

Testbank Questions

Title/Author: Hooyman

Chapter Number: Ch. 2

Question Counts Required:

| | |
|---|-----------|
| 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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|--|--|-------------|--------------------|--|
| Note: Here starts 10 Multiple Choice Understanding level questions | | | | |
| Question Title | M/C Question 1 | | | |
| Assessment Type | Multiple-choice | | | |
| Question Stem | Population aging is a(n) _____ phenomenon. | | | |
| Answer Choices | | | | |
| | | Answer | Correct Answer (x) | Feedback |
| | a. | global | X | |
| | b. | regional | | Consider This: Population trends can be seen throughout multiple countries. LO 2.1: Identify global trends in aging 2. Highlight the countries that are aging faster than others and what can be learned from them |
| | c. | American | | Consider This: Population trends can be seen throughout multiple countries. LO 2.1: Identify global trends in aging 2. Highlight the countries that are aging faster than others and what can be learned from them |
| | d. | centralized | | Consider This: Population trends can be seen throughout multiple countries. LO 2.1: Identify global trends in aging 2. Highlight the countries that are aging faster than others and what can be learned from them |
| Learning Objective | LO 2.1: Identify global trends in aging 2. Highlight the countries that are aging faster than others and what can be learned from them | | | |
| Topic/Concept | Global Trends in Aging | | | |
| Difficulty Level (mark X where applicable) | Easy | Moderate | Difficult | |
| | X | | | |

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| 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 happening with the populations of children under age 4 and adults over age 65? | | |
| Answer Choices | | Answer | Correct Answer (x) |
| | a. | The population of children is decreasing while the population of older adults is increasing. | X |
| | b. | The population of children is increasing and the population of older adults is also increasing. | |
| | c. | The population of children is increasing while the population of older adults is decreasing. | |
| | d. | The population of children is decreasing and the population of older adults is also decreasing. | |
| | | | Feedback |
| | | | |
| | | | Consider This: Populations since the Baby Boom have been smaller. LO 2.1: Identify global trends in aging 2. Highlight the countries that are aging faster than others and what can be learned from them |
| | | | Consider This: Populations since the Baby Boom have been smaller. LO 2.1: Identify global trends in aging 2. Highlight the countries that are aging faster than others and what can be learned from them |
| | | | Consider This: Populations since the Baby Boom have been smaller. LO 2.1: Identify global trends in aging 2. Highlight the countries that are aging faster than others and what can be learned from them |
| Learning Objective | LO 2.1: Identify global trends in aging 2. Highlight the countries that are aging faster than others and what can be learned from them | | |
| Topic/Concept | Global Trends in Aging | | |
| Difficulty Level (mark X where applicable) | Easy | Moderate | Difficult |
| | X | | |
| Skill Level (mark X where applicable) | | | |

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| <i>applicable)</i> | 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 | Which of the following factors make it difficult for demographers to study aging in Europe? | | | | |
| Answer Choices | | Answer | Correct Answer (x) | Feedback | |
| | a. | Diversity | X | | |
| | b. | Politics | | Consider This: It may be difficult to make generalizations when there are many countries involved. LO 2.2: Analyze the economic implications of rapidly aging industrialized countries | |
| | c. | Currency | | Consider This: It may be difficult to make generalizations when there are many countries involved. LO 2.2: Analyze the economic implications of rapidly aging industrialized countries | |
| | d. | Topography | | Consider This: It may be difficult to make generalizations when there are many countries involved. LO 2.2: Analyze the economic implications of rapidly aging industrialized countries | |
| Learning Objective | LO 2.2: Analyze the economic implications of rapidly aging industrialized countries | | | | |
| Topic/Concept | Economic Implications for Industrialized Countries | | | | |
| 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 |
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| Assessment Type | Multiple-choice | | | |
| Question Stem | What has SHARE—Survey of Health, Aging, and Retirement in Europe—discovered among the European countries it has studied? | | | |
| Answer Choices | | Answer | Correct Answer (x) | Feedback |
| | a. | All countries need to improve their geriatric care. | X | |
| | b. | All countries are excelling with geriatric care. | | Consider This: Countries with aging populations experience challenges to their social systems. LO 2.2: Analyze the economic implications of rapidly aging industrialized countries |
| | c. | All countries are experiencing a decrease in their elderly population. | | Consider This: Countries with aging populations experience challenges to their social systems. LO 2.2: Analyze the economic implications of rapidly aging industrialized countries |
| | d. | All countries are suitable for short-term studies only. | | Consider This: Countries with aging populations experience challenges to their social systems. LO 2.2: Analyze the economic implications of rapidly aging industrialized countries |
| Learning Objective | LO 2.2: Analyze the economic implications of rapidly aging industrialized countries | | | |
| Topic/Concept | Economic Implications for Industrialized Countries | | | |
| 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 | What was a problem EU companies experienced after they offered attractive pensions to encourage retirement of older employees? |

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| Answer Choices | | | | |
| | | Answer | Correct Answer (x) | Feedback |
| | a. | A shortage of qualified workers | X | |
| | b. | An overage of qualified young workers | | Consider This: People who have worked in an industry have expertise. LO 2.3: Assess the effects on a country's workforce needs due to the older population, including its impact on immigration laws |
| | c. | A shortage of new workers | | Consider This: People who have worked in an industry have expertise. LO 2.3: Assess the effects on a country's workforce needs due to the older population, including its impact on immigration laws |
| | d. | An overage of overqualified young workers | | Consider This: People who have worked in an industry have expertise. LO 2.3: Assess the effects on a country's workforce needs due to the older population, including its impact on immigration laws |
| Learning Objective | LO 2.3: Assess the effects on a country's workforce needs due to the older population, including its impact on immigration laws | | | |
| Topic/Concept | Older Europeans in the Workforce | | | |
| 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 |
| | X | | | |
| Question Title | M/C Question 6 | | | |
| Assessment Type | Multiple-choice | | | |
| Question Stem | EU leaders have a goal of ensuring _____ of their workforce consists of adults ages 55-64. | | | |

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| Answer Choices | | | | |
| | | Answer | Correct Answer (x) | Feedback |
| | a. | half | X | |
| | b. | a third | | Consider This: Postponing retirement can free up public funds for various services. LO 2.3: Assess the effects on a country's workforce needs due to the older population, including its impact on immigration laws |
| | c. | one-quarter | | Consider This: Postponing retirement can free up public funds for various services. LO 2.3: Assess the effects on a country's workforce needs due to the older population, including its impact on immigration laws |
| | d. | none | | Consider This: Postponing retirement can free up public funds for various services. LO 2.3: Assess the effects on a country's workforce needs due to the older population, including its impact on immigration laws |
| Learning Objective | LO 2.3: Assess the effects on a country's workforce needs due to the older population, including its impact on immigration laws | | | |
| Topic/Concept | Older Europeans in the Workforce | | | |
| 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 | The idea that individuals should be respectful and care for their elders is known as _____ piety. |

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|--|--|----------------------------|---------------------------|--|
| Answer Choices | | | | |
| | | Answer | Correct Answer (x) | Feedback |
| | a. | filial | X | |
| | b. | maternal | | Consider This: Some cultures place high value on family responsibility. LO 2.4: Describe how elders in different countries are affected by immigration patterns, including the migration of younger adults from rural to urban areas |
| | c. | paternal | | Consider This: Some cultures place high value on family responsibility. LO 2.4: Describe how elders in different countries are affected by immigration patterns, including the migration of younger adults from rural to urban areas |
| | d. | parental | | Consider This: Some cultures place high value on family responsibility. LO 2.4: Describe how elders in different countries are affected by immigration patterns, including the migration of younger adults from rural to urban areas |
| Learning Objective | LO 2.4: Describe how elders in different countries are affected by immigration patterns, including the migration of younger adults from rural to urban areas | | | |
| Topic/Concept | Older Adults in Traditional Societies and the Impact of Modernization | | | |
| 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 theory refers to the transformation of a society from a rural to an urban one? |

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| Answer Choices | | | | |
| | | Answer | Correct Answer (x) | Feedback |
| | a. | Modernization | X | |
| | b. | Traditional | | Consider This: As people are attracted to city living, their cultures rapidly transform to catch up to other cultures. LO 2.4: Describe how elders in different countries are affected by immigration patterns, including the migration of younger adults from rural to urban areas |
| | c. | Segregation | | Consider This: As people are attracted to city living, their cultures rapidly transform to catch up to other cultures. LO 2.4: Describe how elders in different countries are affected by immigration patterns, including the migration of younger adults from rural to urban areas |
| | d. | Stratification | | Consider This: As people are attracted to city living, their cultures rapidly transform to catch up to other cultures. LO 2.4: Describe how elders in different countries are affected by immigration patterns, including the migration of younger adults from rural to urban areas |
| Learning Objective | LO 2.4: Describe how elders in different countries are affected by immigration patterns, including the migration of younger adults from rural to urban areas | | | |
| Topic/Concept | Older Adults in Traditional Societies and the Impact of Modernization | | | |
| 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 | | | |
| Question Title | M/C Question 9 | | | |

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|--|---|----------------------------|---|
| Assessment Type | Multiple-choice | | |
| Question Stem | By what measure did the number of foreign-born U.S. residents change between 1990 and 2010? | | |
| Answer Choices | | | |
| | | Answer | Correct Answer (x) |
| | a. | It doubled. | X |
| | b. | It tripled. | Consider This: Foreign-born residents contributed to one-third of the U.S. population growth. LO 2.5: 1. Recognize immigration patterns in the United States 2. Describe the challenges that older immigrants and refugees may encounter in a new country and culture |
| | c. | It halved. | Consider This: Foreign-born residents contributed to one-third of the U.S. population growth. LO 2.5: 1. Recognize immigration patterns in the United States 2. Describe the challenges that older immigrants and refugees may encounter in a new country and culture |
| | d. | It quadrupled. | Consider This: Foreign-born residents contributed to one-third of the U.S. population growth. LO 2.5: 1. Recognize immigration patterns in the United States 2. Describe the challenges that older immigrants and refugees may encounter in a new country and culture |
| Learning Objective | LO 2.5: 1. Recognize immigration patterns in the United States 2. Describe the challenges that older immigrants and refugees may encounter in a new country and culture | | |
| Topic/Concept | Immigrants to the United States | | |
| 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 |
| | X | | |

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| Question Title | |
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| | M/C Question 10 | | | |
| Assessment Type | Multiple-choice | | | |
| Question Stem | The term _____ refers to the process of integrating two cultures into one lifestyle. | | | |
| Answer Choices | | Answer | Correct Answer (x) | Feedback |
| | a. | biculturalism | X | |
| | b. | multiculturalism | | Consider This: Immigrants are faced with the challenge of creating a life that balances two different cultures. LO 2.5: 1. Recognize immigration patterns in the United States 2. Describe the challenges that older immigrants and refugees may encounter in a new country and culture |
| | c. | immigration | | Consider This: Immigrants are faced with the challenge of creating a life that balances two different cultures. LO 2.5: 1. Recognize immigration patterns in the United States 2. Describe the challenges that older immigrants and refugees may encounter in a new country and culture |
| | d. | filial | | Consider This: Immigrants are faced with the challenge of creating a life that balances two different cultures. LO 2.5: 1. Recognize immigration patterns in the United States 2. Describe the challenges that older immigrants and refugees may encounter in a new country and culture |
| Learning Objective | LO 2.5: 1. Recognize immigration patterns in the United States 2. Describe the challenges that older immigrants and refugees may encounter in a new country and culture | | | |
| Topic/Concept | Immigrants to the United States | | | |
| Difficulty Level (mark X where applicable) | Easy | Moderate | Difficult | |
| | X | | | |
| Skill Level (mark X where applicable) | | | | |

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| | 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 | What is implied by the long extended life expectancy in Japan? | | | | |
| Answer Choices | | Answer | Correct Answer (x) | Feedback | |
| | a. | The Japanese society must be more prepared to care for its elderly than other countries. | X | | |
| | b. | The Japanese government must reevaluate the factors that lead to increased longevity. | | Consider This: The elderly often need medical support. LO 2.1: Identify global trends in aging 2. Highlight the countries that are aging faster than others and what can be learned from them | |
| | c. | The Japanese citizens should be focused on taking advantage of the advanced medical technologies. | | Consider This: The elderly often need medical support. LO 2.1: Identify global trends in aging 2. Highlight the countries that are aging faster than others and what can be learned from them | |
| | d. | The Japanese society should concentrate on efforts to eliminate poverty and other social problems. | | Consider This: The elderly often need medical support. LO 2.1: Identify global trends in aging 2. Highlight the countries that are aging faster than others and what can be learned from them | |
| | | | | | |
| Learning Objective | LO 2.1: Identify global trends in aging 2. Highlight the countries that are aging faster than others and what can be learned from them | | | | |
| Topic/Concept | Global Trends in Aging | | | | |
| Difficulty Level (mark X where applicable) | Easy | Moderate | Difficult | | |
| | | X | | | |
| Skill Level (mark X where applicable) | | | | | |

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| | 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 | If a country has a high birthrate, what would a demographer expect to see? | | | |
| Answer Choices | | Answer | Correct Answer (x) | Feedback |
| | a. | Lower median age | X | |
| | b. | Higher life expectancy | | Consider This: Statistics are skewed by a large population of the young. LO 2.1: Identify global trends in aging 2. Highlight the countries that are aging faster than others and what can be learned from them |
| | c. | Lack of a demographic divide | | Consider This: Statistics are skewed by a large population of the young. LO 2.1: Identify global trends in aging 2. Highlight the countries that are aging faster than others and what can be learned from them |
| | d. | Symmetrical population pyramid | | Consider This: Statistics are skewed by a large population of the young. LO 2.1: Identify global trends in aging 2. Highlight the countries that are aging faster than others and what can be learned from them |
| Learning Objective | LO 2.1: Identify global trends in aging 2. Highlight the countries that are aging faster than others and what can be learned from them | | | |
| Topic/Concept | Global Trends in Aging | | | |
| 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 | |
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| | M/C Question 13 | | |
| Assessment Type | Multiple-choice | | |
| Question Stem | What would be more likely of a man who grows up in poverty? | | |
| Answer Choices | | Answer | Correct Answer (x) |
| | a. | He would become physiologically old at a younger age. | X |
| | b. | He would become physiologically old at an older age. | Consider This: Economic resources affect the aging process. LO 2.1: Identify global trends in aging 2. Highlight the countries that are aging faster than others and what can be learned from them |
| | c. | He would experience longer life expectancy. | Consider This: Economic resources affect the aging process. LO 2.1: Identify global trends in aging 2. Highlight the countries that are aging faster than others and what can be learned from them |
| | d. | He would have lower fertility rates. | Consider This: Economic resources affect the aging process. LO 2.1: Identify global trends in aging 2. Highlight the countries that are aging faster than others and what can be learned from them |
| Learning Objective | LO 2.1: Identify global trends in aging 2. Highlight the countries that are aging faster than others and what can be learned from them | | |
| Topic/Concept | Global Trends in Aging | | |
| 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 | | |
| Question Title | M/C Question 14 | | |
| Assessment Type | Multiple-choice | | |

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| Question Stem | How best would gerontologists predict the aging demographics of England? | | | |
| Answer Choices | | | | |
| | | Answer | Correct Answer (x) | Feedback |
| | a. | They would look at the population of Italy. | X | |
| | b. | They would look at the population of Uganda. | | Consider This: Gerontologists can learn from what other nearby countries have experienced. LO 2.2: Analyze the economic implications of rapidly aging industrialized countries |
| | c. | They would look at the population of the United States. | | Consider This: Gerontologists can learn from what other nearby countries have experienced. LO 2.2: Analyze the economic implications of rapidly aging industrialized countries |
| d. | They would look at the population of South Africa. | | Consider This: Gerontologists can learn from what other nearby countries have experienced. LO 2.2: Analyze the economic implications of rapidly aging industrialized countries | |
| Learning Objective | LO 2.2: Analyze the economic implications of rapidly aging industrialized countries | | | |
| Topic/Concept | Economic Implications for Industrialized Countries | | | |
| 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 | What would be an example of European diversity for a gerontologist trying to understand the older adult population? |

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| Answer Choices | | | | |
| | | Answer | Correct Answer (x) | Feedback |
| | a. | Median age | X | |
| | b. | Language | | Consider This: Diversity can appear in multiple forms. LO 2.2: Analyze the economic implications of rapidly aging industrialized countries |
| | c. | Political system | | Consider This: Diversity can appear in multiple forms. LO 2.2: Analyze the economic implications of rapidly aging industrialized countries |
| | d. | Currency | | Consider This: Diversity can appear in multiple forms. LO 2.2: Analyze the economic implications of rapidly aging industrialized countries |
| Learning Objective | LO 2.2: Analyze the economic implications of rapidly aging industrialized countries | | | |
| Topic/Concept | Economic Implications for Industrialized Countries | | | |
| 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 | SHARE's data collection of the health and economics of adults over age 50 has the potential to become an important _____ study. | | | |
| Answer Choices | | Answer | Correct Answer (x) | Feedback |
| | a. | longitudinal | X | |
| | b. | case | | Consider This: Data taken over time can influence policies. LO 2.2: Analyze the economic implications of rapidly aging industrialized countries |

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| | c. | short-term | | Consider This: Data taken over time can influence policies. LO 2.2: Analyze the economic implications of rapidly aging industrialized countries | | | | | | |
| | d. | psychological | | Consider This: Data taken over time can influence policies. LO 2.2: Analyze the economic implications of rapidly aging industrialized countries | | | | | | |
| Learning Objective | LO 2.2: Analyze the economic implications of rapidly aging industrialized countries | | | | | | | | | |
| Topic/Concept | Economic Implications for Industrialized Countries | | | | | | | | | |
| Difficulty Level (mark X where applicable) | <table><tr><td>Easy</td><td>Moderate</td><td>Difficult</td></tr><tr><td></td><td>X</td><td></td></tr></table> | | | | Easy | Moderate | Difficult | | X | |
| Easy | Moderate | Difficult | | | | | | | | |
| | X | | | | | | | | | |
| Skill Level (mark X where applicable) | <table><tr><td>Apply What You Know</td><td>Analyze It</td><td>Evaluate It</td></tr><tr><td>X</td><td></td><td></td></tr></table> | | | | Apply What You Know | Analyze It | Evaluate It | X | | |
| Apply What You Know | Analyze It | Evaluate It | | | | | | | | |
| X | | | | | | | | | | |

| Question Title | M/C Question 17 | | | | | | | | | | | | | | | | | | |
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| Assessment Type | Multiple-choice | | | | | | | | | | | | | | | | | | |
| Question Stem | What has been an effect of the trend of young Italians immigrating to other countries? | | | | | | | | | | | | | | | | | | |
| Answer Choices | <table border="1"> <tr> <th></th><th>Answer</th><th>Correct Answer (x)</th><th>Feedback</th></tr> <tr> <td>a.</td><td>More strain on fewer young Italians to take care of their elderly</td><td>X</td><td></td></tr> <tr> <td>b.</td><td>More freedom for elderly Italians to enjoy the culture</td><td></td><td>Consider This: Funds for Social Security and other programs come from young workers. LO 2.3: Assess the effects on a country's workforce needs due to the older population, including its impact on immigration laws</td></tr> <tr> <td>c.</td><td>More resources available to care for elderly Italians</td><td></td><td>Consider This: Funds for Social Security and other programs come from young workers. LO 2.3: Assess the effects on a country's workforce needs due to the older population, including its impact on immigration laws</td></tr> </table> | | | | Answer | Correct Answer (x) | Feedback | a. | More strain on fewer young Italians to take care of their elderly | X | | b. | More freedom for elderly Italians to enjoy the culture | | Consider This: Funds for Social Security and other programs come from young workers. LO 2.3: Assess the effects on a country's workforce needs due to the older population, including its impact on immigration laws | c. | More resources available to care for elderly Italians | | Consider This: Funds for Social Security and other programs come from young workers. LO 2.3: Assess the effects on a country's workforce needs due to the older population, including its impact on immigration laws |
| | Answer | Correct Answer (x) | Feedback | | | | | | | | | | | | | | | | |
| a. | More strain on fewer young Italians to take care of their elderly | X | | | | | | | | | | | | | | | | | |
| b. | More freedom for elderly Italians to enjoy the culture | | Consider This: Funds for Social Security and other programs come from young workers. LO 2.3: Assess the effects on a country's workforce needs due to the older population, including its impact on immigration laws | | | | | | | | | | | | | | | | |
| c. | More resources available to care for elderly Italians | | Consider This: Funds for Social Security and other programs come from young workers. LO 2.3: Assess the effects on a country's workforce needs due to the older population, including its impact on immigration laws | | | | | | | | | | | | | | | | |

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| | d. | More pressure on Italian government to encourage emigration | | Consider This: Funds for Social Security and other programs come from young workers. LO 2.3: Assess the effects on a country's workforce needs due to the older population, including its impact on immigration laws |
| Learning Objective | LO 2.3: Assess the effects on a country's workforce needs due to the older population, including its impact on immigration laws | | | |
| Topic/Concept | Older Europeans in the Workforce | | | |
| 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 | A region in the world is known for its “cradle-to-grave” policies and caring for its elderly. This situation is exemplified best by | | |
| Answer Choices | | Answer | Correct Answer (x) |
| | a. | Scandinavia. | X |
| | b. | Latin America. | |
| | c. | Australia. | |
| | d. | North America. | |
| | | | Feedback |
| | | | Consider This: Progressive countries dedicate a significant ratio of their gross domestic product caring for their elderly. LO 2.3: Assess the effects on a country's workforce needs due to the older population, including its impact on immigration laws |
| | | | Consider This: Progressive countries dedicate a significant ratio of their gross domestic product caring for their elderly. LO 2.3: Assess the effects on a country's workforce needs due to the older population, including its impact on immigration laws |
| | | | Consider This: Progressive countries dedicate a significant |

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| | | | ratio of their gross domestic product caring for their elderly. LO 2.3: Assess the effects on a country's workforce needs due to the older population, including its impact on immigration laws |
| Learning Objective | LO 2.3: Assess the effects on a country's workforce needs due to the older population, including its impact on immigration laws | | |
| Topic/Concept | Older Europeans in the Workforce | | |
| Difficulty Level (mark X where applicable) | Easy | Moderate | Difficult |
| | | X | |
| Skill Level (mark X where applicable) | Apply What You Know | Analyze It | Evaluate It |
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| Question Title | M/C Question 19 | | |
| Assessment Type | Multiple-choice | | |
| Question Stem | France's rioting against the treatment of foreign workers is an example of | | |
| Answer Choices | | | |
| | | Answer | Correct Answer (x) |
| | a. | resistance to immigration. | X |
| | b. | encouraging immigration. | |
| | | | Consider This: Some countries pride themselves on their strong culturalism. LO 2.3: Assess the effects on a country's workforce needs due to the older population, including its impact on immigration laws |
| | c. | postponing worker retirement. | |
| | | | Consider This: Some countries pride themselves on their strong culturalism. LO 2.3: Assess the effects on a country's workforce needs due to the older population, including its impact on immigration laws |
| | d. | following the United States' immigration laws. | |
| | | | Consider This: Some countries pride themselves on their strong culturalism. LO 2.3: Assess the effects on a country's workforce needs due to the older |

| | | | population, including its impact on immigration laws | | | | | | |
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| | | | | | | | | | |
| Learning Objective | LO 2.3: Assess the effects on a country's workforce needs due to the older population, including its impact on immigration laws | | | | | | | | |
| Topic/Concept | Older Europeans in the Workforce | | | | | | | | |
| Difficulty Level <i>(mark X where applicable)</i> | <table><tr><th>Easy</th><th>Moderate</th><th>Difficult</th></tr><tr><td></td><td>X</td><td></td></tr></table> | Easy | Moderate | Difficult | | X | | | |
| Easy | Moderate | Difficult | | | | | | | |
| | X | | | | | | | | |
| Skill Level <i>(mark X where applicable)</i> | <table><tr><th>Apply What You Know</th><th>Analyze It</th><th>Evaluate It</th></tr><tr><td>X</td><td></td><td></td></tr></table> | Apply What You Know | Analyze It | Evaluate It | X | | | | |
| Apply What You Know | Analyze It | Evaluate It | | | | | | | |
| X | | | | | | | | | |

| Question Title | M/C Question 20 | | | | | | | | | | | | | | | | | | |
|------------------------|---|--------------------|---|--|--------|--------------------|----------|----|---|---|--|----|---|--|---|----|--|--|---|
| Assessment Type | Multiple-choice | | | | | | | | | | | | | | | | | | |
| Question Stem | Modern migration projects have permitted young people to move to urban centers seeking better opportunities. What has resulted from this migration? | | | | | | | | | | | | | | | | | | |
| Answer Choices | <table> <tr> <th></th><th>Answer</th><th>Correct Answer (x)</th><th>Feedback</th></tr> <tr> <td>a.</td><td>A decrease of filial piety toward the elderly</td><td>X</td><td></td></tr> <tr> <td>b.</td><td>An increase in youth who can care for the elderly</td><td></td><td>Consider This: Young people who become educated may look down on the elderly, who may be illiterate. LO 2.4: Describe how elders in different countries are affected by immigration patterns, including the migration of younger adults from rural to urban areas</td></tr> <tr> <td>c.</td><td>A decrease in the number of elderly in those societies</td><td></td><td>Consider This: Young people who become educated may look down on the elderly, who may be illiterate. LO 2.4: Describe how elders in different countries are affected by immigration patterns, including the migration of younger adults from rural to</td></tr> </table> | | | | Answer | Correct Answer (x) | Feedback | a. | A decrease of filial piety toward the elderly | X | | b. | An increase in youth who can care for the elderly | | Consider This: Young people who become educated may look down on the elderly, who may be illiterate. LO 2.4: Describe how elders in different countries are affected by immigration patterns, including the migration of younger adults from rural to urban areas | c. | A decrease in the number of elderly in those societies | | Consider This: Young people who become educated may look down on the elderly, who may be illiterate. LO 2.4: Describe how elders in different countries are affected by immigration patterns, including the migration of younger adults from rural to |
| | Answer | Correct Answer (x) | Feedback | | | | | | | | | | | | | | | | |
| a. | A decrease of filial piety toward the elderly | X | | | | | | | | | | | | | | | | | |
| b. | An increase in youth who can care for the elderly | | Consider This: Young people who become educated may look down on the elderly, who may be illiterate. LO 2.4: Describe how elders in different countries are affected by immigration patterns, including the migration of younger adults from rural to urban areas | | | | | | | | | | | | | | | | |
| c. | A decrease in the number of elderly in those societies | | Consider This: Young people who become educated may look down on the elderly, who may be illiterate. LO 2.4: Describe how elders in different countries are affected by immigration patterns, including the migration of younger adults from rural to | | | | | | | | | | | | | | | | |

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| | | | | urban areas | | | | | | |
| | d. | An increase of opportunities for elderly workers | | Consider This: Young people who become educated may look down on the elderly, who may be illiterate. LO 2.4: Describe how elders in different countries are affected by immigration patterns, including the migration of younger adults from rural to urban areas | | | | | | |
| Learning Objective | LO 2.4: Describe how elders in different countries are affected by immigration patterns, including the migration of younger adults from rural to urban areas | | | | | | | | | |
| Topic/Concept | Older Adults in Traditional Societies and the Impact of Modernization | | | | | | | | | |
| Difficulty Level (mark X where applicable) | <table><tr><td>Easy</td><td>Moderate</td><td>Difficult</td></tr><tr><td></td><td>X</td><td></td></tr></table> | | | | Easy | Moderate | Difficult | | X | |
| Easy | Moderate | Difficult | | | | | | | | |
| | X | | | | | | | | | |
| Skill Level (mark X where applicable) | <table><tr><td>Apply What You Know</td><td>Analyze It</td><td>Evaluate It</td></tr><tr><td></td><td>X</td><td></td></tr></table> | | | | Apply What You Know | Analyze It | Evaluate It | | X | |
| Apply What You Know | Analyze It | Evaluate It | | | | | | | | |
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| Question Title | M/C Question 21 | | | | | | | | | | | | | | | | | | |
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| Assessment Type | Multiple-choice | | | | | | | | | | | | | | | | | | |
| Question Stem | What is a key difference between traditional and modern societies? | | | | | | | | | | | | | | | | | | |
| Answer Choices | <table border="1"> <tr> <th></th><th>Answer</th><th>Correct Answer (x)</th><th>Feedback</th></tr> <tr> <td>a.</td><td>Traditional societies typically treat their elders with more respect than modern societies.</td><td>X</td><td></td></tr> <tr> <td>b.</td><td>Traditional societies typically treat their elders with more disregard than modern societies.</td><td></td><td>Consider This: Modernization has changed the way society treats its elders as younger members are valued for their productivity. LO 2.4: Describe how elders in different countries are affected by immigration patterns, including the migration of younger adults from rural to urban areas</td></tr> <tr> <td>c.</td><td>Modern societies typically practice filial piety more than traditional societies.</td><td></td><td>Consider This: Modernization has changed the way society treats its elders as younger members are valued for their</td></tr> </table> | | | | Answer | Correct Answer (x) | Feedback | a. | Traditional societies typically treat their elders with more respect than modern societies. | X | | b. | Traditional societies typically treat their elders with more disregard than modern societies. | | Consider This: Modernization has changed the way society treats its elders as younger members are valued for their productivity. LO 2.4: Describe how elders in different countries are affected by immigration patterns, including the migration of younger adults from rural to urban areas | c. | Modern societies typically practice filial piety more than traditional societies. | | Consider This: Modernization has changed the way society treats its elders as younger members are valued for their |
| | Answer | Correct Answer (x) | Feedback | | | | | | | | | | | | | | | | |
| a. | Traditional societies typically treat their elders with more respect than modern societies. | X | | | | | | | | | | | | | | | | | |
| b. | Traditional societies typically treat their elders with more disregard than modern societies. | | Consider This: Modernization has changed the way society treats its elders as younger members are valued for their productivity. LO 2.4: Describe how elders in different countries are affected by immigration patterns, including the migration of younger adults from rural to urban areas | | | | | | | | | | | | | | | | |
| c. | Modern societies typically practice filial piety more than traditional societies. | | Consider This: Modernization has changed the way society treats its elders as younger members are valued for their | | | | | | | | | | | | | | | | |

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| | | | | productivity. LO 2.4: Describe how elders in different countries are affected by immigration patterns, including the migration of younger adults from rural to urban areas |
| | d. | Modern societies typically show more deference toward their elders than traditional society. | | Consider This: Modernization has changed the way society treats its elders as younger members are valued for their productivity. LO 2.4: Describe how elders in different countries are affected by immigration patterns, including the migration of younger adults from rural to urban areas |
| Learning Objective | LO 2.4: Describe how elders in different countries are affected by immigration patterns, including the migration of younger adults from rural to urban areas | | | |
| Topic/Concept | Older Adults in Traditional Societies and the Impact of Modernization | | | |
| Difficulty Level (mark X where applicable) | Easy | Moderate | Difficult | |
| | | X | | |
| Skill Level (mark X where applicable) | Apply What You Know | Analyze It | Evaluate It | |
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| Question Title | M/C Question 22 | | |
| Assessment Type | Multiple-choice | | |
| Question Stem | What has resulted globally from the economic necessity that has caused many younger adults to migrate to cities from the country? | | |
| Answer Choices | | Answer | Correct Answer (x) |
| | a. | Grandparents are often the primary caregivers for children. | X |
| | b. | Children are often the primary caregivers for the elderly. | Consider This: There has been a change of roles as people attempt to fill the gaps left behind by those who migrate. LO 2.4: Describe how elders in different countries are affected by immigration patterns, including the migration of |

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| | | | | younger adults from rural to urban areas | | | | | | |
| | c. | Grandparents often accompany the younger adults to the cities, taxing resources. | | Consider This: There has been a change of roles as people attempt to fill the gaps left behind by those who migrate. LO 2.4: Describe how elders in different countries are affected by immigration patterns, including the migration of younger adults from rural to urban areas | | | | | | |
| | d. | Young adults remain the primary caregivers, but from a distance relationship. | | Consider This: There has been a change of roles as people attempt to fill the gaps left behind by those who migrate. LO 2.4: Describe how elders in different countries are affected by immigration patterns, including the migration of younger adults from rural to urban areas | | | | | | |
| Learning Objective | LO 2.4: Describe how elders in different countries are affected by immigration patterns, including the migration of younger adults from rural to urban areas | | | | | | | | | |
| Topic/Concept | Older Adults in Traditional Societies and the Impact of Modernization | | | | | | | | | |
| Difficulty Level (mark X where applicable) | <table><tr><td>Easy</td><td>Moderate</td><td>Difficult</td></tr><tr><td></td><td>X</td><td></td></tr></table> | | | | Easy | Moderate | Difficult | | X | |
| Easy | Moderate | Difficult | | | | | | | | |
| | X | | | | | | | | | |
| Skill Level (mark X where applicable) | <table><tr><td>Apply What You Know</td><td>Analyze It</td><td>Evaluate It</td></tr><tr><td></td><td>X</td><td></td></tr></table> | | | | Apply What You Know | Analyze It | Evaluate It | | X | |
| Apply What You Know | Analyze It | Evaluate It | | | | | | | | |
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| Question Title | M/C Question 23 | | | | | | | | | | | | | | |
|------------------------|---|--------------------|---|--|--------|--------------------|----------|----|----------------------------|---|--|----|-------------|--|---|
| Assessment Type | Multiple-choice | | | | | | | | | | | | | | |
| Question Stem | What factor is important in determining an elder's position within a family, regardless of immigrant status? | | | | | | | | | | | | | | |
| Answer Choices | <table border="1"> <tr> <th></th><th>Answer</th><th>Correct Answer (x)</th><th>Feedback</th></tr> <tr> <td>a.</td><td>Financial self-sufficiency</td><td>X</td><td></td></tr> <tr> <td>b.</td><td>Good health</td><td></td><td>Consider This: Access to resources can ensure independence as well as respect. LO 2.5: 1. Recognize</td></tr> </table> | | | | Answer | Correct Answer (x) | Feedback | a. | Financial self-sufficiency | X | | b. | Good health | | Consider This: Access to resources can ensure independence as well as respect. LO 2.5: 1. Recognize |
| | Answer | Correct Answer (x) | Feedback | | | | | | | | | | | | |
| a. | Financial self-sufficiency | X | | | | | | | | | | | | | |
| b. | Good health | | Consider This: Access to resources can ensure independence as well as respect. LO 2.5: 1. Recognize | | | | | | | | | | | | |

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| | | | | immigration patterns in the United States 2. Describe the challenges that older immigrants and refugees may encounter in a new country and culture | | | | | | |
| | c. | Language fluency | | Consider This: Access to resources can ensure independence as well as respect. LO 2.5: 1. Recognize immigration patterns in the United States 2. Describe the challenges that older immigrants and refugees may encounter in a new country and culture | | | | | | |
| | d. | Marital status | | Consider This: Access to resources can ensure independence as well as respect. LO 2.5: 1. Recognize immigration patterns in the United States 2. Describe the challenges that older immigrants and refugees may encounter in a new country and culture | | | | | | |
| Learning Objective | LO 2.5: 1. Recognize immigration patterns in the United States 2. Describe the challenges that older immigrants and refugees may encounter in a new country and culture | | | | | | | | | |
| Topic/Concept | Immigrants to the United States | | | | | | | | | |
| Difficulty Level <i>(mark X where applicable)</i> | <table><tr><td>Easy</td><td>Moderate</td><td>Difficult</td></tr><tr><td></td><td>X</td><td></td></tr></table> | | | | Easy | Moderate | Difficult | | X | |
| Easy | Moderate | Difficult | | | | | | | | |
| | X | | | | | | | | | |
| Skill Level <i>(mark X where applicable)</i> | <table><tr><td>Apply What You Know</td><td>Analyze It</td><td>Evaluate It</td></tr><tr><td></td><td>X</td><td></td></tr></table> | | | | Apply What You Know | Analyze It | Evaluate It | | X | |
| Apply What You Know | Analyze It | Evaluate It | | | | | | | | |
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| Question Title | M/C Question 24 | | |
| Assessment Type | Multiple-choice | | |
| Question Stem | How do immigrant elders and U.S.-born elders compare in terms of poverty rates? | | |
| Answer Choices | | Answer | Correct Answer (x) |
| | a. | Immigrant elders have approximately twice the poverty rates than U.S.-born elders. | X |

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| | b. | U.S.-born elders have approximately twice the poverty rates than immigrant elders. | | Consider This: Language and economic barriers are significant for immigrant elders. LO 2.5: 1. Recognize immigration patterns in the United States 2. Describe the challenges that older immigrants and refugees may encounter in a new country and culture |
| | c. | Immigrant elders and U.S.-born elders have the same poverty rates. | | Consider This: Language and economic barriers are significant for immigrant elders. LO 2.5: 1. Recognize immigration patterns in the United States 2. Describe the challenges that older immigrants and refugees may encounter in a new country and culture |
| | d. | Immigrant elders have slightly more poverty rates than U.S.-born elders. | | Consider This: Language and economic barriers are significant for immigrant elders. LO 2.5: 1. Recognize immigration patterns in the United States 2. Describe the challenges that older immigrants and refugees may encounter in a new country and culture |

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| Learning Objective | LO 2.5: 1. Recognize immigration patterns in the United States 2. Describe the challenges that older immigrants and refugees may encounter in a new country and culture | | | | | | | | |
| Topic/Concept | Immigrants to the United States | | | | | | | | |
| Difficulty Level (mark X where applicable) | <table><tr><td>Easy</td><td>Moderate</td><td>Difficult</td></tr><tr><td></td><td>X</td><td></td></tr></table> | | | Easy | Moderate | Difficult | | X | |
| Easy | Moderate | Difficult | | | | | | | |
| | X | | | | | | | | |
| Skill Level (mark X where applicable) | <table><tr><td>Apply What You Know</td><td>Analyze It</td><td>Evaluate It</td></tr><tr><td></td><td>X</td><td></td></tr></table> | | | Apply What You Know | Analyze It | Evaluate It | | X | |
| Apply What You Know | Analyze It | Evaluate It | | | | | | | |
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| Question Title | M/C Question 25 |
| Assessment Type | Multiple-choice |
| Question Stem | What is a key difference between elderly immigrants from Japan compared to those from Mexico? |

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| Answer Choices | | | |
| | | Answer | Correct Answer (x) |
| | a. | The Japanese elderly immigrants are more likely to live independently than those from Mexico. | X |
| | b. | The Mexican elderly immigrants are more likely to live in ethnic enclaves than those from Japan. | |
| | c. | The Japanese elderly immigrants are less likely to have financial resources than those from Mexico. | |
| | d. | The Mexican elderly immigrants are less likely to care for other family members than those from Japan. | |
| Learning Objective | LO 2.5: 1. Recognize immigration patterns in the United States 2. Describe the challenges that older immigrants and refugees may encounter in a new country and culture | | |
| Topic/Concept | Immigrants to the United States | | |
| Difficulty Level (mark X where applicable) | Easy | Moderate | Difficult |
| | | X | |
| Skill Level (mark X where applicable) | Apply What You Know | Analyze It | Evaluate It |
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Note: Here starts 5 Short Answer level questions

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| Question Title | SA Question 26 | | |
| Assessment Type | Essay | | |
| Question Stem | Analyze the factors that affect the median age of countries. | | |
| Learning Objective | LO 2.1: Identify global trends in aging 2. Highlight the countries that are aging faster than others and what can be learned from them | | |
| Topic/Concept | Global Trends in Aging | | |
| Difficulty Level (mark X where applicable) | Easy | Moderate | Difficult |
| | | X | |
| Skill Level (mark X where applicable) | Apply What You Know | Analyze It | Evaluate It |
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| Question Title | SA Question 27 | | |
| Assessment Type | Essay | | |
| Question Stem | Assess how a rapidly aging population can influence research and policies for countries that are aging more slowly. | | |
| Learning Objective | LO 2.2: Analyze the economic implications of rapidly aging industrialized countries | | |
| Topic/Concept | Economic Implications for Industrialized Countries | | |
| Difficulty Level (mark X where applicable) | Easy | Moderate | Difficult |
| | | X | |
| Skill Level (mark X where applicable) | Apply What You Know | Analyze It | Evaluate It |
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| Question Title | SA Question 28 | | |
| Assessment Type | Essay | | |
| Question Stem | Examine the effects attractive pension plans had on the employment situation in many European countries. | | |
| Learning Objective | LO 2.3: Assess the effects on a country's workforce needs due to the older population, including its impact on immigration laws | | |
| Topic/Concept | Older Europeans in the Workforce | | |

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| Difficulty Level (mark X where applicable) | Easy | Moderate | Difficult |
| | | X | |
| Skill Level (mark X where applicable) | Apply What You Know | Analyze It | Evaluate It |
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| Question Title | SA Question 29 | | |
| Assessment Type | Essay | | |
| Question Stem | Compare and contrast traditional and modern societies' treatment of their elderly. | | |
| Learning Objective | LO 2.4: Describe how elders in different countries are affected by immigration patterns, including the migration of younger adults from rural to urban areas | | |
| Topic/Concept | Older Adults in Traditional Societies and the Impact of Modernization | | |
| Difficulty Level (mark X where applicable) | Easy | Moderate | Difficult |
| | | X | |
| Skill Level (mark X where applicable) | Apply What You Know | Analyze It | Evaluate It |
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| Question Title | SA Question 30 | | |
| Assessment Type | Essay | | |
| Question Stem | Predict the future trends of immigration based on the changes since 1965. | | |
| Learning Objective | LO 2.5: 1. Recognize immigration patterns in the United States 2. Describe the challenges that older immigrants and refugees may encounter in a new country and culture | | |
| Topic/Concept | Immigrants to the United States | | |
| Difficulty Level (mark X where applicable) | Easy | Moderate | Difficult |
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| Skill Level (mark X where applicable) | Apply What You Know | Analyze It | Evaluate It |
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Note: Here starts 5 Essay questions

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| Question Title | Essay Question 31 | | |
| Assessment Type | Essay | | |
| Question Stem | Evaluate the reasons why developing nations experience the phenomenon of aging differently from developed nations. | | |
| Learning Objective | LO 2.1: Identify global trends in aging 2. Highlight the countries that are aging faster than others and what can be learned from them | | |
| Topic/Concept | Global Trends in Aging | | |
| Difficulty Level (mark X where applicable) | Easy | Moderate | Difficult |
| | | | X |
| Skill Level (mark X where applicable) | Apply What You Know | Analyze It | Evaluate It |
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| Question Title | Essay Question 32 | | |
| Assessment Type | Essay | | |
| Question Stem | Examine the potential influences REACH and AARP will have on European policies regarding aging. | | |
| Learning Objective | LO 2.2: Analyze the economic implications of rapidly aging industrialized countries | | |
| Topic/Concept | Economic Implications for Industrialized Countries | | |
| Difficulty Level (mark X where applicable) | Easy | Moderate | Difficult |
| | | X | |
| Skill Level (mark X where applicable) | Apply What You Know | Analyze It | Evaluate It |
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| Question Title | Essay Question 33 | | |
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| Assessment Type | Essay | | |
| Question Stem | Assess the effects the Great Recession had on immigration and employment among European countries. | | |
| Learning Objective | LO 2.3: Assess the effects on a country's workforce needs due to the older population, including its impact on immigration laws | | |
| Topic/Concept | Older Europeans in the Workforce | | |
| Difficulty Level (mark X where applicable) | Easy | Moderate | Difficult |
| | | | X |
| Skill Level (mark X where applicable) | Apply What You Know | Analyze It | Evaluate It |
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| Question Title | Essay Question 34 | | |
| Assessment Type | Essay | | |
| Question Stem | Evaluate the role of modernization in the changing views of people toward their elderly. | | |
| Learning Objective | LO 2.4: Describe how elders in different countries are affected by immigration patterns, including the migration of younger adults from rural to urban areas | | |
| Topic/Concept | Older Adults in Traditional Societies and the Impact of Modernization | | |
| Difficulty Level (mark X where applicable) | Easy | Moderate | Difficult |
| | | | X |
| Skill Level (mark X where applicable) | Apply What You Know | Analyze It | Evaluate It |
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| Question Title | Essay Question 35 | | |
| Assessment Type | Essay | | |
| Question Stem | Assess the unique difficulties elderly immigrants face when they come to the United States. | | |
| Learning Objective | LO 2.5: 1. Recognize immigration patterns in the United States 2. Describe the challenges that older immigrants and refugees may encounter in a new country and culture | | |
| Topic/Concept | Immigrants to the United States | | |

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| Difficulty Level <i>(mark X where applicable)</i> | Easy | Moderate | Difficult |
| | | | X |
| Skill Level <i>(mark X where applicable)</i> | Apply What You Know | Analyze It | Evaluate It |
| | | | X |