

Illinois Certification Testing System

STUDY GUIDE

Social Science:
Political Science (117)



Illinois State Board of Education

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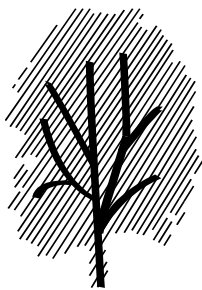
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General Information About the Illinois Certification Testing System

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 the 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: POLITICAL SCIENCE TEST OBJECTIVES

- I. Social Science Foundations
- II. History Common Core
- III. Political Science Concepts and Thought, Comparative Government, and International Relations
- IV. United States and Illinois Government

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—POLITICAL SCIENCE CONCEPTS AND THOUGHT, COMPARATIVE GOVERNMENT, AND INTERNATIONAL RELATIONS

0011 Understand political science concepts, terms, skills, structures, and theories.

For example:

- Apply political science concepts, terms, skills (e.g., opinion measurement, using analysis, constitutional interpretation), structures, and theories to historical and contemporary issues and events.
- Identify major subjects of study in political science (e.g., constitutional law, political history, political sociology).
- Recognize the origins and purposes of government (e.g., to control territory, to manage conflict).
- Analyze the effect of government on human activity at the local, national, and international levels.
- Categorize the types of law (e.g., common, civil, criminal) and analyze landmark documents and events in the development of the law.
- Recognize the historical origins of key ideals of the democratic republican form of government.
- Analyze the contributions of multiple political philosophers (e.g., Machiavelli, Thomas Hobbes, Jean-Jacques Rousseau, John Locke, Lenin, Mao Tse-tung, Mahatma Gandhi, Martin Luther King, Jr.) and excerpts from their writings.

0012 Understand various governmental systems.

For example:

- Compare the development and characteristics of historical and modern political systems (e.g., democratic, authoritarian, totalitarian).
- Recognize the nature and purposes of constitutions in various political systems.
- Compare the strengths and weaknesses of federal, confederate, and unitary systems of government.
- Compare and contrast the U.S. political system with those of other nations (e.g., the roles of executive, legislative, and judicial bodies).

0013 Understand international relations.

For example:

- Recognize how the world is organized politically and analyze ways in which governments attempt to achieve stated goals at home and abroad.
- Demonstrate understanding of the history, basic principles, and functions of diplomacy, and recognize the structure, functions, and goals of major international organizations (e.g., UN, NATO, European Union, World Court).
- Examine how the conditions, actions, and motivations (e.g., environmental crises, emerging technologies, economic challenges, natural resources) that contribute to global conflict and cooperation affect the policies of governments and multinational organizations.
- Explain the powers in foreign affairs that the Constitution gives to the president and Congress and how U.S. foreign policy is developed and implemented.
- Examine the influence of domestic politics on U.S. foreign policy.
- Recognize major events in the emergence of the United States as a world leader, and analyze the changing role of the United States in world affairs during the twentieth century.

SUBAREA IV—UNITED STATES AND ILLINOIS GOVERNMENT

0014 Understand the historical development of government in the United States and the U.S. Constitution.

For example:

- Evaluate historical documents reflecting the principles of representative government in the United States.
- Analyze major political developments of the Revolutionary period and the political principles, major events, and significant individuals associated with the writing and ratification of the U.S. Constitution.
- Recognize how amendments and other historical events since the ratification of the U.S. Constitution and Bill of Rights have affected basic principles (e.g., popular sovereignty, federalism, checks and balances, rights of persons).
- Identify basic elements of the U.S. Constitution and Bill of Rights (e.g., separation of powers, judicial review, federalism).
- Recognize basic principles contained in the Illinois Constitution.

0015 Understand the structure, organization, and operation of the federal government and Illinois state government.

For example:

- Demonstrate understanding of the structure, functions, powers, and responsibilities of the legislative, executive, and judicial branches of the federal government and Illinois state government.
- Recognize how power and responsibility are distributed, shared, and limited in the federal government and Illinois state government.
- Identify major steps in the legislative process and examine the role of legislatures and their committees in the United States.
- Analyze interactions among lobbyists, bureaucrats, and congressional staff in the modern legislative process (i.e., "the iron triangle").
- Examine the role of governmental agencies in implementing and developing public policy.
- Recognize basic elements of federal fiscal and monetary policy (e.g., budget development, expenditure, taxation).
- Analyze the functions of federal regulatory agencies and events that changed significantly the regulatory, welfare, and other functions of government.

0016 Understand political parties, the election process, and the role of public opinion, the media, and popular participation in U.S. politics.

For example:

- Recognize major characteristics of U.S. political parties and how they create opportunities for participation in government and politics.
- Examine important events, groups, and individuals in the evolution of U.S. political parties, and assess the role of third parties in U.S. political history.
- Recognize characteristics of various types of elections (e.g., primaries, general, local, national).
- Demonstrate understanding of laws affecting registration, voting, and campaign finance, and analyze factors influencing the outcome of elections.
- Analyze motivations for participation and nonparticipation in civic affairs, and analyze the influence of active citizens, interest groups, and political partisans on the formation of public policy.
- Analyze how public opinion is formed, measured, used in public debate, and sometimes manipulated.
- Assess the effectiveness of public opinion and the media in influencing and shaping public policy development and decision making.

0017 Understand state and local government in the United States.

For example:

- Demonstrate understanding of the organization and financing of governmental functions at the state and local levels.
- Identify major responsibilities of state and local governments and examine how those governments affect citizens' lives.
- Explain how public policy is formed and carried out at state and local levels and what roles individuals can assume in the process.
- Recognize the organization and function of courts and their rulings on state and local governments.
- Examine relations between federal, state, and local governments, and recognize the sharing of governmental functions by means of intergovernmental relations.

0018 Understand the rights and responsibilities of U.S. citizenship.

For example:

- Identify political, legal, and personal rights guaranteed by historical documents and events (e.g., Declaration of Independence, Northwest Ordinance, U.S. Constitution, court decisions, state constitutions and bills of rights).
- Demonstrate understanding of the rights and responsibilities of citizens in a democratic society.
- Analyze historical and current issues regarding the balance between rights and responsibilities and between personal freedom and community needs and laws.
- Demonstrate understanding of the degree to which citizens' rights have been expanded by constitutional means.
- Examine historical and contemporary efforts to reduce discrepancies between ideals and the realities of U.S. social and political life (e.g., abolitionism, women's suffrage movement, civil rights movement).

SOCIAL SCIENCE: POLITICAL SCIENCE 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?

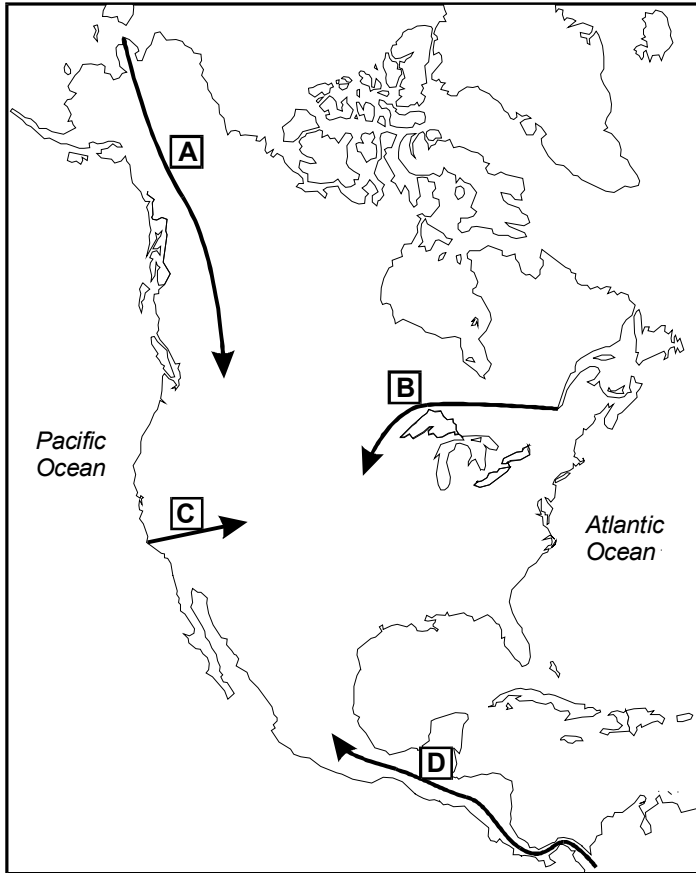
- A. the number of people in the county who were eligible to vote
- B. the party affiliations of the people who voted
- C. the amount of money taxpayers would need to pay for each project
- D. the length of time needed to complete each project

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 a major difference between common law and statute law?
- A. Common law protects the rights of citizens; statute law defines the duties of citizens.
 - B. Common law is used to resolve civil disputes; statute law is used in criminal trials.
 - C. Common law limits governmental power; statute law limits personal freedoms.
 - D. Common law is based on judicial decisions; statute law is created by legislatures.
22. A federal system of government would most likely work better than a unitary system of government in which of the following types of nations?
- A. a large nation with a heterogeneous population and conflicting needs
 - B. a large nation with a homogenous population and simple needs
 - C. a small nation with a homogeneous population and conflicting needs
 - D. a small nation with a heterogeneous population and simple needs

23. One can best distinguish totalitarian from authoritarian governments by examining which of the following features of their political systems?
- A. the pervasiveness of governmental control over nongovernmental elements of society
 - B. the relationship between the central government and local units of government
 - C. the extent to which interest groups are able to influence the policy-making process
 - D. the relationship between the executive and judicial branches of government
24. The formation of the European Union in 1993 was primarily a response to which of the following?
- A. the spread of international terrorism
 - B. the expansion of the North Atlantic Treaty Organization
 - C. the breakup of the Soviet Union
 - D. the increased interdependence of the global economy
25. Which of the following excerpts from the Constitution of the State of Illinois best illustrates the operation of the principle of checks and balances in state government?
- A. "In the year following each Federal decennial census year, the General Assembly shall redistrict the Legislative Districts and the Representative Districts."
 - B. "Each house [of the General Assembly] shall determine the rules of its proceedings, judge the elections, returns and qualifications of its members and choose its officers."
 - C. "The General Assembly shall enact laws only by bill. Bills may originate in either house, but may be amended or rejected by the other."
 - D. "The Governor may return a bill together with specific recommendations for change to the house in which it originated."
26. The policymaking powers of the Securities and Exchange Commission and the Environmental Protection Agency are based on which of the following?
- A. judicial injunctions
 - B. presidential appointment authority
 - C. executive orders
 - D. delegated legislative authority

27. Which of the following best describes the influence that a particular major event had on the evolution of political parties in the United States?

- A. The adoption of a national convention by the Democrats during the Jackson administration enabled the party to dominate the executive branch until the Civil War.
- B. The formation of the Republican Party in 1854 forced the Democrats to abandon their traditional laissez-faire approach to government.
- C. Theodore Roosevelt's third-party candidacy in 1912 created a split among Republicans that hindered the party's electoral efforts for much of the next half century.
- D. Franklin D. Roosevelt's election as president in 1932 marked the beginning of a major electoral realignment of the two main parties.

28. Which of the following best describes a major role of city managers in the manager-council form of municipal government?

- A. to pass municipal ordinances
- B. to set municipal tax rates
- C. to administer municipal departments
- D. to appoint municipal judges

29. One of the classic problems of government has been to achieve a balance between freedom and order. Initiatives by U.S. political leaders to reconcile this dilemma have focused on an effort to combine which of the following aims of the U.S. Constitution?

- A. ensuring domestic tranquility and securing the blessings of liberty
- B. establishing justice and forming a more perfect union
- C. ensuring domestic tranquility and providing for the common defense
- D. establishing justice and promoting the general welfare

30. **Use the excerpt below from the Illinois State Constitution to answer the question that follows.**

In criminal prosecutions, the accused shall have the right to appear and defend in person and by counsel; to demand the nature and cause of the accusation and have a copy thereof; . . . and to have a speedy public trial by an impartial jury of the county in which the offense is alleged to have been committed.

The excerpt above best defines which of the following rights?

- A. due process of law
- B. right of appeal
- C. equal protection of the laws
- D. freedom of petition

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.	D	Understand political science concepts, terms, skills, structures, and theories.
22.	A	Understand various governmental systems.
23.	A	Understand various governmental systems.
24.	D	Understand international relations.
25.	D	Understand the historical development of government in the United States and the U.S. Constitution.
26.	D	Understand the structure, organization, and operation of the federal government and Illinois state government.
27.	D	Understand political parties, the election process, and the role of public opinion, the media, and popular participation in U.S. politics.
28.	C	Understand state and local government in the United States.
29.	A	Understand the rights and responsibilities of U.S. citizenship.
30.	A	Understand the rights and responsibilities of U.S. citizenship.

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

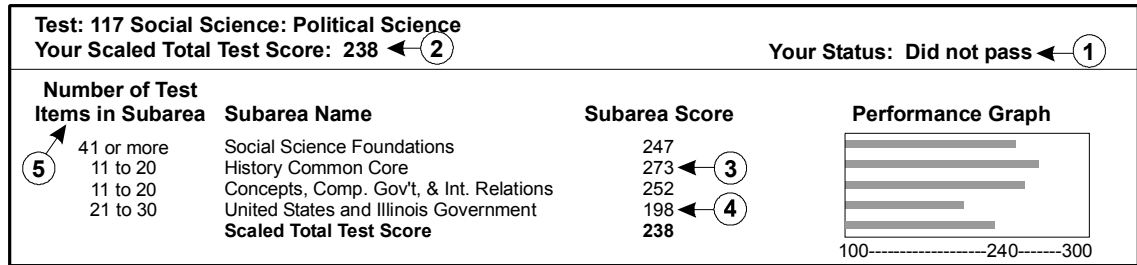
- Subarea scores are presented on the same scale as the total test score.
- Subarea scores contain different numbers of questions and are weighted differently in the computation of the total test score; therefore, the average of the subarea scaled scores generally will not equal the scaled total test 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: Political Science test score report is provided below.



According to the above sample, the examinee did not pass the Social Science: Political Science test ①, because the examinee's total test score of 238 ② is below the passing score of 240.

The examinee did better on the History Common Core section ③ of the test than on the United States and Illinois Government 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.