GRE Subject Test · GRE Psychology Name: _____ Score: _____

1. Which design compares different ages at one period, leaving age linked with birth cohort?

   ☐ cross-sectional

   ☐ a randomised experiment

   ☐ cross-sequential

   ☐ longitudinal

2. In a classic conservation task, no liquid is added or lost. A child says the taller, thinner glass has more after a transfer. Which interpretation most directly fits that response?

   ☐ formal operations

   ☐ object permanence

   ☐ secure attachment

   ☐ Difficulty with conservation, consistent with a classic preoperational response

3. Knowledge-based abilities can remain stable or increase through much of adulthood, though patterns vary by ability, person and study.

   ☐ True ☐ False

4. Vygotsky's zone of proximal _____ is the gap between what a child can do alone and with help.

   _____

5. In the fictional birthday-measurement example, people born in 2000 are measured in 2030. What is their age in years?

   _____

6. Following the same people over time automatically separates pure age effects from period events, practice and selective attrition.

   ☐ True ☐ False

7. A child's age alone proves formal operational reasoning in every task.

   ☐ True ☐ False

8. Which follow-up best checks whether guided success has become independent performance?

   ☐ Give the complete answer again

   ☐ Assume the helped answer proves mastery

   ☐ Reduce support and assess a suitable new problem

   ☐ Use age as the only evidence

9. One infant crying during one separation is enough to identify a fixed attachment personality type.

   ☐ True ☐ False

10. Within Erikson's framework, concern about contributing to the next generation most directly fits

    ☐ Conservation

    ☐ Formal operations

    ☐ Generativity versus stagnation

    ☐ Object permanence

GRE Subject Test · GRE Psychology

1. **cross-sectional**

   A cross-sectional age comparison also compares birth cohorts. It does not directly measure how the same people changed over time; longitudinal and sequential designs have their own limits.

2. **Difficulty with conservation, consistent with a classic preoperational response**

   The response gives height too much weight relative to conserved quantity. It is evidence about that task response, not proof of the child's entire stage or capacity.

3. **True**

   This qualified pattern does not imply that all abilities share one peak, that every person improves, or that knowledge never declines.

4. **development**

   The zone of proximal development concerns the difference between independent performance and what suitable support makes possible. A helped response is not yet independent mastery.

5. **30**

   $2030 - 2000 = 30$ years on the stated birthday. A matching age in another cohort can occur in a different period.

6. **False**

   Age and calendar time change together. Following people measures within-person change but does not by itself identify its cause.

7. **False**

   Approximate stage ages are theory-linked guides; actual reasoning and task context need evidence.

8. **Reduce support and assess a suitable new problem**

   Reducing responsive support and checking transfer can distinguish assisted success from independent competence.

9. **False**

   The Strange Situation considers the broader pattern, including reunion and caregiver context. A single action does not establish a fixed type or diagnosis.

10. **Generativity versus stagnation**

    Generativity concerns contributing beyond oneself, often associated with middle adulthood. The theme is not an exclusive age deadline.