



Georgia Assessments for the Certification of Educators®



GACE® Study Companion

Political Science Assessment

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About the Assessment

Assessment Name	Political Science
Grade Level	6–12
Test Code	Test I: 032 Test II: 033 Combined Test I and Test II: 532
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 <i>Guide to Taking a GACE Computer-delivered Test.</i>
Number of Constructed-response Questions	Test I: 0 Test II: 0 Combined Test I and Test II: 0

The GACE Political Science assessment is designed to measure the professional knowledge of prospective teachers of Political Science in secondary schools in the state of Georgia.

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.

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.

Test I Subareas

Subarea	Approx. Percentage of Test
I. Institutions (national, state, and local)	60%
II. Citizenship and Politics	40%

Test I Objectives

Subarea I: Institutions (national, state, and local)

Objective 1: Understands the structure and functions of United States institutions

The beginning Political Science teacher:

- A. Knows the structure and functions of the legislative branch, including the differences between the House of Representatives and the Senate, with emphasis on terms of office, powers, organization, leadership, and representation of each house
- B. Describes the legislative process, including the roles played by committees and leadership
- C. Understands the structure and functions of the executive branch, including the constitutional powers of the president, the various roles of the president, and the organization of the executive office of the president
- D. Understands the structure and functions of the judicial branch
- E. Knows the structure and functions of the federal bureaucracy
- F. Explains the impeachment process and how it is used

Objective 2: Understands the structure and functions of Georgia institutions

The beginning Political Science teacher:

- A. Demonstrates knowledge of the organization of government described in the Georgia Constitution
- B. Demonstrates knowledge of the structures and functions of Georgia's state and local governments

Subarea II: Citizenship and Politics

Objective 1: Understands fundamental concepts of citizenship, elections, and socialization

The beginning Political Science teacher:

- A. Describes the rights and responsibilities of citizenship, including participation in civic life
- B. Demonstrates knowledge of local, state, and national elections
- C. Demonstrates knowledge of political socialization

Objective 2: Understands fundamental concepts of parties, interest groups, and the media

The beginning Political Science teacher:

- A. Describes the organization, role, and constituencies of political parties
- B. Knows the characteristics and functions of interest groups
- C. Knows the role and influence of the media on United States politics

Test II Subareas

Subarea	Approx. Percentage of Test
I. United States Constitution	50%
II. Civil Rights, Civil Liberties, and Criminal Justice	30%
III. Comparative Politics and International Relations	20%

Test II Objectives

Subarea I: United States Constitution

Objective 1: Demonstrates knowledge of the Constitution and foundations of United States government

The beginning Political Science teacher:

- A. Demonstrates knowledge of the political philosophies that shaped the development of United States constitutional government

Subarea II: Civil Rights, Civil Liberties, and Criminal Justice

Objective 1: Understands fundamental concepts of civil liberties and civil rights

The beginning Political Science teacher:

- A. Demonstrates knowledge of civil liberties
- B. Demonstrates knowledge of civil rights

Objective 2: Demonstrates an understanding of the fundamental concepts of criminal justice

The beginning Political Science teacher:

- A. Describes the causes and effects of criminal activity

Subarea III: Comparative Politics and International Relations

Objective 1: Understands fundamental concepts of comparative politics

The beginning Political Science teacher:

- A. Understands the characteristics of different forms of government, including: unitary, confederal, and federal; autocratic, oligarchic, and democratic; and presidential and parliamentary

Objective 2: Understands fundamental concepts of international relations

The beginning Political Science teacher:

- A. Understands the tools used to carry out foreign policy (diplomacy; economic, military, and humanitarian aid; international organizations and treaties; sanctions and military intervention)

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.

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. Which of the following actions would a conference committee most likely perform?
 - A. Considering legislation in a specific area of expertise
 - B. Reconciling the differences between bills passed in the House and the Senate
 - C. Conducting a hearing into the activities of an executive agency
 - D. Reviewing the credentials of a nominee to the Supreme Court

Answer and Rationale

2. Which of the following was established by the court case *McCulloch v. Maryland*?
 - A. The principle of judicial review
 - B. The supremacy of the national government when state and federal laws conflict
 - C. The right of the accused to have an attorney
 - D. The rule that evidence obtained illegally cannot be introduced in court

Answer and Rationale

3. Which of the following best describes how states can spend money given to them by the federal government as a block grant?
 - A. There are relatively few restrictions on how to spend the money.
 - B. The money can be used for tax breaks for new businesses.
 - C. States must follow strict guidelines on how to use the money.
 - D. The money can be used for urban renewal projects only.

Answer and Rationale

-
4. Which of the following is true of the United States Senate?
- A. Senators represent a narrower constituency than do members of the House.
 - B. A three-fifths majority of senators may invoke cloture to end a filibuster.
 - C. Seniority plays no role in committee selection in the Senate.
 - D. The president pro tempore must be from the same political party as the president.

Answer and Rationale

5. Which of the following Supreme Court rulings was overturned by the Court's decision in *Brown v. Board of Education of Topeka*?
- A. *Dred Scott v. Sandford*
 - B. *Plessy v. Ferguson*
 - C. *Lemon v. Kurtzman*
 - D. *Regents of the University of California v. Bakke*

Answer and Rationale

6. The number of presidential electors each state has in the electoral college is equal to which of the following?
- A. A specified percentage of the population of the state
 - B. The number of representatives the state has in the House
 - C. The number of senators and representatives the state has in Congress
 - D. The number of delegates the state sends to national party conventions

Answer and Rationale

-
7. Local governments may establish charters and take independent actions that are not prohibited by the Georgia Constitution under a system known as
- A. local sovereignty.
 - B. federalism.
 - C. local option elections.
 - D. home rule.

Answer and Rationale

8. The term “gender gap” is used in a political science context to refer to differences in survey response data from women and men in which of the following areas?
- I. The relative importance of domestic versus foreign policy issues
 - II. Attitudes regarding such social issues as gun control and pornography
 - III. Specific foreign policy issues, such as military engagement
- A. I only
 - B. II only
 - C. I and III only
 - D. I, II, and III

Answer and Rationale

9. Which of the following is the best example of the media acting as a watchdog?
- A. A television station declining to cover a piece of legislation recently passed by Congress
 - B. A magazine exposing corruption within the federal bureaucracy
 - C. A radio program reporting on an environmental disaster abroad
 - D. A newspaper tracking the poll numbers of candidates running for election

Answer and Rationale

-
10. Which of the following is most likely to be supported by a political liberal?
- A. Privatizing Social Security
 - B. Expanding social welfare programs
 - C. Shrinking the size of the bureaucracy
 - D. Engaging in a conflict abroad

Answer and Rationale

11. Which of the following is most likely to contribute to the continuation of a two-party system?
- A. Extreme political homogeneity
 - B. Single-member legislative districts
 - C. Proportional representation
 - D. A written constitution

Answer and Rationale

12. The framers of the United States Constitution were strongly influenced by Montesquieu's argument that
- A. governments should rule with the consent of the governed.
 - B. governments should not be allowed to interfere in citizens' private lives.
 - C. the powers of government should be separated into separate branches.
 - D. human beings possess equal rights that governments must respect.

Answer and Rationale

-
13. Which of the following was a shortcoming of the Articles of Confederation?
- A. A president had unchecked powers
 - B. States' rights were not well protected
 - C. The federal government could not collect taxes
 - D. A president had no power to negotiate treaties

Answer and Rationale

14. The power to do which of the following is a concurrent power under the United States Constitution?
- A. Declare war
 - B. Regulate interstate commerce
 - C. Impeach a federal official
 - D. Collect taxes

Answer and Rationale

15. "Ambition must be made to counteract ambition."
— James Madison, The Federalist "No. 51"

The quotation above is an argument for which of the following constitutional principles?

- A. Popular sovereignty
- B. Federalism
- C. Republicanism
- D. Separation of powers

Answer and Rationale

-
16. The Declaration of Independence reflects many ideas of which of the following philosophers?
- A. Thomas Hobbes
 - B. Francis Bacon
 - C. Adam Smith
 - D. John Locke

Answer and Rationale

17. The United States Constitution divides legislative, executive, and judicial functions of government among independent bodies. The political science term for this is
- A. divided government.
 - B. partisanship.
 - C. separation of powers.
 - D. checks and balances.

Answer and Rationale

18. Which of the following best describes the apportionment of power between the state and national governments in the United States?
- A. Any action by the national government can be rescinded by the states.
 - B. States may exercise powers delegated to them by the national government.
 - C. The national government has all powers not specifically assigned to the states.
 - D. All powers not specifically assigned to the national government are reserved to the states or to the people.

Answer and Rationale

19. The main elements of a crime include *actus reus* and

- A. *mala in se*
- B. *compos mentis*
- C. *ex post facto*
- D. *mens rea*

Answer and Rationale

20. Theories that explain criminal behavior as being the result of socialization are generally referred to as

- A. social process theories.
- B. psychological theories.
- C. social structure theories.
- D. rational choice theories.

Answer and Rationale

21. Which of the following is the most appropriate way for police to react if they walk by a parked car, see the driver smoking something, and smell marijuana through an open window?

- A. Impound the car immediately as evidence and imprison the driver
- B. Investigate the situation because they have probable cause under the Fourth Amendment
- C. Call for the police department's drug unit to investigate the scene
- D. Ignore the situation because the driver has freedom of speech under the First Amendment

Answer and Rationale

22. Which of the following is an example of a civil liberty?

- A. The right to obtain a driver's license
- B. The right to open a new business in a mall
- C. The right to peaceful protest
- D. The right to incite political violence

Answer and Rationale

23. Which of the following statements about the European Union (EU) is true?

- A. The EU has recently lost several member states because of the global economic crisis.
- B. Each member state of the EU contributes 10,000 soldiers to an EU army.
- C. The euro is the common currency of most, but not all, EU member states.
- D. EU member states are no longer allowed to hold local elections.

Answer and Rationale

24. Which of the following ideologies proposes that basic economic conditions determine political structures?

- A. Liberalism
- B. Fascism
- C. Conservatism
- D. Marxism

Answer and Rationale

Answer Key and Rationales

Question Number	Correct Answer	Rationale
1	B	<p>Option (B) is correct. Conference committees are convened when the House and the Senate pass different versions of the same bill. A conference committee is charged with reconciling the differences and coming up with a compromise bill.</p> <p><i>Back to Question</i></p>
2	B	<p>Option (B) is correct. <i>McCulloch v. Maryland</i> concerned the right of the United States government to establish a national bank and the right of the state of Maryland to tax the national bank. The Supreme Court ruled that the federal government could establish the bank and that national law would always supersede state law.</p> <p><i>Back to Question</i></p>
3	A	<p>Option (A) is correct. The federal government gives states block grants with few provisions on how the money should be spent.</p> <p><i>Back to Question</i></p>

Question Number	Correct Answer	Rationale
4	B	<p>Option (B) is correct. Cloture may be invoked with a three-fifths majority vote by senators.</p> <p><i>Back to Question</i></p>
5	B	<p>Option (B) is correct. The Supreme Court overturned the doctrine of separate but equal that had been established by <i>Plessy v. Ferguson</i>. With its ruling in <i>Brown v. Board of Education of Topeka</i>, the Court ruled that separate was inherently unequal and that segregated public schools were in violation of the Constitution.</p> <p><i>Back to Question</i></p>
6	C	<p>Option (C) is correct. Article II, Section 1, of the United States Constitution specifies that “Each State shall appoint . . . a Number of Electors equal to the whole number of Senators and Representatives to which the State may be entitled in the Congress.” This number includes at least two senators and the number of representatives based on population, with a minimum of one for each state.</p> <p><i>Back to Question</i></p>

Question Number	Correct Answer	Rationale
7	D	<p>Option (D) is correct. The Georgia Constitution specifically provides for home rule as a way for local governments to take independent actions.</p> <p><i>Back to Question</i></p>
8	D	<p>Option (D) is correct. Survey research has typically shown significant differences between men and women in terms of responses to each of the three areas cited.</p> <p><i>Back to Question</i></p>
9	B	<p>Option (B) is correct. When members of the media act as watchdogs, they take on an investigative role and expose wrongdoing.</p> <p><i>Back to Question</i></p>
10	B	<p>Option (B) is correct. Expanding social welfare is an important component of liberal ideology. The other options all represent actions that would more likely be supported by a person with a conservative ideology.</p> <p><i>Back to Question</i></p>

Question Number	Correct Answer	Rationale
11	B	<p>Option (B) is correct. Single-member districts advise competing political formations or factions that they must aggregate in the largest possible groups or risk being totally unrepresented if the opposition can put together a much larger aggregate. Thus, the logic of competition pushes both toward two competing groups vying for a majority to win the single representative.</p> <p><i>Back to Question</i></p>
12	C	<p>Option (C) is correct. Montesquieu’s writing about the separation of powers influenced the framers of the United States Constitution.</p> <p><i>Back to Question</i></p>
13	C	<p>Option (C) is correct. Under the Articles of Confederation, the federal government could not collect taxes; therefore, the government could not fund its activities and had to rely on states to pay an annual tax assessment.</p> <p><i>Back to Question</i></p>
14	D	<p>Option (D) is correct. A concurrent power is one that is shared by both the states and the federal government. Under the Constitution, both the states and the federal government are authorized to collect taxes.</p> <p><i>Back to Question</i></p>

Question Number	Correct Answer	Rationale
15	D	<p>Option (D) is correct. In The Federalist “No. 51,” Madison argued in favor of distributing the powers of the federal government among three separate branches such that there would be a balance of power among the branches. This argument was made to champion the ratification of the Constitution, to emphasize the safeguards against concentration of power in the national government, and to prevent tyranny.</p> <p><i>Back to Question</i></p>
16	D	<p>Option (D) is correct. Many of Locke’s ideas are found in the Declaration of Independence.</p> <p><i>Back to Question</i></p>
17	C	<p>Option (C) is correct. Separation of powers is defined as the constitutional division of the functions of legislative, executive, and judicial branches.</p> <p><i>Back to Question</i></p>

Question Number	Correct Answer	Rationale
18	D	<p>Option (D) is correct. The Tenth Amendment to the United States Constitution reserves all “powers not delegated to the United States by the Constitution, nor prohibited by it to the States,” to the states or to the people. The states are deemed to have police powers and inherent governmental power to protect the health, safety, welfare, and morals of the community.</p> <p><i>Back to Question</i></p>
19	D	<p>Option (D) is correct. The term <i>mens rea</i> is defined as having a guilty mind, which is associated with <i>actus reus</i>, the guilty act.</p> <p><i>Back to Question</i></p>
20	A	<p>Option (A) is correct. Social process theories view criminal behavior as a result of people’s interactions with various organizations, institutions, or processes, and include social learning theory, social control theory, and labeling theory.</p> <p><i>Back to Question</i></p>
21	B	<p>Option (B) is correct. In the scenario given, the police officers would have probable cause to investigate.</p> <p><i>Back to Question</i></p>

Question Number	Correct Answer	Rationale
22	C	<p>Option (C) is correct. Civil liberties are the rights and protections guaranteed to every United States citizen, found in the Constitution. Of the options listed, only the right to peaceful protest is considered a civil liberty.</p> <p><i>Back to Question</i></p>
23	C	<p>Option (C) is correct. The euro is used in most member states, but not all.</p> <p><i>Back to Question</i></p>
24	D	<p>Option (D) is correct. The core of Marxist theory is that the way economic life is organized, including class structures, is the driving force of politics and culture.</p> <p><i>Back to Question</i></p>

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.

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.

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 for this free download.

Journals

Political Science Quarterly, www.psqonline.org

Journal of Politics, www.journalofpolitics.org

Economic Development and Cultural Change,
www.jstor.org/action/showPublication?journalCode=econdevcultchan

Other Resources

Art, R., and Jervis, R. (2010). *International Politics: Enduring Concepts and Contemporary Issues*, Tenth Edition. Pearson.

Danziger, J., (2012). *Understanding the Political World: A Comparative Introduction to Political Science*, Eleventh Edition. Pearson.

De Mesquita, B. (2009). *Principles of International Politics*, Fourth Edition. CQ Press.

Handler, S. (2012). *International Politics: Classic and Contemporary Reading*. CQ Press.

Hauss, C., and Haussman, M. (2012). *Comparative Politics: Domestic Responses to Global Challenges*, Eighth Edition. Wadsworth Publishing.

Johnson, J., and Reynolds, Ht. (2011). *Political Science Research Methods*, Seventh Edition. CQ Press.

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- Riemer, N., Simon, D., and Romance, J. (2010). *The Challenge of Politics: An Introduction to Political Science*, Third Edition. CQ Press.
- Rosenbloom, D., Kravchuk, R., and Clerkin (2008). *Public Administration: Understanding Management, Politics, and Law in the Public Sector*, Seventh Edition. McGraw-Hill Humanities/Social Sciences/Languages
- Roskin, M., Cord, R., Medeiros, J., and Jones, W. (2011). *Political Science: An Introduction*, Twelfth Edition. Pearson.
- Sodaro, M. (2007). *Comparative Politics: A Global Introduction*, Third Edition. McGraw-Hill Humanities/Social Sciences/Languages.
- Stillman, R., (2009). *Public Administration: Concepts and Cases*, Ninth Edition. Wadsworth Publishing.
- Vago, S. (2011). *Law and Society*, Tenth Edition. Pearson.
- Walsh, A., and Hemmens, C., (2010) *Law, Justice, and Society: A Sociolegal Introduction*, Second Edition. Oxford University Press.
- Wolff, J., (2006). *An Introduction to Political Philosophy*, Revised Edition. Oxford University Press.

Online Resources

- The Internal Revenue Service — www.irs.ustreas.gov
- National Political Index — www.politicalindex.com
- The United Nations — www.un.org
- Civil Rights — www.civilrights.org
- International Affairs — <http://internationalaffairs.com>