

Illinois Certification Testing System

STUDY GUIDE

Social Science:
Sociology and
Anthropology (121)



Illinois State Board of Education

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TABLE OF CONTENTS

GENERAL INFORMATION ABOUT THE ILLINOIS CERTIFICATION TESTING SYSTEM

PROGRAM OVERVIEW	1-1
For Further Information	1-2
Description of the Tests	1-3
Test Administration	1-4
Score Reports	1-4
HOW TO PREPARE FOR THE TEST	1-5
Assess Your Knowledge and Test Skills	1-5
Practice Your Test-Taking Skills	1-5
THE DAY OF THE TEST: HELPFUL HINTS	1-5
Preparation	1-5
Test-Taking Tips	1-5
TEST DIRECTIONS	1-7

FIELD-SPECIFIC INFORMATION

INTRODUCTION	2-1
Test Subareas and Objectives	2-1
Special Note Regarding Social Science Test Fields	2-2
Practice Test Questions	2-2
TEST OBJECTIVES	2-3
PRACTICE TEST QUESTIONS	2-11
ANSWER KEY	2-20
EXPLANATION OF THE TEST SCORE REPORT	2-22
Overview	2-22
Reading Your Report: A Sample	2-23

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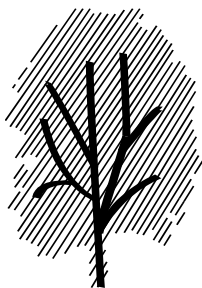
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General Information About the Illinois Certification Testing System

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: SOCIOLOGY AND ANTHROPOLOGY TEST OBJECTIVES

- I. Social Science Foundations
- II. History Common Core
- III. Sociology
- IV. Anthropology

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—SOCIOLOGY

0011 Understand basic sociological terms and concepts.

For example:

- Define and apply basic sociological terms and concepts (e.g., stereotyping, conformity, altruism, ethnocentrism).
- Recognize major sociological theoretical perspectives (e.g., structural-functional, conflict) and use sociological ideas, theories, and modes of inquiry to analyze persistent issues and social problems.
- Demonstrate understanding of sociological research methods.
- Recognize the contributions of important sociologists (e.g., Max Weber, Karl Marx, Jane Addams, Emile Durkheim, W. E. B. Du Bois).

0012 Understand concepts related to culture, society, and individual development.

For example:

- Demonstrate understanding of the concept of culture, identify major components of culture, and recognize the differences between culture and society.
- Explain the significance of social customs, social values, and norms and examine ways in which common values and beliefs develop within societies.
- Apply concepts of cultural analysis (e.g., assimilation, accommodation, cultural pluralism, subcultures) and demonstrate knowledge of means used to preserve and transmit culture while adapting to environmental and social change.
- Recognize how social attitudes shape scientific and technological change, analyze ways in which science and technology influence core social values, beliefs, and attitudes, and examine societal changes resulting from advances in science and new technologies.
- Identify processes of socialization through the life cycle and examine their effect on the emergence of personal identity and a sense of self, and demonstrate knowledge of processes related to biophysical, cognitive, and emotional development across the life cycle.
- Recognize ways in which cultural influences (e.g., religion, gender, ethnicity, art, socioeconomic status) contribute to the sense of self and analyze the relationship between culture and personality in different societies.
- Examine ways in which educational, social, cultural, economic, environmental, and technological factors influence the formation of individual values, beliefs, and attitudes.

0013 Understand concepts related to groups and institutions.

For example:

- Identify characteristics, structures, and functions of different types of social groups and institutions.
- Analyze interactions among individuals and groups within various social institutions (e.g., educational, religious, military) and examine the interaction of ethnic, national, or cultural influences in specific situations.
- Assess and evaluate group and institutional influences on people, events, and elements of culture in a variety of settings.
- Recognize the various forms institutions take and examine how they develop and change.
- Demonstrate understanding of how groups and institutions meet individual and social needs.
- Identify, assess, and evaluate sociological theories related to the formation, types, and stages of social movements.

0014 Understand social inequality, deviancy, and cultural conformity.

For example:

- Demonstrate understanding of the concepts of role, status, and social class and use them to explain the nature and causes of social stratification and examine the influence of social class on life decisions.
- Analyze the causes, characteristics, and effects of social stratification and social mobility.
- Recognize the relationship of social class, group relations, gender, race, ethnicity, and age to social inequities and analyze the causes and effects of racial, ethnic, gender, and age discrimination.
- Demonstrate understanding of the sociological approach to deviancy and apply sociological theories used to explain deviancy, crime, and conformity.
- Demonstrate understanding of cross-cultural approaches to social inequality, deviancy, and conformity.
- Examine social and individual consequences of deviant behavior and explore the relationship between inequity and deviancy.
- Demonstrate knowledge of agents and methods of social control in different types of societies and analyze tensions between expressions of individuality and efforts to promote social conformity by groups and institutions (e.g., family, religion, government).

SUBAREA IV—ANTHROPOLOGY

0015 Understand basic anthropological terms and concepts.

For example:

- Define and apply basic anthropological terms and concepts (e.g., cultural relativism, enculturation, cultural diffusion).
- Recognize characteristics of major branches of anthropological inquiry (e.g., ethnology, archaeology, linguistic anthropology, physical/biological anthropology).
- Identify anthropological ideas, theories, and modes of inquiry.
- Demonstrate understanding of anthropological research methods.
- Recognize the contributions of important anthropologists (e.g., Franz Boas, Margaret Mead, Louis and Mary Leakey, Claude Lévi-Strauss).

0016 Understand culture, cultural diversity, and the evolution of cultures.

For example:

- Demonstrate understanding of how data and experiences are likely to be interpreted by people from diverse cultures and frames of reference and examine specific human responses to persistent human issues.
- Examine the role played by tradition, the arts, beliefs, values, and social institutions in the development and transmission of culture and analyze ways in which cultures determine groupings (e.g., age, class, kinship systems).
- Analyze values, attitudes, and behavioral patterns that promote or obstruct cross-cultural understanding and recognize the importance of cultural unity and diversity within and across groups.
- Recognize theories and processes of human evolution, identify the chronology of primate and human evolution, and identify cultural developments among prehistoric peoples.
- Examine the roles of technology and of plant and animal domestication in the evolution of culture, analyze the causes and effects of the emergence of cities, and evaluate the influence of ancient civilizations on modern cultures.
- Demonstrate understanding of the processes of innovation and diffusion, analyze major cultural exchanges of the past and present, and recognize cultural differences throughout the world.

0017 Understand family, kinship, and descent.

For example:

- Distinguish between marriage and mating, and examine the cultural significance of different forms of marriage.
- Identify types and functions of families, distinguish between families and households, and analyze problems associated with family and household organization.
- Explain ways in which culture organizes family and kinship and analyze transformations within families over time (e.g., divorce, separation, breaking up of complex households).
- Demonstrate knowledge of the characteristics, forms, and functions of kinship and descent groups in various cultures.
- Compare different types of kin-based and non-kin-based societies.

0018 Understand the economic and political dimensions of culture.

For example:

- Recognize characteristics of various patterns of subsistence (e.g., hunting, food-foraging, horticultural, pastoral) and examine ways in which groups, societies, and cultures address human needs and concerns.
- Analyze the causes and effects of various patterns of resource allocation and examine the social implications of different types of division of labor.
- Demonstrate knowledge of the structure and function of various types of sociopolitical systems (e.g., bands, tribes, chiefdoms, states).
- Examine ways in which different types of political organizations seek to exert social control.

SOCIAL SCIENCE: SOCIOLOGY AND ANTHROPOLOGY 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?

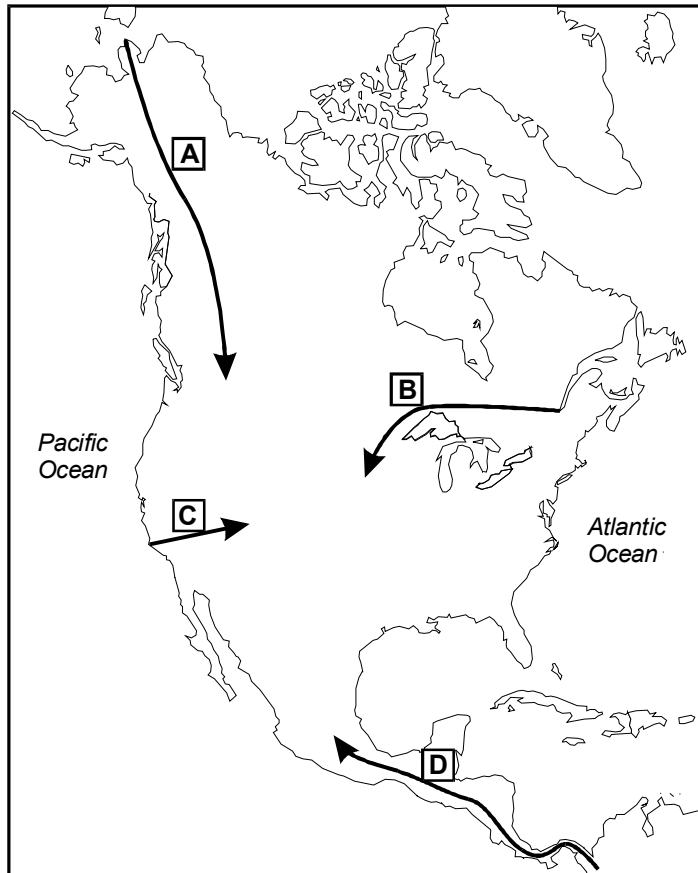
- A. the number of people in the county who were eligible to vote
- B. the party affiliations of the people who voted
- C. the amount of money taxpayers would need to pay for each project
- D. the length of time needed to complete each project

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. A sociological researcher would most likely use content analysis for which of the following purposes?
- A. to evaluate the effectiveness of an innovative educational program
 - B. to examine changing popular perceptions of social insurance programs
 - C. to assess the effect of peer pressure on a group of adolescents
 - D. to analyze changes in the social stratification of a major metropolitan area
22. Which of the following best describes the relationship between society and culture?
- A. Society is defined by abstract concepts such as values and beliefs; culture is the physical embodiment of these concepts.
 - B. The development of a shared set of cultural artifacts and norms fosters a group identity that becomes a society.
 - C. Through their interactions, people define the boundaries of their society and create shared products and meanings that constitute their culture.
 - D. Unlike culture, which is an unchanging set of customs and traditions, society is in a state of constant flux.

23. Which of the following statements about children in the United States is most accurate?
- A. They have been inadequately acculturated to the broader cultural system in which they live.
 - B. Their sense of self is a product of exposure to conflicting values, which has made it difficult to establish a clear personal identity.
 - C. They lack sufficient social experience to create a predominant social identity.
 - D. The formation of their sense of self has been influenced by family and community values as well as broader cultural values.
24. Compared with religious denominations, religious sects are likely to:
- A. recruit members from a broader range of social groups.
 - B. place greater emphasis on lay participation in religious activities.
 - C. be more tolerant of other religious organizations.
 - D. place less emphasis on the interpretation of sacred texts.
25. Which of the following best explains why social stratification tends to become less rigid as a society industrializes?
- A. Opportunities for advancement expand as a society places greater value on individual abilities.
 - B. Birth is no longer an important determinant of social status.
 - C. Related advances in transportation and communication encourage movement from rural to urban areas.
 - D. Increases in a society's total wealth promote greater social mobility.
26. A major benefit of participant observation as a method of anthropological research is that it enables anthropologists to:
- A. overcome the biases associated with most other methods of anthropological inquiry.
 - B. establish an objective basis for evaluating various features of a culture by developing a bank of quantifiable data.
 - C. construct controlled situations in which hypotheses can be rigorously tested.
 - D. obtain detailed data while developing a deep understanding of relations among a society's cultural practices.

27. Which of the following consequences of the development of agricultural production contributed most directly to a growing specialization of labor?
- A. the rise of permanent settlements
 - B. an increase in the amount of work necessary to secure subsistence
 - C. the creation of food surpluses
 - D. an increase in the size of the population
28. In which of the following circumstances do societies tend to be most receptive to adopting cultural practices or beliefs from another society?
- A. when the two societies are relatively equal in terms of wealth and power
 - B. when the practices and beliefs are reasonably consistent with the society's needs and values
 - C. when the society has been conquered by the other society
 - D. when the practices and beliefs are unrelated to important cultural elements of the society
29. Nearly all cultures have provisions for the socially sanctioned divorce of married couples. Accepted rationales for divorce across societies are most frequently a reflection of:
- A. cultural expectations for the life span of a marriage in the society.
 - B. social norms condemning infidelity by marriage partners.
 - C. cultural goals associated with the reasons for marriage in the society.
 - D. economic issues related to the family and the society.
30. A major difference between redistribution and reciprocity as forms of exchange is that redistribution:
- A. provides a means for individuals and groups to create and strengthen social and political relationships.
 - B. is less likely to involve conflict over who receives what share of goods and resources.
 - C. is more likely to rely on a central authority to determine how goods will be shared among recipients.
 - D. permits individuals and groups to pass resources back and forth among themselves.

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 basic sociological terms and concepts.
22.	C	Understand concepts related to culture, society, and individual development.
23.	D	Understand concepts related to culture, society, and individual development.
24.	B	Understand concepts related to groups and institutions.
25.	A	Understand social inequality, deviancy, and cultural conformity.
26.	D	Understand basic anthropological terms and concepts.
27.	C	Understand culture, cultural diversity, and the evolution of cultures.
28.	B	Understand culture, cultural diversity, and the evolution of cultures.
29.	C	Understand family, kinship, and descent.
30.	C	Understand the economic and political dimensions of culture.

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

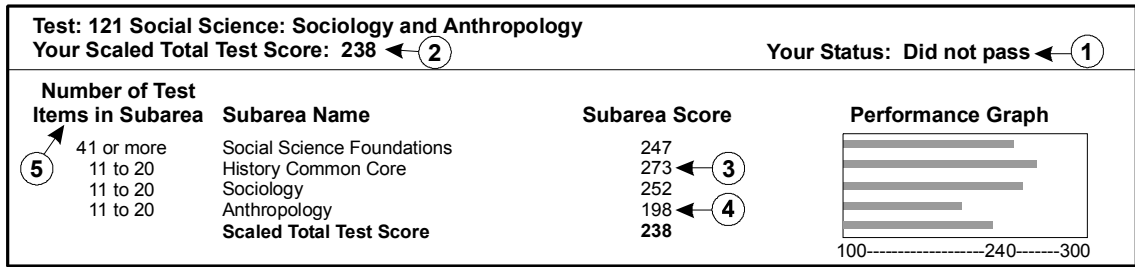
- Subarea scores are presented on the same scale as the total test score.
- Subarea scores contain different numbers of questions and are weighted differently in the computation of the total test score; therefore, the average of the subarea scaled scores generally will not equal the scaled total test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



According to the above sample, the examinee did not pass the Social Science: Sociology and Anthropology 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 Anthropology 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.