



Released Form

Student Name: \_\_\_\_\_

Spring 2013  
North Carolina  
Measures of Student Learning:  
NC's Common Exams  
**Grade 7 Social Studies—  
Form A**



# Student Booklet



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



1 After the defeat of Japan in World War II, the United States led the Allies in the occupation and rehabilitation of the Japanese state. . . . the U.S. . . . forces . . . enacted widespread military, political, economic, and social reforms . . . MacArthur also tried . . . to [change] the economy into a free market capitalist system. . . . Allied advisors . . . dictated a new constitution.

Source: U.S. Department of State

The Allies helped Japan rebuild after World War II. Which describes how the Allies were involved in rebuilding Japan?

- A The Allies sent military forces to rebuild Japan’s government and economic structures.
- B The Allies sent military forces to help regulate Japan’s wealthy economy.
- C The Allies sent military forces to take control of Japan’s military forces.
- D The Allies sent the military to rebuild Japan’s armed forces to protect the country.

2 Englishmen . . . have given the people of India the greatest human blessing—peace. They have introduced Western education. This has brought an ancient and civilized nation in touch with modern thought, modern sciences, and modern life. They have built an administration that is strong and efficient. They have framed wise laws and have established courts of justice.

Romesh Dutt, 1905

Which of the statements reflects the author’s view of the impact of imperialism on India?

- A Imperialism helped the people of India improve their barter system.
- B Imperialism helped the people of India by advancing and modernizing their governmental institutions.
- C Imperialism harmed the people of India by replacing their traditional culture through modernization.
- D Imperialism harmed the people of India by weakening their administration.



- 3 Over the past few years, dealing with HIV/AIDS and its effects has become one of the major public policy issues in most southern African countries. While it is fundamentally a health issue, the impact of HIV/AIDS goes far beyond health because of its widespread human, social, and economic effects. Southern Africa has the highest HIV prevalence rates in the world; several countries in the region have HIV prevalence rates over 20 percent of the adult population, with the highest reported adult HIV prevalence rates of over 30 percent. As a result, it is estimated that nearly two-thirds of all HIV-positive people in the world live in sub-Saharan Africa, while South Africa, along with India, has the highest number of HIV-positive people of any country in the world.

World Health Organization, 2006

What can be concluded about the impact of Acquired Immune Deficiency Syndrome (AIDS) in southern Africa as of 2006?

- A AIDS cases have had the same effect in southern African countries as in other countries.
- B AIDS has had a limited social impact on people living in southern African countries.
- C The number of deaths from AIDS has created many political crises and unresolved issues in southern African countries.
- D The increasing number of AIDS cases in southern African countries has had huge negative social and economic consequences.



**4 Weaknesses of Imperial Power**

- Napoleon’s invasion of Spain
- divisions among social classes
- desire for independent, democratic government
- desire for economic independence

Which might be the result of these factors?

- A anarchy
- B socialism
- C revolution
- D mutiny

**5 How has deforestation affected modern societies, especially in South America?**

- A It has reduced the mining jobs and jobs within industry.
- B It has destroyed wildlife habitats in the region.
- C It has caused a water shortage in many countries.
- D It has increased available resources for industry.



6 Reasons for migrations of people are described as “push factors” and “pull factors.”

Which was a “pull factor” for many immigrants coming to the United States between 1780 and 1850?

- A job opportunities
- B political oppression
- C colonization
- D overpopulation

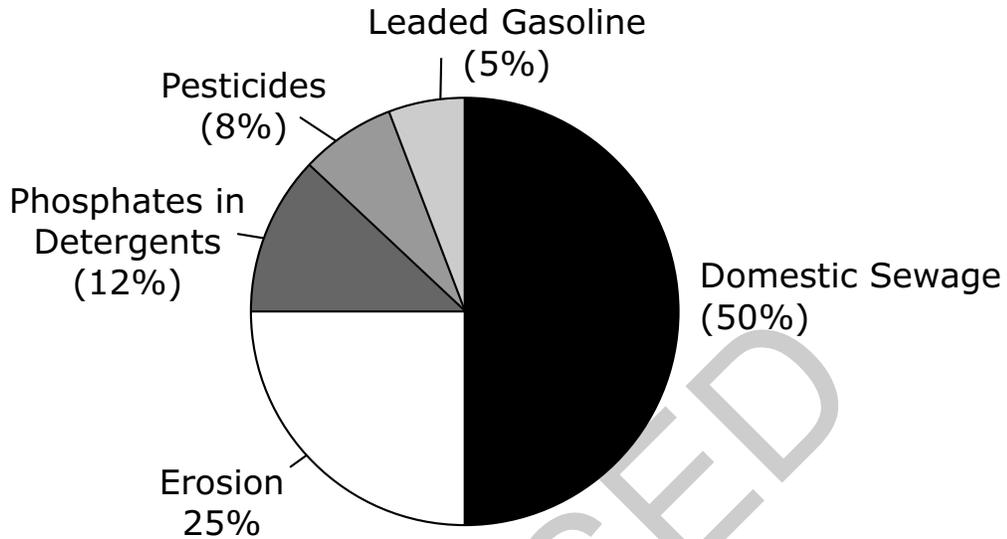
7 After gaining independence, many Latin American countries failed to unify. What was an obstacle to their unification?

- A They lacked a common language and religion.
- B They had neither social divisions nor hierarchy.
- C Lack of desire by the people made it difficult to create democratic governments.
- D Geography made it difficult to build an infrastructure that would bring the regions together.



8

Sources of Water Pollution in Country X



Based on the chart above, what could Country X do to reduce water pollution by the **greatest** amount?

- A develop alternatives for killing insects
- B increase importation of vehicles that use unleaded gasoline
- C use alternative cleaning detergents that are not harmful to humans
- D create a water-filtration system for sewage



- 9 How did the Industrial Revolution affect economic relationships among nations?
- A It created political alliances among nations with resources.
  - B It promoted a greater degree of interdependence among nations.
  - C It increased the standard of living for all nations.
  - D It generated more isolationism among nations with economic resources.
- 10 Which summarizes the main characteristics of a traditional economic system?
- A central government control, central planning, price controls
  - B diplomacy, labor participates in managerial decisions
  - C private ownership, social control of division of labor
  - D direct trade, no competition, relies on customs
- 11 How do economic alliances, such as the European Union (EU) and the North American Free Trade Agreement (NAFTA), affect international affairs?
- A They raise trade barriers between competing countries.
  - B They lower the sales tax on consumer goods.
  - C They allow countries to negotiate trade imbalances.
  - D They increase trade among member nations.



- 12 How could the use of high-interest loans affect a person’s financial health?
- A High-interest loans can be difficult to pay back, which will make it harder to get future loans.
  - B High-interest loans are reported to credit agencies and will hurt credit history.
  - C High-interest loans can be deducted from income tax, helping an individual save money.
  - D High-interest loans typically have fewer fees and therefore less overall cost.

13 It must be acknowledged that the term “republic” is of very vague application in every language . . . I would say purely and simply it means a government by its citizens in mass, acting directly and personally according to rules established by the majority.

Thomas Jefferson, 1816

Which statement **best** summarizes Jefferson’s idea of a republican government?

- A The power of the government rests with the body of its citizens.
  - B The power of the government rests with the leaders at the top.
  - C Republican governments have a monarch that leads the country.
  - D Republican governments have strict laws that rule its citizens.
- 14 In contrast to a democracy, which form of government uses the military to maintain power against the people’s consent?
- A monarchy
  - B dictatorship
  - C theocracy
  - D oligarchy



15 The people are extremely well qualified for choosing those whom they are to entrust with part of their authority.

Charles de Secondat, Baron de Montesquieu,  
*Of Laws Directly Derived from the Nature of Government*, 1748

Which best summarizes Montesquieu’s view of the responsibility of citizens in a democracy?

- A to lobby for new laws
- B to vote for their leaders
- C to respond to public opinion polls
- D to take part in election campaigns

16

<b>Country</b>	<b>Voting Requirements</b>	<b>Compulsory or Optional?</b>	<b>Voter Identification</b>
Italy	25 years of age, citizen; all citizens automatically registered to vote	optional	national identification document
Saudi Arabia	21 years of age, males only; very few elections held	optional	ID required

What does the above chart suggest about the requirements for citizenship in Italy and Saudi Arabia?

- A Italian citizens can vote at age 22.
- B Saudi Arabian citizens do not vote.
- C Italian citizens are required to vote.
- D Saudi Arabian citizens must be male.



- 17 How do governments influence art and literature in nondemocratic societies?
- A Governments allow freedom of expression and design for all creators of artistic expression.
  - B Governments use artistic expression to attract foreign trade with nations interested in the culture.
  - C Citizens are commonly exposed to government-sponsored art and literature in the form of propaganda.
  - D People are divided into labor classes, thereby allowing only certain people to create art or write literature.
- 18 The Spanish conducted slave-raiding expeditions along the East Coast before the Naváez and de Soto expeditions to Florida, a practice that had become widespread throughout the Spanish new world since the Columbian voyages. Queen Isabella forbade the practice, but the Spanish monarchs agreed in 1503 to what was later called the Encomienda system. Under this system, Spaniards would be granted an allotment of Indians who were to be protected and Christianized. In essence the natives became forced laborers who worked the land, labored in mines, and constructed public buildings.

Ferdinand De Soto, *Discovery of the Mississippi*, 1541

How did Spanish leaders in Latin America misuse the Encomienda system?

- A Missionaries attempted to build Christian institutions for the natives.
- B Natives were forced to pay leaders gold for protection.
- C Land was taken from the inhabitants and natives were enslaved.
- D Natives were introduced to the practice of democracy.



**19 Imperialism in Africa**

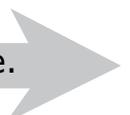
The period of imperialism has witnessed many wars. . . . They have resulted in the taking of territory by force . . . The white rulers of the colonies live at the expense of the natives. Their chief work is to organize labor for their support. In the typical colony, the most fertile lands and the mineral resources are owned by white foreigners. These holdings are worked by natives under their direction. The foreigners take wealth out of the country. All the hard work is done by natives.

J.A. Hobson, 1902

According to the author, how did imperialism affect African societies?

- A Foreigners helped the continent by finding its valuable minerals.
- B Foreigners took the citizens out of the country to work as slaves.
- C Foreigners used the most fertile land and took wealth out of the country.
- D Foreigners helped the continent by providing citizens with high-paying jobs.

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## 20 Article 1

The Organization of the Petroleum Exporting Countries (OPEC), hereinafter referred to as “the Organization,” created as a permanent intergovernmental organization in conformity with the Resolutions of the Conference of the Representatives of the Governments of Iran, Iraq, Kuwait, Saudi Arabia, and Venezuela, held in Baghdad from September 10 to 14, 1960, shall carry out its functions in accordance with the provisions set forth hereunder.

## Article 2

A. The principal aim of the Organization shall be the coordination and unification of the petroleum policies of Member Countries and the determination of the best means for safeguarding their interests, individually, and collectively.

B. The Organization shall devise ways and means of ensuring the stabilization of prices in international oil markets with a view to eliminating harmful and unnecessary fluctuations.

C. Due regard shall be given at all times to the interests of the producing nations and to the necessity of securing a steady income to the producing countries; an efficient, economic, and regular supply of petroleum to consuming nations; and a fair return on their capital to those investing in the petroleum industry.

OPEC Statutes, 1961

Based on the excerpt, what impact would OPEC have on global trade?

- A It would control prices of oil throughout the world.
- B It would limit the amount of oil sent to Western countries.
- C It would increase the amount of oil used by Middle Eastern countries.
- D It would regulate the amount of oil sent to Europe.



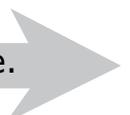
- 21 The political liberty of the subject is a tranquility of mind, arising from the opinion each person has of his safety. In order to have this liberty, it is requisite the government be so constituted as one man need not be afraid of another. When the legislative and executive powers are united in the same person or in the same body of magistrates, there can be no liberty, because apprehensions may arise, lest the same monarch or senate should enact tyrannical laws, to execute them in a tyrannical manner. Again, there is no liberty, if the power of judging be not separated from the legislative and executive powers.

Montesquieu, *Spirit of Laws*, 1748

Which statement summarizes Montesquieu’s view of government?

- A Government should be ruled by a monarch.
- B Government should not give too much liberty to its people.
- C Government should be divided so that it remains fair to its citizens.
- D Government should be controlled by one body of magistrates.

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- 22 There are two ways of countering injustice. One way is to smash the head of the man who perpetrates injustice and to get your own head smashed in the process. All strong people in the world adopt this course. Everywhere wars are fought and millions of people are killed. The consequence is not the progress of a nation but its decline . . . it brings disaster to both belligerents. . . . Similarly, no State is possible without two entities, the rulers and the ruled. You are our sovereign, our Government, only so long as we consider ourselves your subjects. When we are not subjects, you are not the sovereign either . . . Shower what sufferings you like upon us; we will calmly endure all and not hurt a hair of your body. We will gladly die and will not so much as touch you. But so long as there is yet life in these our bones, we will never comply with your arbitrary laws.

Mohandas Gandhi, 1916

Which statement summarizes Gandhi's views about how a government should rule its people?

- A Violence is the best way for a government to rule its people.
  - B Fair laws bring the decline of nations and their governments.
  - C Governments should have many arbitrary rules for their people.
  - D Governments bring the decline of their nations by enforcing rules with violence.
- 23 How does the caste system affect the economy in many parts of South Asia?
- A Religion determines where members of each caste may live.
  - B A division of labor dictated by the caste system determines one's type of job.
  - C Overpopulation prevents elderly caste members from being part of the workforce.
  - D People are socially divided by the caste system based on the color or tone of their skin.



24 Although the present epidemic is called Spanish Influenza, there is no reason to believe that it originated in Spain. Some writers who have studied the question believe that the epidemic came from the Orient [Asia] and they call attention to the fact that the Germans mention the disease as occurring along the eastern front in the summer and fall of 1917.

The Coconino Sun, 1918

What was a common cause of the epidemic of the 1918 Spanish influenza?

- A lack of a vaccine or cure
- B government policy of isolationism
- C decreasing trade with countries where the epidemics began
- D migration of people from the affected areas to different parts of the world

25 "Innovations are normally the creation of business people."

Joseph Schumpeter, Economic Theorist, (1911)

With which economic theory would Joseph Schumpeter likely have agreed?

- A socialism
- B traditionalism
- C capitalism
- D communism



- 26 Which factor influenced the settlement of coastal regions of West Africa during the Age of Exploration?
- A economic opportunity
  - B European overpopulation
  - C diplomatic relations
  - D physical geography of the coast

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

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**The questions 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.**

**1 Renaissance Era**

- rebirth of classical learning
- development of new technologies
- interest in philosophy, art, and literature
- interest in astronomy

Explain two ways the Renaissance Era has influenced modern societies.

**2 International Economic Organizations**

- Organization of Petroleum Exporting Countries (OPEC)
- North American Free Trade Agreement (NAFTA)
- World Trade Organization (WTO)
- European Union (EU)

How have the above organizations influenced international economic policies and affairs? Provide two examples to support your answer.



**3 Covenant of the League of Nations (1919)**

In order to promote international cooperation and to achieve international peace and security by the acceptance of obligations not to resort to war, . . . in the dealings of organized peoples with one another agree to this covenant of the League of Nations.

**The Beginning of World War II**

- 1931: Japan attacks Manchuria.
- 1933: Japan withdraws from the League of Nations.
- 1933: Germany withdraws from the League of Nations.
- 1935: Hitler violates the Treaty of Versailles.
- 1936: Italian forces occupy Ethiopia.
- 1937: Germany occupies Sudetenland.
- 1937: Japan attacks China.
- 1938: Germany occupies Austria.
- 1939: Germany invades Poland.
- 1939: Britain, France, Australia, and New Zealand declare war on Germany.
- 1941: Japan bombs Pearl Harbor.

Using the timeline, evaluate the effectiveness of the League of Nations in achieving international peace. Include two examples from the timeline to support your position.



**This is the end of the Grade 7 Social Studies test.**

- 1. Look back over your answers.**
- 2. Put all of your papers inside your test book and close the test book.**
- 3. Stay quietly in your seat until your teacher tells you that testing is finished.**

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**Grade 7 Social Studies  
RELEASED Form  
Spring 2013  
Answer Key**

<b>Item number</b>	<b>Type</b>	<b>Key</b>	<b>Primary Strand</b>
1	MC	A	H — History
2	MC	B	H — History
3	MC	D	H — History
4	MC	C	H — History
5	MC	B	G — Geography and Environmental Literacy
6	MC	A	G — Geography and Environmental Literacy
7	MC	D	G — Geography and Environmental Literacy
8	MC	D	G — Geography and Environmental Literacy
9	MC	B	E — Economics and Financial Literacy
10	MC	D	E — Economics and Financial Literacy
11	MC	D	E — Economics and Financial Literacy
12	MC	A	E — Economics and Financial Literacy
13	MC	A	C&G — Civics and Government
14	MC	B	C&G — Civics and Government
15	MC	B	C&G — Civics and Government
16	MC	D	C&G — Civics and Government
17	MC	C	C — Culture
18	MC	C	C — Culture
19	MC	C	H — History
20	MC	A	E — Economics and Financial Literacy
21	MC	C	C&G — Civics and Government



<b>Item number</b>	<b>Type</b>	<b>Key</b>	<b>Primary Strand</b>
22	MC	D	C&G — Civics and Government
23	MC	B	C — Culture
24	MC	D	H — History
25	MC	C	E — Economics and Financial Literacy
26	MC	A	G — Geography and Environmental Literacy
27	CR	Rubric	C — Culture
28	CR	Rubric	E — Economics and Financial Literacy
29	CR	Rubric	H — History

**Item Types:**

MC = multiple choice

CR = constructed response

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