



Georgia Assessments for the Certification of Educators®



# **GACE® Study Companion**

## **Behavioral Science Assessment**

For the most up-to date information, visit the ETS GACE website at [gace.ets.org](http://gace.ets.org).

---

**Last Updated: February 2018**

Copyright © 2018 by Educational Testing Service. All rights reserved. ETS is a registered trademark of Educational Testing Service (ETS). Georgia Assessments for the Certification of Educators, GACE, and the GACE logo are registered trademarks of the Georgia Professional Standards Commission (GaPSC). All other trademarks are property of their respective owners.

This publication has been produced for the GaPSC by ETS. ETS is under contract to the GaPSC to administer the Georgia Assessments for the Certification of Educators. The Georgia Assessments for the Certification of Educators are administered under the authority of the GaPSC; regulations and standards governing the program are subject to change without notice at the discretion of the GaPSC. The GaPSC and ETS are committed to preventing discrimination on the basis of race, color, national origin, sex, religion, age, or disability in the administration of the testing program or the provision of related services.

---

---

# Table of Contents

About the Assessment .....	4
Content Specifications .....	5
Test I Subareas .....	6
Test I Objectives.....	6
Subarea I: Psychology .....	6
Subarea II: Anthropology .....	7
Test II Subareas .....	9
Test II Objectives.....	9
Subarea I: Anthropology .....	9
Subarea II: Sociology.....	9
Practice Questions .....	11
Answer Key and Rationales .....	24
Preparation Resources .....	32
Guide to Taking a GACE Computer-delivered Assessment.....	32
Reducing Test Anxiety.....	32
Study Tips: Preparing for a GACE Assessment.....	32
Journals.....	32
Other Resources .....	32
Online Resources.....	33

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.

---

## About the Assessment

Assessment Name	Behavioral Science
Grade Level	6–12
Test Code	Test I: 050 Test II: 051 Combined Test I and Test II: 550
Testing Time	Test I: 2 hours Test II: 2 hours Combined Test I and Test II: 4 hours
Test Duration	Test I: 2.5 hours Test II: 2.5 hours Combined Test I and Test II: 5 hours
Test Format	Computer delivered
Number of Selected-response Questions	Test I: 60 Test II: 60 Combined Test I and Test II: 120
Question Format	The test consists of a variety of short-answer questions such as selected-response questions, where you select one answer choice or multiple answer choices (depending on what the question asks for), questions where you enter your answer in a text box, and other types of questions. You can review the possible question types in the <b><i>Guide to Taking a GACE Computer-delivered Test.</i></b>
Number of Constructed-response Questions	Test I: 0 Test II: 0 Combined Test I and Test II: 0

The GACE Behavioral Science assessment is designed to measure the professional knowledge of prospective teachers in the state of Georgia seeking to become certified to teach courses in psychology, sociology, and anthropology.

This assessment includes two tests. You may take either test individually or the full assessment in a single session. The testing time is the amount of time you will have to answer the questions on the test. Test duration includes time for tutorials and directional screens that may be included in the test. The questions in this assessment assess both basic knowledge across content areas and the ability to apply principles.

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.

---

The total number of questions that are scored is typically smaller than the total number of questions on the test. Most tests that contain selected-response questions also include embedded pretest questions, which are not used in calculating your score. By including pretest questions in the assessment, ETS is able to analyze actual test-taker performance on proposed new questions and determine whether they should be included in future versions of the test.

## Content Specifications

Each test in this assessment is organized into content **subareas**. Each subarea is further defined by a set of **objectives** and their **knowledge statements**.

- The objectives broadly define what an entry-level educator in this field in Georgia public schools should know and be able to do.
- The knowledge statements describe in greater detail the knowledge and skills eligible for testing.
- Some tests also include content material at the evidence level. This content serves as descriptors of what each knowledge statement encompasses.

See a breakdown of the subareas and objectives for the tests in this assessment on the following pages.

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.

---

## Test I Subareas

Subarea	Approx. Percentage of Test
I. Psychology	80%
II. Anthropology	20%

## Test I Objectives

### Subarea I: Psychology

*Objective 1: Demonstrates an understanding of psychological foundations, approaches, and research*

The beginning Behavioral Science teacher:

- A. Defines psychology
- B. Knows key contributors to the development of psychology
- C. Demonstrates an understanding of behavioral science and major approaches (psychodynamic, cognitive, behavioral, sociocultural, biological, humanistic, and evolutionary)
- D. Describes basic psychological research methods and their uses

*Objective 2: Demonstrates an understanding of biological foundations and their influence on behavior*

The beginning Behavioral Science teacher:

- A. Demonstrates an understanding of major areas of the brain and nervous system and their function and processes; e.g., the four lobes, hemispheres, spinal cord
- B. Knows about biological influences (e.g., nervous system, endocrine system, genetics) on behavior
- C. Describes the basic processes of sensation and perception; e.g., basic concepts in vision, hearing, taste, smell, and touch

*Objective 3: Demonstrates an understanding of theories of behavior change and cognition*

The beginning Behavioral Science teacher:

- A. Knows aspects of the psychology of learning; e.g., classical and operant conditioning, observational learning
- B. Knows about cognition; e.g., information processing, short-term and long-term memory, reconstructive memory, interference, attention, problem solving, decision making)

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.

- 
- C. Describes basic concepts associated with intelligence, achievement, and their assessment; e.g., individual and cultural differences, multiple intelligences

*Objective 4: Demonstrates an understanding of human development, including physical and cognitive development*

The beginning Behavioral Science teacher:

- A. Demonstrates knowledge about physical growth and maturation throughout the lifespan
- B. Understands that both nature and nurture influence development
- C. Understands theory and processes of language and cognitive development

*Objective 5: Demonstrates an understanding of theories of personality, social behavior, and motivation*

The beginning Behavioral Science teacher:

- A. Describes social behavior; e.g., bystander effect, social loafing, persuasion
- B. Defines and applies concepts associated with personality theory, personality assessment, and self-esteem
- C. Compares and contrasts basic theories of motivation and emotion

*Objective 6: Demonstrates an understanding of abnormal psychology*

The beginning Behavioral Science teacher:

- A. Demonstrates familiarity with intervention and prevention in dealing with adjustment problems, learning differences, and exceptional behavior
- B. Demonstrates familiarity with common atypical behaviors (mood disorders, attention-deficit/hyperactivity disorder, autism, anxiety disorders, psychotic disorders, personality disorders, drug addiction)

## **Subarea II: Anthropology**

*Objective 1: Knows basic concepts, history, methods, and theory in the field of anthropology*

The beginning Behavioral Science teacher:

- A. Defines anthropology
- B. Demonstrates a basic knowledge of the history of anthropology
- C. Understands the interconnection among the four major subfields of anthropology (i.e., cultural anthropology, physical anthropology, archaeology, linguistic anthropology)
- D. Demonstrates knowledge of anthropological theory; e.g., structuralism, functionalism, symbolic and interpretive anthropology, evolution
- E. Demonstrates an understanding of research methods in anthropology; e.g., excavation and ethnography

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.

---

*Objective 2: Demonstrates an understanding of the organization of human communities*

The beginning Behavioral Science teacher:

- A. Identifies anthropological perspectives on the organization of society
- B. Compares concepts of marriage and the family across cultures; e.g., kinship, lineage, descent groups, residence patterns
- C. Understands social stratification from an anthropological perspective; e.g., race, class, gender, common interest, age
- D. Analyzes political organizations
- E. Explains the functioning of economic systems; e.g., resources, distribution and exchange, patterns of subsistence

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.



---

## Test II Subareas

Subarea	Approx. Percentage of Test
I. Anthropology	20%
II. Sociology	80%

## Test II Objectives

### Subarea I: Anthropology

*Objective 1: Knows the characteristics of human culture*

The beginning Behavioral Science teacher:

- A. Knows the definition of human culture
- B. Understands characteristics of culture; e.g., shared, learned, integrated, symbol-based
- C. Knows about the evolution and functions of language
- D. Is familiar with various belief systems and the supernatural; e.g., practices, rituals and ceremonies, function

*Objective 2: Demonstrates an understanding of the origins and mechanisms of cultural change*

The beginning Behavioral Science teacher:

- A. Understands the origins of cultural change; e.g., animal and plant domestication
- B. Knows the origins and evolution of human culture; e.g., human ancestors, tool use
- C. Explains the mechanisms of change; e.g., invention, innovation, cultural diffusion, adaptation, acculturation, assimilation, and extinction
- D. Understands the effects of globalization

### Subarea II: Sociology

*Objective 1: Knows basic concepts, history, methods, and theory in the field of sociology*

The beginning Behavioral Science teacher:

- A. Defines sociology and the sociological imagination
- B. Demonstrates a basic knowledge of the history of sociology
- C. Demonstrates an understanding of research methods in sociology
- D. Knows sociological theory; e.g., functionalism, conflict theory, the interactionist perspective

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.

---

*Objective 2: Demonstrates an understanding of culture, social processes, and socialization*

The beginning Behavioral Science teacher:

- A. Knows concepts associated with culture and cultural change
- B. Knows the process of socialization and its consequences; e.g., concept of role, ethnocentrism, knowledge of folkways, mores, laws, beliefs, and values
- C. Is familiar with social structure, social change, and interaction within society

*Objective 3: Understands conformity and deviance, and shows familiarity with contemporary social problems*

The beginning Behavioral Science teacher:

- A. Understands conformity and deviance
- B. Is familiar with contemporary social problems (e.g., globalization, technology), including causes, consequences, and proposed solutions

*Objective 4: Understands functions and roles of and interactions among institutions and organizations*

The beginning Behavioral Science teacher:

- A. Understand groups and organizations; e.g., primary and secondary groups, group norms
- B. Know the roles of institutions and how they act as agents of social control; e.g., family, educational, political, religious, economic, and medical
- C. Understand interactions among institutions

*Objective 5: Demonstrates an understanding of social stratification in multiple contexts*

The beginning Behavioral Science teacher:

- A. Knows the definition of social stratification
- B. Understands social class
- C. Understands the variation in race, ethnicity, and religion; e.g., pluralism, discrimination, and prejudice
- D. Knows the concepts associated with sex, gender roles, aging, power, and social inequality

*Objective 6: Demonstrates an understanding of demography*

The beginning Behavioral Science teacher:

- A. Knows about demography, rural/urban patterns, community, and human ecology; e.g., migration and immigration, changes in growth

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.

---

## Practice Questions

The practice questions in this study companion are designed to familiarize you with the types of questions you may see on the assessment. While they illustrate some of the formats and types of questions you will see on the test, your performance on these sample questions should not be viewed as a predictor of your performance on the actual test. Fundamentally, the most important component in ensuring your success is familiarity with the content that is covered on the assessment.

To respond to a practice question, choose one of the answer options listed. Be sure to read the directions carefully to ensure that you know what is required for each question. You may find it helpful to time yourself to simulate actual testing conditions. A correct answer and a rationale for each sample test question are in the section following the practice questions.

Keep in mind that the test you take at an actual administration will have different questions, although the proportion of questions in each subarea will be approximately the same. You should not expect the percentage of questions you answer correctly in these practice questions to be exactly the same as when you take the test at an actual administration, since numerous factors affect a person's performance in any given testing situation.

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.

---

**Directions:** Each of the questions or incomplete statements below is followed by four suggested answers or completions. Select the one that is best in each case.

1. Tina turns in her term paper three weeks late to her teacher. If the teacher commits the fundamental attribution error, the teacher will most likely conclude that Tina turned her paper in late because
  - A. the assignment was too difficult.
  - B. Tina's parents have set unrealistic goals for Tina.
  - C. Tina has too many responsibilities.
  - D. Tina is lazy.

Answer and Rationale

2. Harry Harlow's studies on attachment in infant monkeys included a cloth monkey that did not provide food and a wire monkey that did provide food. These studies demonstrated that attachment is based on
  - A. feeding.
  - B. contact comfort.
  - C. imprinting.
  - D. self-awareness.

Answer and Rationale

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.

- 
3. Which of the following theorists is associated with the concept of psychosocial development?
- A. John Watson
  - B. Noam Chomsky
  - C. Erik Erikson
  - D. Abraham Maslow

Answer and Rationale

4. Which of the following is a brain cell that primarily functions to receive, process, and transmit information to other cells?
- A. A Schwann cell
  - B. A neuron
  - C. A white blood cell
  - D. An oligodendrocyte

Answer and Rationale

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.

- 
5. The inability of Harriet to remember her locker combination from last year because she has memorized her new combination is an example of
- A. flashbulb memory.
  - B. motivated forgetting.
  - C. reconstructive memory.
  - D. retroactive interference.

Answer and Rationale

6. According to cognitive psychologists, which of the following seems to most strongly influence the degree to which information makes its way into long-term memory?
- A. Attention
  - B. Parietal lobe
  - C. Sensory register
  - D. Endocrine system

Answer and Rationale

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.

- 
7. The process of self-actualization is most closely associated with which of the following theories of personality?
- A. Psychoanalytic
  - B. Humanistic
  - C. Cognitive
  - D. Behavioral

Answer and Rationale

8. Elena is tired of hearing her father nag, so she finally cleans her room to stop the nagging. Because of the experience, Elena is more likely to clean her room in the future. This is an example of
- A. modeling.
  - B. punishment.
  - C. positive reinforcement.
  - D. negative reinforcement.

Answer and Rationale

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.

- 
9. A Freudian psychotherapist is likely to encourage patients to talk about everything that comes to mind. This process describes which of the following methods?
- A. Age regression
  - B. Free association
  - C. Dream analysis
  - D. Transference

Answer and Rationale

10. Vanessa experiences a manic episode. She will most likely be classified as exhibiting which of the following disorders?
- A. Dissociative identity
  - B. Major depressive
  - C. Attention-deficit/hyperactivity.
  - D. Bipolar

Answer and Rationale

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.



- 
11. The process of harming an image of someone with the goal of inflicting real injury on the person is an example of
- A. animism.
  - B. a rite of passage.
  - C. sympathetic magic.
  - D. contagious magic.

Answer and Rationale

12. Generalized reciprocity is a system of distribution in which goods are
- A. bought and sold in a public marketplace.
  - B. exchanged only among extended family members.
  - C. shared in public settings with everyone in the group.
  - D. given as gifts with no expectation of return.

Answer and Rationale

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.

- 
13. A set of expectations governing the behavior of a person holding a particular position in society is called
- A. values.
  - B. a role.
  - C. culture.
  - D. status.

Answer and Rationale

14. Which of the following correlation coefficients represents the weakest relationship between two variables?
- A. 1.00
  - B. .19
  - C. -.43
  - D. -.79

Answer and Rationale

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.

- 
15. What is being described when people are referred to as Scottish, Japanese, or East Indian?
- A. Ethnicity
  - B. Citizenship
  - C. Race
  - D. Language

Answer and Rationale

16. Religious movements that reject and are isolated from the larger society are called
- A. cults.
  - B. sects.
  - C. revivals.
  - D. religious pluralisms.

Answer and Rationale

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.

- 
17. Two important external mechanisms of social control that are used frequently in small-scale societies are
- A. physical punishment and imprisonment.
  - B. public shaming and ridicule.
  - C. fear and guilt.
  - D. fines and taxes.

Answer and Rationale

18. Which of the following was a major change in the elites of developed countries between the early and late twentieth century?
- A. A shift from birth characteristics to achieved credentials as the basis of legitimate authority
  - B. A shift from similar educational socialization to similar family background as a source of solidarity among a country's elites
  - C. A decline in average elite education levels and rise in average elite wealth levels
  - D. A decrease in the relative importance of cross-border cultural flows as the basis of elite cooperation worldwide

Answer and Rationale

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.

- 
19. Social scientists disagree most on the influence of which agent of socialization on the behavior and attitudes of children and adolescents?
- A. Extended families
  - B. Elementary schools
  - C. The mass media
  - D. Peer groups

Answer and Rationale

20. Which of the following is an example of structural social mobility?
- A. Young adults relocate from family farms to cities because there is not enough land to support them in the countryside
  - B. Urban professionals move to the suburbs to take advantage of lower property prices
  - C. Half of the children of parents who were manual workers in the United States in the 1950s became white-collar workers in the 1980s
  - D. Children from one socioeconomic class perform well on college admissions exams, limiting admissions options for children from other socioeconomic classes

Answer and Rationale

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.

- 
21. As a result of a sudden housing price increase in cities, with no corresponding cost-of-living increase in salaries, home buyers move to the suburbs and smaller satellite communities to find cheaper housing. This phenomenon is referred to as urban
- A. renewal.
  - B. sprawl.
  - C. out-migration.
  - D. legend.

Answer and Rationale

22. Which of the following is an example of an ascribed status?
- A. Nobel Prize winner
  - B. Chief executive officer
  - C. Aristocrat
  - D. Dean of Social Sciences

Answer and Rationale

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.

- 
23. Which of the following would be most likely to maintain that cultural taboos against food are ecologically adaptive?
- A. An interpretive anthropologist
  - B. A Marxist
  - C. A cultural materialist
  - D. A postmodernist

Answer and Rationale

24. If Mary from group A marries Bob from group B and Bob's sister subsequently marries Mary's brother, the society to which they all belong can be described as practicing
- A. endogamy.
  - B. asymmetric exchange.
  - C. generalized exchange.
  - D. symmetric exchange.

Answer and Rationale

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.

---

## Answer Key and Rationales

Question Number	Correct Answer	Rationale
1	D	<p><b>Option D is the correct answer.</b> The fundamental attribution error occurs when a person overestimates dispositional factors and underestimates situational factors in the attribution of another's behavior. Here the teacher assumes that Tina's lateness is due to a personality trait (laziness) rather than possible extenuating circumstances, such as illness or other responsibilities.</p> <p><a href="#">Back to Question</a></p>
2	B	<p><b>Option B is the correct answer.</b> Harry Harlow's studies were designed to determine whether attachment was based more on feeding behavior or on contact comfort. Infant monkeys that were under stress or frightened clung to the cloth monkey that did not provide food rather than to the wire monkey that provided food. These studies demonstrated that infant monkeys sought contact comfort.</p> <p><a href="#">Back to Question</a></p>
3	C	<p><b>Option C is the correct answer.</b> Erikson is known for his model of psychosocial development, which includes several stages (e.g., trust versus mistrust).</p> <p><a href="#">Back to Question</a></p>

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.



Question Number	Correct Answer	Rationale
4	B	<p><b>Option B is the correct answer.</b> Neurons are the basic cells in the brain that primarily receive, process, and transmit information to other cells in the brain and body.</p> <p><a href="#">Back to Question</a></p>
5	D	<p><b>Option D is the correct answer.</b> Retroactive interference occurs when new information interferes with the ability to recall old information.</p> <p><a href="#">Back to Question</a></p>
6	A	<p><b>Option A is the correct answer.</b> Whether one pays attention to something is part of the process of moving information from short-term memory and working memory to long-term memory. Although the sensory register filters our sensory experiences, it does not have the strongest effect on which memories become part of long-term memory. The material that is given the most attention is more likely to be committed to long-term memory. The material that we give attention to will have a chance of making it to long-term memory.</p> <p><a href="#">Back to Question</a></p>

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.

Question Number	Correct Answer	Rationale
7	B	<p><b>Option B is the correct answer.</b> Self-actualization is a commonly used term in humanistic theory. Abraham Maslow had self-actualization at the top of his hierarchy of motivations, and Carl Rogers included it in his theory of well-being.</p> <p><a href="#">Back to Question</a></p>
8	D	<p><b>Option D is the correct answer.</b> Elena increased her behavior (cleaning up her room) because a negative stimulus (nagging) was removed. This is an example of negative reinforcement because Elena’s behavior was increased (reinforced) by the removal of a negative stimulus.</p> <p><a href="#">Back to Question</a></p>
9	B	<p><b>Option B is the correct answer.</b> In this question, the examinee is asked to choose which Freudian or psychoanalytic therapy technique is described.</p> <p><a href="#">Back to Question</a></p>

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.

Question Number	Correct Answer	Rationale
10	D	<p><b>Option D is the correct answer.</b> A manic episode is a symptom of bipolar disorder.</p> <p><a href="#">Back to Question</a></p>
11	C	<p><b>Option C is the correct answer.</b> In one type of sympathetic magic, also known as imitative magic, a person does something to an image of another with the goal of causing real harm to the person represented.</p> <p><a href="#">Back to Question</a></p>
12	D	<p><b>Option D is the correct answer.</b> Generalized reciprocity occurs when someone shares goods or labor without the expectation of receiving anything in return. The interaction is reciprocal because the giver obtains a sense of satisfaction as a result of it.</p> <p><a href="#">Back to Question</a></p>

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.

Question Number	Correct Answer	Rationale
13	B	<p><b>Option B is the correct answer.</b> In this question, the examinee is asked to differentiate between roles, status, values, and culture. Option B is correct because roles are culturally defined rules for proper behavior associated with every status.</p> <p><a href="#">Back to Question</a></p>
14	B	<p><b>Option B is the correct answer.</b> Correlations range from -1.0 to 1.0. the higher the absolute value of the correlation or the closer to 1.0 or -1.0, the stronger the association between the two variables. A correlation of 0 indicates that there is no relationship at all between the variables.</p> <p><a href="#">Back to Question</a></p>
15	A	<p><b>Option A is the correct answer.</b> The terms represent ethnicity because they include a cultural tradition of history, language, common ancestry, and, in some cases, shared religious beliefs.</p> <p><a href="#">Back to Question</a></p>

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.

Question Number	Correct Answer	Rationale
16	A	<p><b>Option A is the correct answer.</b> Cults are religious movements that often introduce totally new religious ideas and principles and involve an intense sense of mission. In this manner, they generally reject the cultural norms of society. This question is definitional, requiring the examinee to define cults.</p> <p><a href="#">Back to Question</a></p>
17	B	<p><b>Option B is the correct answer.</b> In small-scale societies, sanctions tend to be informal. Positive sanctions include smiles, hugs, handshakes, and other similar actions. Negative sanctions include restricted access to certain goods and services, gossip, frowns, public shaming, impolite treatment, ridicule, and sometimes ostracism in extreme cases.</p> <p><a href="#">Back to Question</a></p>
18	A	<p><b>Option A is the correct answer.</b> This question requires familiarity with how society was changing across the twentieth century. There was a movement toward a legitimate authority based on achievement as opposed to authority based on ascribed status.</p> <p><a href="#">Back to Question</a></p>

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.

Question Number	Correct Answer	Rationale
19	C	<p><b>Option C is the correct answer.</b> There is disagreement among social scientists and other professionals regarding the power of television and other mass media in the United States to shape how American think and act. Families (option A), schools (option B), and peer groups (option D) are all important agents of socialization, but there is little or no controversy associated with these groups with respect to socialization, especially during childhood.</p> <p><a href="#">Back to Question</a></p>
20	C	<p><b>Option C is the correct answer.</b> Structural mobility is mobility occurring as a result of a change in the distribution of occupations, such as that which occurred in the United States in the latter part of the twentieth century.</p> <p><a href="#">Back to Question</a></p>
21	C	<p><b>Option C is the correct answer.</b> Out-migration refers to a population mobility pattern out of the urban area.</p> <p><a href="#">Back to Question</a></p>

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.

Question Number	Correct Answer	Rationale
22	C	<p><b>Option C is the correct answer.</b> An ascribed status is a social position that a person receives at birth and is unlikely to change. Having an ascribed status is involuntary.</p> <p><a href="#">Back to Question</a></p>
23	C	<p><b>Option C is the correct answer.</b> Cultural materialists focus on the relationship between the environment and society.</p> <p><a href="#">Back to Question</a></p>
24	D	<p><b>Option D is the correct answer.</b> Symmetric exchange refers to sister exchange, in which a woman marries someone from a group and a bridegroom provides a sister for marriage to someone in his bride's group.</p> <p><a href="#">Back to Question</a></p>

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.

---

## Preparation Resources

The resources listed below may help you prepare for the GACE assessment in this field. These preparation resources have been identified by content experts in the field to provide up-to-date information that relates to the field in general. You may wish to use current issues or editions of these materials to obtain information on specific topics for study and review.

### Guide to Taking a GACE Computer-delivered Assessment

This guide explains how to navigate through a GACE assessment and how to answer different types of test questions. This free download is available in the Test Preparation Resources section of the GACE website at [www.gace.ets.org/prepare](http://www.gace.ets.org/prepare).

### Reducing Test Anxiety

This guide provides practical help for people who suffer from test anxiety. Designed specifically for GACE test takers, but useful to anyone who has to take tests, this guide reviews the major causes of test anxiety and offers practical advice for how to counter each one. Download this guide for free from the Test Preparation Resources section of the GACE website at [www.gace.ets.org/prepare](http://www.gace.ets.org/prepare).

### Study Tips: Preparing for a GACE Assessment

This document contains useful information on preparing for selected-response and constructed-response tests. The instruction, tips, and suggestions can help you become a better-prepared test taker. See the Test Preparation Resources section of the GACE website at [www.gace.ets.org/prepare](http://www.gace.ets.org/prepare) for this free download.

### Journals

*The Journal of Applied Behavioral Science* — <http://jab.sagepub.com>

*American Psychologist* — [www.apa.org/pubs/journals/amp](http://www.apa.org/pubs/journals/amp)

*Journal of Experimental Psychology: General* — [www.apa.org/pubs/journals/xge](http://www.apa.org/pubs/journals/xge)

### Other Resources

Ciccarelli, S., and White, J. (2011). *Psychology*, Third Edition. Pearson.

Ferris, K., and Stein, J. (2011). *The Real World: An Introduction to Sociology*, Third Edition. W. W. Norton and Company.

Johnson, L., and Yanca, S. (2009). *Social Work Practice: A Generalist Approach*, Tenth Edition. Pearson.

Kottak, C. (2011). *Window on Humanity: A Concise Introduction to Anthropology*, Fifth Edition. McGraw-Hill Humanities/Social Sciences/Languages.

Myers, D. (2009). *Social Psychology*, Tenth Edition. McGraw-Hill.

Myers, D. (2011). *Psychology*, Tenth Edition. Worth Publishers.

Park, M. (2010). *Introducing Anthropology: An Integrated Approach*, Fifth Edition. McGraw-Hill Humanities/Social Sciences/Languages.

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.



---

Peoples, J., and Bailey, G. (2011). *Humanity: An Introduction to Cultural Anthropology*, Ninth Edition. Wadsworth Publishing.

Segal, E., Gerdes, K., and Steiner, S. (2009). *An Introduction to the Profession of Social Work: Becoming a Change Agent, Third Edition*. Brooks Cole.

Spector, P. (2011). *Industrial and Organizational Psychology: Research and Practice*, Sixth Edition. Wiley.

Tischler, H. (2010). *Introduction to Sociology*, Tenth Edition. Wadsworth Publishing.

Woolfolk, A. (2006). *Educational Psychology*, Tenth Edition. Allyn and Bacon.

Zastrow, C. (2009). *Introduction to Social Work and Social Welfare: Empowering People*, Tenth Edition. Brooks Cole.

## Online Resources

Association for Behavioral and Cognitive Therapies — [www.abct.org/Home](http://www.abct.org/Home)

American Psychological Association — [www.apa.org](http://www.apa.org)

American Board of Professional Psychology — [www.abpp.org](http://www.abpp.org)

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.