

FAMILY THEORIES PRACTICE TEST (SAMPLE)

STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

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Introduction

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

This guide was designed to help you do exactly that.

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

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

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

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

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

Let's begin.

How to Use This Guide

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

1. Start with a Diagnostic Review

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

2. Study in Short, Focused Sessions

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

3. Learn from the Explanations

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

4. Track Your Progress

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

5. Simulate the Real Exam

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

6. Repeat and Review

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

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

Questions

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- 1. In evaluating behavior, biosocial theory would encourage researchers to examine.**
 - A. Genetic codes alone.
 - B. Social context and biological factors together.
 - C. Astrological signs.
 - D. Weather patterns.

- 2. Measures of quality of human life that assess marital satisfaction or housing quality are evaluating at which level?**
 - A. Individual level
 - B. Familial level
 - C. Community level
 - D. National level

- 3. Which concept describes helping relatives to increase the overall genetic propagation?**
 - A. Reciprocal altruism
 - B. Inclusive fitness
 - C. Proximate
 - D. Ultimate

- 4. Which statement best captures the role commonly assigned to the eldest child in some family theories?**
 - A. Taking on responsibility to maintain functioning
 - B. Causing ongoing conflict
 - C. Avoiding duties entirely
 - D. Leaving home early

- 5. According to Smith and Hamon, a double bind**
 - A. Creates distress because the individual cannot obey one command without disobeying the other.
 - B. Is a type of healthy communication.
 - C. Occurs when a person is given two commands that reinforce each other.
 - D. Is unrelated to family communication

- 6. In Parsons' theory, which is classified as an instrumental task?**
- A. Fixing the fence
 - B. Providing emotional support
 - C. Teaching manners
 - D. Caring for the sick
- 7. Which statement is TRUE according to family development theory?**
- A. Development is reciprocal.
 - B. Development is unidirectional.
 - C. Development is random.
 - D. Development is fixed.
- 8. Tracey Laszloffy's Systemic Family Development Model includes which statement as NOT a feature?**
- A. It addresses the assumption of universality and single generational focus in family development theory.
 - B. It describes the family as a layer cake, with each layer representing a generation.
 - C. It recognizes that while there is variability in timing and stressors, all families encounter them and need to change and adapt.
 - D. It asserts that only intact families experience development tasks.
- 9. In biosocial theory, how should behavior be studied?**
- A. As an outcome of social learning only.
 - B. As a product of genetic determinism only.
 - C. As the result of interactions between biology and environment.
 - D. As unrelated to biology.
- 10. Which of the following terms is used regarding the relationship between genetic predispositions and social interactions?**
- A. Proximate
 - B. Ultimate
 - C. Distal
 - D. Reciprocal

Answers

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

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Explanations

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1. In evaluating behavior, biosocial theory would encourage researchers to examine.

- A. Genetic codes alone.
- B. Social context and biological factors together.**
- C. Astrological signs.
- D. Weather patterns.

Biosocial theory holds that behavior arises from the interaction of biological factors and the social environment. Researchers should examine how genetic predispositions, brain chemistry, and other biology combine with social context—like family dynamics, culture, and socioeconomic conditions—to shape behavior, rather than looking at biology or environment in isolation. This integrative view explains why a person's biology might prime certain responses, but social experiences can activate, dampen, or modify those tendencies. Genetic codes alone miss the crucial influence of the surrounding social world. Astrological signs have no scientific basis in explaining behavior, and weather patterns focus on physical conditions rather than the interplay between biology and social context driving behavior.

2. Measures of quality of human life that assess marital satisfaction or housing quality are evaluating at which level?

- A. Individual level
- B. Familial level**
- C. Community level
- D. National level

The key idea is recognizing levels of analysis in family studies. Measures of quality of human life like marital satisfaction and housing quality look at the family environment and the household as a unit, not just an individual person or the broader society. Marital satisfaction examines how partners interact, support, and manage conflict within the couple, which is a fundamental family process. Housing quality concerns the living conditions and stability of the home that the family or household shares, shaping daily life for all members. Because these indicators reflect the functioning and well-being of the family system as a whole, they fit the familial level best.

3. Which concept describes helping relatives to increase the overall genetic propagation?

- A. Reciprocal altruism
- B. Inclusive fitness**
- C. Proximate
- D. Ultimate

Inclusive fitness explains how helping relatives can boost genetic propagation. It combines direct benefits from your own offspring with indirect benefits from aiding relatives who share your genes. Since relatives carry a portion of your DNA, helping them reproduce increases the number of your genes in future generations, even if you don't reproduce as much yourself. This idea is often summarized by the idea that an organism's genetic success depends on both its own offspring (direct fitness) and the success of relatives who share common genes (indirect fitness). For example, helping a sister raise more offspring can be favored by evolution because sisters share about half of their genes with you; the extra offspring they produce can pass on many of the same genes you carry. This is the core idea behind inclusive fitness and Hamilton's rule, which describes when altruistic behavior toward relatives is favored by natural selection. Reciprocal altruism, by contrast, centers on mutual exchanges with non-relatives rather than shared genes. Proximate and ultimate refer to levels of explanation (mechanisms vs. evolutionary purpose), not to the concept of gene propagation itself.

4. Which statement best captures the role commonly assigned to the eldest child in some family theories?

- A. Taking on responsibility to maintain functioning**
- B. Causing ongoing conflict
- C. Avoiding duties entirely
- D. Leaving home early

In many family theories, the eldest child is seen as stepping into a role that takes on extra responsibilities to help keep the family functioning. This reflects how birth order is thought to shape expectations within the family, with the oldest often stepping up to supervise, support younger siblings, and handle practical tasks as parents juggle other demands. That sense of taking on responsibilities to maintain everyday functioning is why this option fits best. Examples of this role include managing household chores, helping with younger siblings, and stepping in when parents need assistance. The other statements describe outcomes or behaviors that aren't the typical role assigned to the eldest in these theories: causing ongoing conflict isn't an intended function; avoiding duties goes against the expectation of responsibility; and leaving home early is a behavior that can occur for various reasons, not a defining role.

5. According to Smith and Hamon, a double bind

- A. Creates distress because the individual cannot obey one command without disobeying the other.**
- B. Is a type of healthy communication.
- C. Occurs when a person is given two commands that reinforce each other.
- D. Is unrelated to family communication

A double bind is a no win situation in which someone is confronted with two or more interrelated messages that conflict in a way that obeying one command makes it impossible to obey the other. Smith and Hamon highlight that the distress comes from this impossibility: you can't satisfy both demands at the same time, so you're left choosing between incompatible requirements. In family contexts, this often shows up when a caregiver gives an instruction while also sending signals or rules that undermine the possibility of meeting that instruction, leaving the child or member feeling trapped and anxious. So the best description is that it creates distress because the individual cannot obey one command without disobeying the other. A healthy pattern would not trap someone in contradictory demands, and the idea is tied to how family members communicate and impose conflicting expectations rather than to unrelated or reinforcing two commands.

6. In Parsons' theory, which is classified as an instrumental task?

- A. Fixing the fence**
- B. Providing emotional support
- C. Teaching manners
- D. Caring for the sick

Parsons separates family tasks into instrumental and expressive roles. Instrumental tasks are practical, goal-oriented chores that keep the household functioning, like repairs, finances, and organizing daily life. Fixing the fence is a clear example of a practical, solution-focused task that maintains the home and safety, which is why it best fits the instrumental category. Providing emotional support, teaching manners, and caring for the sick are all about nurturing, socialization, and the emotional climate of the family, which align with expressive tasks rather than instrumental ones.

7. Which statement is TRUE according to family development theory?

- A. Development is reciprocal.**
- B. Development is unidirectional.
- C. Development is random.
- D. Development is fixed.

Reciprocal influence is the hallmark of family development theory. In a family system, members affect one another in both directions, creating feedback loops that shape how individuals develop over time. For example, a parent's mood or stress level influences how they interact with a child, the child's responses then impact the parent's subsequent behavior and the family climate, which in turn continues to influence the child's development. This bidirectional, evolving process also interacts with changing life circumstances and roles, making development dynamic rather than static. By contrast, thinking development is unidirectional suggests only one-way influence; viewing it as random implies no pattern or structure; and seeing it as fixed implies no change or adaptation. These views don't fit family development theory, which centers on ongoing reciprocal interactions and context-driven change.

8. Tracey Laszloffy's Systemic Family Development Model includes which statement as NOT a feature?

- A. It addresses the assumption of universality and single generational focus in family development theory.
- B. It describes the family as a layer cake, with each layer representing a generation.
- C. It recognizes that while there is variability in timing and stressors, all families encounter them and need to change and adapt.
- D. It asserts that only intact families experience development tasks.**

This item tests an inclusive, multi-generational view of family development. Laszloffy's model treats development tasks as universal experiences that all families face across generations, even though the timing and stressors can vary. The layer cake metaphor illustrates how generations interact and influence development, emphasizing that each generation contributes to the ongoing process of adaptation. It also makes clear that families differ in structure and circumstances, but the need to change and adapt is not limited to any single type of family. That's why the statement about only intact families experiencing development tasks is not a feature. The model explicitly applies to all family forms, not just those that are intact.

9. In biosocial theory, how should behavior be studied?

- A. As an outcome of social learning only.
- B. As a product of genetic determinism only.
- C. As the result of interactions between biology and environment.**
- D. As unrelated to biology.

Biosocial theory treats behavior as the product of ongoing interactions between biology and environment. Biological factors like genetics, brain chemistry, and hormonal states shape how people respond to their surroundings, while environmental influences such as parenting, culture, stress, and social experiences shape biological processes and the expression of those factors. The key idea is that these influences influence each other bidirectionally across development, not in isolation. So, studying behavior under this view means looking at how biology and environment work together to produce actions, thoughts, and feelings. Researchers might examine how a person's temperament interacts with parenting styles, or how stress-related biology and supportive contexts together shape coping or aggression. The approach uses integrated methods—genetics, neurobiology, physiology, and contextual data—because focusing on biology alone or environment alone would miss important dynamics. Other views that emphasize only social learning or only genetic determinism miss this reciprocal, integrated perspective, and saying biology is unrelated contradicts the whole premise of biosocial theory.

10. Which of the following terms is used regarding the relationship between genetic predispositions and social interactions?

- A. Proximate**
- B. Ultimate
- C. Distal
- D. Reciprocal

The idea being tested is how we explain behavior by looking at the immediate, mechanism-level factors rather than evolutionary history. Proximate explanations focus on the direct, in-the-moment processes that connect genetic predispositions to how someone behaves in social interactions. This includes how genes influence physiology and brain function, how development shapes expression, and how social context and experiences trigger or regulate those predispositions. In short, it's about the present-day mechanisms that translate a genetic tendency into observable social behavior. Ultimate explanations would ask why the predispositions exist from an evolutionary standpoint, not how they are expressed in current social settings. Distal isn't the standard term used in this particular framework, and reciprocal would imply a bidirectional influence that isn't the specific focus of linking genes to behavior through social interactions. Therefore, proximate is the best fit for describing this relationship.

Next Steps

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

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

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

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

<https://familytheories.examzify.com>

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

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