**Testbank Questions**

**Title/Author: Hooyman**

**Chapter Number: Ch. 1**

**Question Counts Required:**

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| Multiple Choice – 10 questions @ Bloom’s level: Understanding | 10 |
| Multiple Choice – 15 questions @ Bloom’s AAE | 15 |
| Short Answer – 5 questions @ Bloom’s AAE | 5 |
| Essay – 5 questions @ Bloom’s AAE | 5 |
| **Total questions per chapter:** | **35** |

**Note: Here starts 10 Multiple Choice Understanding level questions**

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| **Question Title** | **M/C Question 1** |
| **Assessment Type** | Multiple-choice |
| **Question Stem** | What is fueling the large increase of the population over age 65? |
| **Answer Choices** | |  |  |  |  | | --- | --- | --- | --- | |  | **Answer** | **Correct Answer (x)** | **Feedback** | | a. | Baby boomers | X |  | | b. | Generation Xers |  | Consider This: Following World War II, there were a large number of babies born. LO 1.1: Demonstrate knowledge of changing demographics of the U.S. population, especially as related to aging | | c. | Boomerang children |  | Consider This: Following World War II, there were a large number of babies born. LO 1.1: Demonstrate knowledge of changing demographics of the U.S. population, especially as related to aging | | d. | Matures |  | Consider This: Following World War II, there were a large number of babies born. LO 1.1: Demonstrate knowledge of changing demographics of the U.S. population, especially as related to aging | |
| **Learning Objective** | LO 1.1: Demonstrate knowledge of changing demographics of the U.S. population, especially as related to aging |
| **Topic/Concept** | Changing Demographics of the U.S. Population |
| **Difficulty Level**  ***(mark X where applicable)*** | |  |  |  | | --- | --- | --- | | **Easy** | **Moderate** | **Difficult** | | X |  |  | |
| **Skill Level *(mark X where applicable)*** | |  |  |  |  | | --- | --- | --- | --- | | **Understand the Concepts** | **Apply What You Know** | **Analyze It** | **Evaluate It** | | X |  |  |  | |

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| **Question Title** | **M/C Question 2** |
| **Assessment Type** | Multiple-choice |
| **Question Stem** | What is predicted will happen by 2020 for the first time in history? |
| **Answer Choices** | |  |  |  |  | | --- | --- | --- | --- | |  | **Answer** | **Correct Answer (x)** | **Feedback** | | a. | There will be more people over the age of 65 than children under the age of 5. | X |  | | b. | There will be fewer people over the age of 65 than children between the ages of 5-12. |  | Consider This: The population over 65 is rapidly swelling while other generations are postponing or choosing not to have children. LO 1.1: Demonstrate knowledge of changing demographics of the U.S. population, especially as related to aging | | c. | There will be more people over the age of 65 than children in their teen years. |  | Consider This: The population over 65 is rapidly swelling while other generations are postponing or choosing not to have children. LO 1.1: Demonstrate knowledge of changing demographics of the U.S. population, especially as related to aging | | d. | There will be fewer people over the age of 65 than under the age of 5. |  | Consider This: The population over 65 is rapidly swelling while other generations are postponing or choosing not to have children. LO 1.1: Demonstrate knowledge of changing demographics of the U.S. population, especially as related to aging | |
| **Learning Objective** | LO 1.1: Demonstrate knowledge of changing demographics of the U.S. population, especially as related to aging |
| **Topic/Concept** | Changing Demographics of the U.S. Population |
| **Difficulty Level**  ***(mark X where applicable)*** | |  |  |  | | --- | --- | --- | | **Easy** | **Moderate** | **Difficult** | | X |  |  | |
| **Skill Level *(mark X where applicable)*** | |  |  |  |  | | --- | --- | --- | --- | | **Understand the Concepts** | **Apply What You Know** | **Analyze It** | **Evaluate It** | | X |  |  |  | |

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| **Question Title** | **M/C Question 3** |
| **Assessment Type** | Multiple-choice |
| **Question Stem** | What is maximum life span? |
| **Answer Choices** | |  |  |  |  | | --- | --- | --- | --- | |  | **Answer** | **Correct Answer (x)** | **Feedback** | | a. | How long people could live if environmental hazards were eliminated | X |  | | b. | How long people could live if proper antiaging methods were employed |  | Consider This: Aspects that contribute to death must be managed to reach maximum life span. LO 1.2: Define maximum life span | | c. | How long people could live if all diseases were cured |  | Consider This: Aspects that contribute to death must be managed to reach maximum life span. LO 1.2: Define maximum life span | | d. | How long people live if all global life expectancy averages are considered |  | Consider This: Aspects that contribute to death must be managed to reach maximum life span. LO 1.2: Define maximum life span | |
| **Learning Objective** | LO 1.2: Define maximum life span |
| **Topic/Concept** | Maximum Life Span |
| **Difficulty Level**  ***(mark X where applicable)*** | |  |  |  | | --- | --- | --- | | **Easy** | **Moderate** | **Difficult** | | X |  |  | |
| **Skill Level *(mark X where applicable)*** | |  |  |  |  | | --- | --- | --- | --- | | **Understand the Concepts** | **Apply What You Know** | **Analyze It** | **Evaluate It** | | X |  |  |  | |

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| **Question Title** | **M/C Question 4** |
| **Assessment Type** | Multiple-choice |
| **Question Stem** | What tool visually captures population changes? |
| **Answer Choices** | |  |  |  |  | | --- | --- | --- | --- | |  | **Answer** | **Correct Answer (x)** | **Feedback** | | a. | Population pyramids | X |  | | b. | Generation cohorts |  | Consider This: Demographers can use this tool to trace shifts in the population over time. LO 1.2: Define maximum life span | | c. | Rectangular survival curves |  | Consider This: Demographers can use this tool to trace shifts in the population over time. LO 1.2: Define maximum life span | | d. | Demographic trends |  | Consider This: Demographers can use this tool to trace shifts in the population over time. LO 1.2: Define maximum life span | |
| **Learning Objective** | LO 1.2: Define maximum life span |
| **Topic/Concept** | Maximum Life Span |
| **Difficulty Level**  ***(mark X where applicable)*** | |  |  |  | | --- | --- | --- | | **Easy** | **Moderate** | **Difficult** | | X |  |  | |
| **Skill Level *(mark X where applicable)*** | |  |  |  |  | | --- | --- | --- | --- | | **Understand the Concepts** | **Apply What You Know** | **Analyze It** | **Evaluate It** | | X |  |  |  | |

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| **Question Title** | **M/C Question 5** |
| **Assessment Type** | Multiple-choice |
| **Question Stem** | The \_\_\_\_\_\_\_\_\_ ratio refers to the age-population ratio of those who are 65 or older and those of every 100 people who are of working age. |
| **Answer Choices** | |  |  |  |  | | --- | --- | --- | --- | |  | **Answer** | **Correct Answer (x)** | **Feedback** | | a. | dependency | X |  | | b. | support |  | Consider This: People over age 65 are often on Social Security and other resources. LO 1.3: Define support and dependency ratios | | c. | population |  | Consider This: People over age 65 are often on Social Security and other resources. LO 1.3: Define support and dependency ratios | | d. | demography |  | Consider This: People over age 65 are often on Social Security and other resources. LO 1.3: Define support and dependency ratios | |
| **Learning Objective** | LO 1.3: Define support and dependency ratios |
| **Topic/Concept** | Support and Dependency Rates |
| **Difficulty Level**  ***(mark X where applicable)*** | |  |  |  | | --- | --- | --- | | **Easy** | **Moderate** | **Difficult** | | X |  |  | |
| **Skill Level *(mark X where applicable)*** | |  |  |  |  | | --- | --- | --- | --- | | **Understand the Concepts** | **Apply What You Know** | **Analyze It** | **Evaluate It** | | X |  |  |  | |

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| **Question Title** | **M/C Question 6** |
| **Assessment Type** | Multiple-choice |
| **Question Stem** | The \_\_\_\_\_\_\_\_\_\_ ratio is a way to compare portions of the population based on employment. |
| **Answer Choices** | |  |  |  |  | | --- | --- | --- | --- | |  | **Answer** | **Correct Answer (x)** | **Feedback** | | a. | support | X |  | | b. | dependency |  | Consider This: This ratio explores how people are productive and able to sustain others. LO 1.3: Define support and dependency ratios | | c. | demographic |  | Consider This: This ratio explores how people are productive and able to sustain others. LO 1.3: Define support and dependency ratios | | d. | population |  | Consider This: This ratio explores how people are productive and able to sustain others. LO 1.3: Define support and dependency ratios | |
| **Learning Objective** | LO 1.3: Define support and dependency ratios |
| **Topic/Concept** | Support and Dependency Rates |
| **Difficulty Level**  ***(mark X where applicable)*** | |  |  |  | | --- | --- | --- | | **Easy** | **Moderate** | **Difficult** | | X |  |  | |
| **Skill Level *(mark X where applicable)*** | |  |  |  |  | | --- | --- | --- | --- | | **Understand the Concepts** | **Apply What You Know** | **Analyze It** | **Evaluate It** | | X |  |  |  | |

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| **Question Title** | **M/C Question 7** |
| **Assessment Type** | Multiple-choice |
| **Question Stem** | What has been shown to increase a person’s odds of becoming one of the oldest-old? |
| **Answer Choices** | |  |  |  |  | | --- | --- | --- | --- | |  | **Answer** | **Correct Answer (x)** | **Feedback** | | a. | Exercise | X |  | | b. | Education |  | Consider This: People who live in New York City and North Dakota both have high percentages of people who reach the oldest-old. LO 1.4: Define old-old and oldest-old and their typical characteristics | | c. | Income |  | Consider This: People who live in New York City and North Dakota both have high percentages of people who reach the oldest-old. LO 1.4: Define old-old and oldest-old and their typical characteristics | | d. | Employment |  | Consider This: People who live in New York City and North Dakota both have high percentages of people who reach the oldest-old. LO 1.4: Define old-old and oldest-old and their typical characteristics | |
| **Learning Objective** | LO 1.4: Define old-old and oldest-old and their typical characteristics |
| **Topic/Concept** | The Rapid Growth of the Old-Old and the Oldest-Old |
| **Difficulty Level**  ***(mark X where applicable)*** | |  |  |  | | --- | --- | --- | | **Easy** | **Moderate** | **Difficult** | | X |  |  | |
| **Skill Level *(mark X where applicable)*** | |  |  |  |  | | --- | --- | --- | --- | | **Understand the Concepts** | **Apply What You Know** | **Analyze It** | **Evaluate It** | | X |  |  |  | |

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| **Question Title** | **M/C Question 8** |
| **Assessment Type** | Multiple-choice |
| **Question Stem** | Which category of the old is growing the most rapidly? |
| **Answer Choices** | |  |  |  |  | | --- | --- | --- | --- | |  | **Answer** | **Correct Answer (x)** | **Feedback** | | a. | oldest-old | X |  | | b. | old-old |  | Consider This: The success of modern medicine has changed the demographics of the old. LO 1.4: Define old-old and oldest-old and their typical characteristics | | c. | middle-old |  | Consider This: The success of modern medicine has changed the demographics of the old. LO 1.4: Define old-old and oldest-old and their typical characteristics | | d. | young-old |  | Consider This: The success of modern medicine has changed the demographics of the old. LO 1.4: Define old-old and oldest-old and their typical characteristics | |
| **Learning Objective** | LO 1.4: Define old-old and oldest-old and their typical characteristics |
| **Topic/Concept** | The Rapid Growth of the Old-Old and the Oldest-Old |
| **Difficulty Level**  ***(mark X where applicable)*** | |  |  |  | | --- | --- | --- | | **Easy** | **Moderate** | **Difficult** | | X |  |  | |
| **Skill Level *(mark X where applicable)*** | |  |  |  |  | | --- | --- | --- | --- | | **Understand the Concepts** | **Apply What You Know** | **Analyze It** | **Evaluate It** | | X |  |  |  | |

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| **Question Title** | **M/C Question 9** |
| **Assessment Type** | Multiple-choice |
| **Question Stem** | Approximately 20% of the population aged 65 and older are |
| **Answer Choices** | |  |  |  |  | | --- | --- | --- | --- | |  | **Answer** | **Correct Answer (x)** | **Feedback** | | a. | people of color. | X |  | | b. | white. |  | Consider This: Social factors affect the population of the elderly. LO 1.5: Describe the increasing diversity among the older population and its social impact | | c. | LBGT. |  | Consider This: Social factors affect the population of the elderly. LO 1.5: Describe the increasing diversity among the older population and its social impact | | d. | female. |  | Consider This: Social factors affect the population of the elderly. LO 1.5: Describe the increasing diversity among the older population and its social impact | |
| **Learning Objective** | LO 1.5: Describe the increasing diversity among the older population and its social impact |
| **Topic/Concept** | Increasing Diversity among the Older Population |
| **Difficulty Level**  ***(mark X where applicable)*** | |  |  |  | | --- | --- | --- | | **Easy** | **Moderate** | **Difficult** | | X |  |  | |
| **Skill Level *(mark X where applicable)*** | |  |  |  |  | | --- | --- | --- | --- | | **Understand the Concepts** | **Apply What You Know** | **Analyze It** | **Evaluate It** | | X |  |  |  | |

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| **Question Title** | **M/C Question 10** |
| **Assessment Type** | Multiple-choice |
| **Question Stem** | With reference to the phenomenon of Longevity Dividend, what is true about Americans who live longer? |
| **Answer Choices** | |  |  |  |  | | --- | --- | --- | --- | |  | **Answer** | **Correct Answer (x)** | **Feedback** | | a. | They are more likely to experience disease and disability. | X |  | | b. | They are more likely to be physically active. |  | Consider This: Unfortunately, the compression of morbidity has not continued for Americans. LO 1.6: Discuss the need to plan and prepare for an aging population | | c. | They are more likely to engage in wholesome behaviors. |  | Consider This: Unfortunately, the compression of morbidity has not continued for Americans. LO 1.6: Discuss the need to plan and prepare for an aging population | | d. | They are more likely to harm themselves. |  | Consider This: Unfortunately, the compression of morbidity has not continued for Americans. LO 1.6: Discuss the need to plan and prepare for an aging population | |
| **Learning Objective** | LO 1.6: Discuss the need to plan and prepare for an aging population |
| **Topic/Concept** | Longevity in Health or Disease? What does the Future Hold? |
| **Difficulty Level**  ***(mark X where applicable)*** | |  |  |  | | --- | --- | --- | | **Easy** | **Moderate** | **Difficult** | |  | X |  | |
| **Skill Level *(mark X where applicable)*** | |  |  |  |  | | --- | --- | --- | --- | | **Understand the Concepts** | **Apply What You Know** | **Analyze It** | **Evaluate It** | | X |  |  |  | |

**Note: Here starts 15 Multiple Choice Apply, Analyze, Evaluate level questions**

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| **Question Title** | **M/C Question 11** |
| **Assessment Type** | Multiple-choice |
| **Question Stem** | Which of the following is a factor that is contributing to the decreasing life expectancy in the South? |
| **Answer Choices** | |  |  |  |  | | --- | --- | --- | --- | |  | **Answer** | **Correct Answer (x)** | **Feedback** | | a. | Obesity | X |  | | b. | Thyroid cancer |  | Consider This: The traditional Southern diet and lifestyle has lowered life expectancy. LO 1.1: Demonstrate knowledge of changing demographics of the U.S. population, especially as related to aging | | c. | Skin cancer |  | Consider This: The traditional Southern diet and lifestyle has lowered life expectancy. LO 1.1: Demonstrate knowledge of changing demographics of the U.S. population, especially as related to aging | | d. | Infant mortality |  | Consider This: The traditional Southern diet and lifestyle has lowered life expectancy. LO 1.1: Demonstrate knowledge of changing demographics of the U.S. population, especially as related to aging | |
| **Learning Objective** | LO 1.1: Demonstrate knowledge of changing demographics of the U.S. population, especially as related to aging |
| **Topic/Concept** | Changing Demographics of the U.S. Population |
| **Difficulty Level**  ***(mark X where applicable)*** | |  |  |  | | --- | --- | --- | | **Easy** | **Moderate** | **Difficult** | |  | X |  | |
| **Skill Level *(mark X where applicable)*** | |  |  |  | | --- | --- | --- | | **Apply What You Know** | **Analyze It** | **Evaluate It** | |  | X |  | |

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| **Question Title** | **M/C Question 12** |
| **Assessment Type** | Multiple-choice |
| **Question Stem** | How do whites and Latinos over the age of 65 compare? |
| **Answer Choices** | |  |  |  |  | | --- | --- | --- | --- | |  | **Answer** | **Correct Answer (x)** | **Feedback** | | a. | There are more Latino men over 65 than women, unlike whites where women outnumber men. | X |  | | b. | There are fewer Latino men over 65 than women, unlike whites where men outnumber women. |  | Consider This: Mortality rates for younger women differ between whites and Latinas. LO 1.1: Demonstrate knowledge of changing demographics of the U.S. population, especially as related to aging | | c. | There are more Latino men over 65, similar to whites where men also outnumber women. |  | Consider This: Mortality rates for younger women differ between whites and Latinas. LO 1.1: Demonstrate knowledge of changing demographics of the U.S. population, especially as related to aging | | d. | There are fewer Latino men over 65, similar to whites where women also outnumber men. |  | Consider This: Mortality rates for younger women differ between whites and Latinas. LO 1.1: Demonstrate knowledge of changing demographics of the U.S. population, especially as related to aging | |
| **Learning Objective** | LO 1.1: Demonstrate knowledge of changing demographics of the U.S. population, especially as related to aging |
| **Topic/Concept** | Changing Demographics of the U.S. Population |
| **Difficulty Level**  ***(mark X where applicable)*** | |  |  |  | | --- | --- | --- | | **Easy** | **Moderate** | **Difficult** | |  | X |  | |
| **Skill Level *(mark X where applicable)*** | |  |  |  | | --- | --- | --- | | **Apply What You Know** | **Analyze It** | **Evaluate It** | |  | X |  | |

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| **Question Title** | **M/C Question 13** |
| **Assessment Type** | Multiple-choice |
| **Question Stem** | Which of the following is an example of the crossover effect? |
| **Answer Choices** | |  |  |  |  | | --- | --- | --- | --- | |  | **Answer** | **Correct Answer (x)** | **Feedback** | | a. | Alfred, an African American man, lives to 85, while Tom, a white man, lives to 64. | X |  | | b. | Andrew, a Latino man, lives to 70, while Marcus, an African American man, lives to 60. |  | Consider This: Despite facing health care disparities in early life and disadvantages across their life course some demographic groups, after attaining a certain age, demonstrate a robustness. LO 1.1: Demonstrate knowledge of changing demographics of the U.S. population, especially as related to aging | | c. | Suzette, an African American woman, lives to 99, while Lucy, a white woman, lives to 50. |  | Consider This: Despite facing health care disparities in early life and disadvantages across their life course some demographic groups, after attaining a certain age, demonstrate a robustness. LO 1.1: Demonstrate knowledge of changing demographics of the U.S. population, especially as related to aging | | d. | Lucinda, an Asian American woman, lives to 67, while Olivia, an African American woman, lives to 75. |  | Consider This Despite facing health care disparities in early life and disadvantages across their life course some demographic groups, after attaining a certain age, demonstrate a robustness. LO 1.1: Demonstrate knowledge of changing demographics of the U.S. population, especially as related to aging | |
| **Learning Objective** | LO 1.1: Demonstrate knowledge of changing demographics of the U.S. population, especially as related to aging |
| **Topic/Concept** | Changing Demographics of the U.S. Population |
| **Difficulty Level**  ***(mark X where applicable)*** | |  |  |  | | --- | --- | --- | | **Easy** | **Moderate** | **Difficult** | |  | X |  | |
| **Skill Level *(mark X where applicable)*** | |  |  |  | | --- | --- | --- | | **Apply What You Know** | **Analyze It** | **Evaluate It** | | X |  |  | |

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| **Question Title** | **M/C Question 14** |
| **Assessment Type** | Multiple-choice |
| **Question Stem** | What is the key difference between maximum life span and life expectancy? |
| **Answer Choices** | |  |  |  |  | | --- | --- | --- | --- | |  | **Answer** | **Correct Answer (x)** | **Feedback** | | a. | Maximum life span is theoretical, while life expectancy is a statistical average. | X |  | | b. | Maximum life span is actual, while life expectancy is hypothetical. |  | Consider This: A person could live longer if all environmental hazards were removed. LO 1.2: Define maximum life span | | c. | Maximum life span is dependent on genetics, while life expectancy is dependent on environmental factors. |  | Consider This: A person could live longer if all environmental hazards were removed. LO 1.2: Define maximum life span | | d. | Maximum life span is relative, while life expectancy is universal. |  | Consider This: A person could live longer if all environmental hazards were removed. LO 1.2: Define maximum life span | |
| **Learning Objective** | LO 1.2: Define maximum life span |
| **Topic/Concept** | Maximum Life Span |
| **Difficulty Level**  ***(mark X where applicable)*** | |  |  |  | | --- | --- | --- | | **Easy** | **Moderate** | **Difficult** | |  | X |  | |
| **Skill Level *(mark X where applicable)*** | |  |  |  | | --- | --- | --- | | **Apply What You Know** | **Analyze It** | **Evaluate It** | |  | X |  | |

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| **Question Title** | **M/C Question 15** |
| **Assessment Type** | Multiple-choice |
| **Question Stem** | Polly lives to be 86 years old. She lived a normal, healthy life and died naturally in her sleep. Polly’s death at age 86 is representative of the |
| **Answer Choices** | |  |  |  |  | | --- | --- | --- | --- | |  | **Answer** | **Correct Answer (x)** | **Feedback** | | a. | soft limit. | X |  | | b. | maximum life span. |  | Consider This: Scientists believe that humans’ normal life span is between 85-90 years. LO 1.2: Define maximum life span | | c. | rectangular survival curve. |  | Consider This: Scientists believe that humans’ normal life span is between 85-90 years. LO 1.2: Define maximum life span | | d. | median age of death. |  | Consider This: Scientists believe that humans’ normal life span is between 85-90 years. LO 1.2: Define maximum life span | |
| **Learning Objective** | LO 1.2: Define maximum life span |
| **Topic/Concept** | Maximum Life Span |
| **Difficulty Level**  ***(mark X where applicable)*** | |  |  |  | | --- | --- | --- | | **Easy** | **Moderate** | **Difficult** | |  | X |  | |
| **Skill Level *(mark X where applicable)*** | |  |  |  | | --- | --- | --- | | **Apply What You Know** | **Analyze It** | **Evaluate It** | | X |  |  | |

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| **Question Title** | **M/C Question 16** |
| **Assessment Type** | Multiple-choice |
| **Question Stem** | A demographer notices a trend in a population pyramid where there is a swell in people aged 65-75 and that this swell is moving up the pyramid. This situation is an example of the |
| **Answer Choices** | |  |  |  |  | | --- | --- | --- | --- | |  | **Answer** | **Correct Answer (x)** | **Feedback** | | a. | pig in the python phenomenon. | X |  | | b. | rectangular survival curve. |  | Consider This: Population pyramids are a visual tool for demographers. LO 1.2: Define maximum life span | | c. | projected resident population. |  | Consider This: Population pyramids are a visual tool for demographers. LO 1.2: Define maximum life span | | d. | soft limit. |  | Consider This: Population pyramids are a visual tool for demographers. LO 1.2: Define maximum life span | |
| **Learning Objective** | LO 1.2: Define maximum life span |
| **Topic/Concept** | Maximum Life Span |
| **Difficulty Level**  ***(mark X where applicable)*** | |  |  |  | | --- | --- | --- | | **Easy** | **Moderate** | **Difficult** | |  | X |  | |
| **Skill Level *(mark X where applicable)*** | |  |  |  | | --- | --- | --- | | **Apply What You Know** | **Analyze It** | **Evaluate It** | | X |  |  | |

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| **Question Title** | **M/C Question 17** |
| **Assessment Type** | Multiple-choice |
| **Question Stem** | A health care analyst presents some statistics to a committee. He expresses concern that there will soon be 35 older adults for every 100 working adults. The analyst is referring to a \_\_\_\_\_\_\_\_\_\_ ratio. |
| **Answer Choices** | |  |  |  |  | | --- | --- | --- | --- | |  | **Answer** | **Correct Answer (x)** | **Feedback** | | a. | dependency | X |  | | b. | support |  | Consider This: One ratio employed by demographers explores the number of older adults who rely on working adults. LO 1.3: Define support and dependency ratios | | c. | working |  | Consider This: One ratio employed by demographers explores the number of older adults who rely on working adults. LO 1.3: Define support and dependency ratios | | d. | demographic |  | Consider This: One ratio employed by demographers explores the number of older adults who rely on working adults. LO 1.3: Define support and dependency ratios | |
| **Learning Objective** | LO 1.3: Define support and dependency ratios |
| **Topic/Concept** | Support and Dependency Rates |
| **Difficulty Level**  ***(mark X where applicable)*** | |  |  |  | | --- | --- | --- | | **Easy** | **Moderate** | **Difficult** | |  | X |  | |
| **Skill Level *(mark X where applicable)*** | |  |  |  | | --- | --- | --- | | **Apply What You Know** | **Analyze It** | **Evaluate It** | | X |  |  | |

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| **Question Title** | **M/C Question 18** |
| **Assessment Type** | Multiple-choice |
| **Question Stem** | Dr. Kurtz, a demographer, presents to the Social Security Administration that soon there will be three employed people for every retired person. Dr. Kurtz is referring to the \_\_\_\_\_\_\_\_\_\_ ratio. |
| **Answer Choices** | |  |  |  |  | | --- | --- | --- | --- | |  | **Answer** | **Correct Answer (x)** | **Feedback** | | a. | support | X |  | | b. | dependency |  | Consider This: Experts are concerned about the ability of the population to take care of its elderly. LO 1.3: Define support and dependency ratios | | c. | employment |  | Consider This: Experts are concerned about the ability of the population to take care of its elderly. LO 1.3: Define support and dependency ratios | | d. | burden |  | Consider This: Experts are concerned about the ability of the population to take care of its elderly. LO 1.3: Define support and dependency ratios | |
| **Learning Objective** | LO 1.3: Define support and dependency ratios |
| **Topic/Concept** | Support and Dependency Rates |
| **Difficulty Level**  ***(mark X where applicable)*** | |  |  |  | | --- | --- | --- | | **Easy** | **Moderate** | **Difficult** | |  | X |  | |
| **Skill Level *(mark X where applicable)*** | |  |  |  | | --- | --- | --- | | **Apply What You Know** | **Analyze It** | **Evaluate It** | | X |  |  | |

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| **Question Title** | **M/C Question 19** |
| **Assessment Type** | Multiple-choice |
| **Question Stem** | What is a key difference between the United States and Japan in terms of centenarians? |
| **Answer Choices** | |  |  |  |  | | --- | --- | --- | --- | |  | **Answer** | **Correct Answer (x)** | **Feedback** | | a. | Japan has a higher ratio of the oldest-old due to lifestyle differences. | X |  | | b. | Japan has a higher ratio of the oldest-old due to crime rate differences. |  | Consider This: People can make choices to increase their longevity. LO 1.4: Define old-old and oldest-old and their typical characteristics | | c. | The United States has a higher ratio of the oldest-old due to genetic differences. |  | Consider This: People can make choices to increase their longevity. LO 1.4: Define old-old and oldest-old and their typical characteristics | | d. | The United States has a higher ratio of the oldest-old due to population size. |  | Consider This: People can make choices to increase their longevity. LO 1.4: Define old-old and oldest-old and their typical characteristics | |
| **Learning Objective** | LO 1.4: Define old-old and oldest-old and their typical characteristics |
| **Topic/Concept** | The Rapid Growth of the Old-Old and the Oldest-Old |
| **Difficulty Level**  ***(mark X where applicable)*** | |  |  |  | | --- | --- | --- | | **Easy** | **Moderate** | **Difficult** | |  | X |  | |
| **Skill Level *(mark X where applicable)*** | |  |  |  | | --- | --- | --- | | **Apply What You Know** | **Analyze It** | **Evaluate It** | |  | X |  | |

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| **Question Title** | **M/C Question 20** |
| **Assessment Type** | Multiple-choice |
| **Question Stem** | Which of the following is an example of a person most likely to be the oldest-old? |
| **Answer Choices** | |  |  |  |  | | --- | --- | --- | --- | |  | **Answer** | **Correct Answer (x)** | **Feedback** | | a. | Colleen is an 86-year-old woman who has her high school diploma, is widowed and lives with her daughter. | X |  | | b. | Miguel is a 90-year-old man who has a college degree and lives independently. |  | Consider This: People who belong to this cohort have a functional health, which is more impaired, but rate themselves to be in excellent health. LO 1.4: Define old-old and oldest-old and their typical characteristics | | c. | Sayid is a 91-year-old man who made his fortune in oil and lives with his new wife. |  | Consider This: People who belong to this cohort have a functional health, which is more impaired, but rate themselves to be in excellent health. LO 1.4: Define old-old and oldest-old and their typical characteristics | | d. | Rose is an 89-year-old woman who has her Ph.D. and resides in an assisted living facility. |  | Consider This: People who belong to this cohort have a functional health, which is more impaired, but rate themselves to be in excellent health. LO 1.4: Define old-old and oldest-old and their typical characteristics | |
| **Learning Objective** | LO 1.4: Define old-old and oldest-old and their typical characteristics |
| **Topic/Concept** | The Rapid Growth of the Old-Old and the Oldest-Old |
| **Difficulty Level**  ***(mark X where applicable)*** | |  |  |  | | --- | --- | --- | | **Easy** | **Moderate** | **Difficult** | |  |  |  | |
| **Skill Level *(mark X where applicable)*** | |  |  |  | | --- | --- | --- | | **Apply What You Know** | **Analyze It** | **Evaluate It** | |  |  |  | |

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| **Question Title** | **M/C Question 21** |
| **Assessment Type** | Multiple-choice |
| **Question Stem** | A centenarian who develops dementia most likely was affected by |
| **Answer Choices** | |  |  |  |  | | --- | --- | --- | --- | |  | **Answer** | **Correct Answer (x)** | **Feedback** | | a. | environmental factors. | X |  | | b. | genetics. |  | Consider This: Centenarians are remarkably healthy. LO 1.4: Define old-old and oldest-old and their typical characteristics | | c. | psychological problems. |  | Consider This: Centenarians are remarkably healthy. LO 1.4: Define old-old and oldest-old and their typical characteristics | | d. | elder abuse. |  | Consider This: Centenarians are remarkably healthy. LO 1.4: Define old-old and oldest-old and their typical characteristics | |
| **Learning Objective** | LO 1.4: Define old-old and oldest-old and their typical characteristics |
| **Topic/Concept** | The Rapid Growth of the Old-Old and the Oldest-Old |
| **Difficulty Level**  ***(mark X where applicable)*** | |  |  |  | | --- | --- | --- | | **Easy** | **Moderate** | **Difficult** | |  | X |  | |
| **Skill Level *(mark X where applicable)*** | |  |  |  | | --- | --- | --- | | **Apply What You Know** | **Analyze It** | **Evaluate It** | |  | X |  | |

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| **Question Title** | **M/C Question 22** |
| **Assessment Type** | Multiple-choice |
| **Question Stem** | What factor is expected to lead to a rapid change in the number of elders of color? |
| **Answer Choices** | |  |  |  |  | | --- | --- | --- | --- | |  | **Answer** | **Correct Answer (x)** | **Feedback** | | a. | Immigration | X |  | | b. | Genetics |  | Consider This: Older adults of color will double their current proportion in the older U.S. population, from nearly 20 percent to about 40 percent by 2050. LO 1.5: Describe the increasing diversity among the older population and its social impact | | c. | Environment |  | Older adults of color will double their current proportion in the older U.S. population, from nearly 20 percent to about 40 percent by 2050 LO 1.5: Describe the increasing diversity among the older population and its social impact | | d. | Lifestyle |  | Consider This: Older adults of color will double their current proportion in the older U.S. population, from nearly 20 percent to about 40 percent by 2050 LO 1.5: Describe the increasing diversity among the older population and its social impact | |
| **Learning Objective** | LO 1.5: Describe the increasing diversity among the older population and its social impact |
| **Topic/Concept** | Increasing Diversity among the Older Population |
| **Difficulty Level**  ***(mark X where applicable)*** | |  |  |  | | --- | --- | --- | | **Easy** | **Moderate** | **Difficult** | |  | X |  | |
| **Skill Level *(mark X where applicable)*** | |  |  |  | | --- | --- | --- | | **Apply What You Know** | **Analyze It** | **Evaluate It** | |  | X |  | |

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| **Question Title** | **M/C Question 23** |
| **Assessment Type** | Multiple-choice |
| **Question Stem** | Which of the following is an example of being “twice hidden”? |
| **Answer Choices** | |  |  |  |  | | --- | --- | --- | --- | |  | **Answer** | **Correct Answer (x)** | **Feedback** | | a. | Marsha is a 70-year-old woman who identifies herself as lesbian. | X |  | | b. | Tamin is an 81-year-old man who is an Asian immigrant. |  | Consider This: This particular population experiences twice the stigma. LO 1.5: Describe the increasing diversity among the older population and its social impact | | c. | Carmen is a 76-year-old woman who is twice-widowed. |  | Consider This: This particular population experiences twice the stigma. LO 1.5: Describe the increasing diversity among the older population and its social impact | | d. | George is a 90-year-old man who was a World War II veteran. |  | Consider This: This particular population experiences twice the stigma. LO 1.5: Describe the increasing diversity among the older population and its social impact | |
| **Learning Objective** | LO 1.5: Describe the increasing diversity among the older population and its social impact |
| **Topic/Concept** | Increasing Diversity among the Older Population |
| **Difficulty Level**  ***(mark X where applicable)*** | |  |  |  | | --- | --- | --- | | **Easy** | **Moderate** | **Difficult** | |  | X |  | |
| **Skill Level *(mark X where applicable)*** | |  |  |  | | --- | --- | --- | | **Apply What You Know** | **Analyze It** | **Evaluate It** | | X |  |  | |

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| **Question Title** | **M/C Question 24** |
| **Assessment Type** | Multiple-choice |
| **Question Stem** | A longer lifespan free of any major illness until the last few years is a characteristic of the |
| **Answer Choices** | |  |  |  |  | | --- | --- | --- | --- | |  | **Answer** | **Correct Answer (x)** | **Feedback** | | a. | compression of morbidity. | X |  | | b. | hardiness of a person. |  | Consider This: This idea comes from the thought that people will spend more time in good health as they age. LO 1.6: Discuss the need to plan and prepare for an aging population | | c. | rectangular population curve. |  | Consider This: This idea comes from the thought that people will spend more time in good health as they age. LO 1.6: Discuss the need to plan and prepare for an aging population | | d. | crossover effect. |  | Consider This: This idea comes from the thought that people will spend more time in good health as they age. LO 1.6: Discuss the need to plan and prepare for an aging population | |
| **Learning Objective** | LO 1.6: Discuss the need to plan and prepare for an aging population |
| **Topic/Concept** | Longevity in Health or Disease? What does the Future Hold? |
| **Difficulty Level**  ***(mark X where applicable)*** | |  |  |  | | --- | --- | --- | | **Easy** | **Moderate** | **Difficult** | |  | X |  | |
| **Skill Level *(mark X where applicable)*** | |  |  |  | | --- | --- | --- | | **Apply What You Know** | **Analyze It** | **Evaluate It** | | X |  |  | |

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| **Question Title** | **M/C Question 25** |
| **Assessment Type** | Multiple-choice |
| **Question Stem** | How do non-Hispanic whites and minorities compare in terms of active life expectancy? |
| **Answer Choices** | |  |  |  |  | | --- | --- | --- | --- | |  | **Answer** | **Correct Answer (x)** | **Feedback** | | a. | Non-Hispanic whites have the greatest gains of active life expectancy. | X |  | | b. | Minorities have the great gains of life expectancy. |  | Consider This: Socioeconomic resources are important in determining active life expectancy. LO 1.6: Discuss the need to plan and prepare for an aging population | | c. | Both groups are experiencing rapid increases in active life expectancy. |  | Consider This: Socioeconomic resources are important in determining active life expectancy. LO 1.6: Discuss the need to plan and prepare for an aging population | | d. | Minorities are experiencing the greatest gains of active life expectancy, but only slightly more than non-Hispanic whites. |  | Consider This: Socioeconomic resources are important in determining active life expectancy. LO 1.6: Discuss the need to plan and prepare for an aging population | |
| **Learning Objective** | LO 1.6: Discuss the need to plan and prepare for an aging population |
| **Topic/Concept** | Longevity in Health or Disease? What does the Future Hold? |
| **Difficulty Level**  ***(mark X where applicable)*** | |  |  |  | | --- | --- | --- | | **Easy** | **Moderate** | **Difficult** | |  | X |  | |
| **Skill Level *(mark X where applicable)*** | |  |  |  | | --- | --- | --- | | **Apply What You Know** | **Analyze It** | **Evaluate It** | |  | X |  | |

**Note: Here starts 5 Short Answer level questions**

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| **Question Title** | **SA Question 26** |
| **Assessment Type** | Essay |
| **Question Stem** | Compare and contrast the differences in life expectancy between men and women and different racial-ethnic groups. |
| **Learning Objective** | LO 1.1: Demonstrate knowledge of changing demographics of the U.S. population, especially as related to aging |
| **Topic/Concept** | Changing Demographics of the U.S. Population |
| **Difficulty Level**  ***(mark X where applicable)*** | |  |  |  | | --- | --- | --- | | **Easy** | **Moderate** | **Difficult** | |  | X |  | |
| **Skill Level *(mark X where applicable)*** | |  |  |  | | --- | --- | --- | | **Apply What You Know** | **Analyze It** | **Evaluate It** | |  | X |  | |

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| **Question Title** | **SA Question 27** |
| **Assessment Type** | Essay |
| **Question Stem** | Analyze the factors needed to create an idealized rectangular survival curve. |
| **Learning Objective** | LO 1.2: Define maximum life span |
| **Topic/Concept** | Maximum Life Span |
| **Difficulty Level**  ***(mark X where applicable)*** | |  |  |  | | --- | --- | --- | | **Easy** | **Moderate** | **Difficult** | |  | X |  | |
| **Skill Level *(mark X where applicable)*** | |  |  |  | | --- | --- | --- | | **Apply What You Know** | **Analyze It** | **Evaluate It** | |  | X |  | |

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| **Question Title** | **SA Question 28** |
| **Assessment Type** | Essay |
| **Question Stem** | Distinguish between the dependency and support ratios. When is each appropriate? |
| **Learning Objective** | LO 1.3: Define support and dependency ratios |
| **Topic/Concept** | Support and Dependency Rates |
| **Difficulty Level**  ***(mark X where applicable)*** | |  |  |  | | --- | --- | --- | | **Easy** | **Moderate** | **Difficult** | |  | X |  | |
| **Skill Level *(mark X where applicable)*** | |  |  |  | | --- | --- | --- | | **Apply What You Know** | **Analyze It** | **Evaluate It** | |  | X |  | |

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| **Question Title** | **SA Question 29** |
| **Assessment Type** | Essay |
| **Question Stem** | Evaluate the most significant contributing factors that determine whether an individual lives to become an oldest-old. |
| **Learning Objective** | LO 1.4: Define old-old and oldest-old and their typical characteristics |
| **Topic/Concept** | The Rapid Growth of the Old-Old and the Oldest-Old |
| **Difficulty Level**  ***(mark X where applicable)*** | |  |  |  | | --- | --- | --- | | **Easy** | **Moderate** | **Difficult** | |  |  | X | |
| **Skill Level *(mark X where applicable)*** | |  |  |  | | --- | --- | --- | | **Apply What You Know** | **Analyze It** | **Evaluate It** | |  |  | X | |

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| **Question Title** | **SA Question 30** |
| **Assessment Type** | Essay |
| **Question Stem** | Evaluate the role of medical breakthroughs in the changes in active life expectancy. |
| **Learning Objective** | LO 1.6: Discuss the need to plan and prepare for an aging population |
| **Topic/Concept** | Longevity in Health or Disease? What does the Future Hold? |
| **Difficulty Level**  ***(mark X where applicable)*** | |  |  |  | | --- | --- | --- | | **Easy** | **Moderate** | **Difficult** | |  |  | X | |
| **Skill Level *(mark X where applicable)*** | |  |  |  | | --- | --- | --- | | **Apply What You Know** | **Analyze It** | **Evaluate It** | |  |  | X | |

**Note: Here starts 5 Essay questions**

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| **Question Title** | **Essay Question 31** |
| **Assessment Type** | Essay |
| **Question Stem** | Predict the changes in life expectancy for Americans; what factors need to be considered and why? |
| **Learning Objective** | LO 1.1: Demonstrate knowledge of changing demographics of the U.S. population, especially as related to aging |
| **Topic/Concept** | Changing Demographics of the U.S. Population |
| **Difficulty Level**  ***(mark X where applicable)*** | |  |  |  | | --- | --- | --- | | **Easy** | **Moderate** | **Difficult** | |  |  | X | |
| **Skill Level *(mark X where applicable)*** | |  |  |  | | --- | --- | --- | | **Apply What You Know** | **Analyze It** | **Evaluate It** | |  |  | X | |

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| **Question Title** | **Essay Question 32** |
| **Assessment Type** | Essay |
| **Question Stem** | Appraise the argument that humans have a soft limit of life span. What factors can contribute to longer life spans, and why? |
| **Learning Objective** | LO 1.2: Define maximum life span |
| **Topic/Concept** | Maximum Life Span |
| **Difficulty Level**  ***(mark X where applicable)*** | |  |  |  | | --- | --- | --- | | **Easy** | **Moderate** | **Difficult** | |  |  | X | |
| **Skill Level *(mark X where applicable)*** | |  |  |  | | --- | --- | --- | | **Apply What You Know** | **Analyze It** | **Evaluate It** | |  |  | X | |

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| **Question Title** | **Essay Question 33** |
| **Assessment Type** | Essay |
| **Question Stem** | Assess the effect the dependency and support ratios have on public opinions on aging. |
| **Learning Objective** | LO 1.3: Define support and dependency ratios |
| **Topic/Concept** | Support and Dependency Rates |
| **Difficulty Level**  ***(mark X where applicable)*** | |  |  |  | | --- | --- | --- | | **Easy** | **Moderate** | **Difficult** | |  |  | X | |
| **Skill Level *(mark X where applicable)*** | |  |  |  | | --- | --- | --- | | **Apply What You Know** | **Analyze It** | **Evaluate It** | |  |  | X | |

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| **Question Title** | **Essay Question 34** |
| **Assessment Type** | Essay |
| **Question Stem** | Differentiate between environmental, behavioral, and genetic factors that assist people in becoming members of the oldest-old. |
| **Learning Objective** | LO 1.4: Define old-old and oldest-old and their typical characteristics |
| **Topic/Concept** | The Rapid Growth of the Old-Old and the Oldest-Old |
| **Difficulty Level**  ***(mark X where applicable)*** | |  |  |  | | --- | --- | --- | | **Easy** | **Moderate** | **Difficult** | |  |  | X | |
| **Skill Level *(mark X where applicable)*** | |  |  |  | | --- | --- | --- | | **Apply What You Know** | **Analyze It** | **Evaluate It** | |  |  | X | |

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| **Question Title** | **Essay Question 35** |
| **Assessment Type** | Essay |
| **Question Stem** | Predict the 2050 demographic population of those over 65 and support your predictions. |
| **Learning Objective** | LO 1.5: Describe the increasing diversity among the older population and its social impact |
| **Topic/Concept** | Increasing Diversity among the Older Population |
| **Difficulty Level**  ***(mark X where applicable)*** | |  |  |  | | --- | --- | --- | | **Easy** | **Moderate** | **Difficult** | |  |  | X | |
| **Skill Level *(mark X where applicable)*** | |  |  |  | | --- | --- | --- | | **Apply What You Know** | **Analyze It** | **Evaluate It** | |  |  | X | |