

**PYC2603**

( 470288)

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**ADULTHOOD AND MATURITY**

Duration 2 Hours

70 Marks

**EXAMINERS  
FIRST**DR EM CRONJE  
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MRS VM NEKHAVHAMBE**SECOND****Closed book examination****This examination question paper remains the property of the University of South Africa and may not be removed from the examination venue**

This paper consists of 20 pages plus instructions for completion of a mark reading sheet

**Please complete the attendance register on the back page, tear off and hand to the invigilator.**

This paper consists of 70 multiple-choice questions which must be answered on the mark reading sheet

After completing your answers, you must hand in the following

- (i) The mark reading sheet
- (ii) This examination paper (All the pages must be handed in )

**ENSURE THAT YOU HAVE WRITTEN YOUR STUDENT NUMBER, MODULE CODE AND UNIQUE NUMBER ON THE MARK READING SHEET**

- **ANSWER THE FOLLOWING SEVENTY MULTIPLE CHOICE QUESTIONS ON THE MARK READING SHEET.**
- **READ THE ATTACHED INSTRUCTIONS AND FOLLOW THEM CAREFULLY.**
- **SUBMIT YOUR COMPLETED MARK READING SHEET TOGETHER WITH THIS EXAMINATION PAPER.**
- **NO STAPLES PLEASE!**

**QUESTION 1**

Physical ageing characterised by physical deterioration accelerated by disease, is referred to as \_\_\_\_\_, typical ageing, primarily characterised by physical deterioration is referred to as \_\_\_\_\_, and the process of terminal decline that occurs in the period shortly before death, is referred to as \_\_\_\_\_

- (1) gradual ageing, functional deterioration, cognitive and emotional deterioration
- (2) secondary ageing, gradual ageing, primary ageing
- (3) primary ageing, secondary ageing, tertiary ageing
- (4) secondary ageing, primary ageing, tertiary ageing

**QUESTION 2**

Susan is 25 years old and has recently lost her husband through death. Because she is already a widow, her \_\_\_\_\_ age may be regarded as older than that of her peers

- (1) psychological
- (2) emotional
- (3) social
- (4) functional

**QUESTION 3**

Refilwe wants to place her 86 year old mother in a home for the aged. Her mother, however, does not want to go because 'that place is just for old people'. This is an example of her mother's \_\_\_\_\_

- (1) personal age
- (2) ageless self
- (3) primary age
- (4) secondary age

**QUESTION 4**

The study of the development of adults must always be regarded in terms of the \_\_\_\_\_

- (1) deterioration of humans
- (2) context in which they develop
- (3) increase in urbanization and migration patterns
- (4) gradual ageing of the world population

**QUESTION 5**

Which of the following principles reflect the assumption of the life-span developmental perspective?

- (a) Development is a combination of gains and losses
- (b) Development shows plasticity
- (c) Development is multidisciplinary
- (d) Development is unidimensional and unidirectional

[TURNOVER]

The correct answer is

- (1) All of the above
- (2) (a) & (d)
- (3) (b) & (c)
- (4) (a), (b) & (c)

#### QUESTION 6

Developmental influences resulting from events which most people in a specific culture experience at the same time, are referred to as \_\_\_\_\_, whilst random or rare events that may influence a specific individual, but are not experienced by most people, are referred to as \_\_\_\_\_

- (1) normative history-graded influences, non-normative influences
- (2) normative age-graded influences, social cultural forces
- (3) life-cycle forces, normative history-graded influences
- (4) non-normative influences, life-cycle forces

#### QUESTION 7

The continuity-discontinuity issue in human development relates to the question whether

- (a) development occurs quantitatively or qualitatively
- (b) development occurs gradually or relatively abruptly
- (c) development continuously unfolds or occur in distinct stages where the one stage differs markedly from the next
- (d) people change or remain the same over time

The correct answer is

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

#### QUESTION 8

The \_\_\_\_\_ theories of development are based on the assumption that ageing and death are built into the genetic blueprint of all organisms

- (1) free radical
- (2) cross-linking
- (3) random error
- (4) programmed ageing

#### QUESTION 9

The genetic programming theory of development proposes that ageing is the result of

- (a) the ageing of body cells in accordance with a master genetic programme innate to every specific species
- (b) the genetic code in the DNA which becomes scrambled and causes that the body's repairing mechanisms cannot keep up
- (c) decrease in the ability of cells to divide, the cells deteriorate until the person dies
- (d) the shortening of telomeres with each cell division so that the telomeres eventually become so short and contain so little telomerase that cell division cannot continue

[TURNOVER]

The correct answer is

- (1) All of the above
- (2) None of the above
- (3) (a) & (b)
- (4) (a), (c) & (d)

#### QUESTION 10

With the refinement of research methodologies regarding age-related cognitive changes

- (1) it is clear that most human abilities decline progressively after reaching a peak between the ages of 18 and 30
- (2) there are still no simple answers to the question whether cognitions generally decline with age
- (3) it was established that higher cognitive functions decline earlier than wisdom and creativity
- (4) it was proven beyond any doubt that general decline is clearly a part of the ageing picture

#### QUESTION 11

Theories attempting to explain the phenomenon of age-related reduction in reaction time are and

- (1) the reduced attentional resources model, the general slowing hypothesis
- (2) the general slowing hypothesis, the age-complexity hypothesis
- (3) the inhibitory deficit model, the neurological approach
- (4) the age-complexity hypothesis, the neurological approach

#### QUESTION 12

Which of the following statements regarding older adults' information processing abilities are true?

- (a) Older adults become increasingly more disadvantaged with age
- (b) Older adults do not become more disadvantaged, their abilities only become slower
- (c) Older adults need to pay closer attention to their surroundings in order to keep up their information processing speed
- (d) Biological factors, ill health and poor level of education may be related to the decline in processing speed

The correct answer is

- (1) (b) & (d)
- (2) (a) & (c)
- (3) (a), (c) & (d)
- (4) None of the above

#### QUESTION 13

Which of the following statements regarding memory are true?

- (a) Different types of memories are stored in different sections of the brain
- (b) Memory is a homogeneous skill as everything is memorised in the same way
- (c) People's sense of who they are is often defined in terms of their memory
- (d) Especially older people feel threatened when they experiences lapses in memory

[TURNOVER]

The correct answer is

- (1) (a) & (d)
- (2) (b) & (c)
- (3) (a), (c) & (d)
- (4) All of the above

#### QUESTION 14

The temporary storage of information or events perceived very recently is referred to as \_\_\_\_\_ which is subdivided into \_\_\_\_\_ and \_\_\_\_\_

- (1) short term memory, working memory, primary memory
- (2) working memory, episodic memory, prospective memory
- (3) primary memory, explicit memory, implicit memory
- (4) concurrent processing, retrospective memory, semantic memory

#### QUESTION 15

Information from long term memory can

- (a) never be lost
- (b) be lost if it becomes less important
- (c) be lost if it is infrequently rehearsed
- (d) cause an inhibition deficit in older adults

The correct answer is

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

#### QUESTION 16

While in the grocery store, Thoko reminds herself that she must get some fruit. Thoko is making use of

- (1) primary memory
- (2) event-based prospective memory
- (3) time-based prospective memory
- (4) retrospective memory

#### QUESTION 17

Metamemory refers to

- (1) knowledge about how the memory system works
- (2) the length of time over which memories are retained
- (3) the secondary memory system
- (4) the attentional control system

[TURNOVER]

**QUESTION 18**

Effects of ageing on long-term memory include significant decline in the following types of memory

- (1) retrospective and prospective memories
- (2) semantic and implicit memories
- (3) secondary and tertiary memories
- (4) episodic and explicit memories

**Question 19**

Cattell and Horn proposed a theory of intelligence in which specialized skills were combined, which they called intelligence and intelligence

- (1) hierarchical, pragmatic, mechanical
- (2) triachic, componential, experiential
- (3) dual-component, crystallised, fluid
- (4) unitary, specific, general

**QUESTION 20**

Regarding the question whether intelligence changes with age, earlier studies indicated that

- (a) intelligence test scores reached a peak in early adulthood and then started a steady decline around 30 years of age
- (b) intellectual decline was the most dramatic on the verbal levels
- (c) intellectual decline was the most dramatic on the performance scales and already started in the 20s
- (d) intellectual decline follows an inverted classic ageing curve

The correct answer is

- (1) (a) & (c)
- (2) (b) & (d)
- (3) All of the above
- (4) None of the above

**QUESTION 21**

theoretical perspectives of wisdom reflect the beliefs and understanding of wisdom by lay people, while theoretical perspectives are the viewpoints of expert theorists and researchers based on the principals of developmental psychology

- (1) Contextual, procedural
- (2) Implicit, explicit
- (3) Relativistic, factual
- (4) Explicit, implicit

[TURNOVER]

**QUESTION 22**

The realisation that there is rarely a perfect solution to a problem reflects the characteristics of wisdom, while the ability to view each person within his or her own framework of values and life goals reflects the characteristics of wisdom

- (1) uncertainty, relativism
- (2) life-span contextualism, relativism
- (3) knowledge of strategies, factual knowledge
- (4) relativism, uncertainty

**QUESTION 23**

There is ample evidence that diseases accelerate the rate of cognitive decline in later years. This is referred to as

- (1) the terminal drop
- (2) non-normative ageing
- (3) pathological ageing
- (4) programmed ageing

**QUESTION 24**

According to Piaget, thinking changes through a set of four stages that occur in sequence: the \_\_\_\_\_ stage, the \_\_\_\_\_ stage, the \_\_\_\_\_ stage and the \_\_\_\_\_ stage

- (1) quantitatively, variant, preoperational, sensorimotor, concrete operational, formal operational
- (2) qualitatively, variant, preoperational, sensorimotor, concrete operational, formal operational
- (3) quantitatively, invariant, formal operational, concrete operational, preoperational, sensorimotor
- (4) qualitatively, invariant, sensorimotor, preoperational, concrete operational, formal operational

**QUESTION 25**

Piaget believed that the development of intelligence stems from the emergence of increasingly complex structures. This takes place through the principles and processes of

- (a) adaptation and organisation
- (b) assimilation and accommodation
- (c) reorganisation and accumulation
- (d) integration and verification

The correct answer is

- (1) (d)
- (2) (a) & (b)
- (3) (c) & (d)
- (4) All of the above

[TURNOVER]

**QUESTION 26**

Which of the following statements regarding Piaget's formal operational stage are true?

- (a) Formal operational thought is a universal occurrence and is governed by biological maturational processes
- (b) The Piagetian conception of formal operational thinking may be inappropriate when applied to older adults because older adults have different concerns than younger adults and they therefore apply their cognitive skills differently
- (c) Piaget's contention that formal operational thinking was the end point of cognitive development had serious problems – by the 1970s the concept of formal operations was thought to be too limited
- (d) Formal reasoning is often tested on psychometric tests that test for fluid intelligence – therefore older adults will perform less well

The correct answer is

- (1) All of the above
- (2) (a), (b), & (c)
- (3) (b), (c) & (d)
- (4) None of the above

**QUESTION 27**

Postformal thought is characterised by

- (a) abstract, concrete and relativistic thinking
- (b) the integration of emotion and logic
- (c) absolutist, relativistic and dialectical thinking
- (d) wisdom and creativity

The correct answer is

- (1) (a) & (c)
- (2) (b) & (d)
- (3) (a), (b) & (c)
- (4) All of the above

**QUESTION 28**

According to Warner Schaie, the intellect is used differently in adulthood than in childhood. During the \_\_\_\_\_ stage adults have to apply their acquired knowledge. They have to make important decisions and solutions have to be integrated into a life plan that extends far into the future. During the \_\_\_\_\_ stage the application of cognitive skills required in situations involving social responsibility is required.

- (1) acquisitive, achieving
- (2) achieving, responsible
- (3) responsible, re-organisational
- (4) executive, achieving

**[TURNOVER]**



**QUESTION 29**

Paul Baltes proposed a theory of development based on the operation and coordination of three components, namely *selection*, which refers to the process of specifying a particular pathway of development, *acquisition*, which refers to the acquisition, application, coordination and refinement of internal and external means involved in attaining higher levels of functioning, and *compensation*, which refers to the employment of alternative means to maintain functioning

- (1) selection, optimisation, compensation
- (2) acquisition, selection, optimisation
- (3) optimisation, compensation, selection
- (4) acquisition, compensation, optimisation

**QUESTION 30**

Debates of personality development in adulthood mainly concern issues of stability and change. An assumption of *stage* models of personality development is that certain 'life tasks' occur in a specific sequence at approximately the same ages common to most members of a population. According to *trait* approaches, both stability and change are issues in personality development.

- (1) continuity, trait
- (2) integrated, continuity
- (3) trait, stage
- (4) stage, integrated

**QUESTION 31**

According to Erikson's theory the resolution of the crisis of generativity versus stagnation lies in the synthesis of *will-power* and the resolution of the crisis of integrity versus despair lies in the synthesis of *care*.

- (1) competence, will-power
- (2) wisdom, care
- (3) care, wisdom
- (4) will-power, competence

**QUESTION 32**

According to Erikson's theory, the main challenge during middle adulthood is to *develop a willingness to try new things and to handle failure*, while the main challenge during late adulthood is to *view one's life as satisfactory and worth living*.

- (1) develop a willingness to try new things and to handle failure, develop a sense that the world is a good and safe place
- (2) to commit to another in a loving relationship, realise that he or she is an independent person who can make decisions
- (3) view one's life as satisfactory and worth living, develop an integrated sense of self
- (4) contribute to the younger generation through family and productive work, view one's life as satisfactory and worth living

[TURNOVER]

**QUESTION 33**

According to Robert Peck, Erikson's theory did not adequately address the physical, psychosocial and social changes during adulthood and proposes the following psychosocial crises characteristic of middle adulthood

- (a) Cognitive flexibility versus cognitive rigidity
- (b) Emotional flexibility versus emotional impoverishment
- (c) Socialising versus sexualising
- (d) Wisdom versus physical power

The correct answer is

- (1) (a) & (b)
- (2) (c) & (d)
- (3) (a), (b) & (d)
- (4) All of the above

**QUESTION 34**

George Vaillant and his colleagues proposed an additional stage between Erikson's seventh and eighth stages during which a decrease in questioning takes place as the individual becomes increasingly aware of social-cultural values and the way in which these could be preserved and which they called

- (1) keeping the meaning versus rigidity
- (2) emotional flexibility versus emotional impoverishment
- (3) generativity versus stagnation
- (4) ego transcendence versus ego preoccupation

**QUESTION 35**

Dan McAdams and his colleagues expanded on Erikson's idea of generativity by indicating that

- (a) generativity results from the complex interactions between societal and inner forces
- (b) generativity can be expressed by adults of all ages
- (c) different types of generativity can be identified such as generative concern and generative action
- (d) middle-aged and older adults show greater generative preoccupation and generative commitment than younger adults

The correct answer is

- (1) (a) & (b)
- (2) (c) & (d)
- (3) (a), (c) & (d)
- (4) All of the above

[TURNOVER]

**QUESTION 36**

The stage approaches to personality development could be evaluated as follows

- (a) Stage approaches are valuable because, since they describe the life span of the individual, they are relatively easy to understand
- (b) Stage approaches can be criticised because they do not provide for individual differences regarding the ages at which important transitions are reached
- (c) Stage approaches provide hope by indicating that individuals undergo certain developments and changes as they become older
- (d) Stage approaches can be criticised because of methodological flaws and questionable generalisability

The correct answer is

- (1) None of the above
- (2) All of the above
- (3) (a) & (d)
- (4) (b) & (d)

**QUESTION 37**

A personality trait

- (a) can be inferred from a person's pattern of behaviour, feelings, attitudes and habits
- (b) is useful in describing, predicting and explaining an individual's behaviour
- (c) reflects a person's innate predispositions
- (d) is a relatively stable, consistent and enduring characteristic

The correct answer is

- (1) (d)
- (2) (a) & (c)
- (3) (b), (c) & (d)
- (4) All of the above

**QUESTION 38**

An initial problem for trait theorists was to decide what the basic personality traits of the human species were. The reason for this was the vast number of traits described in the literature. One way to resolve this was to reduce the number of personality traits to a small number of

- (a) personality dimensions
- (b) personality factors
- (c) basic traits
- (d) personality structures and transitions

The correct answer is

- (1) None of the above
- (2) (d)
- (3) (a), (b) & (c)
- (4) All of the above

[TURNOVER]

**QUESTION 39**

The five dimensions of personality incorporated in Costa and McCrae's Five Factor Model are

- (1) extraversion, neuroticism, openness to experience, agreeableness, conscientiousness
- (2) neuroticism, extraversion, dutifulness, competence and openness to experience
- (3) extraversion, agreeableness, emotional stability, conscientiousness and self-discipline
- (4) neuroticism, psychoticism, extraversion, agreeableness and competence

**QUESTION 40**

When studying differential stability in personality, one investigates

- (1) the stability of a group's personality characteristics over time
- (2) the stability of an individual's personality characteristics over time
- (3) the stability of individuals' rank order over time
- (4) the changes in a group's average personality scores over time

**QUESTION 41**

It seems that the issue whether personality changes or remains stable has still not been resolved. It may be a factor of theoretical perspective. According to the contextual perspective, personality traits are \_\_\_\_\_, and because of \_\_\_\_\_, personality development is

- (1) formed by cohorts, interactional processes, never fully completed
- (2) multiply determined, plasticity, an ongoing process
- (3) biologically determined, maturational processes, set in early adulthood
- (4) interactional, genetics, set in early adulthood

**QUESTION 42**

Personality stability may be the result of \_\_\_\_\_, which occurs when a specific trait is reinforced because of its consequence on behavior

- (1) cumulative consistency
- (2) interactional consistency
- (3) gene-environment correlations
- (4) cohort effects

**QUESTION 43**

People often seek out environments which suit their personalities, and therefore their personalities remain stable. This is referred to as

- (1) differential stability a gene-environment correlation
- (2) cumulative consistency
- (3) internal consistency
- (4) a gene-environment correlation

[TURNOVER]

**QUESTION 44**

Which of the following statements are true about the self-concept and self-schemas?

- (a) Self-schemas play a role in how we define ourselves
- (b) The self-concept consists of various areas or domains
- (c) Self-schemas are working models around which behaviour is organised
- (d) The self-concept is a fixed entity and resistant to change

The correct answer is

- (1) (a) & (b)
- (2) (c) & (d)
- (3) (a), (b) & (c)
- (4) All of the above

**QUESTION 45**

A model of the self-concept developed by Markus and his colleagues is the concept of possible selves. This includes \_\_\_\_\_, which present what people would like to become, and \_\_\_\_\_, which represent what people do not want to become.

- (1) future selves, past selves
- (2) hoped-for selves, feared selves
- (3) present selves, temporal selves
- (4) future selves, current selves

**QUESTION 46**

Which of the following statements regarding the possible selves is/are true?

- (a) Possible selves tend to remain stable and are measurable with psychological tests
- (b) Possible selves may change in response to efforts at personal growth or to facilitate adaptation to new roles across the life span
- (c) Possible selves often tend to relate to concerns about sexual and interpersonal attractiveness
- (d) Possible selves motivate people to set and achieve goals to fulfil their hope-for possible selves and to avoid feared possible selves

The correct answer is

- (1) (d)
- (2) (b) & (c)
- (3) (a), (b) & (d)
- (4) All of the above

**QUESTION 47**

Studies involving mean-level interindividual analyses indicate that self-concept and self-esteem are stable constructs that show systematic change across the life span. However, intraindividual differences may occur. Factors that could influence an individual's self-concept and self-esteem are

- (a) non-normative factors
- (b) interpersonal relationships and employment experiences
- (c) sociocultural and socio-historical influences
- (d) demographical and contextual factors

[TURNOVER]

The correct answer is

- (1) (b) & (d)
- (2) (a), (b) & (c)
- (3) None of the above
- (4) All of the above

#### QUESTION 48

Which of the following statements regarding identity is/are true?

- (a) It is a genetically determined human characteristic
- (b) It refers to a person's sense of self
- (c) It is related to personality and the self-concept
- (d) It involves a sense of continuity despite changes that may occur

The correct answer is

- (1) All of the above
- (2) (c)
- (3) (a) & (b)
- (4) (b), (c) & (d)

#### QUESTION 49

In identity process theory, the goal of development is optimal adaptation to the environment by establishing \_\_\_\_\_ between maintaining consistency of the self and changing in response to experiences

- (1) a balance
- (2) accommodation
- (3) assimilation
- (4) a threshold

#### QUESTION 50

When people accept the fact that they are ageing but do not become fatalistic or preoccupied with any conditions or limitations they have already developed, but at the same time do not live under the illusion that they will be young forever, they exhibit

- (1) an identity threshold experience
- (2) identity balance
- (3) identity assimilation
- (4) identity accommodation

#### QUESTION 51

Personality development in the African context can be described in terms of the following three phases of selfhood

- (1) Spiritual selfhood, religious selfhood and individual selfhood
- (2) Ancestral selfhood, possible selfhood and social selfhood
- (3) Social selfhood, ancestral selfhood and spiritual selfhood
- (4) Social selfhood, spiritual selfhood and interdependent selfhood

[TURNOVER]

**QUESTION 52**

The \_\_\_\_\_ perspective conceptualises the social development of adults as a sequence of role transitions, such as marriage and childbearing. The \_\_\_\_\_ on the other hand, refers to the sequence of age-linked transitions associated with normative development that are embedded in social contexts and history.

- (1) linked lives, timing of transitions
- (2) timing of transitions, linked lives
- (3) lifecourse, lifecycle
- (4) lifecycle, lifecourse

**QUESTION 53**

A relationship based on sexual intimacy without emotional intimacy is called \_\_\_\_\_ and may lead to \_\_\_\_\_.

- (1) an empty relationship, confused feelings
- (2) fatuous love, loneliness
- (3) a genital relationship, total isolation
- (4) a consummate relationship, marriage

**QUESTION 54**

Which of the following statements regarding Sternberg's theory of love are true?

- (a) The ideal love relationship is the one in which all three components are present
- (b) Not all three components will be equally strong during the total life span
- (c) Qualitative shifts regarding the three components of love will occur over time
- (d) Relationships based on only one or two components from the beginning are at risk

The correct answer is \_\_\_\_\_.

- (1) (a) & (d)
- (2) (b) & (c)
- (3) (a), (b) & (c)
- (4) All of the above

**QUESTION 55**

According to the \_\_\_\_\_ theory of romantic partner selection, close relationships or romances are formed because the persons involved believe that the return from the relationship is proportional to what they are putting into it.

- (1) equity
- (2) attachment
- (3) assortative mating
- (4) social balance

[TURNOVER]

**QUESTION 56**

According to the social exchange theory of social networks and social support, reciprocity refers to returning the same type of support within a limited period of time while reciprocity occurs when support is returned through an intermediate party

- (1) generalised, balanced
- (2) indirect, direct
- (3) balanced, generalised
- (4) direct, indirect

**QUESTION 57**

According to the theory of social networks, social contact is motivated by two main goals namely information seeking and emotion regulation

- (1) socio-emotional selectivity
- (2) convoy
- (3) social capital
- (4) social exchange

**QUESTION 58**

Which of the following factors contribute/s towards a successful marriage?

- (a) Youthful age
- (b) Perception of equality in the relationship
- (c) Absence of conflict
- (d) Marriage at a stage when there is more complete identity formation

The correct answer is

- (1) (a)
- (2) (b) & (d)
- (3) (b), (c) & (d)
- (4) All of the above

**QUESTION 59**

Marital satisfaction

- (a) shows both continuity and discontinuity as people grow older
- (b) in late adulthood is best predicted by the relationship in early adulthood
- (c) according to older adults, generally improves as one grows older
- (d) could be challenged or even negatively affected by care-giving to a chronically ill spouse

The correct answer is

- (1) (a) & (d)
- (2) (b) & (c)
- (3) (b), (c) & (d)
- (4) All of the above

[TURNOVER]



**QUESTION 60**

The phenomenon of cohabitation is increasing world-wide. Reasons for this increase may be

- (a) decreased parental authority resulting in the crumbling of traditional norms
- (b) changed societal norms, such as more permissive attitudes towards sexuality
- (c) changed societal structures such as extended periods of studying
- (d) fear of divorce because of bad experiences

The correct answer is

- (1) (a) & (d)
- (2) (b) & (c)
- (3) (b), (c) & (d)
- (4) All of the above

**QUESTION 61**

Which of the following statements regarding the family are true?

- (a) The family is regarded as the fundamental unit in most societies
- (b) The form and structure of the family has remained stable throughout the years, it consists of a father, mother and children
- (c) The form and structure of the family varies widely across cultures and within cultures
- (d) The family is a dynamic institution which adapts to changes in social, economic and political circumstances

The correct answer is

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

**QUESTION 62**

Different friendship styles have been identified in adulthood. Adults who follow the \_\_\_\_\_ style usually form close relationships with many people while adults who follow the \_\_\_\_\_ friendship style have a small circle of friends to whom they are attached.

- (1) gregarious, discerning
- (2) independent, peripheral
- (3) reciprocal, independent
- (4) peripheral, discerning

**QUESTION 63**

Retirement from work is one of the major life course transitions in late adult life. People who adjust well to retirement may

- (a) not have a fear of retirement because of social contacts and other interests
- (b) have made a voluntary decision to retire and may have made the necessary preparations
- (c) have resources such as the necessary finances, health care and a good marital relationship
- (d) have reached a peak in their careers shortly before retirement

**[TURNOVER]**

The correct answer is

- (1) (a) & (b)
- (2) (c) & (d)
- (3) (a), (b) & (c)
- (4) All of the above

**QUESTION 64**

Factors that may contribute to adults' moral development are

- (a) identity development
- (b) life experiences
- (c) educational level
- (d) cognitive-moral conflicts

The correct answer is

- (1) (a) & (d)
- (2) (b) & (c)
- (3) (a), (b) & (d)
- (4) All of the above

**QUESTION 65**

Which of the following personality characteristics are associated with successful ageing?

- (a) A low hostility level and resilience
- (b) Emotional stability, flexibility and extraversion
- (c) Determination to stay youthful for longer
- (d) Availability of social resources and social interaction

The correct answer is

- (1) (a)
- (2) (a) & (d)
- (3) (b), (c) & (d)
- (4) All of the above

**QUESTION 66**

Serious psychological dependency among the elderly is mostly associated with their

- (a) emotional functioning
- (b) cognitive functioning
- (c) physical illness
- (d) lack of resources

The correct answer is

- (1) All of the above
- (2) (a) & (b)
- (3) (b) & (d)
- (4) (b), (c) & (d)

**[TURNOVER]**

**QUESTION 67**

Which of the following statements regarding loneliness are true?

- (a) Loneliness is a major problem of late adulthood
- (b) Financial security can combat the feelings of loneliness
- (c) Living with a partner and experiencing feelings of closeness may lower the rates of loneliness
- (d) Loneliness mostly effect elderly of an extreme advanced age

The correct answer is

- (1) (a) & (b)
- (2) (b) & (c)
- (3) (a), (c) & (d)
- (4) All of the above

**QUESTION 68**

Which of the following reflect the findings regarding life-satisfaction across the life span?

- (a) Older adults experience greater life satisfaction than younger adults
- (b) Young adults experience greater life satisfaction because they peak in cognitive, physical and emotional functioning
- (c) Life satisfaction is a subjective experience and varies from person to person
- (d) Life satisfaction peaks in early adulthood, reaches a minimum during middle adulthood and peaks again in later adulthood

The correct answer is

- (1) (a) & (c)
- (2) (b) & (d)
- (3) (a), (c) & (d)
- (4) None of the above

**QUESTION 69**

Kubler-Ross's theory of the stages of dying has been criticized for

- (a) failing to include hope
- (b) failing to include cultural differences
- (c) over-generalising the experience of death
- (d) identifying five stages in dealing with death

The correct answer is

- (1) (a), (b) & (c)
- (2) (a), (c) & (d)
- (3) (b), (c) & (d)
- (4) All of the above

[TURNOVER]

**QUESTION 70**

Grief

- (a) should be dealt with mainly on a cognitive level in order to avoid further emotional trauma
- (b) is a normal or common response to a loss
- (c) can refer to the response to social or symbolic losses, and can be experienced on a psychological, social and physical level
- (d) inevitably leads to depression and feelings of hopelessness

The correct answer is

- (1) (a) & (c)
- (2) (b) & (c)
- (3) (a), (b) & (d)
- (4) All of the above

[70]

<b>IS YOUR STUDENT NUMBER, UNIQUE NUMBER AND MODULE CODE FILLED IN ON THE MARK READING SHEET?</b>
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**PART 1 (GENERAL/ALGEMEEN) DEEL 1**

STUDY UNIT # g PSY100-X  
 STUDIE EENHEID # g PSY100-X

1

INITIALS AND SURNAME  
 VOORLETTERS EN VAN

3

PAPER NUMBER  
 VRAESTELNOMMER

2

DATE OF EXAMINATION  
 DATUM VAN EKSAMEN

4

EXAMINATION CENTRE (E.G. PRETORIA)  
 EKSAMENSENTRUM (BV. PRETORIA)

5

STUDENT NUMBER  
 STUDENTNOMMER

6

UNIQUE PAPER NO.  
 ONIEKE VRAESTEL NR.

8

7

c0	c1	c2	c3	c4	c5
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c9	c0	c1	c2	c3	c4

For use by examination invigilator  
 Vir gebruik deur eksamenopsiener

**IMPORTANT BELANGRIK**

- 1 USE ONLY AN HB PENCIL TO COMPLETE THIS SHEET
  - 2 MARK LIKE THIS
  - 3 CHECK THAT YOUR INITIALS AND SURNAME HAS BEEN FILLED IN CORRECTLY
  - 4 ENTER YOUR STUDENT NUMBER FROM LEFT TO RIGHT
  - 5 CHECK THAT YOUR STUDENT NUMBER HAS BEEN FILLED IN CORRECTLY
  - 6 CHECK THAT THE UNIQUE NUMBER HAS BEEN FILLED IN CORRECTLY
  - 7 CHECK THAT ONLY ONE ANSWER PER QUESTION HAS BEEN MARKED
  - 8 DO NOT FOLD
- 1 GEBUIK SLEGS 'N HB POTLOOD OM HIÉRDIE BLAD TE VOLTOOI
  - 2 MERK AS VOLG
  - 3 KONTROLEER DAT U VOORLETTERS EN VAN REG INGEVUL IS
  - 4 VUL U STUDENTENOMMER VAN LINKS NA REGS IN
  - 5 KONTROLEER DAT U DIE KORREKTE STUDENTENOMMER VERSTRFK HET
  - 6 KONTROLEER DAT DIE ONIEKE NOMMER REG INGEVUL IS
  - 7 MAAK SEKER DAT NET EEN ALTERNATIEF PER VRAAG GEMERK IS
  - 8 MOENIE VOU NIE

**PART 2 (ANSWERS/ANTWOORDE) DEEL 2**

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Specimen only