



**California
Subject
Examinations for
Teachers®**

TEST GUIDE

**SOCIAL SCIENCE
SUBTEST III**

**Sample Questions and Responses
and Scoring Information**

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Sample Test Questions for CSET: Social Science Subtest III

Below is a set of multiple-choice questions and constructed-response questions that are similar to the questions you will see on Subtest III of CSET: Social Science. You are encouraged to respond to the questions without looking at the responses provided in the next section. Record your responses on a sheet of paper and compare them with the provided responses.

1. Aristotle believed the best achievable government was one with a mixed constitution that combined elements of oligarchy and democracy. This belief most influenced how the Founding Fathers framed which of the following features of the U.S. Constitution?
 - A. the process for amending the Constitution
 - B. the electoral process
 - C. relations between the federal government and state governments
 - D. the structure of the executive branch

2. Use the excerpts below from John Winthrop's "A City Upon a Hill" (1630) and John F. Kennedy's Inaugural Address (1961) to answer the question that follows.

We shall find that the God of Israel is among us, when ten of us shall be able to resist a thousand of our enemies; when he shall make us a praise and a glory that men shall say of succeeding plantations, "The Lord make it like that of *New England*." For we must consider that we shall be as a city upon a hill. The eyes of all people are upon us.

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With a good conscience our only sure reward, with history the final judge of our deeds, let us go forth to lead the land we love, asking His blessing and His help, but knowing that here on earth God's work must truly be our own.

The excerpts above best illustrate how U.S. leaders have used religion to:

- A. promote the general welfare of the community.
 - B. resolve partisan conflicts.
 - C. sanction America's historical mission.
 - D. set goals for the nation.
3. Historically, it would be most accurate to say that in the United States the power of judicial review:
- A. was authorized in Article III of the U.S. Constitution.
 - B. confirmed the supremacy of the judicial branch in the U.S. system of government.
 - C. has been inferred from the logic, structure, and theory of the U.S. Constitution.
 - D. evolved out of jurisdictional disputes between federal and state courts.

4. In *McCulloch v. Maryland* (1819), the U.S. Supreme Court ruled that "the States have no power, by taxation or otherwise, to retard, impede, burden, or in any manner control, the operations of the constitutional laws enacted by Congress to carry into execution the powers vested in the general government." The court's decision in this case clarified which of the following features of the government established by the U.S. Constitution?
- A. separation of powers
 - B. federalism
 - C. checks and balances
 - D. bicameralism
5. In creating the Electoral College, the Founding Fathers assumed that the electors would be able to exercise their independent judgment among a large number of presidential candidates. The Founders' vision of how the Electoral College should function did not become a reality primarily because of the:
- A. expansion of the electorate.
 - B. influence of campaign financing on the political system.
 - C. growth of sectionalism.
 - D. emergence of national political parties.
6. The U.S. government's current relationship with American Indian tribal governments is most similar to its relations with:
- A. U.S. corporations, since American Indian tribes have incorporated as business entities.
 - B. political interest groups, since American Indian tribal governments are voluntary organizations with no powers for actual self-government.
 - C. U.S. states, since American Indian tribal governments have the right to assert jurisdiction over their members.
 - D. other sovereign nations, since American Indian tribal governments have the right to make agreements with foreign governments.
7. Historically, debates about the role of a free press in U.S. society have arisen most frequently during:
- A. international conflicts involving the United States.
 - B. tightly contested presidential elections.
 - C. political scandals involving the judicial branch of government.
 - D. periods of widespread economic dislocation.

8. Which of the following was a major cause of the conflicts within and among the emerging democracies of Africa during the second half of the twentieth century?
- A. national economies that focused on the production of export crops
 - B. rulers who had been educated in colonial institutions of higher learning
 - C. population movement from rural to urban areas
 - D. political boundaries that had been established by colonial powers
9. Which of the following best illustrates how economic incentives cause changes in a firm's behavior?
- A. A firm revises its corporate bylaws to clarify the rights of shareholders.
 - B. A firm raises worker wages after achieving an increase in earnings.
 - C. A firm modifies the way it measures productivity after changing its product line.
 - D. A firm reduces output of a product because of declining consumer demand.

Read the excerpt below from the writings of Adam Smith; then answer the two questions that follow.

To give the monopoly of the home market to the produce of domestic industry, in any particular art or manufacture, is in some measure to direct private people in what manner they ought to employ their capitals, and must, in almost all cases, be either a useless or hurtful regulation. If the produce of domestic can be brought there as cheaply as that of foreign industry, the regulation is evidently useless. If it cannot, it must generally be hurtful.

10. The author's argument in the excerpt above is based primarily on which of the following economic concepts?
- A. law of supply and demand
 - B. opportunity cost
 - C. law of diminishing returns
 - D. economies of scale
11. The continuing influence of the views expressed in the excerpt above can best be seen in the policies of which of the following contemporary organizations?
- A. Organization of Petroleum Exporting States
 - B. World Trade Organization
 - C. World Bank
 - D. U.S. Federal Reserve Board

12. Which of the following will most likely occur if the federal government imposes a minimum wage that is below the equilibrium?
- A. Employment in high-skill jobs will decrease.
 - B. Wages in low-skill jobs will remain unchanged.
 - C. Wages in high-skill jobs will fall.
 - D. Employment in low-skill jobs will increase.
13. In its formative years during the 1930s, the United Automobile Workers of America not only faced opposition from intransigent employers but also had to contend with obstructionism from:
- A. skilled workers who viewed themselves as a "labor aristocracy."
 - B. communist organizers who believed unionization would undermine the potential for revolutionary change.
 - C. leaders of craft-based unions who opposed industrial unionism.
 - D. federal officials who feared the impact of unionization on the global competitiveness of auto firms.
14. At the beginning of the sixteenth century, most American Indians in southern and south central California were members of:
- A. small, independent groups organized on the basis of lineage and clan.
 - B. large political confederacies that controlled substantial amounts of land.
 - C. unstratified societies without chiefs or social hierarchies.
 - D. nomadic bands that were constantly on the move throughout the region.
15. Which of the following best illustrates the continuing effect of Progressive era reforms in California?
- A. nonpartisan elections
 - B. bank regulation
 - C. taxation of corporate income
 - D. initiative lawmaking

16. **Complete the exercise that follows.**

The concept of equal opportunity has been a fundamental ideal of American democracy since it was proclaimed in the Declaration of Independence. Ever since, the proper role of government in ensuring equal rights and equality of opportunity has been a source of debate and contention in American life.

Using your knowledge of American democracy:

- analyze one way in which the principles, structure, or process of government in the United States has fostered the ideal of equality; and
- analyze one way in which the principles, structure, or process of government in the United States has restricted that same ideal.

17. **Complete the exercise that follows.**

One important feature of U.S. leadership in the globalization of the world economy has been American efforts to remove restrictions on the international flow of capital and goods.

Using your knowledge of economics, analyze why some U.S. economists support and other U.S. economists have reservations about a model of global economic development that calls for the removal of all restraints on the flow of capital and goods.

18. **Complete the exercise that follows.**

The migration of Americans to California from other parts of the country from 1930 to 1945 constituted one of the largest internal migrations in U.S. history.

Using your knowledge of California history, analyze two reasons for this migration to California.

Acknowledgments

Question Number

2. Winthrop, J. (1630). "A Modell of Christian Charity." As appears in Berkin, C., & Wood, L., (1986) *Land of Promise: A History of the United States to 1877* (Teacher's Ed., Vol. 1). Glenview, IL: Scott, Foresman and Company. p. 473.
- Congressional Record, Proceedings and Debates of the 87th Congress, 1st Session*, Vol. 107, Part 1. (1961). Washington, D.C.: Government Printing Office. As appears in D. J. Boorstin (Ed.), (1966) *An American Primer*. New York: New American Library. p. 941.
4. *McCulloch v. Maryland* (1819). As appears in M. J. Turner, et al. (Eds.) (1987) *American Government: Principles and Practices: Teacher Resource Book*. Columbus, OH: Merrill Publishing Company. p. 219.
10. & 11. Smith, A. (1776). *An Inquiry into the Nature and Cause of the Wealth of Nations*. As appears in M. Chambers, et al. (Eds.) (1999). *The Western Experience*. (Vol. 2, 7th Ed.). Boston: McGraw-Hill College. p. 631.

Sample Written Response Sheets for CSET: Social Science Subtest III

For questions 16–18, examinees would record their written response to each question on a one-page response sheet located in their answer document. The length of their response to each question is limited to the lined space available on the response sheet. A sample of the response sheet is provided below.

Seat 00712 Site 436B ATA 007 PM Form # 116 CS 07/17/2004	ID# : 4-031-070-9 <small>DO NOT WRITE IN THIS BOX</small> <div style="display: flex; justify-content: space-around; height: 40px;"><div style="border: 1px solid black; width: 40px; height: 30px;"></div><div style="border: 1px solid black; width: 40px; height: 30px;"></div></div>	Assignment 1 Response Sheet
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DIRECTIONS


The directions and assignment are presented in your test booklet. Read them carefully before you begin to write. The lined page(s) of this response sheet are the only page(s) that will be scored for this assignment. RESPONSES WRITTEN IN THE TEST BOOKLET OR ANYWHERE ELSE IN THIS DOCUMENT WILL NOT BE SCORED. DO NOT WRITE YOUR NAME ANYWHERE IN THIS SECTION.

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STOP. END OF ASSIGNMENT 1.

Annotated Responses to Sample Multiple-Choice Questions for CSET: Social Science Subtest III

Civics

1. **Correct Response: B.** (SMR Code: 4.1) The Founding Fathers' preference for a mixed constitution that combined elements of democracy and oligarchy can best be seen in constitutional provisions for the election of representatives, senators, and presidents. Where representatives would be elected directly by the people, state legislatures selected senators and the Electoral College had responsibility for choosing presidents. The Founding Fathers believed these procedures for the election of senators and presidents would serve as a check on the democratic excesses of the general electorate.
2. **Correct Response: C.** (SMR Code: 4.2) The excerpts best show how religion has been used to sanction the U.S. view of its historical mission: Winthrop is reminding Massachusetts Bay settlers of the colony's mission to establish a Bible commonwealth that would serve as an example for the peoples of the world; a major theme of Kennedy's address was America's historical obligation to defend freedom against the forces of tyranny.
3. **Correct Response: C.** (SMR Code: 4.3) Although the U.S. Constitution makes no explicit mention of the power of judicial review, the document divides power among the executive, legislative, and judicial branches of government. Since the legislative branch was given the responsibility for making the laws, and the executive branch the responsibility for carrying out those laws, the most logical way for the judiciary to fulfill its role in this separation of powers was to assume the responsibility for determining the constitutionality of executive and legislative actions.
4. **Correct Response: B.** (SMR Code: 4.4) The U.S. Supreme Court decision in *McCulloch v. Maryland* limited the ability of states to interfere with the execution of laws enacted by the federal government. In so doing, it helped clarify the federal distribution of power between state governments and the federal government established by the U.S. Constitution.
5. **Correct Response: D.** (SMR Code: 4.5) With the emergence of national political parties, any chance that members of the Electoral College would exercise their independent judgment largely disappeared. Henceforth, presidential electors would almost always cast their ballots for their party's candidate, regardless of their personal opinion of the nominee's qualifications.
6. **Correct Response: C.** (SMR Code: 4.6) Although tribal governments have limited authority over non-Indians on reservations, federal law gives them the power to establish tribal law enforcement agencies and enforce tribal law against American Indians on reservation lands.
7. **Correct Response: A.** (SMR Code: 4.7) Discussion of the role of a free press in U.S. society tends to become particularly contentious during periods when the nation is involved in international conflicts. On one hand, the press still has an obligation to keep the public informed about the major issues of the day; on the other hand, reporting that is critical of the U.S. war effort may be viewed as unpatriotic.
8. **Correct Response: D.** (SMR Code: 4.8) During the colonial era, the political boundaries established by European imperialist powers in Africa often brought together population groups that had traditionally been bitter rivals. Where these rivalries persisted, they complicated efforts to create unified nations after independence.

Economics

9. **Correct Response: D.** (SMR Code: 5.1) A major incentive for all firms is to make a profit. One way they do so is by adjusting output to market demand. Producing goods that cannot be sold invariably results in the loss of money. Thus, a firm facing declining consumer demand would be motivated to reduce output of product to protect its profits.
10. **Correct Response: A.** (SMR Code: 5.2) According to the law of supply and demand, people will normally buy more of a product as its price decreases. Smith is arguing that government should not adopt laws or regulations that will prevent consumers from taking advantage of this basic economic principle.
11. **Correct Response: B.** (SMR Code: 5.6) A major objective of the World Trade Organization is to eliminate tariffs, quotas, and other restrictions on the international exchange of goods and services. This is exactly the type of economic policy that Smith was urging the British government to adopt in the eighteenth century.
12. **Correct Response: B.** (SMR Code: 5.3) The main purpose of minimum wage legislation is to protect workers at the bottom of the wage hierarchy. These are typically workers in jobs that require the least skill. If the equilibrium wage rate for workers in such jobs is above the federally mandated minimum, minimum wage legislation will have no effect on their earnings.
13. **Correct Response: C.** (SMR Code: 5.4) Although skilled workers played a vital role in the rise of the United Automobile Workers of America, many leaders of craft-based unions opposed the creation of a union that would include all workers in an industry. They feared that mixing skilled and unskilled workers in a single union would undermine the prestige and privileges of the craft workers whom they represented.

California History

14. **Correct Response: A.** (SMR Code: 3.1) Family descent was the main determinant of community membership and organization among American Indians in southern and south central California during the early sixteenth century. Most peoples of the region belonged to lineages—large extended families whose members were related to each other, with several related lineages forming a clan.
15. **Correct Response: D.** (SMR Code: 3.2) Initiative law-making that allows voters to bypass the regular legislative process has been an important feature of California government since the Progressive era. In recent decades, California voters have approved initiatives on issues such as limiting property taxes, outlawing race and gender preferences in government employment, and restricting government services to illegal immigrants.

Examples of Responses to Sample Constructed-Response Questions for CSET: Social Science Subtest III

Civics

Question #16 (Score Report 3 Response)

Americans look on the Constitution and the Bill of Rights as documents that lay out the essential tenets of democracy: equal rights, guaranteed freedoms. But the idea of freedom is always conditioned by historical circumstances. The Constitution permitted, and the courts upheld, slavery until the passage of the 13th Amendment. Blacks were not given the right to vote until the passage of the 15th Amendment, nor were women until the passage of the 19th. The provisions for amending the Constitution, therefore, can be seen as an important process of government that has allowed the evolution of our ideas about freedom and justice to be expressed in law.

Our structure as a representative democracy, however, has limited equal opportunity in some ways. We elect legislators who represent us. But these legislators are strongly influenced by large donors, often corporate, who fund the very expensive campaigns that win them their seats in Congress. The result is that rich and poor do not have equal representation or equal rights.

Question #16 (Score Point 2 Response)

Our government and society are based on the ideal of equal opportunity and rights for all that live in the United States. Our "founding fathers" gave these rights to us long ago when they stated them in the Declaration of Independence and the Constitution. The principles, structure and process of the government were set up to protect our equal rights and they usually do. However, sometimes, they take away our rights to equality instead.

Our election process on the state and national level allows all citizens equally the right to vote for the candidate of their choice. They vote for a candidate that will continue to carry out our beliefs of equal opportunity for people of all races, religions, and beliefs. The elected officials work hard to protect the rights of everyone. They make sure that both the rich and poor, males and females, disabled and able are protected equally. They follow the laws to ensure equal opportunity for all. That's the American way. The majority chooses. But sometimes they chose a leader who does not give minorities their equal rights and opportunities.

Question #16 (Score Point 1 Response)

One of the fundamental principles upon which the United States was founded is the idea of equality of opportunity. In the Constitution the founding fathers tried to create a government which would guarantee this right.

Governments are people. The document authorizes but the people operate and interpret. This creates flexibility to the government interpretation as time changes.

Judicial review is one example. When judges make the determination that existing laws are unfair they can be changed. For instance we no longer have segregation. Also buildings have to be accessible to the handicapped.

Economics

Question #17 (Score Point 3 Response)

The American government has lately been pursuing policies that favor international free trade. Economists who argue in favor of this generally cite the free market rationales of Adam Smith, whereby an utterly unrestricted economy allows the greatest efficiency, fostered by competition. Unprotected, industries that cannot compete will be forced to improve or go out of business, leaving behind those whose production and pricing succeed in the market. This is supposed to produce the greatest prosperity for everyone. This would also allow us to export our goods worldwide, and to manufacture our goods wherever the costs of production are lowest.

Economists who argue against globalization note that worldwide competition drives down wages for labor and tends to concentrate jobs in the cheapest labor markets, leading to the exportation of American manufacturing. Companies that relocate abroad are also not subject to American laws regulating wages, working conditions, or environmental effects. Developing countries are likely to tolerate poor working conditions and environmental costs for the sake of economic development. American investments tend to flow out of the country as well and some are highly speculative, creating a vulnerability to major losses when loans are defaulted on. Also, when we have a major economic interest in another country, our political options are thereby limited, even though that country may be in violation of human rights standards, or be controlled by a repressive government.

Question #17 (Score Point 2 Response)

There are many reasons why some U.S. economists support and others oppose American attempts to remove restraints on the international flow of capital and goods. Those that favor the policy of removal of all restraints on global trade believe that this will enable companies to make better products to sell at lower prices to the consumer.

Those that support restraints on global trade believe that without them American factories will move to less developed nations where laborers are willing to work for less pay in bad, unhealthy conditions, perhaps for governments under dictators. This won't be good for workers in these lands. Nor, will this unrestricted trade be good for the United States. It will lead to Americans losing jobs that they need to keep their families and the economy going.

Question #17 (Score Point 1 Response)

U.S. economists support free trade because the government is controlled by big business which prefers to control wages, labor, and worker benefits. Labor unions must unite to gain control of the government in order to help the little man. Cheap products in stores are good, but why can't they be made in America by American workers.

California History

Question #18 (Score Point 3 Response)

A large number of people moved to California in the fifteen-year span between 1930 and 1945. A major cause of this migration was the widespread drought in the southwest, especially Oklahoma, Texas, and Kansas: the so-called Dust Bowl. Farmers and ranchers, already suffering economic hardships brought by the Great Depression, were unable to provide for their families without fertile soil. Consequently, these refugees, who became known as "Okies," sought better conditions in California.

An incentive luring them to California was the burgeoning agribusiness and other industrial development in areas such as movies, oil and manufacturing, especially in the rapidly expanding defense industry. California's warm climate and large areas of open, available land, had long given California the reputation as the land of opportunity, which was enhanced by its economic boom of the 1930s. The "Okie" migration to this "land of milk and honey" was facilitated by increased automobile ownership and a state road building program initiated in the 1920s. This demographic increase led to the growth of many cities and suburbs, which further attracted the refugees from the Dust Bowl. Consequently, the migration to California occurred because of the agricultural disaster from which people fled and the economic, social and climatic conditions that lured them to California.

Question #18 (Score Point 2 Response)

There were many reasons why there was a mass migration of people to California from other parts of the United States from 1930 to 1945. One of them was that a severe drought had hit the Midwestern states turning this area into what became known as the "Dust Bowl," because it was so dry. The soil was so infertile that crops could not be grown for people or cattle to eat. Farmers and ranchers could not provide for their families or make a living. This was on top of the Great Depression, which had already hit this area, so times were tough. People needed jobs, so they left this area to look for them.

These migrants went to California in search of the jobs they were looking for. They went there because it was sunny all the time and did not rain much, so they thought that it would be a nice place to live. Also, they heard that there were many jobs available there.

Question #18 (Score Point 1 Response)

As the land of sunshine, it was natural for people to want to come here. When the depression hit lots of Okies came to find work. When World War Two came many jobs occurred and that caused more people to move here. The new people enjoyed the sun and the chance to get a job during difficult times.

Scoring Information for CSET: Social Science Subtest III

Responses to the multiple-choice questions are scored electronically. Scores are based on the number of questions answered correctly. There is no penalty for guessing.

There are three constructed-response questions in Subtest III of CSET: Social Science. Each of these constructed-response questions is designed so that a response can be completed within a short amount of time—approximately 10–15 minutes. Responses to the constructed-response questions are scored by qualified California educators using focused holistic scoring. Scorers will judge the overall effectiveness of your responses while focusing on the performance characteristics that have been identified as important for this subtest (see below). Each response will be assigned a score based on an approved scoring scale (see page 21).

Your performance on the subtest will be evaluated against a standard determined by the California Commission on Teacher Credentialing based on professional judgments and recommendations of California educators.

Performance Characteristics for CSET: Social Science Subtest III

The following performance characteristics will guide the scoring of responses to the constructed-response questions on CSET: Social Science Subtest III.

PURPOSE	The extent to which the response addresses the constructed-response assignment's charge in relation to relevant CSET subject matter requirements.
SUBJECT MATTER KNOWLEDGE	The application of accurate subject matter knowledge as described in the relevant CSET subject matter requirements.
SUPPORT	The appropriateness and quality of the supporting evidence in relation to relevant CSET subject matter requirements.

Scoring Scale for CSET: Social Science Subtest III

Scores will be assigned to each response to the constructed-response questions on CSET: Social Science Subtest III according to the following scoring scale.

SCORE POINT	SCORE POINT DESCRIPTION
3	<p>The "3" response reflects a command of the relevant knowledge and skills as defined in the subject matter requirements for CSET: Social Science.</p> <ul style="list-style-type: none"> • The purpose of the assignment is fully achieved. • There is an accurate application of relevant subject matter knowledge. • There is appropriate and specific relevant supporting evidence.
2	<p>The "2" response reflects a general command of the relevant knowledge and skills as defined in the subject matter requirements for CSET: Social Science.</p> <ul style="list-style-type: none"> • The purpose of the assignment is largely achieved. • There is a largely accurate application of relevant subject matter knowledge. • There is acceptable relevant supporting evidence.
1	<p>The "1" response reflects a limited or no command of the relevant knowledge and skills as defined in the subject matter requirements for CSET: Social Science.</p> <ul style="list-style-type: none"> • The purpose of the assignment is only partially or not achieved. • There is limited or no application of relevant subject matter knowledge. • There is little or no relevant supporting evidence.
U	<p>The "U" (Unscorable) is assigned to a response that is unrelated to the assignment, illegible, primarily in a language other than English, or does not contain a sufficient amount of original work to score.</p>
B	<p>The "B" (Blank) is assigned to a response that is blank.</p>