them.

338. (B) Personal fable is when a teenager thinks his or her thoughts are unique to him or her. In this scenario Lola believes no one else could understand how in love she is.

339. (D) Authoritative parents try to encourage their children in a rational and intelligent way. They are supportive, loving, and committed. They have a verbal give-and-take with their children and discuss rules and policies together.

340. (A) The identity versus role confusion stage, according to Erikson, is a time when teenagers have to leave behind the carefree and impulsive behaviors of childhood and develop a purposeful planned adulthood. Choices (B), (C), (D), and (E) all reflect later stages in Erikson's psychosocial stages of development.

- 341. (C)** Passion involves constant thoughts about your loved one. Intimacy involves the ability to be completely honest and feeling completely close with your partner. Commitment is making a pledge to maintain the relationship for the long term. Passionate love and companionate love are subcomponents, according to Sternberg.
- 342. (D)** One major criticism of Kohlberg's theory on moral development came from Carol Gilligan. She believed men and women may differ in their moral thinking; men use justice and women use care. Both are socialized differently and, therefore, their moral development will differ greatly.
- 343. (B)** Most psychologists believe that because authoritative parenting involves a give-and-take relationship in which children have a voice, it is the type of parenting that will lead to success in the future.
- 344. (A)** According to Erik Erikson, adolescents are in a stage called identity versus role confusion. Erikson believed that there is a conflict that has to be resolved at every stage in psychosocial development. In this particular stage, if teenagers do not develop an identity they will enter the next stage with role confusion.
- 345. (B)** Many students might feel compelled to choose (C) because the question suggests a reference to the start of preschool. But, in fact, teachers and friends actually become important before preschool. During the initiative versus guilt stage, children are exposed to individuals besides their parents, which is why choice (B) is correct.
- 346. (D)** Similar in many ways to Erik Erikson, Levinson studied the psychosocial stages of male adulthood.
- 347. (A)** During the industry versus inferiority stage, a child must learn to direct his or her energy toward completing tasks. Teenagers begin to understand the value of success, mainly through report card grades.
- 348. (D)** Erik Erikson argued that people in their middle adulthood (40–65) are in the stage generativity versus stagnation. Middle adulthood is a time for helping the younger generation. On the negative side, a lack of involvement leads to feelings of stagnation—doing nothing for the younger generation. Choice (C) refers to young adulthood, and choice (E) refers to late adulthood.
- 349. (C)** According to Lawrence Kohlberg, the postconventional stage represents the highest level of moral reasoning. Moral decisions are made after careful thinking about all alternatives and making a balance between human rights and laws of society. Choice (C) is correct because unlike in Kohlberg's other stages of moral development, in the postconventional stage people decide their behavior based on their own morals and values.
- 350. (E)** According to Erik Erikson, young adults are in the intimacy versus isolation stage. If, as an adolescent, you successfully found your own identity you will be ready to find intimacy with a partner by your early twenties. Young adulthood is a time for finding love and a meaningful relationship.

351. (B) The correct pair is at age 50 or older. The other

352. (E) Although some answer is genital. The genital stage adolescents would fall under

353. (C) Robert Havighill studied adolescents. Freud, Gilligan, and Erikson, adolescents.

354. (D) Children begin to read in elementary school. Choice (C) might look to be correct

355. (A) Robert Havighill studied adolescents. Freud, Gilligan, and Erikson, adolescents. In today's world, they do

Chapter 18: Development

356. (B) According to Erik Erikson, the stage of integrity versus despair involves reviewing their lives and then feeling content with the past and satisfaction or integrity.

357. (A) According to Erik Erikson, the stage of integrity versus despair involves reviewing their lives and then feeling content with the past and satisfaction or integrity.

358. (C) Elisabeth Kubler-Ross

359. (B) In late adulthood, the stage of integrity versus despair involves reviewing their lives and then feeling content with the past and satisfaction or integrity.

360. (D) According to Erik Erikson, the stage of integrity versus despair involves reviewing their lives and then feeling content with the past and satisfaction or integrity.

351. (B) The correct pairing in terms of age is choice (B). With all three, an individual is at age 50 or older. The other choices do not correctly correspond with age.

352. (E) Although some students might be tempted to choose (D), latency, the correct answer is genital. The genital stage begins at puberty and goes throughout adulthood. Adolescents would fall under that psychosexual stage.

353. (C) Robert Havighurst, David Elkind, and James Marcia all focused their work on adolescents. Freud, Gilligan, Kohlberg, and Piaget touched on, but did not focus their work on, adolescents.

354. (D) Children begin elementary school during the industry versus inferiority stage. Choice (C) might look tempting, but children in that stage are not quite old enough to be in elementary school.

355. (A) Robert Havighurst believed that all teenagers must complete a series of tasks before ending adolescence and beginning adulthood. Although many might seem outdated in today's world, they do include finding a partner, choosing a career path, and so on.

Chapter 18: Developmental Psychology: Death and Dying

356. (B) According to Erik Erikson, a person in late adulthood (65 and older) is in the integrity versus despair stage of his or her life. It is in this stage that people reflect and review their lives and the choices they made. On the positive side of this stage, if they look back and feel content with their friends and family and how they lived, they feel a sense of satisfaction or integrity.

357. (A) According to Elisabeth Kubler-Ross, people go through five stages when dealing with death and grief. Denial is first; anger comes second; bargaining, usually with a higher power, comes third; depression is fourth, and, finally, the last stage is acceptance. Although there are variations to this theory, for the purposes of the AP exam this is the order to know.

358. (C) Elisabeth Kubler-Ross formulated a stage theory on death and dying.

359. (B) In late adulthood, individuals experience a decline in perceptual speed, reaction time, and processing speed, all of which fall under cognitive abilities. Choice (D) might look enticing, but there is no evidence that people necessarily lose their intellectual ability as they age.

360. (D) According to Erik Erikson, an 80-year-old individual is in the integrity versus despair stage. If a person reflects back on his or her life and sees a series of crises, problems, and bad experiences, he or she will have feelings of regret or despair.

Chapter 19: Freudian Psychology

361. (A) Freud believed in the importance of the unconscious and that the forces of the unconscious originated in early childhood. Although Freud did study the conscious thought process, most of his work focused on the unconscious. He did not discuss the nature-nurture debate because he believed our personality stems from our environment. This would rule out choices (C) and (D).

362. (C) Freud believed the unconscious motivation explained why we say or do things we can't understand. Unconscious forces represent wishes, desires, or thoughts that, because of disturbing content, we automatically repress.

363. (B) Free association is one of Freud's important discoveries, which is still used today to help reveal a client's unconscious thought process. Choices (A), (C), and (D) can be eliminated because they are not real terms. Choice (E) represents the entire field of Freudian psychology.

364. (C) The id is Freud's first division of the mind. It contains two drives, sex and aggression. Sex and aggression are the source of all mental energy, according to Freud. The ego works to find acceptable ways of satisfying the id's desires. The superego's goal is applying moral values to individual desires.

365. (A) Unlike the ego and id, the superego focuses on the moral values and standards set by one's family, caregivers, and society. Because of this, children learn they must follow rules and regulations.

366. (C) Unlike the id and superego, the ego works as the negotiator between the other two. The ego follows the reality principle, which is the policy of satisfying desires only if they are socially acceptable.

367. (D) The pleasure principle acts to satisfy wishes or desires and avoid pain while ignoring social regulations. In the case of choice (D), the child acts out because his own wish was not met. The other choices do not show an individual avoiding pain and ignoring society's regulations.

368. (B) Choice (B) is the definition of a defense mechanism. Choices (A), (C), (D), and (E) are all examples of possible defense mechanisms; they do not actually define the term.

369. (E) Sublimation involves redirecting a threatening or forbidden desire, usually sexual, into a socially acceptable one. In this case, Todd puts his sexual frustration into a kickboxing class.

370. (A) Rationalization is the making up of acceptable excuses for behaviors that cause a person to feel anxious. In this case, Jay felt anxious about failing his class and, to reduce his anxiety, made the excuse that his teacher did not like him.

371. (E) Reaction formation is a defense mechanism in which a person behaves in a way that is the opposite of their true feelings. In this case, the person is an unacceptable behavior.

372. (C) According to Freud, the unconscious is below the surface. It is the part of the mind that is not accessible to conscious thought.

373. (D) The phallic stage is a time when children are focused on sexual pleasure for personality development. According to Freud, children may feel jealousy toward their mother during this stage.

374. (D) The Electra complex is a stage in Freud's theory of psychosexual development where a young girl develops a sexual attraction to her father and a rivalry against her mother.

375. (E) According to Freud, children may repress sexual urges during the phallic stage, but sexual repression in children becomes aware of the repressed. The genital stage is the final stage of psychosexual development.

376. (A) Many psychologists emphasize on the importance of the unconscious mind in the development of personality.

377. (C) The Oedipus complex is a stage in Freud's theory of psychosexual development where a young boy develops a sexual attraction to his mother and a rivalry against his father.

378. (B) The id is the part of the mind that is driven by the pleasure principle and must listen to one of its impulses. In this case, the id of Grace's thought process is to act on her impulses.

379. (E) According to Freud, a person may exhibit behavior that is a reaction to their unconscious desires.

380. (C) According to Freud, a person's behavior is a result of their unconscious desires and the conscious mind's attempt to control them.

Chapter 20: Personality

381. (A) Archetypes are universal symbols or images that exist in the collective unconscious. Examples include the Anima, feminine traits; the Animus, masculine traits; the shadow, hidden aspects; and the self, the goal of wholeness.

371. (E) Reaction formation involves turning unacceptable wishes into acceptable behaviors. In this case, the fact that Tom is still in love with the woman who broke up with him is an unacceptable behavior. Therefore he changes his desires into acceptable behavior.

372. (C) According to Freud, the preconscious is the part of the mind that exists right below the surface. It is the connection between the conscious and the unconscious.

373. (D) The phallic stage lasts from about three to six years of age. According to Freud it is a time when children's pleasure seeking is centered on the genitals. This stage is important for personality development because it is a time when boys discover their penis as a source of pleasure. According to Freud boys develop a sexual attraction to their mother and as a result feel jealousy toward their father. This concept became known as the Oedipus complex.

374. (D) The Electra complex was named for Electra, a woman in Greek mythology who killed her mother. Freud theorized that when girls discover they do not have a penis they turn against their mothers and develop sexual desires for their fathers.

375. (E) According to Freud, if a person becomes fixated during the phallic stage he or she may repress sexual urges later in life. Choices (A) and (D) could look like the correct answer, but sexual repression, according to Freud, comes from a fixation during the stage in which children become aware of pleasure from their genitals. During latency all sexual desires are repressed. The genital stage occurs after sexual repression would begin.

376. (A) Many psychologists, including neo-Freudians, did criticize Freud for placing too much emphasis on sexual conflict and the unconscious, and ignoring personal responsibility.

377. (C) The Oedipus complex is a process in which a child competes with the parent of the same sex for the affections and pleasures of the parent of the opposite sex.

378. (B) The id is pleasure seeking, and the superego is highly judgmental. The individual must listen to one of them. Choice (C) could look like the correct answer but because part of Grace's thought process is to keep the money, that is the pleasure-seeking id at work.

379. (E) According to Freud, when a person is fixated in the oral stage, later in life he or she may exhibit behavioral patterns that include choices (A), (B), (C), and (D).

380. (C) According to Freud, men who are fixated in the phallic stage cannot develop the proper relationship with their mother. This could lead to misogynistic behavior later in life.

Chapter 20: Personality Psychology

381. (A) Archetypes, according to Carl Jung, are universal themes that are part of the collective unconscious. These universal themes are terms or ideas shared by all cultures. Anima, feminine traits; animus, masculine traits; persona, the part of your personality you share publicly; and shadow, the part of your personality you do not publicly share, are all examples of archetypes.