

**Test Information
Guide:
College-Level
Examination
Program®**

2015-16

**Introductory
Sociology**

CLEP TEST INFORMATION GUIDE FOR INTRODUCTORY SOCIOLOGY

History of CLEP

Since 1967, the College-Level Examination Program (CLEP®) has provided over six million people with the opportunity to reach their educational goals. CLEP participants have received college credit for knowledge and expertise they have gained through prior course work, independent study or work and life experience.

Over the years, the CLEP examinations have evolved to keep pace with changing curricula and pedagogy. Typically, the examinations represent material taught in introductory college-level courses from all areas of the college curriculum. Students may choose from 33 different subject areas in which to demonstrate their mastery of college-level material.

Today, more than 2,900 colleges and universities recognize and grant credit for CLEP.

Philosophy of CLEP

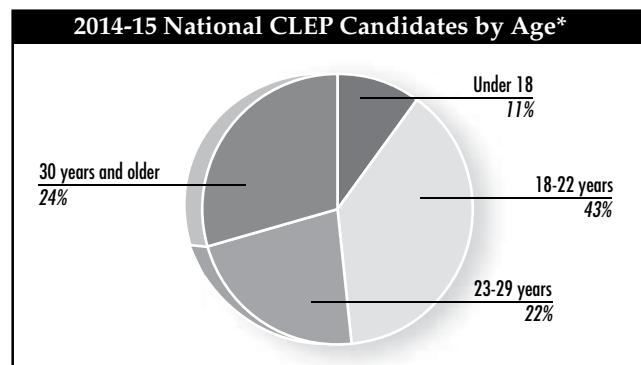
Promoting access to higher education is CLEP's foundation. CLEP offers students an opportunity to demonstrate and receive validation of their college-level skills and knowledge. Students who achieve an appropriate score on a CLEP exam can enrich their college experience with higher-level courses in their major field of study, expand their horizons by taking a wider array of electives and avoid repetition of material that they already know.

CLEP Participants

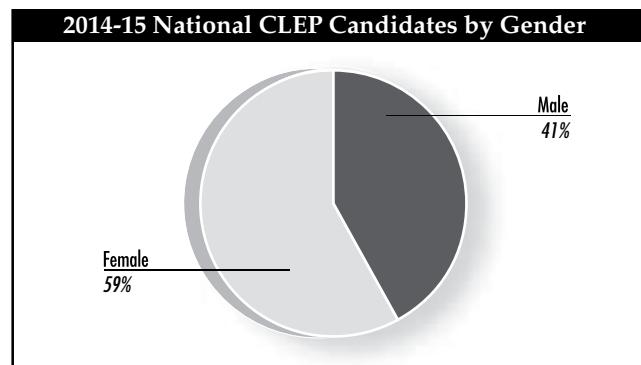
CLEP's test-taking population includes people of all ages and walks of life. Traditional 18- to 22-year-old students, adults just entering or returning to school, high-school students, home-schoolers and international students who need to quantify their knowledge have all been assisted by CLEP in earning their college degrees. Currently, 59 percent of CLEP's National (civilian) test-takers are women and 46 percent are 23 years of age or older.

For over 30 years, the College Board has worked to provide government-funded credit-by-exam opportunities to the military through CLEP. Military service members are fully funded for their CLEP exam

fees. Exams are administered at military installations worldwide through computer-based testing programs. Approximately one-third of all CLEP candidates are military service members.



* These data are based on 100% of CLEP test-takers who responded to this survey question during their examinations.



Computer-Based CLEP Testing

The computer-based format of CLEP exams allows for a number of key features. These include:

- a variety of question formats that ensure effective assessment
- real-time score reporting that gives students and colleges the ability to make immediate credit-granting decisions (except College Composition, which requires faculty scoring of essays twice a month)
- a uniform recommended credit-granting score of 50 for all exams
- “rights-only” scoring, which awards one point per correct answer
- pretest questions that are not scored but provide current candidate population data and allow for rapid expansion of question pools

CLEP Exam Development

Content development for each of the CLEP exams is directed by a test development committee. Each committee is composed of faculty from a wide variety of institutions who are currently teaching the relevant college undergraduate courses. The committee members establish the test specifications based on feedback from a national curriculum survey; recommend credit-granting scores and standards; develop and select test questions; review statistical data and prepare descriptive material for use by faculty (*Test Information Guides*) and students planning to take the tests (*CLEP Official Study Guide*).

College faculty also participate in CLEP in other ways: they convene periodically as part of standard-setting panels to determine the recommended level of student competency for the granting of college credit; they are called upon to write exam questions and to review exam forms; and they help to ensure the continuing relevance of the CLEP examinations through the curriculum surveys.

The Curriculum Survey

The first step in the construction of a CLEP exam is a curriculum survey. Its main purpose is to obtain information needed to develop test-content specifications that reflect the current college curriculum and to recognize anticipated changes in the field. The surveys of college faculty are conducted in each subject every few years depending on the discipline. Specifically, the survey gathers information on:

- the major content and skill areas covered in the equivalent course and the proportion of the course devoted to each area
- specific topics taught and the emphasis given to each topic
- specific skills students are expected to acquire and the relative emphasis given to them
- recent and anticipated changes in course content, skills and topics
- the primary textbooks and supplementary learning resources used
- titles and lengths of college courses that correspond to the CLEP exam

The Committee

The College Board appoints standing committees of college faculty for each test title in the CLEP battery. Committee members usually serve a term of up to four years. Each committee works with content specialists at Educational Testing Service to establish test specifications and develop the tests. Listed below are the current committee members and their institutional affiliations.

Dani Allred Smith, Fisk University
Chair

Rebecca Bordt DePauw University

David Eitle Montana State University

The primary objective of the committee is to produce tests with good content validity. CLEP tests must be rigorous and relevant to the discipline and the appropriate courses. While the consensus of the committee members is that this test has high content validity for a typical Introductory Sociology course or curriculum, the validity of the content for a specific course or curriculum is best determined locally through careful review and comparison of test content, with instructional content covered in a particular course or curriculum.

The Committee Meeting

The exam is developed from a pool of questions written by committee members and outside question writers. All questions that will be scored on a CLEP exam have been pretested; those that pass a rigorous statistical analysis for content relevance, difficulty, fairness and correlation with assessment criteria are added to the pool. These questions are compiled by test development specialists according to the test specifications, and are presented to all the committee members for a final review. Before convening at a two- or three-day committee meeting, the members have a chance to review the test specifications and the pool of questions available for possible inclusion in the exam.

At the meeting, the committee determines whether the questions are appropriate for the test and, if not, whether they need to be reworked and pretested again to ensure that they are accurate and unambiguous. Finally, draft forms of the exam are reviewed to ensure comparable levels of difficulty and content specifications on the various test forms. The committee is also responsible for writing and developing pretest questions. These questions are administered to candidates who take the examination and provide valuable statistical feedback on student performance under operational conditions.

Once the questions are developed and pretested, tests are assembled in one of two ways. In some cases, test forms are assembled in their entirety. These forms are of comparable difficulty and are therefore interchangeable. More commonly, questions are assembled into smaller, content-specific units called testlets, which can then be combined in different ways to create multiple test forms. This method allows many different forms to be assembled from a pool of questions.

Test Specifications

Test content specifications are determined primarily through the curriculum survey, the expertise of the committee and test development specialists, the recommendations of appropriate councils and conferences, textbook reviews and other appropriate sources of information. Content specifications take into account:

- the purpose of the test
- the intended test-taker population
- the titles and descriptions of courses the test is designed to reflect
- the specific subject matter and abilities to be tested
- the length of the test, types of questions and instructions to be used

Recommendation of the American Council on Education (ACE)

The American Council on Education's College Credit Recommendation Service (ACE CREDIT) has evaluated CLEP processes and procedures for developing, administering and scoring the exams. Effective July 2001, ACE recommended a uniform credit-granting score of 50 across all subjects (with additional Level-2 recommendations for the world language examinations), representing the performance of students who earn a grade of C in the corresponding course. Every test title has a minimum score of **20**, a maximum score of **80** and a cut score of **50**. However, these score values cannot be compared across exams. The score scale is set so that a score of **50** represents the performance expected of a typical C student, which may differ from one subject to another. The score scale is not based on actual performance of test-takers. It is derived from the judgment of a panel of experts (college faculty who teach an equivalent course) who provide information on the level of student performance that would be necessary to receive college credit in the course.

Over the years, the CLEP examinations have been adapted to adjust to changes in curricula and pedagogy. As academic disciplines evolve, college faculty incorporate new methods and theory into their courses. CLEP examinations are revised to reflect those changes so the examinations continue to meet the needs of colleges and students. The CLEP program's most recent ACE CREDIT review was held in June 2015.

The American Council on Education, the major coordinating body for all the nation's higher education institutions, seeks to provide leadership and a unifying voice on key higher education issues and to influence public policy through advocacy, research and program initiatives. For more information, visit the ACE CREDIT website at www.acenet.edu/acecredit.

CLEP Credit Granting

CLEP uses a common recommended credit-granting score of 50 for all CLEP exams.

This common credit-granting score does not mean, however, that the standards for all CLEP exams are the same. When a new or revised version of a test is introduced, the program conducts a standard setting to determine the recommended credit-granting score (“cut score”).

A standard-setting panel, consisting of 15–20 faculty members from colleges and universities across the country who are currently teaching the course, is appointed to give its expert judgment on the level of student performance that would be necessary to receive college credit in the course. The panel reviews the test and test specifications and defines

the capabilities of the typical A student, as well as those of the typical B, C and D students.* Expected individual student performance is rated by each panelist on each question. The combined average of the ratings is used to determine a recommended number of examination questions that must be answered correctly to mirror classroom performance of typical B and C students in the related course. The panel’s findings are given to members of the test development committee who, with the help of Educational Testing Service and College Board psychometric specialists, make a final determination on which raw scores are equivalent to B and C levels of performance.

*Student performance for the language exams (French, German and Spanish) is defined only at the B and C levels.

Introductory Sociology

Description of the Examination

The Introductory Sociology examination is designed to assess an individual's knowledge of the material typically presented in a one-semester introductory sociology course at most colleges and universities. The examination emphasizes basic facts and concepts as well as general theoretical approaches used by sociologists. Highly specialized knowledge of the subject and the methodology of the discipline is not required or measured by the test content.

The examination contains approximately 100 questions to be answered in 90 minutes. Some of these are pretest questions that will not be scored. Any time candidates spend on tutorials and providing personal information is in addition to the actual testing time.

Knowledge and Skills Required

Questions on the Introductory Sociology examination require candidates to demonstrate one or more of the following abilities. Some questions may require more than one of these abilities.

- Identification of specific names, facts and concepts from sociological literature
- Understanding of relationships between concepts, empirical generalizations and theoretical propositions of sociology
- Understanding of the methods by which sociological relationships are established
- Application of concepts, propositions and methods to hypothetical situations
- Interpretation of tables and charts

The subject matter of the Introductory Sociology examination is drawn from the following topics. The percentages next to the main topics indicate the approximate percentage of exam questions on that topic.

20%	Institutions Economic Educational Family Medical Political Religious
10%	Social patterns Community Demography Human ecology Rural/urban patterns
25%	Social processes Collective behavior and social movements Culture Deviance and social control Groups and organizations Social change Social interaction Socialization
25%	Social stratification (process and structure) Aging Power and social inequality Professions and occupations Race and ethnic relations Sex and gender roles Social class Social mobility
20%	The sociological perspective History of sociology Methods Sociological theory

Sample Test Questions

The following sample questions do not appear on an actual CLEP examination. They are intended to give potential test-takers an indication of the format and difficulty level of the examination and to provide content for practice and review. Knowing the correct answers to all of the sample questions is not a guarantee of satisfactory performance on the exam.

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

1. All of the following are examples of voluntary associations EXCEPT the

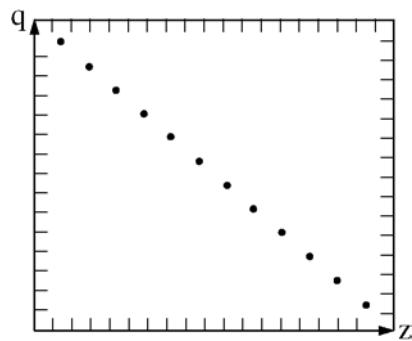
- (A) Republican Party
- (B) League of Women Voters
- (C) Federal Bureau of Investigation
- (D) First Baptist Church of Atlanta
- (E) Little League Baseball Association

2. A sex ratio of 120 means that in a population there are

- (A) 120 more males than females
- (B) 120 more females than males
- (C) 120 males for every 100 females
- (D) 120 females for every 100 males
- (E) 12% more males than females

3. Industrialization is most likely to reduce the importance of which of the following functions of the family?

- (A) Economic production
- (B) Care of young children
- (C) Regulation of sexual behavior
- (D) Socialization of the individual
- (E) Social control



4. Which of the following best describes the relationship between q and z on the scattergram above?
- (A) A perfect positive correlation
 - (B) A perfect negative correlation
 - (C) A perfect curvilinear correlation
 - (D) A low negative correlation
 - (E) A correlation of zero
5. The process by which an individual learns how to live in his or her social surroundings is known as
- (A) amalgamation
 - (B) association
 - (C) collective behavior
 - (D) socialization
 - (E) innovation
6. Which of the following can properly be considered norms?
- I. Laws
 - II. Folkways
 - III. Mores
- (A) I only
 - (B) III only
 - (C) I and II only
 - (D) II and III only
 - (E) I, II, and III

7. Which of the following theorists argued that class conflict was inevitable in a capitalistic society and would result in revolution?
- (A) C. Wright Mills
(B) Karl Marx
(C) Robert Park
(D) Max Weber
(E) Karl Mannheim
8. Which of the following relies most heavily on sampling methods?
- (A) Small group experiment
(B) Laboratory experiment
(C) Participant observation
(D) Survey research
(E) Case study
9. Which of the following is NOT characteristic of the Chicago School of Sociology?
- (A) They studied urban neighborhoods in the city of Chicago.
(B) They were influenced by Herbert Spencer and Frederic Clements.
(C) They used ethnography and field methods in their research.
(D) Talcott Parsons was a proponent of the school.
(E) They were most influential during the twentieth century.
10. Which of the following allows human beings to adapt to diverse physical environments?
- (A) Instinct
(B) Heredity
(C) Culture
(D) Stratification
(E) Ethnocentrism
11. All of the following are properties of primary groups EXCEPT
- (A) They are important sources of social support.
(B) They tend to be ethnocentric.
(C) They significantly influence personality development.
(D) They tend to be large in number.
(E) They are frequently characterized by face-to-face relationships.
12. According to Émile Durkheim, a society that lacks clear-cut norms to govern aspirations and moral conduct is characterized by
- (A) rationalism
(B) altruism
(C) egoism
(D) secularism
(E) anomie
13. The process by which an immigrant or an ethnic minority is absorbed socially into a receiving society is called
- (A) assimilation
(B) accommodation
(C) cooperation
(D) interaction
(E) equilibrium
14. The term “sociology” was coined by its founder, the nineteenth-century positivist
- (A) Émile Durkheim
(B) Auguste Comte
(C) Max Weber
(D) Harriet Martineau
(E) George Herbert Mead

15. According to Émile Durkheim, the more homogeneous a group the greater its
- (A) organic solidarity
 - (B) mechanical solidarity
 - (C) functional differentiation
 - (D) co-optation
 - (E) stratification
16. Demographic patterns have clearly demonstrated that more males than females are born in
- (A) technologically developing countries only
 - (B) technologically developed countries only
 - (C) virtually every known human society
 - (D) highly urbanized countries only
 - (E) countries with high nutritional standards only
17. Max Weber's three dimensions of social stratification are which of the following?
- (A) Class, politics, education
 - (B) Prestige, politics, occupation
 - (C) Residence, occupation, religion
 - (D) Status, class, power
 - (E) Status, religion, prestige
18. The term "SMSA" used in the United States census refers to a
- (A) summary of many small areas
 - (B) statistical mean of sampling error
 - (C) summary of metropolitan shopping areas
 - (D) standard measure of suburban areas
 - (E) standard metropolitan statistical area
19. In order for an occupation to be considered a profession by a sociologist, it must be an occupation that
- (A) is based on abstract knowledge and a body of specialized information
 - (B) has high public visibility in the community
 - (C) requires training from a specialized school rather than from a university
 - (D) serves government and industry as well as individuals
 - (E) is a full-time position with a regular salary
20. In the study of social class, a sociologist would be LEAST likely to focus on
- (A) power
 - (B) social mobility
 - (C) style of life
 - (D) motivation
 - (E) occupational status
21. An example of a folkway in American society is
- (A) joining a religious cult
 - (B) eating a sandwich for lunch
 - (C) failing to pay income taxes on time
 - (D) stopping for a red light
 - (E) being fined for jaywalking
22. Socialization takes place
- (A) only in childhood
 - (B) mainly in adolescence
 - (C) mainly in early adulthood
 - (D) mainly through the reproductive years
 - (E) throughout the life cycle

23. A school system that teaches children of different ethnic groups in the children's own language and about their own particular ethnic heritage illustrates a policy of
- (A) structural assimilation
 - (B) cultural assimilation
 - (C) accommodation
 - (D) rationalization
 - (E) ethnocentrism
24. Max Weber linked the emergence of capitalism to the
- (A) Calvinist doctrine of predestination
 - (B) Catholic monks' belief in asceticism
 - (C) Protestants' desire for material luxuries
 - (D) increasing power of the nobility in medieval Europe
 - (E) Hindu belief in reincarnation
25. The economy of the postindustrial United States is characterized by all of the following EXCEPT
- (A) computer-facilitated automation
 - (B) relocation of manufacturing plants to less-developed countries
 - (C) international competition in the manufacturing sector of the economy
 - (D) increasing numbers of service compared to manufacturing jobs
 - (E) increased job security due to globalization
26. Which statement about political participation in the United States is true?
- (A) Almost everyone of voting age in the United States is registered to vote.
 - (B) Voter turnout in the United States is lower than in most European nations.
 - (C) Voter turnout has increased substantially in the last twenty years.
 - (D) People of higher social class tend to participate less in voting than lower social classes.
 - (E) Younger adults are more likely to vote than those over 65.
27. Which of the following is best described as an organized sphere of social life, or societal subsystem, designed to support important values and to meet human needs?
- (A) Social structure
 - (B) Social organization
 - (C) Social institution
 - (D) Social culture
 - (E) Economic corporation
28. Most of the funding for public schools in the United States comes from
- (A) lottery revenues
 - (B) state income taxes
 - (C) local sales taxes
 - (D) local income taxes
 - (E) local property taxes
29. According to Max Weber, authority derived from the understanding that individuals have clearly defined rights and duties to uphold and that they implement rules and procedures impersonally is
- (A) traditional authority
 - (B) charismatic authority
 - (C) rational-legal authority
 - (D) coercion
 - (E) persuasion
30. Raw materials are processed and converted into finished goods in which sector of the economy?
- (A) Agricultural
 - (B) Industrial
 - (C) Public
 - (D) Service
 - (E) Information

31. In the United States, economic growth between 1985 and 2005 resulted in
- (A) growth in the gap between the rich and poor
 - (B) a narrowing of the gap between the rich and poor
 - (C) no change in the gap between the rich and poor
 - (D) growth in the economic gap between men and women
 - (E) no change in the economic gap between men and women
32. Within the scientific perspective, which of the following are the most important sources of knowledge?
- (A) Common sense and tradition
 - (B) Empiricism and reason
 - (C) Authority and structure
 - (D) Paradigms and intuition
 - (E) Existentialism and reference groups
33. Which of the following made up the largest number of immigrants to the United States in the 2000s?
- (A) Mexicans
 - (B) Chinese
 - (C) Italians
 - (D) Canadians
 - (E) Russians
34. Compared to the United States population in general, Asian Americans have
- (A) larger proportions of their populations in poverty
 - (B) lower median family incomes
 - (C) a higher level of formal educational achievement
 - (D) fewer ties to their family's country of origin
 - (E) a lower proportion of first-generation immigrants
35. In the world's economic system, which of the following is true about the relationship between high-income countries and low-income countries?
- (A) High-income countries depend on low-income countries to purchase natural resources from them.
 - (B) High-income countries build manufacturing plants in low-income countries to obtain cheap labor.
 - (C) High-income countries encourage the development of state-owned economic enterprises in low-income countries.
 - (D) High-income countries are more likely than low-income countries to have an agriculturally based economy.
 - (E) High-income countries have less-diversified sources of income.
36. Sociological studies of gender socialization show that
- (A) girls' games are more likely than boys' games to encourage assertive behaviors
 - (B) girls' games are more likely than boys' games to emphasize strict observance of rules
 - (C) girls are more likely than boys to learn to suppress emotions of sadness
 - (D) girls are more likely to engage in competitive play and boys in cooperative play
 - (E) girls are less likely than boys to receive attention from teachers
37. The increase in prejudice that sometimes resulted from court-ordered desegregation in public schools is a
- (A) manifest function of desegregation
 - (B) latent dysfunction of desegregation
 - (C) functional alternative to desegregation
 - (D) secondary function of desegregation
 - (E) rational exchange for desegregation

38. The practice of judging another culture by the standards of one's own culture is called
- ethnocentrism
 - cultural relativism
 - cultural integration
 - transference
 - multiculturalism
39. In *Gesellschaft*, people are more likely than in *Gemeinschaft* to
- have frequent face-to-face contact with those they know
 - see others as a means of advancing their own individual goals
 - be united by primary group bonds
 - have altruistic concerns for others
 - be tradition-directed
40. Demographic transition theory explains population changes by
- connecting them exclusively to changes in the food supply
 - linking population changes to technological development
 - focusing on the migration of people in and out of specified territories
 - tying population growth to changes in the sex ratio
 - referring to a culture's religious attitudes
41. Which theory assumes that deviance occurs among individuals who are blocked from achieving socially approved goals by legitimate means?
- Hirschi's social control theory
 - Labeling theory
 - Merton's strain theory
 - Differential association theory
 - Cultural transmission theory
42. Sandra is female, she is African American, and she is sixteen years of age. These three characteristics are examples of Sandra's
- role sets
 - cultural roles
 - achieved statuses
 - ascribed statuses
 - mobility aspirations
43. Cooley called a person's self-conception based on the responses of others
- the divided self
 - self-esteem
 - the concrete operational stage
 - the looking-glass self
 - the "I" and "me"
44. The philosopher Thomas Hobbes believed that social order developed out of the
- recognition of the transcendent power of God
 - biological need for humans to reproduce
 - desire to escape a state of continuous social conflict
 - discovery of agriculture
 - reaction to the industrial revolution
45. Max Weber's principle of *verstehen* was meant to
- explain the subjective beliefs that motivate people to act
 - determine how society is dysfunctionally organized
 - focus on the inequality in society
 - search for the social structures that fulfill people's needs
 - identify the patterns of exchange among individuals or groups

46. According to sociological terminology, an analysis of the amount of violence in mass media, such as television shows, would be which of the following?
- (A) Content analysis
(B) Secondary analysis
(C) Quasi-experiment
(D) Participant observation
(E) Ethnographic interview
47. Which of the following is true of social norms for the structure of marriage?
- (A) They have consistently required monogamy across all periods of history and cross-culturally around the globe.
(B) They have favored polyandry in those societies wanting to increase their birth rate.
(C) They have frequently held polygyny as the societal ideal, although this pattern was functionally available to and practiced primarily by the most wealthy and powerful.
(D) They have no impact in democratic societies, since democracies allow individuals to choose their own form of marriage.
(E) They are based on the ideal of gender equality.
48. In the past 30 years, the infant mortality rate in the United States has
- (A) remained about the same as in other industrialized countries
(B) declined for African American people but not for Caucasian people
(C) declined among Caucasian people, while increasing among African American people
(D) declined among Caucasian people, while remaining stable among African American people
(E) declined among both African American people and Caucasian people, while remaining twice as high among African American people
49. In the United States, semiskilled positions held primarily by women, such as waitperson, cashier, and receptionist, are known as which type of occupation?
- (A) Blue-collar
(B) Pink-collar
(C) White-collar
(D) Nonpatriarchal
(E) Matriarchal
50. Tamara worked as a waitress for five years after high school before she went to college. After college, Tamara got a job as a sales representative for a pharmaceutical company. This best exemplifies which of the following types of mobility?
- (A) Intergenerational
(B) Intragenerational
(C) Unilateral
(D) Horizontal
(E) Structural
51. The concept of “glass ceiling” affecting women in the workforce is best illustrated by which of the following?
- (A) The instability of female-dominated jobs
(B) The pay inequity between men and women for comparable jobs
(C) The breakdown of gender stereotypes in the job market
(D) The instability of marriages for women who are successful in the workforce
(E) The barriers that limit career advancement for women

52. Which of the following statements is most accurate regarding patriarchy?
- (A) It is a form of political organization in which the state assumes paternal responsibility for citizens.
 - (B) It is a form of social organization in which one's kinship lineage is traced through the family of the mother.
 - (C) It is a form of social organization in which males control most formal and informal power.
 - (D) It is found only in those societies that practice polyandry.
 - (E) It is not found in those societies that practice polygyny.
53. Which of the following distinguishes a crime from a deviant act?
- (A) The degree of harm caused by the act
 - (B) The number of people who disapprove of the act
 - (C) The definition of the act as criminal by a political entity
 - (D) The social status of the person who committed the act
 - (E) The social status of the person who is harmed by the act
54. A collection of people who happen to be walking down the street at the same time but who have nothing else in common is known as
- (A) a social movement
 - (B) a social category
 - (C) an aggregate
 - (D) a primary group
 - (E) a secondary group
55. "This may sound really strange, but . . ."
- The statement above is an example of
- (A) a disclaimer
 - (B) an account
 - (C) an excuse
 - (D) a justification
 - (E) a concession
56. Nathan wants to study the behavior of city residents as they travel on the subway to work every day. What type of research would be most appropriate for Nathan's research project?
- (A) Experimental research
 - (B) Field research
 - (C) Content analysis
 - (D) Secondary analysis
 - (E) Survey method
57. Which of the following is true of a dependent variable?
- (A) It is spurious.
 - (B) It is influenced by another variable.
 - (C) It is manipulated.
 - (D) It causes other variables to increase.
 - (E) It is used to draw a sample from a population.
58. Which of the following is an example of an informal positive sanction?
- (A) Marguerite receives a bronze medal for gymnastics at the Olympics.
 - (B) Hank is awarded a high school diploma by the school board.
 - (C) Halle receives a million dollars for her performance in a movie.
 - (D) Danisha receives a new car from her parents when she scores 2300 on the SAT®.
 - (E) William is sentenced to one year of community service and a \$5,000 fine for shoplifting.

59. In general, females perform better than males do on tests of
- (A) general intelligence
 - (B) verbal ability
 - (C) visual-spatial ability
 - (D) scientific information
 - (E) mathematics
60. Ken works on an assembly line in a paper factory in the midwestern United States. He believes that if he works hard enough, he will become very wealthy. According to Karl Marx, Ken's belief reflects which of the following?
- (A) False consciousness
 - (B) Class consciousness
 - (C) Collective consciousness
 - (D) The caste system
 - (E) Rational choice
61. Which of the following terms refers to something that has an unexpected detrimental effect on social institutions or society?
- (A) Secret function
 - (B) Manifest function
 - (C) Manifest dysfunction
 - (D) Latent function
 - (E) Latent dysfunction
62. Which of the following terms refers to a philosophical system under which knowledge of the world and human behavior is derived from scientific observation in search of universal laws?
- (A) Theology
 - (B) Determinism
 - (C) Positivism
 - (D) Phenomenology
 - (E) Metaphysics
63. Mrs. Jones has a parent-teacher meeting scheduled at the school where she teaches. The meeting is scheduled at the same time as her daughter's piano recital. Mrs. Jones will have to decide how to juggle the contradictory expectations of teacher and parent. This situation is referred to as
- (A) role strain
 - (B) role conflict
 - (C) status conflict
 - (D) status set
 - (E) role set
64. Which of the following would most likely be an agent of involuntary resocialization?
- (A) Mass media
 - (B) An institution of higher learning
 - (C) A peer group
 - (D) A total institution
 - (E) The family
65. All of the following characteristics are commonly attributed to postmodern culture EXCEPT
- (A) moral relativism
 - (B) skepticism toward traditional authority
 - (C) growing tolerance of diversity
 - (D) loss of faith in absolutes
 - (E) adherence to traditional gender roles
66. Joe is on trial for selling drugs. He looks very different from when he was arrested. He has washed, cut, and combed his hair, and is wearing a clean, conservative suit and tie at the trial. Joe is engaged in
- (A) dysfunctional behavior
 - (B) altruism
 - (C) impression management
 - (D) exchange
 - (E) anticipatory socialization

67. A characteristic of a triad is that it
- (A) is prone to coalition formation
 - (B) allows more power per member than a dyad
 - (C) is the smallest type of group
 - (D) can develop the strongest relationships
 - (E) has little impact on human behavior
68. Laura is conducting an experiment to determine the effect of caffeine on wakefulness. She gives half of her subjects a caffeinated beverage to drink. These subjects are the
- (A) control group
 - (B) experimental group
 - (C) independent variable
 - (D) dependent variable
 - (E) study population
69. The claim that the division of labor based on gender has survived because it is beneficial and efficient for human living is an example of
- (A) structural functionalist
 - (B) conflict theory
 - (C) ethnomethodology
 - (D) symbolic interactionism
 - (E) phenomenology
70. Communities that form adjacent to central cities are called
- (A) secondary groups
 - (B) suburbs
 - (C) neighborhoods
 - (D) exurbs
 - (E) development zones
71. According to world-systems theory, the global system is primarily
- (A) political
 - (B) military
 - (C) social
 - (D) economic
 - (E) cultural
72. Some sociologists view the family as an economic unit that contributes to social injustice because it is the basis for transferring power, property, and privilege from one generation to the next. Which of the following perspectives best describes that view?
- (A) Interactionist
 - (B) Exchange
 - (C) Structural functionalist
 - (D) Conflict
 - (E) Rational choice
73. Which of the following types of societies is least differentiated?
- (A) Horticultural
 - (B) Pastoral
 - (C) Hunting and gathering
 - (D) Agricultural
 - (E) Industrial
74. Which of the following sociologists asserted that race is the most serious problem in the United States?
- (A) Karl Marx
 - (B) Max Weber
 - (C) Harriet Martineau
 - (D) Jane Addams
 - (E) W. E. B. Du Bois

75. The early Chicago School researchers found that even though immigration changed the racial and ethnic composition of some areas of the city over time, the rates of crime in those areas remained relatively high. Which of the following interpretations of this finding is most consistent with the Chicago School's social disorganization perspective?
- (A) Police deployment practices failed to control crime.
 - (B) Police were biased against immigrants.
 - (C) Immigrants did not have legitimate means to achieve their goals.
 - (D) Immigrants were labeled as criminals even when their actions were not illegal.
 - (E) Neighborhood social institutions were ineffective at preventing crime.
76. Societies that are postindustrial are distinguished from industrial ones by
- (A) an economy based largely on manufacturing
 - (B) a universal return to traditional cultural values
 - (C) the political power of people with low asset levels
 - (D) the predominance of knowledge-based service industries
 - (E) the proportional expansion of the agriculture sector of the economy
77. Two basic premises that underlie capitalism are that
- (A) individuals pursue their desired occupations, and society rewards diligent workers
 - (B) the free market demands more elaborate products over the years, and skill and hard work allow laborers to meet that demand
 - (C) majority rule must be maintained for the free market to function properly, and individuals who desire wealth and prestige work hard
 - (D) societal profits are distributed to each person according to need, and each person's skills determine his or her role in the workforce
 - (E) goods are produced for profit, and the free market determines what is produced and at what price
78. Approximately what percent of the people in the United States live in metropolitan areas?
- (A) 45%
 - (B) 50%
 - (C) 65%
 - (D) 85%
 - (E) 95%
79. Which of the following best describes what sociologists of education mean when they refer to the hidden curriculum?
- (A) The manifest results of education
 - (B) The unintended consequences of schooling
 - (C) Delayed transmission of knowledge
 - (D) The formal curriculum
 - (E) Miscommunication between teacher and student
80. A sociologist of religion who studies secularization is interested in which of the following?
- (A) The increasing prevalence of religious cults in a society
 - (B) A society that changes from having a few religious practices to many religious practices
 - (C) The development of more extreme religious practices in a society
 - (D) A society that changes from closely identifying with nonreligious values to closely identifying with religious values
 - (E) A society that changes from closely identifying with religious values to closely identifying with nonreligious values
81. The practice in which a woman is married to two or more men at the same time is known as
- (A) monogamy
 - (B) polygyny
 - (C) polyandry
 - (D) serial monogamy
 - (E) patriarchy

82. Which of the following theorists is most associated with structural-functionalism?
- (A) Karl Marx
 - (B) Max Weber
 - (C) Randall Collins
 - (D) Herbert Blumer
 - (E) Émile Durkheim
83. Impression management is exhibited by a college student who
- (A) aces an exam after forgetting to study for it
 - (B) anticipates graduating and getting a job
 - (C) expects to do well on an exam and ends up doing so
 - (D) anticipates flunking a course and stops going to class
 - (E) cleans the dorm room in preparation for Parent's Weekend
84. As a nurse, Rex works to respect and fulfill the different values, beliefs, and behaviors of his patients. Which of the following is Rex practicing?
- (A) Cultural competence
 - (B) Ethnocentrism
 - (C) Alienation
 - (D) Cultural lag
 - (E) Assimilation
85. Which of the following stages of racial-ethnic relations is best exemplified by the 2008 election of President Barack Obama?
- (A) Assimilation
 - (B) Cultural transmission
 - (C) Internal colonialism
 - (D) Accommodation
 - (E) Segregation
86. Which of the following approaches to stratification is most likely to suggest that, as a society becomes more stratified, it prevents the talents of those at the bottom from being known or used and thus potentially fails to benefit from the contributions of all its members?
- (A) Interactionist
 - (B) Conflict
 - (C) Postmodernist
 - (D) Demographic
 - (E) Structural functionalist
87. A society in which women have more wealth, privilege, and political power than men have is said to be experiencing which of the following?
- (A) Gender equality
 - (B) Gender-role reversal
 - (C) Gender stratification
 - (D) Gender expectations
 - (E) Gender dissonance
88. An advertisement for men's cologne depicts a woman as a pair of legs. This is an example of
- (A) objectification
 - (B) subjectification
 - (C) misrepresentation
 - (D) characterization
 - (E) minimization

Study Resources

Most textbooks used in college-level introductory sociology courses cover the topics in the outline given earlier, but the approaches to certain topics and the emphases given to them may differ. To prepare for the Introductory Sociology exam, it is advisable to study one or more college textbooks, which can be found in most college bookstores. When selecting a textbook, check the table of contents against the knowledge and skills required for this test.

As you read, take notes that address the following issues, which are fundamental to most questions that appear on the test:

- What is society? What is culture? What is common to all societies, and what is characteristic of American society?
- What are other basic concepts in sociology that help to describe human nature, human interaction and the collective behavior of groups, organizations, institutions and societies?
- What methods do sociologists use to study, describe, analyze and observe human behavior?

Visit clep.collegeboard.org/test-preparation for additional sociology resources. You can also find suggestions for exam preparation in Chapter IV of the *Official Study Guide*. In addition, many college faculty post their course materials on their schools' websites.

Answer Key

1. C	45. A
2. C	46. A
3. A	47. C
4. B	48. E
5. D	49. B
6. E	50. B
7. B	51. E
8. D	52. C
9. D	53. C
10. C	54. C
11. D	55. A
12. E	56. B
13. A	57. B
14. B	58. D
15. B	59. B
16. C	60. A
17. D	61. E
18. E	62. C
19. A	63. B
20. D	64. D
21. B	65. E
22. E	66. C
23. C	67. A
24. A	68. B
25. E	69. A
26. B	70. B
27. C	71. D
28. E	72. D
29. C	73. C
30. B	74. E
31. A	75. E
32. B	76. D
33. A	77. E
34. C	78. D
35. B	79. B
36. E	80. E
37. B	81. C
38. A	82. E
39. B	83. E
40. B	84. A
41. C	85. A
42. D	86. B
43. D	87. C
44. C	88. A

Test Measurement Overview

Format

There are multiple forms of the computer-based test, each containing a predetermined set of scored questions. The examinations are not adaptive. There may be some overlap between different forms of a test: any of the forms may have a few questions, many questions, or no questions in common. Some overlap may be necessary for statistical reasons.

In the computer-based test, not all questions contribute to the candidate's score. Some of the questions presented to the candidate are being pretested for use in future editions of the tests and will not count toward his or her score.

Scoring Information

CLEP examinations are scored without a penalty for incorrect guessing. The candidate's raw score is simply the number of questions answered correctly. However, this raw score is not reported; the raw scores are translated into a scaled score by a process that adjusts for differences in the difficulty of the questions on the various forms of the test.

Scaled Scores

The scaled scores are reported on a scale of 20–80. Because the different forms of the tests are not always exactly equal in difficulty, raw-to-scale conversions may in some cases differ from form to form. The easier a form is judged to be, the higher the raw score required to attain a given scaled score. **Table 1** indicates the relationship between number correct (raw score) and scaled score across all forms.

The Recommended Credit-Granting Score

Table 1 also indicates the recommended credit-granting score, which represents the performance of students earning a grade of C in the corresponding course. The recommended B-level score represents B-level performance in equivalent course work. These scores were established as the result of a Standard Setting Study, the most recent having been conducted in 2009. The recommended credit-granting scores are based upon the judgments

of a panel of experts currently teaching equivalent courses at various colleges and universities. These experts evaluate each question in order to determine the raw scores that would correspond to B and C levels of performance. Their judgments are then reviewed by a test development committee, which, in consultation with test content and psychometric specialists, makes a final determination. The standard-setting study is described more fully in the earlier section entitled "CLEP Credit Granting" on page 5.

Panel members participating in the most recent study were:

Michelle Blake	University of Evansville
Melissa Bonstead-Brunns	University of Wisconsin — Eau Claire
Lori Brown	Meredith College
Langdon Clough	Community College of Rhode Island
Mirelle Cohen	Olympic College
Adrian Cruz	University of Redlands
Ammertte Deibert	Grand View University
William Egelman	Iona College
Kevin Fitzpatrick	University of Arkansas
Bruce Frissen	University of Tampa
Matthew Johnsen	Worcester State College
Eleanor LaPointe	Austin Peay State University
Douglas McConatha	West Chester University of Pennsylvania
Marjukka Ollilainen	Weber State University
Aurea Osgood	Winona State University
Rebecca Plante	Ithaca College
Gwen Sharp	Nevada State College
Michael Smith	Saint Anselm College
Aimee Vieira	Norwich University
Beau Weston	Centre College

After the recommended credit-granting scores are determined, a statistical procedure called scaling is applied to establish the exact correspondences between raw and scaled scores. Note that a scaled score of 50 is assigned to the raw score that corresponds to the recommended credit-granting score for C-level performance, and a high but usually less than perfect raw score is selected and assigned a scaled score of 80.

**Table 1: Introductory Sociology
Interpretive Score Data**

American Council on Education (ACE) Recommended Number of Semester Hours of Credit: 3

Course Grade	Scaled Score	Number Correct
	80	89-90
	79	89
	78	-
	77	-
	76	88
	75	88
	74	-
	73	87
	72	86
	71	86
	70	85
	69	84-85
	68	84
	67	83
	66	82
	65	80-81
	64	79-80
	63	78-79
	62	76-77
	61	75-76
	60	73-74
	59	71-72
	58	69-71
	57	67-69
B	56	64-66
	55	62-64
	54	60-62
	53	57-60
	52	55-57
	51	52-55
C	50*	49-52
	49	47-49
	48	44-47
	47	42-44
	46	39-42
	45	37-39
	44	34-37
	43	32-35
	42	30-33
	41	28-31
	40	26-28
	39	24-27
	38	23-25
	37	21-23
	36	20-22
	35	19-20
	34	18-19
	33	17-18
	32	16-17
	31	15-16
	30	14-15
	29	13-14
	28	13
	27	12-13
	26	11-12
	25	11-12
	24	11
	23	10-11
	22	10
	21	10
	20	0-10

*Credit-granting score recommended by ACE.

Note: The number-correct scores for each scaled score on different forms may vary depending on form difficulty.

Validity

Validity is a characteristic of a particular use of the test scores of a group of examinees. If the scores are used to make inferences about the examinees' knowledge of a particular subject, the validity of the scores for that purpose is the extent to which those inferences can be trusted to be accurate.

One type of evidence for the validity of test scores is called content-related evidence of validity. It is usually based upon the judgments of a set of experts who evaluate the extent to which the content of the test is appropriate for the inferences to be made about the examinees' knowledge. The committee that developed the CLEP Introductory Sociology examination selected the content of the test to reflect the content of Introductory Sociology courses at most colleges, as determined by a curriculum survey. Since colleges differ somewhat in the content of the courses they offer, faculty members should, and are urged to, review the content outline and the sample questions to ensure that the test covers core content appropriate to the courses at their college.

Another type of evidence for test-score validity is called criterion-related evidence of validity. It consists of statistical evidence that examinees who score high on the test also do well on other measures of the knowledge or skills the test is being used to measure. Criterion-related evidence for the validity of CLEP scores can be obtained by studies comparing students' CLEP scores with the grades they received in corresponding classes, or other measures of achievement or ability. CLEP and the College Board conduct these studies, called Admitted Class Evaluation Service or ACES, for individual colleges that meet certain criteria at the college's request. Please contact CLEP for more information.

Reliability

The reliability of the test scores of a group of examinees is commonly described by two statistics: the reliability coefficient and the standard error of measurement (SEM). The reliability coefficient is the correlation between the scores those examinees get (or would get) on two independent replications of the measurement process. The reliability coefficient is intended to indicate the

stability/consistency of the candidates' test scores, and is often expressed as a number ranging from .00 to 1.00. A value of .00 indicates total lack of stability, while a value of 1.00 indicates perfect stability. The reliability coefficient can be interpreted as the correlation between the scores examinees would earn on two forms of the test that had no questions in common.

Statisticians use an internal-consistency measure to calculate the reliability coefficients for the CLEP exam.¹ This involves looking at the statistical relationships among responses to individual multiple-choice questions to estimate the reliability of the total test score. The SEM is an estimate of the amount by which a typical test-taker's score differs from the average of the scores that a test-taker would have gotten on all possible editions of the test. It is expressed in score units of the test. Intervals extending one standard error above and below the true score for a test-taker will include 68 percent of that test-taker's obtained scores. Similarly, intervals extending two standard errors above and below the true score will include 95 percent of the test-taker's obtained scores. The standard error of measurement is inversely related to the reliability coefficient. If the reliability of the test were 1.00 (if it perfectly measured the candidate's knowledge), the standard error of measurement would be zero.

An additional index of reliability is the conditional standard of error of measurement (CSEM). Since different editions of this exam contain different questions, a test-taker's score would not be exactly the same on all possible editions of the exam. The CSEM indicates how much those scores would vary. It is the typical distance of those scores (all for the same test-taker) from their average. A test-taker's CSEM on a test cannot be computed, but by using the data from many test-takers, it can be estimated. The CSEM estimate reported here is for a test-taker whose average score, over all possible forms of the exam, would be equal to the recommended C-level credit-granting score.

Scores on the CLEP examination in Introductory Sociology are estimated to have a reliability coefficient of 0.87. The standard error of measurement is 1.83 scaled-score points. The conditional standard error of measurement at the recommended C-level credit-granting score is 1.89 scaled-score points.

¹ The formula used is known as Kuder-Richardson 20, or KR-20, which is equivalent to a more general formula called coefficient alpha.