

## Social Studies: Interpretation and Analysis (0085)

### Test at a Glance

Test Name	Social Studies: Interpretation and Analysis (0085)		
Test Code	0085		
Time	2 hours		
Number of Questions	5 short-answer questions and 2 essay questions		
Format	Short-answer questions based on materials such as maps, charts, and excerpts; essay questions addressing fundamental concepts and interdisciplinary relationships		
Weighting	The 5 short-answer questions comprise 50 percent of the total score; the 2 essays comprise 50 percent of the total score		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Total Score
	I. History: U.S. and World	2	20%
	II. Social Science: Government, Geography, and Economics	3	30%
	III. Social Studies Analysis: U.S.	1	25%
	IV. Social Studies Analysis: World	1	25%

## About This Test

The Social Studies: Interpretation and Analysis test assesses the content knowledge, skills, and abilities necessary to become a beginning secondary school social studies teacher. Each question on the test measures one or more central social studies concepts, skills, and abilities in the context of content knowledge.

### Part I

Part I consists of five equally weighted short-answer questions that require reading and interpreting social studies materials, drawing inferences from such materials, and relating these materials to knowledge of the individual social studies disciplines. The material presented for interpretation can be a map, chart, graph, table, cartoon, diagram, quotation, or excerpt from a document. The first part of each question requires identifying or demonstrating comprehension of the material presented. The second part requires interpreting or explaining the material, drawing inferences about it, and/or relating it to knowledge beyond information given in the question and stimulus.

These questions should take 10 to 12 minutes each to complete and together will comprise 50 percent of the examinee's score.

## Part II

Part II consists of two equally weighted essay questions that require analysis of contemporary and historical issues, the understanding of interdisciplinary relationships and fundamental social studies concepts, and the synthesis and integration of information within an analytical essay.

One of the two essay questions contains United States subject matter; the other, world subject matter. One emphasizes historical issues; the other, contemporary issues. At least one incorporates stimulus material (e.g., a map, chart, cartoon, diagram, quotation, or excerpt from a document), and at least one emphasizes bringing outside knowledge to bear on the interpretation of the material.

These questions should take about 30 minutes each to complete and together will comprise 50 percent of the examinee's score.

## Topics Covered

### I. Short Answers

This section of the test includes one question on each of five primary social studies content areas. Each question requires the application of one or more central tools and concepts of social studies, drawn from the list below.

At least one of the five test questions contains content relating to one or more of the following: minorities in the United States, women, Latin America, Africa, or Asia (including the Middle East).

- Tools and Concepts:
  - Reading and interpreting materials
  - Drawing inferences from materials
  - Applying materials to knowledge of a social studies discipline
  - Identifying and describing historical periods and patterns of change
  - Identifying and explaining central issues from a passage
  - Describing and applying graphical data
  - Identifying and applying historical antecedents and consequences related to historical artifacts
  - Identifying and explaining trends in data and ideas
  - Differentiating between facts and interpretations
  - Identifying and describing institutional and group influences on cultures

- Core Disciplines and Examples:
  - United States History
    - Identify the major argument presented in the accompanying passage.  
AND
    - Briefly describe two or more of the major factors that led to the situation to which this passage pertains.
  - World History
    - Based on the information in the accompanying table, describe the major trend that is depicted during the time period indicated.  
AND
    - Using your knowledge of world history, explain why the trend you described above occurred during this time period.
  - Government/Civics
    - Summarize the major point made in the accompanying excerpt from a Supreme Court decision.  
AND
    - Identify one of the solutions the government has proposed to enforce the Supreme Court's decision, and briefly describe the problems that have been encountered in pursuing this solution.
  - Geography
    - According to the accompanying map, which areas of the world had the highest rates of literacy?  
AND
    - Explain how physical and economic geography influenced the rates of literacy in these areas.
  - Economics
    - Briefly describe the relationship depicted in the accompanying graph.  
AND
    - Based on your knowledge of economics, describe what would happen to the relationship depicted in the graph if certain economic conditions were to change.

## II. Essays

The test questions may require the examinee to make comparisons and draw contrasts, synthesize a wide body of knowledge, or argue one side of an issue. In addition to content knowledge, each question requires the application of one or more central concepts and tools of social studies, drawn from the list below.

At least one of the two questions usually contains content relating to one or more of the following: United States minorities, women, Latin America, Africa, or Asia (including the Middle East).

- Tools and Concepts:
  - Analyzing societal issues
  - Analyzing public policy
  - Demonstrating understanding of conflicts involving cultural diversity
  - Analyzing the impact of historical events on economics, politics, and society
  - Analyzing cause-and-effect relationships
  - Examining the roles of technology in society over time
  - Examining, interpreting, and analyzing the interactions of people and their physical environments
  - Interpreting and analyzing multiple viewpoints
  - Analyzing how the use of resources influences economic organization, politics, and culture
  - Applying understanding of concepts and examples of culture and cultural adaptation
  - Analyzing how physical systems affect human systems
  - Applying understandings between a broad range of social studies fields
  - Analyzing the basis for increasing global interdependence
  - Understanding interdisciplinary relationships
  - Synthesizing information
  - Applying content knowledge to interpretation of materials
  - Comparing patterns of change
  - Comparing competing historical narratives
  - Applying appropriate tools to generate, manipulate, and interpret information
- Core Disciplines and Examples:
  - United States subject matter
    - Describe the changes in United States political and social institutions that resulted from a particular historical event, and analyze the impact of these changes on the continued development of United States political and social institutions.
  - AND
  - Given a particular proposed law or idea, present a well-reasoned argument either for or against that law or idea. Support your argument with relevant facts and demonstrate an awareness of current debates on that particular proposed law or idea.
  - World subject matter
    - Identify the important factors that led to a particular watershed in world history, and explain why these factors arose at this specific historical juncture.
  - AND
  - Using the information provided in the accompanying map and graph, as well as your knowledge of geography, demography, economics, and international relations, compare and contrast the situations of Country X and Country Y with respect to certain specified factors.

## Sample Test Questions

*This section presents sample questions and responses along with the standards used in scoring the short answers and essays. When you read these sample responses, keep in mind that they will be less polished than if they had been developed at home, edited, and carefully presented. The examinee does not know what questions will be asked and must decide, on the spot, how to respond. Readers take these circumstances into account when scoring the responses.*

### SCORING GUIDE

#### **3 Accurate and complete**

- Shows a thorough understanding of the stimulus
- Provides an accurate and complete response
- Provides the analysis required by the question
- Applies appropriate subject-matter knowledge
- May contain minor errors

#### **2 Mostly accurate and complete**

- Shows an adequate understanding of the stimulus
- Provides a mostly accurate and complete response
- Provides most of the analysis required by the question
- Applies mostly appropriate subject-matter knowledge
- May contain minor errors

#### **1 Inaccurate and incomplete**

- Shows little understanding of the stimulus
- Provides a basically inaccurate and incomplete response
- Provides little of the analysis required by the question
- Applies mostly inappropriate subject-matter knowledge
- May contain significant errors

#### **0**

- Completely inaccurate and inappropriate, blank, off-topic, or only a restatement of the prompt

## Sample Short-Answer Question

CONGRESSIONAL REAPPORTIONMENT AFTER THE 1990 CENSUS



The map above illustrates the impact of the 1990 census on congressional reapportionment. Using the map above and your knowledge of United States politics, perform the following tasks.

- (A) Identify TWO significant trends shown in the map.
- (B) For ONE of the trends you identify in part A, provide the following:
  1. An explanation for the trend
  2. An implication of the trend for presidential campaigns in the 1990s

### Sample Response that Received a Score of 3

Many states in the Northeast and the Midwest lost congressional seats after the 1990 census. At the same time, many western and southern states gained congressional seats.

These shifts were caused by the continuing shifts in population in the United States. In the 1980s, people continued to leave the Rust Belt states because heavy industry was dying out, and the aging population wanted to move to warmer/cheaper areas of the country like Florida or California. At the same time, the economic conditions in the South and the West were better for workers, so they moved there, increasing the population and number of congressional seats.

These changes in population and congressional seats

meant that the southern and western states had more power in choosing the president. More representatives in Congress means that a state has more electoral votes, so candidates had to pay more attention to the West and the South and would find it hard to win an election without support there. This tended to strengthen the Republican Party, which was already strong in those areas.

### Sample Response that Received a Score of 2

One trend shown by the graph is that the population among many southern states increased since the last census was taken, thus warranting an increase in representatives from each state. A corresponding trend shown by the graph is that many states in the Northeast Corridor lost congressional seats.

An explanation for the decrease in congressional seats in the northeastern states would be that people have moved out of those states in significant numbers, thus costing the state in terms of how many representatives they may have in Congress. The increase in southern states implies that there is a migration of people moving from the Northeast to the South.

### Sample Essay Question

- (A) Describe the major components of the Columbian exchange, including the ecological and technological exchanges between the Americas and the rest of the world that resulted from the voyages of Columbus and other European explorers.
- (B) Discuss three major effects (which could include political, environmental, economic, social, and/or other effects) of these exchanges on the Americas (North America, South America, and the Caribbean), as well as on Europe, Africa, and/or Asia in the 200 years after the voyage of Columbus.

### Sample Response that Received a Score of 3

Ecologically, America was greatly affected by the introduction of Europeans to the land. Europeans brought infectious diseases that killed a high percent of native peoples. Europeans also began consuming the natural resources of the Americas such as timber, gold, and silver. In addition, corn and other agricultural products made their way to Europe. Europeans know-how with regards to harassing nature far

exceeded American Natives' abilities or interest in such endeavors but indigous [sic] peoples and European Colonists used such technology. Also, Native peoples did adopt hunting/warfare technology - use of horse and guns.

These exchanges of both agricultural and technological advances had many affects on Americans, Europeans, and the rest of the world. The greatest effect on the Americas was the enormous depletion of Native population. This meant that Spain and Portugal were able to conquer great areas with little opposition and that the existing American societies declined rapidly. Another effect of the population decline was the beginning of the slave trade. Slaves were brought to work in mines and on the great plantations set up in the Caribbean, Brazil, and the Southern American colonies. The slave trade brought America into a global market and under European influence. For Europe, the exchanges meant great wealth for some, more productive food crops, and an Atlantic-based economy. America no longer existed in isolation from the rest of the world. Her affect on other nations and theirs on her began the moment Europeans first set foot on her soil and landed home with tales and treasure.

### Sample Response that Received a Score of 2

After the Voyages of Columbus, the technological innovations of Europe were exchanged to the Americas. Raw materials such as timber from the Americas could be imported to Europe for use in manufacture. The Europeans also brought small pox to the Americas.

Along with the exchange of technological innovations and scientific knowledge from Europe to the Americas came the exchange of cultural and political ideas as well. The fruit of European thought was transplanted to other parts of the world, hastening their development.

European countries, having new access to natural resources could not only become wealthier and more powerful but could extend their political boundaries as well.

Along with the exchange of knowledge and resources came population shifts. The native populations of the Americas fell because of smallpox and Europeans brought Africans to work for them.



*Listening. Learning. Leading.®*

*[www.ets.org](http://www.ets.org)*