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Module 2: Contexts of Development

Test Bank

Multiple Choice

1. Bronfenbrenner's bioecological theory includes in its model the terms _____.
a. mesosystem, exosystem, and chronosystem
b. primary systems, secondary systems, and tertiary systems
c. family system, peer system, and school system
d. internal system, peripheral system, and external system
Ans: A
Learning Objective: 2-1: Describe Bronfenbrenner's bioecological theory
Cognitive Domain: Knowledge
Answer Location: Bronfenbrenner's Bioecological Theory
Difficulty Level: Easy

2. The immediate environment surrounding an individual is his or her _____.
a. exosystem
b. microsystem
c. macrosystem
d. mesosystem
Ans: B
Learning Objective: 2-1: Describe Bronfenbrenner's bioecological theory
Cognitive Domain: Knowledge
Answer Location: Bronfenbrenner's Bioecological Theory
Difficulty Level: Easy

3. Which best illustrates a student's chronosystem?
a. Teresa has been growing and changing over the past five years, and so are elements within her community, which impact her differently now than they did before.
b. Barry is in close contact on an almost daily basis with his family, neighborhood friends, and school.
c. Alonso is Hispanic and from a low-income family and, as a result, has substandard and crowded housing in his neighborhood in which traditional beliefs and customs of Mexico are held.
d. Mick's home is often an unsettling place because of the influence of his mother's stressful workplace situation.
Ans: A
Learning Objective: 2-1: Describe Bronfenbrenner's bioecological theory
Cognitive Domain: Application
Answer Location: Bronfenbrenner's Bioecological Theory
Difficulty Level: Medium

4. Which best illustrates a student's macrosystem?
a. Teresa has been growing and changing over the past five years, and so are elements within her community, which impact her differently now than they did before.
b. Barry is in close contact on an almost daily basis with his family, neighborhood friends, and school.
c. Alonso is Hispanic and from a low-income family and, as a result, has substandard and crowded housing in his neighborhood in which traditional beliefs and customs of Mexico are held.
d. Mick's home is often an unsettling place because of the influence of his mother's stressful workplace situation.
Ans: C
Learning Objective: 2-1: Describe Bronfenbrenner's bioecological theory
Cognitive Domain: Application

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Answer Location: Bronfenbrenner's Bioecological Theory
Difficulty Level: Medium

5. Which best illustrates a student's exosystem?
a. Teresa has been growing and changing over the past five years, and so are elements within her community, which impact her differently now than they did before.
b. Barry is in close contact on an almost daily basis with his family, neighborhood friends, and school.
c. Alonso is Hispanic and from a low-income family and, as a result, has substandard and crowded housing in his neighborhood in which traditional beliefs and customs of Mexico are held.
d. Mick's home is often an unsettling place because of the influence of his mother's stressful workplace situation.
Ans: D
Learning Objective: 2-1: Describe Bronfenbrenner's bioecological theory
Cognitive Domain: Application
Answer Location: Bronfenbrenner's Bioecological Theory
Difficulty Level: Medium

6. In Bronfenbrenners's bioecological theory of human development, family and school interact to affect children's development. This interaction falls into which of the following?
a. Microsystem
b. Mesosystem
c. Exosystem
d. Chronosystem
Ans: B
Learning Objective: 2-1: Describe Bronfenbrenner's bioecological theory
Cognitive Domain: Comprehension
Answer Location: Bronfenbrenner's Bioecological Theory
Difficulty Level: Medium

7. Johnson is a middle school student. He tells his parents he will attend a party at a friend's house with no parental supervision. Although they are worried about it, Johnson's parents ultimately approved his request, in order not to let Johnson down. This scenario best illustrates which of the following?
a. Authoritative parenting
b. Authoritarian parenting
c. Permissive parenting
d. Uninvolved parenting
Ans: C
Learning Objective: 2-2: Describe how parenting styles and family transitions interact with the school system
Cognitive Domain: Application
Answer Location: Parenting Practices
Difficulty Level: Medium

8. The broad dimensions of parenting practices are_____.
a. reward and punishment
b. organization and management
c. control and responsiveness
d. involvement and attachment
Ans: C
Learning Objective: 2-2: Describe how parenting styles and family transitions interact with the school system
Cognitive Domain: Knowledge
Answer Location: Parenting Practices
Difficulty Level: Easy

9. Which best describes the responsiveness dimension of parenting practice?

a. Limits and discipline
b. Organization and orderliness
c. Timeliness, aptness, and suitability
d. Affection, acceptance, and caring
Ans: D
Learning Objective: 2-2: Describe how parenting styles and family transitions interact with the school system
Cognitive Domain: Knowledge
Answer Location: Parenting Practices
Difficulty Level: Easy

10. Parents who have high levels of control over their children with strictly enforced rules yet lack emotional connectedness such that they might be perceived as inflexible dictators are best described as _____.
a. authoritative
b. authoritarian
c. permissive
d. uninvolved
Ans: B
Learning Objective: 2-2: Describe how parenting styles and family transitions interact with the school system
Cognitive Domain: Knowledge
Answer Location: Parenting Practices
Difficulty Level: Easy

11. Which best illustrates authoritative parenting?
a. Becky and her parents are very close, and her parents do anything they can to show her affection, including having no real limits.
b. Kaori's parents tend to be detached. They live in the same house as her, but do not really keep much track of her comings and goings.
c. Mandy is very close to her parents, who provide her with set rules which she knows will be enforced.
d. Fabiola's parents are very strict, but they do not seem to have much connection with her.
Ans: C
Learning Objective: 2-2: Describe how parenting styles and family transitions interact with the school system
Cognitive Domain: Application
Answer Location: Parenting Practices
Difficulty Level: Medium

12. Which best illustrates uninvolved parenting?
a. Becky and her parents are very close, and her parents do anything they can to show her affection, including having no real limits.
b. Kaori's parents tend to be detached. They live in the same house as her, but do not really keep much track of her comings and goings.
c. Mandy is very close to her parents, who provide her with set rules which she knows will be enforced.
d. Fabiola's parents are very strict, but they do not seem to have much connection with her.
Ans: B
Learning Objective: 2-2: Describe how parenting styles and family transitions interact with the school system
Cognitive Domain: Application
Answer Location: Parenting Practices
Difficulty Level: Medium

13. Which best illustrates permissive parenting?
a. Becky and her parents are very close, and her parents do anything they can to show her affection, including having no real limits.

b. Kaori's parents tend to be detached. They live in the same house as her, but do not really keep much track of her comings and goings.
c. Mandy is very close to her parents, who provide her with set rules which she knows will be enforced.
d. Fabiola's parents are very strict, but they do not seem to have much connection with her.
Ans: A
Learning Objective: 2-2: Describe how parenting styles and family transitions interact with the school system
Cognitive Domain: Application
Answer Location: Parenting Practices
Difficulty Level: Medium

14. Which parenting style is most consistently linked to positive outcomes, such as higher levels of healthy adjustment and fewer mental health and problem behaviors?
a. Authoritative
b. Authoritarian
c. Permissive
d. Uninvolved
Ans: A
Learning Objective: 2-2: Describe how parenting styles and family transitions interact with the school system
Cognitive Domain: Comprehension
Answer Location: Parenting Practices
Difficulty Level: Medium

15. Though all may or may not be present in a divorce situation, which is believed to be least likely to contribute to the difficulties surrounding divorce for children?
a. The structural change of the parents living apart
b. Decreases in family economics
c. Disorganized parenting practices
d. High levels of family conflict
Ans: A
Learning Objective: 2-2: Describe how parenting styles and family transitions interact with the school system
Cognitive Domain: Comprehension
Answer Location: Divorce and Remarriage
Difficulty Level: Medium

16. Divorce can have a variety of negative effects on children. Which of the following best illustrates the effects of disorganized parenting practices?
a. Dan moved to a poorer neighborhood with his mom after his parents' divorce.
b. Dan felt guilty of the frequent conflict between his parents and thought it must be his fault.
c. Dan's mother had to work longer hours in order to earn a second income to support the family.
d. Dan was worried about which parent was going to pick him up after school because both of them did not show up for several times.
Ans: D
Learning Objective: 2-2: Describe how parenting styles and family transitions interact with the school system
Cognitive Domain: Application
Answer Location: Divorce and Remarriage
Difficulty Level: Medium

17. Which best describes the sleeper effect?
a. Children whose parents are high in control yet poor in responsiveness tend to have increasing difficulties as they get older.
b. Children whose parents have been divorced for many years may encounter difficulties again during adolescence.

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c. Children neglected by their peers when young are increasingly likely to be rejected as they get older.
d. The predetermined beliefs that we have about others tend to come true over time as a result of our behaviors arising from those beliefs.
Ans: B
Learning Objective: 2-2: Describe how parenting styles and family transitions interact with the school system
Cognitive Domain: Knowledge
Answer Location: Divorce and Remarriage
Difficulty Level: Easy

18. Which best describes the control dimension of parenting practice?
a. Limits and discipline
b. Organization and orderliness
c. Timeliness, aptness, and suitability
d. Affection, acceptance, and caring
Ans: A
Learning Objective: 2-2: Describe how parenting styles and family transitions interact with the school system
Cognitive Domain: Knowledge
Answer Location: Parenting Practices
Difficulty Level: Easy

19. Which best illustrates a self-fulfilling prophecy?
a. Ms. Winifred expects all children of divorce to have poor achievement, and that expectation changes her behavior toward those children in ways that make it more likely to come true.
b. Deidre is from a family that recently divorced, and because there is a relationship between divorce and lowered achievement, she may be at risk for lowered achievement.
c. Ms. Doyle knows that older children are particularly at risk for experiencing difficulties following remarriage.
d. Benjamin has supporting relationships from adults such as teachers and coaches following his divorce, decreasing the likelihood that he will have difficulties.
Ans: A
Learning Objective: 2-2: Describe how parenting styles and family transitions interact with the school system
Cognitive Domain: Application
Answer Location: Divorce and Remarriage
Difficulty Level: Medium

20. As teachers, we should attempt to foster friendship among peers early in students' development and continue to support peer-group formation throughout adolescence. Which of the following is NOT one of the benefits?
a. Promotes social skills
b. Promotes identity formation
c. Promotes academic intrinsic motivation
d. Promotes academic achievement
Ans: C
Learning Objective: 2-3: Describe how aspects of the peer context interact with the school system
Cognitive Domain: Knowledge
Answer Location: Friendships and Peer Groups
Difficulty Level: Easy

21. In early childhood, friendships tend to be based upon:
a. moment-to-moment interactions.
b. complex interests, such as achievement and attitudes toward school.
c. parent-guided selections.
d. stable, similar qualities, such as common interests.

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Ans: A
Learning Objective: 2-3: Describe how aspects of the peer context interact with the school system
Cognitive Domain: Knowledge
Answer Location: Friendships and Peer Groups
Difficulty Level: Easy

22. In adolescence, friendships become more based on common values and interests. Linda was invited to join a small group because Linda shares the same interest in music with other group members. This best illustrates:
a. peer identity formulation process.
b. peer selection process.
c. peer reinforcement process.
d. peer socialization process.
Ans: B
Learning Objective: 2-3: Describe how aspects of the peer context interact with the school system
Cognitive Domain: Application
Answer Location: Friendships and Peer Groups
Difficulty Level: Medium

24. Which of the following illustrates relational aggression?
a. Michael punched a classmate over a quarrel.
b. Melissa felt she was excluded from her old group of friends.
c. Melissa threw a tantrum in class because one of her classmates broke a pencil.
d. Michael told his friends that he does not want to play sports with them anymore.
Ans: B
Learning Objective: 2-3: Describe how aspects of the peer context interact with the school system
Cognitive Domain: Application
Answer Location: Peer Statuses
Difficulty Level: Medium

25. Children and adolescents who are considered popular have which characteristics?
a. Exhibit socially appropriate behaviors but not aggressive behaviors
b. Exhibit socially appropriate behaviors but may or may not exhibit aggression
c. Exhibit socially appropriate behaviors and aggressive behaviors
d. Research has not determined the characteristics related to peer statuses
Ans: B
Learning Objective: 2-3: Describe how aspects of the peer context interact with the school system
Cognitive Domain: Knowledge
Answer Location: Popular
Difficulty Level: Easy

26. It is most true that students with close friendships tend to have _____.
a. slightly lower academic performance
b. higher intelligence
c. more self-confidence
d. families with permissive styles of parenting
Ans: C
Learning Objective: 2-3: Describe how aspects of the peer context interact with the school system
Cognitive Domain: Knowledge
Answer Location: Friendships and Peer Groups
Difficulty Level: Easy

27. In later childhood and early adolescence, friendships tend to be based upon _____.
a. moment-to-moment interactions
b. complex interests such as achievement and attitudes toward school
c. parent-guided selections

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d. stable, similar qualities, such as common interests
Ans: D
Learning Objective: 2-3: Describe how aspects of the peer context interact with the school system
Cognitive Domain: Knowledge
Answer Location: Friendships and Peer Groups
Difficulty Level: Easy

28. Which most accurately describes characteristics of cliques?
a. They tend to form when members express negative attitudes toward school and find common interest in nonschool activities.
b. They tend to reflect diverse, complementary characteristics, such as a range of high and low achievement.
c. They tend to have increasingly overt aggression toward individuals outside the clique.
d. Members are very similar in demographics such as age, SES, race, and shared activities.
Ans: D
Learning Objective: 2-3: Describe how aspects of the peer context interact with the school system
Cognitive Domain: Knowledge
Answer Location: Friendships and Peer Groups
Difficulty Level: Easy

30. As an adolescent, belonging to a crowd is most likely to _____.
a. increase the likelihood that a student will have high self-esteem
b. label one in a way that provides a basis for identity development
c. increase a student's status with other adolescents
d. improve academic performance
Ans: B
Learning Objective: 2-3: Describe how aspects of the peer context interact with the school system
Cognitive Domain: Knowledge
Answer Location: Friendships and Peer Groups
Difficulty Level: Easy

31. Which is the best example of overt aggression?
a. Spreading nasty rumors to damage somebody's reputation
b. Keeping feelings of hurt and betrayal deep inside yourself
c. Physically hurting somebody
d. Joining a gang
Ans: C
Learning Objective: 2-3: Describe how aspects of the peer context interact with the school system
Cognitive Domain: Application
Answer Location: Peer Statuses
Difficulty Level: Medium

32. Which best illustrates how sociometric popularity is measured?
a. Teachers nominate which children they think belong to each clique or crowd.
b. Students nominate which peers they think are the most "cool" or popular and those who are least popular.
c. Teachers nominate which children they think are most liked and disliked among their peers.
d. Students nominate which peers they most like and most dislike.
Ans: D
Learning Objective: 2-3: Describe how aspects of the peer context interact with the school system
Cognitive Domain: Application
Answer Location: Popular
Difficulty Level: Medium

33. Which best illustrates perceived popularity?
a. Teachers nominate which children they think belong to each clique or crowd.

b. Students nominate which peers they think are the most "cool" or popular and those who are least popular.
c. Teachers nominate which children they think are most liked and disliked among their peers.
d. Students nominate which peers they most like and most dislike.
Ans: B
Learning Objective: 2-3: Describe how aspects of the peer context interact with the school system
Cognitive Domain: Knowledge
Answer Location: Popular
Difficulty Level: Easy

34. The characteristics that usually identify as student as rejected include displays of aggressive behaviors and _____.
a. low academic achievement
b. few displays of social skills and cooperation
c. lack of belonging to a clique or crowd
d. being neglected
Ans: B
Learning Objective: 2-3: Describe how aspects of the peer context interact with the school system
Cognitive Domain: Knowledge
Answer Location: Rejected
Difficulty Level: Easy

35. Research on the increasing numbers of mothers employed outside of the household has consistently found which negative results in their children?
a. Decreased academic achievement, particularly in reading
b. Increased levels of delinquency
c. Decreased social skills
d. None of the above; no negative results have been found
Ans: D
Learning Objective: 2-4: Explain how broader contexts of development influence microsystems and individual outcomes
Cognitive Domain: Comprehension
Answer Location: Parental Employment
Difficulty Level: Medium

36. Which is a positive outcome seen in children of mothers employed outside of the household?
a. Improved self-regulation
b. Decreased overt and relational aggression
c. Higher academic achievement and higher achievement aspirations among girls
d. None of the above; no positive results have been found
Ans: C
Learning Objective: 2-4: Explain how broader contexts of development influence microsystems and individual outcomes
Cognitive Domain: Knowledge
Answer Location: Parental Employment
Difficulty Level: Easy

37. Parental employment indirectly influences children's development. Which of the following is most true?
a. We should encourage both-parent employment because it is related to a number of positive child outcomes such as higher achievement in school and higher IQ scores.
b. We should not encourage both-parent employment because it decreases the quality time parents spend with their children.
c. High levels of job stress and dissatisfaction among parents may influence parenting practices and further influence children's academic achievement.
d. Parental employment is an important component of students' mesosystem.

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Ans: C
Learning Objective: 2-4: Explain how broader contexts of development influence microsystems and individual outcomes
Cognitive Domain: Comprehension
Answer Location: Parental Employment
Difficulty Level: Medium

38. John Park is an eighth grader. He moved from South Korea to the United States with his parents several years ago. He studies very hard compared to his American peers because he has always been told by his parents that efforts and hard work will bring success. What does this example best illustrate?
a. The impact of socioeconomic status on development
b. The impact of cultural values on development
c. The impact of mesosystem on development
d. The impact of peer context on development
Ans: B
Learning Objective: 2-4: Explain how broader contexts of development influence microsystems and individual outcomes
Cognitive Domain: Application
Answer Location: Cultural Factors
Difficulty Level: Medium

39. Which of the following is considered a component of quality child care?
a. Unsupportive interactions
b. Authoritarian style practices
c. Warm interactions
d. Strict environment
Ans: C
Learning Objective: 2-4: Explain how broader contexts of development influence microsystems and individual outcomes
Cognitive Domain: Knowledge
Answer Location: Parental Employment
Difficulty Level: Easy

40. Quality child care is considered a part of a child's _____.
a. macrosystem
b. microsystem
c. exosystem
d. chronosystem
Ans: B
Learning Objective: 2-1: Describe Bronfenbrenner's bioecological theory
Cognitive Domain: Knowledge
Answer Location: Parental Employment
Difficulty Level: Easy

41. All of the following are considered to be better predictors of cognitive and social development outcomes later in life than experience in child care facilities except:
a. the teacher-child relationship.
b. parental income.
c. socioeconomic Status.
d. parenting practices and child temperament.
Ans: A
Learning Objective: 2-4: Explain how broader contexts of development influence microsystems and individual outcomes
Cognitive Domain: Knowledge
Answer Location: Parental Employment
Difficulty Level: Easy

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42. Ms. Kacey is a single parent who works a full-time job. She has decided to look for a child care facility to put her child in. Which of the following characteristics should Ms. Kacey look for to ensure she chose a quality care facility?
a. A large facility because having more children enrolled means they are more successful than other facilities.
b. A facility that does not cost a lot of money because she should save it so that she does not have to work as much.
c. A place that has high turnover rates for their teachers so that her child can be exposed to many different teaching styles.
d. A facility that is very stable and has certified child care professionals.
Ans: D
Learning Objective: 2-4: Explain how broader contexts of development influence microsystems and individual outcomes
Cognitive Domain: Application
Answer Location: Parental Employment
Difficulty Level: Medium

43. Socioeconomic Status is considered to be a part of an individual's _____.
a. macrosystem
b. microsystem
c. chronosystem
d. exosystem
Ans: A
Learning Objective: 2-1: Describe Bronfenbrenner's bioecological theory
Cognitive Domain: Knowledge
Answer Location: Bronfenbrenner's Bioecological Theory
Difficulty Level: Easy

44. Research has shown that African-American parents attend less school functions than _____ parents?
a. Asian-American
b. Caucasian-American
c. Latino-American
d. Pacific Islander-American
Ans: B
Learning Objective: 2-4: Explain how broader contexts of development influence microsystems and individual outcomes
Cognitive Domain: Knowledge
Answer Location: Cultural Factors
Difficulty Level: Easy

45. Mr. Smith lived in a two-parent home during the great depression era. His father worked at a bakery and his mother stayed at home and took care of him and his two sisters. Which of the following would be considered part of Mr. Smith's chronosystem?
a. The bakery his father worked at.
b. His two sisters.
c. The home he lived in.
d. The great depression era.
Ans: D
Learning Objective: 2-4: Explain how broader contexts of development influence microsystems and individual outcomes
Cognitive Domain: Application
Answer Location: Bronfenbrenner's Bioecological Theory
Difficulty Level: Medium

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46. Parental employment has a(an) _____ effect on academic achievement.
a. direct
b. small
c. positive
d. indirect
Ans: D
Learning Objective: 2-4: Explain how broader contexts of development influence microsystems and individual outcomes
Cognitive Domain: Knowledge
Answer Location: Parental Employment
Difficulty Level: Easy

47. What percentage of eighth graders reported experiencing bullying in middle school in Barone's 1997 study?
a. 16%
b. 26%
c. 60%
d. 80%
Ans: C
Learning Objective: 2-3: Describe how aspects of the peer context interact with the school system
Cognitive Domain: Knowledge
Answer Location: Neglected
Difficulty Level: Easy

48. Students who are neither liked nor disliked and do not exhibit aggressive behaviors are categorized as _____.
a. permissive youth
b. neglected youth
c. popular youth
d. rejected youth
Ans: B
Learning Objective: 2-3: Describe how aspects of the peer context interact with the school system
Cognitive Domain: Knowledge
Answer Location: Rejected
Difficulty Level: Easy

True/False

1. Authoritarian parenting is consistently linked with higher levels of healthy adjustment and fewer mental health and behavior problems.
Ans: F
Learning Objective: 2-2: Describe how parenting styles and family transitions interact with the school system
Cognitive Domain: Knowledge
Answer Location: Parenting Practices
Difficulty Level: Easy

2. Younger children are more likely than older children to have a particularly hard time dealing with divorce.
Ans: T
Learning Objective: 2-2: Describe how parenting styles and family transitions interact with the school system
Cognitive Domain: Knowledge

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Answer Location: Divorce and Remarriage
Difficulty Level: Easy

3. In adolescence, belonging to a crowd improves academic performance and enhances self-esteem.
Ans: T
Learning Objective: 2-3: Describe how aspects of the peer context interact with the school system
Cognitive Domain: Knowledge
Answer Location: Friendships and Peer Groups
Difficulty Level: Easy

4. Researchers who have examined the influence of increased maternal employment outside the home have found few negative effects as well as positive outcomes.
Ans: T
Learning Objective: 2-4: Explain how broader contexts of development influence microsystems and individual outcomes
Cognitive Domain: Knowledge
Answer Location: Parental Employment
Difficulty Level: Easy

5. As a group, African-American parents believe in the benefits of education as much as any other group, so they have the same achievement expectations for their children as Caucasian parents.
Ans: F
Learning Objective: 2-4: Explain how broader contexts of development influence microsystems and individual outcomes
Cognitive Domain: Knowledge
Answer Location: Cultural Factors
Difficulty Level: Easy

Essay

1. Label and describe the types of systems in Bronfenbrenner's bioecological theory, giving an example for each system of the influences that affect a student.
Ans: The answers should distinguish between microsystem (immediate environment), mesosystem (links two or more microsystems), exosystem (interaction among two or more environments, one of which does not directly include the individual), macrosystem (includes broader cultural patterns), and chronosystem (chronological nature of development).
Learning Objective: 2-1: Describe Bronfenbrenner's bioecological theory
Cognitive Domain: Comprehension
Answer Location: Bronfenbrenner's Bioecological Theory
Difficulty Level: Medium

3. Describe how parenting practices and divorce and remarriage interact with the school system.
Ans: Parenting practices vary by control and responsiveness. Authoritative is most beneficial to academic achievement and school performance and involves emotional connectedness and appropriate discipline. Authoritarian involves high control but low responsiveness. Permissive involves high responsiveness and low control. Uninvolved (akin to neglect) has low responsiveness and low control. As regards transitions, though children from divorced and remarried families tend to have lower academic performance, not all children have difficulties. Difficulties increase due to increased family transitions, and teachers should be aware of these difficulties so as to provide additional support where appropriate.
Learning Objective: 2-2: Describe how parenting styles and family transitions interact with the school system
Cognitive Domain: Comprehension
Answer Location: Family Context
Difficulty Level: Medium

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4. Describe the reasons why children who have experienced divorce may have difficulties, and describe the sleeper effect.
Ans: The answers should recognize that family functioning, rather than structural changes, tends to cause difficulties. Issues that cause difficulty include family conflict, disorganized parenting practices, and decreases in family economics. The answers should identify sleeper effect as difficulties that often arise long after the time of divorce.
Learning Objective: 2-2: Describe how parenting styles and family transitions interact with the school system
Cognitive Domain: Comprehension
Answer Location: Divorce and Remarriage
Difficulty Level: Medium

5. Describe how aspects of the peer context interact with the school system.
Ans: Children with friends or peer-group affiliation tend to have better school performance. In addition, children well-liked by peers are more likely to be engaged in school. Because of the link between overt aggression and relational aggression to negative outcomes, teachers need increased awareness of both.
Learning Objective: 2-3: Describe how aspects of the peer context interact with the school system
Cognitive Domain: Comprehension
Answer Location: Peer Context
Difficulty Level: Medium

6. Describe the difference between crowds and cliques and the relevance of these concepts to development.
Ans: The discussion should identify crowds as larger, reputation-based peer groups that typically have common labels (e.g., preps/jocks) that are often hierarchical and can relate to self-esteem and identity formation, while cliques are small groups with common demographic characteristics with high social interaction. The discussion should also include the relationships between cliques and social, communication, and leadership development as well as the relationships between crowd memberships and identity development and self-esteem.
Learning Objective: 2-3: Describe how aspects of the peer context interact with the school system
Cognitive Domain: Comprehension
Answer Location: Friendships and Peer Groups
Difficulty Level: Medium

7. Discuss the relationship between types of aggression, popularity, and rejection.
Ans: The answers should identify that there is overt (e.g., fighting) and relational (intended to damage a child socially) aggression, with sociometric popularity based upon lack of aggression and high cooperation, but perceived popularity related to higher levels of aggression. Rejected children show aggression but no positive behaviors.
Learning Objective: 2-3: Describe how aspects of the peer context interact with the school system
Cognitive Domain: Comprehension
Answer Location: Popular
Difficulty Level: Medium

8. Explain how broader contexts of development influence microsystems and individual outcomes.
Ans: The presence of exosystems such as parental employment is not as important to development as the indirect influence on the child via job satisfaction and stress. In addition, parental work involves child care, whose quality is related to school outcomes. The macrosystem of SES and neighborhoods also has an influence, as do ethnicity and cultural values, which predict school involvement and therefore academic outcomes.
Learning Objective: 2-4: Explain how broader contexts of development influence microsystems and individual outcomes
Cognitive Domain: Comprehension
Answer Location: Broader Contexts
Difficulty Level: Medium

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9. Discuss the positive and negative effects of parental employment on child development.
Ans: Girls tend to have higher achievement in school, more academic aspirations, and higher intelligence. Children also have been found to have more responsibilities in the house and are not more likely to be involved in delinquency. However, job stress can cause parental withdrawal from or conflict with children, which in turn may influence academic achievement.
Learning Objective: 2-4: Explain how broader contexts of development influence microsystems and individual outcomes
Cognitive Domain: Comprehension
Answer Location: Parental Employment
Difficulty Level: Medium

10. Describe some of the differences between Asian-American, African-American, and Caucasian American parents in regards to cultural beliefs about education.
Ans: The answers may include that African-American parents believe that their children will be discriminated against and will have limited success regardless of education. Thus, African-American students do not stress over education as much as Asian-American students, whose parents place very high importance on education. Because Asian-Americans are heavily invested in education, Asian-American students spend more time doing homework than Caucasian-American students. Caucasian American parents have been found to participate in school functions and help their children with homework more often than African-American parents.
Learning Objective: 2-4: Explain how broader contexts of development influence microsystems and individual outcomes
Cognitive Domain: Comprehension
Answer Location Cultural Factors
Difficulty Level: Medium

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