

Illinois Certification Testing System

STUDY GUIDE

Social Science:
Psychology (118)



Illinois State Board of Education

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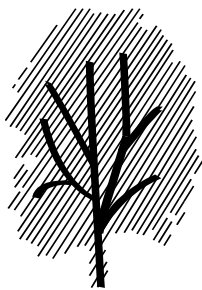
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General Information About the Illinois Certification Testing System

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: PSYCHOLOGY TEST OBJECTIVES

- I. Social Science Foundations
- II. History Common Core
- III. Human Development and Behavior
- IV. Personality Theories, Mental Health, and Social Behavior

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—HUMAN DEVELOPMENT AND BEHAVIOR

0011 Understand human development from conception to old age.

For example:

- Recognize and apply commonly accepted theories related to cognitive, emotional, and social development (e.g., Piaget, Erikson).
- Analyze interrelationships among theories of development (e.g., cognitive, emotional, social).
- Recognize physical, cognitive, social, and emotional changes throughout the life span.
- Recognize the role of biological and environmental factors in human development.

0012 Understand the theories and concepts concerning individual differences and the relationship between physiology and behavior.

For example:

- Recognize how psychologists use psychological theories and concepts to analyze and measure individual differences.
- Analyze ways in which personal, environmental, life cycle, and other factors influence individual differences.
- Analyze the roles of heredity and environment in determining individual differences and recognize how nature and nurture contribute to personality and behavior.
- Recognize major components, structures, and functions of the nervous system and the endocrine system.
- Recognize the anatomy of the brain and how the brain processes information.
- Analyze relationships between physiology and thinking, memory, perception, personality, development, and behavior.

0013 Understand principles and processes associated with sensation, perception, and memory.

For example:

- Recognize how humans organize, interpret, and respond to sensory stimuli and examine how the brain creates meaning from physical sensations.
- Distinguish between sensation and perception and analyze factors that affect sensation and perception.
- Recognize how information is encoded, stored, and retrieved and demonstrate understanding of processes used to access information.
- Recognize factors that interfere with memory and apply techniques used to improve memory.

0014 Understand principles and processes associated with learning, thinking, and language.

For example:

- Identify alternate views of learning and how learning occurs.
- Apply principles of classical and operant conditioning.
- Analyze the roles of biology and culture in learning and recognize types and processes of cognitive learning.
- Demonstrate knowledge of thinking as a mental process involving the manipulation and understanding of information.
- Recognize processes and strategies related to decision making, problem solving, and creative thinking.
- Identify the structural features of language, examine processes of language acquisition, and analyze relationships between language and thought.

SUBAREA IV—PERSONALITY THEORIES, MENTAL HEALTH, AND SOCIAL BEHAVIOR

0015 Understand concepts and processes related to personality, motivation, and emotion.

For example:

- Recognize various theories and approaches associated with the study of personality (e.g., psychoanalytic, cognitive-behavioral, humanistic).
- Demonstrate understanding of tools used to describe, classify, assess, and interpret personality (e.g., objective and projective tests).
- Analyze how families, groups, peers, communities, and other factors contribute to the construction, revision, and development of self-concept and identity.
- Explain the role of perception, attitude, values, and beliefs in the development of self-concept and identity.
- Apply knowledge of major theories of motivation (e.g., Maslow's hierarchy of needs) and analyze internal and external factors affecting motivation.
- Examine physiological, cognitive, and behavioral aspects of emotions and analyze the effects of motivation and emotion on perception, cognition, and behavior.

0016 Understand stress and coping, reactions to drugs, and states of consciousness.

For example:

- Recognize sources and stages of stress and demonstrate knowledge of physiological and psychological reactions to stress.
- Apply strategies for dealing with stress and anxiety and examine factors associated with human adjustment and coping behaviors in various situations.
- Distinguish among different states of consciousness and demonstrate knowledge of phenomena associated with hypnosis and meditation.
- Recognize the stages and characteristics of sleep and examine theories used to explain and interpret dreams.
- Identify types of psychoactive drugs and examine their effects on individuals.

0017 Understand psychological disorders and their effects and treatment.

For example:

- Recognize types and characteristics of abnormal behavior and analyze factors that contribute to psychological disorders.
- Demonstrate knowledge of models used to explain abnormal behavior (e.g., biopsychosocial model, medical model) and examine challenges associated with the accurate diagnosis of psychological disorders.
- Analyze issues (e.g., political, social, economic) related to mental health and behavioral disorders in contemporary society.
- Demonstrate knowledge of various treatments of psychological disorders (e.g., psychoanalytic, biomedical, cognitive) and apply criteria for evaluating the success of a treatment.
- Recognize legal and ethical guidelines in providing treatment for psychological disorders.

0018 Understand concepts and processes related to social psychology.

For example:

- Recognize social psychological phenomena (e.g., altruism, aggression, cooperation, competition, attitude formation, attribution) and examine factors that influence these phenomena.
- Recognize types of groups, formal and informal, and analyze processes that affect group behavior.
- Examine how situations, places, time, events, and social/cultural environments influence individual behavior and analyze situations illustrating the relationships between the individual and the group.
- Examine how individual behavior influences situations, places, time, events, and social/cultural environments.
- Analyze the relationships between the individual and the group (e.g., situations involving bias, discrimination, tolerance).

SOCIAL SCIENCE: PSYCHOLOGY 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?

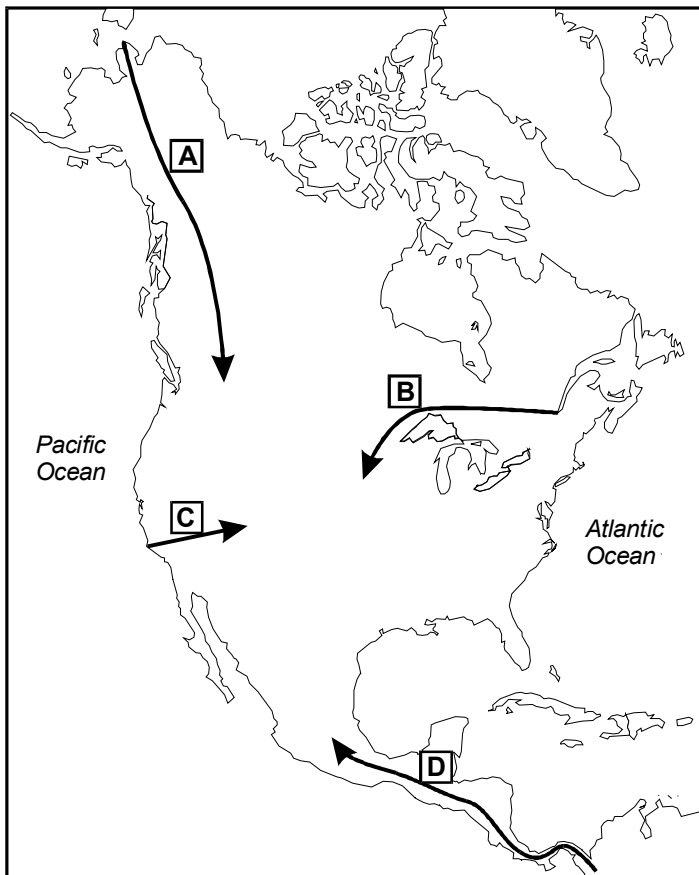
- A. the number of people in the county who were eligible to vote
- B. the party affiliations of the people who voted
- C. the amount of money taxpayers would need to pay for each project
- D. the length of time needed to complete each project

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. Amy and Sam are shown two identical glasses, each containing four ounces of juice. The juice from one glass is then poured into a glass that is taller and narrower than the first. Sam is given the short glass of juice and Amy is given the tall glass. Sam comments, "Amy got more juice than I did." According to Piaget, this reaction indicates that Sam is at which of the following developmental levels?
- A. sensorimotor
 - B. preoperational
 - C. concrete operational
 - D. formal operational
22. A stroke that damages the left hemisphere of an individual's brain will most likely impair that individual's abilities with respect to:
- A. speech and language.
 - B. discriminating among colors.
 - C. arranging items in a pattern.
 - D. directional and spatial awareness.

23. In which of the following examples is a person demonstrating accurate sensation but poor perception?
- A. A dancer accurately repeats a complex dance after seeing it performed but cannot describe the dance sequence verbally.
 - B. A woman accurately describes an event that occurred in her childhood but is unable to recall what she did the previous afternoon.
 - C. A six-year-old accurately recalls a conversation between two adults but does not realize that the adults were joking.
 - D. A man with colorblindness responds accurately to traffic lights but bases his response on the position of the lights rather than the color.
24. Which of the following methods is associated with the operant conditioning technique of extinction?
- A. removing forms of reinforcement from learned behavior
 - B. using punishment for behaviors that were previously reinforced
 - C. removing the neutral stimulus while applying punishment
 - D. using a combination of positive and negative stimuli
25. In their thinking processes, humans make use of concepts primarily to:
- A. represent the form of an experience or activity.
 - B. commit information to memory on a permanent basis.
 - C. gain insight into motives for behavior.
 - D. simplify complex information by organizing it into categories.
26. The advantage of projective tests cited most frequently by those who use them is that the results:
- A. can accurately predict the potential behavior of the test participant.
 - B. reveal unconscious dimensions of the test participant's personality.
 - C. will be identical for the test participant even when different people administer it.
 - D. provide concrete evidence that the test participant has one form of personality disorder.

27. **Use the information below to answer the question that follows.**

Employees at a company are asked to volunteer their time to organize a social gathering to celebrate record-setting profits made in the past year. Kristie decides to volunteer because her supervisor always compliments her willingness to help others. Larry volunteers because his brother plays in a music group that performs for corporate functions, and Larry might be able to get them hired for the event. Malik agrees to volunteer because he likes interacting with co-workers in less formal activities. Neva volunteers because she is good at planning events and she likes seeing others enjoying the final results of her labors.

Of the individuals mentioned above, which employee's decision to volunteer for this activity was most intrinsically motivated?

- A. Kristie
- B. Larry
- C. Malik
- D. Neva

28. With respect to dreams and dreaming, on which of the following do psychologists agree the most?

- A. The brain interprets random neural activity during REM sleep by dreaming in stories that reflect people's daily lives.
- B. Dreams are a continuation of and attempt to consolidate the brain's daytime information-processing work.
- C. The latent content of dreams is more important than their manifest content.
- D. Dreaming and the REM sleep that accompanies it are essential to human health.

29. Which of the following describes circumstances under which an individual's fear would be considered a phobic disorder?
- A. The fear is not rational and prompts behavior that interferes with daily functioning.
 - B. The fear is not rational, and the individual chooses to ignore it rather than respond to it.
 - C. The fear is justified, but the individual responds in a manner that is disproportionately extreme.
 - D. The fear is rational, but the individual is disturbed enough by it to seek therapy.
30. According to social identity theory, some forms of prejudice develop or are reinforced when members of a particular group seek to:
- A. control access to the group through a series of initiation rites or activities.
 - B. advance the reputation of their group by refuting any criticism from outsiders.
 - C. enhance their own self-esteem by viewing their group as superior to any other.
 - D. imitate group leaders and adopt their values to the greatest extent possible.

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.	B	Understand human development from conception to old age.
22.	A	Understand the theories and concepts concerning individual differences and the relationship between physiology and behavior.
23.	C	Understand principles and processes associated with sensation, perception, and memory.
24.	A	Understand principles and processes associated with learning, thinking, and language.
25.	D	Understand principles and processes associated with learning, thinking, and language.
26.	B	Understand concepts and processes related to personality, motivation, and emotion.
27.	D	Understand concepts and processes related to personality, motivation, and emotion.
28.	D	Understand stress and coping, reactions to drugs, and states of consciousness.
29.	A	Understand psychological disorders and their effects and treatment.
30.	C	Understand concepts and processes related to social psychology.

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

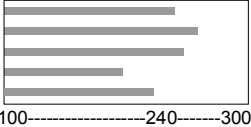
- Subarea scores are presented on the same scale as the total test score.
- Subarea scores contain different numbers of questions and are weighted differently in the computation of the total test score; therefore, the average of the subarea scaled scores generally will not equal the scaled total test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

Test: 118 Social Science: Psychology			Your Status: Did not pass ← ①	
Your Scaled Total Test Score: 238 ← ②				
Number of Test Items in Subarea	Subarea Name	Subarea Score	Performance Graph	
⑤ 41 or more	Social Science Foundations	247		
11 to 20	History Common Core	273 ← ③		
11 to 20	Human Development and Behavior	252		
11 to 20	Personality, Mental Health, & Soc. Behav.	198 ← ④		
	Scaled Total Test Score	238		

According to the above sample, the examinee did not pass the Social Science: Psychology 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 Personality, Mental Health, and Social Behavior 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.