THE UNIVERSITY OF THE WEST INDIES

EXAMINATIONS OF DECEMBER 2011

CODE AND NAME OF COURSE: EDPS1001: INTRODUCTION TO HUMAN DEVELOPMENT

DATE AND TIME: DURATION: 2 HOURS

INSTRUCTIONS TO CANDIDATES: This paper has 8 page(s) and 32 questions.

INSTRUCTIONS TO CANDIDATES:

SECTION A:

ANSWER ALL QUESTIONS IN THIS SECTION

SECTION B:

ANSWER ONE (1) QUESTION FROM THIS SECTION

The University of the West Indies
SECTION A

ANSWER ALL QUESTIONS

1. The ________ view of development holds that infants and preschoolers respond to the world in much the same way as adults do.
   A. discontinuous
   B. nature
   C. continuous
   D. nurture

2. Although Justin spent his first 18 months in an orphanage, his adoptive mother believes that sensitive caregiving will help Justin overcome his early experiences. Justin’s mother emphasizes the role of ________ in development.
   A. nurture
   B. stages
   C. stability
   D. nature

3. Although Betty grew up in a rundown neighborhood, had divorced parents, and rarely saw her father, she is a successful, happy, and healthy adult. Betty’s ability to adapt effectively in the face of threats to development is known as
   A. assimilation.
   B. resilience.
   C. age-graded development.
   D. multidimensional development.

4. Rodlike structures called ____________ store and transmit genetic information.
   A. phenotypes
   B. chromosomes
   C. genotypes
   D. genes

5. Which of the following is an example of a nonnormative influence?
   A. Steve reached puberty at age 14.
   B. Melina was born during the baby boom.
   C. Madison learned to talk at age 2.
   D. Patty learned to speak Spanish and French in college.

6. A unique feature of DNA is that it can duplicate itself through a process called
   A. genotosis.
   B. meiosis.
   C. zygosis.
   D. mitosis.

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7. The sperm and the ovum are sex cells, or
   A. autosomes.
   B. gametes.
   C. zygotes
   D. dizygotes

8. If the alleles from both parents ________, the child is __________.
   A. are alike; heterozygous
   B. differ; homozygous
   C. are alike; a carrier
   D. differ; heterozygous

9. Down syndrome most commonly results from
   A. a failure of the twenty-first pair of chromosomes to separate during meiosis.
   B. increased age of the father.
   C. oxygen deprivation during or immediately after birth.
   D. mutation of the genetic material on the twenty-third chromosomal pair.

10. One of the two major benefits of education for girls in developing countries is
    A. time away from the emotional strains of confinement in their homes.
    B. empowerment to improve their life conditions.
    C. enhanced mathematical skills.
    D. time away from the physical strains of working in their homes.

11. Which of the following is consistent with the cephalocaudal trend of body growth?
    A. During the prenatal period, the head, chest, and trunk grow first, then the arms and legs.
    B. During infancy and childhood, the hands and feet grow ahead of the arms and legs.
    C. During the prenatal period, the head develops more rapidly than the lower part of the body.
    D. By age 2, the head accounts for nearly one-half of the body length.

12. ________ are nerve cells that store and transmit information.
    A. Synapses
    B. Neurons
    C. Neurotransmitters
    D. Glials
13. Neurons send messages to one another by releasing chemicals called

A. synapses.
B. neurotransmitters.
C. glial cells.
D. myelins.

14. Nadia calls her son “right-brained” because he is analytical and calls her daughter “left-brained” because she is artistic. What can you tell Nadia about her notions?

A. Her daughter is actually “right-brained” and her son is “left-brained.”
B. She is oversimplifying lateralization because the two brain hemispheres actually communicate and work together.
C. Her beliefs are consistent with research on brain lateralization.
D. Her children are demonstrating strong lateralization, which means their brains are not very plastic.

15. Which of the following is an example of a learning experience that would promote experience-dependent brain growth?

A. seeing colors
B. hearing languages
C. touching toes
D. playing a computer game

16. In classical conditioning, if the conditioned stimulus is presented alone enough times, without being paired with the unconditioned stimulus,

A. a conditioned response will occur.
B. extinction will occur.
C. learning will take place.
D. learning will be severely compromised

17. According to the cognitive perspective of perceptual development, babies

A. analyze stable relationships in the environment.
B. impose meaning on what they perceive.
C. actively search for discontinuous stimuli.
D. always follow the cephalocaudal trend.
18. In Erikson's theory, the conflict of toddlerhood, ____________, is resolved favorably when parents provide suitable guidance and reasonable choices.

A. basic trust versus mistrust
B. industry versus inferiority
C. initiative versus guilt
D. autonomy versus shame and doubt

19. Emotional self-regulation refers to

A. the automatic process infants use to respond to others' emotions.
B. the active seeking of emotional information from a trusted person in an uncertain situation.
C. a higher-order set of feelings, including guilt, shame, and envy.
D. the strategies children use to adjust their emotional state to a comfortable level of intensity

20. Which of the following is true about the influence of the environment on temperament?

A. The environment has a greater impact on temperament than genetic factors.
B. Genetic factors have a much greater impact on temperament than the environment.
C. Parents tend to view siblings as more similar in temperament and personality than other observers do.
D. Temperament and personality can be understood only in terms of complex interdependencies between genetic and environmental factors.

21. Ten-year-old Nadia enjoys making up games and playing them with her friends. Playing these child-invented games probably allows Nadia to

A. play without rules and increase her popularity.
B. compete against her friends and establish a dominance hierarchy.
C. develop challenging physical skills, both gross and fine motor.
D. try out different styles of cooperating and competing with little personal risk.

22. Piaget regarded __________ as an important achievement of the concrete operational stage because it provides clear evidence of __________.

A. seriation; reversibility
B. classification; hypothetico-deductive reasoning
C. conservation; operations
D. transitive inference; class inclusion

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23. During a conservation-of-water experiment, Emme can focus on several aspects of the problem and relate them, rather than centering on just one aspect. Therefore, Emme is capable of

A. seriation.
B. class inclusion.
C. reversibility.
D. decentering.

24. In Case’s neo-Piagetian theory, children acquire central conceptual structures

A. in an abrupt stagewise transition to logical thought.
B. once cognitive schemes are sufficiently automatic.
C. spontaneously in a systematic transition.
D. at about the same time, regardless of experience, culture, and schooling.

25. Which of the following statements is true about the development of self-concept?

A. Preschool children are better than school-age children at “reading” others’ messages and internalizing their expectations.
B. A large discrepancy between an ideal self and a real self boosts self-esteem.
C. Perspective-taking skills are crucial for developing a self-concept based on personality traits.
D. School-age children often avoid making social comparisons when describing themselves.

26. Wayne believes that teenagers are naturally rebellious and full of rage because of the biological changes of puberty. Wayne’s beliefs are consistent with the theory that

A. social forces determine adolescent psychological change.
B. biological, psychological, and social forces combine to influence adolescent development.
C. teenagers have no control over their behavior and cannot be held accountable for their actions.
D. the biological upheaval of puberty triggers heightened emotionality, conflict, and defiance.

27. Maddy, age 7, is presented with the following statement: If rats are bigger than cats and cats are bigger than mice, then rats are bigger than mice. She will probably judge such reasoning to be

A. true because she understands propositional thought.
B. true if she has seen cats, rats, and mice in picture books.
C. false because not all relations specified occur in real life.
D. sometimes true and sometimes false depending on her educational background.

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28. In adolescence, the speed of thinking and processing capacity increase. As a result,

A. adolescents no longer need to experiment with memory strategies.
B. more information can be held at once in working memory and combined into increasingly complex, efficient representations.
C. long-term memory compensates for the limitations of working memory.
D. attention becomes less selective and better adapted to the demands of tasks.

29. Sayuri is constructing her identity. Based on Erikson’s theory, this process involves

A. acting on impulse rather than reason.
B. defining what she values.
C. adopting her parents’ values as her own.
D. helping her friends define what direction they will pursue in life.

30. Which of the following is true about peer pressure?

A. Peer pressure to engage in antisocial behavior, such as theft and drug use, is strong.
B. Peer pressure to engage in prosocial behavior, such as cooperating with parents and getting good grades, is strong.
C. Because of poor decision-making skills and a desire to fit in, most adolescents routinely bend to peer pressure.
D. Peers exert more influence than parents on basic life values and educational plans.

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SECTION B

Choose ONE (1) Question

EITHER

31. (a) Briefly define the following:

- The continuous view of development (2 marks)
- The lifespan view of development (2 marks)
- Experience expectant brain growth (2 marks)
- Brain Plasticity (2 marks)
- Development (2 marks)

(b) Compare Information Processing views of development with Piagetian views of cognitive development in school aged children. (10 marks)

(c) Discuss FIVE (5) ways that teachers can take advantage of the sensitive period of development in infancy and toddlerhood (10 marks)

OR

32. (a) Briefly define the following:

- sensitive period of development (2 marks)
- object permanence (2 marks)
- Schemas (2 marks)
- Lateralization (2 marks)
- Self-esteem (2 marks)

(b) Briefly discuss Erikson’s theory of personality development. (10 marks)

(c) Discuss FIVE (5) adolescent behaviours that Erikson’s theory of personality development can assist secondary school teachers in understanding during this period. (10 marks)

END OF EXAMINATION PAPER