

# SAMPLE TEST

SOCIAL SCIENCES

HIGH SCHOOL



2003-2010

Civics and Government

Economics

Geography

History

- Historical Skills
- World History
- U.S. History

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**Office of Assessment & Information Services**  
**Oregon Department of Education**  
255 Capitol Street NE  
Salem, OR 97310  
(503) 947-5600



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State Superintendent of Public Instruction

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Assistant Superintendent

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ELPA and Assessment Implementation Specialist

*Sheila Somerville*  
Electronic Publishing Specialist

*Kathy Busby*  
Project Manager

# INTRODUCTION TO SOCIAL SCIENCES

## SAMPLE TESTS and TEST KEYS

The Oregon Department of Education provides sample tests in social sciences to demonstrate the content and types of questions students at Benchmark 2, Benchmark 3 and High School might encounter on the Oregon Statewide Assessment administered each spring. Items on the sample test were taken from earlier years' Statewide Assessments. These items are no longer secure and have been released for public use. Social sciences assessment items are designed to measure students' knowledge and skills in the following six categories:

- ▶ Civics and Government
- ▶ Economics
- ▶ Geography
- ▶ Historical Skills
- ▶ United States History
- ▶ World History

### WHY PROVIDE SAMPLE TESTS?

Most students feel some anxiety as they approach a test. The more confident students feel about their knowledge of the topic, the less anxious they feel. It also may help students feel comfortable if they are familiar with the test format. Teachers want to know how the state content standards are represented on these tests. Sample tests help teachers see how students' learning will be examined.

### HOW TO USE THE SAMPLE TEST

The Oregon Department of Education updates sample tests periodically. Students may take this sample test as a practice activity to prepare for the actual test.

A list of test-taking tips for students follows this introduction. Teachers may use the tips to:

- ▶ generate individual and class discussion;
- ▶ call attention to helpful strategies students can use to prepare for and take the test; and
- ▶ share ideas with parents of ways to help reduce test anxiety and promote good study and health habits at home.

In addition to gaining practice in solving test questions, some students also may benefit from practice in marking bubbles on a separate answer sheet, as required on the actual test. An answer sheet for students to mark is provided at the end of each test booklet.

An answer key for each benchmark test is provided at the end of this introduction. In addition to the correct answer, the key also identifies which of the six reporting categories each question is designed to assess: civics and government, economics, geography, historical skills, United States history, and world history.

Teachers may have students take the sample test, score each item, and discuss any or all of the items and answers. Students usually benefit from analyzing both the correct and incorrect answers.

Sample tests also may be shared with parents to help them understand the types of questions their child will encounter on the test and to practice with their child. Sample test questions may be reprinted in newsletters or shared at community meetings to better understand the state assessment system. Although the sample tests are not as comprehensive as the actual tests, they do provide a sampling of the subject area content and difficulty level students will encounter as part of Oregon's academic standards.

# TEST-TAKING TIPS

Students: Use these tips to help you prepare for the test.

## BEFORE THE TEST

- ▶ Develop a positive attitude. Tell yourself, “I will do my best on this test.”
- ▶ Get a good night’s sleep the night before the test.
- ▶ Get up early enough to avoid hurrying to get ready for school.
- ▶ Eat a good breakfast (and lunch, if your test is in the afternoon).

## DURING THE TEST

- ▶ Stay calm.
- ▶ Listen carefully to directions from the teacher.
- ▶ Ask questions if you don’t understand what to do.
- ▶ Before you read an item on the test, preview the questions that follow for tips to help you focus your reading.
- ▶ After reading an item, read the entire first question and all the answer choices. Stop and think of an answer. Look to see if one of the choices is similar to your answer.
- ▶ Read each test question and all the answer choices carefully. Try to analyze what the question is really asking.
- ▶ Pace yourself. If you come to a difficult question, it may be better to skip it and go on. Then come back and really focus on the difficult questions one at a time.

- ▶ This is *not* a timed test. If you need more time to finish the test, tell your teacher.
- ▶ If you are not sure of an answer to a question, try these tips:
- ▶ Get rid of the answers you know are not correct and choose among the rest.
- ▶ Read through all the answers very carefully, and then go back to the question. Sometimes you can pick up clues just by thinking about the different answers you have been given to choose from.
- ▶ If you get stuck on a question, skip it and come back later.
- ▶ It is OK to guess on this test. Try to make your best guess, but make sure you answer all questions.

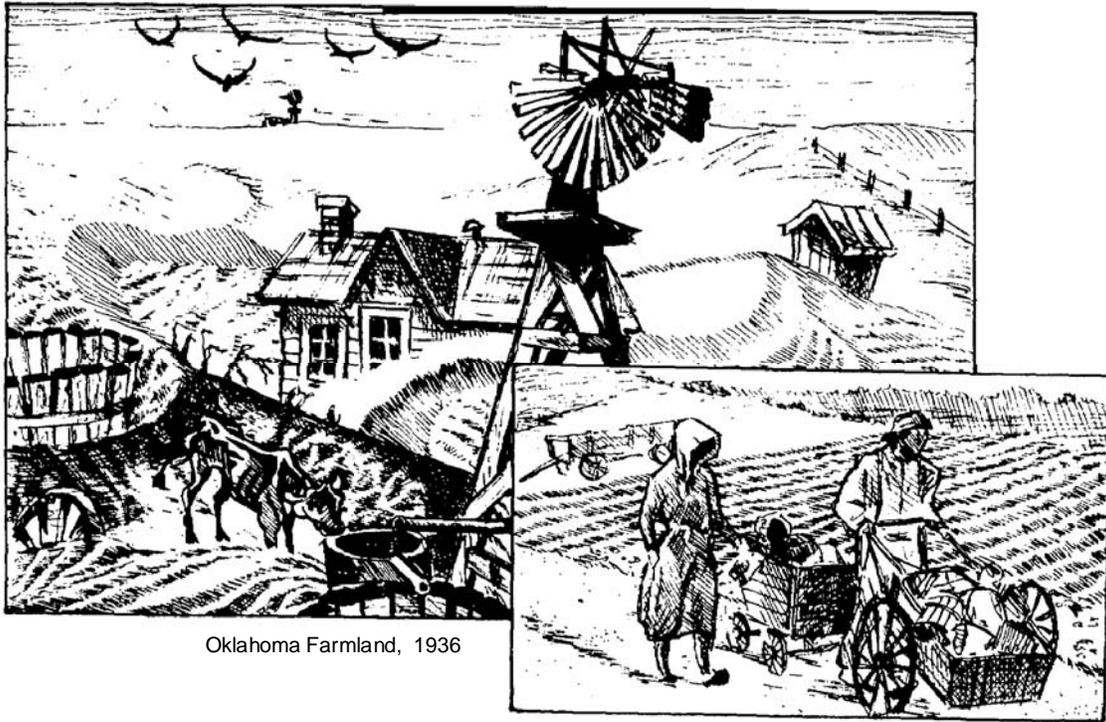
## AFTER THE TEST

- ▶ Before you turn your test in, check it over. Change an answer only if you have a good reason. Generally, it is better to stick with your first choice.
- ▶ Make sure you have marked an answer for every question, even if you had to guess.
- ▶ Make sure your answer sheet is clearly marked with dark pencil. Erase any stray marks.
- ▶ Don’t worry about the test once it is finished. Go on to do your best work on your other school assignments.

## ***DIRECTIONS***

Read each of the questions and decide on the BEST answer. There are many different kinds of questions, so read each one carefully before marking an answer on your answer sheet. When there is an introduction to a set of questions, read it carefully, since it will contain important information you may need.

*Study the following pictures and answer the next question.*



**1**

The conditions in the illustration caused many residents of the area to

- A. use new, high-tech irrigation systems.
- B. plant genetically-engineered, drought-resistant crops.
- C. convert their land to oil production.
- D. abandon their property and move to other parts of the country.

## ▼ Social Sciences

Use the cartoon to answer the next question.



2

Attempts to help this man and others like him led to

- A. a shift in the American economic system from capitalism to socialism.
  - B. a reduction in the role of the federal government in American economics.
  - C. American distrust of the federal government and its programs.
  - D. an expanded federal government role in American business and economic activity.
- 

3

Franklin Roosevelt's New Deal was based on the three Rs. Which of the following is NOT one of the three Rs?

- A. Relief
  - B. Recovery
  - C. Reform
  - D. Restitution
-

## 4

In 1938, British Prime Minister Neville Chamberlain chose to adopt a policy of appeasement toward Hitler's aggression against Czechoslovakia. What did this mean?

- A. Prime Minister Chamberlain gave in to Hitler's demands in order to avoid war.
  - B. Great Britain immediately sent troops into Czechoslovakia to protect it from invasion.
  - C. Great Britain negotiated a non-aggression treaty with Germany.
  - D. Great Britain declared war on Germany.
- 

## 5

The following event or events led to World War I:

- I. Formation of the League of Nations
  - II. The assassination of Archduke Franz Ferdinand
  - III. A system of competing alliances
  - IV. The desire for nationalism in European countries.
- A. I only
  - B. II only
  - C. II, III, IV
  - D. II and III
- 

## 6

The nature of warfare during World War I on the Western and Eastern fronts can best be described as

- A. a series of swift and decisive battles.
  - B. lightning quick strikes known as “blitzkrieg.”
  - C. navy battles fought in the Pacific Ocean.
  - D. a war of attrition or stalemate fought primarily in trenches.
-

## ▼ Social Sciences

**7**

Which of the following events during World War II brought the United States into the war?

- A. The D-Day invasion of Normandy
  - B. Germany's invasion of Poland
  - C. Japan's bombing of Pearl Harbor
  - D. Nazi Germany's treatment of the Jewish people
- 

**8**

The purpose of formally amending the constitution is to

- A. balance congressional and presidential powers.
  - B. balance the need for flexibility but avoid frivolous additions.
  - C. balance congressional and judicial powers.
  - D. balance the ratification process.
- 

**9**

Which of the following is NOT true about the United States system of checks and balances?

- A. The U.S. Supreme Court can void legislation passed by the U.S. Congress.
  - B. The President can veto a ruling by the U.S. Supreme Court.
  - C. The U.S. Congress can override a Presidential veto.
  - D. The President can veto legislation passed by the U.S. Congress.
-

*Use the cartoon to answer the next question.*



**10**

What do the thoughts of the writer in the cartoon suggest about the nature of an individual's Constitutional rights?

- A. Individual freedom, liberty and rights were not seriously considered when drafting the Constitution.
- B. Balancing an individual's rights with the best interests of the state was an impossible task.
- C. An individual's rights may be limited by several factors and those rights are not absolute.
- D. Constitutional freedoms should always be considered secondary to the will of the majority.

## ▼ Social Sciences

Use this chart to answer the next *FOUR* questions.

Population Data for Four Central American Countries				
	Costa Rica	Guatemala	Honduras	Panama
Literacy Rate	93%	55%	73%	88%
Infant Mortality Rate (per 100 births)	10	52	43	16
Life Expectancy (in years)				
Males	76	62	66	73
Females	80	68	71	78
Agricultural Workers	27%	60%	62%	27%

Source: World Almanac and Book of Facts, 1996.

**11**

Which country has the highest percentage of agricultural workers?

- A. Costa Rica
- B. Guatemala
- C. Honduras
- D. Panama

**12**

Based on the data provided, which country would you want to live in if you wanted the best opportunity for a higher standard of living?

- A. Costa Rica
- B. Guatemala
- C. Honduras
- D. Panama

**13**

What relationship can be inferred by comparing the literacy rate with the life expectancy rate?

- A. The higher the literacy rate, the lower the life expectancy
- B. The lower the literacy rate, the higher the life expectancy
- C. The higher the literacy rate, the higher the life expectancy
- E. There's no measurable relationship

**14**

What relationship can be inferred by comparing the literacy rate with the rate of agricultural workers within each country?

- I. The higher the literacy rate, the higher the rate of agricultural workers
  - II. The higher the literacy rate, the lower the rate of agricultural workers
  - III. The lower the literacy rate, the lower the rate of agricultural workers
  - IV. The lower the literacy rate, the higher the rate of agricultural workers
- A. I and III
  - B. II only
  - C. IV only
  - D. II and IV

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**15**

What has contributed to the global decrease in cultural uniqueness during the 20th century?

- A. Widespread belief in totalitarian philosophy replaced local cultures.
  - B. Advances in medicine proved that local cultures are unnecessary.
  - C. Advances in communication and transportation brought outside influences to local cultures.
  - D. Cultures weren't unique before the 20th century.
-

## ▼ Social Sciences

16

Rapid population growth in developing countries may result in

- A. the economy expanding to meet the needs of more people.
  - B. more people sharing the limited supply of food, housing, schools and jobs.
  - C. people cutting back on their consumption of goods and services to help those in need.
  - D. countries having a surplus of products to export.
- 

17

Which type of pure economic system places no restrictions on what people can buy or sell?

- A. Market economy
  - B. Command economy
  - C. Resource economy
  - D. Combined economy
- 

*Use the cartoon to answer the next question.*



18

How is the King attempting to solve the inflation problem?

- A. Using monetary policy
  - B. Using fiscal policy
  - C. Using tax policy
  - D. Using spending policy
-

**19**

The mass production of cars in the early 20th century exclusively influenced which aspect of American culture?

- A. The growth of new fads
  - B. The growth of the advertising industry
  - C. The growth of chain stores
  - D. The growth of suburbs
- 

**20**

The celebration of African-American culture was one of the contributing factors of the period known as

- A. prohibition.
  - B. Harlem Renaissance.
  - C. popular culture.
  - D. Roaring Twenties.
-

## ▼ Social Sciences

Use the cartoon and text to answer the next question.



Gandhi wrote, “Complete civil disobedience is a rebellion without the element of violence...one *perfect* civil resister is enough to win the battle of right and wrong.”

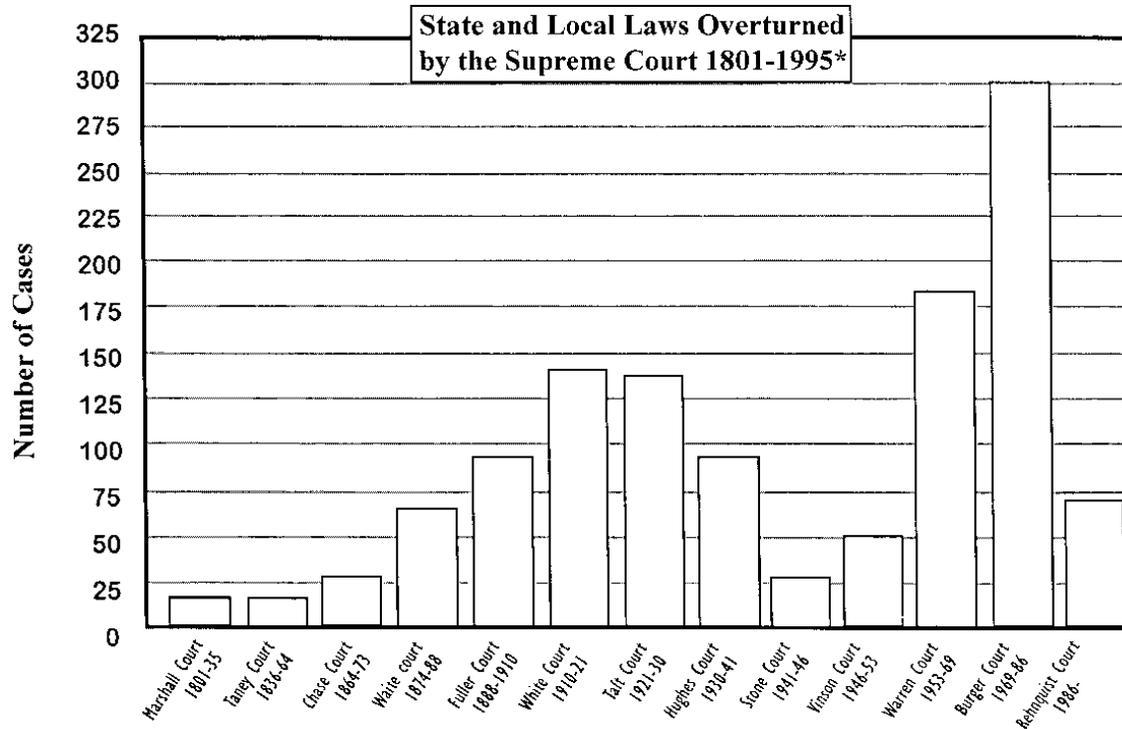
**21**

Why did boycotts and refusals to cooperate with the British work so effectively in achieving India’s independence?

- A. Nonviolence angered the British and led to violence toward the Indians.
  - B. British attacks on India's people helped gain world sympathy.
  - C. The economic and political pressure of boycotts undermined ruling authority.
  - D. Boycotts did not unite Hindus and Muslims to form one India.
-

Look at the diagram below and answer the next TWO questions.

Congressional Quarterly's: **Government at a Glance**



\* More than 1,200 laws overturned

Source: Epstein, et al. *The Supreme Court Compendium*  
2d ed. (Washington, D.C.: CQ Inc., 1996)

**22**

What power of the Supreme Court is illustrated by the graphic?

- A. Law enforcement
- B. Judicial review
- C. Civil disobedience
- D. Impeachment

**23**

What action could be taken to reverse any of the Court decisions in the graph above?

- A. A state court could reverse the Supreme Court's decision.
- B. A state legislature could re-pass the same law.
- C. The people could directly vote on the law.
- D. The Constitution could be amended.

## ▼ Social Sciences

Use the cartoon to answer the next TWO questions.



**24**

What economic condition motivated Phil to request a raise?

- A. Inflation
- B. Specialization
- C. Unemployment
- D. Embargo

**25**

Without his raise, which would typify Phil's behavior in the marketplace?

- A. He will increase his interest for higher priced items.
  - B. He will increase his demand for higher priced items.
  - C. He will decrease his demand for lower priced substitutes.
  - D. He will increase his demand for lower priced substitutes.
-

# Oregon Social Sciences Sample Test

Use number 2 pencil.  
Do NOT use ink or ball point pen.  
Make heavy dark marks that completely fill the circle.  
Erase completely any marks you wish to change.

Name of Student  
\_\_\_\_\_

Name of Teacher  
\_\_\_\_\_

Name of School  
\_\_\_\_\_

- |    |                 |    |                 |
|----|-----------------|----|-----------------|
| 1  | (A) (B) (C) (D) | 14 | (A) (B) (C) (D) |
| 2  | (A) (B) (C) (D) | 15 | (A) (B) (C) (D) |
| 3  | (A) (B) (C) (D) | 16 | (A) (B) (C) (D) |
| 4  | (A) (B) (C) (D) | 17 | (A) (B) (C) (D) |
| 5  | (A) (B) (C) (D) | 18 | (A) (B) (C) (D) |
| 6  | (A) (B) (C) (D) | 19 | (A) (B) (C) (D) |
| 7  | (A) (B) (C) (D) | 20 | (A) (B) (C) (D) |
| 8  | (A) (B) (C) (D) | 21 | (A) (B) (C) (D) |
| 9  | (A) (B) (C) (D) | 22 | (A) (B) (C) (D) |
| 10 | (A) (B) (C) (D) | 23 | (A) (B) (C) (D) |
| 11 | (A) (B) (C) (D) | 24 | (A) (B) (C) (D) |
| 12 | (A) (B) (C) (D) | 25 | (A) (B) (C) (D) |
| 13 | (A) (B) (C) (D) |    |                 |

**High School (GRADE 10) SOCIAL SCIENCES  
SAMPLE TEST KEY, 2003-2010**

Item	Key	Score Reporting Category
1	D	US History
2	D	US History
3	D	US History
4	A	World History
5	C	World History
6	D	World History
7	C	World History
8	B	Civics and Government
9	B	Civics and Government
10	C	Civics and Government
11	C	Geography
12	A	Geography
13	C	Geography
14	D	Geography
15	C	Geography
16	B	Geography
17	A	Economics
18	A	Economics
19	D	US History
20	B	US History
21	C	World History
22	B	Civics and Government
23	D	Civics and Government
24	A	Economics
25	D	Economics

**CONVERTING TO A RIT SCORE**

Number Correct	RIT Score	Number Correct	RIT Score
1	201	14	240*
2	209	15	242
3	214	16	244
4	218	17	246
5	221	18	248
6	223	19	251**
7	226	20	253
8	228	21	256
9	230	22	260
10	232	23	265
11	234	24	272
12	236	25	280
13	238		

\* Likely to meet 10<sup>th</sup> grade standard

\*\* Likely to exceed 10<sup>th</sup> grade standard

Note: This sample test is for practice only; scores may not be substituted for the Oregon Statewide Assessment



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255 Capitol St NE, Salem, Oregon 97310 (503) 947-5600