Adolescence and Emerging Adulthood A Cultural Approach 6th edition Arnett Test Bank

SKU: 9780134005942-TEST-BANK

TOTAL ASSESSMENT GUIDE

Chapter 2

Biological Foundations

Topic		Remember the Facts	Understand the Concepts	Apply What You Know	Analyze It
The Biological Revolution of Puberty: Hormonal Changes and Physical Growth	Multiple Choice	1-4, 11-14,	7-9	5, 10, 15	
	True/False	75-76			
	Short Essay				
The Biological Revolution of Puberty: Sexual Maturity and Physical Functioning	Multiple Choice	17-19, 22, 24-26, 30	16, 21, 29, 32	20, 23, 27-28, 31, 33	
	True/False	77-78			
	Short Essay				
Cultural Responses to Puberty	Multiple Choice	36-40, 44	34-35, 41, 43, 45	42	
	True/False	79-881			
	Short Essay			91	
Social and Personal Responses to Puberty	Multiple Choice	46, 56-57, 61	49, 54, 58-60, 62, 64-65	47-48, 50-53, 55, 63, 66-67	
	True/False	82—85	86		
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Biological Development and the Environment: The Theory of Genotype → Environment Effects	Multiple Choice	69, 73	68, 70-71, 74	72	
	True/False	88-90	87		
	Short Essay			95	

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TB_02_01_The Biological Revolution of Puberty: Hormonal Changes and Physical Growth_Remember_2.1
The physical and biological changes of puberty result from changes that occur in the

a. endocrine system.
b. lymphatic system.
c. nervous system.
d. thyroid gland.

Difficulty: 1
Page Reference: 38
Topic: The Biological Revolution of Puberty: Hormonal Changes and Physical Growth
Learning Objective: 2.1 Describe the functions of the hormones in the feedback loop of the endocrine system and how they initiate puberty.
Skill: Remember the Facts
Answer: a. endocrine system.

TB_02_02_The Biological Revolution of Puberty: Hormonal Changes and Physical Growth_Remember_2.1
The text likens the physical changes the body goes through at puberty to a

a. biological revolution.
b. hormonal storm.
c. sociology course.
d. psychological revolution.

Difficulty: 1
Page Reference: 38
Topic: The Biological Revolution of Puberty: Hormonal Changes and Physical Growth
Learning Objective: 2.1 Describe the functions of the hormones in the feedback loop of the endocrine system and how they initiate puberty.
Skill: Remember the Facts
Answer: a. biological revolution.

TB_02_03_The Biological Revolution of Puberty: Hormonal Changes and Physical Growth_Remember_2.1
In which of the following parts of the anatomy is puberty initiated?

a. gonads
b. testes and ovaries
c. pituitary gland
d. hypothalamus

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Difficulty: 1
Page Reference: 39
Topic: The Biological Revolution of Puberty: Hormonal Changes and Physical Growth
Learning Objective: 2.1 Describe the functions of the hormones in the feedback loop of the endocrine system and how they initiate puberty.
Skill: Remember the Facts
Answer: d. hypothalamus

TB_02_04_The Biological Revolution of Puberty: Hormonal Changes and Physical Growth_Remember_2.1
What causes the hypothalamus to increase GnRH production?

a. development of gametes
b. reaching a threshold level of body fat
c. increasing testosterone or estrogen
d. releasing luteinizing hormones

Difficulty: 2
Page Reference: 39
Topic: The Biological Revolution of Puberty: Hormonal Changes and Physical Growth
Learning Objective: 2.1 Describe the functions of the hormones in the feedback loop of the endocrine system and how they initiate puberty.
Skill: Remember the Facts
Answer: b. reaching a threshold level of body fat

TB_02_05_The Biological Revolution of Puberty: Hormonal Changes and Physical Growth_Apply_2.1
According to the text, there are many factors which may affect the onset of pubertal changes. Which scenario would most likely lead to delayed onset?

a. Lee is a wrestler who constantly diets and over exercises to maintain a lower weight class.
b. Jared rides his bike over rough terrain and comes home with scrapes and bruises.
c. Greg plays video games after school, particularly golf, and doesn't go outside to play.
d. Dianna overeats and doesn't exercise but loves to walk her dog after school.

Difficulty: 3
Page Reference: 39

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Topic: The Biological Revolution of Puberty: Hormonal Changes and Physical Growth
Learning Objective: 2.1 Describe the functions of the hormones in the feedback loop of the endocrine system and how they initiate puberty.
Skill: Apply What You Know
Answer: a. Lee is a wrestler who constantly diets and over exercises to maintain a lower weight class.

TB_02_06_The Biological Revolution of Puberty: Hormonal Changes and Physical Growth_Remember_2.1
The two classes of sex hormones are

a. estrogens and estradiols.
b. androgens and testosterones.
c. gonadotropins and androgens.
d. estrogens and androgens.

Difficulty: 1
Page Reference: 40
Topic: The Biological Revolution of Puberty: Hormonal Changes and Physical Growth
Learning Objective: 2.1 Describe the functions of the hormones in the feedback loop of the endocrine system and how they initiate puberty.
Skill: Remember the Facts
Answer: d. estrogens and androgens.

TB_02_07_The Biological Revolution of Puberty: Hormonal Changes and Physical Growth_Understand_2.1
Female is to estradiol as male is to

a. testosterone.
b. androgen.
c. estrogen.
d. glycoprotein.

Difficulty: 3
Page Reference: 40
Topic: The Biological Revolution of Puberty: Hormonal Changes and Physical Growth
Learning Objective: 2.1 Describe the functions of the hormones in the feedback loop of the endocrine system and how they initiate puberty.
Skill: Understand the Concepts
Answer: a. testosterone.

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TB_02_08_The Biological Revolution of Puberty: Hormonal Changes and Physical Growth_Understand_2.1
Which statement most accurately represents the feedback loop in the endocrine system?

a. A "communication system" between the hypothalamus, pituitary gland, gonads, and adrenal glands that monitors and adjusts the levels of sex hormones.
b. An anomaly in some adolescents that causes pubertal development to be prolonged, and fertility to be decreased.
c. A "communication system" between androgens and estrogens that determines the gender of an individual.
d. A structure within the endocrine system that controls the order of hormonal and pubertal events.

Difficulty: 2
Page Reference: 41
Topic: The Biological Revolution of Puberty: Hormonal Changes and Physical Growth
Learning Objective: 2.1 Describe the functions of the hormones in the feedback loop of the endocrine system and how they initiate puberty.
Skill: Understand the Concepts
Answer: a. A "communication system" between the hypothalamus, pituitary gland, gonads, and adrenal glands that monitors and adjusts the levels of sex hormones.

TB_02_09_The Biological Revolution of Puberty: Hormonal Changes and Physical Growth_Understand_2.1
Which term is commonly used to represent the feedback loop in the endocrine system?

a. answering machine
b. burglar alarm
c. thermostat
d. fridge light

Difficulty: 2
Page Reference: 41
Topic: The Biological Revolution of Puberty: Hormonal Changes and Physical Growth
Learning Objective: 2.1 Describe the functions of the hormones in the feedback loop of the endocrine system and how they initiate puberty.
Skill: Understand the Concepts
Answer: c. thermostat

TB_02_10_The Biological Revolution of Puberty: Hormonal Changes and Physical

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Growth_Apply_2.1
At puberty, the set point for androgens rose higher than the set point for estrogens in Cory's hypothalamus. Which of the following is the most likely description of Cory's sex?

a. Cory is male.
b. Cory is female.
c. Cory will likely be transgender during adolescence.
d. Cory may have androgen insensitivity syndrome.

Difficulty: 2
Page Reference: 41
Topic: The Biological Revolution of Puberty: Hormonal Changes and Physical Growth
Learning Objective: 2.1 Describe the functions of the hormones in the feedback loop of the endocrine system and how they initiate puberty.
Skill: Apply What You Know
Answer: a. Cory is male.

TB_02_11_The Biological Revolution of Puberty: Hormonal Changes and Physical Growth_Remember_2.2
The adolescent growth spurt is *best* demonstrated by the rapid increase in

a. height at the beginning of adolescence.
b. hormone production before puberty begins.
c. height in boys and weight in girls at puberty.
d. size of reproductive organs at puberty.

Difficulty: 1
Page Reference: 41
Topic: The Biological Revolution of Puberty: Hormonal Changes and Physical Growth
Learning Objective: 2.2 Explain how the growth spurt differs for girls and boys, and identify the order in which body parts experience rapid growth.
Skill: Remember the Facts
Answer: a. height at the beginning of adolescence.

TB_02_12_The Biological Revolution of Puberty: Hormonal Changes and Physical Growth_Remember_2.2
The adolescent growth spurt occurs approximately

a. the same time for boys and girls.
b. two years earlier for boys than for girls.
c. two years earlier for boys and girls in developing but not industrialized countries.

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d. two years earlier for girls than for boys.

Difficulty: 1
Page Reference: 42
Topic: The Biological Revolution of Puberty: Hormonal Changes and Physical Growth
Learning Objective: 2.2 Explain how the growth spurt differs for girls and boys, and identify the order in which body parts experience rapid growth.
Skill: Remember the Facts
Answer: d. two years earlier for girls than for boys.

TB_02_13_The Biological Revolution of Puberty: Hormonal Changes and Physical Growth_Remember_2.2
Which of the following *best* represents the occurrence of the adolescent growth spurt? The growth spurt begins

a. about three years earlier for girls than for boys.
b. about the same time for girls and boys.
c. at about age 11 for girls and 13 for boys.
d. at about age 11 for boys and 13 for girls.

3 for boys.

Difficulty: 3
Page Reference: 43
Topic: The Biological Revolution of Puberty: Hormonal Changes and Physical Growth
Learning Objective: 2.2 Explain how the growth spurt differs for girls and boys, and identify the order in which body parts experience rapid growth.
Skill: Remember the Facts
Answer: c. at about age 11 for girls and 13 for boys.

TB_02_14_The Biological Revolution of Puberty: Hormonal Changes and Physical Growth_Remember_2.2
Which of the following *best* defines the concept of asynchronicity?

a. Girls experience the growth spurt earlier than boys.
b. Boys' body parts grow in a different order than those of girls.
c. Some body parts grow faster than others during puberty.
d. The extremities are the last body parts to grow.

Difficulty: 2
Page Reference: 43
Topic: The Biological Revolution of Puberty: Hormonal Changes and Physical

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Growth
Learning Objective: 2.2 Explain how the growth spurt differs for girls and boys, and identify the order in which body parts experience rapid growth.
Skill: Remember the Facts
Answer: c. Some body parts grow faster than others during puberty.

TB_02_15_The Biological Revolution of Puberty: Hormonal Changes and Physical Growth_Apply_2.2
Sven, your adolescent nephew, tells you he is worried that he is not normal because his feet and hands seem to be too big for his body. Which of the following is the *best* advice for Sven?

a. "Eat more calcium-rich foods so that your growth gets back on the right track."
b. "Everybody has different sized feet and hands – yours are just big."
c. "There is reason to worry. Each person has a unique growth pattern, but your case sounds unusual."
d. "Don't worry. Hands and feet hit the growth spurt before the rest of your body."

Difficulty: 3
Page Reference: 43
Topic: The Biological Revolution of Puberty: Hormonal Changes and Physical Growth
Learning Objective: 2.2 Explain how the growth spurt differs for girls and boys, and identify the order in which body parts experience rapid growth.
Skill: Apply What You Know
Answer: d. "Don't worry. Hands and feet hit the growth spurt before the rest of your body."

TB_02_16_ The Biological Revolution of Puberty: Hormonal Changes and Physical Growth _Understand_2.2
Boys experience greater muscle growth than girls during puberty because they

a. tend to get more physical exercise.
b. enter the growth spurt earlier.
c. maintain hormone levels for longer periods of time.
d. experience greater increases in testosterone.

Difficulty: 1
Page Reference: 43
Topic: The Biological Revolution of Puberty: Hormonal Changes and Physical Growth
Learning Objective: 2.2 Explain how the growth spurt differs for girls and boys, and identify the order in which body parts experience rapid growth.
Skill: Understand the Concepts

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Answer: d. experience greater increases in testosterone.

TB_02_17_The Biological Revolution of Puberty: Sexual Maturity and Physical Functioning_Remember_2.3
Which of the following is NOT associated with primary sex characteristics? Development of the

a. breasts.
b. penis.
c. eggs and sperm.
d. ovaries.

Difficulty: 2
Page Reference: 44
Topic: The Biological Revolution of Puberty: Sexual Maturity and Physical Functioning
Learning Objective: 2.3 Explain the difference between primary and secondary sex characteristics.
Skill: Remember the Facts
Answer: a. breasts.

TB_02_18_The Biological Revolution of Puberty: Sexual Maturity and Physical Functioning_Remember_2.3
The first production of sperm in boys is called

a. spermarche.
b. semenarche.
c. menarche.
d. premature ejaculation.

Difficulty: 1
Page Reference: 44
Topic: The Biological Revolution of Puberty: Sexual Maturity and Physical Functioning
Learning Objective: 2.3 Explain the difference between primary and secondary sex characteristics.
Skill: Remember the Facts
Answer: a. spermarche.

TB_02_19_The Biological Revolution of Puberty: Sexual Maturity and Physical Functioning_Remember_2.3
Menarche refers to

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a. a female's first menstrual period.
b. a female's first ovulation.
c. reproductive maturity in males and females.
d. a male's fertility.

Difficulty: 2
Page Reference: 44
Topic: The Biological Revolution of Puberty: Sexual Maturity and Physical Functioning
Learning Objective: 2.3 Explain the difference between primary and secondary sex characteristics.
Skill: Remember the Facts
Answer: a. a female's first menstrual period.

TB_02_20_The Biological Revolution of Puberty: Sexual Maturity and Physical Functioning_Apply_2.3
Miranda is in ninth grade. She wrote the following statements in an essay on reproduction for her health class. Which of the following of Miranda's statements is NOT true?

a. "Girls cannot get pregnant until their periods are regular."
b. "Females are born with about 400,000 immature eggs in each ovary."
c. "Males do not produce sperm until they reach puberty."
d. "The average male produces millions of sperm every day."

Difficulty: 2
Page Reference: 44
Topic: The Biological Revolution of Puberty: Sexual Maturity and Physical Functioning
Learning Objective: 2.3 Explain the difference between primary and secondary sex characteristics.
Skill: Apply What You Know
Answer: a. "Girls cannot get pregnant until their periods are regular."

TB_02_21_The Biological Revolution of Puberty: Sexual Maturity and Physical Functioning_Understand_2.3
Which of the following statements is TRUE regarding female reproductive development?

a. The first ovulation always occurs with the first menstruation.
b. Fertility may be inconsistent during the first four years after menarche.
c. The adolescent female is infertile during the first two years after menarche.
d. Secondary sex characteristics only appear after reproductive maturity is reached.

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Difficulty: 2
Page Reference: 45
Topic: The Biological Revolution of Puberty: Sexual Maturity and Physical Functioning
Learning Objective: 2.3 Explain the difference between primary and secondary sex characteristics.
Skill: Understand the Concepts
Answer: b. Fertility may be inconsistent during the first four years after menarche.

TB_02_22_The Biological Revolution of Puberty: Sexual Maturity and Physical Functioning_Remember_2.4
Which of the following does NOT belong to the category of secondary sex characteristics?

a. growth of pubic hair
b. growth of facial hair
c. hardening of the bones
d. sperm and egg production

Difficulty: 2
Page Reference: 45
Topic: The Biological Revolution of Puberty: Sexual Maturity and Physical Functioning
Learning Objective: 2.4 Provide the typical order of development of secondary sex characteristics in boys and girls.
Skill: Remember the Facts
Answer: d. sperm and egg production

TB_02_23_The Biological Revolution of Puberty: Sexual Maturity and Physical Functioning_Apply_2.4
Matthew is about midway through puberty. In tears, he tells his camp counselor that he won't go swimming without his shirt because his breasts are enlarged. Which of the following is the *best* advice for Matthew?

a. "All boys experience enlargement of the breasts during puberty."
b. "One out of four boys experiences breast enlargement, which goes away in about a year."
c. "About half of all boys experience breast enlargement, which goes away in about a year."
d. "One out of a hundred boys experience breast enlargement, which goes away during adulthood."

Difficulty: 3
Page Reference: 45

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Topic: The Biological Revolution of Puberty: Sexual Maturity and Physical Functioning
Learning Objective: 2.4 Provide the typical order of development of secondary sex characteristics in boys and girls.
Skill: Apply What You Know
Answer: b. "One out of four boys experiences breast enlargement, which goes away in about a year."

TB_02_24_The Biological Revolution of Puberty: Sexual Maturity and Physical Functioning_Remember_2.4
Which of the following physical changes typically occurs for males only?

a. growth of shoulder and back hair
b. increased sweat gland production
c. deepening voice
d. growth of facial hair

Difficulty: 1
Page Reference: 45
Topic: The Biological Revolution of Puberty: Sexual Maturity and Physical Functioning
Learning Objective: 2.4 Provide the typical order of development of secondary sex characteristics in boys and girls.
Skill: Remember the Facts
Answer: a. growth of shoulder and back hair

TB_02_25_The Biological Revolution of Puberty: Sexual Maturity and Physical Functioning_Remember_2.4
Which of the following physical changes occur for males and females alike during puberty?

a. Skin becomes more oily and prone to acne.
b. The proportion of muscle to fat increases.
c. The shoulders and chest become wider.
d. The hips widen and abdominal fat levels increase.

Difficulty: 1
Page Reference: 45
Topic: The Biological Revolution of Puberty: Sexual Maturity and Physical Functioning
Learning Objective: 2.4 Provide the typical order of development of secondary sex characteristics in boys and girls.
Skill: Remember the Facts
Answer: a. Skin becomes more oily and prone to acne.

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TB_02_26_The Biological Revolution of Puberty: Sexual Maturity and Physical Functioning_Remember_2.5
It is possible that individuals in developed countries may experience their first pubertal events as early as age

a. 8 for boys and 10-11 for girls.
b. 7 for girls and 9-10 for boys.
c. 5 for girls and 8-10 for boys.
d. 6 for girls and as late as 13 for boys.

Difficulty: 3
Page Reference: 47
Topic: The Biological Revolution of Puberty: Sexual Maturity and Physical Functioning
Learning Objective: 2.5 Chart the typical order of pubertal events, and explain the basis for variations in their order, timing, and total duration.
Skill: Remember the Facts
Answer: b. 7 for girls and 9-10 for boys.

TB_02_27_The Biological Revolution of Puberty: Sexual Maturity and Physical Functioning_Apply_2.5
Olga is almost 10 years old. Over the past months, she has noticed the appearance of downy pubic hair, followed by the appearance of breast buds, and recently she has begun to grow taller and heavier. This order of pubertal events is found to

a. occur only in industrialized countries.
b. signal the onset of her age of identity negotiation.
c. be typical for an adolescent female.
d. be highly unlikely to occur in the typical adolescent female.

Difficulty: 2
Page Reference: 47
Topic: The Biological Revolution of Puberty: Sexual Maturity and Physical Functioning
Learning Objective: 2.5 Chart the typical order of pubertal events, and explain the basis for variations in their order, timing, and total duration.
Skill: Apply What You Know
Answer: c. be typical for an adolescent female.

TB_02_28_The Biological Revolution of Puberty: Sexual Maturity and Physical Functioning_Apply_2.5
Which of the following is in the *best* order regarding the age of first appearance of pubertal

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events for a typical boy?

a. growth of testes, spermarche, initiation of growth spurt
b. initiation of growth spurt, growth of testes, spermarche
c. growth of testes, initiation of growth spurt, spermarche
d. growth of penis, growth of testes, spermarche

Difficulty: 3
Page Reference: 47
Topic: The Biological Revolution of Puberty: Sexual Maturity and Physical Functioning
Learning Objective: 2.5 Chart the typical order of pubertal events, and explain the basis for variations in their order, timing, and total duration.
Skill: Apply What You Know
Answer: c. growth of testes, initiation of growth spurt, spermarche

TB_02_29_The Biological Revolution of Puberty: Sexual Maturity and Physical Functioning_Understand_2.5
One of the problems associated with the body of research on puberty today is that

a. food additives have drastically changed the rate of development in recent years.
b. it is mainly focused on White adolescents in Western countries.
c. it has not been verified by research studies in North America.
d. it is too detailed to understand in a general way.

Difficulty: 3
Page Reference: 47
Topic: The Biological Revolution of Puberty: Sexual Maturity and Physical Functioning
Learning Objective: 2.5 Chart the typical order of pubertal events, and explain the basis for variations in their order, timing, and total duration.
Skill: Understand the Concepts
Answer: b. it is mainly focused on White adolescents in Western countries.

TB_02_30_The Biological Revolution of Puberty: Sexual Maturity and Physical Functioning_Remember_2.5
Much of our information about pubertal development comes from J. M. Tanner's research. Which of the following most accurately represents this research? The research was conducted

a. at the turn of the century on middle-class American adolescents.
b. in the 1980s on a cross-section of North American youth.
c. during World War II on British adolescents in boarding schools.
d. 40 to 50 years ago on British adolescents in foster homes.

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Difficulty: 3
Page Reference: 47
Topic: The Biological Revolution of Puberty: Sexual Maturity and Physical Functioning
Learning Objective: 2.5 Chart the typical order of pubertal events, and explain the basis for variations in their order, timing, and total duration.
Skill: Remember the Facts
Answer: d. 40 to 50 years ago on British adolescents in foster homes.

TB_02_31_The Biological Revolution of Puberty: Sexual Maturity and Physical Functioning_Apply_2.6
Ty is a researcher who wants to determine the typical amount of time it takes for Peruvian adolescents to develop from the onset of puberty to full maturation. Among the following choices, which type of study should Ty conduct?

a. cross-sectional study
b. ethnographic study
c. secular study
d. longitudinal study

Difficulty: 3
Page Reference: 49
Topic: The Biological Revolution of Puberty: Sexual Maturity and Physical Functioning
Learning Objective: 2.6 Describe how physical functioning changes during puberty, and contrast physical functioning in adolescence and emerging adulthood.
Skill: Apply What You Know
Answer: d. longitudinal study

TB_02_32_The Biological Revolution of Puberty: Sexual Maturity and Physical Functioning_Understand_2.6
Which of the following *best* represents the health status of emerging adults? Emerging adulthood is the period when a person is

a. the least susceptible to health problems resulting from risk behaviors.
b. the most susceptible to physical illnesses.
c. at peak form in terms of strength and health.
d. done with positive growth and at the start of a long period of physical decline.

Difficulty: 2
Page Reference: 51
Topic: The Biological Revolution of Puberty: Sexual Maturity and Physical

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Functioning
Learning Objective: 2.6 Describe how physical functioning changes during puberty, and contrast physical functioning in adolescence and emerging adulthood.
Skill: Understand the Concepts
Answer: c. at peak form in terms of strength and health.

TB_02_33_The Biological Revolution of Puberty: Sexual Maturity and Physical Functioning_Apply_2.6
You are a secondary school teacher developing a health promotion program. According to information you gathered from reading this text, your program should

a. emphasize prevention by promoting strategies for reducing risk behaviors.
b. focus primarily on strategies for dealing with health problems as they arise.
c. be cancelled and offered only to adult students.
d. focus only on boys because they have greater risks during adolescence.

Difficulty: 3
Page Reference: 52
Topic: The Biological Revolution of Puberty: Sexual Maturity and Physical Functioning
Learning Objective: 2.6 Describe how physical functioning changes during puberty, and contrast physical functioning in adolescence and emerging adulthood.
Skill: Apply What You Know
Answer: a. emphasize prevention by promoting strategies for reducing risk behaviors.

TB_02_34_Cultural Responses to Puberty_Understand_2.7
Which of the following statements most accurately represents the relationship between pubertal timing and a group's technologies? In general, puberty begins

a. later in countries where medical care is more widely available.
b. earlier in countries where better nutrition and medical care are more widely available.
c. earlier in countries where health promotion education is more widely available.
d. earlier in countries where there are fewer female doctors.

Difficulty: 2
Page Reference: 52
Topic: Cultural Responses to Puberty
Learning Objective: 2.7 Explain how culture influences the timing of puberty.
Skill: Understand the Concepts
Answer: b. earlier in countries where better nutrition and medical care are more widely available.

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TB_02_35_Cultural Responses to Puberty_Understand_2.7
Evidence for the influence of technologies on pubertal development is based on data gathered regarding the age when what event occurs?

a. spermarche
b. menarche
c. breast development
d. hair growth

Difficulty: 2
Page Reference: 52
Topic: Cultural Responses to Puberty
Learning Objective: 2.7 Explain how culture influences the timing of puberty.
Skill: Understand the Concepts
Answer: b. Menarche.

TB_02_36_Cultural Responses to Puberty_Remember_2.7
Which of the following is associated with historical evidence that technologies influence pubertal timing?

a. reaction range
b. secular trend
c. distancing hypothesis
d. feedback loop

Difficulty: 2
Page Reference: 52
Topic: Cultural Responses to Puberty
Learning Objective: 2.7 Explain how culture influences the timing of puberty.
Skill: Remember the Facts
Answer: b. secular trend

TB_02_37_Cultural Responses to Puberty_Remember_2.7
According to research, the average age of menarche for girls in the United States is _____ years.

a. 10.5
b. 11.5
c. 12.5 years
d. 13.0

Difficulty: 3

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Page Reference: 53
Topic: Cultural Responses to Puberty
Learning Objective: 2.7 Explain how culture influences the timing of puberty.
Skill: Remember the Facts
Answer: c. 12.5 years

TB_02_38_Cultural Responses to Puberty_Remember_2.7
Eveleth and Tanner (1990) recently researched pubertal development in other countries. An important finding was that the timing and rate of pubertal development

a. vary with levels of nutrition and medical care.
b. are different when studied using longitudinal versus cross-sectional studies.
c. are not impacted by environmental factors.
d. are influenced by being part of a research study.

Difficulty: 1
Page Reference: 53
Topic: Cultural Responses to Puberty
Learning Objective: 2.7 Explain how culture influences the timing of puberty.
Skill: Remember the Facts
Answer: a. vary with levels of nutrition and medical care.

TB_02_39_Cultural Responses to Puberty_Remember_2.7
Which of the following *best* defines reaction range?

a. genetically determined range of potential that is affected by the environment
b. environmentally determined range of potential
c. difference between nature and nurture
d. variation in the rate of pubertal development

Difficulty: 3
Page Reference: 53
Topic: Cultural Responses to Puberty
Learning Objective: 2.7 Explain how culture influences the timing of puberty.
Skill: Remember the Facts
Answer: a. genetically determined range of potential that is affected by the environment

TB_02_40_Cultural Responses to Puberty_Remember_2.8
According to cross-cultural research, puberty rituals are more common for

a. males.
b. females.

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c. adolescents in Western cultures.
d. families with high socioeconomic status.

Difficulty: 2
Page Reference: 54
Topic: Cultural Responses to Puberty
Learning Objective: 2.8 Identify the rates of prevalence of puberty rituals across cultures, and explain the function of these rituals.
Skill: Remember the Facts
Answer: b. females.

TB_02_41_Cultural Responses to Puberty_Understand_2.8
The cultural rituals of the Asante culture marking menarche and menstruation reflect

a. annoyance with menstruation.
b. the joy associated with menstruation.
c. a fear of menstruation.
d. ambivalence toward menstruation.

Difficulty: 3
Page Reference: 54
Topic: Cultural Responses to Puberty
Learning Objective: 2.8 Identify the rates of prevalence of puberty rituals across cultures, and explain the function of these rituals.
Skill: Understand the Concepts
Answer: d. ambivalence toward menstruation.

TB_02_42_Cultural Responses to Puberty_Apply_2.8
According to your text, traditional male puberty rituals, such as scarring and bloodletting, operate as a metaphor for

a. demonstrating one's readiness for the challenges of adult life.
b. the pain of childbirth experienced by the boy's mother.
c. athletic competitions.
d. childhood play.

Difficulty: 3
Page Reference: 55
Topic: Cultural Responses to Puberty
Learning Objective: 2.8 Identify the rates of prevalence of puberty rituals across cultures, and explain the function of these rituals.
Skill: Apply What You Know
Answer: a. demonstrating one's readiness for the challenges of adult life.

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TB_02_43_Cultural Responses to Puberty_Understand_2.8
The decline in frequency of puberty rituals in traditional cultures is most likely associated with

a. globalization.
b. poverty.
c. rising age of menarche.
d. racism.

Difficulty: 2
Page Reference: 55
Topic: Cultural Responses to Puberty
Learning Objective: 2.8 Identify the rates of prevalence of puberty rituals across cultures, and explain the function of these rituals.
Skill: Understand the Concepts
Answer: a. globalization.

TB_02_44_Cultural Responses to Puberty_Remember_2.8
In Samoa, the traditional rite of passage into adolescence involves

a. tattooing of both males and females.
b. tattooing of males only.
c. tattooing of females and branding of males.
d. an elaborate process of body piercing.

Difficulty: 3
Page Reference: 56
Topic: Cultural Responses to Puberty
Learning Objective: 2.8 Identify the rates of prevalence of puberty rituals across cultures, and explain the function of these rituals.
Skill: Remember the Facts
Answer: a. tattooing of both males and females.

TB_02_45_Cultural Responses to Puberty_Understand_2.8
Traditional puberty rituals, such as tattooing, are undergoing a revival in some cultures. This *best* reflects an

a. example of ethnographers' influence on the cultures they study.
b. example of Western youth copying traditional culture.
c. attempt to assimilate into the global culture.
d. attempt to keep traditional cultures from disappearing due to globalization.

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Difficulty: 3
Page Reference: 56
Topic: Cultural Responses to Puberty
Learning Objective: 2.8 Identify the rates of prevalence of puberty rituals across cultures, and explain the function of these rituals.
Skill: Understand the Concepts
Answer: d. attempt to keep traditional cultures from disappearing due to globalization.

TB_02_46_ Social and Personal Responses to Puberty_Remember_2.9
Which of the following characterizes parent-adolescent relationships in nearly all cultures that have been studied?

a. Adolescents of both sexes tend to be closer to their mothers than to their fathers.
b. Communication styles shift toward consoling through touch.
c. Adolescent females tend to be closer to their fathers.
d. Adolescents of both sexes tend to pull away from both parents.

Difficulty: 1
Page Reference: 57
Topic: Social and Personal Responses to Puberty
Learning Objective: 2.9 Compare and contrast cultures in how puberty influences family relations.
Skill: Remember the Facts
Answer: a. Adolescents of both sexes tend to be closer to their mothers than to their fathers.

TB_02_47_ Social and Personal Responses to Puberty_Apply_2.9
Abelard is thirteen years old. He spends more time during the day with his mother than with his father. His relationship with his mother is stronger and he feels closer to her than his father. According to research, Abelard is

a. unusual – most adolescents are closer to their fathers than mothers.
b. typical – most adolescents are closer to their mothers than fathers.
c. a difficult child – he is most likely afraid of his father.
d. unusual – most adolescents are closer to their parent of the same gender.

Difficulty: 3
Page Reference: 57
Topic: Social and Personal Responses to Puberty
Learning Objective: 2.9 Compare and contrast cultures in how puberty influences family relations.
Skill: Apply What You Know

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Answer: b. typical – most adolescents are closer to their mothers than fathers.

TB_02_48_ Social and Personal Responses to Puberty_Apply_2.9
Gina is eighteen years old and feels that she is no longer as close to her parents as she was when she was a child. In fact, she has moved away from the religious commune where she was raised and is engaged to the boyfriend she met at college. This scenario is consistent with which of the following concepts?

a. distancing
b. reaction range
c. active genotype-environment interaction
d. nature-nurture debate

Difficulty: 3
Page Reference: 57
Topic: Social and Personal Responses to Puberty
Learning Objective: 2.9 Compare and contrast cultures in how puberty influences family relations.
Skill: Apply What You Know
Answer: a. distancing

TB_02_49_ Social and Personal Responses to Puberty_Understand_2.9
Which of the following is a valid criticism of the notion of distancing during adolescence?

a. Distancing may have an evolutionary basis.
b. Parent-adolescent conflict increases in adolescence.
c. Distancing does not occur equally in all cultures.
d. Some adolescents really love their parents.

Difficulty: 2
Page Reference: 57
Topic: Social and Personal Responses to Puberty
Learning Objective: 2.9 Compare and contrast cultures in how puberty influences family relations.
Skill: Understand the Concepts
Answer: c. Distancing does not occur equally in all cultures.

TB_02_50_Social and Personal Responses to Puberty_Apply_2.9
Meena's father died when she was a baby, and there is a lot of ongoing conflict in the household between her mother and stepfather. According to research discussed in the text, Meena may be more likely to

a. reach puberty earlier.

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b. reach puberty later.
c. experience storm and stress.
d. experience an atypical order of pubertal events.

Difficulty: 3
Page Reference: 58
Topic: Social and Personal Responses to Puberty
Learning Objective: 2.9 Compare and contrast cultures in how puberty influences family relations.
Skill: Apply What You Know
Answer: a. reach puberty earlier.

TB_02_51_Social and Personal Responses to Puberty_Apply_2.9
Recent research has shown that some girls tend to go through puberty earlier than others. What scenario most likely creates early onset of puberty?

a. Damini, whose mother was only 17 years old when she had Damini
b. Brandi, who lives with only her father and shares a room with her younger sister
c. Elizabeth, who lives with her mom and her stepfather but doesn't see her dad at all
d. Beverly, who has an eating disorder and has been severely underweight for three years.

Difficulty: 3
Page Reference: 58
Topic: Social and Personal Responses to Puberty
Learning Objective: 2.9 Compare and contrast cultures in how puberty influences family relations.
Skill: Apply What You Know
Answer: c. Elizabeth, who lives with her mom and her stepfather but doesn't see her dad at all

TB_02_52_Social and Personal Responses to Puberty_Apply_2.10
Liza is an early-maturing girl who just reached menarche. She is very upset and is having a difficult time adjusting. Which of the following is the most likely reason for Liza's feelings?

a. Liza was unprepared for menarche; her mother hadn't even told her about it yet.
b. All of Liza's friends had already reached menarche and she felt left out.
c. Liza was well prepared for menarche and had learned a lot from her peers.
d. All of Liza's siblings are boys and she feels uncomfortable.

Difficulty: 2
Page Reference: 58

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Topic: Social and Personal Responses to Puberty
Learning Objective: 2.10 Describe personal responses to menarche and semenarche among adolescents and how these responses are shaped by cultures.
Skill: Apply What You Know
Answer: a. Liza was unprepared for menarche; her mother hadn't even told her about it yet.

TB_02_53_Social and Personal Responses to Puberty_Apply_2.10
Justine's older sister has told her that "getting her period will be a real drag – painful and annoying." According to research, how is Justine likely to report her menarche?

a. as a discomfort
b. associated with severe depression
c. positive and elated
d. mostly ambivalent

Difficulty: 1
Page Reference: 58
Topic: Social and Personal Responses to Puberty
Learning Objective: 2.10 Describe personal responses to menarche and semenarche among adolescents and how these responses are shaped by cultures.
Skill: Apply What You Know
Answer: a. as a discomfort

TB_02_54_Social and Personal Responses to Puberty_Understand_2.10
Which statement *best* represents how culture influences girls' responses to menarche?

a. Premenstrual syndrome is a socially constructed phenomenon.
b. Socioeconomic status is a major factor impacting girls' experiences of menarche.
c. Geographical region and climate impact girls' experiences of menarche.
d. Knowledge and expectations impact girls' experiences of menarche.

Difficulty: 1
Page Reference: 59
Topic: Social and Personal Responses to Puberty
Learning Objective: 2.10 Describe personal responses to menarche and semenarche among adolescents and how these responses are shaped by cultures.
Skill: Understand the Concepts
Answer: d. Knowledge and expectations impact girls' experiences of menarche.

TB_02_55_Social and Personal Responses to Puberty_Apply_2.10
Boris, who has just experienced semenarche, feels embarrassed and has vowed he would not tell anyone about it. Boris's attitude *best* reflects

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a. a distant relationship with his parents.
b. Western attitudes toward this topic.
c. his positive feelings toward becoming a man.
d. his awareness of his own bodily functions.

Difficulty: 3
Page Reference: 59
Topic: Social and Personal Responses to Puberty
Learning Objective: 2.10 Describe personal responses to menarche and semenarche among adolescents and how these responses are shaped by cultures.
Skill: Apply What You Know
Answer: b. Western attitudes toward this topic.

TB_02_56_Social and Personal Responses to Puberty_Remember_2.10
The history of American beliefs about menstruation is described in a book by

a. J. M. Tanner.
b. Joan Jacobs Brumberg.
c. Nora Ephron.
d. Judy Blume.

Difficulty: 3
Page Reference: 60
Topic: Social and Personal Responses to Puberty
Learning Objective: 2.10 Describe personal responses to menarche and semenarche among adolescents and how these responses are shaped by cultures.
Skill: Remember the Facts
Answer: b. Joan Jacobs Brumberg.

TB_02_57_Social and Personal Responses to Puberty_Remember_2.10
A survey conducted in 1895 found that _____ percent of Boston high school girls had no knowledge of menarche before it occurred.

a. 10
b. 25
c. 60
d. 75

Difficulty: 3
Page Reference: 60
Topic: Social and Personal Responses to Puberty
Learning Objective: 2.10 Describe personal responses to menarche and semenarche

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among adolescents and how these responses are shaped by cultures.
Skill: Remember the Facts
Answer: c. 60

TB_02_58_Social and Personal Responses to Puberty_Understand_2.10
Which of the following contributed most to the secrecy surrounding menstruation in 19th century middle class America?

a. Girls reached menarche at a later age than today.
b. There were no feminine hygiene products.
c. Girls reached menarche at an earlier age than today and could not fully understand it.
d. People associated menstruation with sexuality and tried to preserve girls' virginity.

Difficulty: 2
Page Reference: 60
Topic: Social and Personal Responses to Puberty
Learning Objective: 2.10 Describe personal responses to menarche and semenarche among adolescents and how these responses are shaped by cultures.
Skill: Understand the Concepts
Answer: d. People associated menstruation with sexuality and tried to preserve girls' virginity.

TB_02_59_Social and Personal Responses to Puberty_Understand_2.10
Which of the following illustrate the changing Western attitudes toward menstruation in the early part of the twentieth century? Menstruation became

a. less associated with adolescent storm and stress.
b. more associated with health and hygiene than with sexuality.
c. a focus for national debate.
d. a topic that was more and more taboo to discuss.

Difficulty: 2
Page Reference: 60
Topic: Social and Personal Responses to Puberty
Learning Objective: 2. 10 Describe personal responses to menarche and semenarche among adolescents and how these responses are shaped by cultures.
Skill: Understand the Concepts
Answer: b. more associated with health and hygiene than with sexuality.

TB_02_60_Social and Personal Responses to Puberty_Understand_2.11
Age-grading in schools contributes to

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a. advance pubertal development.
b. delays in pubertal development.
c. the need for puberty rituals.
d. social comparison of physical maturity.

Difficulty: 3
Page Reference: 61
Topic: Social and Personal Responses to Puberty
Learning Objective: 2.11 Summarize the gender differences in how boys and girls respond to reaching puberty relatively early or late.
Skill: Understand the Concepts
Answer: d. social comparison of physical maturity.

TB_02_61_Social and Personal Responses to Puberty_Remember_2.11
According to recent research, which of the following *best* represents the effects of early maturation for girls in Western societies? Early maturing girls are

a. more likely to hold positive body images than late maturers.
b. at risk for higher incidence of depressed mood.
c. no different than normal maturing or late maturing girls.
d. less likely to have eating disorders or substance abuse.

Difficulty: 1
Page Reference: 62
Topic: Social and Personal Responses to Puberty
Learning Objective: 2.11 Summarize the gender differences in how boys and girls respond to reaching puberty relatively early or late.
Skill: Remember the Facts
Answer: b. at risk for higher incidence of depressed mood.

TB_02_62_Social and Personal Responses to Puberty_Understand_2.11
According to the text, why is early maturation such a problem for girls in the West?

a. Because Western cultures value thinness in females' appearances.
b. Delayed physical development draws attention from younger boys.
c. They have more favorable body images and lower levels of estrogen.
d. Pubertal changes affect muscle development and growth spurts.

Difficulty: 3
Page Reference: 62
Topic: Social and Personal Responses to Puberty
Learning Objective: 2.11 Summarize the gender differences in how boys and girls

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respond to reaching puberty relatively early or late.
Skill: Understand the Concepts
Answer: a. Because Western cultures value thinness in females' appearances.

TB_02_63_Social and Personal Responses to Puberty_Apply_2.11
Shelly is a young adult who suffers from anxiety, drinks alcohol, and is sexually active. Which of the following is most likely to describe Shelly in terms of her pubertal timing?

a. early maturing
b. on time
c. late maturing
d. non maturing

Difficulty: 3
Page Reference: 62
Topic: Social and Personal Responses to Puberty
Learning Objective: 2.11 Summarize the gender differences in how boys and girls respond to reaching puberty relatively early or late.
Skill: Apply What You Know
Answer: a. early maturing

TB_02_64_Social and Personal Responses to Puberty_Understand_2.11
Early-maturing girls and late-maturing boys may be at greater risk for adjustment problems than other groups because they

a. experience more parental pressure because of their physical attributes.
b. are more likely to have skin problems like acne.
c. are more likely to compare themselves to peers who develop at "regular" ages.
d. tend to spend more time with their friends.

Difficulty: 3
Page Reference: 61
Topic: Social and Personal Responses to Puberty
Learning Objective: 2.11 Summarize the gender differences in how boys and girls respond to reaching puberty relatively early or late.
Skill: Understand the Concepts
Answer: c. are more likely to compare themselves to peers who develop at "regular" ages.

TB_02_65_Social and Personal Responses to Puberty_Understand_2.11
The emergence of dieting behavior at the time of puberty, particularly among girls who begin developing earlier, is likely to stem from

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a. boyfriend/girlfriend pressures.
b. the storm and stress of adolescence.
c. loss of appetite due to hormonal changes.
d. a pervasive cultural ideal of thinness.

Difficulty: 3
Page Reference: 62
Topic: Social and Personal Responses to Puberty
Learning Objective: 2.11 Summarize the gender differences in how boys and girls respond to reaching puberty relatively early or late.
Skill: Understand the Concepts
Answer: d. a pervasive cultural ideal of thinness.

TB_02_66_Social and Personal Responses to Puberty_Apply_2.11
Jamie became physically mature at a younger age than most peers. In high school, Jamie was popular and had a positive self-image, yet experienced more temper outbursts than peers. At the age of 37, Jamie is a very sociable person. Most likely, what is Jamie's sex?

a. It is impossible to tell based on research presented.
b. Female.
c. Male.
d. Either male or female.

Difficulty: 3
Page Reference: 62
Topic: Social and Personal Responses to Puberty
Learning Objective: 2.11 Summarize the gender differences in how boys and girls respond to reaching puberty relatively early or late.
Skill: Apply What You Know
Answer: c. Male.

TB_02_67_Social and Personal Responses to Puberty_Apply_2.11
Jamie discovered sex at an early age and smoked pot by 13 years old. Jamie likes going to parties and having sex most weekends and finds it hard to concentrate on homework. According to research, Jamie most closely fits the profile of a(n)

a. on-time male.
b. early-maturing male.
c. late-maturing female.
d. late-maturing male.

Difficulty: 3
Page Reference: 62

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Topic: Social and Personal Responses to Puberty
Learning Objective: 2.11 Summarize the gender differences in how boys and girls respond to reaching puberty relatively early or late.
Skill: Apply What You Know
Answer: b. early-maturing male.

TB_02_68_Biological Development and the Environment: The Theory of Genotype →Environment Effects_Understand_2.12
Nature is to nurture as biological is to

a. sexual.
b. environmental.
c. educational.
d. creationist.

Difficulty: 1
Page Reference: 63
Topic: Biological Development and the Environment: The Theory of Genotype →Environment Effects
Learning Objective: 2.12 Compare and contrast passive, evocative, and active genotype → environment effects.
Skill: Understand the Concepts
Answer: b. environmental.

TB_02_69_Biological Development and the Environment: The Theory of Genotype →Environment Effects_Remember_2.12
The view that both biology and environment play an important role in human development is consistent with the theory of

a. genotype → environment effects.
b. the distancing hypothesis.
c. health promotion.
d. the secular trend.

Difficulty: 3
Page Reference: 63
Topic: Biological Development and the Environment: The Theory of Genotype →Environment Effects
Learning Objective: 2.12 Compare and contrast passive, evocative, and active genotype → environment effects.
Skill: Remember the Facts
Answer: a. genotype → environment effects.

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TB_02_70_Biological Development and the Environment: The Theory of Genotype →Environment Effects_Understand_2.12
According to genotype → environment effects., we create our own environments based on our

a. parents' skills.
b. family type.
c. genetic makeup.
d. social context.

Difficulty: 3
Page Reference: 63
Topic: Biological Development and the Environment: The Theory of Genotype →Environment Effects
Learning Objective: 2.12 Compare and contrast passive, evocative, and active genotype → environment effects.
Skill: Understand the Concepts
Answer: c. genetic makeup.

TB_02_71_Biological Development and the Environment: The Theory of Genotype →Environment Effects_Understand_2.12
According to the text, why should you be skeptical when you read studies about parents and adolescents in biological families where the behavior of parents is claimed to be the cause of the characteristics of adolescents?

a. Behavior may be caused by biology and not environment.
b. Behavior may be caused by environment and not biology.
c. Because the divorce rate is so high in the U.S., no conclusive findings could be drawn.
d. There are few studies which investigate the differential treatment of mothers and fathers.

Difficulty: 3
Page Reference: 63
Topic: Biological Development and the Environment: The Theory of Genotype →Environment Effects
Learning Objective: 2.12 Compare and contrast passive, evocative, and active genotype → environment effects.
Skill: Understand the Concepts
Answer: a. Behavior may be caused by biology and not environment.

TB_02_72_Biological Development and the Environment: The Theory of Genotype →Environment Effects_Apply_2.12

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Matt is a six-year-old who constantly draws and spontaneously makes up original cartoon characters. His mother, proud of Matt's evident talent, has bought him computer graphics software and has arranged for art lessons. This situation *best* illustrates _____ genotype→environment effects.

a. retentive
b. evocative
c. passive
d. active

Difficulty: 3
Page Reference: 64
Topic: Biological Development and the Environment: The Theory of Genotype →Environment Effects
Learning Objective: 2.12 Compare and contrast passive, evocative, and active genotype → environment effects.
Skill: Apply What You Know
Answer: b. evocative

TB_02_73_Biological Development and the Environment: The Theory of Genotype →Environment Effects_Remember_2.13
Which genotype→environment effect is MOST pronounced during childhood?

a. active
b. passive
c. evocative
d. stable

Difficulty: 1
Page Reference: 64
Topic: Biological Development and the Environment: The Theory of Genotype →Environment Effects
Learning Objective: 2.13 Explain why genotype → environment effects change over time.
Skill: Remember the Facts
Answer: b. passive

TB_02_74_Biological Development and the Environment: The Theory of Genotype →Environment Effects_Understand_2.13
During adolescence and emerging adulthood, autonomy increases along with _____ genotype→environment effects.

a. active
b. passive

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c. evocative
d. stable

Difficulty: 3
Page Reference: 64
Topic: Biological Development and the Environment: The Theory of Genotype →Environment Effects
Learning Objective: 2.13 Explain why genotype → environment effects change over time.
Skill: Understand the Concepts
Answer: a. active

True/False

TB_02_75_The Biological Revolution of Puberty: Hormonal Changes and Physical Growth_Remember_2.1
The word puberty is derived from the Latin word meaning "to grow larger."

a. True
b. False

Difficulty: 1
Page Reference: 38
Topic: The Biological Revolution of Puberty: Hormonal Changes and Physical Growth
Learning Objective: 2.1 Describe the functions of the hormones in the feedback loop of the endocrine system and how they initiate puberty.
Skill: Remember the Facts
Answer: b. False

TB_02_76_The Biological Revolution of Puberty: Hormonal Changes and Physical Growth_Remember_2.1
Lower levels of body fat signal the hypothalamus to increase GnRH production.

a. True
b. False

Difficulty: 1
Page Reference: 39
Topic: The Biological Revolution of Puberty: Hormonal Changes and Physical Growth
Learning Objective: 2.1 Describe the functions of the hormones in the feedback loop of the endocrine system and how they initiate puberty.
Skill: Remember the Facts

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Answer: b. False

TB_02_77_The Biological Revolution of Puberty: Sexual Maturity and Physical Functioning_Remember_2.3
Menarche is the first menstruation and the first ovulation.

a. True
b. False

Difficulty: 1
Page Reference: 44
Topic: The Biological Revolution of Puberty: Sexual Maturity and Physical Functioning
Learning Objective: 2.3 Explain the difference between primary and secondary sex characteristics.
Skill: Remember the Facts
Answer: b. False

TB_02_78_The Biological Revolution of Puberty: Sexual Maturity and Physical Functioning_Remember_2.5
According to the text, Kikuyu boys show the first physical changes of puberty before their female peers, which is the opposite of typical Western patterns.

a. True
b. False

Difficulty: 1
Page Reference: 47
Topic: The Biological Revolution of Puberty: Sexual Maturity and Physical Functioning
Learning Objective: 2.5 Chart the typical order of pubertal events, and explain the basis for variations in their order, timing, and total duration.
Skill: Remember the Facts
Answer: a. True

TB_02_79_The Biological Revolution of Puberty: Sexual Maturity and Physical Functioning_Remember_2.7
In general, puberty begins *earlier* in cultures where good nutrition and medical care are widely available.

a. True
b. False

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Difficulty: 2
Page Reference: 52
Topic: Cultural Responses to Puberty
Learning Objective: 2.7 Explain how culture influences the timing of puberty.
Skill: Remember the Facts
Answer: a. True

TB_02_80_Cultural Responses to Puberty_Remember_2.8
There are some cultures that do not mark puberty with rituals.

a. True
b. False

Difficulty: 2
Page Reference: 54
Topic: Cultural Responses to Puberty
Learning Objective: 2.8 Identify the rates of prevalence of puberty rituals across cultures, and explain the function of these rituals.
Skill: Remember the Facts
Answer: a. True

TB_02_81_Cultural Responses to Puberty_Remember_2.8
The Asante, a culture in the African Nation of Ghana, celebrate a girl's first menstruation (menarche) with an elaborate ritual celebration, but at other times this pubertal event is viewed with dread and fear.

a. True
b. False

Difficulty: 3
Page Reference: 54-55
Topic: Cultural Responses to Puberty
Learning Objective: 2.8 Identify the rates of prevalence of puberty rituals across cultures, and explain the function of these rituals.
Skill: Remember the Facts
Answer: a. True

TB_02_82_Social and Personal Responses to Puberty_Remember_2.10
In the 1940s, Walt Disney produced an educational cartoon titled "The Story of Menstruation."

a. True

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b. False

Difficulty: 1
Page Reference: 60
Topic: Social and Personal Responses to Puberty
Learning Objective: 2.10 Describe personal responses to menarche and semenarche among adolescents and how these responses are shaped by cultures.
Skill: Remember the Facts
Answer: a. True

TB_02_83_Social and Personal Responses to Puberty_Remember_2.11
You are a middle school teacher. It is possible to have students in your class who have finished pubertal development, and others who have not yet started.

a. True
b. False

Difficulty: 1
Page Reference: 61
Topic: Social and Personal Responses to Puberty
Learning Objective: 2.11 Summarize the gender differences in how boys and girls respond to reaching puberty relatively early or late.
Skill: Remember the Facts
Answer: a. True

TB_02_84_Social and Personal Responses to Puberty_Remember_2.11
Within cultures, the timing of puberty appears to be based mainly on social factors.

a. True
b. False

Difficulty: 1
Page Reference: 61
Topic: Social and Personal Responses to Puberty
Learning Objective: 2.11 Summarize the gender differences in how boys and girls respond to reaching puberty relatively early or late.
Skill: Remember the Facts
Answer: b. False

TB_02_85_Social and Personal Responses to Puberty_Remember_2.11
For the most part, early maturation tends to be more positive for girls than for boys.

a. True

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b. False

Difficulty: 1
Page Reference: 62
Topic: Social and Personal Responses to Puberty
Learning Objective: 2.11 Summarize the gender differences in how boys and girls respond to reaching puberty relatively early or late.
Skill: Remember the Facts
Answer: b. False

TB_02_86_Social and Personal Responses to Puberty_Understand_2.11
Early maturation is a problem for girls in the West because of cultural values about physical appearance.

a. True
b. False

Difficulty: 1
Page Reference: 62
Topic: Social and Personal Responses to Puberty
Learning Objective: 2.11 Summarize the gender differences in how boys and girls respond to reaching puberty relatively early or late.
Skill: Understand the Concepts
Answer: a. True

TB_02_87_ Biological Development and the Environment: The Theory of Genotype→Environment Effects _Understand_2.12
In recent years, most scholars agree that both biology and environment influence human development.

a. True
b. False

Difficulty: 1
Page Reference: 63
Topic: Biological Development and the Environment: The Theory of Genotype→Environment Effects
Learning Objective: 2.12 Compare and contrast passive, evocative, and active genotype → environment effects.
Skill: Understand the Concepts
Answer: a. True

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TB_02_88_ Biological Development and the Environment: The Theory of Genotype→Environment Effects _Remember_2.12
Active genotype→environment effects occur in biological families because parents provide both genes and environment for their children.

a. True
b. False

Difficulty: 3
Page Reference: 63
Topic: Biological Development and the Environment: The Theory of Genotype→Environment Effects
Learning Objective: 2.12 Compare and contrast passive, evocative, and active genotype → environment effects.
Skill: Remember the Facts
Answer: b. False

TB_02_89_ Biological Development and the Environment: The Theory of Genotype→Environment Effects _Remember_2.12
Evocative genotype-environment interactions remain stable over time.

a. True
b. False

Difficulty: 1
Page Reference: 64
Topic: Biological Development and the Environment: The Theory of Genotype→Environment Effects
Learning Objective: 2.12 Compare and contrast passive, evocative, and active genotype → environment effects.
Skill: Remember the Facts
Answer: a. True

TB_02_90_Biological Development and the Environment: The Theory of Genotype→Environment Effects_Remember_2.13

The theory of genotype → environment effects has garnered universal acceptance by scholars on human development.

a. True
b. False

Difficulty: 3
Page Reference: 64
Topic: Biological Development and the Environment: The Theory of Genotype

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→Environment Effects
Learning Objective: 2.13 Explain why genotype → environment effects change over time.
Skill: Understand the Concepts
Answer: b. False

Essay

TB_02_91_Cultural Responses to Puberty_Apply_2.7
Define and explain the secular trend in terms of the influence of culture on the timing and initiation of puberty.

Difficulty: 3
Page Reference: 52
Topic: Cultural Responses to Puberty
Learning Objective: 2.7 Explain how culture influences the timing of puberty.
Skill: Apply What You Know
Answer: Secular trend: Historical records show a steady decrease in the age of menarche in Western countries over the past 150 years. Puberty begins earlier in cultures with wider availability of health care and nutrition.

TB_02_92_Social and Personal Responses to Puberty_Analyze_2.9
Describe the changes in parent-adolescent relationships at puberty. Provide a possible explanation for this change.

Difficulty: 3
Page Reference: 57
Topic: Social and Personal Responses to Puberty
Learning Objective: 2.9 Compare and contrast cultures in how puberty influences family relations.
Skill: Analyze It
Answer: At puberty: Relationships characterized by becoming somewhat cooler. Parent-child communication shifts from touching to talking. Conflict increases, especially for early maturing adolescents. Feel less close to mothers, and less accepted by fathers. Distancing hypothesis: Theorizes evolutionary basis for the increasing distance between parents and adolescents. That is, it is adaptive in terms of mating and reproduction for adolescents to move away from closeness with parents to find mates in a larger social circle.

TB_02_93_Social and Personal Responses to Puberty_Understand_2.9
Describe the concept of the incest taboo. Using examples, illustrate the cultural differences that have been researched.

Difficulty: 3

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Page Reference: 57
Topic: Social and Personal Responses to Puberty
Learning Objective: 2.9 Compare and contrast cultures in how puberty influences family relations.
Skill: Understand the Concepts
Answer: Studies have shown that conflict with parents tends to be especially high for adolescents who mature early. Various explanations have been proposed, centering mostly on how the biologically based incest taboo between parents and children becomes activated once children reach sexual maturity, resulting in more distancing relations. Studies have found that this takes place mainly in two-parent White American families and one study of African American families. Distancing is not common in Latino families or in divorced mother-headed families.

TB_02_94_Social and Personal Responses to Puberty_Remember_2.10
Summarize the history of American attitudes toward menarche and menstruation from the 19th Century to the present.

Difficulty: 3
Page Reference: 60
Topic: Social and Personal Responses to Puberty
Learning Objective: 2.10 Describe personal responses to menarche and semenarche among adolescents and how these responses are shaped by cultures.
Skill: Remember the Facts
Answer: In the 19th century, menarche and menstruation were "taboo" topics in middle class America. Menstruation was associated with sexuality and thus took on the status of a "secret" topic in order to protect the "innocence" of girls. Menarche occurred later (secular trend) and most girls experienced menarche with little or no information. In the 20th century, menarche became more openly discussed and associated with health and hygiene. Information about menstruation was communicated via media and corporations. Today it is rare for girls to reach menarche without some awareness of the process.

TB_02_95_Biological Development and the Environment: The Theory of Genotype→Environment Effects_Apply_2.12
List and provide an example for the three categories of genotype-environment interaction.

Difficulty: 3
Page Reference: 63-64
Topic: Biological Development and the Environment: The Theory of Genotype→Environment Effects
Learning Objective: 2.12 Compare and contrast passive, evocative, and active genotype → environment effects.
Skill: Apply What You Know
Answer: Passive genotype→environment effects. Example: Hank's mom and dad

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both have inherited artistic talent. They spend a lot of time drawing, painting, and visiting galleries. The parents include Hank in their activities and encourage his participation. Evocative genotype→environment effects. Example: Bernice is an agreeable, content, and calm child. Her mother responds to her with lots of smiles, cuddles, and shared activities. Active genotype→environment effects. Example: Like her father, Bette has inherited a real knack for biology. Therefore, she decides to join the naturalist club at her local community center.

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REVEL QUIZ QUESTIONS

EOC_Q2.1

Follicle-stimulating hormone (FSH) and luteinizing hormone (LH) are the two gonadotropins released by the pituitary gland that are responsible for:

a. stimulating the development of the gametes.
b. most of the observable bodily changes of puberty.
c. myelination of brain neurons and axons.
d. synaptic pruning of the brain's grey matter.

Answer: a
Learning Objective: 2.1 Describe the functions of the hormones in the feedback loop of the endocrine system and how they initiate puberty.
Topic: The Biological Revolution of Puberty: Hormonal Changes and Physical Growth
Difficulty: 2

EOC_Q2.2

An adequate level of the protein _____ is required to signal the _____ to increase its production of gonadotropin-releasing hormone (GnRH) and initiate the process of puberty.

a. leptin; hypothalamus
b. estradiol; pituitary gland
c. testosterone; hypothalamus
d. leptin; pituitary gland

Answer: a
Learning Objective: 2.1 Describe the functions of the hormones in the feedback loop of the endocrine system and how they initiate puberty.
Topic: The Biological Revolution of Puberty: Hormonal Changes and Physical Growth
Difficulty: 1

EOC_Q2.3

Which of the following best illustrates the concept of asynchronicity?

a. Some body parts grow faster than others during the growth spurt.
b. Girls experience the growth spurt earlier than boys.
c. Boys' body parts grow in a different order than those of girls during the growth spurt.

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d. The extremities are the last body parts to grow during the growth spurt.

Answer: a
Learning Objective: 2.2 Explain how the growth spurt differs for girls and boys, and identify the order in which body parts experience rapid growth.
Topic: The Biological Revolution of Puberty: Hormonal Changes and Physical Growth
Difficulty: 1

EOC_Q2.4

Which of the following best represents the occurrence of the adolescent growth spurt?

a. The growth spurt begins about age 11 for girls and age 13 for boys.
b. The growth spurt begins about age 11 for boys and age 13 for girls.
c. The growth spurt begins about the same time for boys and girls.
d. The growth spurt begins about 3 years earlier for girls than boys.

Answer: a
Learning Objective: 2.2 Explain how the growth spurt differs for girls and boys, and identify the order in which body parts experience rapid growth.
Topic: The Biological Revolution of Puberty: Hormonal Changes and Physical Growth
Difficulty: 1

EOC_Q2.5

Jack is 12 years old, and unbeknownst to him his body is working to produce sperm now that he has reached puberty. Which of the following is Jack experiencing?

a. Development of the primary sex characteristics, specifically spermarche
b. Development of the secondary sex characteristics, specifically spermarche
c. Development of the primary sex characteristics, specifically pubic hair
d. Development of the secondary sex characteristics, specifically pubic hair

Answer: a
Learning Objective: 2.3 Explain the difference between primary and secondary sex characteristics.
Topic: The Biological Revolution of Puberty: Hormonal Changes and Physical Growth
Difficulty: 2

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EOC_Q2.6

Both girls and boys tend to follow the same order of the development of secondary sex characteristics. Which of the following reflects the typical *first* secondary sex characteristic to develop?

a. Appearance of pubic hair
b. Growth of underarm/facial hair
c. Growth spurt
d. Secretion of increased skin oil and sweat

Answer: a
Learning Objective: 2.4 Provide the typical order of development of secondary sex characteristics in boys and girls.
Topic: The Biological Revolution of Puberty: Hormonal Changes and Physical Growth
Difficulty: 1

EOC_Q2.7

Debbie is growing pubic hair and breast buds. Which of the following is Debbie likely to experience next regarding her pubertal development?

a. The growth spurt
b. Menarche
c. Growth of underarm hair
d. Secretion of increased skin oil and sweat

Answer: a
Learning Objective: 2.5 Chart the typical order of pubertal events, and explain the basis for variations in their order, timing, and total duration.
Topic: The Biological Revolution of Puberty: Hormonal Changes and Physical Growth
Difficulty: 2

EOC_Q2.8

Jack is a 15-year-old boy in middle school in the United States. Jack recently visited his doctor, and his BMI indicated he is obese. According to researchers, which of the following is the most likely explanation for Jack's obesity?

a. Soft drinks and junk food are available in Jack's school.
b. Jack spends time playing video games.
c. Jack's parents are obese.

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d. Jack spends time watching TV.

Answer: a
Learning Objective: 2.6 Describe how physical functioning changes during puberty, and contrast physical functioning in adolescence and emerging adulthood.
Topic: The Biological Revolution of Puberty: Hormonal Changes and Physical Growth
Difficulty: 2

EOC_Q2.9

Alisha is an African American girl growing up in the United States, and Jamila is an African girl growing up in Kenya, Africa. Alisha experienced menarche at 12 years old, and Jamila experienced menarche at 16 years old. Which of the following is the best explanation for the difference in the age at which they experienced menarche?

a. Accessibility to high-quality nutrition and medical care in the United States
b. Heredity, such that the girls were more likely to experience menarche at the same ages that their mothers did
c. Participation in sport activities that pressure girls to maintain low body weight in the United States
d. Increased stress levels resulting from exposure to civil war in Africa

Answer: a
Learning Objective: 2.7 Explain how culture influences the timing of puberty.
Topic: Cultural Responses to Puberty
Difficulty: 2

EOC_Q2.10

Although research by Schlegel and Barry in 1991 found that about _____% of the traditional cultures they assessed had pubertal rituals, since this time globalization has _____ the prevalence of these pubertal rituals.

a. 75; decreased
b. 25; increased
c. 25; decreased
d. 75; increased

Answer: a
Learning Objective: 2.8 Identify the rates of prevalence of puberty rituals across cultures, and explain the function of these rituals.
Topic: Cultural Responses to Puberty

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Difficulty: 2

EOC_Q2.11

Valerie is a 13-year-old White adolescent girl growing up in the United States who recently experienced menarche and is also showing visible secondary sex characteristics such as breast development. Which of the following best reflects Valerie's family relationships now that she has reached puberty?

a. Valerie and her parents now have a distant relationship, in which she feels less close to her parents.
b. Valerie and her parents now have a closer relationship, in which she feels a stronger bond especially with her mother.
c. Valerie's relationship quality with her parents is the same as it was prior to puberty.
d. Valerie and her parents now have a closer relationship, in which she feels a stronger bond especially with her father.

Answer: a
Learning Objective: 2.9 Compare and contrast cultures in how puberty influences family relations.
Topic: Cultural Responses to Puberty
Difficulty: 2

EOC_Q2.12

Imagine that Adeline is a 13-year-old girl growing up in America in the 1890s. What is Adeline's most likely response to her experience of menarche, and why?

a. Adeline is likely to be shocked and scared about menarche because the culture of her time did not advocate educating young women about menarche.
b. Adeline is likely to be happy about menarche because it reflects her transition to becoming a sexually mature woman.
c. Adeline is likely to be happy about menarche because it will make her feel more a part of the culture of her peers who have already begun menstruating.
d. Adeline is likely to be annoyed about menarche because of having to cope with the biologically based discomfort associated with menstruation known as premenstrual syndrome (PMS).

Answer: a
Learning Objective: 2.10 Describe personal responses to menarche and semenarche among adolescents and how these responses are shaped by cultures.
Topic: Cultural Responses to Puberty
Difficulty: 2

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EOC_Q2.13

Girls who mature later compared to their peers are likely to experience which of the following?

a. teasing
b. substance use
c. delinquency
d. eating disorders

Answer: a
Learning Objective: 2.11 Summarize the gender differences in how boys and girls respond to reaching puberty relatively early or late.
Topic: Cultural Responses to Puberty
Difficulty: 1

EOC_Q2.14

Which of the following best summarizes the theory of genotype → environment effects?

a. Both genetics and environmental factors make contributions to human development, in which genes influence the kind of environment experienced.
b. Human behavior can best be explained by genetic factors alone.
c. Human behavior can best be explained by environmental factors alone.
d. Both genetics and environmental factors make equal contributions to human development.

Answer: a
Learning Objective: 2.12 Compare and contrast passive, evocative, and active genotype → environment effects.
Topic: Biological Development and the Environment: The Theory of Genotype → Environment Effects
Difficulty: 1

EOC_Q2.15

According to the theory of genotype → environment effects, _____ genotype → environment effects become _____ salient during adolescence because parental control tends to diminish and youth spend more time away from the family of origin.

a. passive; less

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b. passive; more
c. evocative; less
d. evocative; more

Answer: a
Learning Objective: 2.13 Explain why genotype → environment effects change over time.
Topic: Biological Development and the Environment: The Theory of Genotype → Environment Effects
Difficulty: 2

EOM_Q2.1.1

The _____ begins to increase its production of _____ to initiate puberty, which actually occurs in middle childhood at least a year or two before even the earliest bodily changes of puberty.

a. hypothalamus; gonadotropin-releasing hormone (GnRH)
b. hypothalamus; luteinizing hormone (LH)
c. pituitary gland; follicle-stimulating hormone (FSH)
d. pituitary gland; adrenocorticotropic hormone (ACTH)

Answer: a
Learning Objective: 2.1 Describe the functions of the hormones in the feedback loop of the endocrine system and how they initiate puberty.
Topic: The Biological Revolution of Puberty: Hormonal Changes and Physical Growth
Difficulty: 1

EOM_Q2.1.2

The two primary hormones that the pituitary gland releases to stimulate the development of the gametes are:

a. follicle-stimulating hormone (FSH) and luteinizing hormone (LH).
b. estradiol and testosterone.
c. follicle-stimulating hormone (FSH) and estradiol.
d. luteinizing hormone (LH) and testosterone.

Answer: a
Learning Objective: 2.1 Describe the functions of the hormones in the feedback loop of the endocrine system and how they initiate puberty.
Topic: The Biological Revolution of Puberty: Hormonal Changes and Physical Growth

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Difficulty: 1

EOM_Q2.1.3

Kevin and Katie are both 13-year-old adolescents who have just begun to show the observable changes of puberty. Increases in the sex hormones have influenced these observable changes, with Kevin producing more _____ than Katie and Katie producing more _____ than Kevin.

a. testosterone; estradiol
b. sperm; egg cells
c. follicle-stimulating hormone (FSH); luteinizing hormone (LH)
d. estradiol; testosterone

Answer: a
Learning Objective: 2.2 Explain how the growth spurt differs for girls and boys, and identify the order in which body parts experience rapid growth.
Topic: The Biological Revolution of Puberty: Hormonal Changes and Physical Growth
Difficulty: 1

EOM_Q2.1.4

Emmy and Matthew are 18-year-old adolescents and as such have undergone puberty. Which of the following best illustrates how Emmy and Matthew are different in terms of their physical growth by the end of puberty?

a. As a result of a higher level of testosterone production during puberty, Matthew has a higher muscle-to-fat ratio than Emmy at the end of puberty.
b. As a result of increases in testosterone production during puberty, Matthew and Emmy have less fat at the end of puberty.
c. As a result of increases in testosterone production during puberty, Matthew and Emmy have equal muscle-to-fat ratios at the end of puberty.
d. As a result of a higher level of testosterone production during puberty, Matthew has a lower muscle-to-fat ratio than Emmy at the end of puberty.

Answer: a
Learning Objective: 2.2 Explain how the growth spurt differs for girls and boys, and identify the order in which body parts experience rapid growth.
Topic: The Biological Revolution of Puberty: Hormonal Changes and Physical Growth
Difficulty: 2

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EOM_Q2.1.5

_____ is when the adolescent growth spurt is at its maximum and adolescents grow an average of about 4 inches per year.

a. Peak height velocity
b. Asynchronicity
c. Hormone production
d. Set point

Answer: a
Learning Objective: 2.2 Explain how the growth spurt differs for girls and boys, and identify the order in which body parts experience rapid growth.
Topic: The Biological Revolution of Puberty: Hormonal Changes and Physical Growth
Difficulty: 1

EOM_Q2.2.1

During puberty, increases in the production of the sex hormones promote the development of eggs and sperm and the sex organs, which are called the _____.

a. primary sex characteristics
b. secondary sex characteristics
c. puberty characteristics
d. reproductive characteristics

Answer: a
Learning Objective: 2.3 Explain the difference between primary and secondary sex characteristics.
Topic: The Biological Revolution of Puberty: Sexual Maturity and Physical Functioning
Difficulty: 1

EOM_Q2.2.2

Which of the following exemplifies the development of secondary sex characteristics?

a. Leslie is 14 years old and has noticed her skin is oilier and more prone to acne.
b. Sadie is 14 years old and has been experiencing monthly menstrual cycles for 1 year.
c. Brad is 13 years old and just experienced semenarche, or his first ejaculation.

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d. Greg is 14 years old and has noticed that his penis has grown in length and diameter.

Answer: a
Learning Objective: 2.4 Provide the typical order of development of secondary sex characteristics in boys and girls.
Topic: The Biological Revolution of Puberty: Sexual Maturity and Physical Functioning
Difficulty: 2

EOM_Q2.2.3

David has begun to shave because of the growth of his facial hair over the past few months. Which of the following has David already experienced regarding his pubertal development?

a. Spermarche
b. Menarche
c. Peak VO2 max
d. Maximum physical height

Answer: a
Learning Objective: 2.5 Chart the typical order of pubertal events, and explain the basis for variations in their order, timing, and total duration.
Topic: The Biological Revolution of Puberty: Sexual Maturity and Physical Functioning
Difficulty: 1

EOM_Q2.2.4

During puberty, adolescents' hearts and lungs experience considerable growth. This growth has implications for changes in physical functioning such that adolescents' heart rate _____ and vital capacity _____.

a. decreases; increases
b. increases; decreases
c. stabilizes; increases
d. increases; stabilizes

Answer: a
Learning Objective: 2.6 Describe how physical functioning changes during puberty, and contrast physical functioning in adolescence and emerging adulthood.
Topic: The Biological Revolution of Puberty: Sexual Maturity and Physical Functioning

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Difficulty: 2

EOM_Q2.2.5

Which of the following statements best describes physical functioning in emerging adulthood compared to adolescence?

a. The opportunity for peak physical functioning is highest during emerging adulthood; however, as a result of lifestyle behaviors, emerging adulthood is also a time in which there is a high incidence of disease, injury, and death.
b. Physical functioning, such as VO2 max, cardiac output, and reaction time, is similar during adolescence and emerging adulthood.
c. Peak physical functioning, including VO2 max and cardiac output, are achieved during adolescence and then decline into emerging adulthood.
d. Susceptibility to physical illness is lowest during adolescence, whereas physical functioning is highest during emerging adulthood.

Answer: a
Learning Objective: 2.6 Describe how physical functioning changes during puberty, and contrast physical functioning in adolescence and emerging adulthood.
Topic: The Biological Revolution of Puberty: Sexual Maturity and Physical Functioning
Difficulty: 2

EOM_Q2.3.1

Access to a culture's technologies that include adequate _____ and _____ can influence the timing of puberty because puberty takes place earlier when health conditions are favorable.

a. nutrition; medical care
b. nutrition; education
c. medical care; education
d. energy sources; nutrition

Answer: a
Learning Objective: 2.7 Explain how culture influences the timing of puberty.
Topic: Cultural Responses to Puberty
Difficulty: 1

EOM_Q2.3.2

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Which of the following statements best summarizes what scholars believe explains the secular trend in the age of puberty?

a. As medical advances have reduced illnesses and advances in food production have enhanced nutrition over the past 150 years, puberty has come sooner.
b. An increase in the obesity rate among adolescents over the past 50 years has influenced puberty to come sooner.
c. Steep declines in physical activity from middle childhood to adolescence have influenced puberty to come sooner.
d. As playing computer games and watching television have become the most popular leisure activities among adolescents over the past 50 years, this sedentary lifestyle has influenced puberty to come sooner.

Answer: a
Learning Objective: 2.7 Explain how culture influences the timing of puberty.
Topic: Cultural Responses to Puberty
Difficulty: 2

EOM_Q2.3.3

Historically, traditional cultures have puberty rituals to mark the departure from childhood and the entrance into adolescence. Which pubertal event is most commonly marked by a ritual for adolescent girls?

a. Menarche
b. Breast development
c. Pubic hair growth
d. Growth spurt

Answer: a
Learning Objective: 2.8 Identify the rates of prevalence of puberty rituals across cultures, and explain the function of these rituals.
Topic: Cultural Responses to Puberty
Difficulty: 1

EOM_Q2.3.4

In traditional cultures, puberty rituals for male adolescents typically involve activities that require boys to display which of the following characteristics?

a. Strength and courage
b. Patience and kindness
c. Humor and wit

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d. Strength and humor

Answer: a
Learning Objective: 2.8 Identify the rates of prevalence of puberty rituals across cultures, and explain the function of these rituals.
Topic: Cultural Responses to Puberty
Difficulty: 1

EOM_Q2.3.5

Which of the following traditional cultures engages in mikveh, which is a ritual bath taken a week after an adolescent girl's first period as a way of cleansing themselves of the impurity believed to be associated with menstruation?

a. Orthodox Jews
b. Asante of Ghana
c. Sambia of New Guinea
d. Samoans

Answer: a
Learning Objective: 2.8 Identify the rates of prevalence of puberty rituals across cultures, and explain the function of these rituals.
Topic: Cultural Responses to Puberty
Difficulty: 1

EOM_Q2.4.1

_____ cultures tend to experience _____ distancing in parent–child relationships during puberty because youth typically spend a large portion of their day in shared labor with their parents.

a. Traditional; less
b. Traditional; more
c. Western; less
d. Western; more

Answer: a
Learning Objective: 2.9 Compare and contrast cultures in how puberty influences family relations.
Topic: Cultural Responses to Puberty
Difficulty: 1

EOM_Q2.4.2

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Sharon has not experienced her first menstruation. Which of the following would increase the likelihood of Sharon having a positive experience with her first period?

a. Conversations with her mom about what menstruation is and how to prepare for it
b. Conversations with her mom about how menstruation is always painful
c. Conversations with her friends about how menstruation is always painful
d. Conversations with her mom about how menstruation can influence one's good luck

Answer: a
Learning Objective: 2.10 Describe personal responses to menarche and semenarche among adolescents and how these responses are shaped by cultures.
Topic: Social and Personal Responses to Puberty
Difficulty: 2

EOM_Q2.4.3

In America, boys are _____ to tell their friends about their first ejaculation, and most boys report feeling _____ as part of their experience of semenarche.

a. unlikely; guilt
b. unlikely; proud
c. likely; guilt
d. likely; proud

Answer: a
Learning Objective: 2.10 Describe personal responses to menarche and semenarche among adolescents and how these responses are shaped by cultures.
Topic: Social and Personal Responses to Puberty
Difficulty: 2

EOM_Q2.4.4

14-year-old Trey is taller, more muscular, and has some facial hair compared to the rest of his friends. Which of the following is Trey likely to experience?

a. Compared to his friends, Trey is more likely to be popular.
b. Compared to his friends, Trey is more likely to have good relationships with his parents.
c. Compared to his friends, Trey is more likely to engage in volunteer activities.
d. Compared to his friends, Trey is more likely to have a poor body image.

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Answer: a
Learning Objective: 2.11 Summarize the gender differences in how boys and girls respond to reaching puberty relatively early or late.
Topic: Social and Personal Responses to Puberty
Difficulty: 2

EOM_Q2.4.5

Compared to early maturing boys, early maturing girls are _____ likely to have a negative body image and _____ likely to become involved in delinquent behaviors.

a. more; equally
b. more; less
c. less; more
d. equally; more

Answer: a
Learning Objective: 2.11 Summarize the gender differences in how boys and girls respond to reaching puberty relatively early or late.
Topic: Social and Personal Responses to Puberty
Difficulty: 2

EOM_Q2.5.1

_____ studies help disentangle the correlational limitation of interpreting passive genotype → environment effects.

a. Adoption
b. Longitudinal
c. Cross-sectional
d. Ethnographic

Answer: a
Learning Objective: 2.12 Compare and contrast passive, evocative, and active genotype → environment effects.
Topic: Biological Development and the Environment: The Theory of Genotype → Environment Effects
Difficulty: 1

EOM_Q2.5.2

Which of the following best reflects an example of active genotype → environment effects?

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a. An adolescent boy chooses to volunteer in the local animal shelter because of his longstanding interest in becoming a veterinarian.
b. An adolescent boy's parents enroll him in piano lessons because they think he should develop musical skills.
c. An adolescent girl's English teacher asks her to join the debate club because she is excelling in her writing coursework.
d. An adolescent girl's parents send her to boarding school because she has consistently been expelled from school for misbehavior.

Answer: a
Learning Objective: 2.12 Compare and contrast passive, evocative, and active genotype → environment effects.
Topic: Biological Development and the Environment: The Theory of Genotype → Environment Effects
Difficulty: 2

EOM_Q2.5.3

_____ genotype → environment effects occur when a person's inherited characteristics stimulate responses from others in their environment.

a. Evocative
b. Active
c. Passive
d. Effective

Answer: a
Learning Objective: 2.12 Compare and contrast passive, evocative, and active genotype → environment effects.
Topic: Biological Development and the Environment: The Theory of Genotype → Environment Effects
Difficulty: 1

EOM_Q2.5.4

According to the theory of genotype → environment effects, _____ genotype → environment effects are stable from childhood through emerging adulthood.

a. evocative
b. active
c. passive
d. effective

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Answer: a
Learning Objective: 2.13 Explain why genotype → environment effects change over time.
Topic: Biological Development and the Environment: The Theory of Genotype → Environment Effects
Difficulty: 1

EOM_Q2.5.5

An increase in _____ during adolescence is hypothesized to be the main factor explaining increases in active genotype → environment effects.

a. autonomy
b. parental control
c. cognitive ability
d. peer relationships

Answer: a
Learning Objective: 2.13 Explain why genotype → environment effects change over time.
Topic: Biological Development and the Environment: The Theory of Genotype → Environment Effects
Difficulty: 2

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