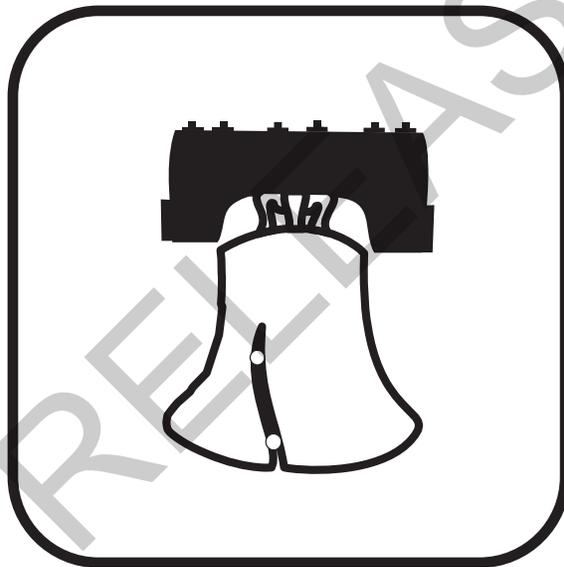


Released Items

Student Name: _____

American History: The Founding Principles, Civics, and Economics



2016–2017



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

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NC Final Exam



- 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;

Freedom of Information Act, 1966 (5 U.S.C. § 552),

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.

Syllabus to *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.



- 10 No Senator or Representative shall, during the Time for which he was elected, be appointed to any civil Office under the Authority of the United States, which shall have been created, or the Emoluments whereof shall have been increased during such time; and no Person holding any Office under the United States, shall be a Member of either House during his Continuance in Office.

Article One, Section 6, U.S. Constitution

What was the primary purpose of writing this clause into the U.S. Constitution?

- A to maintain a clear separation of powers
 - B to limit the salary of government officials
 - C to restrict Congressional appointment powers
 - D to clarify responsibilities of regulatory agencies
- 11 The duties of the State Board of Elections are to guide and enforce Federal and State laws governing all elections conducted within the state. In addition to ensuring these laws are enforced, the State Board of Elections is responsible for implementing policies and procedures to ensure these laws are adhered to in a collective and effective manner.

From the North Carolina State Board of Elections

Which description summarizes the functions and authority of the State Board of Elections?

- A the group that writes the procedures for state and local election processes
- B the group that regulates the selection of candidates by the political parties
- C the group that oversees federal, state, and local trials regarding elections and the electoral processes
- D the group that administers the laws, policies, and procedures of the federal, state, and local election processes



- 12 What would a trend of increasing unemployment over an extended period indicate?
- A a contraction phase of the business cycle
 - B a decrease in the number of aid recipients
 - C large wage reductions
 - D decreasing stock dividends
- 13 When paying bills and organizing a budget, which item and category should be considered first?
- A clothing, discretionary
 - B mortgage or rent, fixed
 - C utilities, variable
 - D life insurance, investment
- 14 Suppose that in an effort to decrease youth smoking, legislators raise taxes on cigarettes. How will the increase in taxes likely affect quantity supplied and quantity demanded in the long term?
- A Quantity supplied should increase.
 - B Quantity demanded should increase.
 - C Quantity supplied and quantity demanded should decrease.
 - D Quantity supplied and quantity demanded should remain the same



- 15 In 1933, the legal right for labor unions to collectively bargain was established by the National Industrial Recovery Act. Collective bargaining allows union workers to come together and negotiate with their employers for better working conditions and benefits.

What role do labor unions perform in the U.S. economy?

- A Labor unions defend the rights of businesses to use natural resources in the production of goods, making energy producers more profitable.
 - B Labor unions encourage the international outsourcing of jobs, thus decreasing the cost of goods for consumers.
 - C Labor unions work to gain maximum profits for management, thus increasing their incentives to produce a variety of goods.
 - D Labor unions advocate for workers, making work sites more compliant with workers' rights and needs.
- 16 A worker is offered a job working 30 hours a week at the rate of \$10 per hour. When considering this offer, what factor should the worker consider to maintain a fiscally responsible budget?
- A the worker's ability to invest money in high-yield stocks
 - B the worker's probability of receiving a tax refund at the end of the year
 - C the worker's gross pay versus net pay, to determine available income
 - D the worker's projected annual charitable donations



**American History: The Founding Principles, Civics, and Economics
RELEASED Items¹
2016–2017
Answer Key**

Question Number	Question Type	Correct Answer	Percent Correct ²	Objective
1	MC	D	81%	FP.C&G.1.2
2	MC	B	66%	FP.C&G.1.1
3	MC	D	66%	FP.C&G.1.3
4	MC	B	29%	FP.C&G.2.1
5	MC	A	56%	FP.C&G.2.5
6	MC	A	56%	FP.C&G.3.3
7	MC	B	73%	FP.C&G.3.4
8	MC	C	73%	FP.C&G.5.1
9	MC	A	78%	FP.E.2.3
10	MC	A	56%	FP.C&G.2.1
11	MC	D	67%	FP.C&G.2.2
12	MC	A	62%	FP.E.3.1
13	MC	B	74%	FP.PFL.1.2
14	MC	C	70%	FP.E.1.3



Question Number	Question Type	Correct Answer	Percent Correct ²	Objective
15	MC	D	72%	FP.E.3.3
16	MC	C	74%	FP.PFL.1.2

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 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/>.

²Percent correct is the percentage of students who answered the item correctly during a previous administration.

NOTE: This NC Final Exam contains multiple-choice (MC) and short-answer constructed response (CR) items. The North Carolina Department of Public Instruction (NCDPI) published a Sample Social Studies Constructed Response Item and Rubric (available online at <http://www.ncpublicschools.org/accountability/common-exams/addresources/>) representative of the new constructed response item type field tested on the NC Final Exams of Social Studies (i.e., Grade 8, World History, American History I, American History II, American History: The Founding Principles, Civics, and Economics). The sample item may not reflect the breadth of the standards assessed and/or the range of item difficulty found on the NC Final Exam. This material must not be used for personal or financial gain.



Standard Descriptions

Only clarifying objective descriptions addressed by the released items in this document are listed below. A complete list of North Carolina Essential Standards for Social Studies may be reviewed at <http://www.ncpublicschools.org/curriculum/socialstudies/scos/>.

FP.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, Sons of Liberty, etc.).

FP.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.).

FP.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.).

FP.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.).

FP.C&G.2.2

Summarize the functions of North Carolina state and local governments within the federal system of government (e.g., local charters, maintain a militia, pass ordinances and laws, collect taxes, supervise elections, maintain highways, types of local governments, etc.).

FP.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).

FP.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.).

FP.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.).



FP.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.).

FP.PFL.1.2

Explain how fiscally responsible individuals create and manage a personal budget that is inclusive of income, taxes, gross and net pay, giving, fixed and variable expenses and retirement (e.g., budget, financial plan, money management, saving and investing plan, etc.).

FP.E.1.3

Explain how supply and demand determine equilibrium price and quantity produced (e.g., any market example –apples, tires, etc.).

FP.E.2.3

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

FP.E.3.1

Summarize basic macroeconomic indicators and how they vary over the course of a business cycle (e.g., gross domestic product, unemployment, consumer price index, etc.).

FP.E.3.3

Analyze organizations in terms of their roles and functions in the United States economy (e.g., banks, labor unions, Federal Reserve, nonprofit organizations and cooperatives, Wall Street, etc.).

RELEASED