



NEW YORK STATE  
TEACHER  
CERTIFICATION  
EXAMINATIONS™



**PREPARATION  
GUIDE**

**Social Studies CST  
(05)**

The University of the State of New York • NEW YORK STATE EDUCATION DEPARTMENT • Office of Teaching Initiatives, Albany, New York 12234

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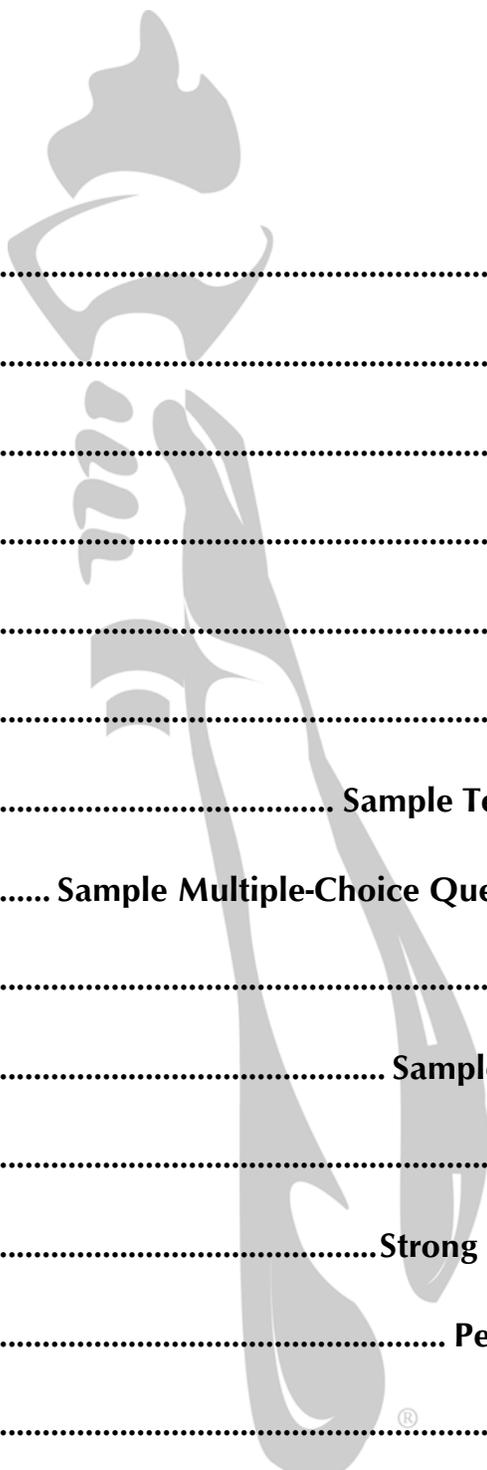
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# NEW YORK STATE TEACHER CERTIFICATION EXAMINATIONS™

## PREPARATION GUIDE Social Studies CST (05)

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# ■ INTRODUCTION

## **Purpose of This Preparation Guide**

This preparation guide is designed to help familiarize candidates with the content and format of a test for the New York State Teacher Certification Examinations (NYSTCE®) program. Education faculty and administrators at teacher preparation institutions may also find the information in this guide useful as they discuss the test with candidates.

The knowledge and skills assessed by the test are acquired throughout the academic career of a candidate. A primary means of preparing for the test is the collegiate preparation of the candidate.

This preparation guide illustrates some of the types of questions that appear on a test; however, the set of sample questions provided in this preparation guide does not necessarily define the content or difficulty of an entire actual test. All test components (e.g., directions, question content and formats) may differ from those presented here. The NYSTCE program is subject to change at the sole discretion of the New York State Education Department.

## **Organization of This Preparation Guide**

Contained in the beginning sections of this preparation guide are general information about the NYSTCE program and how the tests were developed, a description of the organization of test content, and strategies for taking the test.

Following these general information sections, specific information about the test described in this guide is presented. The test objectives appear on the pages following the test-specific overview. The objectives define the content of the test.

Next, information about the multiple-choice section of the test is presented, including sample test directions. Sample multiple-choice questions are also presented, with the correct responses indicated and explanations of why the responses are correct.

Following the sample multiple-choice questions, a description of the written assignment section of the test is provided, including sample directions. A sample written assignment is presented next, followed by a sample strong response to the assignment and an evaluation of that response.

## **For Further Information**

If you have questions after reading this preparation guide, you may wish to consult the NYSTCE Registration Bulletin. You can view or print the registration bulletin online at [www.nystce.nesinc.com](http://www.nystce.nesinc.com).

# ■ GENERAL INFORMATION ABOUT THE NYSTCE

## How Were the NYSTCE Tests Developed?

The New York State Teacher Certification Examinations are criterion referenced and objective based. A criterion-referenced test is designed to measure a candidate's knowledge and skills in relation to an established standard rather than in relation to the performance of other candidates. The explicit purpose of these tests is to help identify for certification those candidates who have demonstrated the appropriate level of knowledge and skills that are important for performing the responsibilities of a teacher in New York State public schools.

Each test is designed to measure areas of knowledge called subareas. Within each subarea, statements of important knowledge and skills, called objectives, define the content of the test. The test objectives were developed for the New York State Teacher Certification Examinations in conjunction with committees of New York State educators.

Test questions matched to the objectives were developed using, in part, textbooks; New York State learning standards and curriculum guides; teacher education curricula; and certification standards. The test questions were developed in consultation with committees of New York State teachers, teacher educators, and other content and assessment specialists.

An individual's performance on a test is evaluated against an established standard. The passing score for each test is established by the New York State Commissioner of Education based on the professional judgments and recommendations of New York State teachers. Examinees who do not pass a test may retake it at any of the subsequently scheduled test administrations.

## Organization of Content

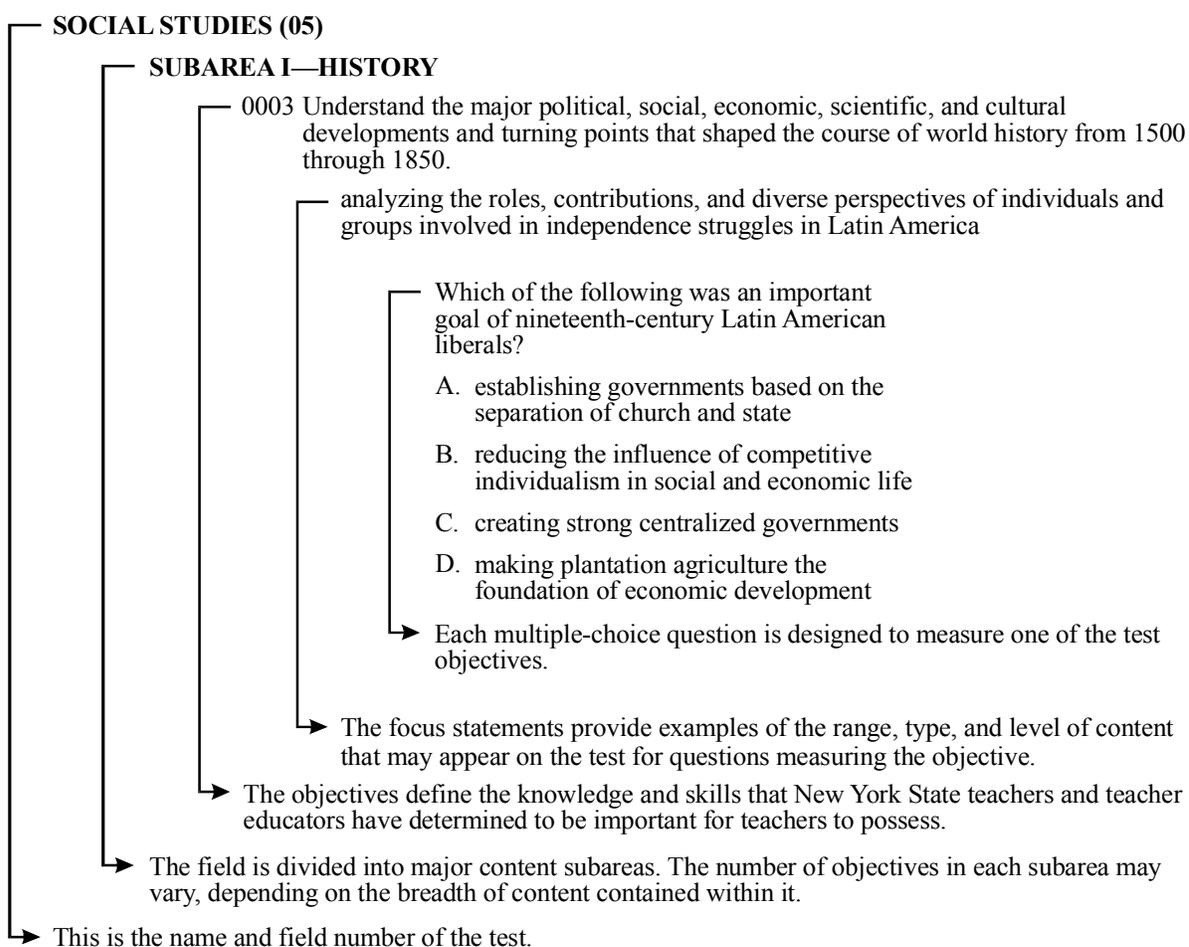
The content covered by each test is organized into **subareas**. These subareas define the major content domains of the test.

Subareas typically consist of several **objectives**. Objectives provide specific information about the knowledge and skills that are assessed by the test.

Each objective is elaborated on by **focus statements**. The focus statements provide examples of the range, type, and level of content that may appear on the tests.

**Test questions** are designed to measure specific test objectives. The number of objectives within a given subarea generally determines the number of questions that will address the content of that subarea on the test. In other words, the subareas that consist of more objectives will receive more emphasis on the test and contribute more to a candidate's test score than the subareas that consist of fewer objectives.

The following example, taken from the field of Social Studies, illustrates the relationship of test questions to subareas, objectives, and focus statements.



# ■ TEST-TAKING STRATEGIES

## **Be On Time.**

Arrive at the test center on time so that you are rested and ready to begin the test when instructed to do so.

## **Follow Directions.**

At the beginning of the test session and throughout the test, follow all directions carefully. This includes the oral directions that will be read by the test administrators and any written directions in the test booklet. The test booklet will contain general directions for the test as a whole and specific directions for individual test questions or groups of test questions. If you do not understand something about the directions, do not hesitate to raise your hand and ask your test administrator.

## **Pace Yourself.**

The test schedule is designed to allow sufficient time for completion of the test. Each test session is four hours in length. The tests are designed to allow you to allocate your time within the session as you need. You can spend as much time on any section of the test as you need, and you can complete the sections of the test in any order you desire; however, you will be required to return your materials at the end of the four-hour session.

Since the allocation of your time during the test session is largely yours to determine, planning your own pace for taking the test is very important. Do not spend a lot of time with a test question that you cannot answer promptly; skip that question and move on. If you skip a question, be sure to skip the corresponding row of answer choices on your answer document. Mark the question in your test booklet so that you can return to it later, but be careful to appropriately record on the answer document the answers to the remaining questions.

You may find that you need less time than the four hours allotted in a test session, but you should be prepared to stay for the entire time period. Do not make any other commitments for this time period that may cause you to rush through the test.

## **Read Carefully.**

Read the directions and the questions carefully. Read all response options. Remember that multiple-choice test questions call for the "best answer"; do not choose the first answer that seems reasonable. Read and evaluate all choices to find the best answer. Read the questions closely so that you understand what they ask. For example, it would be a waste of time to perform a long computation when the question calls for an approximation.

Read the test questions, but don't read into them. The questions are designed to be straightforward, not tricky.

## Mark Answers Carefully.

Your answers for all multiple-choice questions will be scored electronically; therefore, the answer you select must be clearly marked and the only answer marked. If you change your mind about an answer, erase the old answer completely. Do not make any stray marks on the answer document; these may be misinterpreted by the scoring machine.

**IF YOU SKIP A MULTIPLE-CHOICE QUESTION, BE SURE TO SKIP THE CORRESPONDING ROW OF ANSWER CHOICES ON YOUR ANSWER DOCUMENT.**

You may use any available space in the test booklet for notes, but **your answers and your written response must be clearly marked on your answer document. ONLY ANSWERS AND WRITTEN RESPONSES THAT APPEAR ON YOUR ANSWER DOCUMENT WILL BE SCORED.** Answers and written responses in your test booklet will not be scored.

## Guessing

As you read through the response options, try to find the best answer. If you cannot quickly find the best answer, try to eliminate as many of the other options as possible. Then guess among the remaining answer choices. Your score on the test is based on the number of test questions that you have answered correctly. There is no penalty for incorrect answers; therefore, it is better to guess than not to respond at all.

## Passages or Other Presented Materials

Some test questions are based on passages or other presented materials (e.g., graphs, charts). You may wish to employ some of the following strategies while you are completing these test questions.

One strategy is to read the passage or other presented material thoroughly and carefully and then answer each question, referring to the passage or presented material only as needed. Another strategy is to read the questions first, gaining an idea of what is sought in them, and then read the passage or presented material with the questions in mind. Yet another strategy is to review the passage or presented material to gain an overview of its content, and then answer each question by referring back to the passage or presented material for the specific answer. Any of these strategies may be appropriate for you. You should not answer the questions on the basis of your own opinions but rather on the basis of the information in the passage or presented material.

## Check Accuracy.

Use any remaining time at the end of the test session to check the accuracy of your work. Go back to the test questions that gave you difficulty and verify your work on them. Check the answer document, too. Be sure that you have marked your answers accurately and have completely erased changed answers.

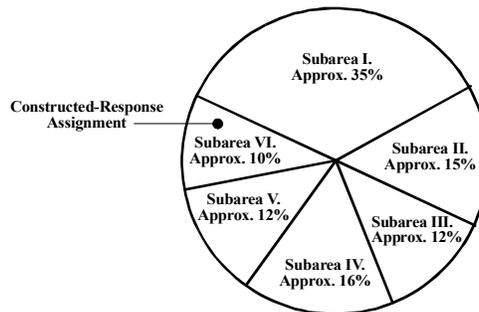
# ABOUT THE SOCIAL STUDIES TEST

The purpose of the Social Studies Content Specialty Test (CST) is to assess knowledge and skills in the following six subareas:

- Subarea I. History
- Subarea II. Geography
- Subarea III. Economics
- Subarea IV. Civics, Citizenship, and Government
- Subarea V. Social Studies Skills
- Subarea VI. History: Constructed-Response Assignment

The test objectives presented on the following pages define the content that may be assessed by the Social Studies CST. Each test objective is followed by focus statements that provide examples of the range, type, and level of content that may appear on the test for questions measuring that objective.

The test contains approximately 90 multiple-choice test questions and one constructed-response (written) assignment. The figure below illustrates the approximate percentage of the test corresponding to each subarea.



The section that follows the test objectives presents sample test questions for you to review as part of your preparation for the test. To demonstrate how each objective may be assessed, a sample question is presented for each objective. The correct response and an explanation of why the response is correct follow each question. A sample written assignment is also presented, along with an example of a strong response to the assignment and an evaluation of that response.

The sample questions are designed to illustrate the nature of the test questions; they should not be used as a diagnostic tool to determine your individual strengths and weaknesses.

# ■ SOCIAL STUDIES TEST OBJECTIVES

History  
Geography  
Economics  
Civics, Citizenship, and Government  
Social Studies Skills  
History: Constructed-Response Assignment

The New York State social studies educator has the knowledge and skills necessary to teach effectively in New York State public schools. The social studies teacher has a broad understanding of the fundamental concepts of history and the social sciences and is familiar with the basic principles and procedures associated with historical and social science inquiry. The social studies teacher commands both a depth and breadth of learning across the disciplines of U.S. and world history, geography, economics, and government. Most importantly, the social studies teacher is able to analyze historical, geographical, economic, and political information from multiple perspectives; can use models, patterns, and other intellectual constructs to organize data; and is able to employ multidisciplinary approaches to interpret and explain social studies phenomena.

## SUBAREA I—HISTORY

### **0001 Understand key historical terms and concepts, the specialized fields of historical study, and historiography.**

For example:

- applying key concepts (e.g., causality, conflict, bias, interdependence, identity, nation-state, culture) to the analysis of general historical phenomena and specific historical events
- examining reasons for dividing history into various periods and epochs
- comparing the characteristics, uses, advantages, and limitations of typical source materials employed by historians in various fields of historical research
- recognizing approaches and resources of specialized fields of historical study (e.g., social history, intellectual history, diplomatic history)
- recognizing the existence of conflicting perspectives on historical experience and analyzing various interpretations of historical movements and events

**0002 Understand the major political, social, economic, scientific, and cultural developments and turning points that shaped the course of world history through 1500.**

For example:

- recognizing the principal characteristics and important cultural contributions of ancient world civilizations (e.g., the Maya, Ghana, the Greeks, the T'ang dynasty) and comparing important developments and major civilizations from different historical periods
- identifying key factors in the rise and decline of the Roman Empire and the Han dynasty and evaluating major legal, artistic, architectural, technological, and literary achievements of these societies
- demonstrating an understanding of the principal teachings and historical development of major belief systems (e.g., Judaism, Christianity, Buddhism, Confucianism)
- evaluating the impact of Islam and the role of trade on the growth and development of sub-Saharan African civilizations (e.g., Mali, Zimbabwe, Songhai, Benin)
- comparing the social and cultural characteristics of Asian empires during the fourteenth and fifteenth centuries (e.g., the Ottoman Empire, the Mongol Empire, the Ming dynasty, the Mogul Empire)
- analyzing the structure and development of feudal societies in different areas of the world

**0003 Understand the major political, social, economic, scientific, and cultural developments and turning points that shaped the course of world history from 1500 through 1850.**

For example:

- analyzing the influence of the Renaissance on European political, artistic, and scientific beliefs and practices, including the emergence of modern nation-states
- comparing and contrasting the exercise of power by world political leaders (e.g., Louis XIV, Catherine the Great, Tokugawa) and analyzing challenges to absolutism
- analyzing major causes and consequences of European expansion and colonialism and examining economic, political, and cultural relations among peoples of Europe, Africa, Asia, the Pacific (Oceania), and the Americas
- identifying major causes and consequences of the scientific, agricultural, and industrial revolutions and evaluating their impact on human society and the physical world
- examining the origins of the Enlightenment and French Revolution and analyzing their influence on world history
- analyzing the roles, contributions, and diverse perspectives of individuals and groups involved in independence struggles in Latin America

**0004 Understand the major political, social, economic, scientific, and cultural developments and turning points that shaped the course of world history from 1850 to the present.**

For example:

- recognizing major geopolitical developments, social movements, and political/economic initiatives since 1850 (e.g., spread of nationalism, emergence of the women's suffrage movement, establishment of the welfare state) and evaluating the effect of these developments, movements, and initiatives on peoples and nations
- relating important developments in the arts, literature, popular culture, religion, and philosophy to the social, economic, and political history of this period
- comparing major international conflicts and political revolutions (e.g., Mexican, Russian, Chinese, Iranian) of the twentieth century and analyzing factors that influenced their outcomes
- analyzing the effects of independence movements on African and Asian societies
- assessing how science and technology have influenced social attitudes and beliefs in the twentieth century
- recognizing the interdependence of human societies in the twenty-first century and analyzing the impact of globalization on the contemporary world

**0005 Understand the major political, social, economic, scientific, and cultural developments and turning points in U.S. history to 1815.**

For example:

- demonstrating an understanding of Native American societies, cultures, and interrelationships before European contact
- analyzing the interactions among Native Americans, Europeans, and Africans in early North American colonial societies
- analyzing the movement for American independence and the factors contributing to its success
- recognizing basic principles of the Articles of Confederation and the U.S. Constitution, evaluating the strengths and weaknesses of the Articles of Confederation, and analyzing issues related to the creation and ratification of the U.S. Constitution
- recognizing major accomplishments and failures of early presidential administrations and examining factors that influenced the emergence of political parties
- analyzing the causes and consequences of the War of 1812

**0006 Understand the major political, social, economic, scientific, and cultural developments and turning points in U.S. history from 1815 to 1900.**

For example:

- analyzing issues and events related to the emergence of the political party system in the United States
- examining the impact of major social, technological, and political developments on U.S. society (e.g., nationalism, immigration, sectionalism, industrialization, mechanization of agriculture)
- evaluating the influence of religious ideas on social and political reform movements in the United States prior to 1860
- analyzing the environmental consequences of U.S. expansion into the Great Plains and the effects of that expansion on indigenous populations
- recognizing the experiences and contributions of diverse individuals and groups (including women, African Americans, Hispanic Americans, Native Americans, Asians) to the development of the United States during the nineteenth century
- analyzing the causes, key events, and major consequences of the Civil War and the impact of Reconstruction on U.S. social, political, and economic life
- demonstrating an understanding of U.S. imperialism (e.g., analyzing the role of the United States in the outbreak of the Spanish-American War) and examining the experience of the United States as a colonial power

**0007 Understand the major political, social, economic, scientific, and cultural developments and turning points in U.S. history since 1900.**

For example:

- examining factors related to the rise of the Progressive movement and assessing the influence of Progressive reforms
- demonstrating an understanding of developments in literature and the arts during the twentieth century
- analyzing the causes of the Great Depression, its effects on U.S. society, and the impact of the New Deal on American life
- recognizing the impact on U.S. society and political life of ideological and political developments in Europe and Asia (e.g., the creation of the Soviet Union, the spread of Fascism/Nazism, Japanese expansionism)
- evaluating the effects of World Wars I and II on U.S. politics and society and their impact on the role of the United States in world affairs
- analyzing the principal causes, key events, and major consequences of postwar struggles for social, legal, economic, and political equity (e.g., the civil rights movement, the women's movement, the disability rights movement)
- comparing the effects of military and ideological conflicts on U.S. domestic policies and foreign relations (e.g., the Korean War, the Cold War, the Vietnam War, the Gulf War)

**0008 Understand the major political, social, and economic developments and the key eras and events in New York State history.**

For example:

- analyzing the continuing contributions and influence of the Haudenosaunee (Iroquois) and Algonquin peoples in the economic, social, and political development of New York State and the nation
- recognizing key institutions and describing the structure of colonial New York society
- examining the role of New York State in the American Revolution and analyzing major issues, events, and developments in New York during the Revolutionary era
- evaluating the role of New York City in the development of the state and national economies
- recognizing the role of immigration and migration in the evolution of New York politics and society and analyzing the continuing impact of immigration and migration on the development of New York State
- demonstrating an understanding of the experiences and contributions of various ethnic, racial, religious, and cultural groups in historical and contemporary New York State (e.g., the influence of the Dutch on early New York society, the literary and artistic works of the Harlem Renaissance, the expansion of the Puerto Rican community after World War II)

**0009 Understand the struggle for fundamental human rights and the efforts of nations, individuals, and international organizations to establish and protect those rights.**

For example:

- examining fundamental statements of human rights (e.g., the U.S. Declaration of Independence, the Bill of Rights, the French Declaration of the Rights of Man, the United Nations Declaration of Universal Human Rights, the United Nations Convention on the Rights of the Child) and evaluating their role in establishing and extending the concept of human rights
- recognizing arguments used to justify systematic violations of human rights (e.g., nativism, social and political ideologies, religious doctrines, military necessity) and analyzing the use of such arguments to discriminate against, oppress, or annihilate targeted groups (e.g., the persecution of the Huguenots, the Chinese Exclusion Act of 1882, the internment of Japanese Americans during World War II, the Bataan Death March, the massacre at Tiananmen Square, ethnic cleansing in Yugoslavia)
- demonstrating an understanding of the concept of genocide and analyzing how specific instances of genocide (e.g., the destruction of Native American peoples, the Armenian genocide, the Holocaust, the Rwandan genocide) have occurred
- demonstrating an understanding of the transatlantic slave trade of the seventeenth and eighteenth centuries; the economic, social, political, and religious support of slavery; and the consequences of slavery as a social and economic institution in the United States and elsewhere
- demonstrating an understanding of how social philosophy, economic forces, geography, and politics contributed to the existence and continuation of the Irish Famine
- recognizing the work of individuals who have fought for and advanced the cause of universal human rights (e.g., Margaret Fuller; Frederick Douglass; Jane Addams; Mohandas Gandhi; Margaret Sanger; Eleanor Roosevelt; Martin Luther King, Jr.; Cesar Chavez; Elie Wiesel; Nelson Mandela)
- identifying historical and contemporary efforts to overcome exploitation and ensure the human rights of groups and individuals (e.g., the abolitionist movement, the establishment of child labor laws, the women's rights movement, the anti-apartheid movement, the gay rights movement, the disability rights movement) and analyzing the successes and limitations of these efforts
- recognizing the role of governments and international organizations in establishing human rights standards, and analyzing barriers to enforcing human rights legislation and voluntary compacts

## **SUBAREA II—GEOGRAPHY**

**0010 Understand fundamental geographic concepts, themes, and terms (e.g., location, place, relationships within places, culture, movement, interdependence, regions, scale), and apply that knowledge to describe and analyze geographic phenomena.**

For example:

- using geographic terms, concepts, and models to examine general geographic developments and specific geographic problems
- demonstrating an understanding of absolute and relative location on the earth's surface
- analyzing the spatial organization of peoples, places, and environments on the earth's surface
- formulating geographic questions to address problems and issues in other disciplines (e.g., locational factors to be considered when siting a manufacturing plant)

**0011 Understand the major physical features of the world and the interconnections between physical processes and human activity.**

For example:

- recognizing the characteristics and spatial distribution of major landmasses, landforms, and ecosystems on the earth's surface
- demonstrating an understanding of the forces that have shaped the earth's surface (e.g., volcanism, crustal folding and faulting, weathering, continental drift)
- evaluating the impact of population growth and change on the physical environment
- analyzing how urbanization, industrialization, and economic development affect landforms and water systems
- analyzing how physical factors influence and are influenced by patterns of human settlement and cultural development

**0012 Understand the major physical and cultural regions of the world, recognize geographic relationships and interactions among regions, and demonstrate an appreciation of the diverse perspectives of different human groups and cultures both past and present.**

For example:

- demonstrating a familiarity with the major cultural groups associated with particular regions and the nature and extent of their interactions
- evaluating the economic, environmental, political, and cultural factors contributing to the distribution and migration of human populations
- examining the development and interrelationship of belief systems in different regions of the world
- analyzing the changes that occur in the use and distribution of natural resources and how resource use influences economic and cultural development

**0013 Understand the major physical and cultural regions of New York State and the United States; analyze geographic relationships within and between regions; and demonstrate an understanding of the influence of geography on the growth and evolution of U.S. society.**

For example:

- recognizing the geological, climatic, and biological factors that have determined the location of major state and national resources (e.g., the role of glaciation in the creation of New York State waterways)
- analyzing basic types of land use and development in New York State and the United States
- demonstrating an understanding of the origins of place names in the United States
- identifying factors affecting the pattern and infrastructure of urban areas in New York State and the United States and describing the consequences of these patterns for various population segments
- examining the role of demographic processes in U.S. society and the impact of migration on individuals, groups, and the nation
- analyzing cross-cultural exchanges and the efforts of various groups to maintain their individual cultural identities
- evaluating relationships between human activity and the natural environment and analyzing how technological change has affected human communities and natural systems in New York State and the United States

**SUBAREA III—ECONOMICS**

**0014 Understand important economic concepts, terms, and theories, and apply that knowledge to analyze basic economic phenomena.**

For example:

- recognizing basic economic questions and applying fundamental economic concepts (e.g., scarcity, supply and demand, productivity, consumption, opportunity costs, interdependence) to analyze general economic phenomena and specific economic problems
- comparing the different perspectives of macro- and microeconomics (e.g., analyzing the behavior of a single manufacturing firm vs. studying the manufacturing sector of a national economy)
- recognizing the economic theories of Adam Smith, Thomas Malthus, and David Ricardo, and analyzing the characteristics of laissez-faire economics
- examining economic practices from the perspective of differing economic theories (e.g., supply-side vs. demand-side)
- applying fundamental concepts of international economics (e.g., specialization, the balance of international payments, exchange rates, the theory of comparative advantage) to specific economic situations

**0015 Understand economic systems; analyze the structure, principles, and operation of command, market, mixed, and traditional models of economic organization; and apply this knowledge to analyze specific economic situations and institutions.**

For example:

- identifying the characteristics of traditional, command, market, and mixed economies
- analyzing how different types of economic systems address basic questions concerning resource allocation, production, distribution, and consumption
- applying procedures used in measuring and comparing national production and standards of living for various types of contemporary economic systems
- analyzing ways in which different types of economic systems influence social structure
- recognizing and comparing various strategies of economic growth and development (e.g., agricultural development, population control, commodity specialization, import substitution, export development, cartelization)
- analyzing the interdependence of economic systems and the role of multinational corporations in the global economy (e.g., capital mobility, the operation of international financial markets)

**0016 Understand the components, structure, organization, and operation of the U.S. economy; the principles of capitalism; and the roles of labor, business, consumers, and government in the U.S. economic system.**

For example:

- recognizing basic values and principles of the U.S. economic system (e.g., free enterprise, individual entrepreneurship, competitive markets, consumer sovereignty)
- analyzing relationships among profit, capital, and competition in the U.S. economic system
- identifying the functions of, and evaluating relationships among, basic components of the U.S. economic system (e.g., households, businesses, government)
- examining the impact of organized labor on the U.S. economy
- analyzing factors affecting the formulation of U.S. economic policy and applying this knowledge to the analysis of specific economic issues and problems
- evaluating economic mobility and inequality within the U.S. economic system

## **SUBAREA IV—CIVICS, CITIZENSHIP, AND GOVERNMENT**

### **0017 Understand important political science concepts, terms, and theories, and apply that knowledge to analyze contemporary political issues.**

For example:

- analyzing the origins and purposes of government (e.g., to control territory, to coordinate economic activities, to manage conflict) and the impact of government on human activity at the local, state, national, and international levels
- applying basic concepts of political science (e.g., power, political system, justice, natural rights, citizenship, bicameral legislature) to analyze general political phenomena and specific political issues
- demonstrating an understanding of various governmental systems (e.g., constitutional democracy, autocracy, oligarchy, monarchy) and applying that knowledge to the analysis of historical and contemporary societies
- evaluating domestic and global political issues (e.g., social security reform, international terrorism) from various ideological perspectives

### **0018 Understand the principles of democratic government in the United States; the roles, rights, and responsibilities of individual citizens in a democratic society; and the structure, organization, and operation of government at the federal, state, and local levels.**

For example:

- recognizing the ideals and issues expressed in the Declaration of Independence
- analyzing the fundamental ideas and purposes of the U.S. Constitution and the Constitution of the State of New York (e.g., separation of powers, checks and balances)
- identifying the political, legal, and personal rights guaranteed by the Constitution of the State of New York and the U.S. Constitution and demonstrating an understanding of how those rights have been denied and achieved throughout U.S. history
- examining the civic values and responsibilities of citizens in a democratic society
- analyzing the concept of federalism and recognizing its evolution in American political thought and practice
- analyzing the factors that have expanded or limited the role of the individual in U.S. political life during the twentieth century (e.g., the growth of presidential primaries, the role of the media in political elections)

**0019 Understand the U.S. election process and the roles of political parties, pressure groups, and special interests in the U.S. political system.**

For example:

- identifying and describing the components of the U.S. electoral process (e.g., primary elections, national political conventions, electoral college)
- evaluating the role of lobbyists in the modern legislative process
- examining ways in which U.S. citizens participate in and influence the political process (e.g., the role of public opinion and citizen action in shaping public policy)
- analyzing factors that influence political elections at the local, state, and national levels (e.g., campaign funding, negative advertising)

**0020 Understand international relations, the formation and execution of U.S. foreign policy, and the purposes and functions of international organizations.**

For example:

- recognizing the administrative components of U.S. foreign policy making (e.g., the president, the National Security Council, the State Department, the Senate) and their roles and responsibilities
- analyzing the cultural and ideological influences that have shaped U.S. foreign policy since World War II
- considering ways in which the United States has influenced other nations (e.g., diffusion of democratic ideas, increased attention to human rights, impact of American popular culture) and how other nations have influenced U.S. political and social life (e.g., European attitudes toward the Treaty of Versailles and U.S. domestic affairs, the impact of the Cuban Revolution on U.S. electoral politics, the impact of Russian space exploration on U.S. education)
- identifying the goals, structures, and functions of the United Nations

## SUBAREA V—SOCIAL STUDIES SKILLS

### **0021 Understand how to locate, gather, and organize primary and secondary information using social science resources and research methodologies.**

For example:

- recognizing the characteristics and uses of historical, geographic, and social science reference materials (e.g., encyclopedias, research studies, bibliographies, atlases, oral histories)
- identifying the characteristics and uses of various social science resources (e.g., historical monographs, academic journals, legislative debates, economic analyses, census data, photographs, artifacts) and comparing the advantages and disadvantages of primary and secondary sources
- applying procedures for retrieving and using information from traditional sources and new technologies
- demonstrating an understanding of appropriate methods and techniques for collecting information in the social sciences (e.g., interviews, surveys, case studies) and applying basic research procedures (e.g., posing questions, formulating hypotheses, constructing a research design)
- summarizing data and organizing information related to the social sciences into logical and coherent outlines

### **0022 Understand and apply methods for interpreting and communicating visual sources of social studies information (including maps, globes, models, diagrams, graphs, charts, tables, pictures, and political cartoons).**

For example:

- interpreting graphic and quantitative data
- identifying the purpose, message, and/or historical context of a political poster or editorial cartoon
- using information derived from visual sources to analyze historical, geographic, economic, or political science issues and phenomena
- recognizing the problem of cartographic distortion and analyzing the advantages and disadvantages of various standard map projections
- evaluating the appropriateness of alternative written and graphic formats for conveying a specific body of information

**0023 Understand how to analyze, evaluate, and synthesize social studies information, make generalizations, and reach supportable judgments and conclusions.**

For example:

- identifying central questions in public policy debates
- distinguishing between fact and opinion in conflicting historical narratives
- analyzing factors affecting the reliability of source materials (e.g., the economic or political interests of the author of a historical account)
- synthesizing social studies information from multiple sources (e.g., national demographic statistics and voting patterns in presidential elections)
- determining whether specific conclusions or generalizations are supported by verifiable evidence

**SUBAREA VI—HISTORY: CONSTRUCTED-RESPONSE ASSIGNMENT**

The content to be addressed by the constructed-response assignment is described in Subarea I, Objectives 01–09.

## ■ MULTIPLE-CHOICE SECTION

This preparation guide provides sample multiple-choice questions and a sample written assignment for the test. The multiple-choice questions illustrate the objectives of the test—one sample question for each objective.

Three pieces of information are presented for each test question:

1. the number of the test objective that the sample question illustrates,
2. a sample test question,
3. an indication of the correct response and an explanation of why it is the best available response.

Keep in mind when reviewing the questions and response options that there is one best answer to each question. Remember, too, that each explanation offers one of perhaps many perspectives on why a given response is correct or incorrect in the context of the question; there may be other explanations as well.

On the following page are sample test directions similar to those that candidates see when they take the test.

# SAMPLE TEST DIRECTIONS FOR MULTIPLE-CHOICE QUESTIONS

## DIRECTIONS

This test booklet contains a multiple-choice section and a section with a single written assignment. You may complete the sections of the test in the order you choose.

Each question in the first section of this booklet is a multiple-choice question with four answer choices. Read each question CAREFULLY and choose the ONE best answer. Record your answer on the answer document in the space that corresponds to the question number. Completely fill in the space that has the same letter as the answer you have chosen. *Use only a No. 2 lead pencil.*

- Sample Question:
1. What is the capital of New York?
    - A. Buffalo
    - B. New York City
    - C. Albany
    - D. Rochester

The correct answer to this question is C. You would indicate that on the answer document as follows:

1. (A) (B) ● (D)

You should answer all questions. Even if you are unsure of an answer, it is better to guess than not to answer a question at all. You may use the margins of the test booklet for scratch paper, but you will be scored only on the responses on your answer document.

The directions for the written assignment appear later in this test booklet.

**FOR TEST SECURITY REASONS, YOU MAY NOT TAKE NOTES OR REMOVE ANY OF THE TEST MATERIALS FROM THE ROOM.**

The words "End of Test" indicate that you have completed the test. You may go back and review your answers, but be sure that you have answered all questions before raising your hand for dismissal. Your test materials must be returned to a test administrator when you finish the test.

If you have any questions, please ask them now before beginning the test.



DO NOT GO ON UNTIL YOU ARE TOLD TO DO SO.

# ■ SAMPLE MULTIPLE-CHOICE QUESTIONS, CORRECT RESPONSES, AND EXPLANATIONS



## **Objective 0001**

Understand key historical terms and concepts, the specialized fields of historical study, and historiography.

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1. Which of the following sources would a contemporary historian of colonial America most likely use to reconstitute the socioeconomic structure of an eighteenth-century New England town?
    - A. newspapers and town petitions
    - B. tax lists and probate records
    - C. diaries and personal correspondence
    - D. sermons and church covenants
- 

**Correct Response:** B. Tax lists provide a rough approximation of the distribution of wealth in eighteenth-century communities. The general outline furnished by tax lists can be supplemented by the detailed inventories of personal wealth found in probate records. Together, they offer a reasonably accurate picture of the socioeconomic structure of a community.



## Objective 0002

Understand the major political, social, economic, scientific, and cultural developments and turning points that shaped the course of world history through 1500.

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2. Confucianism most influenced the development of East Asian civilization by:
    - A. showing people how to reshape traditional social institutions.
    - B. defining the obligations associated with different social roles.
    - C. introducing the idea of individualism.
    - D. establishing religious standards for the conduct of economic life.
- 

Correct Response: B. In his writings, Confucius (551–479 B.C.) stressed the importance of social harmony. The maintenance of social order, Confucius taught, required that each individual understand his or her relationship to others—parent to child, younger to elder, subject to ruler—and fulfill the duties of his or her social station. As the influence of Confucianism spread, his doctrines played a vital role in defining the obligations association with different social roles in East Asian societies.



### Objective 0003

Understand the major political, social, economic, scientific, and cultural developments and turning points that shaped the course of world history from 1500 through 1850.

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3. Which of the following best describes the central aim of eighteenth-century Enlightenment intellectuals?
- A. to create a synthesis of traditional religious thought and the findings of modern science
  - B. to demonstrate the philosophical limitations of secular humanism
  - C. to establish a society in which government met the needs of all citizens
  - D. to expose current assumptions and institutions to the tests of reason and experience
- 

Correct Response: D. A major aim of eighteenth-century Enlightenment intellectuals was to use the scientific method to study and improve human society. By subjecting all aspects of social and political life to the test of reason and experience, they believed they could create a more humane and rational world.



### Objective 0004

Understand the major political, social, economic, scientific, and cultural developments and turning points that shaped the course of world history from 1850 to the present.

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4. Which of the following most directly influenced social and cultural change within and among nations during the second half of the twentieth century?
- A. the activities of international human rights organizations
  - B. advances in communication technology
  - C. the activities of international economic organizations
  - D. advances in medical science and genetic engineering
- 

Correct Response: B. During the late twentieth century, advances in communication technology—most notably via the Internet—transformed how people work and interact with each other by greatly facilitating the exchange of information. The vast amounts of information that the computer revolution made readily accessible played a major role in the development of an increasingly interdependent world.



### Objective 0005

Understand the major political, social, economic, scientific, and cultural developments and turning points in U.S. history to 1815.

---

5. Which of the following excerpts from the Articles of Confederation best expresses the main concern of Antifederalist critics of the U.S. Constitution?
- A. "No two or more States shall enter into any treaty, confederation or alliance whatever between them, without the consent of the United States in Congress assembled. . . ."
  - B. "No State shall engage in any war without the consent of the United States in Congress assembled, unless such State be actually invaded by enemies. . . ."
  - C. "Each State retains its sovereignty, . . . and every power, jurisdiction, and right, which is not by this Confederation expressly delegated to the United States, in Congress assembled."
  - D. "Full faith and credit shall be given in each of these States to the records, acts, and judicial proceedings of the courts and magistrates of every other State."

---

Correct Response: C. As strong advocates of local self-rule, Antifederalists feared that the powerful central government created by the U.S. Constitution threatened the autonomy of state and local governments. Response C, which describes the Articles of Confederation's commitment to state sovereignty, reflects this concern.



---

**Use the excerpt below from an 1821 Supreme Court decision by John Marshall to answer the two questions that follow.**

The American states, as well as the American people, have believed that a close and firm union is essential to their liberty and to their happiness. They have been taught by experience that this union cannot exist without a government for the entire nation. They have been taught by the same experience that this government would be useless, that it would disappoint all their hopes, unless it had the sovereignty that belongs to independent nations.

To this supreme government ample powers are given. The people of the United States have declared that they are given "in order to form a more perfect Union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty" to themselves and their posterity. With ample powers given to this supreme government for these purposes are connected many specific limitations on the sovereignty of the states.

The powers of the Union on the subjects of war, peace, and commerce, and on many others, are in themselves limitations of the sovereignty of the states. In addition to these, the sovereignty of the states is given up in many instances where it benefits the people. In such cases, no other power may be conferred on Congress than a power to maintain the principles established in the Constitution.



### Objective 0006

Understand the major political, social, economic, scientific, and cultural developments and turning points in U.S. history from 1815 to 1900.

---

6. Marshall's assertion that the American people have learned from experience that a national government would be useless without the "sovereignty that belongs to independent nations" was most likely a reference to which of the following?
- A. the restrictions placed on George Washington by the Continental Congress
  - B. the weaknesses of Congress under the Articles of Confederation
  - C. the difficulties experienced by early presidents in establishing U.S. foreign policy
  - D. the presidential actions that resulted in the War of 1812
- 

Correct Response: B. The Articles of Confederation made Congress responsible for a broad range of matters but failed to give it the powers necessary to carry out those duties. With each state jealously guarding its own authority, Congress had neither the power nor the financial resources to function effectively. Marshall's allusion to the need for a national government with true "sovereignty" refers to this state of affairs.



### Objective 0017

Understand important political science concepts, terms, and theories, and apply that knowledge to analyze contemporary political issues.

---

7. The views expressed in the passage can best be characterized as a:
- A. liberal interpretation of the Bill of Rights.
  - B. strict constructionist interpretation of the U.S. Constitution.
  - C. nationalist interpretation of federalism.
  - D. conservative interpretation of the principle of separation of powers.
- 

Correct Response: C. The central idea explored in this passage is the concept of federalism—the consolidation of several independent states that retain limited powers of government under the common sovereignty of a larger state. In his decision, Marshall asserted that the authority of the central government must supersede the authority of individual state governments. Only by limiting the authority of the separate states, he believed, could the *national* government function as the Constitution intended.



### Objective 0007

Understand the major political, social, economic, scientific, and cultural developments and turning points in U.S. history since 1900.

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8. Which of the following international developments had the most enduring impact on U.S. political life during the twentieth century?
- A. the events surrounding the start of World War I
  - B. the creation of the Soviet Union in 1917
  - C. the rise of Asian and European fascism during the interwar years
  - D. the emergence of independence movements in Africa after World War II

---

Correct Response: B. The creation of the Soviet Union in 1917 had a major impact on twentieth-century history. This was especially so after World War II, when the Soviet Union and the United States emerged as the world's two most powerful nations. The competition between these two superpowers created a bipolar global order that lasted until the Soviet Union's collapse during the early 1990s.



### Objective 0008

Understand the major political, social, and economic developments and the key eras and events in New York State history.

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9. New York City has most influenced U.S. economic development during the twentieth century through its role in:
- A. promoting scientific and technological innovation.
  - B. providing sea and air facilities for the export of U.S. goods.
  - C. pioneering business management systems.
  - D. mobilizing investment capital for major business initiatives.
- 

Correct Response: D. As the home of major stock exchanges and the nation's largest and most powerful investment banks, New York City has been a leading national source of investment capital. During the nineteenth century, New York financiers played a vital role in the industrialization of the U.S. economy. Even today, few of the country's more substantial business enterprises can operate for long without recourse to New York City's financial community.



### Objective 0009

Understand the struggle for fundamental human rights and the efforts of nations, individuals, and international organizations to establish and protect those rights.

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10. The use of consumer boycotts to raise public awareness of violations of human rights is most closely associated in the United States with the efforts of:
- A. Cesar Chavez in support of migrant farmworkers.
  - B. Jane Addams in support of homeless immigrants.
  - C. A. Philip Randolph in support of industrial laborers.
  - D. Eleanor Roosevelt in support of victims of racial oppression.
- 

Correct Response: A. As head of the United Farm Workers of America, Cesar Chavez made consumer boycotts a major part of his efforts to enlist public support for union initiatives. The favorable publicity generated by the boycotts, and the attention they gave to the plight of migrant farm works in the United States, influenced public opinion and persuaded the major growers to sign bargaining agreements with Chavez's union that significantly improved the working and living conditions of farm laborers.



### Objective 0010

Understand fundamental geographic concepts, themes, and terms (e.g., location, place, relationships within places, culture, movement, interdependence, regions, scale), and apply that knowledge to describe and analyze geographic phenomena.

---

11. Which of the following best represents an application of the fundamental geographic concept of location?
- A. constructing a table listing important political, social, and economic characteristics of a specific city or metropolitan area
  - B. using a map of Africa to identify patterns of drought, soil erosion, and deforestation
  - C. constructing a grid on which key global reference points such as the equator and prime meridian are labeled
  - D. using a chart or graph to show how changes in technology have influenced patterns of human migration
- 

Correct Response: C. Geographers define the concept of location as the position of people and places on the earth's surface. Constructing a mathematical grid on which key reference points are labeled is one of the ways in which location can be established.



### Objective 0011

Understand the major physical features of the world and the interconnections between physical processes and human activity.

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12. The theory of plate tectonics can best be used to explain which of the following geographic phenomena?
- A. the distribution of climate types
  - B. the components and formation of soils
  - C. the location of major mountain ranges
  - D. the organization of ecosystems
- 

Correct Response: C. According to the theory of plate tectonics, the earth's crust and upper mantle are divided into six gigantic plates that are constantly in motion; these major plates are in turn divided into twenty smaller plates. The collisions that occur among these plates produce considerable geological activity ranging from earthquakes to the formation of mountain ranges.



### Objective 0012

Understand the major physical and cultural regions of the world, recognize geographic relationships and interactions among regions, and demonstrate an appreciation of the diverse perspectives of different human groups and cultures both past and present.

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13. Hinduism has most influenced the development of which of the following features of Indian society?
- A. patterns of land use and development
  - B. governmental forms and legal systems
  - C. class relations and social hierarchies
  - D. patterns of urban and rural settlement
- 

Correct Response: C. Hindu beliefs about spiritual "purity" both justified and shaped the development of India's caste system, which divided society into rigid social groupings. Throughout much of Indian history, no factor has had a greater influence on class relations and social stratification in Indian society than the caste system.



### Objective 0013

Understand the major physical and cultural regions of New York State and the United States; analyze geographic relationships within and between regions; and demonstrate an understanding of the influence of geography on the growth and evolution of U.S. society.

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14. What are the linguistic origins of the names for the Connecticut, Miami, and Ohio rivers?
- A. Anglo-American
  - B. Dutch
  - C. Native American
  - D. French
- 

Correct Response: C. The names of the three rivers are Native American in origin. *Connecticut* is an Algonquian word that means "beside the long tide river." *Ohio* is an Iroquoian word that means "great river." *Miami* is an Algonquian word that has various meanings, including "all beavers" and "cry of the crane."



### Objective 0014

Understand important economic concepts, terms, and theories, and apply that knowledge to analyze basic economic phenomena.

---

15. Which of the following best describes the primary aim of Adam Smith's *The Wealth of Nations* (1776)?
- A. to analyze the relationship between economic development and population growth
  - B. to examine the causes and consequences of fluctuations in the general level of business activity
  - C. to demonstrate the self-adjusting nature of market activity in a free-enterprise system
  - D. to show how changes in the availability of money influence production and employment
- 

Correct Response: C. In *The Wealth of Nations*, Adam Smith sought to demonstrate that competitive markets functioned as an "invisible hand" that checked unfair pricing and directed resources to their most productive uses. In this free-enterprise system, market activity replaced the state as the main force regulating economic life.



### Objective 0015

Understand economic systems; analyze the structure, principles, and operation of command, market, mixed, and traditional models of economic organization; and apply this knowledge to analyze specific economic situations and institutions.

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16. Which of the following best describes how a society's economic system may influence its social structure?
- A. Traditional economies tend to provide substantial opportunities for social mobility.
  - B. Class differences tend to be particularly marked in unregulated market economies.
  - C. Age and gender considerations are the main determinants of social differentiation in mixed economies.
  - D. There is no social or material basis for status differentiation in command economies.
- 

Correct Response: B. The wealth generated by unregulated markets tends to be distributed unequally. Unhindered by any government-imposed restraints, the largest share of the wealth generated by economic activity flows to a small number of individuals in various industries who have gained control over the means of production. As a result, the disparity between those at the top of the economic pyramid and those in the middle and bottom is considerable. This disparity creates marked class differences in terms of income, property ownership, education, social standing, and political influence.



### Objective 0016

Understand the components, structure, organization, and operation of the U.S. economy; the principles of capitalism; and the roles of labor, business, consumers, and government in the U.S. economic system.

---

17. Which line on the chart below correctly matches a U.S. economic interest group with a form of government legislation that group is most likely to support?

Line	Interest Group	Likely to Support Legislation
1	investment bankers	reducing the scope of antitrust laws
2	family farm operators	deregulating the activities of commercial banks
3	industrial unions	reducing barriers to foreign imports
4	business corporations	increasing the power of corporate stockholders

- A. Line 1
  - B. Line 2
  - C. Line 3
  - D. Line 4
- 

Correct Response: A. The financing of mergers and acquisitions is a major source of income to investment banks. Any legislation that reduced the scope of antitrust laws would remove a potential obstacle to the arrangement of these transactions.



## Objective 0018

Understand the principles of democratic government in the United States; the roles, rights, and responsibilities of individual citizens in a democratic society; and the structure, organization, and operation of government at the federal, state, and local levels.

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18. **Read the excerpt below from the Twenty-fourth Amendment to the U.S. Constitution; then answer the question that follows.**

The right of citizens to vote in any primary or other election for President or Vice President, for electors for President or Vice President, or for Senator or Representative in Congress, shall not be denied or abridged by the United States or any state by reason of failure to pay any poll tax or any other tax.

Which of the following best describes the main purpose of the excerpt above?

- A. to reduce the influence of interest groups in the electoral process
- B. to eliminate discriminatory barriers to participation in the electoral process
- C. to encourage states to devise more equitable ways of raising revenue
- D. to prevent the use of public funds for partisan political purposes

---

Correct Response: B. Poll taxes require individuals who wish to vote in elections to pay a tax to the state or locality for the privilege of voting. During the late nineteenth and early twentieth centuries, poll taxes were one of a host of devices that southern states developed to discourage African American voters. The elimination of poll taxes removed a major discriminatory barrier to African American participation in the electoral process.



### **Objective 0019**

Understand the U.S. election process and the roles of political parties, pressure groups, and special interests in the U.S. political system.

---

19. The electoral college most directly reinforces which of the following features of the U.S. system of government?
- A. representational government
  - B. system of checks and balances
  - C. popular sovereignty
  - D. equal protection of the laws
- 

Correct Response: A. The electoral college, through which U.S. presidents are formally selected, is made up of electors from each state. The number of electors awarded to each state is equal to that state's representation in both houses of Congress. Thus, through the means used to determine its membership, the electoral college reinforces representational government in the United States.



## Objective 0020

Understand how to locate, gather, and organize primary and secondary information using social science resources and research methodologies.

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20. Which of the following Cold War developments prompted a major reorientation in federal educational policy in the United States?
- A. the overthrow of China's nationalist government by communist forces in 1949
  - B. the successful launching of a satellite, *Sputnik*, by the Soviet Union in 1957
  - C. the Cuban missile crisis of October 1962
  - D. the Nixon administration's *détente* policy toward China and the Soviet Union
- 

Correct Response: B. In response to the Soviet Union's successful launch of an earth-orbiting satellite in 1957, Congress in 1958 passed the National Defense Education Act. This measure promoted a reorientation in federal education policy that placed special emphasis on the teaching of science and foreign languages in the nation's schools.



### Objective 0021

Understand how to locate, gather, and organize primary and secondary information using social science resources and research methodologies.

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21. Before beginning a preliminary search for information on the Internet, it is most important that a researcher first:
- A. establish criteria for assessing the credibility of a given source.
  - B. determine the variety of sources needed for an adequate analysis of the subject being examined.
  - C. establish criteria for assessing the relevance of a given source.
  - D. determine headings under which pertinent information is likely to be listed.
- 

Correct Response: D. The first thing that someone who is planning to use the Internet for research purpose must do is determine the location of pertinent information. This requires that the researcher identify the headings under which that information is likely to be listed.



## Objective 0022

Understand and apply methods for interpreting and communicating visual sources of social studies information (including maps, globes, models, diagrams, graphs, charts, tables, pictures, and political cartoons).

22. Use the political cartoon below from the 1930s to answer the question that follows.



The author's main purpose in the cartoon is to:

- A. encourage Congress to support New Deal recovery programs.
- B. suggest that Congress has not taken an active role in formulating recovery plans.
- C. question the effectiveness of New Deal programs.
- D. applaud Roosevelt's ability to find appropriate cures for the nation's economic ills.

Correct Response: C. The labeled bottles on the table in the cartoon represent various New Deal programs. The number of remedies, and the president's observation that more new programs can be devised if current initiatives do not work, suggests that none of the current programs have been very effective in curing the nation's economic ills.



### Objective 0023

Understand how to analyze, evaluate, and synthesize social studies information, make generalizations, and reach supportable judgments and conclusions.

23. Use the chart below to answer the question that follows.

Distribution of Total Personal Income* Among Various Segments of the Population, 1947–1970 (in Percentages)						
Year	Poorest Fifth	Second Poorest Fifth	Middle Fifth	Second Wealthiest Fifth	Wealthiest Fifth	Wealthiest 5 Percent
1947	3.5	10.6	16.7	23.6	45.6	18.7
1950	3.1	10.5	17.3	24.1	45.0	18.2
1960	3.2	10.6	17.6	24.7	44.0	17.0
1970	3.6	10.3	17.2	24.7	44.1	16.9

\*Monetary income only.

Information contained in the chart above best supports which of the following conclusions?

- A. The poorest two fifths of the population benefited most from postwar economic growth.
- B. Postwar economic growth caused a substantial reduction in poverty.
- C. Changes in the distribution of income were a major cause of postwar economic growth.
- D. Postwar economic growth had little effect on the distribution of income.

Correct Response: D. Information contained in the chart indicates that the distribution of income in the United States changed little between 1947 and 1970. Where the proportion of personal income going to the wealthiest five percent declined, it dropped by only 1.8 percent. Meanwhile, other segments of the population saw their proportion of the nation's wealth increase even less, if at all.

## ■ WRITTEN ASSIGNMENT SECTION

On the following pages are:

- ▶ Sample test directions for the written assignment section
- ▶ A sample written assignment
- ▶ An example of a strong response to the assignment
- ▶ The performance characteristics and scoring scale
- ▶ An evaluation of the strong response

On the actual test, candidates will be given a different written assignment from the one provided as a sample in this preparation guide.

# ■ SAMPLE TEST DIRECTIONS FOR THE WRITTEN ASSIGNMENT

## DIRECTIONS FOR THE WRITTEN ASSIGNMENT

This section of the test consists of a written assignment. You are to prepare a written response of about 150–300 words on the assigned topic. *The assignment can be found on the next page.* You should use your time to plan, write, review, and edit your response to the assignment.

Read the assignment carefully before you begin to write. Think about how you will organize your response. You may use any blank space provided on the following pages to make notes, write an outline, or otherwise prepare your response. *However, your score will be based solely on the response you write on the lined pages of your answer document.*

Your response will be evaluated on the basis of the following criteria.

- **PURPOSE:** Fulfill the charge of the assignment.
- **APPLICATION OF CONTENT:** Accurately and effectively apply the relevant knowledge and skills.
- **SUPPORT:** Support the response with appropriate examples and/or sound reasoning reflecting an understanding of the relevant knowledge and skills.

Your response will be evaluated on the criteria above, not on writing ability. However, your response must be communicated clearly enough to permit valid judgment of your knowledge and skills. The final version of your response should conform to the conventions of edited American English. This should be your original work, written in your own words, and not copied or paraphrased from some other work.

Be sure to write about the assigned topic. Please write legibly. You may not use any reference materials during the test. Remember to review what you have written and make any changes that you think will improve your response.

# ■ SAMPLE WRITTEN ASSIGNMENT

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## WRITTEN ASSIGNMENT

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Read the two passages below; then complete the exercise that follows.

**Alexander Hamilton, The Report on Manufactures (December 5, 1791)**

The expediency of encouraging manufactures in the United States appears at this time to be pretty generally admitted.

Not only the wealth, but the independence and security of a country, appear to be materially connected with the prosperity of manufactures. Every nation, with a view to those great objects, ought to endeavor to possess within itself all the essentials of national supply. These comprise the means of subsistence, habitation, clothing, and defense.

A full view having now been taken of the inducements to the promotion of manufactures in the United States, it is proper to consider the means by which it may be effected. In countries where there is great private wealth, much may be effected by the voluntary contributions of patriotic individuals; but in a community situated like that of the United States, the public purse must apply the deficiency of private resource. In what can it be so useful, as in prompting and improving the efforts of industry?

**Thomas Jefferson, Notes on the State of Virginia (1784)**

Those who labour in the earth are the chosen people of God, if ever he had a chosen people, whose breasts he has made his peculiar deposit for substantial and genuine virtue. Corruption of morals in the mass of cultivators is a phenomenon of which no age nor nation has furnished an example. It is the mark set on those, who not looking up to heaven, to their own soil and industry, as does the husbandman, for their subsistence, depend for it [instead] on the casualties and caprice of customers. Dependence begets subservience and venality, suffocates the germ of virtue, and prepares fit tools for the designs of ambition. [G]enerally speaking, the proportion which the aggregate of the other classes of citizens bears in any state to that of its husbandmen, is the proportion of its unsound to its healthy parts, and is a good-enough barometer whereby to measure its degree of corruption. While we have land to labour then, let us never wish to see our citizens occupied at a work-bench, or twirling a distaff.

Using your knowledge of U.S. history, prepare a narrative response in which you:

- describe the historical context from which the two documents emerged; and
- compare and contrast the governmental actions Hamilton and Jefferson would most likely favor in support of the views they expressed in the passages.

## ■ STRONG RESPONSE TO THE SAMPLE WRITTEN ASSIGNMENT

When Jefferson's statement was written, the American colonies had only just won their independence. They faced the problem of how best to govern themselves. Their first effort, formulated in the Articles of Confederation, established very little Federal authority: monarchical government was seen as the greatest danger. Congress had no power to tax or to regulate commerce, or to declare war or mobilize militias.

Hamilton's statement was written after the Constitution replaced the Articles. There had been much controversy over how much power the Federal government could safely be given, a question on which Hamilton and Jefferson held very different views. Hamilton believed the young nation needed the strength and coherence only a Federal government could provide, and wrote the Federalist Papers in support of the Constitution's ratification. Jefferson, on the other hand, distrusted Federal authority, and ardently supported the limits later imposed by the Bill of Rights. Hamilton saw industrialization as the path to national strength, whereas Jefferson saw it as a threat to civic virtue.

It is difficult to imagine what government policies these men might have supported in any era not their own. The two men both served in George Washington's cabinet. Hamilton proposed a national bank, which would have the power to regulate currency and assume national debt. Jefferson saw this as granting the Federal government too much power. When the French Revolution broke out, and France subsequently declared war on England, Hamilton was concerned with maintaining good trade relations with England; Jefferson felt we should support France, our revolutionary ally. These and other debates led to the creation of the first political parties, with Hamilton heading the Federalist party, and Jefferson ideologically leading the Republican party. Neither of these parties has any true modern analogue.

# PERFORMANCE CHARACTERISTICS AND SCORING SCALE

## Performance Characteristics

The following characteristics guide the scoring of responses to the written assignment.

<b>Purpose:</b>	Fulfill the charge of the assignment.
<b>Application of Content:</b>	Accurately and effectively apply the relevant knowledge and skills.
<b>Support:</b>	Support the response with appropriate examples and/or sound reasoning reflecting an understanding of the relevant knowledge and skills.

## Scoring Scale

Scores will be assigned to each response to the written assignment according to the following scoring scale.

<b>Score Point</b>	<b>Score Point Description</b>
<b>4</b>	<p><b>The "4" response reflects a thorough command of the relevant knowledge and skills.</b></p> <ul style="list-style-type: none"> <li>• The response completely fulfills the purpose of the assignment by responding fully to the given task.</li> <li>• The response demonstrates an accurate and highly effective application of the relevant knowledge and skills.</li> <li>• The response provides strong support with high-quality, relevant examples and/or sound reasoning.</li> </ul>
<b>3</b>	<p><b>The "3" response reflects a general command of the relevant knowledge and skills.</b></p> <ul style="list-style-type: none"> <li>• The response generally fulfills the purpose of the assignment by responding to the given task.</li> <li>• The response demonstrates a generally accurate and effective application of the relevant knowledge and skills.</li> <li>• The response provides support with some relevant examples and/or generally sound reasoning.</li> </ul>
<b>2</b>	<p><b>The "2" response reflects a partial command of the relevant knowledge and skills.</b></p> <ul style="list-style-type: none"> <li>• The response partially fulfills the purpose of the assignment by responding in a limited way to the given task.</li> <li>• The response demonstrates a limited, partially accurate and partially effective application of the relevant knowledge and skills.</li> <li>• The response provides limited support with few examples and/or some flawed reasoning.</li> </ul>
<b>1</b>	<p><b>The "1" response reflects little or no command of the relevant knowledge and skills.</b></p> <ul style="list-style-type: none"> <li>• The response fails to fulfill the purpose of the assignment.</li> <li>• The response demonstrates a largely inaccurate and/or ineffective application of the relevant knowledge and skills.</li> <li>• The response provides little or no support with few, if any, examples and/or seriously flawed reasoning.</li> </ul>

## ■ EVALUATION OF THE STRONG RESPONSE

This response is considered a strong response because it reflects a thorough command of relevant knowledge and skills.

**Purpose.** The response begins by describing the post-Revolutionary context in which both passages were written, and the different views Hamilton and Jefferson held on the desirable role of Federal government. The response demonstrates an understanding of how those views underlie the positions taken in the passages. The response also cites other positions taken by Hamilton and Jefferson in the early years of the Republic which were consistent with their pro-Federalist and anti-Federalist beliefs.

**Application of Content.** The historical knowledge demonstrated in the response is both accurate and highly effective in answering the charge of the assignment. The two passages are precisely identified as bracketing the ratification of the Constitution. They are correctly interpreted as expressing Federalist or Republican philosophies. The positions taken by Hamilton and Jefferson on the powers granted by the Constitution, on the national bank, and on the American response to war in Europe are accurately summarized.

**Support.** The response is clearly written and to the point. Background knowledge, such as Hamilton's authorship of the Federalist Papers, is well used. In addition to the points mentioned above, the response shows how the ideological differences articulated by Hamilton and Jefferson led to the formation of the first political parties, thus placing their debate in a larger historical context.