

Illinois Certification Testing System

STUDY GUIDE

Social Science:
Geography (113)



Illinois State Board of Education

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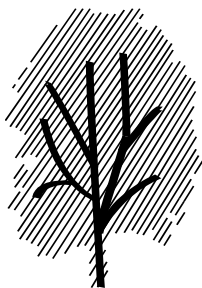
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General Information About the Illinois Certification Testing System

The first section of the study guide is available in a separate PDF file. Click the link below to view or print this section.

[General Information About the Illinois Certification Testing System](#)



Field-Specific Information

- **Test Subareas and Objectives**
- **Practice Test Questions**
- **Explanation of the Test Score Report**

INTRODUCTION

The content tests are designed to assess a candidate's knowledge of content in the specific teaching, school service personnel, or administrative field in which certification is sought. The tests are based on current and relevant expectations for teacher preparation students and for teachers in Illinois as defined by the Illinois Content Area Standards for Educators. This study guide is designed to focus your preparation by helping you become familiar with the format and content to be covered on the tests.

This section includes a list of the test subareas and objectives, practice test questions for the field covered by this study guide, an answer key, and an explanation of the test score report.

TEST SUBAREAS AND OBJECTIVES

The content covered by the test is organized into subareas. You will find a list of subareas at the beginning of the list of test objectives. Within each subarea, the content is further defined by a set of objectives. Each objective comprises two major parts:

1. the *objective statement*, which broadly defines the knowledge and skills that an entry-level educator needs to know; and
2. the *descriptive statements*, which describe in greater detail the types of knowledge and skills covered by the test objective.

The test objectives are broad, conceptual, and meaningful statements, written in language that reflects the skills, knowledge, and understanding that an entry-level teacher needs in order to teach effectively in an Illinois classroom. A test consists of test questions that measure an examinee's mastery of these test objectives.

Below is an example of a test objective statement and its accompanying descriptive statements for the Elementary/Middle Grades test.

Objective Statement

Understand word analysis strategies and vocabulary development and how to use effective, developmentally appropriate approaches to promote students' word analysis and vocabulary skills.

Descriptive Statements

- Demonstrate knowledge of phonics and its role in decoding; of ways to assess students' phonic skills; and of effective instructional strategies, activities, and materials for promoting students' phonetic analysis skills.
- Demonstrate knowledge of word analysis strategies, including syllabication, morphology (e.g., use of affixes and roots), and context clues; of ways to assess students' use of word analysis strategies; and of effective instructional strategies, activities, and materials for promoting students' word analysis and contextual analysis skills.
- Demonstrate knowledge of the role of vocabulary development in reading; of ways to assess students' vocabulary development; and of effective instructional strategies, activities, and materials for promoting students' vocabulary development.

SPECIAL NOTE REGARDING SOCIAL SCIENCE TEST FIELDS

The test objectives for each of the social science fields (i.e., Economics, Geography, History, Political Science, Psychology, and Sociology and Anthropology) contain a set of common objectives in addition to objectives unique to the specialty field. The set of common objectives measures the candidate's core knowledge across all social science fields. The test questions matched to these common objectives are identical across all social science fields.

PRACTICE TEST QUESTIONS

The practice test questions included in this section are designed to give the examinee an introduction to the nature of the test questions included on the ICTS test for each field. The practice test questions represent the various types of test questions you may expect to see on an actual test; however, they are **not** designed to provide diagnostic information to help you identify specific areas of individual strengths and weaknesses or predict your performance on the test as a whole. Use the answer key located after the practice test questions to check your answers.

To help you identify which test objective is being assessed, the objective statement to which the question corresponds is listed in the answer key. When you are finished with the practice test questions, you may wish to go back and review the entire list of test objectives and descriptive statements once again.

SOCIAL SCIENCE: GEOGRAPHY TEST OBJECTIVES

- I. Social Science Foundations
- II. History Common Core
- III. World Geography and Its Influence on Contemporary Issues

SUBAREA I—SOCIAL SCIENCE FOUNDATIONS

0001 Understand basic sources, tools, and methods of social science inquiry and connections among the social sciences and other learning areas.

For example:

- Recognize the characteristics and uses of basic source materials and tools of social science inquiry.
- Recognize the methods social scientists employ to answer questions about the human experience and apply various methods and technologies to gather social science data.
- Recognize appropriate research questions and apply procedures for organizing social science research.
- Apply accepted codes of ethics for conducting research and interpreting findings.
- Organize information into coherent outlines and present research findings in an appropriate format.
- Recognize the structure, purpose, and methodology of the social sciences.
- Analyze connections among the behavioral sciences, economics, geography, history, political science, and other learning areas.
- Recognize instructional strategies for teaching reading in the content area of social science.

0002 Understand the use of analysis, interpretation, and evaluation in social science inquiry.

For example:

- Recognize the strengths and weaknesses of primary and secondary sources (e.g., documents, artifacts, Internet) and assess the credibility and authority of sources and research findings.
- Distinguish between fact and conjecture and recognize the value of informed opinion based on systematic analysis of evidence.
- Recognize the complexity of causation, analyze cause-and-effect relationships, and compare competing narratives and multiple perspectives.
- Identify the central questions addressed in a narrative and draw inferences and summarize information from a variety of sources.
- Compare and contrast alternative interpretations and points of view.
- Interpret and evaluate information presented in print, visual, and multimedia materials (e.g., maps, charts, tables, other graphic representations).

0003 Understand basic political concepts, systems, and organizations and examine major features of national, state, and local government in the United States.

For example:

- Define concepts used in the study of government (e.g., political socialization, representation, authority).
- Recognize the basic purposes and functions of government and identify and compare major types of political systems (e.g., democracy, oligarchy, monarchy).
- Identify the functions of international organizations (e.g., UN, NATO).
- Analyze the development and implementation of U.S. foreign policy.
- Recognize the processes of and influences upon the formation and implementation of public policy in the United States.
- Recognize the principles of constitutional government in the United States.
- Recognize the organization and functions of government at national, state, and local levels in the United States.
- Identify the sources, purposes, and functions of law (e.g., basic legal rights and responsibilities).

0004 Understand economic concepts and systems and the operation of the U.S. and world economies.

For example:

- Define basic economic concepts, terms, and theories (e.g., scarcity, opportunity cost, supply and demand, cost-benefit analysis).
- Recognize and compare various types of economic systems (e.g., command, traditional, market).
- Identify basic components of the U.S. economy and examine the operation of the U.S. economic system.
- Recognize international economic structures, processes, and relationships.

0005 Understand basic tools and methods of geographic inquiry and apply knowledge of cultural and physical geography.

For example:

- Recognize basic geographic representations, tools, and technologies and their uses for obtaining information about people, places, and environments on Earth.
- Analyze how culture and experience influence human perceptions of people, places, and regions.
- Recognize the physical and human characteristics of places and regions.
- Analyze how human and physical processes influence spatial distributions.
- Analyze the role of science, technology, and other factors in the modification of physical and human environments.
- Identify examples of global interdependence, recognize its causes, and analyze its effect on spatial patterns.

0006 Understand concepts, terms, and theories related to human behavior and development.

For example:

- Define basic psychological concepts (e.g., cognition, development, personality).
- Recognize fundamental theories of learning, motivation, and development.
- Analyze cognitive, biological, and emotional influences on behavior.
- Recognize main theories of personality (e.g., psychoanalytic, trait, behaviorist, humanist) and various types of psychological disorders.

0007 Understand concepts, terms, and theories related to the study of cultures, the structure and organization of human societies, and the process of social interaction.

For example:

- Define basic sociological and anthropological concepts (e.g., acculturation, ethnocentrism, institutions).
- Recognize social organization in various time periods (e.g., ancient, pre-industrial, industrial, postindustrial).
- Analyze interactions among individuals and groups within various social institutions (e.g., educational, religious, military).
- Analyze the effect of social customs, cultural values, norms, and social class on behavior.
- Explain the role played by tradition, the arts, and social institutions in the development and transmission of culture.
- Recognize sociological approaches to conformity and deviancy.

SUBAREA II—HISTORY COMMON CORE

0008 Understand basic historical terms and concepts, comparative history, and the interpretive nature of history.

For example:

- Define and apply basic historical concepts and terms (e.g., chronological thinking, periodization, cause and effect, change and continuity, historical context).
- Recognize the subjective nature of historical interpretation and differences among various perspectives on broad historical developments.
- Recognize the relationship of family and local history to the larger context of historical development.

0009 Understand major trends, key turning points, and the roles of influential individuals and groups in U.S. history.

For example:

- Recognize the characteristics of migration to and within North America.
- Recognize settlement patterns in North America.
- Analyze the interaction of peoples in North America.
- Recognize the development of political, religious, and socioeconomic institutions in the United States.
- Analyze the social, economic, and political tensions that led to various conflicts and examine the effects of these conflicts on the United States.
- Recognize political ideas that influenced the development of U.S. constitutional government, the evolution of the two-party system, and the development of political institutions in Illinois.
- Recognize the role of the United States in world affairs (e.g., wars, international trade, human rights, alliances, peace keeping) throughout the twentieth century.
- Recognize the role of economic and technological change in the transformation of U.S. society.
- Analyze causes and effects of major social, political, and economic movements and policies in U.S. history (e.g., abolition, labor, the New Deal, civil rights).
- Analyze the changing character of U.S. society, culture, arts and letters, education, religion, and values.
- Recognize the development of the U.S. and Illinois economies, describe the changing role of labor in the United States and Illinois, and explain the changing role of the U.S. economy within the global economy.

0010 Understand major trends, key turning points, and the roles of influential individuals and groups in world history.

For example:

- Recognize the transition from prehistory to early civilizations, examine the progression from hunter-gatherer societies to agricultural societies, and describe the populating of major world regions by human communities.
- Recognize the evolution and distinctive characteristics of major Asian, African, and American pre-Columbian societies and cultures.
- Recognize the development of ancient and classical African, Asian, and European civilizations, recognize major achievements, and identify factors contributing to their breakup and decline.
- Recognize social, political, and economic aspects of medieval and Renaissance societies.
- Recognize the origins, central ideas, and historical influences of major religious and philosophical traditions (e.g., Buddhism, Islam, Hinduism, Confucianism, Judaism, Christianity).
- Recognize the origins and consequences of cultural encounters (e.g., exploration, imperialism, independence and decolonization) among world cultures.
- Recognize the origins of political, religious, scientific, and industrial revolutions from 1450 to 1850 and how these revolutions contributed to social, political, and cultural change.
- Recognize nineteenth- and twentieth-century ideologies (e.g., liberalism, republicanism, socialism, Marxism, nationalism, communism, fascism, Nazism) and their global influence.
- Analyze the causes, major events, and consequences of twentieth-century world wars and the Holocaust.
- Recognize the causes and consequences of twentieth-century economic development, the effects of technology on the environment, and the effects of globalization of the world economy.
- Recognize the ideas, institutions, and cultural legacies of the twentieth century.

SUBAREA III—WORLD GEOGRAPHY AND ITS INFLUENCE ON CONTEMPORARY ISSUES

0011 Understand basic geographic terms, concepts, and processes.

For example:

- Identify and apply basic geographic terms and concepts, including the five themes of geography: location (absolute and relative), place, human-environmental interactions, movement, and region (formal and functional).
- Demonstrate the ability to use geographic representations and technologies (e.g., maps, graphs, charts, aerial photographs, Geographic Information Systems) to interpret Earth's physical and human systems, pose and answer questions about spatial distributions and patterns on Earth, and depict, analyze, and explain geographic relationships.
- Recognize ways in which mental maps reflect human perceptions of places, influence spatial and environmental decision making, and can be used to analyze physical and human systems and answer complex geographic questions.
- Explain spatial interaction and use concepts and models of spatial organization to examine the spatial behavior of people, analyze relationships in and between places, and to make decisions.
- Identify criteria that can be used to define regions, recognize the structure of regional systems and the ways in which physical and human regional systems are interconnected, and explain how the regionalization process is used to analyze geographic issues.

0012 Understand major physical features, global and regional climatic patterns, and natural processes that shape Earth.

For example:

- Recognize the shape and location of major land masses, their significant landforms, and their relationships to bodies of water.
- Demonstrate understanding of the main elements of climate (e.g., temperature, precipitation, air pressure) and major climate types.
- Recognize the dynamics of the four basic components of Earth's physical systems: the atmosphere, biosphere, lithosphere, and hydrosphere.
- Analyze physical processes to identify and explain spatial patterns in the physical environment and recognize spatial variations caused by physical processes.
- Explain how the Earth-Sun relationship affects Earth's physical processes and creates physical patterns.
- Examine ways in which Earth's physical processes are dynamic and interactive and analyze interactions among physical features, climatic conditions, human communities, and regional ecologies.

0013 Understand human characteristics of places, global and regional patterns of culture, and the complexity of Earth's cultural mosaics.

For example:

- Recognize the spatial distribution of culture at different scales (i.e., local to global), analyze how culture influences the human characteristics of regions, and recognize ways in which communities reflect the cultural background of their inhabitants.
- Demonstrate understanding of the spatial characteristics of cultural convergence and divergence and explain the significance of patterns of cultural diffusion in the creation of Earth's varied cultural mosaics.
- Recognize the influences of social, cultural, economic, and political processes in the creation of places and regions.
- Assess the characteristics of places and regions from a variety of points of view and explain how human experiences (e.g., wedding customs, funerals, social functions) in various places and regions may be interpreted differently by different cultural groups.
- Recognize reasons why places and regions serve as symbols for individuals and societies, explain why different groups of people within a society view places and regions differently, and analyze how culture, technology, and experience influence people's perceptions of places and regions.
- Examine how humans interact with physical environments to form places and regions to develop a sense of personal and community identity and analyze ways in which people's changing views of places and regions reflect cultural change.

0014 Understand global and regional patterns of population distribution, the processes and functions of human settlement, and contemporary issues in demographic change.

For example:

- Demonstrate understanding of trends in world population numbers and patterns and examine reasons for spatial variations in population distribution.
- Recognize types and patterns of human migration and analyze economic, political, social, and environmental factors that contribute to human migration (e.g., religious persecution, poverty, war, political unrest).
- Assess the effect of human migration on physical and human systems and apply concepts of spatial interaction (e.g., complementarity, intervening opportunities, distance decay) to account for patterns of movement on Earth.
- Demonstrate understanding of physical, social, economic, political, and technological factors that affect population growth and movement in contemporary societies, predict possible trends in the spatial distribution of human populations, and analyze the effects of population change on the physical environment and human communities.
- Analyze migration and population issues.
- Examine characteristics of settlements as central places throughout the world.
- Recognize the functions and internal structure of cities in various places and regions.
- Explain the causes and consequences of urbanization and assess the physical and human effects of emerging urban forms (e.g., edge cities, megalopolises) in Illinois, the United States, and the world.

0015 Understand the characteristics and spatial distribution of Earth's ecosystems, the effects of human interactions with the environment, and contemporary issues in human-environment interactions.

For example:

- Demonstrate knowledge of the characteristics (e.g., biodiversity, productivity) and distribution of Earth's ecosystems and analyze relationships among soil, climate, and plant, animal, and human life in various ecosystems.
- Recognize how knowledge of ecosystems informs human decisions about environmental issues and use the concept of ecosystems to understand and address environmental issues.
- Explain how the characteristics of different physical environments are affected by and affect human activity and examine ways in which technology has expanded the human capability to modify the environment.
- Recognize the global effects of human changes in the physical environment, develop possible solutions to problems resulting from human modification of the environment, and analyze local, national, and international policies in terms of their global effect on the environment.
- Demonstrate understanding of major issues related to the global environment and apply appropriate models and information to understand environmental problems.
- Analyze examples of environmental change that have reduced the environment's capacity to support human activity and assess strategies developed in response to such constraints.
- Examine the effects of natural hazards on human systems in Illinois, the United States, and the world.

0016 Understand global and regional patterns of resource distribution and land use and contemporary issues in energy and resource use.

For example:

- Identify major patterns of distribution and concentrations of important natural resources (e.g., fossil fuels, rain forests), examine geological, climatic, and biological factors that have influenced the location of resources and analyze how resource development and use change over time.
- Demonstrate understanding of how the spatial distribution of resources affects patterns of human settlement and analyze the relationship between resources and the exploration, colonization, and settlement of different regions of the world.
- Analyze factors that influence demand for resources and energy in various regions of the United States and the world.
- Assess the effects of various types of resource use on society and the physical environment.
- Evaluate the geographic results of programs and policy decisions related to the use of resources in various regions of the world.
- Recognize basic forms of land use and development (e.g., agriculture, forestry, mining, manufacturing), examine political, social, economic, and cultural factors that influence patterns of land use and development, and analyze patterns of land use using terms such as distance, accessibility, and connections.
- Examine the environmental, cultural, political, and economic consequences of land use and development patterns.

0017 Understand global and regional patterns of economic self-sufficiency and interdependence and contemporary issues in economic development and interdependence.

For example:

- Demonstrate knowledge of the classification, characteristics, and spatial distribution of economic systems and evaluate their relative merit in terms of productivity and the social welfare of workers.
- Examine the influences of geography on world trade.
- Recognize spatial aspects of economic systems (e.g., market areas around major business establishments) and explain how places of various size function as centers of economic activity.
- Analyze and evaluate international economic issues from a spatial perspective.
- Examine factors encouraging and discouraging economic self-sufficiency and interdependence and explain the increasing interdependence of the world's countries.
- Analyze the potential effects of current economic trends on ecologies, economies, and resources at local, national, and global levels.

0018 Understand the political ordering of space and contemporary cultural, ethnic, and geopolitical issues.

For example:

- Demonstrate understanding of contemporary world events and integrate multiple points of view to analyze and evaluate contemporary geographic issues.
- Recognize social, cultural, ideological, and military factors influencing recent geopolitical developments.
- Analyze political divisions of territory to identify multifaceted uses of political space at local, state, national, and international levels.
- Identify and analyze regional systems and alliances to explain how they are interconnected and to determine their spatial effect.
- Examine the role of nationalism and internationalism in world affairs and assess the implications of current geopolitical trends (e.g., redrawing of political boundaries, emergence of new political alignments and states).
- Recognize how the uneven distribution of resources contributes to cooperation and conflict among nations.
- Analyze how cooperation and conflict influence the development and control of social, political, and economic entities on Earth.

SOCIAL SCIENCE: GEOGRAPHY PRACTICE TEST QUESTIONS

1. Which of the following would be the most effective way to identify relevant secondary and primary sources for a research paper on a topic in twentieth-century U.S. history?
 - A. Conduct a subject search on the Internet and download material from relevant Web sites.
 - B. Review the citations and bibliography of texts related to the topic of the research.
 - C. Examine the *New York Times Index* for the period to be studied.
 - D. Consult volumes of the *Readers' Guide to Periodical Literature* for the period to be studied.

2. A sociologist is designing a set of experiments to test a hypothesis concerning the relationship between group size and willingness to assume responsibility. The researcher can best ensure the reliability of the experiments by making certain that:
 - A. the procedures used for the control and experimental groups are the same except for the independent variable.
 - B. the support for the hypothesis being tested is based solely on perfect positive correlations.
 - C. the independent observers chosen to record the results are able to develop their own definitions of what they are observing.
 - D. the participants in the experiments represent diverse social backgrounds but similar educational levels.

3. A historian has conducted interviews with 50 Vietnam War veterans for a study of the Tet Offensive. In using information obtained from the interviews, the historian should be particularly aware of which of the following?
 - A. There is only one true story and the historian is responsible for discovering it.
 - B. Conditions in many South Vietnamese cities and towns were quite chaotic during the Tet Offensive.
 - C. How individuals remember major events in their lives changes over the years.
 - D. All Vietnam War veterans know the Tet Offensive was a major turning point in the war.

4. Use the table with election results below to answer the question that follows.

	Build Wastewater Treatment Plant		Expand County Jail	
	Yes	No	Yes	No
Wilbur County	20,324	18,406	17,940	20,610

A special county election is held to decide whether to raise taxes for the purpose of expanding the county jail or building a wastewater treatment plant. Following the election, a social scientist wants to determine whether the residents of the county held strong opinions about these two issues. In addition to the results from the table shown above, which of the following pieces of information would be most useful for answering the social scientist's question?

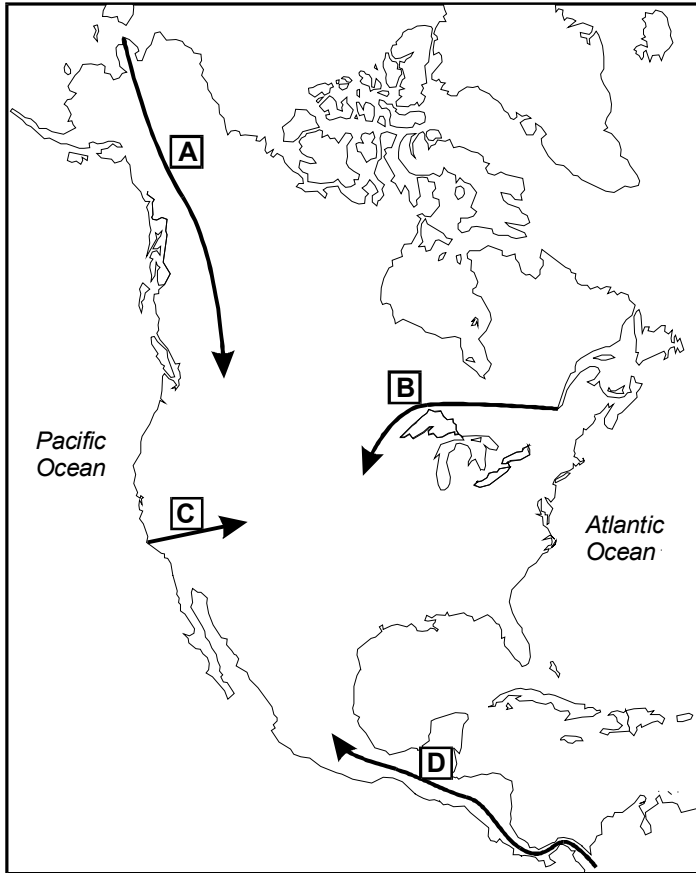
- A. the number of people in the county who were eligible to vote
- B. the party affiliations of the people who voted
- C. the amount of money taxpayers would need to pay for each project
- D. the length of time needed to complete each project

5. Which of the following best describes the main purpose of written constitutions in democratic societies?
- A. to establish guidelines for competition among political parties
 - B. to set social goals for all levels of government
 - C. to establish criteria for assessing the effectiveness of laws
 - D. to hold those who govern accountable to the governed
6. Congress is best able to influence U.S. foreign policy by exercising its constitutional power to:
- A. regulate international commerce.
 - B. establish independent regulatory commissions.
 - C. appropriate federal funds.
 - D. approve or reject presidential appointments.
7. A major difference between industrial and postindustrial economies is that postindustrial economies are likely to place greater emphasis on:
- A. the adoption of practices designed to bolster aggregate demand.
 - B. the regulation of major business enterprises by the government.
 - C. the reduction of inequities in the distribution of goods and services.
 - D. the importance of information as a key productive resource.
8. The Gross Domestic Product is a measure for which of the following?
- A. the value added to domestic goods and services
 - B. the amount of domestic firms' unsold inventory
 - C. the total value of domestic output in a given year
 - D. the annual average domestic cost of living

9. Which of the following best illustrates how experience and culture influence human perceptions of regions?
- A. A Canadian is more likely than a Guatemalan to view Latin America as a culture region.
 - B. An Italian is more likely than a Spaniard to view Western Europe as a culture region.
 - C. A South African is more likely than an Egyptian to view sub-Saharan Africa as a culture region.
 - D. A Malaysian is more likely than a Thai to view Southeast Asia as a culture region.
10. Which of the following best explains why industrial areas of Japan are concentrated in coastal locations?
- A. Japanese industrial expansion is spatially limited by policies to preserve farmland.
 - B. Population density in Japan is highest in coastal areas.
 - C. Transportation networks linking coastal to inland areas in Japan are poorly developed.
 - D. Japanese industry is dependent on imported raw materials.
11. Which of the following is likely to be the main goal of a behavioral therapist who is treating a patient with a phobia?
- A. to obtain insight into the experiences that initiated the phobia
 - B. to identify thoughts that trigger phobic responses
 - C. to link the stimulus that is provoking fear to a feeling of relaxation
 - D. to identify genetic or biological causes of the phobia
12. A psychologist would most likely define personality as the sum total of the:
- A. adaptations that a person makes to adjust to his or her social world.
 - B. emotional bonds that link a person to other members of the community.
 - C. characteristics that make a person different from other people.
 - D. thoughts and feelings that a person has about his or her place in society.

13. A major sociological difference between preindustrial and postindustrial societies is that:
- A. people are less likely to integrate religious and secular concerns in a preindustrial society.
 - B. an individual's sense of self is more likely to be shaped by his or her occupational role in a preindustrial society.
 - C. gender roles are likely to be less rigidly defined in a preindustrial society.
 - D. social status is more likely to be determined by nonmonetary standards in a preindustrial society.
14. An anthropologist can best avoid making ethnocentric judgments about elements of another culture by:
- A. locating the cultural elements within a range of possible values relative to the anthropologist's own culture.
 - B. exploring the meaning of the cultural elements within the value system of the culture to which it belongs.
 - C. abandoning all efforts to put the cultural elements in a moral or ethical framework.
 - D. comparing the cultural elements to parallel aspects of a culture different than that of the anthropologist.
15. For which of the following tasks would historians rely most on chronological thinking?
- A. identifying central questions in narratives
 - B. explaining historical causality
 - C. proposing alternative choices for addressing a historical problem
 - D. considering multiple perspectives
16. During the 1960s and 1970s, U.S. historians began making increased use of U.S. Census data in their research. This most influenced the development of which of the following fields of historical inquiry?
- A. legal and political history
 - B. religious and intellectual history
 - C. family and local history
 - D. business and labor history
17. The increased use of steam power by U.S. manufacturers during the first half of the nineteenth century most influenced the:
- A. location and productivity of factories.
 - B. division of labor in factories.
 - C. variety of goods produced in factories.
 - D. quality of goods produced in factories.

18. Use the map below to answer the question that follows.



Which lettered arrow on the map above best indicates the migration route commonly believed to have been taken by the first peoples to settle in North America?

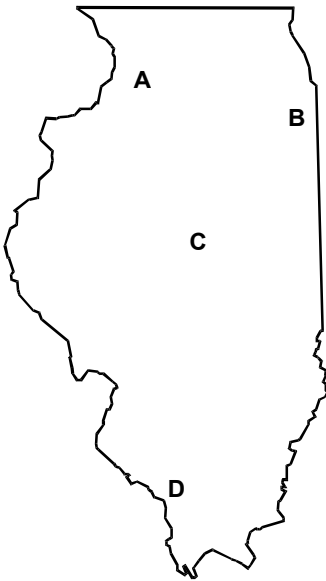
- A. Arrow A
- B. Arrow B
- C. Arrow C
- D. Arrow D

19. Which of the following best describes an important consequence of the Neolithic agricultural revolution?
- A. the emergence of pietistic religions
 - B. a more equitable distribution of wealth
 - C. a decrease in average family size
 - D. the creation of permanent settlements
20. In which of the following ways did World War II most influence the process of decolonization in Africa and Asia?
- A. It reduced European investment in Asian and African colonies.
 - B. It weakened the economies of major colonial powers.
 - C. It reduced global dependence on Asian and African resources.
 - D. It destroyed prewar alliances among major colonial powers.
21. Which of the following best describes the value of the regionalization process for the study of geographic issues?
- A. It provides a context for examining issues and events that focuses attention on the interdependence of peoples and places.
 - B. It helps geographers deal with the uneven distribution of human populations when examining issues and events.
 - C. It provides a context for examining issues and events that serves as an intermediate step between local places and the entire globe.
 - D. It helps geographers understand the full complexity of relationships between humans and the environment.
22. Which of the following physical processes most influenced the formation of the rift valleys of East Africa?
- A. the spreading apart of tectonic plates
 - B. the sliding past each other of tectonic plates
 - C. the collision of tectonic plates
 - D. the binding together of tectonic plates

23. In North America before European settlement, the Iroquois of the Northeast lived in longhouses constructed of small logs and branches covered by sheets of bark. During the same period in the Southwest, the Pueblo lived in multistory structures built from compacted adobe clay. These differences can best be explained by examining which of the following elements of the two groups?
- A. commercial factors and political organization
 - B. aesthetic preferences and religious traditions
 - C. social structure and family organization
 - D. environmental factors and cultural values
24. Between 1949 and 1980, the percentage of China's total population that was classified as urban rose a modest 5 percent from 9.1 percent to 14.2 percent. During the next fifteen years, however, the percentage more than doubled to 29 percent. Which of the following best explains this change?
- A. a relaxation of government controls on internal migration
 - B. an increased urban dependence on raw materials produced in rural areas
 - C. a relaxation of government restrictions on family size
 - D. a decrease in the farm productivity of agricultural areas
25. Which of the following best explains how the development of suburban residential areas often contributes to regional flooding of streams and rivers?
- A. Increased quantities of water enter the regional hydrosphere because of microclimatic changes.
 - B. Large areas of land are no longer available to absorb runoff during storms.
 - C. Water flows are concentrated in fewer regional streams and rivers.
 - D. Widespread removal of plants and trees reduces the rate of water evaporation after storms.
26. A geographer is attempting to assess the danger of tidal surges and flooding from hurricanes in an area along the Gulf Coast of the United States. Which of the following types of information about the region would be most useful to the geographer?
- A. soil permeability and natural vegetation
 - B. absolute and relative humidity
 - C. ocean temperatures and landform characteristics
 - D. annual precipitation and ground-water levels

27. Which of the following types of land use places the greatest demands on a region's water resources?
- A. mining and quarrying
 - B. irrigated agriculture
 - C. durable goods manufacturing
 - D. commercial forestry

28. Use the map below of the state of Illinois to answer the question that follows.



In which of the lettered areas on the map above would one find the greatest quantities of the fertile soil that helped make Illinois one of the nation's leading five corn-producing states?

- A. Area A
- B. Area B
- C. Area C
- D. Area D

29. Which of the following best explains why, since the 1970s, the economies of New Zealand and Australia have become more integrated with Asia and less integrated with Europe and the United States?
- A. The two countries have much stronger socioeconomic links with Asia as a result of similarities in their physical environment.
 - B. Rising global transportation costs have made trade with the United States and Europe less profitable.
 - C. The economies of Europe and the United States have shifted away from manufacturing, thus reducing the amount of goods available for export to the two countries.
 - D. Asian economic growth has created new markets for the resources and products of the two countries.

30. Which of the following best illustrates the role of nationalism in global affairs during the 1990s?
- A. the creation of the World Trade Organization
 - B. ongoing conflict between Israelis and Palestinians
 - C. the expansion of the North Atlantic Treaty Organization
 - D. U.S. military intervention in the Gulf War

ANSWER KEY

This section contains the answers to the practice test questions in the previous section.

After you have worked through the practice test questions, check the answers given in this section to see which questions you answered correctly.

Question Number	Correct Response	Test Objective
1.	B	Understand basic sources, tools, and methods of social science inquiry and connections among the social sciences and other learning areas.
2.	A	Understand basic sources, tools, and methods of social science inquiry and connections among the social sciences and other learning areas.
3.	C	Understand the use of analysis, interpretation, and evaluation in social science inquiry.
4.	A	Understand the use of analysis, interpretation, and evaluation in social science inquiry.
5.	D	Understand basic political concepts, systems, and organizations and examine major features of national, state, and local government in the United States.
6.	C	Understand basic political concepts, systems, and organizations and examine major features of national, state, and local government in the United States.
7.	D	Understand economic concepts and systems and the operation of the U.S. and world economies.
8.	C	Understand economic concepts and systems and the operation of the U.S. and world economies.
9.	A	Understand basic tools and methods of geographic inquiry and apply knowledge of cultural and physical geography.
10.	D	Understand basic tools and methods of geographic inquiry and apply knowledge of cultural and physical geography.
11.	C	Understand concepts, terms, and theories related to human behavior and development.
12.	C	Understand concepts, terms, and theories related to human behavior and development.
13.	D	Understand concepts, terms, and theories related to the study of cultures, the structure and organization of human societies, and the process of social interaction.
14.	B	Understand concepts, terms, and theories related to the study of cultures, the structure and organization of human societies, and the process of social interaction.
15.	B	Understand basic historical terms and concepts, comparative history, and the interpretive nature of history.

(continued on next page)

Question Number	Correct Response	Test Objective
16.	C	Understand basic historical terms and concepts, comparative history, and the interpretive nature of history.
17.	A	Understand major trends, key turning points, and the roles of influential individuals and groups in U.S. history.
18.	A	Understand major trends, key turning points, and the roles of influential individuals and groups in U.S. history.
19.	D	Understand major trends, key turning points, and the roles of influential individuals and groups in world history.
20.	B	Understand major trends, key turning points, and the roles of influential individuals and groups in world history.
21.	C	Understand basic geographic terms, concepts, and processes.
22.	A	Understand major physical features, global and regional climatic patterns, and natural processes that shape Earth.
23.	D	Understand human characteristics of places, global and regional patterns of culture, and the complexity of Earth's cultural mosaics.
24.	A	Understand global and regional patterns of population distribution, the processes and functions of human settlement, and contemporary issues in demographic change.
25.	B	Understand global and regional patterns of population distribution, the processes and functions of human settlement, and contemporary issues in demographic change.
26.	C	Understand the characteristics and spatial distribution of Earth's ecosystems, the effects of human interactions with the environment, and contemporary issues in human-environment interactions.
27.	B	Understand global and regional patterns of resource distribution and land use and contemporary issues in energy and resource use.
28.	C	Understand global and regional patterns of resource distribution and land use and contemporary issues in energy and resource use.
29.	D	Understand global and regional patterns of economic self-sufficiency and interdependence and contemporary issues in economic development and interdependence.
30.	B	Understand the political ordering of space and contemporary cultural, ethnic, and geopolitical issues.

OVERVIEW

The score report indicates whether or not you passed the test and how you performed on each test subarea. The passing scores for the Illinois Certification Testing System were established by the Illinois State Board of Education based on recommendations from panels of Illinois educators. The passing score for each content-area test is designed to reflect the level of content knowledge and skills required to perform the job of an educator receiving an initial certificate in Illinois.

Passing Score

To pass a content-area test you must obtain a scaled total test score of 240 or above.

Total Test Score

The total test score is based on your performance on the entire test, specifically the number of multiple-choice questions you answered correctly.

Subarea Scores

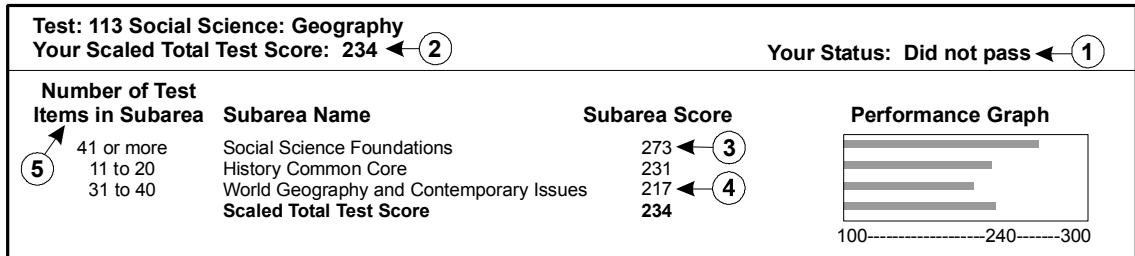
- Subarea scores are presented on the same scale as the total test score.
- Subarea scores contain different numbers of questions and are weighted differently in the computation of the total test score; therefore, the average of the subarea scaled scores generally will not equal the scaled total test score.
- Subarea scores will help you assess your areas of relative strength and weakness.

Reporting of Scores

Your results will be forwarded to the Illinois State Board of Education and to the Illinois institution(s) you indicate during the registration process. You should keep the score report you receive for your own records.

READING YOUR REPORT: A SAMPLE

A sample of a Social Science: Geography test score report is provided below.



According to the above sample, the examinee did not pass the Social Science: Geography test ①, because the examinee's total test score of 234 ② is below the passing score of 240.

The examinee did better on the Social Science Foundations section ③ of the test than on the World Geography and Its Influence on Contemporary Issues section ④. The examinee will need to retake the test and achieve a total test score of 240 or higher to pass the test. The score report indicates the number of items for each subarea on the test ⑤.