

Social Studies

Constructed Response Items

Measures of Student Learning: NC's Common Exams

Released Fall 2012

These released test items may be used by school systems to help acquaint students with constructed response items on the Measures of Student Learning: NC's Common Exams. These materials must not be used for personal or financial gain.

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The questions you read next will require you to answer in writing.

1. Write your answers on separate paper.
2. Be sure to write your name on each page.

1 That on the first day of January, in the year of our Lord one thousand eight hundred and sixty-three, all persons held as slaves within any State or designated part of a State, the people whereof shall then be in rebellion against the United States, shall be then, thenceforward, and forever free; and the Executive Government of the United States, including the military and naval authority thereof, will recognize and maintain the freedom of such persons, and will do no act or acts to repress such persons, or any of them, in any efforts they may make for their actual freedom.

Abraham Lincoln, A Proclamation, January 1, 1863

Why is the issuance of Lincoln's Emancipation Proclamation a turning point in American history? Use one statement from the text as evidence to support your answer.

2 *This selection has been altered to use modern English spelling:*

We must be knit together, in this work, as one man. We must entertain each other in brotherly affection. We must be willing to abridge ourselves of our superfluities, for the supply of others' necessities. We must uphold a familiar commerce together in all meekness, gentleness, patience and liberality. We must delight in each other; make other's conditions our own; rejoice together, mourn together, labor and suffer together, always having before our eyes our commission and community in the work, as members of the same body. . . . The eyes of all people are upon us. So that if we shall deal falsely with our God in this work we have undertaken, and so cause him to withdraw his present help from us, we shall be made a story and a by-word through the world.

John Winthrop, *A Modell of Christian Charity*, 1630

How did religion influence settlement in colonial New England? Give one example from the selection to support your answer.

AMERICAN HISTORY I



- 3 In a response letter to John Holmes in April 1820 concerning the Missouri question, Thomas Jefferson wrote:

This momentous question, like a fire bell in the night, awakened and filled me with terror. I considered it at once as the [death] knell of the Union . . . but this is a reprieve only, not a final sentence. A geographical line, coinciding with a marked principle, moral and political, once conceived and held up to the angry passions of men, will never be obliterated; and every new irritation will mark it deeper and deeper . . . the cession of that kind of property . . . would not cost me in a second thought, if . . . a general emancipation . . . could be effected . . . but, as it is, we have the wolf by the ear, and we can neither hold him, nor safely let him go. Justice is in one scale, and self-preservation in the other.

Take a position on whether Jefferson believed that the Missouri Compromise was an effective resolution to the issue of territorial expansion. State your position and use one detail from the above letter as evidence to explain that position.

- 4 The Great rule of conduct for us, in regard to foreign nations is in extending our commercial relations to have with them as little political connection as possible . . . Europe has a set of primary interest, which to us have none, or a very remote relation . . . Why quit our own to stand upon foreign ground?—Why, by interweaving our destiny with that of any part of Europe, entangle our peace and prosperity in the toils of European ambition . . . Tis our true policy to steer clear of permanent alliances, with any portion of the foreign world.

President George Washington's Farewell Address, 1793

Use the excerpt above to explain how the Washington Administration affected U.S. foreign policy. Include two arguments from the excerpt to form your explanation.

5

Comparing the North and South

	North	South
Tariffs	supported protective tariffs	opposed protective tariffs
National Bank	favored a strong national bank	opposed a national bank

Explain how the two economic factors in the chart above contributed to sectional tension between the North and South in the decades before the Civil War. Use each factor to construct your explanation.



6 **British Actions After the French and Indian War**

- Navigation Acts
- Proclamation of 1763
- Stamp Act
- Writs of Assistance
- Townshend Acts

England exercised a policy of salutary neglect toward its colonies before the French and Indian War. Describe how the policy of salutary neglect was changed, and explain how it affected the British colonists as a result of two actions from the list above.

- 7 In the settlement of America we have to observe how European life entered the continent, and how [the American frontier] modified and developed that life . . . The frontier is the line of most rapid and effective Americanization. The wilderness masters the colonist. It finds him a European in dress, industries, tools, modes of travel, and thought . . . It strips off the garments of civilization and arrays him in the hunting shirt and the moccasin. . . He must accept the conditions which it furnishes, or perish. . . Little by little he transforms the wilderness, but the outcome is not the old Europe. . . The fact is, that here is a new product that is American. . . Thus the advance of the frontier has meant a steady movement away from the influence of Europe, a steady growth of independence on American lines. And to study this advance, the men who grew up under these conditions, and the political, economic, and social results of it, is to study the really American part of our history.

Frederick Jackson Turner

Extend Mr. Turner's essay by describing at least three American traits that the frontier encouraged. Provide an example from the essay to support each trait.



- 8 A republic, by which I mean a government in which the scheme of representation takes place, opens a different prospect, and promises the cure for which we are seeking . . . The two great points of difference between a democracy and a republic are: first, the delegation of the government, in the latter, to a small number of citizens elected by the rest; secondly, the greater number of citizens, and greater sphere of country, over which the latter may be extended. The effect of the first difference is . . . passing them through the medium of a chosen body of citizens, whose wisdom may discern the true interest of their country . . . On the other hand, the effect may be inverted. Men . . . of sinister designs, may, by intrigue, by corruption, or by other means, first obtain the suffrages, and then betray the interests, of the people. The question resulting is, whether small or extensive republics are more favorable to the election . . . In the first place, it is to be remarked that, however small the republic may be, the representatives must be raised to a certain number, in order to guard against . . . a few; and that, however large it may be, they must be limited to a certain number, in order to guard against the confusion of a multitude.

James Madison, The Federalist No. 10

Summarize James Madison's perspective on how the republican form of government as put forth in the Constitution would work by giving this excerpt a title. Support your title by stating three requirements for a republican government as found in the above text.

RUBRICS --- AMERICAN HISTORY I



1. That on the first day of January, in the year of our Lord one thousand eight hundred and sixty-three, all persons held as slaves within any State or designated part of a State, the people whereof shall then be in rebellion against the United States, shall be then, thenceforward, and forever free; and the Executive Government of the United States, including the military and naval authority thereof, will recognize and maintain the freedom of such persons, and will do no act or acts to repress such persons, or any of them, in any efforts they may make for their actual freedom.

Abraham Lincoln, A Proclamation, January 1, 1863

Why is the issuance of Lincoln's Emancipation Proclamation a turning point in American history? Use one statement from the text as evidence to support your answer.

- Score 0 No response or the response does not address the prompt
- Score 1 Fulfills only 1 of 2 requirements of a level 2 performance
- Score 2 Analyzes the role of the proclamation as a historic turning point; uses one statement from the text to support the analysis

2. *This selection has been altered to use modern English spelling:*

We must be knit together, in this work, as one man. We must entertain each other in brotherly affection. We must be willing to abridge ourselves of our superfluities, for the supply of others' necessities. We must uphold a familiar commerce together in all meekness, gentleness, patience and liberality. We must delight in each other; make other's conditions our own; rejoice together, mourn together, labor and suffer together, always having before our eyes our commission and community in the work, as members of the same body. . . . The eyes of all people are upon us. So that if we shall deal falsely with our God in this work we have undertaken, and so cause him to withdraw his present help from us, we shall be made a story and a by-word through the world.

John Winthrop, *A Modell of Christian Charity*, 1630

How did religion influence settlement in colonial New England? Give one example from the selection to support your answer.

- Score 0 No response or response does not address prompt
- Score 1 Fulfills only 1 of 2 requirements of a level 2 response
- Score 2 Analyzes the role of religion in colonial settlement of New England; supports analysis with one example from the passage



3. In a response letter to John Holmes in April 1820 concerning the Missouri question, Thomas Jefferson wrote:

This momentous question, like a fire bell in the night, awakened and filled me with terror. I considered it at once as the [death] knell of the Union . . . but this is a reprieve only, not a final sentence. A geographical line, coinciding with a marked principle, moral and political, once conceived and held up to the angry passions of men, will never be obliterated; and every new irritation will mark it deeper and deeper . . . the cession of that kind of property . . . would not cost me in a second thought, if . . . a general emancipation . . . could be effected . . . but, as it is, we have the wolf by the ear, and we can neither hold him, nor safely let him go. Justice is in one scale, and self-preservation in the other.

Take a position on whether Jefferson believed that the Missouri Compromise was an effective resolution to the issue of territorial expansion. State your position and use one detail from the above letter as evidence to explain that position.

- Score 0 No response or the response does not address the prompt
- Score 1 Fulfills only 1 of 2 requirements of a level 2 performance
- Score 2 States a position on Jefferson's belief; uses one detail from the letter to explain the position taken

4. The Great rule of conduct for us, in regard to foreign nations is in extending our commercial relations to have with them as little political connection as possible . . . Europe has a set of primary interest, which to us have none, or a very remote relation . . . Why quit our own to stand upon foreign ground?—Why, by interweaving our destiny with that of any part of Europe, entangle our peace and prosperity in the toils of European ambition . . . Tis our true policy to steer clear of permanent alliances, with any portion of the foreign world.

President George Washington's Farewell Address, 1793

Use the excerpt above to explain how the Washington Administration affected U.S. foreign policy. Include two arguments from the excerpt to form your explanation.

- Score 0 No response or the response does not address the prompt
- Score 1 Fulfills only 1 of 2 requirements of a level 2 performance
- Score 2 Explains how the Washington Administration affected U.S. foreign policy using one argument from the excerpt; explains using a second argument from the excerpt



5.

Comparing the North and South

	North	South
Tariff	supported protective tariffs	opposed protective tariffs
National Bank	favored a strong national bank	opposed a national bank

Explain how the two economic factors in the chart above contributed to sectional tension between the North and South in the decades before the Civil War. Use each factor to construct your explanation.

- Score 0 No response or the response does not address the prompt
- Score 1 Fulfills only 1 of 2 requirements of a level 2 performance
- Score 2 Explains sectional tension between the North and South using one economic factor from the chart; explains sectional tension using a second economic factor from the chart

6. British Actions After the French and Indian War

- Navigation Acts
- Proclamation of 1763
- Stamp Act
- Writs of Assistance
- Townshend Acts

England exercised a policy of salutary neglect toward its colonies before the French and Indian War. Describe how the policy of salutary neglect was changed, and explain how it affected the British colonists as a result of two actions from the list above.

- Score 0 No response or the response does not address the prompt
- Score 1 Fulfills only 1 of 3 requirements of a level 3 performance
- Score 2 Fulfills 2 of 3 requirements of a level 3 performance
- Score 3 Describes how the policy changed; explains how the policy affected the colonists using one British action from the list; explains how the policy affected the colonists using a second British action from the list



7. In the settlement of America we have to observe how European life entered the continent, and how [the American frontier] modified and developed that life . . . The frontier is the line of most rapid and effective Americanization. The wilderness masters the colonist. It finds him a European in dress, industries, tools, modes of travel, and thought . . . It strips off the garments of civilization and arrays him in the hunting shirt and the moccasin. . . He must accept the conditions which it furnishes, or perish. . . Little by little he transforms the wilderness, but the outcome is not the old Europe. . . The fact is, that here is a new product that is American. . . Thus the advance of the frontier has meant a steady movement away from the influence of Europe, a steady growth of independence on American lines. And to study this advance, the men who grew up under these conditions, and the political, economic, and social results of it, is to study the really American part of our history.

Frederick Jackson Turner

Extend Mr. Turner's essay by describing at least three American traits that the frontier encouraged. Provide an example from the essay to support each trait.

- | | |
|---------|--|
| Score 0 | No response or the response does not address the prompt |
| Score 1 | Describes only 1 American trait; supports trait with an example from the essay |
| Score 2 | Describes 2 American traits; supports both traits with an example from the essay |
| Score 3 | Describes 3 American traits; supports each trait with an example from the essay |



8. A republic, by which I mean a government in which the scheme of representation takes place, opens a different prospect, and promises the cure for which we are seeking . . . The two great points of difference between a democracy and a republic are: first, the delegation of the government, in the latter, to a small number of citizens elected by the rest; secondly, the greater number of citizens, and greater sphere of country, over which the latter may be extended. The effect of the first difference is . . . passing them through the medium of a chosen body of citizens, whose wisdom may discern the true interest of their country . . . On the other hand, the effect may be inverted. Men . . . of sinister designs, may, by intrigue, by corruption, or by other means, first obtain the suffrages, and then betray the interests, of the people. The question resulting is, whether small or extensive republics are more favorable to the election . . . In the first place, it is to be remarked that, however small the republic may be, the representatives must be raised to a certain number, in order to guard against . . . a few; and that, however large it may be, they must be limited to a certain number, in order to guard against the confusion of a multitude.

James Madison, The Federalist No. 10

Summarize James Madison's perspective on how the republican form of government as put forth in the Constitution would work by giving this excerpt a title. Support your title by stating three requirements for a republican government as found in the above text.

- Score 0 No response or the response does not address the prompt
- Score 1 Fulfills only 1 of 4 requirements of a level 4 performance
- Score 2 Fulfills 2 of 4 requirements of a level 4 performance
- Score 3 Fulfills 3 of 4 requirements of a level 4 performance
- Score 4 Summarizes the excerpt with a title; states one requirement for republican government from the text; states a second requirement from the text; states a third requirement from the text

AMERICAN HISTORY II



The questions you read next will require you to answer in writing.

1. Write your answers on separate paper.
2. Be sure to write your name on each page.

- 1 The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex.

Nineteenth Amendment to the Constitution

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance. . . .

Title IX

The passage of the Nineteenth Amendment and Title IX legislation mark key turning points in United States history. Write a statement that evaluates the lasting impact of each upon gender equality in America.

- 2 Select an international conflict since World War II in which the United States was involved. Give two examples of how that conflict affected American society and culture.



- 3 We must make the Federal Government a friendly, vigilant defender of the rights and equalities of all Americans. And again I mean all Americans.

As Americans, we believe that every man should be free to live his life as he wishes. He should be limited only by his responsibility to his fellow countrymen. If this freedom is to be more than a dream, each man must be guaranteed equality of opportunity. The only limit to an American's achievement should be his ability, his industry, and his character. The rewards for his effort should be determined only by those truly relevant qualities.

Our immediate task is to remove the last remnants of the barriers which stand between millions of our citizens and their birthright. There is no justifiable reason for discrimination because of ancestry, or religion, or race, or color.

Harry S. Truman

President Truman's speech was inspired by the Civil Rights movement. How did this speech, and the movement, affect the country and its people? Analyze the role of this speech in the Civil Rights movement, and explain a strategy and a result of the movement.

- 4 Explain how a post-Reconstruction Supreme Court decision affected the distribution of power between the states and the national government. Include both the issue and the effect in your explanation.
- 5 State the impact of a cultural conflict of the 1960s on the United States. Summarize a resulting compromise.
- 6 Select a global war in which the United States was involved. Give two reasons why the United States entered the war, and explain the impact of that U.S. involvement on international affairs.



- 7 How did the Great Depression affect the United States during the first part of the twentieth century? Analyze two effects of the Great Depression on the national economy, and explain how the relationship between government and citizens was altered.
- 8 Select a group that immigrated to the United States since Reconstruction. Explain why that group migrated to the United States and settled in a particular region, how that group contributed to U.S. society, and one public or governmental response to that group's settlement in the United States.

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RUBRICS --- AMERICAN HISTORY II



1. The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex.

Nineteenth Amendment to the Constitution

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance. . . .

Title IX

The passage of the Nineteenth Amendment and Title IX legislation mark key turning points in United States history. Write a statement that evaluates the lasting impact of each upon gender equality in America.

Score 0 No response or the response does not address the prompt

Score 1 Fulfills only 1 of 2 requirements of a level 2 performance

Score 2 Evaluates the lasting impact of the Nineteenth Amendment on gender equality in the United States; evaluates the lasting impact of Title IX legislation on gender equality in the United States

2. Select an international conflict since World War II in which the United States was involved. Give two examples of how that conflict affected American society and culture.

Score 0 No response or the response does not address the prompt

Score 1 Fulfills only 1 of 2 requirements of a level 2 performance

Score 2 Provides one example of how an appropriate international conflict affected American society and culture; provides a second example of how that conflict affected American society and culture

RUBRICS --- AMERICAN HISTORY II



3. We must make the Federal Government a friendly, vigilant defender of the rights and equalities of all Americans. And again I mean all Americans.

As Americans, we believe that every man should be free to live his life as he wishes. He should be limited only by his responsibility to his fellow countrymen. If this freedom is to be more than a dream, each man must be guaranteed equality of opportunity. The only limit to an American's achievement should be his ability, his industry, and his character. The rewards for his effort should be determined only by those truly relevant qualities.

Our immediate task is to remove the last remnants of the barriers which stand between millions of our citizens and their birthright. There is no justifiable reason for discrimination because of ancestry, or religion, or race, or color.

Harry S. Truman

President Truman's speech was inspired by the Civil Rights movement. How did this speech, and the movement, affect the country and its people? Analyze the role of this speech in the Civil Rights movement, and explain a strategy and a result of the movement.

- Score 0 No response or the response does not address the prompt
- Score 1 Fulfills only 1 of 2 requirements of a level 2 performance
- Score 2 Analyzes the speech by explaining a strategy; explains a result of the movement

4. Explain how a post-Reconstruction Supreme Court decision affected the distribution of power between the states and the national government. Include both the issue and the effect in your explanation.

- Score 0 No response or response does not address the prompt
- Score 1 Fulfills only 1 of 2 requirements of a level 2 performance
- Score 2 Describes the issue decided by a Supreme Court case; explains one effect of the case on the distribution of power

5. State the impact of a cultural conflict of the 1960s on the United States. Summarize a resulting compromise.

- Score 0 No response or the response does not address the prompt
- Score 1 Fulfills only 1 of 2 requirements of a level 2 performance
- Score 2 Analyzes the impact of a cultural conflict of the 1960s; summarizes a compromise that resulted from a cultural conflict of the 1960s



6. Select a global war in which the United States was involved. Give two reasons why the United States entered the war, and explain the impact of that U.S. involvement on international affairs.

- Score 0 No response or the response does not address the prompt
- Score 1 Fulfills only 1 of 3 requirements of a level 3 performance
- Score 2 Fulfills 2 of 3 requirements of a level 3 performance
- Score 3 Provides one reason for U.S. involvement in a global war; provides a second reason for U.S. involvement in a global war; explains the impact of that U.S. involvement on international affairs

7. How did the Great Depression affect the United States during the first part of the twentieth century? Analyze two effects of the Great Depression on the national economy, and explain how the relationship between government and citizens was altered.

- Score 0 No response or the response does not address the prompt
- Score 1 Fulfills only 1 of 3 requirements of a level 3 performance
- Score 2 Fulfills 2 of 3 requirements of a level 3 performance
- Score 3 Analyzes one economic effect of the Great Depression; analyzes a second effect of the Great Depression; explains how the relationship between government and citizens changed

8. Select a group that immigrated to the United States since Reconstruction.

Explain why that group migrated to the United States and settled in a particular region, how that group contributed to U.S. society, and one public or governmental response to that group's settlement in the United States.

- Score 0 No response or the response does not address the prompt
- Score 1 Fulfills only 1 of 4 requirements of a level 4 performance
- Score 2 Fulfills 2 of 4 requirements of a level 4 performance
- Score 3 Fulfills 3 of 4 requirements of a level 4 performance
- Score 4 Explains why a group immigrated to the United States; explains why a group settled in a particular region; explains how a group contributed to U.S. society; explains a governmental or social response to the group



The questions you read next will require you to answer in writing.

1. Write your answers on separate paper.
2. Be sure to write your name on each page.

- 1 John Locke, Thomas Hobbes, and Baron de Montesquieu were all important Enlightenment thinkers. Explain the philosophy of at least one of these thinkers and how his ideas contributed to the development of American government.
- 2 Explain how tensions between British governmental authority and the American colonists contributed to the American Revolution. Include a specific example in your response.
- 3 Choose a North Carolina industry and explain its importance in the national economy. Include two examples of that industry's global importance.



- 4 No government can exist without taxation. This money must necessarily be levied on the people; and the grand art consists of levying so as not to oppress.

Frederick the Great, eighteenth-century Prussian king

The power of taxing people and their property is essential to the very existence of government.

James Madison, U.S. President

Take a position that argues for or against the point of view of these statesmen. Explain your position by providing one specific example that supports your argument.

- 5 Establishing financial goals is an essential part of financial literacy. Explain how career and education can affect a person's financial future.

- 6 What role is fulfilled by automated transactions in checking and savings accounts? Give one example of an automated transaction that is a credit added to the account balance. Give a second example of an automated transaction that is a debit deducted from the account balance.

- 7 Throughout its history, American democracy has upheld and strengthened citizens' individual rights.

Take a position that argues for or against the above statement. Provide at least two specific historic examples (e.g., legislation, Supreme Court cases, executive orders, or other actions by the federal government) that support your position.



- 8 The level of competition within market economic systems affects prices and profits. Explain how:
1. competition affects profits
 2. competition affects prices
 3. profits and prices interact
 4. profits and prices may influence competition

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1. John Locke, Thomas Hobbes, and Baron de Montesquieu were all important Enlightenment thinkers. Explain the philosophy of at least one of these thinkers and how his ideas contributed to the development of American government.

Score 0	No response or the response does not address the prompt
Score 1	Fulfills only 1 of 2 requirements of a level 2 performance
Score 2	Explains the philosophy of one Enlightenment thinker; explains that thinker's contribution(s) to American government

2. Explain how tensions between British governmental authority and the American colonists contributed to the American Revolution. Include a specific example in your response.

Score 0	No response or the response does not address prompt
Score 1	Fulfills only 1 of 2 requirements of a level 2 performance
Score 2	Explains how distrust contributed to the American Revolution; includes one specific example of tension in the response

3. Choose a North Carolina industry and explain its importance in the national economy. Include two examples of that industry's global importance.

Score 0	No response or the response does not address the prompt
Score 1	Fulfills only 1 of 2 requirements of a level 2 performance
Score 2	Explains the importance of a N.C. industry to the nation's economy; provides 2 examples of that industry's global importance



4. No government can exist without taxation. This money must necessarily be levied on the people; and the grand art consists of levying so as not to oppress.

Frederick the Great, eighteenth-century Prussian king

The power of taxing people and their property is essential to the very existence of government.

James Madison, U.S. President

Take a position that argues for or against the point of view of these statesmen. Explain your position by providing one specific example that supports your argument.

- Score 0 No response or the response does not address the prompt
- Score 1 Fulfills only 1 of 2 requirements of a level 2 performance
- Score 2 Takes a position for or against the statesmen's point of view; provides one example that supports the argument

5. Establishing financial goals is an essential part of financial literacy. Explain how career and education can affect a person's financial future.

- Score 0 No response or the response does not address the prompt
- Score 1 Fulfills only 1 of 2 requirements of a level 2 performance
- Score 2 Explains how career can affect a person's financial future; explains how education can affect a person's financial future

6. What role is fulfilled by automated transactions in checking and savings accounts? Give one example of an automated transaction that is a credit added to the account balance. Give a second example of an automated transaction that is a debit deducted from the account balance.

- Score 0 No response or the response does not address the prompt
- Score 1 Fulfills only 1 of 3 requirements of a level 3 performance
- Score 2 Fulfills 2 of 3 requirements of a level 3 performance
- Score 3 Analyzes the role of automated transactions in checking and savings accounts; provides one example of an automated transaction that is a credit; provides one example of an automated transaction that is a debit



7. Throughout its history, American democracy has upheld and strengthened citizens' individual rights.

Take a position that argues for or against the above statement. Provide at least two specific historic examples (e.g., legislation, Supreme Court cases, executive orders, or other actions by the federal government) that support your position.

Score 0	No response or the response does not address the prompt
Score 1	Fulfills only 1 of 3 requirements of a level 3 performance
Score 2	Fulfills 2 of 3 requirements of a level 3 performance
Score 3	Takes a position that argues for or against the statement; provides one historic example that supports the position; provides a second historic example that supports the position

8. The level of competition within market economic systems affects prices and profits. Explain how:

1. competition affects profits
2. competition affects prices
3. profits and prices interact
4. profits and prices may influence competition

Score 0	No response or the response does not address the prompt
Score 1	Fulfills only 1 of 4 requirements of a level 4 performance
Score 2	Fulfills 2 of 4 requirements of a level 4 performance
Score 3	Fulfills 3 of 4 requirements of a level 4 performance
Score 4	Explains how competition affects profits; explains how competition affects prices; explains how profits and prices interact; explains how profits and prices may influence competition



The questions you read next will require you to answer in writing.

1. Write your answers on separate paper.
2. Be sure to write your name on each page.

- 1 Owing to the centuries of division . . . the various parts of the country had developed differently. . . . This caused divergences not only in the spoken but in the written language. . . . Thus difficulties arose if, for instance, a man from the old territory of Ch'in [Qin] was to be transferred as an official to the east: he could not properly understand the language and could not read the borrowed words. . . . The government therefore ordered that the language of the whole country should be unified, and that a definite style of writing should be generally adopted. . . . In the various feudal states there had been different weights and measures in use, and this had led to great difficulties in the centralization of the collection of taxes. The centre of administration . . . had grown . . . into a thickly populated city with very large requirements of food. . . . The grain supplied in payment of taxation had to be brought in from far around, partly by cart. The only roads then existing consisted of deep cart-tracks. If the axles were not of the same length for all carts, the roads were simply unusable for many of them. Accordingly a fixed length was laid down for axles.

A History of China, Wolfram Eberhard

The Qin grew from a single city into a feudal state, and on to become the first imperial dynasty of China. Summarize the lasting impact of one achievement of the Qin Dynasty.



- 2 The Magna Carta was created after the rebellion of the Barons against King John of England, in which a change in government was demanded. Explain two specific ways the Magna Carta affected the structure of the British government.

- 3 Explain how one agricultural and one technological improvement changed daily life in Europe during the industrial and agricultural revolutions.

- 4 The Columbian Exchange accounts for the collapse of some nations and the great success of others. Explain one effect of the Columbian Exchange on American Indians. Explain one effect of the Columbian Exchange on Africans.

- 5 The Enlightenment was an intellectual, cultural, social, and philosophical movement that spread through Europe during the sixteenth century. Explain two effects of the Enlightenment on the world.

6

World Population Growth	
Year	World Population
1960	3 billion
2012	7 billion
+12 years	+1 billion

Explain three potential environmental consequences of the population growth indicated by the chart.



7 Twentieth-Century International Crises

- Berlin Blockade
- Korean War
- Hungarian Revolt
- Cuban Missile Crisis
- Iranian Revolt
- OPEC Oil Crisis

Choose a twentieth-century international crisis from the above list. Analyze the crisis and explain two specific effects it had on international politics.

8 Decolonized Nations:

- India
- Pakistan
- Kenya
- Ghana
- South Korea
- China
- Vietnam

The social and economic conditions of colonial rule contributed to the rise of nationalistic movements. Explain how an economic condition from the experiences of a country in the list above contributed to the rise of a nationalist movement. From the experience of another country in the list, explain how a social condition contributed to the rise of a nationalist movement.



- Owing to the centuries of division . . . the various parts of the country had developed differently. . . . This caused divergences not only in the spoken but in the written language. . . . Thus difficulties arose if, for instance, a man from the old territory of Ch'in [Qin] was to be transferred as an official to the east: he could not properly understand the language and could not read the borrowed words. . . . The government therefore ordered that the language of the whole country should be unified, and that a definite style of writing should be generally adopted. . . .

In the various feudal states there had been different weights and measures in use, and this had led to great difficulties in the centralization of the collection of taxes. The centre of administration . . . had grown . . . into a thickly populated city with very large requirements of food. . . . The grain supplied in payment of taxation had to be brought in from far around, partly by cart. The only roads then existing consisted of deep cart-tracks. If the axles were not of the same length for all carts, the roads were simply unusable for many of them. Accordingly a fixed length was laid down for axles.

A History of China, Wolfram Eberhard

The Qin grew from a single city into a feudal state, and on to become the first imperial dynasty of China. Summarize the lasting impact of one achievement of the Qin Dynasty.

- Score 0 No response or the response does not address the prompt
- Score 1 Fulfills only 1 of 2 requirements of a level 2 performance
- Score 2 Differentiates an achievement of the Qin Dynasty; summarizes the lasting impact of one achievement of the Qin Dynasty

- The Magna Carta was created after the rebellion of the Barons against King John of England, in which a change in government was demanded. Explain two specific ways the Magna Carta affected the structure of the British government.

- Score 0 No response or the response does not address the prompt
- Score 1 Fulfills only 1 of 2 requirements of a level 2 performance
- Score 2 Explains one structural change to British government from the Magna Carta; explains a second structural change to British government from the Magna Carta



3. Explain how one agricultural and one technological improvement changed daily life in Europe during the industrial and agricultural revolutions.

Score 0 No response or the response does not address the prompt

Score 1 Fulfills only 1 of 2 requirements of a level 2 performance

Score 2 Explains the impact of one agricultural improvement on European daily life; explains the impact of one technological improvement on European daily life

4. The Columbian Exchange accounts for the collapse of some nations and the great success of others. Explain one effect of the Columbian Exchange on American Indians. Explain one effect of the Columbian Exchange on Africans.

Score 0 No response or the response does not address the prompt

Score 1 Fulfills only 1 of 2 requirements of a level 2 performance

Score 2 Explains one effect of Columbian Exchange on American Indians; explains one effect of Columbian Exchange on Africans

5. The Enlightenment was an intellectual, cultural, social, and philosophical movement that spread through Europe during the sixteenth century. Explain two effects of the Enlightenment on the world.

Score 0 No response or the response does not address the prompt

Score 1 Fulfills only 1 of 2 requirements of a level 2 performance

Score 2 Explains one effect of the Enlightenment on the world; explains a second effect of the Enlightenment on the world



6.

World Population Growth	
Year	World Population
1960	3 billion
2012	7 billion
+12 years	+1 billion

Explain three potential environmental consequences of the population growth indicated by the chart.

- Score 0 No response or the response does not address the prompt
- Score 1 Fulfills only 1 of 3 requirements of a level 3 performance
- Score 2 Fulfills 2 of 3 requirements of a level 3 performance
- Score 3 Explains 1 potential environmental consequence of population growth; explains a second potential environmental consequence of population growth; explains a third potential environmental consequence of population growth

7. Twentieth-Century International Crises

- Berlin Blockade
- Korean War
- Hungarian Revolt
- Cuban Missile Crisis
- Iranian Revolt
- OPEC Oil Crisis

Choose a twentieth-century international crisis from the above list. Analyze the crisis and explain two specific effects it had on international politics.

- Score 0 No response or the response does not address the prompt
- Score 1 Fulfills only 1 of 3 requirements of a level 3 performance
- Score 2 Fulfills 2 of 3 requirements of a level 3 performance
- Score 3 Analyzes a crisis from the list; explains one effect on international politics; explains a second effect on international politics



8. Decolonized Nations:

- India
- Pakistan
- Kenya
- Ghana
- South Korea
- China
- Vietnam

The social and economic conditions of colonial rule contributed to the rise of nationalistic movements. Explain how an economic condition from the experiences of a country in the list above contributed to the rise of a nationalist movement. From the experience of another country in the list, explain how a social condition contributed to the rise of a nationalist movement.

Score 0 No response or response does not address the prompt

Score 1 Fulfills only 1 of 4 requirements of a level 4 performance

Score 2 Fulfills 2 of 4 requirements of a level 4 performance

Score 3 Fulfills 3 of 4 requirements of a level 4 performance

Score 4 Identifies an economic condition in a country from the list; explains how that economic condition gave rise to a nationalist movement; identifies a social condition in a second country from the list; explains how the social condition gave rise to a nationalist movement

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