

# PSYCHOLOGY ENTRANCE EXAMINATIONS

Useful for CUET-PG Psychology, GATE & Other M.A/ M.Sc  
Psychology Entrances

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## Chapter 09

## Adolescence &amp; Adulthood

## Explanations

1. b) capacity of short-term memory.

Explanation: Juan Pascual-Leone proposed that the most significant change underlying cognitive development is a gradual, maturational increase in the capacity of short-term memory. Short-term memory, also known as working memory, plays a crucial role in cognitive processes such as reasoning, problem-solving, and language comprehension. As children grow and develop, their short-term memory capacity expands, allowing them to hold and manipulate larger amounts of information simultaneously. This increase in short-term memory capacity enables more complex cognitive tasks and facilitates higher-order thinking skills. Pascual-Leone's theory emphasizes the importance of short-term memory development in shaping overall cognitive abilities and intellectual growth throughout childhood and adolescence.

2. a) gender-typed behaviour increases once a gender schema is developed.

Explanation: According to gender schema theory, gender-typed behavior increases once a gender schema is developed. This theory, proposed by Sandra Bem, suggests that children learn about gender roles and expectations through cultural and societal cues, and they organize this information into gender schemas. These schemas help children categorize and interpret gender-related information. Once children have developed these schemas, they tend to engage more in behaviors that align with their understanding of their gender, thereby reinforcing and perpetuating gender-typed behaviors. Gender schemas are formed early in life and play a significant role in guiding behavior and attitudes related to gender throughout childhood and beyond.

3. d) puberty

Explanation: The onset of sexual maturation in adolescence is known as puberty. Puberty is the developmental stage during which adolescents experience physical and hormonal changes that lead to sexual maturity. These changes include the development of secondary sexual characteristics, such as breast development in females and facial hair growth in males, as well as growth spurts, changes in body composition, and the onset of menstruation

in females and the production of sperm in males. Puberty marks the transition from childhood to adulthood and involves significant biological, emotional, and psychological transformations.

4. a) identity formation; intimacy; generativity.

Explanation: According to Erikson, the central psychological challenges for adolescence, young adulthood, and middle age are identity formation, intimacy, and generativity, respectively. Adolescents face the challenge of developing a clear sense of identity. Young adults focus on forming intimate relationships, while middle-aged individuals strive for generativity, contributing to society and guiding the next generation.

5. b) will not experience unusually severe symptoms.

Explanation: If Noriko is like most women going through menopause, she will not experience unusually severe symptoms. While menopause can bring about various physical and emotional changes such as hot flashes, night sweats, and mood swings, the severity of these symptoms can vary greatly among individuals. For the majority of women, these symptoms are mild to moderate and can be managed effectively with lifestyle adjustments and, in some cases, medical treatments. Severe physical discomfort or significant emotional distress, such as depression or regret, is not the norm for most women undergoing menopause.

6. b) identity formation

Explanation: According to Erikson, developing a stable sense of self and making the transition from dependence on others to dependence on oneself is called identity formation. This process occurs during the adolescence stage of Erikson's psychosocial development theory, where individuals explore various aspects of themselves, such as values, beliefs, and goals, to develop a coherent and stable identity. This stage is crucial for establishing a sense of personal identity and independence.

7. d) integrity.

Explanation: An older person who can look back on life with satisfaction and reminisce with a sense of completion has attained Erikson's stage of integrity. In Erik Erikson's theory of psychosocial development, the final stage, which occurs in late adulthood, is called "integrity vs. despair." During this stage, individuals reflect on their life and either come to accept it as fulfilling and meaningful, leading to a sense of integrity, or they experience regret and dissatisfaction, leading to despair. Achieving integrity means they feel a sense of accomplishment and completeness.

## Answer Key

8. d) doing all of the above.

Explanation: The findings of gerontologists have changed our understanding of old age by reevaluating when “old age” begins, separating aging from illness, and recognizing some of the benefits of aging. Gerontologists have helped to redefine the concept of aging, emphasizing that it is a distinct process from disease and highlighting the positive aspects and potential growth opportunities that come with aging. This comprehensive approach has contributed to a more nuanced and positive understanding of the aging process.

9. d) after their children had grown and left home

Explanation: Most older couples report that the best years of their marriage were the years after their children had grown and left home. During this stage, couples often experience a renewed focus on their relationship, more time for each other, and fewer responsibilities related to child-rearing. This period can provide opportunities for deepened companionship and shared activities, contributing to higher marital satisfaction.

10. a) recall new information.

Explanation: As adults age, the ability to recall new information tends to decline. This means that older adults may have difficulty remembering new facts, events, or details without external cues or reminders. While recognition of information and learning of meaningful new material can still occur in older age, the ability to spontaneously recall recently learned information without prompts or cues becomes less efficient. This decline in recall ability can impact various aspects of daily life, such as remembering names, dates, appointments, and other specific details, but it doesn't necessarily imply a complete loss of memory function.

11. b) is influenced by an inherited predisposition, and it parallels other biological capacities in its growth and, in later years, decline.

Explanation: Fluid intelligence refers to the ability to think logically and solve problems in novel situations, independent of acquired knowledge. Unlike crystallized intelligence, which encompasses knowledge and skills accumulated over a lifetime, fluid intelligence is more closely tied to biological factors and tends to peak in early adulthood before gradually declining with age. Research suggests that fluid intelligence is influenced by genetic factors and parallels other biological capacities in its growth and eventual decline. It gives us the ability to solve new problems, think abstractly, and adapt to new situations, such as solving math problems, defining words, or summarizing complex information.

12. c) sexually active

Explanation: The majority of older adults are sexually active. Contrary to common stereotypes, many older adults maintain sexual activity and interest well into later life. Research indicates that sexual activity among older adults contributes to overall well-being, physical health, and relationship satisfaction. While sexual activity may change with age due to factors such as health conditions, medications, and relationship dynamics, many older adults continue to engage in sexual activity and find it to be an important aspect of their lives.

13. b) 13; 11

Explanation: On average, puberty begins around age 13 in boys and around age 11 in girls. Puberty marks the onset of physical and hormonal changes that lead to sexual maturity. In boys, puberty typically starts with testicular enlargement, followed by growth spurts, voice deepening, and the development of facial and body hair. In girls, puberty often begins with breast development (thelarche), followed by the onset of menstruation (menarche), growth spurts, and the development of pubic and underarm hair. However, the timing of puberty onset can vary widely among individuals due to genetic, environmental, and nutritional factors.

14. a) experience an identity crisis.

Explanation: According to Erikson's theory of psychosocial development, adolescents like Hitomi, who is 16 years old, are more likely to experience an identity crisis. This stage, termed "identity versus role confusion," typically occurs during adolescence. Adolescents grapple with questions of identity, exploring various roles, beliefs, and values to establish a cohesive sense of self. They may experiment with different identities, interests, and relationships as they seek to understand who they are and what they want to become. Successfully navigating this stage leads to the development of a clear and stable identity, while unresolved identity issues can result in confusion and uncertainty about one's self-concept and future direction.

15. b) denial, anger, bargaining, depression, acceptance

Explanation: Kübler-Ross describes the sequence of stages of dying as denial, anger, bargaining, depression, and acceptance. These stages, commonly known as the Kübler-Ross model or the five stages of grief, represent a framework for understanding the emotional and psychological responses that individuals may experience when faced with their own impending death or the death of a loved one. While not everyone experiences all of these stages, and they may not necessarily occur in a linear fashion, they provide insight into the common emotional processes associated with coping and adjustment to the end of life.

## Answer Key

16. a) mature development

Explanation: The term “adolescence” is derived from the Latin word “adolescere,” which most appropriately means “mature development.” Adolescence is the transitional stage of development between childhood and adulthood, marked by physical, cognitive, social, and emotional changes as individuals progress toward maturity. During adolescence, individuals undergo significant growth and development in various domains, including physical maturation, identity formation, autonomy, and the development of social relationships. Therefore, “mature development” aligns most closely with the concept and meaning of adolescence as represented by its Latin root.

17. a) Preschoolers are more egocentric than Piaget thought.

Explanation: Recent research suggests that Piaget may have overestimated the egocentrism of pre-schoolers. Studies have shown that children can take others’ perspectives earlier than Piaget proposed. Therefore, the statement that preschoolers are more egocentric than Piaget thought is false. Piaget’s theory underestimated preschoolers’ ability to understand others’ perspectives.

18. b) menopause.

Explanation: The end of menstruation is called menopause. It marks the cessation of a woman’s menstrual cycles, typically occurring around the age of 45 to 55. During menopause, hormonal changes lead to the cessation of ovulation and menstruation, marking the end of the reproductive phase of a woman’s life. This transition is a natural part of the aging process and is often accompanied by symptoms such as hot flashes, night sweats, mood changes, and changes in vaginal dryness.

19. d) Kohlberg

Explanation: Kohlberg’s stage theory of moral development was based on how people reasoned about ethical dilemmas. According to Kohlberg, individuals progress through a series of stages in their moral reasoning, each characterized by increasingly complex and abstract ethical principles. These stages range from a focus on obedience and punishment in early childhood to an emphasis on universal ethical principles in adulthood. Kohlberg’s theory has had a significant impact on the study of moral development and continues to influence research in psychology and related fields.

20. a) identity; intimacy

Explanation: In Erikson’s theory of psychosocial development, individuals generally focus on developing identity during adolescence and then intimacy during young adulthood. The

stage of identity versus role confusion occurs during adolescence, typically between the ages of 12 and 18 years. During this stage, individuals explore and develop a sense of self and personal identity, including their values, beliefs, and life goals. In contrast, the stage of intimacy versus isolation occurs during young adulthood, typically between the ages of 19 and 40 years. During this stage, individuals seek to form close and meaningful relationships with others, including romantic partnerships and close friendships, as they strive for intimacy and connection.

21. c) typical ages for starting a career, marrying, and so on.

Explanation: The social clock refers to typical ages for reaching major life milestones or events, such as starting a career, getting married, having children, and retiring. It reflects societal expectations and norms regarding the timing of these transitions and is influenced by cultural, historical, and social factors. The social clock guides individuals in understanding when certain life events are expected or considered appropriate within their culture or society. Deviating from the social clock may lead to feelings of being “off-time” or out of sync with societal expectations.

22. c) chemicals and viruses that cross the placenta and may harm the developing fetus.

Explanation: Teratogens are substances, such as drugs, chemicals, pollutants, and viruses, that can interfere with the development of the fetus during pregnancy. These substances have the potential to cause birth defects or developmental abnormalities in the fetus if the mother is exposed to them during pregnancy. Teratogens can cross the placenta from the mother’s bloodstream to the developing fetus, where they can disrupt normal growth and development. It’s important for pregnant women to avoid exposure to known teratogens to reduce the risk of harm to the developing fetus.

23. c) post-conventional morality

Explanation: Moral reasoning based on the existence of fundamental human rights would pertain to Kohlberg’s post-conventional morality level. In this stage, individuals develop a more abstract and principled understanding of morality that goes beyond societal norms and laws. They recognize that moral principles such as justice, equality, and human rights are universal and apply regardless of cultural or legal norms. Individuals at this level prioritize ethical principles over individual or societal interests and may engage in civil disobedience to uphold their moral beliefs. Kohlberg’s post-conventional morality stage reflects a higher level of moral development characterized by adherence to ethical principles that transcend individual or societal rules.

## Answer Key

24. d) acetylcholine.

Explanation: Underlying Alzheimer’s disease is a deterioration in neurons that produce acetylcholine. Acetylcholine is a neurotransmitter involved in various cognitive functions, including memory, learning, and attention. In Alzheimer’s disease, there is a progressive loss of acetylcholine-producing neurons, leading to cognitive decline and memory impairment. Medications targeting acetylcholine levels or receptors are often used to manage symptoms of Alzheimer’s disease by temporarily enhancing cholinergic neurotransmission in the brain.

25. a) Biological changes

Explanation: Adolescence is primarily defined by biological changes in most societies. It is the transitional period between childhood and adulthood, marked by physical, cognitive, and socio-emotional changes as individuals undergo the process of maturation. These biological changes include the onset of puberty, which involves hormonal changes leading to physical growth and sexual maturation. While adolescence encompasses various aspects such as emotional development, educational attainment, and social transitions, it is primarily characterized by the biological changes associated with puberty and the transition from childhood to adulthood.

26. c) G. Stanley Hall

Explanation: G. Stanley Hall is considered a pioneer in the study of post-childhood development and described adolescence as a period of “storm and stress.” Hall’s work, particularly his book “Adolescence: Its Psychology and Its Relations to Physiology, Anthropology, Sociology, Sex, Crime, Religion, and Education,” published in 1904, contributed significantly to our understanding of adolescence as a distinct period of development characterized by challenges and upheavals. He emphasized the biological and evolutionary aspects of adolescence and popularized the notion that adolescence is a turbulent time marked by emotional upheaval and conflict.

27. d) Acquiring skills and emotional maturity

Explanation: The basis for the need of a slow transition from childhood to adulthood in modern industrial societies lies in acquiring skills and emotional maturity. In these societies, the transition to adulthood involves not only economic independence but also the acquisition of various skills, competencies, and emotional maturity necessary for navigating the complexities of adult life. This transition period allows individuals to develop the cognitive, social, emotional, and practical skills required for success in adulthood, such as decision-making, problem-solving, financial management, interpersonal relationships, and career development.

## 28. c) Cultural background

Explanation: Cultural background is a significant factor in how adolescents respond to the physical and psychological changes they experience. Cultural norms, values, beliefs, and practices influence adolescents' perceptions of themselves, their bodies, and their roles within society. Different cultures may have varying attitudes toward puberty, sexuality, gender roles, and emotional expression, which can shape adolescents' experiences and coping mechanisms. Cultural factors also influence the availability of resources and support systems for adolescents, as well as the social expectations and norms regarding adolescent behavior and development. Therefore, understanding cultural background is essential for comprehensively addressing the needs and challenges of adolescents across diverse populations.

## 29. b) The onset of the menstrual cycle in girls

Explanation: Menarche refers to the first occurrence of menstruation in girls, marking the beginning of their reproductive capacity. It typically occurs during puberty, usually between the ages of 10 and 15, although the exact timing can vary widely among individuals. Menarche is a significant milestone in a girl's life and is often accompanied by various physical and emotional changes as she transitions from childhood to adolescence. It signifies the maturation of the reproductive system and the ability to conceive.

## 30. a) Formal operational thinking involves reasoning about abstract concepts.

Explanation: Formal operational thinking, a stage proposed by Jean Piaget in his theory of cognitive development, involves the ability to think abstractly and logically about hypothetical situations and concepts. Adolescents who reach the formal operational stage can engage in deductive reasoning, manipulate abstract ideas, and consider hypothetical scenarios. In contrast, concrete reasoning, characteristic of the preceding stage (concrete operational stage), involves thinking logically about concrete objects and events but may struggle with abstract or hypothetical concepts. Therefore, the key distinction lies in the ability to reason about abstract concepts, which is a hallmark of formal operational thinking.

## 31. b) In early adolescence

Explanation: According to Jean Piaget's theory of cognitive development, formal operational thinking typically develops during early adolescence, around the ages of 11 to 15 years. This stage represents a significant shift from concrete operational thinking, which is characteristic of middle childhood, to the ability to think abstractly and logically about hypothetical situations and concepts. During this stage, individuals become capable of

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systematic reasoning, problem-solving, and considering multiple perspectives. They can manipulate abstract ideas, engage in deductive reasoning, and think about possibilities beyond their immediate experiences.

32. c) Moral reasoning evolves through stages of increasing complexity.

Explanation: Lawrence Kohlberg's theory of moral development posits that moral reasoning evolves through stages of increasing complexity. Kohlberg proposed six stages of moral development, grouped into three levels: pre-conventional, conventional, and post-conventional. Each stage represents a different way of thinking about moral issues, with individuals progressing through the stages as they mature. Kohlberg believed that moral development is influenced by cognitive development and the ability to understand abstract concepts and principles. Therefore, the essence of Kohlberg's theory is the idea that moral reasoning develops in a structured and progressive manner, with individuals moving from simpler to more sophisticated ways of thinking about moral dilemmas.

33. d) (A) is false, but (R) is true.

Explanation: Assertion (A) is False: Kohlberg's theory suggests that moral development progresses through stages, with most adolescents reaching Level 2 (Conventional Level) which focuses on following societal norms and expectations to gain approval. Reaching Level 3 (Post-conventional Level) is typically associated with adulthood.

Reason (R) is True: Kohlberg's theory does propose that some adolescents remain at Level 1 (Pre-conventional Level) where avoiding punishment is a primary concern. Therefore, while the reason about Level I is accurate, the assertion about most adolescents reaching Level III is incorrect.

34. c) Identity vs. Role Confusion

Explanation: Erikson's stage of Identity vs. Role Confusion occurs during adolescence, typically between the ages of 12 and 18. This stage is characterized by the exploration of personal values, beliefs, and goals in order to form a coherent sense of self. Adolescents may experiment with different roles and identities as they seek to understand who they are and where they fit into society. Successful resolution of this stage leads to the development of a strong, stable identity, while failure to do so results in role confusion and a lack of direction. Therefore, the formation of a new identity and the experience of role confusion are central to Erikson's Identity vs. Role Confusion stage of psychosocial development.

35. b) Both (A) and (R) are true, but (R) is not the correct explanation of (A).

Explanation: Assertion (A) states that teenagers value love as a prerequisite for sexual relationships, which is true for many teenagers, as emotional connection and intimacy are important factors in healthy relationships for many individuals.

Reason (R) states that most adolescents oppose sex purely for physical enjoyment. While some adolescents may indeed prioritize emotional connection over physical enjoyment, it is not accurate to say that “most” adolescents oppose sex purely for physical enjoyment. Adolescent attitudes towards sex are diverse and influenced by various factors, including cultural, social, and individual beliefs and values. Therefore, while both statements may be true to some extent, the Reason does not directly explain or support the Assertion.

36. c) Be prepared for a series of different jobs throughout their working life

Explanation: Alvin Toffler’s concept of “serial careers” suggests that contemporary workers should be prepared for a series of different jobs throughout their working life rather than sticking to a single job for life. This concept reflects the changing nature of work in modern societies, where technological advancements, globalization, and shifting economic landscapes have led to increased job mobility and the need for individuals to adapt to new roles and industries over time. Embracing the idea of serial careers involves being flexible, continuously learning new skills, and being open to diverse opportunities and career paths throughout one’s professional journey.

37. c) Freud and Erikson

Explanation: Sigmund Freud and Erik Erikson are the theorists who defined adulthood based on the capacity for work and love. Freud’s psychoanalytic theory emphasized the importance of resolving conflicts related to work (in terms of career and productivity) and love (in terms of intimate relationships and family life) as central components of adult development. Similarly, Erikson’s psychosocial theory proposed that the primary psychosocial crisis of adulthood involves achieving intimacy (love) and generativity (work and productivity). These theorists highlighted the significance of these developmental tasks in shaping adult identity and well-being.

38. b) Both (A) and (R) are true, but (R) is not the correct explanation of (A).

Explanation: Assertion (A) states that income is more highly valued by people in high-status positions, which is true as individuals in high-status positions often have higher income expectations and may place greater importance on financial rewards and status symbols.

Reason (R) states that people in routine semiskilled or unskilled jobs value income and

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job security more than other aspects of their job. This is also true, as individuals in such positions may prioritize income and job security due to the lack of other significant rewards or opportunities for advancement typically associated with these types of jobs. While both statements provide insights into the value placed on income by individuals in different positions, Reason (R) does not directly explain why income is more highly valued by people in high-status positions, as stated in Assertion (A).

### 39. c) Heart attacks

Explanation: During the middle years of life, the most significant leading cause of death is typically heart attacks, also known as myocardial infarctions. Heart attacks occur when the blood flow to a part of the heart is blocked for a long enough time that part of the heart muscle is damaged or dies. Factors such as high blood pressure, high cholesterol, smoking, obesity, and lack of physical activity can increase the risk of heart attacks. While other health conditions like cancer, stroke, and diabetes are also significant causes of death during middle age, heart attacks are often the primary concern due to their prevalence and potential for serious consequences.

### 40. d) Denial

Explanation: In the Kübler-Ross model, the first stage in the attitude of terminally ill patients toward death is denial. This stage involves patients refusing to believe or accept the reality of their diagnosis. They may minimize the seriousness of their condition or deny that they are dying altogether. Denial serves as a psychological defense mechanism to protect individuals from the overwhelming emotions associated with facing their mortality. As patients progress through the stages of the Kübler-Ross model, they may eventually move towards acceptance, but denial is often the initial reaction to a terminal illness diagnosis.

### 41. b) Hot flashes

Explanation: Hot flashes are the most common menopausal symptom experienced by middle-aged women. A hot flash is a sudden feeling of warmth that spreads over the upper body, typically lasting for several minutes. It may be accompanied by flushing of the face, sweating, and a rapid heartbeat. Hot flashes can vary in frequency and intensity among women, and they are often cited as one of the most bothersome symptoms of menopause. Other common symptoms of menopause include changes in mood, sleep disturbances, vaginal dryness, and weight gain, but hot flashes are generally the most prevalent.

### 42. c) Regular contact with children

Explanation: Regular contact with children is often cited as the primary factor contributing to marital satisfaction for middle-aged couples. As children grow and become more independent, they may leave the parental home, leading to an empty nest. For many couples, maintaining close relationships with their adult children and grandchildren can provide a sense of fulfillment, purpose, and connection, which in turn can enhance marital satisfaction. This continued family involvement can help offset some of the challenges associated with midlife transitions and changes in roles and responsibilities.

43. b) Both (A) and (R) are true, but (R) is not the correct explanation of (A).

Explanation: Assertion (A) states that the “mid-life crisis” is a universal experience for individuals between the ages of 35 and 45. This assertion is true. While some individuals may experience a period of introspection or re-evaluation of their life goals during this age range, not everyone goes through a “mid-life crisis,” and its occurrence is not universal.

Reason (R) states that people who experience a “mid-life crisis” often feel uncertain about their life goals and are disenchanted. This reason is true and provides insight into some of the experiences associated with a “mid-life crisis,” but it does not explain why the assertion is true for all individuals in the specified age range. Therefore, while both statements are true, the reason does not directly explain or support the assertion.

44. a) Both (A) and (R) are true and (R) is the correct explanation of (A).

Explanation: Assertion (A): Middle-aged adults who remain “on schedule” with expected life events are more likely to perceive middle age as a calm and continuous phase of life. This statement is true. Research indicates that individuals who follow expected life trajectories (such as career progression, stable relationships, etc.) often experience middle age as a stable and continuous phase. They tend to have fewer disruptions and may find this period less stressful.

Reason (R): Disruptions in life events, such as unexpected divorce or unemployment, are likely to result in a mid-life crisis. This statement is also true. Significant disruptions like divorce or job loss can lead to increased stress and a re-evaluation of life goals and achievements, which may contribute to what is commonly referred to as a mid-life crisis. Therefore, while both statements are true, the reason directly explain or support the assertion.

45. b) Frontal lobe

Explanation: During adolescence, the frontal lobe undergoes significant development,

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particularly in areas responsible for decision making, impulse control, and judgment. This region, known as the prefrontal cortex, continues to mature during this time, influencing various cognitive functions crucial for self-regulation and social behavior. This development contributes to the ability to make informed choices, consider consequences, and regulate emotions effectively, which are essential skills for navigating the complex social and academic challenges of adolescence.

### 46. c) Socialization

Explanation: During adolescence, peer groups play a significant role in socialization, influencing behavior, attitudes, and identity formation. As adolescents seek independence and strive to establish their identities, they often turn to their peers for validation, acceptance, and guidance. Peer interactions provide opportunities for learning social norms, values, and behaviors, contributing to the development of social skills and the formation of personal identity. This process of socialization within peer groups is a crucial aspect of adolescent development, shaping individuals' perceptions of themselves and their place in society.

### 47. b) Exploring and forming identity

Explanation: During early adolescence (ages 11-14), according to James Marcia's identity statuses, the main developmental task is exploring and forming identity. This stage is characterized by adolescents' exploration of different roles, values, and beliefs as they seek to develop a sense of self and establish a coherent identity. They may experiment with various identities and affiliations, engaging in self-reflection and introspection to understand who they are and what they stand for. This process is essential for transitioning into later stages of development, where individuals can achieve intimacy, generativity, and integrity with a solid sense of self.

### 48. d) High achiever paradox

Explanation: The term "High achiever paradox" describes a pattern where adolescents exhibit high achievement in school but concurrently experience low levels of happiness and life satisfaction. Despite their academic success, these individuals may struggle with feelings of dissatisfaction, stress, and pressure to maintain their high standards. This paradox highlights the complex interplay between academic achievement and emotional well-being in adolescents, emphasizing the importance of addressing both aspects of development for overall success and fulfillment.

### 49. b) Abstract reasoning

Explanation: Adolescents' cognitive abilities, such as hypothetical thinking, allow them to engage in abstract reasoning. This means they can think about concepts beyond concrete, tangible objects or experiences. Abstract reasoning involves the ability to understand and manipulate ideas, hypothetical situations, and symbols, enabling adolescents to consider possibilities, explore alternatives, and solve problems in more complex ways than during earlier developmental stages.

50. b) Both (A) and (R) are true, but (R) is not the correct explanation of (A).

Explanation: Assertion (A) states a common observation regarding elderly individuals enjoying visits with their grandchildren and preferring extended visits. This can be true in many cases, as intergenerational interactions can bring joy and fulfillment to older individuals.

Reason (R) suggests that the age of the grandchild does not significantly impact the enjoyment of the visit by the elderly person. While this might be true in some cases. The age and activities of the grandchild can indeed influence the enjoyment of the visit for the elderly person. Therefore, while both statements could be true independently, the reason does not fully explain the assertion.

51. b) Autonomy vs. shame and doubt

Explanation: Erikson's developmental stage of "Autonomy vs. shame and doubt" occurs during early childhood, typically between the ages of 1 to 3 years. During this stage, children develop a sense of independence and autonomy as they learn to assert their will and make choices. However, if they are overly criticized or controlled by caregivers, they may develop feelings of shame and doubt about their abilities. During adolescence, the struggle for autonomy and independence from parents is more aligned with Erikson's stage of "Identity vs. role confusion," where individuals seek to establish a sense of self and independence while exploring different roles and identities.

52. d) Body dysmorphic disorder

Explanation: Body dysmorphic disorder (BDD) is characterized by an excessive preoccupation with perceived flaws in one's physical appearance, which are often minor or imagined. Individuals with BDD may engage in repetitive behaviors or mental acts in response to their appearance concerns, such as excessive grooming, seeking reassurance, or comparing themselves to others. This disorder commonly emerges during adolescence and can significantly impair daily functioning and quality of life.

## Answer Key

### 53. b) Abstract and hypothetical thinking

Explanation: During adolescence, according to Jean Piaget's theory of cognitive development, individuals reach the stage of formal operations. This stage is characterized by abstract and hypothetical thinking. Adolescents can think beyond concrete experiences and engage in hypothetical reasoning. They can consider multiple possibilities, evaluate alternative solutions, and think systematically about potential outcomes. This shift from concrete to abstract thinking enables adolescents to solve complex problems, think critically, and plan for the future.

### 54. c) (A) is true, but (R) is false.

Explanation: Assertion (A) is true: The death of a spouse can be a devastating event at any age, but it's especially difficult for many older adults. There's a phenomenon called the "widowhood effect" where elderly people who lose their spouse have an increased risk of mortality themselves. This highlights the significant hardship losing a spouse can cause.

Reason (R) is false: While some elderly individuals may have developed strong coping mechanisms over a lifetime, coping with the death of a spouse is a complex process. Even those with good coping skills can experience deep grief and emotional distress.

### 55. d) It is a recent development.

Explanation: Adolescence as a distinct stage of development is considered an invention of modern industrial society due to its relatively recent emergence in human history. In traditional societies, individuals often transitioned more directly from childhood to adulthood without an extended period of adolescence as recognized in contemporary Western societies. The concept of adolescence gained prominence in the late 19th and early 20th centuries, influenced by factors such as compulsory education, delayed marriage, and increased economic dependence on parents, which necessitated a prolonged period of identity exploration and socialization before assuming adult roles.

### 56. c) The image of the troubled and confused adolescent is erroneous.

Explanation: Researchers like Offer & Offer and Sorensen have concluded that the image of the troubled and confused adolescent is erroneous. While some adolescents do face challenges during their teenage years, the majority are able to navigate this developmental stage with resilience and adaptability. This perspective challenges the stereotype of adolescents as uniformly troubled and emphasizes the diversity of experiences during this period of life.

## 57. b) Greater physical strength and athleticism

Explanation: Boys who experience an early pubescence tend to develop greater physical strength and athleticism as an advantage over their peers. Early-maturing boys are typically bigger, stronger, and quicker than their later-maturing peers, allowing them to acquire sport skills faster and have more endurance potential. This physical advantage can lead to positive reinforcement from coaches, teammates, and parents, and early success in sports.

However, this physical advantage is often short-lived, as later-maturing boys eventually catch up in maturity and surpass the early maturers in physical abilities. The early-maturing boys may then lose their athletic edge and struggle to maintain their previous level of success.

## 58. c) Formal operational thinking

Explanation: According to Jean Piaget, the term used to describe the reasoning skills that develop during adolescence is formal operational thinking. This stage, typically reached around age 11 or 12 and continuing through adulthood, involves the ability to think abstractly, reason logically about hypothetical situations, and engage in systematic problem-solving. It represents a significant cognitive milestone in which individuals can consider multiple perspectives and understand complex concepts beyond concrete experiences.

## 59. b) Ego integrity

Explanation: The term for the period in late adulthood when individuals reflect on their past and make sense of their life experiences is ego integrity. According to Erik Erikson's psychosocial theory, this stage, which occurs during late adulthood, involves the integration of one's past experiences into a cohesive sense of self. Individuals who successfully navigate this stage develop a sense of satisfaction and wholeness, feeling at peace with their life choices and accomplishments. In contrast, those who struggle may experience despair and regret, feeling that their life lacks meaning or purpose.

## 60. b) Both (A) and (R) are true, but (R) is not the correct explanation of (A).

Explanation: Assertion (A) is true: Growth spurts occur in both boys and girls during adolescence.

Reason (R) is also true: Girls experience growth spurts earlier than boys.

While both statements are true, the reason provided in (R) does not adequately explain why growth spurts occur in both boys and girls during adolescence. Growth spurts are a normal

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part of puberty and occur due to hormonal changes that trigger rapid physical growth in adolescents. Girls typically experience growth spurts earlier than boys because they enter puberty earlier, but growth spurts still occur in both genders.

61. b) Moral judgments and moral behaviour are not related.

Explanation: Kohlberg's theory of moral development has been criticized for not consistently predicting real-life moral behavior. While Kohlberg proposed that moral development progresses through stages of increasingly complex moral reasoning, research has shown that individuals may not always act in accordance with their moral judgments. In other words, there can be a gap between moral reasoning and moral behavior. This criticism suggests that moral judgments and moral behavior are not always closely related, which undermines the predictive power of Kohlberg's theory in real-life situations.

62. d) Eight stages

Explanation: Erikson's theory of psychosocial development comprises eight stages that span from infancy to old age. Each stage presents a unique psychosocial crisis that individuals must resolve to progress successfully to the next stage. These stages include trust vs. mistrust, autonomy vs. shame and doubt, initiative vs. guilt, industry vs. inferiority, identity vs. role confusion, intimacy vs. isolation, generativity vs. stagnation, and integrity vs. despair. These stages outline the challenges individuals face at different points in life and the tasks required for healthy development.

63. a) Achievement status

Explanation: In Marcia's identity status model, the achievement status refers to individuals who have explored various options and have made commitments to particular courses of action or beliefs. These individuals have actively engaged in the process of identity exploration and have come to a clear understanding of who they are and what they want to do. Achievement status represents a healthy resolution of the identity crisis and reflects a sense of identity clarity and commitment. This status is characterized by a strong sense of self and a clear direction in life.

64. b) Both (A) and (R) are true, but (R) is not the correct explanation of (A).

Explanation: Assertion (A) correctly states that adolescent egocentrism is rooted in the limitations of thought. This refers to the cognitive developmental stage described by Piaget where adolescents struggle to differentiate their own perspectives from others.

Reason (R) correctly identifies one aspect of adolescent egocentrism, which involves a

focus on others' opinions rather than one's own. However, this reason alone does not fully explain why adolescent egocentrism occurs. It's a characteristic manifestation of egocentrism but doesn't directly relate to the limitations of thought described in the assertion.

65. b) Risk of infant death

Explanation: Inadequate prenatal care during teenage pregnancy can lead to a higher risk of infant death. Prenatal care is essential for monitoring the health of both the mother and the developing fetus. Without proper care, potential complications may go unnoticed and untreated, increasing the likelihood of adverse outcomes such as premature birth, low birth weight, and other health issues that can contribute to infant mortality. Regular check-ups, screenings, and medical interventions provided during prenatal care help to identify and address any potential risks, improving the chances of a healthy pregnancy and reducing the risk of infant death.

66. c) Conventional morality

Explanation: This answer is based on research and observations in developmental psychology. While parents and adolescents might have disagreements in various areas like music preferences, clothing choices, and recreational activities, these disagreements are often more superficial and transient. Disagreements over conventional morality, which involve deeper issues such as values, rules, and appropriate behavior, tend to be more significant and frequent. These moral and value-based conflicts are more fundamental and often reflect the developmental stage of adolescents striving for autonomy and individuality while parents emphasize established norms and rules.

67. c) The development of more intimate heterosexual relationships

Explanation: Dexter Dunphy observed that in late adolescence, the primary reason for the disintegration of the crowd and the formation of couples was the development of more intimate heterosexual relationships. As adolescents mature, they become increasingly interested in romantic relationships and seek deeper emotional connections with individuals of the opposite sex. This shift in focus from group interactions to one-on-one relationships contributes to the disintegration of larger social crowds and the formation of smaller, more intimate pairs.

68. a) Dementia

Explanation: Dementia is the concept that refers to the cognitive decline that can occur in old age, leading to difficulties with memory, problem-solving, and other cognitive

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functions. It is a broad term encompassing various conditions characterized by cognitive impairment that interferes with daily functioning. Alzheimer's disease is a specific form of dementia, characterized by progressive memory loss and cognitive decline. Selective optimization with compensation is a theory that describes how individuals adapt to aging by focusing on their strengths and compensating for weaknesses. Crystallized intelligence refers to the accumulated knowledge and skills acquired over a lifetime.

69. b) Robert White

Explanation: Robert White expanded on Erikson's major themes in young adulthood and identified trends such as the deepening of interests and the humanization of values. While Erik Erikson developed the theory of psychosocial development, which includes stages spanning from infancy to old age, Robert White focused specifically on the transition to young adulthood and the psychological characteristics of this stage. Sigmund Freud is known for his psychoanalytic theory, which emphasizes the role of unconscious conflicts in shaping behavior. John Bowlby is renowned for his work on attachment theory, which explores the bonds formed between infants and their caregivers.

70. b) Humanization of values.

Explanation: During young adulthood, individuals tend to develop a deeper understanding of others' perspectives and experiences. This leads to a humanization of values, where they recognize the importance of empathy, tolerance, and respect in interpersonal relationships. As they mature, they become more sensitive to others' feelings and needs, fostering a greater sense of empathy and understanding in their interactions. This trend reflects the broader social and emotional development characteristic of young adulthood, emphasizing the importance of empathy and mutual respect in forming and maintaining relationships.

71. c) (A) is true, but (R) is false.

Explanation: Assertion (A) is true in the sense that physical strength and appearance can influence how individuals feel about themselves to some extent in early adulthood. However, it's not always the case that they are "always" good indicators, as other factors such as personality traits, social relationships, and personal achievements also play significant roles.

Reason (R) is false. Pride in nonphysical attributes like intelligence and wit doesn't necessarily lead individuals to feel old and vigorous when their bodies lose youthful appearance. The relationship between self-perception, aging, and physical appearance is complex and varies greatly among individuals.

72. b) Job security.

Explanation: Individuals in low-status positions often prioritize job security over other dimensions of job satisfaction. This is because job security provides stability and assurance regarding the continuity of employment, which is particularly crucial for individuals in positions that may be more vulnerable to layoffs, economic fluctuations, or job insecurity. While income, achievement, recognition, and work-life balance are also important factors in job satisfaction, job security tends to be particularly valued among those in low-status positions who may have fewer resources or opportunities to cope with unemployment or financial instability.

73. c) Time running out.

Explanation: Individuals who experience a relatively smooth transition during the middle years often begin to confront the awareness of time passing and the sense of mortality. This phase may prompt reflections on unmet aspirations, personal achievements, and the realization that there is a finite amount of time to pursue one's goals or make significant life changes. Concerns about time running out may lead individuals to reevaluate their priorities, set new goals, or seek greater fulfillment in various aspects of their lives, such as career, relationships, or personal growth.

74. c) When their children grow through adolescence and leave home.

Explanation: Most middle-aged parents experience the transition to an “empty nest” when their children grow through adolescence and leave home to pursue higher education, job opportunities, or to start their own families. This phase typically occurs when children become adults and are ready to live independently, away from their family homes, marking a significant change in the family dynamic as parents adjust to their children's departure. The “empty nest” phase is characterized by feelings of loss or grief experienced by parents, particularly mothers, who have spent a significant amount of time parenting and caring for their children. Adjusting to this new stage of life is crucial for parents, especially mothers, to cope with the empty nest syndrome in a positive way and navigate the emotional challenges associated with their children leaving home.

75. b) Both (A) and (R) are true, but (R) is not the correct explanation of (A).

Explanation: Assertion (A) states that marital satisfaction tends to decline after children leave home during the middle years, which is true. The transition to an “empty nest” can be challenging for couples as they adjust to a new phase of life without the daily responsibilities of child-rearing. This can lead to a decline in marital satisfaction for some couples.

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Reason (R) claims that couples often miss the daily responsibilities and chores associated with child rearing, which is also true. The absence of these familiar routines and activities can contribute to feelings of loss and adjustment difficulties for parents. However, while both statements are true, (R) is not the correct explanation of (A). The decline in marital satisfaction is not solely due to missing the daily responsibilities of child-rearing.

76. d) Chronic illness and limitations in daily activities.

Explanation: As people age, they may experience chronic health conditions and physical limitations that affect their ability to perform daily tasks independently. These challenges can lead to feelings of unhappiness due to reduced mobility, increased dependency on others, and limitations in participating in activities they once enjoyed. Chronic illnesses can also cause discomfort and pain, further contributing to feelings of unhappiness and decreased quality of life in the elderly.

77. b) Potential for personal development.

Explanation: The personal-growth model of old age emphasizes the potential for personal development and growth during the later stages of life. This model challenges the traditional view of old age as a period of inevitable decline and instead focuses on the opportunities for continued learning, self-improvement, and personal fulfillment. According to this model, older adults can actively engage in activities that promote personal growth, such as pursuing new hobbies, learning new skills, volunteering, or engaging in intellectual and social activities. By maintaining an active lifestyle and a positive attitude, older adults can adapt to the changes associated with aging and find meaning and satisfaction in their later years.

78. b) It's a period of inevitable decline.

Explanation: Old age is often mistakenly seen as a period of inevitable decline, where individuals experience deterioration in physical, cognitive, and emotional health. While aging does bring changes and challenges, it's not necessarily a time of universal decline. Many older adults lead active, fulfilling lives and maintain physical and mental well-being. This misconception can contribute to ageism and overlook the diversity of experiences and capabilities among older individuals.

79. a) Mental health.

Explanation: Mental health becomes particularly important in predicting personal development during old age. Maintaining cognitive abilities, emotional well-being, and a sense of purpose are crucial for overall quality of life in later years. Mental health

influences how individuals adapt to the challenges of aging, cope with loss, and continue to find meaning and satisfaction in life. Social relationships and physical health also play significant roles, but mental health often serves as a foundation for overall well-being in old age.

80. d) All of the above

Explanation: Elderly individuals, like people of all ages, can experience a range of emotions and responses when faced with the prospect of their own death. This can include:

Denial: Some elderly individuals may initially deny or avoid the reality of their mortality as a coping mechanism.

Anger: Feelings of anger or frustration can arise in response to the fear or uncertainty surrounding death.

Bargaining: Elderly individuals may engage in bargaining, such as making deals with a higher power or seeking ways to postpone or avoid death.

81. b) The transitional phase between childhood and adulthood.

Explanation: Adolescence typically refers to the period of development between childhood and adulthood, characterized by significant physical, cognitive, and social changes. It encompasses the teenage years, roughly from ages 10 to 19, although the exact timing can vary culturally and individually. During adolescence, individuals undergo rapid growth and development as they navigate the transition from childhood dependency to adult independence. This period involves exploring identity, forming peer relationships, and gaining increasing autonomy from parents or caregivers.

82. c) The period of exploration and instability in one's twenties.

Explanation: Emerging adulthood is a developmental stage proposed by psychologist Jeffrey Arnett to describe the period between late adolescence and early adulthood, typically spanning from the late teens to the mid-to-late twenties. It's characterized by a focus on identity exploration, instability, self-focus, feeling "in-between" adolescence and adulthood, and opportunities for diverse experiences in education, work, and relationships. This stage often involves significant transitions, such as pursuing higher education, starting careers, living independently, and forming long-term commitments in relationships and life goals.

83. a) Erikson's psychosocial theory

Explanation: Erikson's psychosocial theory emphasizes the importance of generativity in middle adulthood. According to Erikson, generativity versus stagnation is the

## Answer Key

developmental task during middle adulthood. Generativity involves the desire to contribute to society and future generations, whether through raising children, mentoring others, or leaving a lasting impact on the world. Stagnation, on the other hand, represents feelings of unproductivity and lack of accomplishment. This stage is crucial for individuals to establish a sense of purpose and make meaningful contributions to society, aligning with Erikson's broader framework of psychosocial development across the lifespan.

84. d) It is not experienced by the majority of people.

Explanation: The idea of a midlife crisis as a universal phenomenon has been challenged by research. While some individuals may experience a period of questioning or reassessment in middle adulthood, it is not a crisis that everyone encounters. Research suggests that midlife crises are relatively uncommon and that most individuals navigate middle adulthood without experiencing a crisis. The concept of a midlife crisis is also not restricted to a specific age; it can occur at different times and in various forms for different individuals.

85. c) Cognitive compensation

Explanation: In late adulthood, individuals may experience cognitive changes. While some cognitive abilities may decline, others may remain stable or even improve. Cognitive compensation refers to the process by which individuals use strategies to offset cognitive decline, allowing them to maintain a level of functioning in areas where they may experience challenges. This process involves utilizing existing strengths and resources to adapt to changes in cognitive function.

86. a) Life course theory

Explanation: Life course theory posits that adulthood involves seeking and maintaining a balance between personal gains and losses in various life domains, such as work, family, and relationships. It emphasizes the importance of considering the individual's entire life course, including past experiences and future expectations, in understanding their current circumstances and decisions. This theory views development as a dynamic process influenced by social, cultural, and historical contexts, rather than solely determined by age-related changes.

87. c) Generalized anxiety disorder

Explanation: Generalized anxiety disorder (GAD) is a psychological disorder characterized by persistent and excessive worry or fear about various aspects of life, such as work, relationships, health, or everyday situations. Individuals with GAD often find it challenging to control their worry and may experience symptoms such as restlessness, irritability,

muscle tension, and difficulty concentrating. They may also engage in avoidance behaviors to alleviate their anxiety. While GAD can occur at any age, it is often associated with adolescence due to the various stressors and transitions experienced during this developmental period.

#### 88. c) Conscientiousness

Explanation: Conscientiousness is the personality trait associated with being organized, responsible, and dependable. Individuals high in conscientiousness tend to be diligent, reliable, and goal-oriented. They are often well-organized, plan ahead, and pay attention to detail. This trait is characterized by traits such as being thorough, self-disciplined, and achievement-oriented. Conscientiousness is one of the “Big Five” personality traits, which are considered to be the five fundamental dimensions of personality.

#### 89. c) Ability to magnify personal problems

Explanation: The ability to magnify personal problems is not a key element of formal thinking that differentiates adolescent logic from child logic. Formal thinking in adolescence involves the ability to test hypothetical solutions, reason about propositions, and consider various solutions beforehand. Adolescents develop the capacity for abstract and hypothetical thinking, enabling them to engage in more complex problem-solving and decision-making processes. However, magnifying personal problems is more characteristic of emotional or cognitive tendencies rather than a fundamental aspect of formal thinking.

#### 90. b) Abuse of substances.

Explanation: Substance use disorders are a significant problem among adolescents. Adolescents with mental health conditions, such as depression and anxiety disorders, are at an increased risk of substance abuse as they may self-medicate with alcohol and other substances. Substance abuse can have serious consequences for adolescents, including health problems, academic difficulties, and risky behaviors. It is important for parents and healthcare providers to be aware of the signs of substance abuse and to provide support and resources for adolescents struggling with these issues.

#### 91. c) Social relationships.

Explanation: Adolescence is primarily focused on navigating and developing social relationships. During this period, individuals seek to establish their identity within social contexts, form bonds with peers, explore romantic relationships, and assert independence from their families. Social interactions play a crucial role in shaping adolescents’ self-concept, values, and behaviors. While cognitive development, physical growth, and emotional stability are important aspects of adolescence, social relationships take

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precedence as adolescents strive to find their place in the social world and establish meaningful connections with others.

92. c) Reflecting on one's life positively.

Explanation: In this stage, which occurs in late adulthood, individuals reflect on their life experiences and accomplishments. They may feel a sense of satisfaction and fulfillment if they believe they have led a meaningful life and have achieved their goals. On the other hand, if they feel they have not lived up to their expectations or have unresolved regrets, they may experience despair and a sense of hopelessness. This stage revolves around achieving a sense of integrity by accepting the past and finding meaning in one's life, or experiencing despair due to unresolved conflicts and unfulfilled aspirations.

93. a) Both (A) and (R) are true and (R) is the correct explanation of (A).

Explanation: Assertion (A) is true: Erikson's psychosocial stage of Industry vs. Inferiority is generally understood to occur between the ages of 6 and 11 years. During this stage, children are entering a new social world beyond their families. They begin attending school, participating in extracurricular activities, and interacting with a wider range of peers and adults.

Reason (R) is true and explains (A): As children enter this "greater society" of school and other social settings, they start to develop a sense of industry (competence, accomplishment) or inferiority (feelings of inadequacy) based on their experiences. They compare themselves to others, learn new skills, and strive for mastery in various domains. Their interactions with teachers, peers, and coaches play a significant role in shaping their self-esteem and sense of competence.

94. b) Both (A) and (R) are true, but (R) is not the correct explanation of (A).

Explanation:

Assertion (A) is true: Erikson's psychosocial stages do involve a crisis or conflict in each stage. These crises represent the developmental tasks individuals face as they progress through life, such as trust vs. mistrust in infancy or identity vs. role confusion in adolescence.

Reason (R) is true: The outcomes of each stage can indeed have a significant impact on future development. However, the reason does not provide a correct explanation for why there is a crisis or conflict in each stage. The crises in Erikson's theory stem from the challenges individuals encounter as they strive to resolve the developmental tasks associated with each stage, rather than from the outcomes themselves. Therefore, while both statements are true, the reason does not adequately explain the assertion.

## 95. c) Preconventional Morality.

Explanation: In Kohlberg's theory of moral development, the preconventional level is the first stage of moral reasoning, typically observed in children. At this stage, moral reasoning is based on self-interest and obedience to authority. Children at this stage tend to think of morality in terms of avoiding punishment and gaining rewards. Therefore, they consider the consequences of disobedience to adult rules in terms of avoiding punishment rather than from a perspective of internalized moral principles or societal norms, which are characteristic of the higher stages of moral development.

## 96. b) Concern with obeying laws and respecting authority.

Explanation: In Kohlberg's theory of moral development, Stage 4 (Maintaining the Social Order) is part of the Conventional Morality level. At this stage, individuals focus on obeying laws, following social norms, and respecting authority figures. They understand the importance of maintaining social order and stability through adherence to established rules and regulations. This stage reflects a shift from self-interest and obedience to authority (Stage 3) to a broader concern for societal expectations and the functioning of social institutions.

## 97. a) Both (A) and (R) are true and (R) is the correct explanation of (A).

Explanation: Assertion (A) is true: Lawrence Kohlberg's theory of moral development does propose six distinct stages of moral reasoning. These stages progress from a focus on punishment avoidance in early childhood to a concern for universal ethical principles in adulthood.

Reason (R) is true and explains (A): Each stage in Kohlberg's theory builds upon the previous one. As individuals mature and their cognitive abilities develop, their moral reasoning becomes more complex and nuanced. They move from a self-centered perspective to consider the needs and perspectives of others, ultimately striving for principles of fairness and justice.

## 98. b) Identity diffusion

Explanation: Identity formation in adolescence is closely associated with the concept of identity diffusion. Identity diffusion refers to a state in which an individual lacks a clear understanding of their personal identity and has not committed to any particular values, beliefs, or goals. It is characterized by confusion and uncertainty about one's identity. This concept is central to Erik Erikson's theory of psychosocial development, particularly during the stage of Identity vs. Role Confusion, where adolescents explore various roles

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and ideologies to establish a sense of self. Socialization refers to the process by which individuals learn and internalize the norms, values, and behaviors of their society or culture.

99. c) Recognizing and following universal ethical principles

Explanation: According to Kohlberg's theory of moral development, the post-conventional level is characterized by recognizing and following universal ethical principles. Individuals at this level move beyond conventional morality, which is focused on conformity to social norms and obedience to authority, and instead base their moral decisions on abstract ethical principles that they believe transcend societal rules. They consider universal human rights and principles of justice, even if these conflict with laws or societal expectations. This stage reflects a higher level of moral reasoning where individuals develop their own moral compass based on internalized ethical principles rather than external authority or societal norms.

100. c) Regular physical exercise

Explanation: Regular physical exercise is a key factor that contributes to successful aging. Engaging in physical activity helps maintain physical health, mobility, and overall well-being as individuals age. It can reduce the risk of chronic diseases, such as cardiovascular disease and diabetes, and improve muscle strength, balance, and flexibility, reducing the risk of falls and injuries. Moreover, regular exercise is associated with better cognitive function and mental health outcomes, including reduced risk of cognitive decline and depression. Overall, incorporating regular physical activity into one's lifestyle promotes healthy aging and enhances quality of life in later years.

101. c) Are emotionally meaningful

Explanation: According to the socioemotional selectivity theory, older adults prioritize relationships that are emotionally meaningful. As individuals age, they become increasingly aware of the limited time they have left in life. This awareness leads them to prioritize social interactions that fulfill emotional needs, such as feelings of love, intimacy, and companionship. Relationships that provide emotional support, understanding, and connection become more valued, while those that do not meet these criteria may be deprioritized. Older adults may prioritize spending time with close family members, friends, and loved ones who contribute positively to their emotional well-being and life satisfaction.

102. c) Selectively focusing on important goals

Explanation: According to the Selective Optimization with Compensation (SOC) model, successful aging involves selectively focusing on important goals. This model proposes that as individuals age and face declines in physical and cognitive abilities, they engage in a process of selection, optimization, and compensation to maintain or enhance their well-being. Selective focusing refers to the prioritization of goals and activities that are most meaningful and important to the individual. By focusing on these key areas, older adults can allocate their limited resources of time and energy more efficiently, leading to better outcomes in terms of overall functioning and quality of life.

103. b) They are aware of negative stereotypes about their group

Explanation: “Stereotype threat” refers to the phenomenon where individuals underperform on tasks when they are aware of negative stereotypes about their social group. This awareness can create anxiety and pressure, leading to decreased performance. For example, if a person belongs to a group that is negatively stereotyped as being less intelligent in a particular domain, they may experience stereotype threat when faced with tasks related to that domain, such as academic tests. This anxiety can interfere with their ability to perform at their best, thus fulfilling the negative stereotype.

104. a) Both (A) and (R) are true and (R) is the correct explanation of (A).

Explanation: Assertion (A) is true: Erikson’s psychosocial stage for late adulthood (65 onwards) is Generativity vs. Stagnation. Generativity refers to the desire to leave a lasting impact on the world and contribute to the well-being of future generations. This can manifest in various ways, such as:

Reason (R) is true and explains (A): The ability to care for the next generation and contribute to society aligns perfectly with the concept of generativity. By nurturing younger generations and leaving a positive mark on the world, older adults can fulfill this developmental task and achieve a sense of purpose and accomplishment in their later years.

105. b) Both (A) and (R) are true, but (R) is not the correct explanation of (A).

Explanation:

Assertion (A) is true: The concept of fluid intelligence does suggest that the ability to solve novel problems and think abstractly tends to decline with age.

Reason (R) is also true: Fluid intelligence is not based on accumulated knowledge and experience; it’s more about cognitive abilities like problem-solving and abstract thinking. However, the reason does not directly explain why fluid intelligence tends to decline

with age. While it's true that fluid intelligence is distinct from accumulated knowledge (crystallized intelligence), the reason does not provide a direct explanation for the decline. Other factors such as changes in brain structure and function with age likely contribute to this decline.

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