OHIO GRADUATION TESTS

Social Studies

Scoring Guidelines and Samples of Scored Student Responses

Spring 2005
# Table of Contents

<table>
<thead>
<tr>
<th>Item</th>
<th>Item and Scoring Guidelines</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item 6</td>
<td>Item and Scoring Guidelines</td>
<td>1</td>
</tr>
<tr>
<td>Item 6</td>
<td>Samples of Scored Student Responses</td>
<td>4</td>
</tr>
<tr>
<td>Item 12</td>
<td>Item and Scoring Guidelines</td>
<td>20</td>
</tr>
<tr>
<td>Item 12</td>
<td>Samples of Scored Student Responses</td>
<td>23</td>
</tr>
<tr>
<td>Item 18</td>
<td>Item and Scoring Guidelines</td>
<td>34</td>
</tr>
<tr>
<td>Item 18</td>
<td>Samples of Scored Student Responses</td>
<td>37</td>
</tr>
<tr>
<td>Item 24</td>
<td>Item and Scoring Guidelines</td>
<td>52</td>
</tr>
<tr>
<td>Item 24</td>
<td>Samples of Scored Student Responses</td>
<td>55</td>
</tr>
<tr>
<td>Item 36</td>
<td>Item and Scoring Guidelines</td>
<td>66</td>
</tr>
<tr>
<td>Item 36</td>
<td>Samples of Scored Student Responses</td>
<td>68</td>
</tr>
<tr>
<td>Item 42</td>
<td>Item and Scoring Guidelines</td>
<td>79</td>
</tr>
<tr>
<td>Item 42</td>
<td>Samples of Scored Student Responses</td>
<td>82</td>
</tr>
</tbody>
</table>
Social Studies

Item 6

Spring 2005

Item and Scoring Guidelines
6. Historians often cite the harshness of the Treaty of Versailles on Germany as a primary cause of the eventual outbreak of World War II. Summarize two provisions of the Versailles Treaty relating to Germany and discuss how each helped lead to World War II. Write your answer in the Answer Document. (4 points)

Sample Response for Item 6 (Extended Response):

Exemplar:
One provision of the Versailles Treaty was that Germany had to make extensive reparation payments to the Allies. This contributed to the outbreak of World War II because the reparations were a heavy financial burden that caused Germans to resent the Allied nations. Another provision of the Versailles Treaty was that Germany had to cede the Alsace-Lorraine region to France. This contributed to the outbreak of World War II because many Germans believed these lands belonged to Germany and wanted to take them back.

The response may include but is not limited to:

Provisions of the Treaty of Versailles:

Germany had to:

1. abolish compulsory military service;
2. reduce the size of its army and navy (could not develop air corps);
3. demilitarize all territory on the banks of the Rhine;
4. stop all importation, exportation, and nearly all production of war material;
5. make extensive financial reparations;
6. recognize sovereignty of Belgium, Poland, Czechoslovakia, and Austria;
7. return Alsace-Lorraine to France;
8. agree to French occupation of the Saar;
9. accept "war guilt" clause;
10. give up West Prussia;
11. give up overseas colonies.
Generally lose power/give up land.
Lead to war:
5 Heavy financial burdens contributed to economic depression in Germany and resentment toward Allies.
1, 2, 4 Reduction of army and production of war materials also affected economy and morale. Germans felt they were at risk in Europe.
3, 6–8, 10–11 Loss of territory led to Hitler's desire to reclaim lands for Germans.
9 “War guilt” clause led to resentment toward Allies.

Scoring Guidelines for Item 6:

Score point Description
4 points The response correctly identifies two provisions of the Versailles Treaty (as listed above) and will correctly tie each of the two provisions to the lead-up to war.
3 points The response correctly identifies two provisions of the treaty, but the response ties only one provision to the lead-up to war.
OR
The response identifies one provision of the treaty and discusses two leads tied to the treaty.
2 points The response correctly identifies one provision of the treaty and ties it to the lead-up to war.
OR
The response identifies two provisions without discussing leads.
OR
The response discusses two leads tied to the treaty without identifying any provisions.
1 point The response identifies one provision of the treaty.
OR
The response identifies one lead tied to the treaty.
0 points The response does not meet any of the above criteria.

Note: If the response mixes wars/treaties, no more than 1 point can be awarded.
Social Studies

Item 6

Spring 2005

Samples of Scored Student Responses
Two provisions of the Versailles Treaty relating to Germany were taking over the Jews and putting them in concentration camps. Many didn’t agree with that. Another was putting Hitler in power. Other countries didn’t agree to that thus began WWII.

Score Point: 0

The response does not meet any of the criteria for a higher score. No provision of the treaty or lead-up to war is provided. The information presented is not relevant to the Treaty of Versailles.
One of the provisions that led up to World War II was they dismembered Germany on trade right, and the second was they halted Germany.

Score Point: 0

The response does not identify a provision of the treaty or a lead-up to war. Although Germany was forbidden from importing or exporting war materials under the treaty, Germany was not denied all trade rights.
The Germans gave the idea of the Treaty of Versailles and said that they agreed to the terms. The Germans did not follow through with the treaty and the treaty was unequally unfair.

**Score Point: 0**

The response does not identify a provision of the treaty or a lead-up to war. The information presented (the Germans did not follow through with the treaty) is too general to demonstrate knowledge of a lead-up to war unless tied to a provision of the treaty.
Score Point: 1

Although much of the information presented is not relevant to the Treaty of Versailles, the response correctly identifies one lead-up to war (Germany was tired of being blamed for the war).
The treaty of Versailles ended WWI with Germany agreeing to give back a fair amount of land they had taken from the surrounding countries. Instead they began to grow in power which eventually led to Hitler’s Nazi Party.

Score Point: 1

The response correctly identifies one provision of the treaty (Germany agreed to give back a fair amount of land). Although the response attempts to provide a lead-up to war (they began to grow in power), the lead-up is not tied to the named provision of the treaty.
Two provisions of the treaty of Versailles was that Germany was to give up all arms, which was forced to end, and that Germany would be divided up into 4 zones. This left the Germans very mad and Hitler vowed to take revenge. The treaty of Versailles also left Germany in a depression and Hitler took over, he blamed the Jews for the depression after WWI, not the allies.

Score Point: 1

Although the response correctly identifies a provision of the treaty (Germany was to give up arms) and identifies more than two leads to war (the Germans wanted to seek revenge; left Germany in a depression), the response mixes wars and treaties (Germany would be divided up into four zones) and therefore, is limited to a score of “1.”
Two provisions of the Treaty of Versailles were one, that Germany would have to stop building their arms and two, that they would not cause conflict in any way towards the U.S. They both helped lead to World War II because Germany didn't follow with the Treaty of Versailles and with building arms, led to the outbreak of war.

Score Point: 2

The response correctly identified one provision of the treaty (Germany would have to stop building their arms) and ties it to a lead-up to war (Germany didn't follow with the Treaty of Versailles and built arms).
The response correctly identifies two provisions of the treaty (it made Germany take blame for WWI; it made them pay billions of dollars) without discussing leads.

Score Point: 2
The Treaty Versailles made people feel less significant than others, leading people like Hitler, angry and upset, and out broke WWII.

Score Point: 2

The response correctly discusses two lead-ups to war (made people feel less significant than others; led to being angry and upset) without identifying any provisions of the treaty.
1) Germany had to pay all the costs of World War I.
So, Germany angered the Allies but it had to pay for the war.

2) Germany lost its territories.
It made Germany invade many European countries after the war.

Score Point: 3
The response correctly identifies two provisions of the treaty (Germany had to pay all the costs of World War I; Germany lost its territories) and ties one provision (loss of land) to a lead-up to war (it made Germany invade many European countries).
The Treaty of Versailles caused harsh feelings in Germany. Germany was forced to pay war reparations. Also, Germany was not allowed in some groups such as the League of Nations.

By forcing Germany to pay for war reparations, this caused a devastating depression. This depression helped cause World War II because they wanted someone to blame, so Hitler placed the Jews as the scapegoat. Since Germany was left out of organizations involving world powers, this caused anger within Germany and a thirst for influence in the world. That was another contribution to the cause of WWII (Hitler wanted to conquer places).

Score Point: 3

The response correctly identifies one provision of the treaty (Germany was forced to pay war reparations) and discusses two leads (a. This caused a “devastating depression”; “they wanted someone to blame,” and b. This caused a “thirst for influence”; “Hitler wanted to conquer places”). The statement that the treaty prevented Germany from joining organizations like the League of Nations is incorrect.
The treaty forced Germany to pay all reparations from wartime. It also forced them to disarm and lower their army concentration. This made Germany hostile.

Score Point: 3

The response correctly identifies at least two provisions of the treaty (it forced Germany to pay all reparations from wartime; it forced them to disarm and lower their army concentration) and discusses one lead-up to war (this made Germany hostile).
lose of land and dept. Which lead to a disparision and Germany blamed the world.

Score Point: 4

The response correctly identifies two provisions of the treaty (debt; loss of land) and correctly ties each of the provisions to a lead-up to war (a depression; Germany blamed the world).
one provision of the Versailles treaty relating to Germany is, they were blamed for starting the war. This helped start WWII, because it made Germany mad because they knew they did not start the war. Another provision of the Versailles treaty relating to Germany is they were forced to pay reparations. This also helped to start WWII, because thus made Germany mad.

Score Point: 4

The response correctly identifies two provisions of the treaty (they were blamed for starting the war; they were forced to pay reparations) and correctly ties each of the provisions to a lead-up to war (it made Germany mad because they knew they did not start the war; reparations made Germany mad).
Two things that the treaty of Versailles did was one - charge Germany for all the
destruction that the war created. Germany then slipped into poverty allowing Hitler
to take power by saying he could end
Germany’s depression. Another thing the
treaty did was greatly reducing Germany’s
military, which hurt German morale by
making them think they were weak and
vulnerable, which made Hitler looked
all the better when he re-made the
German military.

Score Point: 4

The response correctly identifies two provisions of the treaty (charge
Germany for all the destruction that the war created; greatly reducing
Germany’s military) and correctly ties each of the provisions to a lead-
up to war (Germany slipped into poverty, allowing Hitler to take power;
hurt Germany’s morale by making them think they were weak and
vulnerable).
Social Studies

Item 12

Spring 2005

Item and Scoring Guidelines
Item

12. The Industrial Revolution brought about major changes not only in cities, but in rural America as well. Before machines were used, one farmer could harvest about 7.5 acres of wheat per year. With machines, he could harvest wheat on 135 acres. Scientists also developed new kinds of wheat seeds that could survive northern winters. These developments were examples of what was happening in many areas of agriculture.

Explain two additional ways farming changed as a result of the Industrial Revolution. Write your answer in the Answer Document. (2 points)

Sample Response for Item 12 (Short Answer):

Exemplar:
One way farming changed as a result of the Industrial Revolution was that new technology such as irrigation and steel plows allowed farming to expand into regions where farming would not have been successful previously. Another way farming changed was that increased production led to lower prices for crops, making it difficult for small family farms to be successful.

Other correct responses may include but are not limited to:
- American farms could be bigger;
- they could produce much more food;
- they could be profitable;
- they could require less labor;
- farming was more efficient (but cannot use harvesting example given in the prompt without adding substantive information);
- farming was less time-consuming;
- farming was expandable into new regions;
- farming was subject to overproduction;
- farming was subject to lower prices for crops;
- farming was more inclined toward single-crop production on individual farms;
- there were fewer self-sustaining family farms.
**Scoring Guidelines for Item 12:**

<table>
<thead>
<tr>
<th>Score point</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 points</td>
<td>The response will explain two ways farming changed as a result of the Industrial Revolution.</td>
</tr>
<tr>
<td>1 point</td>
<td>The response will explain one change.</td>
</tr>
<tr>
<td>0 points</td>
<td>The response does not meet any of the above criteria.</td>
</tr>
</tbody>
</table>

Note: If the response cites an example from the prompt but adds substantive information to the example, the response can be scored for the applicable point(s).
Social Studies

Item 12

Spring 2005

Samples of Scored Student Responses
One way would be the different machinery.
Another would be the different seeds.

Score Point: 0

This response does not meet any of the criteria to receive a higher score. Information from the prompt is repeated (different machinery; different seeds) without explaining an additional way farming changed as a result of the Industrial Revolution.
Another agricultural improvement created by the Industrial Revolution was a new method of farming known as the three-field system, which was not only more efficient but also helped to prevent soil erosion. Farming also changed during the Industrial Revolution as a result of the enclosure movement, which replaced the open-field system and caused many people to lose their land.

Score Point: 0

This response does not explain an additional way farming has changed as a result of the Industrial Revolution. The three-field system of crop rotation and the enclosure movement both predate the Industrial Revolution.
Score Point: 0

This response provides incorrect information (the produce's prices went up; they stopped planting crops) and does not explain an additional way farming has changed as a result of the Industrial Revolution.
Since machines were made, it made farming easy and less work, and the new kinds of seeds that could survive in winters, now the farmers can work on their crops more (have crops, rather than being destroyed winter.

Score Point: 1

This response explains one additional way farming has changed as a result of the Industrial Revolution (now the farmers can work on their crops more). The remainder of the response (seeds that could survive in winters) is only a repeat of information in the prompt.
we use machines to harvest wheat and machines to plow the ground.

Score Point: 1

This response repeats some information from the prompt (we use machines to harvest) and explains one additional way farming has changed as a result of the Industrial Revolution (machines to plow the ground).
Another way farming changed is it was done in mass quantities and farmers were helped out by the invention of modern machines.

Score Point: 1

This response explains one additional way farming has changed as a result of the Industrial Revolution (it was done in mass quantities). Another explanation is attempted (farmers were helped out) but the explanation is vague and inadequate.
Score Point: 2

This response explains two additional ways farming has changed as a result of the Industrial Revolution ("more things to sell on the market"; "that would make more money").
They invented pesticides of certain things to stop the crop from being damaged. They invented factories and a lot of people including children worked in these factories. They found coal and used that for certain things. They invented trains that could transport goods all around the country. Using Iron, and Ore they made railroads. They made water ways and canals.

Score Point: 2

This response explains two additional ways farming has changed as a result of the Industrial Revolution (they invented pesticides to keep crops from being damaged; they invented trains that could transport goods all around the country). The reference to “invented trains” is taken to refer to developments in the railroad industry (such as refrigerated railcars) that enabled farm goods to be transported “all around the country.”
As the industrial revolution went on farming went from being “mom and pop” operation, to big business. Big business’s bought up farms and used the land to farm on. Though less people worked on the farms, more people were supplied goods.

Score Point: 2
This response explains two additional ways farming has changed as a result of the Industrial Revolution (farming went from being a “mom and pop” operation to big business buying up farms; less people worked on the farms).
The Industrial Revolution changed farming in some distinct ways. One is that the cotton plant by Eli Whitney decreased the amount of labor needed to harvest cotton—allowing the cotton kingdom to re-emerge once again. Other inventions, such as steam engines, made the transport of agricultural goods more efficient, thus helping the industry to make radical improvements. Farming started to rely more on technology, than human labor—and this was the drastic change that occurred as a result of the Industrial Revolution.

Score Point: 2

This response explains two additional ways farming has changed as a result of the Industrial Revolution (the cotton “plow” (in context read as “gin”) by Eli Whitney decreased the amount of labor needed to harvest cotton; steam engines made the transport of agricultural goods more efficient).
Social Studies

Item 18

Spring 2005

Item and Scoring Guidelines
Item

18. Monarchies may be absolute monarchies or constitutional monarchies.

Explain how monarchs usually acquire power under both types of monarchies;
Describe what limits, if any, exist on how monarchs exercise power in both types of
monarchies.

Write your answer in the Answer Document. (4 points)

Sample Response for Item 18 (Extended Response):

Exemplar:
In both types of monarchies, monarchs usually obtain power by inheritance. In
constitutional monarchies, monarchs may obtain their power by rules defined in the
constitution. In absolute monarchies, monarchs exercise power with few limitations.
In constitutional monarchies, the monarch’s power is limited by the provisions of the
constitution.

Other correct responses include but are not limited to:

On how monarchs acquire power: In both types of monarchies, rules for inheriting
power may be defined by tradition.

On limits on the monarchs’ exercise of power: In an absolute monarchy, the
monarch’s power is unlimited or may be limited by tradition or by the power and
privilege of other special groups such as nobles.

Scoring Guidelines for Item 18:

Score point | Description
-----------|----------------------------------
4 points    | The response provides an explanation of how power is acquired for
each type of monarchy and describes limits on how power is
exercised in both absolute and constitutional monarchies.

3 points    | The response provides an explanation of three of the four elements.
<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 points</td>
<td>The response provides an explanation of two of the four elements.</td>
</tr>
<tr>
<td>1 point</td>
<td>The response provides an explanation of one of the four elements.</td>
</tr>
<tr>
<td>0 points</td>
<td>The response does not meet any of the above criteria.</td>
</tr>
</tbody>
</table>
Social Studies

Item 18

Spring 2005

Samples of Scored Student Responses
Monarchs usually acquire power under both types of monarchies because there are many things to be done and sometimes you just have to use both.
Score Point: 0

The response does not accurately explain how either type of monarchy acquires or exercises power. The attempted explanation of how monarchs acquire power is incorrect, and the attempted description of how power is exercised does not specify which type of monarchy is being discussed.
Monarchs acquire power through being in a family line or by being elected by the people. Powers of monarchs are limited by governors who distribute their power amongst all officials. Monarchs do not have control of people either. The people have rights and freedom. Unlike totalitarian monarchs, people watching them and can be thrown out of office.

**Score Point: 0**

The response does not accurately explain how either type of monarchy acquires or exercises power. The attempted explanation of how monarchs acquire power contains contradictory information (through being in a family or by being elected by the people), and the attempted description of how power is exercised does not specify which type of monarchy is being discussed.
In an absolute monarchy, power is god given and is passed down to members of a royal family. Constitutional monarchies have a monarch that is voted into office.

The monarchs have limits in both monarchies. They have to share power with the parliament or other governing body. Some monarchs don't even have power; they are just there as a symbol of the country.

**Score Point: 1**

The response provides an accurate explanation of how power is acquired in an absolute monarchy (passed down to members of a royal family). The attempted description of how power is exercised attributes the same limits to both types of monarchies.
Score Point: 1

The response provides an accurate explanation of how power is acquired in a constitutional monarchy (gets it’s power from its constitution). The attempted explanation of how an absolute monarch acquires power is inaccurate. There is no description pertaining to the exercise of power.
Monarchs under absolute monarchies acquire their power by blood. The heir of the current King & Queen becomes a monarch when the current King or Queen dies. The Queen & King don't really have too much power today because their advisors usually make all the decisions, but they do have some power with certain limitations. For example, they can't order anyone to be killed without a good & fair reason & a trial.

Constitutional monarchies is when the King & Queen do run the country & do not have to be of blood. They have the right to do what they want within reason.

**Score Point: 1**

The response provides an accurate explanation of how power is acquired in an absolute monarchy (by blood, the heir of the current King or Queen becomes monarch when the current King or Queen dies). The attempted descriptions of how power is exercised in an absolute monarchy and of how power is acquired and exercised in a constitutional monarchy are vague.
In most monarchies, power is gained by inheriting it from their family. Monarchs make their own rules and laws. They set the standards. What they say goes.

Score Point: 2

The response provides an accurate explanation of how power is acquired in most absolute and constitutional monarchies (inheriting it from their family). Because the process is essentially the same under both types of monarchies, this response, which references "most monarchies," is seen as applying to both types of monarchies. The attempted description of how power is exercised does not specify which type of monarchy is being discussed. Because there are distinctions in the exercise of power under each type of monarchy, the response must refer to each type of monarchy.
Under an absolute monarchy, the monarch has total control over everyone. Under a constitutional monarchy, the monarch only has enough power and has to follow that nation's constitution.

Score Point: 2

The response provides accurate descriptions of how power is exercised in an absolute monarchy (the monarch has total control over everyone) and in a constitutional monarchy (the monarch has to follow the nation's constitution).
Monarchs get their power by being a strong leader, they have their country love them so the people would do anything for them. This is mostly under absolute monarchy, under constitutional monarchy, they get their power from the government. -No limits on absolute monarch's, but constitutional monarch have to follow what the government tells them.

Score Point: 2

Although the response's attempted explanations of how power is acquired in absolute and constitutional monarchies are inaccurate, the response provides accurate descriptions of how power is exercised in an absolute monarchy (no limits) and in a constitutional monarchy (they have to follow what the government tells them).
Absolute Monarchs inherit the thrown. It is a family throne and when the absolute monarch dies, he hands the throne over to his son or relative. In an absolute monarchy, there is no limit to the exercise of power. The monarchs have complete control over their country.

Constitutional monarchs get their thrown by election of the people. A constitutional monarch has much control over the people but is obligated to follow the constitution of the country.

Score Point: 3

The response provides an accurate explanation of how power is acquired in an absolute monarchy (inherit the family throne when the absolute monarch dies) and an accurate description of how power is exercised in an absolute monarchy (no limit, complete control). The attempted explanation of how power is acquired in a constitutional monarchy (through election of the people) is inaccurate, but the response accurately describes how power is exercised in a constitutional monarchy (the monarch is obligated to follow the constitution of the country).
Monarchs acquire their power from other family members, like the Royal Family, their power is passed down by generation. Absolute monarchs hold no real power, the government still makes most decisions. But constitutional monarchs, though still not having much power, take part along with others in the decision-making process.

Score Point: 3

The response provides an accurate explanation of how power is acquired in both absolute and constitutional monarchies (monarchs acquire their power from other family members, like the Royal Family, passed down by generation). The attempted description of how power is exercised in an absolute monarchy (no real power) is inaccurate, but an accurate description of how power is exercised in a constitutional monarchy (constitutional monarchs don’t have much power, take part along with others in the decision-making process) is provided.
Usually in monarchies, monarchs acquire power through their family. In an absolute monarchy the ruler has complete control over what happens in the country. In a constitutional monarchy there is a set of laws the ruler must follow when making his decisions.

Score Point: 4

The response provides an accurate explanation of how power is acquired in both types of monarchies (usually in monarchies monarchs acquire power through their family) and accurate descriptions of how power is exercised in both absolute monarchies (complete control over what happens in the country) and constitutional monarchies (there is a set of laws the ruler must follow when making decisions).
Monarchies may be absolute monarchies, or they may be constitutional monarchies. In an absolute monarchy, a king or queen inherits their power from their family. Absolute monarchies also have no limits in exercising their power. The other type of monarchy, a constitutional monarchy, is quite different. Power is still inherited from the family, but the power of a constitutional monarch is for the most part being a figure remaining only for tradition. In a constitutional monarchy, all power is delegated to an elected parliamentary body, led by an elected prime minister. The monarch has little to no power in the government, all major decisions are made by the prime minister and the parliamentary body. The monarch is present at several events where it may be traditional for them to appear, and make minor decisions that are traditionally made, but again have little influence in the government.

Score Point: 4

The response provides an accurate explanation of how power is acquired in both types of monarchies (inherits their power from their family) and accurate descriptions of how power is exercised in both absolute monarchies (no limits) and constitutional monarchies (a figure remaining only for tradition, power is delegated to an elected parliamentary body led by an elected prime minister who make all major decisions, the monarch may make minor decisions that are traditional but has little influence in the government). The assumption that a constitution provides for a parliament and prime minister does not affect the score.
In absolute monarchies the power is usually seized forcefully by one family and then it is held by their family. An absolute monarchy has much more power and makes all of the decisions themselves. In a constitutional monarchy, the royal family is chosen by royal bloodline and their family rules until they have no more family left. In this type of monarchy, the royal family is more of a figurehead and the decisions are made by the parliament, which is much like congress and a prime minister.

Score Point: 4

The response provides accurate explanations of how power is acquired in both types of monarchies (power is seized by one family and then it is held by their family; chosen by royal bloodline) and accurate descriptions of how power is exercised in both absolute monarchies (makes all the decisions themselves) and constitutional monarchies (the royal family is more of a figurehead, the decisions are made by the parliament). The assumption that a constitution provides for a parliament and a prime minister does not affect the scoring.
Social Studies

Item 24

Spring 2005

Item and Scoring Guidelines
Item

24. Satellite-based communication systems allow people to communicate more easily. This increases the interdependence of nations around the world.

Describe how another advance in global communications or transportation contributes to the exchange of cultural practices. Write your answer in the Answer Document. (2 points)

Sample Response for Item 24 (Short Answer):

Exemplar:
The creation of the Internet has allowed people from all over the world to share ideas and information. This allows people in different countries to communicate with each other and share their opinions, beliefs, values, and views.

Other correct responses may include but are not limited to:
• Advances in air travel have resulted in lower costs and make it easier for people to travel all over the world. This has made it easier for students in cultural exchange programs to travel to other countries to live and study.
• Improvements in recording technology allow musicians to record their music at a much lower cost. This allows independent musicians to record and sell their music and share it with others around the world.
• Advances in computer technology have made computers much more affordable. This has allowed for greater access to computers by people in all parts of the world, thus changing the way they work and interact with each other.
• Technological advances have lowered prices for televisions and radios, thus allowing more people around the world to own them. Access to radio and television permit people around the globe to pick up on the latest trends and adopt them into their cultures.
• Cooperative space ventures between nations bring scientists, astronauts and program administrators from different countries into contact with each other, thus providing opportunities for the exchange of cultural practices.
• Increasing use of cell phones and text messaging allows people to stay in contact with each other at all times. The availability of these technologies in many countries has resulted in people changing their working and living habits in similar ways.
Computers allow people to communicate more easily. Many events taking place thousands of miles away may be experienced as they happen. Cross-cultural reactions to those events are exchanged instantly, thus bridging cultural barriers and shaping public opinion across national borders.
**Scoring Guidelines for Item 24:**

<table>
<thead>
<tr>
<th>Score point</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 points</td>
<td>The response will provide an accurate and complete description of how an advance (other than satellite-based communication systems) in communication or transportation contributes to the exchange of cultural practices that was not included in the prompt.</td>
</tr>
<tr>
<td>1 point</td>
<td>The response will provide a partially accurate description of how an advance in communication or transportation contributes to the exchange of cultural practices.</td>
</tr>
<tr>
<td>0 points</td>
<td>The response does not meet any of the above criteria. It does not make a connection between advances in communication or transportation and the exchange of cultural practices. The response may only identify an advance in global communication or transportation (e.g. direct TV) while not offering a description of the contribution to the exchange of cultural practices.</td>
</tr>
</tbody>
</table>
Social Studies

Item 24

Spring 2005

Samples of Scored Student Responses
The nations all have resources and because some countries don't have as many resources like oil, etc., we are in constant communication because we need to transport resources.

Score Point: 0

This response does not make a connection between an advance in communication or transportation and the exchange of cultural practices. No advance is named.
The advance of global communications allowed people to exchange cultural practices and learn about other people.
Cell phones and all other kinds of wireless communication play a major role in our society today.

Score Point: 0

This response names an advance in communication (cell phones) but does not make a connection between the advance in communication and the exchange of cultural practices.
The Internet. People from all over the world can talk to each other through the Internet.

Score Point: 1

This response provides a partial description of how an advance in communication (the Internet) contributes to the exchange of cultural practices (people from all over the world can talk to each other). The cultural practice involved is not identified.
The contributions that were made in global communications or transportation have made a huge cultural exchange. Planes was a very big means of transportation. It made it quicker to get to places, towns, or countries.

Score Point: 1

This response provides a partial description of how an advance in transportation (planes) contributes to the exchange of cultural practices (made it quicker to get to places or countries). The cultural practice is not identified.
Computers as a way of communication system is a easier and cheaper way of communicating, which increases the number of people that use internet programming.

Score Point: 1

This response provides a partial description of how an advance in communication (computers) contributes to the exchange of cultural practices (it is an easier and cheaper way of communicating, which increases the number of people using it). The cultural practice is not identified.
Planes are a very fast way to travel overseas or lands, so people can go to different places and experience the cultures there.

Score Point: 2

This response provides an accurate and complete description of how an advance in transportation (planes) contributes to the exchange of cultural practices (a fast way to travel to foreign lands, go to different places and experience the cultures there).
The internet contributes a lot to the exchange of cultural practices. It has the ability to show you how other people live. You can even use it to buy items that are from that culture.

Score Point: 2

This response provides an accurate and complete description of how an advance in communication (the internet) contributes to the exchange of cultural practices (show you how other people live, you can use it to buy items that are from that culture).
Airplanes because the different world leader can go to any country much faster to do business.

Score Point: 2

This response provides an accurate and complete description of how an advance in transportation (airplanes) contributes to the exchange of cultural practices (world leaders can go to any country much faster to do business). The reference to "business" is taken as a reference to trade. Because the trade would be with other countries, the products exchanged could reflect the different cultures involved (thus cultural exchange).
The internet is an advance in global communication that contributes to the exchange of cultural practices. By using email, what takes mail services days to deliver takes merely seconds. This system provides a secure and diligent connection that can be used around the world. People from different countries can now contact each other easier. Students can also use the internet to research information on every country. Therefore, the internet has greatly influenced the exchange of cultural practices.

Score Point: 2

This response provides an accurate and complete description of how an advance in communication (the internet) contributes to the exchange of cultural practices (people from different countries can now contact each other easier, students can use the internet to research information on every country). The reference to “research” is taken as a reference to other cultures and thus, a likelihood of cultural exchange.
Social Studies

Item 36

Spring 2005

Item and Scoring Guidelines
Item

36. If the U.S. government wanted to encourage businesses to hire more employees, would the government raise taxes or lower taxes on businesses? Explain your answer. Write your answer in the Answer Document. (2 points)

Sample Response for Item 36 (Short Answer):

Exemplar:
If the United States government wanted to encourage businesses to hire more employees, the government would lower taxes on businesses. The reason is that if tax rates were lower, businesses would have more money left after paying taxes, and they could afford to hire more employees.

Scoring Guidelines for Item 36:

Score point Description
2 points The response states that the U.S. government would lower tax rates for businesses in order to encourage businesses to hire more employees and provides a complete explanation of the reason.
1 point The response states that the U.S. government would lower tax rates for businesses in order to encourage businesses to hire more employees but provides a partial explanation of the reason. OR The response provides a complete explanation of why businesses would hire more employees but does not state that the government would lower tax rates. OR The response states the government would lower taxes with no explanation.
0 points The response does not meet any of the above criteria. The response fails to state that the U.S. government would lower tax rates for businesses and offers either an inaccurate/partial explanation or no explanation at all.

68
Note: A response that selects both approaches and argues for each will receive a score of 0.
Social Studies

Item 36

Spring 2005

Samples of Scored Student Responses
If the U.S. government wanted to encourage businesses to hire more employees, I believe that the government would raise taxes on the businesses. They would do this because the more people working, the more tax dollars the government will receive.

**Score Point: 0**

This response fails to state that the U.S. government would lower tax rates for businesses (raise taxes) and offers an inaccurate explanation (the more people working the more tax dollars the government will receive).
I think that if the U.S. government wanted to encourage businesses to hire more employees, the government would raise taxes so more people would be in need of money and would be forced to work.

Score Point: 0

This response fails to state that the U.S. government would lower tax rates for businesses (raise taxes) and offers an inaccurate explanation (more people would be in need of money and would be forced to work).
I believe that the taxes would rise because you need to be able to pay all the workers that you are hiring.

**Score Point: 0**

This response fails to state that the U.S. government would lower tax rates for businesses (taxes would rise) and offers an inaccurate explanation (you need to be able to pay all the workers that you are hiring).
I think lower so that way everyone is happy and able to get what they want too!

Score Point: 1

This response states the government would lower tax rates with a vague, inaccurate explanation.
If the government wanted to encourage businesses to hire more employees, they would lower the taxes because those taxes will be coming out of their checks.

Score Point: 1

This response states that the U.S. government would lower tax rates for businesses in order to encourage businesses to hire more employees and provides a partial and inaccurate explanation of the reason (those taxes will be coming out of their checks).
They would lower taxes because the economy has more jobs, less people not working, and they would be a good thing, less unemployment.

Score Point: 1

This response states that the U.S. government would lower tax rates for businesses in order to encourage businesses to hire more employees and provides a partial explanation of the reason (more jobs, less people not working, less unemployment would be a good thing).
They would lower taxes so the businesses would have more money to pay new employees.

Score Point: 2

This response states that the U.S. government would lower tax rates for businesses in order to encourage businesses to hire more employees and provides an accurate and complete explanation of the reason (businesses would have more money to pay new employees).
They would lower taxes because they would need more money to advertise and train people in that field.

Score Point: 2

This response states that the U.S. government would lower tax rates for businesses in order to encourage businesses to hire more employees and provides an accurate and complete explanation of the reason (they (businesses) would need more money to advertise and train people in that field).
If the government wanted businesses to hire more workers, they would lower taxes because that would cause the business to have extra money to be able to pay people. Now if the government lowered taxes that means that they would have to lay off workers because they wouldn't be able to pay them. So in conclusion, the government would lower taxes so they could hire more workers.

Score Point: 2

This response states that the U.S. government would lower tax rates for businesses in order to encourage businesses to hire more employees and provides an accurate and complete explanation of the reason (the businesses would have extra money to be able to pay people). The response goes on to support possible layoffs for government workers due to reduced tax collections, but this assertion does not contradict the earlier reference to businesses.
If the U.S. government wanted to encourage businesses to hire more employees, they would need to lower taxes on businesses. If taxes were lowered, they would have more money to hire new helpers. Then, it time they company would grow and expand and start to make more money.
Social Studies

Item 42

Spring 2005

Item and Scoring Guidelines
42. In 1970, a state government announced a program to reduce the number of state highway accidents to less than 1,000 per year within 10 years. In 1980, the state's governor asserted that the goal of the accident reduction program had been met.

Using the data in the graph above, support or refute the governor's assertion. Write your answer in the Answer Document. (2 points)

**Sample Response for Item 42 (Short Answer):**

Exemplar:
The data in the graph support the assertion because the number of accidents on state highways per year remained below 1,000 after 1974, which was less than 10 years after the start of the program.

Other correct responses may include, but are not limited to:

The governor’s position is supported because the number of traffic accidents was below 1,000 per year by 1980, which was within the ten year time period.
**Scoring Guidelines for Item 42:**

<table>
<thead>
<tr>
<th>Score point</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 points</td>
<td>The response provides an accurate and complete explanation of how the data support the governor’s assertion.</td>
</tr>
<tr>
<td>1 point</td>
<td>The response provides a partially accurate and/or incomplete explanation of how the data support the governor’s assertion.</td>
</tr>
<tr>
<td>0 points</td>
<td>The response does not meet any of the above criteria.</td>
</tr>
</tbody>
</table>

Note: A response that elects to support and refute the governor’s assertion will receive a score of zero.
Social Studies

Item 42

Spring 2005

Samples of Scored Student Responses
I support what the governor did. I supported it because he's not only trying to reduce accidents but also deaths.

Score Point: 0

This response does not meet any of the criteria to receive a higher score. No explanation is provided of how the data support the governor's assertion. The response is sidetracked into discussing the merits of the program's goal.
The number of accidents did go down, but not by 1,000 a year. Each year, it only went down by a couple hundred and some years it actually went back up a little bit. The program was not very successful.

Score Point: 0

This response provides no explanation of how the data support the governor’s assertion. A misunderstanding of the assertion (reduce by 1,000 a year) is apparent.
There were only three years out of the ten years that there were over 1,000 accidents. It was announced in the program that there would be less than 1,000 accidents per year for ten years. Therefore, according to the program, the governor's assertion was wrong. The program did have a good effect. In 1979 the number of accidents was brought down to around 750.

Score Point: 0

This response provides no explanation of how the data support the governor's assertion. A misunderstanding of the assertion (less than 1,000 accidents per year for ten years) leads to a claim that the governor's assertion was wrong.
Score Point: 1

This response supports the governor’s assertion (the program worked) and provides an incomplete explanation of how the data support the governor’s assertion (after 1974 there were less accidents).
Looking at the chart, the accidents did drop a lot within ten years. They went from almost 1,200 accidents a year to almost 800.

Score Point: 1

This response does not expressly support or refute the governor’s assertion but provides a partially accurate explanation of how the data support the governor’s assertion (in ten years they went down from almost 1,200 accidents a year to almost 800).
I support the governor's assertion because, although it was not necessarily 1,000 less per year, overall, or as a whole, the number of state highway accidents decreased from 1970 to 1980.

Score Point: 1

This response expressly supports the governor's assertion, and although an incomplete understanding of the assertion appears (it was not 1,000 less per year), a partially accurate but incomplete explanation of how the data support the governor's assertion is provided (the number of state highway accidents decreased from 1970 to 1980). Stating personal support for the governor's assertion as opposed to noting that the data support the assertion does not affect the scoring.
The goal had definitely been met. Because by '79 it was at about 750, but it went up a little to about 825 but was still way under 1,000.

Score Point: 2

This response supports the governor’s assertion (the goal had definitely been met) and provides an accurate and complete explanation of how the data support the governor’s assertion (by '79 it was at about 750, it went up a little to about 825 but was still way under 1,000).
The governor's assertion truly worked. The goal was to lower the number of accidents in 10 years. By 1974 the goal had been reached and followed until 1980.

Score Point: 2

This response supports the governor's assertion (the governor's assertion truly worked) and provides an accurate and complete explanation of how the data support the governor's assertion (by 1974 the goal had been reached and followed until 1980).
In 1970, a state government announced a program to reduce the number of state highway accidents to less than 1,000 per year within 10 years. In 1980, the state's governor reached his goal. In 1970 1,175 people were in highway accidents by 1972 the people in accidents dropped to 975 well then in 1973 it went back up the 1,650 then a year later it dropped the went up a little and it kept dropping till 1979 were it was down to 750. Then in 1980 it raised a little to 810 so the state government made its goal with the program.

Score Point: 2

This response supports the governor's assertion (in 1980 the state's governor reached his goal) and provides an accurate and complete explanation of how the data support the governor's assertion (in 1970 1,175 people were in highway accidents; by 1972 the people in accidents dropped to 975 but in 1973 it went back up; it kept dropping until 1979 when it was down to 750; then in 1980 it raised a little to 810).