

Released Items

Student Name: _____

Fall 2014
NC Final Exam
Civics and Economics



Public Schools of North Carolina
State Board of Education
Department of Public Instruction
Raleigh, North Carolina 27699-6314

Student Booklet



- 1 In his book, *The Spirit of Laws* (1748), French philosopher Baron de Montesquieu wrote of a “tripartite system” of government in which the powers of government are separated and assigned to different bodies. How are Montesquieu’s ideas applied in the U.S. Constitution?
- A three levels of government (local, state, and federal)
 - B three levels of the judiciary (district, appellate, and supreme courts)
 - C three civil protections (life, liberty, and the pursuit of happiness)
 - D three branches of government (legislative, executive, and judicial)
- 2 The Connecticut Compromise, also known as the Great Compromise of 1787, created a bicameral legislature in which representation in the House of Representatives was based proportionally on the number of people who lived in each state, while representation in the Senate was distributed equally among all states.
- How did this plan ease tensions and contribute to the constitutional democracy that the United States maintains today?
- A This plan was a compromise between the Federalists and Anti-Federalists since the House of Representatives would give more power to the individual states and the Senate would give more power to the federal government.
 - B This plan was a compromise between small states and large states and ensured that the large states would not dictate all of the legislation in the nation, while still limiting the power of the smaller states.
 - C This plan was a compromise between those who wanted Congress to rule with a prime minister and those who wanted a more powerful president because it gave a significant amount of power to both a Congress and a president.
 - D This plan was a compromise between those who wanted to retain the structure of government created by the Articles of Confederation and those who wanted a completely new constitution since the Senate mirrored the former unicameral Congress.



- 3 Which would be the most effective argument Anti-Federalists might have used to justify their position during ratification debates?
- A Average citizens cannot be trusted to control the complicated aspects of government.
 - B The state governments and the national government should share power equally.
 - C The national government needs final say when conflict occurs between federal and state governments.
 - D To protect individual liberties, limits must be placed on the power of the federal government.

- 4 The Congress shall have power . . . To coin Money, regulate the Value thereof . . .
 Article I, Section 8, U.S. Constitution
- No State shall . . . coin Money . . .
 Article I, Section 10, U.S. Constitution

According to the above excerpts from the U.S. Constitution, the powers given to Congress but denied to the state governments are fundamental to which structure of government?

- A separation of powers
- B federalism
- C checks and balances
- D rule of law



- 5 The government in the United Kingdom is divided into three branches—an executive, a legislature, and a judiciary. The legislature, called Parliament, is divided into two houses—the House of Commons and the House of Lords. Members of the House of Commons are elected, while members of the House of Lords are appointed. The executive consists of the Prime Minister, the leader of the majority party in Parliament, and other ministers. All ministers are a part of the Parliament; thus, all people in the executive branch are also in the legislative branch. In some cases, these officials may also serve in the judiciary. The highest judicial power in the United Kingdom is the Supreme Court, which can overturn decisions if they violate the constitutional tenets of the nation.

Based on the description provided, what is the difference between the government of the United Kingdom and the government of the United States?

- A The government in the United Kingdom lacks separation of powers, which is a central aspect of government in the United States.
- B Both the United Kingdom and the United States have a strong executive leader who makes decisions independent of the legislature.
- C The government in the United States is a representational democracy, whereas the United Kingdom has a direct democracy.
- D Both the United Kingdom and the United States have bicameral legislatures in which both houses are popularly elected.



- 6 Each agency, in accordance with published rules, shall make available for public inspection and copying—
- (A) final opinions, including concurring and dissenting opinions, as well as orders, made in the adjudication of cases;
 - (B) those statements of policy and interpretations which have been adopted by the agency and are not published in the Federal Register;
 - (C) administrative staff manuals and instructions to staff that affect a member of the public;

excerpt from *The Freedom of Information Act* (FOIA), (5 U.S.C. § 552), 1966
Source: Courtesy of the Legal Information Institute, Cornell University, New York

According to the above excerpt, what is the purpose of the Freedom of Information Act (FOIA)?

- A Congress passed FOIA to give citizens access to information from the federal government.
- B A Supreme Court ruling established FOIA to allow states to communicate about internal procedures.
- C The president issued FOIA as an executive order to give federal agencies access to government manuals and documents.
- D The Central Intelligence Agency mandated FOIA as a means of carrying out its duty to observe, collect, and create information on citizens.



- 7 The restriction on Johnson’s political expression is content based, since the Texas statute is not aimed at protecting the physical integrity of the flag in all circumstances, but is designed to protect it from intentional and knowing abuse that causes serious offense to others. It is therefore subject to the most exacting scrutiny. The Government may not prohibit the verbal or nonverbal expression of an idea merely because society finds the idea offensive or disagreeable, even where our flag is involved. Nor may a State foster its own view of the flag by prohibiting expressive conduct relating to it, since the Government may not permit designated symbols to be used to communicate a limited set of messages.

Texas v. Johnson, 1989

In the case of *Texas v. Johnson*, how did the U.S. Supreme Court protect the right of free speech?

- A by ruling that national emergencies and war may not justify the restriction of speech
- B by declaring that the government may not decide the intentions expressed by national emblems
- C by establishing that students and adults have the same rights to free speech
- D by affirming the right to trial by a jury of one’s peers, as defined by law



8

Presidential Candidate	Political Party	Popular Vote	Electoral Vote	Percentage of Votes Cast
Candidate X	Republican	50,456,002	271	47.87%
Candidate Y	Democrat	50,999,897	267	48.38%

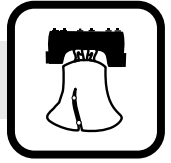
Using the above chart, which candidate would become president of the United States and why?

- A The candidate who receives a majority of the votes from the House of Representatives would become president.
- B The candidate who receives 50% of the votes from state legislators would become president.
- C Candidate X would become president, because he received enough electoral votes.
- D Candidate Y would become president, because he received the most popular votes.

9 Which is a likely effect of increasing tariffs on imported cars?

- A The price consumers pay for imported cars will rise.
- B Unemployment rates will decrease.
- C Car production will decline.
- D More cars will be exported.

This is the end of the multiple-choice portion of the test.



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

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

10 *Read the excerpts to respond to the item below.*

There should be no bitterness or hate where the sole thought is the welfare of the United States of America . . . we will continue to seek to improve working conditions for the workers of America—to reduce hours over-long, to increase wages that spell starvation, to end the labor of children, to wipe out sweatshops. Of course we will continue every effort to end monopoly in business, to support collective bargaining, to stop unfair competition, to abolish dishonorable trade practices.

Franklin D. Roosevelt, 1936

The Great Society rests on abundance and liberty for all. It demands an end to poverty and racial injustice, to which we are totally committed in our time. But that is just the beginning.

Lyndon B. Johnson, 1964

Evaluate the degree to which the principle to “promote the general welfare,” as mentioned in the Preamble to the U.S. Constitution, has been used to maintain constitutional democracy in the United States. Use one detail from the excerpts above to support your position.

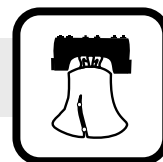


This is the end of the Civics and Economics Released Items.

Directions:

1. Look back over your answers for the test questions.
2. Make sure all your answers are entered on the answer sheet. Only what is entered on your answer sheet will be scored.
3. Put all of your papers inside your test book and close the test book.
4. Stay quietly in your seat until your teacher tells you that testing is finished.
5. Remember, teachers are not allowed to discuss items from the test with you, and you are not allowed to discuss with others any of the test questions or information contained within the test.

RELEASED



**Civics and Economics
RELEASED Items¹
Fall 2014
Answer Key**

Item Number	Type ²	Key	Percent Correct ³	Standard
1	MC	D	81%	CE.C&G.1.2
2	MC	B	66%	CE.C&G.1.1
3	MC	D	66%	CE.C&G.1.3
4	MC	B	29%	CE.C&G.2.1
5	MC	A	56%	CE.C&G.2.5
6	MC	A	56%	CE.C&G.3.3
7	MC	B	73%	CE.C&G.3.4
8	MC	C	73%	CE.C&G.5.1
9	MC	A	78%	CE.E.2.3
10	CR	Rubric ⁴	54% ⁵	CE.C&G.1.5



¹These released items were administered to students during a previous test administration. This sample set of released items may not reflect the breadth of the standards assessed and/or the range of item difficulty found on the NC Final Exam. Additional items may be reviewed at <http://www.ncpublicschools.org/accountability/common-exams/released-forms/>. Additional information about the NC Final Exam is available in the *Assessment Specification* for each exam located at <http://www.ncpublicschools.org/accountability/common-exams/specifications/>.

²This NC Final Exam contains multiple-choice (MC) and short-answer constructed response (CR) items.

³Percent correct is the percentage of students who answered the item correctly during the Spring 2014 administration.

⁴Constructed response items are scored using a standard rubric. The following rubric was used to score this item.

Score 0

- Response fails to evaluate how the American political principle/concept effectively maintains U.S. democracy
- Response fails to include one example of textual support OR includes one example of textual support that is irrelevant because the response does not evaluate how the American political principle/concept effectively maintains U.S. democracy

Score 1

- Response evaluates how the American political principle/concept effectively maintains U.S. democracy
- Response includes one example from the text that does not support the evaluation OR lacks one example of textual support

Score 2

- Response evaluates how the American political principle/concept effectively maintains U.S. democracy
- Response includes one example of textual support that evaluates how the American political principle/concept effectively maintains U.S. democracy

⁵Students will receive a score point of 0, 1, or 2 for this constructed response item. Percent correct for this item is the percentage of students who scored a 1 or 2.



Standard Descriptions

Only clarifying objective descriptions addressed by the released items in this booklet are listed below. A complete list of the North Carolina Essential Standards for Science and Social Studies may be reviewed at <http://www.ncpublicschools.org/acre/standards/new-standards/>.

CE.C&G.1.1

Explain how the tensions over power and authority led America's founding fathers to develop a constitutional democracy (e.g., mercantilism, salutary neglect, taxation and representation, boycott and protest, independence, American Revolution, Articles of Confederation, Ben Franklin, George Washington, John Adams, Son of Liberty, etc.).

CE.C&G.1.2

Explain how the Enlightenment and other contributing theories impacted the writing of the Declaration of Independence, the US Constitution and the Bill of Rights to help promote liberty, justice and equality (e.g., natural rights, classical theories of government, Magna Carta, Montesquieu, Locke, English Bill of Rights, etc.).

CE.C&G.1.3

Evaluate how debates on power and authority between Federalists and Anti-Federalists have helped shape government in the United States over time (e.g., Hamilton, Jefferson, Madison, Federalist Papers, strong central government, protection of individual rights, Elastic Clause, Bill of Rights, etc.).

CE.C&G.1.5

Evaluate the fundamental principles of American politics in terms of the extent to which they have been used effectively to maintain constitutional democracy in the United States (e.g., rule of law, limited government, democracy, consent of the governed, etc.).

CE.C&G.2.1

Analyze the structures of national, state and local governments in terms of ways they are organized to maintain order, security, welfare of the public and the protection of citizens (e.g., federalism, the three branches, court system, jurisdictions, judicial process, agencies, etc.).

CE.C&G.2.5

Compare the United States system of government within the framework of the federal and state structures as well as in how they relate with governmental systems of other nations (e.g. Republicanism, federalism).

CE.C&G.3.3

Analyze laws and policies in terms of their intended purposes, who has authority to create them and how they are enforced (e.g., laws, policies, public policy, regulatory, symbolic, procedural, etc.).

CE.C&G.3.4

Explain how individual rights are protected by varieties of law (e.g., Bill of Rights, Supreme Court Decisions, constitutional law, criminal law, civil law, Tort, Administrative law, Statutory law and International law, etc.).



CE.C&G.5.1

Analyze the election process at the national, state and local levels in terms of the checks and balances provided by qualifications and procedures for voting (e.g., civic participation, public hearings, forums, at large voting, petition, local initiatives, local referendums, voting amendments, types of elections, etc.).

CE.E.2.3

Explain the impact of government policies on international trade (e.g., tariffs, quotas, sanctions, subsidies, banking, embargos, etc.).

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