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1. The statements below are derived from Piaget's theory of development. For each statement, please (1) indicate whether it is supported or challenged by the follow-up studies to date; (2) select one such study, describe its method and main findings, and illustrate how its findings support or challenge the statement.
 - (a) The capacity of deferred imitation does not appear until the last substage of the sensorimotor stage (9 分)
 - (b) The ability to form hierarchical classification is absent before and during the preoperational stage (9 分)
2. For each pair of terms below, please (1) explain each term respectively, and (2) describe the commonality (or relationship) and critical differences between the two terms.
 - (a) X-linked inheritance vs. genomic imprinting (8 分)
 - (b) Inductive discipline vs. positive discipline (8 分)
3. Children frequently experience situations involving distributive justice in everyday life, and previous studies have suggested that children's concepts of distributive justice change in a three-step sequence over middle childhood. Please (1) explain what "distributive justice" refers to (2 分), (2) describe children's concept of distributive justice at each step and indicate the typical age range for children at each step (9 分), and (3) discuss the implications of the above findings for Kohlberg's characterization of children in the first two stages of moral understanding in his theory (5 分).

貳、解釋名詞：(30 分，每題 3 分)

1. Social Dilemma
2. MODE Model
3. Inoculation Hypothesis
4. Self-Verification
5. Base-Rate Fallacy
6. Stereotyping
7. Subliminal Priming
8. Representativeness Heuristic
9. Bystander Effect
10. Pygmalion Effect

參、簡答題：(20 分，每題 10 分)

1. 何謂 Savings-in-Relearning Effect? 可用來探討何種現象? 有何重要性?
2. 何謂 Moderation? 請說明如何檢驗 Moderation? 請以具體的實例說明。