MCAT Standards Mapping Guide

***To instructors and students using this resource:***

*In 2015, the MCAT (Medical College Admission Test) began to include the social and behavioral sciences (Section 3 Psychological, Social, and Biological Foundations of Behavior). Sociological content constitutes 30% of Section 3. This material is organized under four foundational concepts with a range of subtopics known as “content categories.” The four foundational concepts are:*

* [Foundational Concept 7](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-foundational-concept-7/): Biological, psychological, and sociocultural factors influence behavior and behavior change.
* [Foundational Concept 8](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-foundational-concept-8/): Psychological, sociocultural, and biological factors influence the way we think about ourselves and others, as well as how we interact with others.
* [Foundational Concept 9](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-foundational-concept-9/): Cultural and social differences influence well-being.
* [Foundational Concept 10](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-foundational-concept-10/): Social stratification and access to resources influence well-being.

*This guide links the four MCAT Foundational Concepts and Subtopics to appropriate text chapters. It is organized in a chapter by chapter manner. It first summarizes the main topics covered in each chapter, and then shows the relevant MCAT topics below the summary. Each chapter entry also contains resources that allow students to understand and explore specific topic areas in more detail. These resources include tutorials, graphics, fact sheets, news, and journal articles. Some of these resources fill in material that a chapter covers only briefly but that the MCAT includes in the content category area. Many of the resources make explicit connections to health.*

*Because each chapter covers theoretical perspectives, they are introduced as the primary material of Chapter 1 and highlighted where they become particularly salient or detailed in the chapters that follow.*

*The MCAT also tests four different scientific inquiry skills. These are also detailed at the end of this document. Chapter 2 is crucial for developing students’ proficiency in this skill-based area.*

# Chapter 1: Discover Sociology

Chapter 1 begins by introducing students to sociology. This chapter explores the history of sociology and its theoretical approaches. It introduces the sociological imagination and critical thinking.

Overall, Chapter 1 briefly introduces a number of concepts which are tied to MCAT foundational Standards/Subtopics. As such it is a good primer for developing beginning knowledge of sociology. Its most detailed link is in its introduction of theoretical approaches. As such, it is most linked to MCAT “[Foundational Concept 9](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-foundational-concept-9/), Content Category 9A. “(\*Note that exchange theory is not covered in this chapter but a link is provided in the “For Further Research and Exploration” section below.)

## MCAT foundational Standards/Subtopics:

[Content Category 9A](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-9a/): Understanding social structure

* **Theoretical Approaches**
	+ Micro versus macro
	+ Functionalism
	+ Conflict theory
	+ Symbolic interactionism
	+ Social constructionism
	+ Exchange-rational choice
	+ Feminist theory

## For Further Research and Exploration:

* **TED Talk: The Social Construction of Facts: Surviving a Post-Truth World (Massimo Maoret at TEDxIESEBarcelona)**

In a world where truth and fiction are blurring, Massimo Maoret asks a simple question: what happened to facts? Through an analysis of how social networks have changed leading to a social construction of what is “true,” Massimo launches a call to action and proposes solutions to diffuse the dangers in a post-truth society.

# Chapter 2: Discover Sociological Research

Chapter 2 explores sociology as a science. It examines sociological research methods and the application of sociological theories to research. It explores reliability, validity, correlation, and causation. It also examines the ethics of doing research on human subjects. As such, it is explicitly tied to all four skill categories explored in the “MCAT Scientific Inquiry and Reasoning Skills” section at the end of this document.

## MCAT foundational Standards/Subtopics:

(See Appendix A)

# Chapter 3: Culture and Mass Media

Chapter 3 introduces culture and its elements, examining concepts such as material and nonmaterial culture, language, and how culture links to class identity and social reproduction. As such, it is most connected with MCAT Foundational Concept 9, [Content Category 9A](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-9a/).

Chapter 3 also explores Pierre Bourdieu’s concepts of social class reproduction, cultural capital, and habitus. As such, it is also connected with MCAT Foundational Concept 10, Content Category 10A.

Chapter 3 further addresses cultural relativism and ethnocentrism. As such, it links to MCAT Foundational Concept 8, Content Category 8B.

## MCAT foundational Standards/Subtopics:

[Content Category 9A](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-9a/): Understanding social structure

* **Culture**
	+ Elements of culture (beliefs, language, rituals, symbols, values)
	+ Material versus symbolic culture
	+ Culture shock
	+ Multiculturalism
	+ Subcultures and countercultures
	+ Mass media and popular culture

Content Category 10 A Social Class

* Aspects of social stratification
	+ Cultural capital and social capital
	+ Social reproduction

[Content Category 8B](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-8b/): Social Thinking

* **Prejudice and bias**
	+ Ethnocentrism
	+ Ethnocentrism versus cultural relativism

## For Further Research and Exploration:

* **TED Talk: Texting is killing language. JK!!! (John McWhorter @ TED2013)**

Does texting mean the death of the English language? McWhorter posits that there’s much more to texting, culturally, than it seems and it’s all good news

# Chapter 4: Socialization and Social Interaction

Chapter 4 examines the process of socialization and the array of agents of socialization that shape social selves and behavioral choices. It looks at the ways in which socialization may differ in total institutions and across the life course. Specifically covered are theoretical perspectives on formation of self-identity through socialization, agents of socialization, and primary, secondary, and reference groups. It also addresses social interaction and ways in which sociologists conceptualize our presentation of self and our group interactions. As such, it is most linked to MCAT [Foundational Concept 8](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-foundational-concept-8/), Content Categories 8A and 8C.

## MCAT foundational Standards/Subtopics:

[Content Category 8A](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-8a/): Self-Identity

* **Formation of Identity**
	+ Theories of identity development (e.g., gender, moral, psychosexual, social)
	+ Influence of social factors on identity formation
		- Influence of individuals (imitation, looking glass self, role taking)
		- Influence of groups (reference groups)
		- Influence of culture and socialization on identity formation

[Content Category 8C](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-8c/): Social Interactions

* + **Elements of Social Interaction**
		- **Groups**
			* Primary and secondary groups
		- **Self-presentation and interacting with others**
			* Expressing and detecting emotion
				+ The role of gender in the expression and detection of emotion
				+ The role of culture in the expression and detection of emotion
			* Presentation of the self
				+ Impression management
				+ Front stage versus backstage (dramaturgical approach)
		- Verbal and nonverbal communication

# Chapter 5: Groups, Organizations, and Bureaucracies

Chapter 5 introduces primary and secondary groups and examines the power of groups in fostering integration and enforcing conformity. It also discusses the importance of capital in social group formation and action. It explores formal organizations and introduces Max Weber’s ideal type bureaucracy and the iron law of oligarchy. It also considers the role of modern governmental and nongovernmental organizations in the pursuit of social change. This chapter is most linked to MCAT Foundational Concept 7, Category B and MCAT Foundational Concept 8, Category 8C.

## MCAT foundational Standards/Subtopics:

[Content Category 7B](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-7b/): Social Processes that influence human behavior

* + - **How the Presence of Others Affects Individual Behavior**
			* + Conformity
				+ Obedience
		- **Group decision-making processes**
			* + Groupthink

[Content Category 8C](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-8c/): Social Interactions

* **Elements of Social Interaction**
* **Groups**
* Primary and secondary groups
* In-group versus out-group
* Group size (dyads, triads)
* **Networks**
* **Organizations**
* Formal organization
* Bureaucracy
	+ Characteristics of an ideal bureaucracy
	+ Perspectives on bureaucracy (e.g., iron law of oligarchy, McDonaldization)

# Chapter 6: Deviance and Social Control

Chapter 6 begins with an example of the criminalization of deviance and its consequences. It further examines deviance and social control by looking at how deviance is defined, examining different perspectives that sociologists employ to understand and explain deviant behavior, and considering the spectrum of ways in which U.S. society exercises social control over groups and behaviors defined as deviant. As such, it introduces a number of concepts tied to MCAT [Foundational Concept 7](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-foundational-concept-7/), [Content Category 7B](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-7b/).

## MCAT foundational Standards/Subtopics

[*Content Category 7B*](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-7b/): Social Processes that influence human behavior

**How the Presence of Others Affects Individual Behavior**

* + - Social control
		- Peer pressure
		- Conformity
		- Obedience

**Normative and Nonnormative behavior**

* + - Social norms
		- Sanctions
		- Folkways, mores, taboos
		- Deviance
		- Perspectives on deviance (e.g., differential association, labeling theory, strain theory)

## For Further Research and Exploration:

* **The Public Stigma of Mental Illness**

Pescosolido, B. (2013). The public stigma of mental illness: What do we think; what do we know; What can we prove? *Journal of Health and Social Behavior*, *54*, 1–21.

This article explores the general population’s attitudes and beliefs around the stigma of mental health and implications for research. Using data from the General Social Survey, it addresses attitudes, discrimination, stigma, and the sociology of mental health, which are all useful areas of knowledge for students studying for the MCAT.

**Illness of Deviance? Drug Courts, Drug Treatment, and the Ambiguity of Addiction**

Murphy, J. 2015. *Illness or deviance? Drug courts, drug treatment, and the ambiguity of addiction*. Philadelphia, PA: Temple University Press.

This book examines the social construction of illness and deviance around drug treatment and drug addiction and its consequences.

# Chapter 7: Social Class and Inequality

Chapter 7 uses the example of wealthy investment in trailer parks where many lower income families live out of necessity to begin this chapter on social class and inequality. It then discusses characteristics of caste, social class, and stratification. It looks at quantitative and qualitative dimensions of inequality and both household and neighborhood poverty in the United States. It also examines theories of inequality, addressing the concept of meritocracy. It explores health-care access inequality and the Affordable Care Act. As such, Chapter 7 is connected to MCAT Foundational Concept 10, Content Category 10A.

This chapter also examines quantitative and qualitative dimensions of global inequality, examining per capita income, literacy, education, sanitation, and health-related issues including nutrition, fertility, and mortality. It introduces and applies theoretical perspectives, including world systems and dependency theories, of why deep global disparities exist and persist. It covers armed conflict and poverty. Thus, this chapter is also tied to MCAT Foundational Concept 9, Content Category 9b.

## MCAT foundational Standards/Subtopics:

[Content Category 9B](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-9b/): Demographic characteristics and processes

* + **Demographic Shifts and Social Change**
		- Fertility, migration, mortality
			* Fertility and mortality rates (total, crude, age-specific)
			* Patterns in fertility and mortality
			* Push and pull factors in migration
		- Globalization
			* Factors contributing to globalization (communication technology, economic interdependence)
			* Perspectives on globalization
			* Social changes in globalization (civil unrest, terrorism)

[Content Category 10A](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-10a/): Social Inequality

* **Social Class**
	+ Aspects of social stratification
		- Social class and socioeconomic status
		- Social reproduction
		- Power, privilege, and prestige
		- Intersectionality (race, gender, age)
	+ Patterns of social mobility
		- Meritocracy
	+ Poverty
		- Relative and absolute poverty
		- Social exclusion (segregation and isolation)
* **Health Disparities (**e.g., class, gender, and race inequalities in health)
* **Health-care Disparities** (e.g., class, gender, and race inequalities in health care)

# Chapter 8: Race and Ethnicity

Chapter 8 covers sociological definitions of race and ethnicity, the social construction of race, and forms that minority–majority group relations have taken. It also explores theoretical perspectives on ethnicity, racism, and minority group status; prejudice; discrimination, stereotypes; and various manifestations and consequences of these social phenomena. As such, it is most connected to MCAT [Foundational Concept 8](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-foundational-concept-8/), [Content Categories 8B](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-8b/) and 8C and Foundational Concept 9, Content Category B.

Chapter 8 addresses the unequal experiences of different racial and ethnic groups in the United States and how group membership may shape people’s political, economic, housing, social status, and well-being. As such, it is linked to MCAT Foundational Concept 10, Content Category A.

## MCAT foundational Standards/Subtopics:

[Content Category 8B](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-8b/): Social Thinking

* + **Prejudice and bias**
		- Processes that contribute to prejudice
			* Power, prestige, class
		- Stereotypes
		- Stigma
		- Ethnocentrism
			* Ethnocentrism versus cultural relativism

[Content Category 8C](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-8c/): Social Interactions

* + - **Discrimination**
			* Individual versus institutional discrimination
			* The relationship between prejudice and discrimination
			* How power, prestige, and class facilitate discrimination

[Content Category 9B](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-9b/): Demographic characteristics and processes

* + **Demographic Structure of Society**
		- Race and ethnicity
			* The social construction of race
			* Racialization
			* Racial formation

[Content Category 10A](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-10a/): Social Inequality

* **Spatial Inequality**
	+ Residential segregation
	+ Neighborhood safety and violence
	+ Environmental justice (location and exposure to health risks)
* **Social Class**
	+ Aspects of social stratification
		- Social class and socioeconomic status
		- Class consciousness and false consciousness
		- Cultural capital and social capital
		- Social reproduction
		- Power, privilege, and prestige
		- Intersectionality (race, gender, age)
		- Socioeconomic gradient of health
		- Global inequalities
	+ Poverty
		- Social exclusion (segregation and isolation)
* **Health Disparities (**e.g., class, gender, and race inequalities in health)
* **Health-Care Disparities** (e.g. class, gender, and race inequalities in health care)

## For Further Research and Exploration:

* **TED Talk: What it Takes to be Racially Literate (Priya Vulchi & Winona Guo at TEDWomen2017)**

Over the course of a year, Vulchi and Guo traveled to all 50 states collecting personal stories about race and intersectionality. Now, they’re on a mission to equip every American with the tools to understand, navigate, and improve a world structured by racial division.

# Chapter 9: Gender and Society

Chapter 9 links with many aspects of the MCAT foundational standards as it shows how gender is related to identity, behavior, culture and interaction, and well-being. It explores key concepts of sex and gender and how those are used in sociological study. It examines the social construction of gender and discusses sexuality. This chapter includes a detailed section on feminist theory. As, such it adds some new information for students to consider around Foundational Concept 9, Content Category A and Content Category B.

Chapter 9 also addresses the social category of gender and its continuing significance in modern society, examining its effects on individuals, groups, and societies. It also addresses the role of media in gender stereotyping. As such, it is linked to Foundational Concept 8, Content Category A.

It also addresses agents of socialization and their contribution to the construction of gendered selves. It looks at how gendered norms shape men and women’s experiences in key social institutions including family, education, and work. As such, it adds some new information for students to consider around Foundational Concept 7, Content Category 7B.

The chapter also touches on global issues of maternal mortality, rape in war, sex trafficking, and the steps being taken to empower women and girls. As such, it is tied to MCAT Foundational Concept 10, Content Category A.

## MCAT foundational Standards/Subtopics:

[Content Category 7B](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-7b/): Social Processes that influence human behavior

* + **Normative and nonnormative behavior**
		- Social norms
	+ **Socialization**
		- Agents of socialization (family, mass media, peers, workplace)

[Content Category 8A](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-8a/): Self-Identity

* **Self-concept, self-identity, and social identity**
	+ Different types of identities (race/ethnicity; gender, age, sexual orientation, class)

[Content Category 8B](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-8b/): Social Thinking

* + **Processes related to stereotypes**
		- Stereotype threat
* **Culture**
	+ - Mass media and popular culture

[Content Category 9A](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-9a/): Understanding social structure

* **Theoretical approaches**
	+ Feminist theory

[Content Category 9B](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-9b/): Demographic characteristics and processes

* + **Demographic structure of society**
	+ Gender
		- Sex versus gender
		- The social construction of gender
		- Gender segregation
	+ Sexual orientation

[Content Category 10A](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-10a/): Social Inequality

* **Social Class**
	+ Aspects of social stratification
		- Intersectionality (race, gender, age)
		- Global inequalities
* **Health Disparities (**e.g., class, gender, and race inequalities in health)
* **Health-Care Disparities** (e.g., class, gender, and race inequalities in health care)

# Chapter 10: Families and Society

Chapter 10 begins with a vignette on the decline of marriage among millennials. It introduces key terms and concepts used in the sociological study of families, including the idea of family as an institution and kinship. It also spends some time on functionalist and feminist perspectives on family. It explores diversity in family forms, trends in marriage and divorce, as well as violence and the family. To those ends, it is primarily linked to MCAT Foundational Concept 9, Content Category 9A.

Chapter 10 also includes a section on parenting in poverty. As such it has links to MCAT Foundational Concept 10, Content Category 10A.

## MCAT foundational Standards/Subtopics:

[Content Category 9A](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-9a/): Understanding social structure

* **Theoretical Approaches**
	+ Functionalism
	+ Conflict
	+ Feminist theory
* **Social Institutions**
	+ Family
		- Forms of kinship
		- Diversity in family forms
		- Marriage and divorce
		- Violence in the family (e.g., child abuse, elder abuse, spousal abuse)

[Content Category 10A](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-10a/): Social Inequality

* **Social Class**
* Poverty

# Chapter 11: Education and the Economy

This explores the roots of mass public education in the United States and the development of the “credential society” driving rising enrollments in higher education. It takes a critical look at the social institution of education, using the functionalist, conflict, and symbolic interactionist perspectives. As such, it is a good refresher for MCAT Foundational Concept 9, Category 9A.

It also examines education and reduction and reproduction of societal inequality.

Chapter 11 also examines the intersectionality of race, gender, and class. It looks at U.S. higher education and the relationship between higher education and income. As such, it is connected to MCAT Foundational Concept 10, Content Category 10 A.

The chapter then explores key issues of economic sociology. It examines the three great economic revolutions and capitalism. Chapter 11 addresses the social structure of the economy and therefore is indirectly linked to MCAT Foundational Concept 9, Content Category 9A. Chapter 11 also addresses the future of work and the evolution of job automation and artificial intelligence and therefore is indirectly linked to Content Category 9B.

## MCAT foundational Standards/Subtopics:

[Content Category 9A](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-9a/): Understanding social structure

* **Theoretical Approaches**
	+ Functionalism
	+ Conflict
	+ Symbolic interactionism
* **Social Institutions**
* Education
	+ Hidden curriculum
	+ Teacher expectancy
	+ Educational segregation and stratification

[Content Category 9B](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-9b/): Demographic characteristics and processes

* + **Demographic Shifts and Social Change**
	+ Globalization
		- Factors contributing to globalization (communication technology, economic interdependence)

[Content Category 10A](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-10a/): Social Inequality

* **Social Class**
	+ Aspects of social stratification
		- Intersectionality (race, gender, age)
		- Global inequalities

## For Further Research and Exploration:

* **TED Talk: As Work Gets More Complex, Six Rules to Simplify (Yves Morieux at TED@BCG)**

In this 10-min talk, Morieux discusses why some people feel miserable and disengaged at work. Today’s businesses are increasingly and dizzyingly complex places where traditional pillars of management are obsolete. The speaker offers six rules of simplicity starting with “Understand What Your Colleagues Actually Do.”

# Chapter 12: Social Movements and Social Change

Chapter 12 opens with a vignette about the rising wave of activism in the United States. It provides an overview of sociological theorizing on social change and social movements. It focuses on aspects of collective behavior such as crowds, riots, fads, and panic. As such, it is linked to MCAT Foundational Concept 7, Content Category 7B.

Chapter 12 also provides an overview of social movements, their organization, and their practices. It introduces sociological theories on them such as resource mobilization theory. As such, it is linked to MCAT Foundational Concept 9, Content Category 9B.

## MCAT foundational Standards/Subtopics:

[Content Category 7B](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-7b/): Social Processes that influence human behavior

* + **Normative and Nonnormative behavior**
		- Aspects of collective behavior (e.g., fads, mass hysteria, riots)

[Content Category 9B](https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-content-category-9b/): Demographic characteristics and processes

* + **Demographic Shifts and Social Change**
		- Social movements
			* Organization of social movements
			* Movement strategies and tactics

# Appendix A

## MCAT Scientific Inquiry and Reasoning Skills[[1]](#footnote-1)

### Skill 1: Knowledge of Scientific Concepts and Principles

Demonstrating understanding of scientific concepts and principles

Identifying the relationships between closely-related concepts

Questions that test this skill will ask you to show that you understand scientific concepts and principles by, for example:

* Recognizing correct scientific principles
* Identifying the relationships among closely-related concepts
* Identifying the relationships between different representations of concepts (e.g., verbal, symbolic, graphic)
* Identifying examples of observations that illustrate scientific principles
* Using mathematical equations to solve problems

### Skill 2: Scientific Reasoning and Problem-Solving

Reasoning about scientific principles, theories, and models

Analyzing and evaluating scientific explanations and predictions

You will be asked to show that you can use scientific principles to solve problems by, for example:

* Reasoning about scientific principles, theories, and models
* Analyzing and evaluating scientific explanations and predictions
* Evaluating arguments about causes and consequences
* Bringing together theory, observations, and evidence to draw conclusions
* Recognizing scientific findings that challenge or invalidate a scientific theory or model
* Determining and using scientific formulas to solve problems

### Skill 3: Reasoning About the Design and Execution of Research

Demonstrating understanding of important components of scientific research

Reasoning about ethical issues in research

Questions that test this skill will ask you to use your knowledge of important components of scientific methodology by, for example:

* Identifying the role of theory, past findings, and observations in scientific questioning
* Identifying testable research questions and hypotheses
* Distinguishing between samples and populations and between results that do and do not support generalizations about populations
* Identifying the relationships among the variables in a study (e.g., independent versus dependent variables; control and confounding variables)
* Reasoning about the appropriateness, precision, and accuracy of tools used to conduct research in the natural sciences
* Reasoning about the appropriateness, reliability, and validity of tools used to conduct research in the behavioral and social sciences
* Reasoning about the features of research studies that suggest associations between variables or causal relationships between them (e.g., temporality, random assignment)
* Reasoning about ethical issues in scientific research

### Skill 4: Data-Based and Statistical Reasoning

Interpreting patterns in data presented in tables, figures, and graphs

Reasoning about data and drawing conclusions from them

Questions that test this skill will ask you to use your knowledge of data-based and statistical reasoning by, for example:

* Using, analyzing, and interpreting data in figures, graphs, and tables
* Evaluating whether representations make sense for particular scientific observations and data
* Using measures of central tendency (mean, median, and mode) and measures of dispersion (range, interquartile range, and standard deviation) to describe data
* Reasoning about random and systematic error
* Reasoning about statistical significance and uncertainty (e.g., interpreting statistical significance levels, interpreting a confidence interval)
* Using data to explain relationships between variables or make predictions
* Using data to answer research questions and draw conclusions
* Identifying conclusions that are supported by research results
* Determining the implications of results for real-world situations
1. More details on these skills and their linkages to Sociology can be found on pages 101–113 of the booklet *What’s on The MCAT Exam?* Retrieved September 17, 2016 from https://students-residents.aamc.org/applying-medical-school/article/whats-mcat-exam/ [↑](#footnote-ref-1)