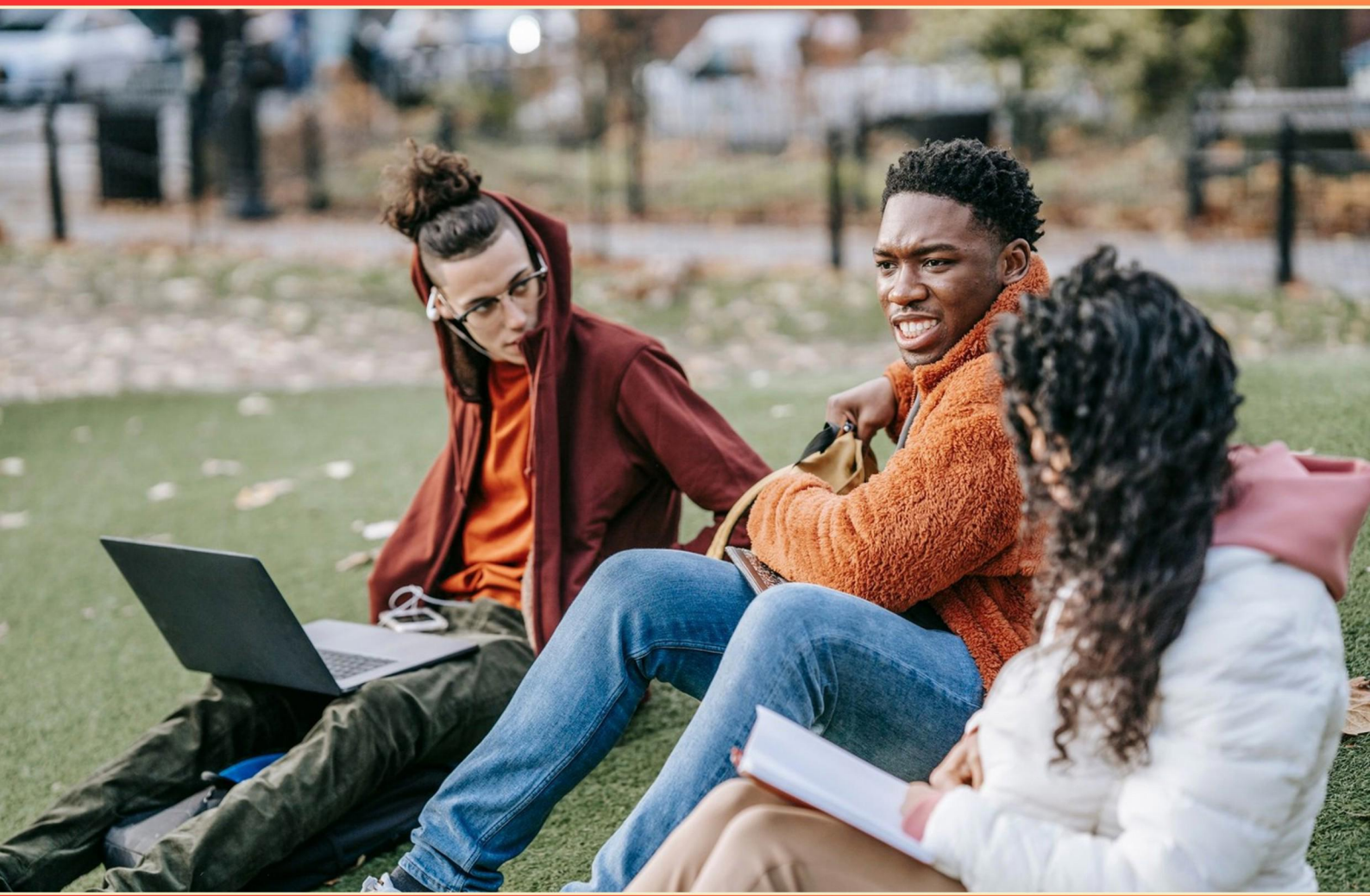
CSET MULTIPLE SUBJECT SUBTEST 3: HUMAN DEVELOPMENT PRACTICE EXAM (SAMPLE)

STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

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Introduction

Preparing for a certification exam can feel overwhelming, but with the right tools, it becomes an opportunity to build confidence, sharpen your skills, and move one step closer to your goals. At Examzify, we believe that effective exam preparation isn't just about memorization, it's about understanding the material, identifying knowledge gaps, and building the test-taking strategies that lead to success.

This guide was designed to help you do exactly that.

Whether you're preparing for a licensing exam, professional certification, or entry-level qualification, this book offers structured practice to reinforce key concepts. You'll find a wide range of multiple-choice questions, each followed by clear explanations to help you understand not just the right answer, but why it's correct.

The content in this guide is based on real-world exam objectives and aligned with the types of questions and topics commonly found on official tests. It's ideal for learners who want to:

- Practice answering questions under realistic conditions,
- Improve accuracy and speed,
- Review explanations to strengthen weak areas, and
- Approach the exam with greater confidence.

We recommend using this book not as a stand-alone study tool, but alongside other resources like flashcards, textbooks, or hands-on training. For best results, we recommend working through each question, reflecting on the explanation provided, and revisiting the topics that challenge you most.

Remember: successful test preparation isn't about getting every question right the first time, it's about learning from your mistakes and improving over time. Stay focused, trust the process, and know that every page you turn brings you closer to success.

Let's begin.

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How to Use This Guide

This guide is designed to help you study more effectively and approach your exam with confidence. Whether you're reviewing for the first time or doing a final refresh, here's how to get the most out of your Examzify study guide:

1. Start with a Diagnostic Review

Skim through the questions to get a sense of what you know and what you need to focus on. Your goal is to identify knowledge gaps early.

2. Study in Short, Focused Sessions

Break your study time into manageable blocks (e.g. 30 – 45 minutes). Review a handful of questions, reflect on the explanations.

3. Learn from the Explanations

After answering a question, always read the explanation, even if you got it right. It reinforces key points, corrects misunderstandings, and teaches subtle distinctions between similar answers.

4. Track Your Progress

Use bookmarks or notes (if reading digitally) to mark difficult questions. Revisit these regularly and track improvements over time.

5. Simulate the Real Exam

Once you're comfortable, try taking a full set of questions without pausing. Set a timer and simulate test-day conditions to build confidence and time management skills.

6. Repeat and Review

Don't just study once, repetition builds retention. Re-attempt questions after a few days and revisit explanations to reinforce learning. Pair this guide with other Examzify tools like flashcards, and digital practice tests to strengthen your preparation across formats.

There's no single right way to study, but consistent, thoughtful effort always wins. Use this guide flexibly, adapt the tips above to fit your pace and learning style. You've got this!

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Questions

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1. Disorganized-Disoriented Attachment is characterized by which of the following?

A. A secure base that supports exploration

B. Consistent caregiver responsiveness

C. A coherent attachment strategy in response to stress

D. A lack of a coherent attachment strategy in response to stress

2. Disorganized-Disoriented Attachment in children is best described by which pattern?

A. Children show confusion about the caregiver and fear in new situations

B. Children consistently explore freely with no fear

C. Children form a strong, predictable attachment strategy

D. Children show clear, steady reactions to caregiver absence

3. Which stage is described by the phrase 'Finding out who they are, what they are all about, where they are going in life'?

A. Stage 3 Initiative vs Guilt

B. Stage 4 Industry vs Inferiority

C. Stage 5 Identity vs Identity Confusion

D. Stage 2 Autonomy vs Shame

4. What does the term 'goodness of fit' describe?

A. Goodness of fit

B. Temperament

C. Scaffolding

D. Identity formation

5. Teratogens are defined as environmental agents that can cause abnormalities by disrupting the formation of which structures?

A. Growth of limbs

B. Body parts and major organs

C. Skin color

D. Hair texture

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6. Which Piagetian stage is characterized by thinking about concrete objects and conservation?

A. Animism

B. Stage 3 Concrete Operations Period

C. Stage 4 Formal Operations Period

D. Egocentrism

7. Which type of play involves transforming symbols into make-believe and helps imagination?

A. Constructive play

B. Pretend or Imaginative play

C. Rough-and-Tumble

D. Games with Rules

8. What are the three stages of Kohlberg's moral development?

A. Sensorimotor, Preoperational, Concrete Operational

B. Trust, Autonomy, Initiative

C. Preconventional, Conventional, Postconventional

D. Conscious, Subconscious, Superconscious

9. Which outcome is a potential impact of prenatal alcohol exposure?

A. Miscarriage

B. High birth weight

C. Improved respiratory function

D. Accelerated motor development

10. Which stage is characterized by abstract reasoning and hypothetical thinking?

A. Formal Operational Stage

B. Sensorimotor Stage

C. Preoperational Stage

D. Concrete Operational Stage

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Answers

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1. D
2. A
3. C
4. A
5. B
6. B
7. B
8. C
9. A
10. A

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Explanations

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1. Disorganized-Disoriented Attachment is characterized by which of the following?

A. A secure base that supports exploration

B. Consistent caregiver responsiveness

C. A coherent attachment strategy in response to stress

D. A lack of a coherent attachment strategy in response to stress

Disorganized-disoriented attachment is marked by an absence of a coherent strategy for seeking comfort and regulating stress around the caregiver. Infants may display conflicting or disoriented behaviors when the caregiver returns—approaching but avoiding eye contact, freezing, or showing dazed expressions—indicating they lack a stable plan for using the caregiver as a source of security. This stands in contrast to secure attachment, where the caregiver provides a reliable base for exploration, and to organized insecure patterns (like consistent avoidance or resistance) that still follow recognizable behaviors. So the defining feature is a lack of a coherent attachment strategy in response to stress.

2. Disorganized-Disoriented Attachment in children is best described by which pattern?

A. Children show confusion about the caregiver and fear in new situations

B. Children consistently explore freely with no fear

C. Children form a strong, predictable attachment strategy

D. Children show clear, steady reactions to caregiver absence

Disorganized-disoriented attachment shows no coherent strategy for handling stress around the caregiver, with behaviors that are contradictory or disoriented. A child might approach the caregiver and then suddenly freeze, look away, or display fear or confusion in the caregiver's presence or in new situations. This lack of a consistent, organized way to seek comfort or explore is what sets this pattern apart. So the description that mentions confusion about the caregiver and fear in new situations fits best, because it captures the disorganized and sometimes frightening responses that characterize this attachment style. Other patterns describe more stable, predictable approaches—either freely exploring with a secure base, or maintaining a consistent, organized strategy in the face of separation and reunion.

3. Which stage is described by the phrase 'Finding out who they are, what they are all about, where they are going in life'?

A. Stage 3 Initiative vs Guilt

B. Stage 4 Industry vs Inferiority

C. Stage 5 Identity vs Identity Confusion

D. Stage 2 Autonomy vs Shame

Identity formation during adolescence is the process of discovering who you are, what you stand for, and where you're headed in life. In Erikson's theory, this is the stage of identity vs identity confusion, typically occurring in the teen years. Teens explore beliefs, values, careers, and roles to build a coherent sense of self. Successfully establishing an identity gives a clear sense of direction and purpose; failure to resolve the crisis can lead to confusion about one's role in life. This phrase—finding out who they are, what they're about, and where they're going—fits perfectly with that exploration and settlement of self during adolescence. Earlier stages focus on autonomy, initiative, or industry, not on forming a stable identity.

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4. What does the term 'goodness of fit' describe?

A. Goodness of fit

B. Temperament

C. Scaffolding

D. Identity formation

Goodness of fit describes how well a child's temperament matches the environment and the way caregivers respond. It's about the alignment between a child's natural patterns—how easily they become overwhelmed, how active they are, how quickly they adapt—and the demands, routines, and support they experience at home, school, and in other settings. When the fit is good, the child tends to adapt more smoothly, show fewer behavior problems, and require less coercive or constant intervention. When the fit is poor, mismatches—such as a highly sensitive child in a very fast-paced, unpredictable environment—can lead to more stress and more challenging behavior, which may improve if caregivers adjust their responses or the surrounding environment to better suit the child. In this context, the terms refer to different ideas: temperament is the child's inherent way of responding, scaffolding is the support a more knowledgeable person provides to help a child learn, and identity formation is the development of one's sense of self.

5. Teratogens are defined as environmental agents that can cause abnormalities by disrupting the formation of which structures?

A. Growth of limbs

B. Body parts and major organs

C. Skin color

D. Hair texture

Teratogens disrupt development during pregnancy, especially during organogenesis when the embryo is forming its body parts and major organs. By interfering with cell growth, differentiation, and tissue shaping, these agents can produce congenital abnormalities in the structures that will become the body's organs and limbs. That broad target—body parts and major organs—best captures the kinds of defects teratogens cause. Traits like skin color or hair texture are not the primary structures formed during this critical period, and while limb development can be affected, the question points to the wider impact on major organ formation.

6. Which Piagetian stage is characterized by thinking about concrete objects and conservation?

A. Animism

B. Stage 3 Concrete Operations Period

C. Stage 4 Formal Operations Period

D. Egocentrism

Concrete operational thinking is the stage where children start to reason logically about tangible, concrete objects and events. A hallmark is understanding conservation—the idea that quantity remains the same even when appearance changes (for example, poured liquid still being the same amount, or the number of coins staying the same despite a different arrangement). In this stage, kids also begin to use reversible and decentered thinking, moving beyond egocentric viewpoints and relying on real, concrete experiences. This combination—logical reasoning about concrete materials and mastery of conservation—defines the concrete operational period.

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7. Which type of play involves transforming symbols into make-believe and helps imagination?

A. Constructive play

B. Pretend or Imaginative play

C. Rough-and-Tumble

D. Games with Rules

Pretend or imaginative play centers on using objects and actions to stand for other things, creating roles, stories, and scenarios. This symbolic transformation unlocks imagination, helping children think creatively, develop language and narrative skills, and practice perspective-taking as they negotiate roles with peers. Other types of play focus on different aims—constructive play builds with materials to create something real, rough-and-tumble emphasizes physical activity and self-regulation, and games with rules center on following established guidelines and social coordination. Because it directly involves turning symbols into make-believe and expanding imaginative thinking, pretend or imaginative play is the best fit.

8. What are the three stages of Kohlberg's moral development?

A. Sensorimotor, Preoperational, Concrete Operational

B. Trust, Autonomy, Initiative

C. Preconventional, Conventional, Postconventional

D. Conscious, Subconscious, Superconscious

Kohlberg's idea is about how people justify moral decisions as they grow. He describes three broad levels of moral reasoning that people move through, from relying on external consequences to following universal principles. The three levels are preconventional, conventional, and postconventional. At the preconventional level, reasoning centers on avoiding punishment or seeking rewards. In the conventional level, moral thinking is guided by conforming to social norms and laws. At the postconventional level, reasoning rests on internalized, abstract principles of justice that may override specific laws when they conflict with those principles. The other options mix in ideas from different theories (for example, Piaget's cognitive stages, Erikson's psychosocial stages, or Freud's psychodynamics), which are not about Kohlberg's stages of moral development.

9. Which outcome is a potential impact of prenatal alcohol exposure?

A. Miscarriage

B. High birth weight

C. Improved respiratory function

D. Accelerated motor development

Prenatal alcohol exposure acts as a teratogen, meaning it can disrupt development very early in pregnancy. In early stages, alcohol can interfere with implantation and fetal viability, increasing the risk that the pregnancy ends in miscarriage. This is a potential impact of alcohol exposure before birth. Other outcomes associated with prenatal alcohol exposure tend to involve growth and development issues rather than improvements. Growth restrictions are common, leading to low birth weight. Assaults on the fetus do not improve respiratory function; instead, alcohol exposure can contribute to respiratory and other health problems after birth. Motor development is typically affected with delays rather than acceleration.

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10. Which stage is characterized by abstract reasoning and hypothetical thinking?

A. Formal Operational Stage

B. Sensorimotor Stage

C. Preoperational Stage

D. Concrete Operational Stage

Abstract reasoning and hypothetical thinking emerge when cognitive development reaches a level where thinking can go beyond what is physically present. This is the period where individuals, typically starting in adolescence, begin to consider possibilities, test ideas through deductive reasoning, and explore abstract concepts such as justice, ethics, or algebraic relationships without needing concrete objects to stand in for them. They can form hypotheses, plan systematically, and evaluate outcomes based on reasoning rather than just trial and error. Earlier stages are limited in this way: thinking centers on concrete experiences and actual objects. At the sensorimotor stage, understanding is tied to direct actions and sensory input. In the preoperational stage, children use symbols and language but still exhibit egocentrism and lack logical operations. In the concrete operational stage, logical thinking arises but is grounded in concrete, tangible situations rather than abstract ideas.

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Next Steps

Congratulations on reaching the final section of this guide. You've taken a meaningful step toward passing your certification exam and advancing your career.

As you continue preparing, remember that consistent practice, review, and self-reflection are key to success. Make time to revisit difficult topics, simulate exam conditions, and track your progress along the way.

If you need help, have suggestions, or want to share feedback, we'd love to hear from you. Reach out to our team at hello@examzify.com.

Or visit your dedicated course page for more study tools and resources:

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We wish you the very best on your exam journey. You've got this!

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