



**High School Test
in
Social Studies**

*Released Items
Spring 2000*

Directions: Study the following chart and use it with what you already know to answer the questions that follow.

POPULATION PATTERNS

| Regions | Population 1995 (millions) | Projected Population 2010 (millions) | 1995 % Population Less than 15 years old | 1995 % Population More than 65 years old |
|-----------------------------|----------------------------|--------------------------------------|--|--|
| Asia | 3,451 | 4,292 | 33 | 5 |
| Africa | 720 | 1,069 | 45 | 5 |
| Europe | 729 | 743 | 20 | 13 |
| North America | 293 | 337 | 22 | 13 |
| Latin America and Caribbean | 481 | 601 | 34 | 5 |
| Oceania | 28 | 34 | 24 | 10 |

Reprinted with permission from *1995 World Population Data Sheet*, 1995, © Population Reference Bureau, Inc.

1. Using the population patterns displayed in the chart, government planners in Africa would be most concerned about developing which of these facilities?
 - A. Adult care centers
 - B. Schools
 - C. Highways
 - D. Tourist facilities

2. Which of the following regions of the world has expressed concern about its labor pool shrinking in the future?
 - A. Asia
 - B. Africa
 - C. Europe
 - D. Latin America and the Caribbean

3. Using the population patterns displayed in the chart, government planners in Europe would be concerned about developing which program?
 - A. Expanding food production
 - B. Building new homes
 - C. Limiting immigration
 - D. Developing senior care facilities

4. Which prediction is best supported by the information in the chart?
 - A. Resource development will keep pace with population development.
 - B. Population growth will slow in the 21st Century.
 - C. Older populations will decrease in the 21st Century.
 - D. Lower population growth will take place in more developed regions.

5. What conclusion can be made about the population patterns displayed in the chart?
 - A. The rate of population growth is the same in all regions.
 - B. The population in Asia will double in the 15-year period.
 - C. Real population growth is greatest in Asia.
 - D. Latin America has the greatest percent growth in population.

Directions: You should take about 5 minutes to read the following passage and use it with what you already know to complete this task.

EXECUTIVE ACTION

On August 9, 1974 president Richard M. Nixon wrote the following letter:

August 9, 1974

Dear Mr. Secretary:

I hereby resign the Office of President of the United States.

Sincerely,

Richard M. Nixon

This was the first time in United States history that a president had resigned.

National Archives

22. On the lines provided for this item in the **answer booklet**, describe **two** ways this letter influenced events in the United States.

A. Describe one way this letter influenced events in the United States.

ANSWER THIS ITEM IN YOUR ANSWER BOOKLET.

NOTHING WRITTEN IN THE SPACE BELOW WILL BE SCORED.

B. Describe another way this letter influenced events in the United States.

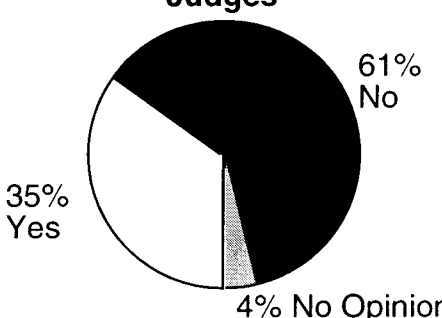
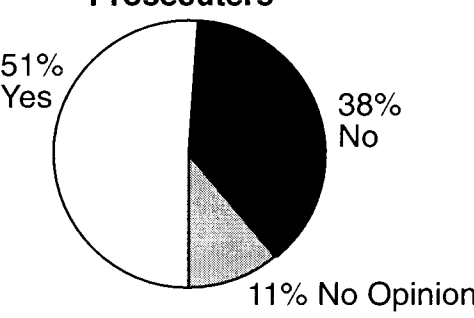
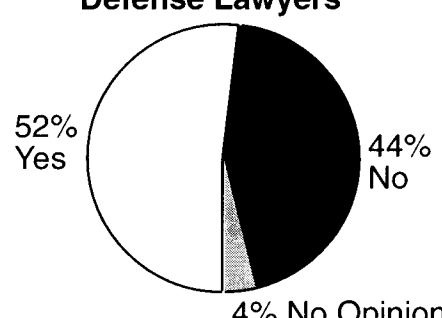
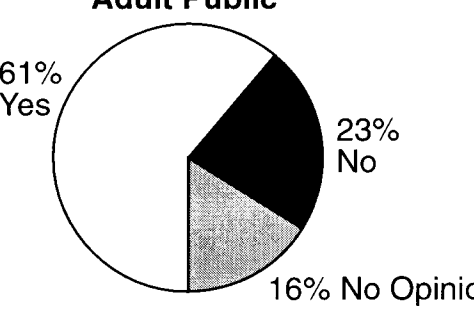
ANSWER THIS ITEM IN YOUR ANSWER BOOKLET.

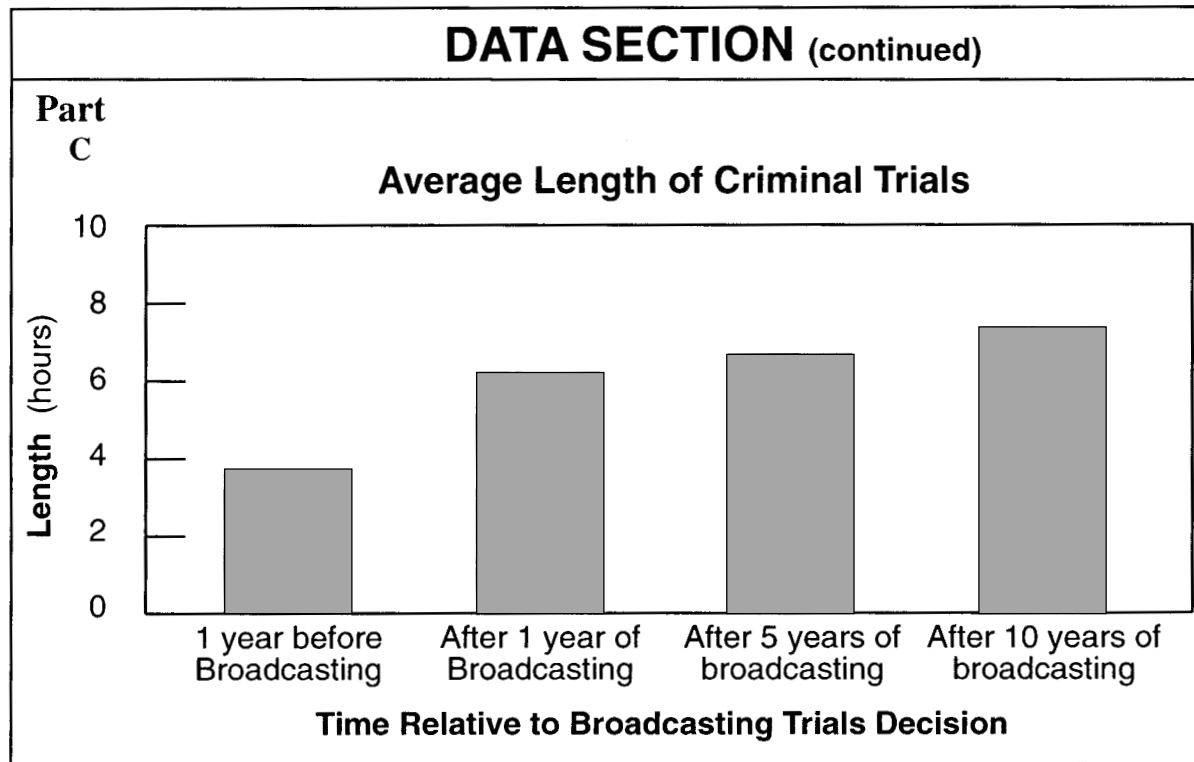
NOTHING WRITTEN IN THE SPACE BELOW WILL BE SCORED.

Directions: Read the following hypothetical information about a public policy issue. Use it with what you already know to complete the tasks that follow. You should take about 20 minutes to complete both Task I and Task II.

CAMERAS IN THE COURTROOM

Television broadcasting of criminal trials has been controversial. Read the following information about this subject.

| DATA SECTION | | | | | | | | | | | | | | | | | | | |
|--|------------------------------|-------------------------------|--------------------------------|---------------|------------------------------|-------------------------------|--------------------------------|---------|-----|-----|-----|--------------------|-----|-----|-----|--------------------|-----|-----|-----|
| <p>Part A A public opinion survey revealed the following information</p> <p style="text-align: center;">Should criminal trials be broadcast live on television?</p> <p style="text-align: center;">Survey Results</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>Judges</p>  <p>35% Yes 61% No 4% No Opinion</p> </div> <div style="text-align: center;"> <p>Prosecutors</p>  <p>51% Yes 38% No 11% No Opinion</p> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;"> <p>Defense Lawyers</p>  <p>52% Yes 44% No 4% No Opinion</p> </div> <div style="text-align: center;"> <p>Adult Public</p>  <p>61% Yes 23% No 16% No Opinion</p> </div> </div> | | | | | | | | | | | | | | | | | | | |
| <p>Part B A study was done of a state that broadcasts all criminal trials.</p> <p style="text-align: center;">Percentage of Televised Trials by Type of Crime</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="text-align: left;">Type of Crime</th> <th>After 1 Year of Broadcasting</th> <th>After 5 Years of Broadcasting</th> <th>After 10 Years of Broadcasting</th> </tr> </thead> <tbody> <tr> <td style="text-align: left;">Larceny</td> <td>61%</td> <td>53%</td> <td>48%</td> </tr> <tr> <td style="text-align: left;">Crimes using a gun</td> <td>18%</td> <td>28%</td> <td>34%</td> </tr> <tr> <td style="text-align: left;">White collar crime</td> <td>21%</td> <td>19%</td> <td>18%</td> </tr> </tbody> </table> | | | | Type of Crime | After 1 Year of Broadcasting | After 5 Years of Broadcasting | After 10 Years of Broadcasting | Larceny | 61% | 53% | 48% | Crimes using a gun | 18% | 28% | 34% | White collar crime | 21% | 19% | 18% |
| Type of Crime | After 1 Year of Broadcasting | After 5 Years of Broadcasting | After 10 Years of Broadcasting | | | | | | | | | | | | | | | | |
| Larceny | 61% | 53% | 48% | | | | | | | | | | | | | | | | |
| Crimes using a gun | 18% | 28% | 34% | | | | | | | | | | | | | | | | |
| White collar crime | 21% | 19% | 18% | | | | | | | | | | | | | | | | |



COMPLETE THE FOLLOWING TASKS:

Task I: Interpreting Information

23. Study the information in the Data Section. Which of the following statements best describes the *relationship* between the **number of years criminal trials are televised** and **type of crime**? Be sure to mark your answer in the answer booklet.
- A. The percentage of televised trials for larceny increases as the percentage of televised trials for other crimes decreases.
 - B. The percentage of televised trials for crimes using guns increases as the percentage of televised trials for other crimes decreases.
 - C. Televising trials causes the number of crimes using guns to increase.
 - D. White collar crime tends to increase after criminal trials are allowed to be televised.

24. Task II: Taking A Stand

You will now take a stand on the following issue: **Should criminal trials be broadcast on television?** You may either support or oppose the broadcast of criminal trials. Write a letter to the justices of the state Supreme Court. Use information to provide reasons that support your position.

You will be graded on the following criteria, so be sure your letter includes each of the elements listed below:

- A clear and supported statement of your position.
- Supporting information using a core democratic value of our American constitutional democracy.
- Supporting knowledge from history, geography, civics (other than a core democratic value), or economics that you already know. It is not enough to state only your opinion.
- Supporting information from the Data Section.
- A credible argument someone with the opposite point of view could use and an explanation that reveals the flaw in their argument.

Remember to: Use complete sentences.
Explain your reasons in detail.
Explain how the core democratic value you use connects to your position.
Write or print neatly on the lines provided in the answer booklet.

ANSWER THIS ITEM IN YOUR ANSWER BOOKLET.

NOTHING WRITTEN IN THE SPACE BELOW WILL BE SCORED.

Directions: Read the following passage and use it with what you already know to answer the questions that follow.

SYSTEMS OF GOVERNMENT

The following speakers are discussing the relative merits of different forms of government.

Speaker 1: Our form of government, which has existed for many centuries in our part of the world and others, is an excellent one. The leadership of His Royal Highness and his family for the last one hundred and twenty years has been outstanding. The royal family always has the best interests of the people at heart, and knows exactly what to do in every situation. If a citizen has a request or a grievance, all he need do is present himself at His Majesty's weekly audience and speak to his leader.

Speaker 2: At one time, people in our nation would have agreed wholeheartedly with you. But centuries ago, our people started taking on some of the rights and responsibilities of government ourselves. Through local laws and customs and the creation of a representative group, we created a system that governs our whole nation. We didn't need a written plan of government; we make the laws we need to suit the circumstances of the time. Today our monarch is merely a symbol of our traditions.

Speaker 3: Your system has merit, but we have no faith in such a hereditary ruler as you both have. We require a plan of government that spells out very clearly and carefully our rights and responsibilities. We elect our leadership, but are afraid of too much power in one person's hand. As a result, we divide up the jobs of government for the nation and further divide it among the various sections of our country. Therefore, no one person or group may become too powerful.

Speaker 4: But power is everything! Without it in the hands of the strong, chaos will rule, as it did in our nations for years under systems like yours. When our military forces took control, order was restored, politically, socially, and economically. What's important is not so much the rights of individual citizens, but the good of the entire state. In our society, we can insure that.

25. What modern-day country is most likely associated with the government described by Speaker 2?
- A. The United States
 - B. Germany
 - C. China
 - D. Great Britain
26. Which of these is an advantage of the government described by Speaker 3?
- A. Decision making by a central authority can be done very rapidly and without concern for opposition.
 - B. Smaller, local sections of the nation have a say in their own government affairs.
 - C. There is no chance for anyone to escape punishment for wrongdoing in such a system.
 - D. The economy of the nation is run according to command economy principles.
27. If American foreign policy is to support governments similar to our own, which speaker's country would most likely receive aid if it were threatened?
- A. 1
 - B. 2
 - C. 3
 - D. 4
28. What can be concluded as a disadvantage to Speaker 1's government system?
- A. The changeover of government from one generation to the next is very chaotic.
 - B. The people must depend on the ruling family to provide a capable leader.
 - C. There is very little access to the ruler of the nation.
 - D. The law-making process is long and cumbersome.
29. Which of the speakers is describing the concept of separation of powers in action?
- A. 1
 - B. 2
 - C. 3
 - D. 4

Directions: You should take about 5 minutes to read the following sentences and use them with what you already know to complete this task.

CAMPAIGN CONTRIBUTIONS

At present, a member of Congress can obtain campaign contributions from outside his/her own district. Some people have proposed requiring a candidate to raise most or all campaign contributions from sources in the district he/she expects to represent. Some people believe that there would be negative consequences if this proposal were to be adopted.

35. On the lines provided for this item in the **answer booklet**, predict what some would see as a negative consequence of this proposal. Explain why some may consider this consequence to be negative.

A. Predict a negative consequence of this proposal.

ANSWER THIS ITEM IN YOUR ANSWER BOOKLET.

NOTHING WRITTEN IN THE SPACE BELOW WILL BE SCORED.

B. Explain why some may consider this consequence to be negative.

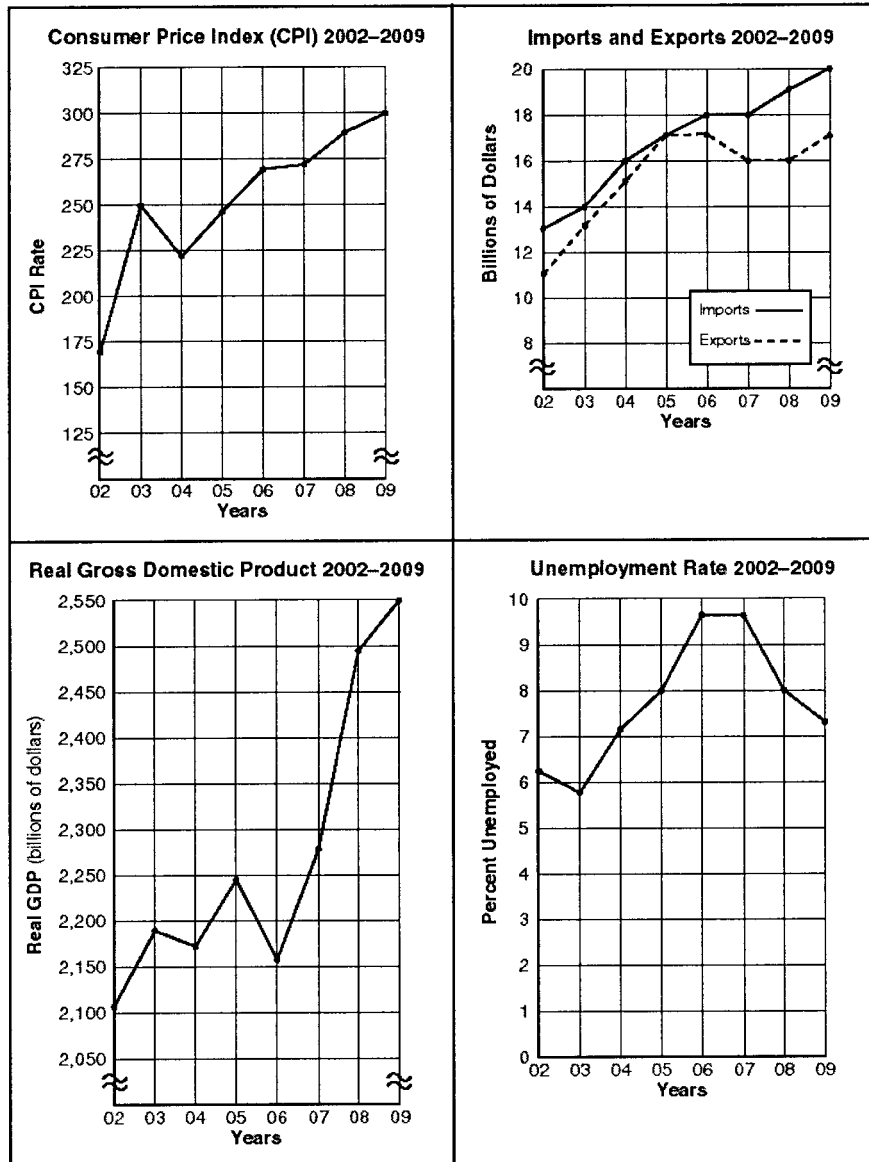
ANSWER THIS ITEM IN YOUR ANSWER BOOKLET.

NOTHING WRITTEN IN THE SPACE BELOW WILL BE SCORED.

Directions: Read the following hypothetical material and use it with what you already know to answer the questions that follow.

MEASURING THE ECONOMY

Economists often use statistics to predict the progress of an economy in order to forecast changes from year to year. Line graphs are useful for this, because they allow the viewer to see trends at a glance.



36. Based on the graphs, how would economists characterize the country's progress toward economic growth from 2007-2009?
- A. Stable
 - B. Declining
 - C. Doing well
 - D. Inconsistent
37. If individual consumers were considering buying cars in 2008, how would they react to the trend in the Consumer Price Index? They would
- A. delay purchases because the money they have saved for a down payment is becoming more valuable.
 - B. purchase as soon as possible because the rising CPI means that the money they saved is worth less.
 - C. buy foreign cars because dollars would be more valuable relative to other currencies.
 - D. buy cars made when the CPI was in the middle of its range to balance price and value.
38. One possible explanation for the projected trend in imports is
- A. a decrease in exports.
 - B. a decrease in tariffs.
 - C. an increase in unemployment.
 - D. an increase in the CPI.
39. Overall, these four graphs indicate an economy in 2009 that is
- A. expanding.
 - B. recessionary.
 - C. stagnating.
 - D. deflationary.
40. Which of these terms expresses the relationship of imports and exports for the year 2008?
- A. Trade surplus
 - B. Balance of trade
 - C. Trade recovery
 - D. Trade deficit

Directions: You should take about 5 minutes to read the following passage and chart. Use them with what you already know to complete the task.

MARKETPLACE DECISION

You have just received your own phone line for personal use. You made your choice of a phone company from the following information.

Phone Service Features

| Company A | Company B |
|---|--|
| 10% savings on long-distance rates anytime and anywhere compared to other long-distance carriers. | 25% savings compared to other companies on long-distance weekday rates after 5:00 p.m. |
| Golden Quality Award 1996, 1997 | 33% savings on long-distance weekend rates compared to other companies |
| Special discount to high-volume users | Competitive toll rates as your local phone carrier |
| Voice mail, fax, multiline, and cellular phone services for a low monthly fee | Earn 5 miles on any major airline for every dollar spent on Company B long-distance calls. |
| 10% lower rates for multiple sites | 24-hour customer service |
| | Free voice mail |

46. On the lines provided for this item in the **answer booklet**, give **two** economic reasons explaining why company B would be a better choice for personal use than Company A.

A. Explain one **economic reason** why Company B would be a better choice for personal use.

ANSWER THIS ITEM IN YOUR ANSWER BOOKLET.

NOTHING WRITTEN IN THE SPACE BELOW WILL BE SCORED.

B. Explain another **economic reason** why Company B would be a better choice for personal use.

ANSWER THIS ITEM IN YOUR ANSWER BOOKLET.

NOTHING WRITTEN IN THE SPACE BELOW WILL BE SCORED.

Directions: Read the following hypothetical information about a public policy issue. Use it with what you already know to complete the tasks that follow. You should take about 20 minutes to complete both Task I and Task II.

PASSING GRADES

One suggestion for making students under age 18 take a more active role in their education is a proposal to require passing grades in all classes in order to get or keep a driver's license. Under the program, a student would be required to have a grade point average (GPA) of 2.0 or better in all classes to qualify for a driver's license. Read the following information about passing grades and a driver's license.

DATA SECTION

Part

A A trial program requiring passing grades to get and keep a driver's license was held in another state. Here are student responses to a question about this program.

Does the Passing Grades Program Have an Effect on Your Studies?

| Grade in School | Percentage of "Yes" Responses |
|-----------------|-------------------------------|
| 8 | 20% |
| 9 | 72% |
| 10 | 60% |
| 11 | 38% |
| 12 | 20% |

Part

B A survey was conducted in the state where this policy is in effect.

GPA a Year Before and a Year After the Program

| GPA | School 1 | | School 2 | |
|---------|---------------|--------------|---------------|--------------|
| | A Year Before | A Year After | A Year Before | A Year After |
| 0.0-0.9 | 20% | 12% | 16% | 12% |
| 1.0-1.9 | 30% | 22% | 28% | 24% |
| 2.0-2.9 | 40% | 48% | 44% | 47% |
| 3.0-4.0 | 10% | 18% | 12% | 17% |

| DATA SECTION (continued) | | | |
|-------------------------------------|---|---------------------------|--------------------------|
| Part C | All High School Students | | |
| | Student Information | Before the Program | After the Program |
| | Percentage of students with part-time jobs | 61 | 46 |
| | Percentage of students with extra-curricular activities | 36 | 27 |
| Average student savings for college | \$620.00 | \$415.00 | |

COMPLETE THE FOLLOWING TASKS:**Task I: Interpreting Information**

47. Study the information in the Data Section. Which of the following statements best describes the *relationship* between **having a passing grades program** and **student GPA**? Be sure to mark your answer in the answer booklet.
- A. The overall GPAs of all students tend to decrease after a passing grades program goes into effect.
 - B. The percentage of students with GPAs over 2.0 tends to increase after a passing grades program goes into effect.
 - C. The GPAs of seniors are more likely to increase than those of juniors in schools that have a passing grades program.
 - D. The GPAs of students with part-time jobs are likely to increase more than those of other students in schools that have a passing grades program.

48. Task II: Taking A Stand

You will now take a stand on the following issue: **Should Michigan require all students to have passing grades to get or keep a driver's license?** You may either support or oppose requiring passing grades to receive and maintain a driver's license. Write a letter to your state senator. Use information to provide reasons that support your position.

You will be graded on the following criteria, so be sure your letter includes each of the elements listed below:

- A clear and supported statement of your position.
- Supporting information using a core democratic value of our American constitutional democracy.
- Supporting knowledge from history, geography, civics (other than a core democratic value), or economics that you already know. It is not enough to state only your opinion.
- Supporting information from the Data Section.
- A credible argument someone with the opposite point of view could use and an explanation that reveals the flaw in their argument.

Remember to: Use complete sentences.
Explain your reasons in detail.
Explain how the core democratic value you use connects to your position.
Write or print neatly on the lines provided in the answer booklet.

ANSWER THIS ITEM IN YOUR ANSWER BOOKLET.

NOTHING WRITTEN IN THE SPACE BELOW WILL BE SCORED.

**Michigan Educational Assessment Program
Statewide Test Item Analysis
HST in Social Studies**

**District: PUBLIC SCHOOL
Run Date: 09/06/2000**

Spring 2000

| Multiple Choice | | | | | | Open-Ended | | | | | | | | | | | | | | | |
|--------------------------------------|----------------|-------------------------------|-----|-----|-----|---|--------------------------------------|----------------|------------------------------------|-----|-----|-----|-----|-----|-----|-----------------------------------|-----|---|---|---|---|
| Item No. | Benchmark Code | Percent Answering by Response | | | | Omit/Mult | Item No. | Benchmark Code | Percent Receiving Number of Points | | | | | | | Percent Receiving Condition Codes | | | | | |
| | | A | B | C | D | | | | 0.0 | 0.5 | 1.0 | 1.5 | 2.0 | 2.5 | 3.0 | 3.5 | 4.0 | A | B | C | D |
| Civic Perspective | | | | | | Constructed Response | | | | | | | | | | | | | | | |
| 25 | 1HS3 | 15 | 16 | 24 | 43* | 2 | Civic Perspective | | | | | | | | | | | | | | |
| 26 | 1HS1 | 10 | 67* | 9 | 12 | 2 | 35 | 4HS1 | 43 | 13 | 17 | 10 | 10 | | | | | 1 | 0 | 0 | 7 |
| 27 | 5MS1 | 12 | 22 | 54* | 11 | 2 | Economic Perspective | | | | | | | | | | | | | | |
| 28 | 1HS1 | 11 | 71* | 11 | 5 | 2 | 46 | 3HS2 | 45 | 10 | 18 | 7 | 14 | | | | | 1 | 0 | 0 | 6 |
| 29 | 1HS1 | 4 | 9 | 68* | 17 | 2 | Historical Perspective | | | | | | | | | | | | | | |
| Economic Perspective | | | | | | Extended Response | | | | | | | | | | | | | | | |
| 36 | 4HS3 | 9 | 6 | 70* | 13 | 2 | Inquiry & Decision Making | | | | | | | | | | | | | | |
| 37 | 3HS1 | 14 | 50* | 8 | 26 | 2 | 24 | 3HS1 | 2 | 1 | 24 | 16 | 37 | 9 | 3 | 2 | 3 | 0 | 0 | 0 | 3 |
| 38 | 5HS4 | 16 | 31* | 13 | 38 | 2 | 48 | 3HS1 | 1 | 1 | 30 | 14 | 37 | 7 | 3 | 1 | 1 | 0 | 0 | 0 | 5 |
| 39 | 4HS1 | 78* | 8 | 8 | 4 | 2 | | | | | | | | | | | | | | | |
| 40 | 5HS4 | 23 | 21 | 15 | 38* | 2 | | | | | | | | | | | | | | | |
| Geographic Perspective | | | | | | | | | | | | | | | | | | | | | |
| 01 | 4HS3 | 13 | 77* | 6 | 4 | 0X | | | | | | | | | | | | | | | |
| 02 | 4HS3 | 12 | 10 | 61* | 16 | 1 | | | | | | | | | | | | | | | |
| 03 | 4HS3 | 14 | 23 | 10 | 53* | 1 | | | | | | | | | | | | | | | |
| 04 | 4HS1 | 26 | 10 | 25 | 39* | 1 | | | | | | | | | | | | | | | |
| 05 | 4HS2 | 8 | 9 | 69* | 13 | 1 | | | | | | | | | | | | | | | |
| Inquiry & Decision Making | | | | | | | | | | | | | | | | | | | | | |
| 23 | 1HS3 | 7 | 72* | 18 | 2 | 1 | | | | | | | | | | | | | | | |
| 47 | 1HS3 | 10 | 74* | 9 | 4 | 3 | | | | | | | | | | | | | | | |
| Number Tested: 77221 | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | <p>Condition Codes for the Open-Ended Items:</p> <p>A Off-topic C Written in language other than English B Illegible D Blank/refused to respond</p> | | | | | | | | | | | | | | | |
| | | | | | | <p>Using the Benchmark Codes</p> <p>You can link the individual items to their corresponding benchmark in the <i>Michigan Social Studies Content Standards and Benchmarks</i>, February 1996 (also see <i>Michigan Curriculum Framework</i>, 1996, pages 22-45).</p> <p>Each Benchmark Code contains four characters. The first character, an Arabic numeral, identifies the content standard under the specific strand. The next two characters represent the grade level column designation in the content standards documents where EE = Early Elementary, LE = Later Elementary, MS = Middle School, and HS = High School. The number following these letters represents the specific benchmark in the column designated by the grade level.</p> <p>EXAMPLE An item with Benchmark Code 2MS3 under Civic Perspective is referring to content standard 2, "Ideals of American Democracy." Within that content standard, you need to look at Middle School benchmark number 3, "Explain means for limiting the powers of government established by the U.S. Constitution," to find the match.</p> <p>CAUTION Making inferences about students based on their answers to individual items is inadvisable due to the low reliability of single item measures. These data should only be used to make inferences about the performance of groups that are classroom size or larger.</p> | | | | | | | | | | | | | | | |

Omit/Mult = Omits and Multiple Responses
 X Number of students present rounds to zero