



The *PRAXIS*® Study Companion

**Pennsylvania Grades
4–8 Subject
Concentration:
Social Studies
(5157)**



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Pennsylvania Grades 4–8 Subject Concentration: Social Studies (5157)

Test at a Glance

The Praxis® Pennsylvania Grades 4–8 Subject Concentration: Social Studies test is designed to measure knowledge and competencies that are important for safe and effective beginning practice as a 4–8 subject social studies specialist.

Test Name	Pennsylvania Grades 4–8 Subject Concentration: Social Studies		
Test Code	5157		
Time	1 hour 30 minutes		
Number of Questions	90 selected-response questions		
Format	Selected-response questions		
Test Delivery	Computer Delivered		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	I. United States History	23	25%
	II. World History	18	20%
	III. Government/Civics/Political Science	16	18%
	IV. Economics	15	17%
	V. Geography	18	20%

About The Test

The purpose of the Pennsylvania Grades 4–8 Subject Concentration: Social Studies test is to assess whether the entry-level middle school teacher has the content knowledge that is important, necessary, and needed at time of entry to the profession in order to teach social studies.

The test is aligned to the Pennsylvania Academic Standards for Social Studies and the National Council for the Social Studies (NCSS) National Standards for Social Studies Teachers. It measures examinees' skills and knowledge relevant to the areas of United States History, World History, Government/Political Science, Economics, and Geography.

This test may contain some questions that will not count toward your score.

Content Topics

This list details the topics that may be included on the test. All test questions cover one or more of these topics.

Note: The use of “e.g.” to start a list of examples implies that only a few examples are offered and the list is not exhaustive, whereas the use of “i.e.” to start a list of examples implies that the given list of examples is complete.

Discussion Questions

In this section, discussion questions provide examples of content that may be included in the questions you receive on testing day. They are open-ended questions or statements intended to help test your knowledge of fundamental concepts and your ability to apply those concepts to classroom or real-world situations. We do **not** provide answers for the discussion questions, but thinking about the answers will help improve your understanding of fundamental concepts and may help you answer a broad range of questions on the test. Most of the questions require you to combine several pieces of knowledge to formulate an integrated understanding and response. They are written to help you gain increased understanding and facility with the test’s subject matter. You may want to discuss these questions with a teacher or mentor.

I. United States History

- A. Understands basic North American geography, peoples, and cultures prior to European colonization.
- B. Understands how and why European colonies in North America were founded and developed.
- C. Understands how European, African, and Native American peoples interacted in North America during the colonial period.
- D. Understands the origins of the American Revolution and its impact on the founding of the United States.
- E. Understands the United States Constitution and Bill of Rights, the context that led to their writing and adoption, and their impact on the political development of the early United States.
- F. Understands the causes and consequences of territorial expansion of the United States.
- G. Understands the causes and consequences of nineteenth-century sectionalism, the Civil War, and Reconstruction.
- H. Understands the relationships among industrialization, urbanization, and immigration in the late nineteenth and early twentieth centuries.
- I. Understands the political, economic, social, and cultural developments from the Progressive Era through the New Deal.
- J. Understands the causes of United States participation in the First and Second World Wars and the consequences of the wars at home and abroad.

- K. Understands the origins, development, and consequences of the Cold War both abroad and domestically.
- L. Understands the impact of social, economic, and technological changes in the latter half of the twentieth century (e.g., counterculture, globalization, information age).
- M. Understands the political realignment from the New Deal and the Great Society through the rise of conservatism.
- N. Understands the ongoing impact of race, gender, and ethnicity throughout American history.
- O. Understands how participants in the political process (e.g., presidents, the judiciary, Congress, political parties) engage in politics and shape policy.
- P. Understands the emergence of the United States as a world power and the evolving role of the United States in the world.
- Q. Understands the influence of religion throughout American history.
- R. Understands major economic transformations that occurred in the United States (e.g., changes in technology, business, and labor).
- S. Understands the causes and consequences of changing patterns of immigration to the United States and internal migration within the United States.
- T. Understands the struggles and achievements of individuals and groups for greater political and civil rights throughout United States history.

- U. Knows major developments of Pennsylvania history

Discussion Questions: United States History

- Describe the history of North America before the settlement of European peoples, including the migration and settlement of Native American groups and their cultures.
- Describe interactions among European settlers and Native American groups during the colonial period and developments in Native American and United States relations throughout history.
- What economic factors attracted Europeans to North America?
- Describe the Spanish, French, and English colonies in North America
- What principles are included in the Declaration of Independence, the Articles of Confederation, the United States Constitution, the Bill of Rights, and how did these documents affect the development of the United States?
- Describe major debates, compromises, and questions raised by the United States Constitution such as The Great Compromise, the Three-Fifths Compromise, and the federalist and anti-federalist arguments.
- What were the positions of the Founding Fathers regarding slavery?
- What were the major social, political, cultural, and economic developments throughout Pennsylvania history

- Who were the major historical figures and what were their contributions to Pennsylvania history until 1824 (e.g., William Penn, Benjamin Franklin)
- What are the major historical sites in Pennsylvania (e.g., Gettysburg, Philadelphia, and Pittsburgh)
- Describe the history of Pennsylvania's ethnic groups
- What were the political and economic causes and outcomes of the War of 1812?
- What was the influence of Jacksonian Democracy on the society, political climate, and economy of the United States?
- Describe manifest destiny and the expansion of the United States.
- What was the impact of westward expansion on the United States economy?
- What were the long-term trends or developments that contributed to the growth of sectionalism?
- Describe the successes and failures of attempts to solve regional political differences.
- Describe the roles of government leaders, compromises, and events regarding the growth of sectionalism in the United States.
- Describe the main figures, arguments, practices, and impacts of abolitionism in the antebellum United States.
- What were the causes, events, and impacts of the Civil War?
- What were the successes and failures of Reconstruction and the effects it had on society, states, the federal government, and individuals?
- Describe the push- and pull-factors that contributed to late nineteenth century immigration to the United States.
- Describe the reform efforts by Susan B. Anthony, W. E. B. Dubois, and Robert LaFollete and their impacts on United States society.
- Compare and contrast populism and progressivism
- What were the major successes, failures, and legacies of the New Deal?
- Describe the United States involvement in foreign wars during the 20th century, including the Cold War era and events of the late 20th and early 21st centuries (e.g., The First and Second World Wars, The Korean War, The Vietnam War, the wars in Iraq and Afghanistan).
- What were the roles of technology, education, domestic policy, and the economy on United States society throughout the 20th and early 21st centuries?

II. World History

- A. Knows the formation, organization, and contributions of early civilizations in Africa, Europe, and Asia in the period 8000 to 1000 B.C.E. and in the Americas in the period 2000 B.C.E. to 1500 C.E.

- B. Understands the formation, organization, and interactions of the classical civilizations of Greece, Rome, Persia, India, and China in the period 1000 B.C.E. to 500 C.E.
- C. Understands the main aspects of the transformation of classical civilizations as a result of invasions, trade, and the spread of religions in the period 300 to 1400 C.E.
- D. Understands the major political, social, and economic developments in Europe from the Renaissance through the Enlightenment.
- E. Understands the major political, social, economic, and biological causes and effects of growing global interactions, including trade, exploration, and colonization in the period 1200 to 1750 C.E.
- F. Understands the major causes and consequences of revolutions, nationalism, and imperialism in the period 1750 to 1914 C.E.
- G. Understands the major ideological, economic, and political causes and consequences of the First and Second World Wars and the Cold War (e.g., Russian Revolution, decolonization).
- H. Understands the major developments of the post- Cold War world (e.g., growth of the globalized economy, rise of fundamentalism and nationalism).
- I. Understands how technological innovations and adaptations have shaped world societies.
- J. Understands the roles of major world religions in shaping societies and effecting major historical turning points.
- K. Knows the role of trade and other forms of economic exchange (e.g., tribute, gift giving) both within societies and between societies.
- L. Understands the major political ideologies that have influenced the organization of societies in the modern world (e.g., totalitarianism, liberalism, nationalism).
- M. Understands the major economic transformations that have affected world societies (e.g., spread of the market economy, industrialization).
- N. Understands the major differences and similarities in family structure and gender roles across societies.
- O. Understands the roles of conflict and cooperation in shaping and transforming societies.
- P. Understands major demographic trends and their effects on world history.

Discussion Questions: World History

- Describe the concepts of citizenship and democracy in ancient Greece and their similarities and differences in contemporary democracies.
- Describe the rise and fall of the Roman Empire, its successes and failures and its contributions to the development of Western society.
- Describe the developments in the social, cultural, economic, and political histories of societies in the Indian subcontinent (e.g., Hinduism and Buddhism, the caste system, interactions with other societies).
- What fundamental ideas and institutions arose from the cultures of India, China, Egypt, Greece, Rome, and Mesopotamia?

- Describe the role of Islam in Middle East and African history and its influence in Europe and Asia.
- Describe the interactions between the Islamic world and Medieval Europe during the Crusades.
- Describe Mesoamerican cultures and their interactions with early European explorers.
- Describe European societal changes from the medieval period to the Renaissance and the Age of Enlightenment (e.g., the Reformation, the Scientific Revolution).
- How did Enlightenment ideas affect the American, French, and Haitian Revolutions?
- Describe the onset of the first Industrial Revolution, the conditions that led to its emergence, and its effects on global society.
- What were the causes, major events, and effects of major political revolutions and independence movements (The American Revolution, the French Revolution, revolutions in Latin America)?
- Describe the emergence of totalitarian governments after the First World War.
- What were the effects of Western nationalism and imperialism?
- What were the similarities and differences among the Russian, Mexican, and Chinese revolutions?
- Describe the emergence of a global culture in the late twentieth century and its major elements and consequences.

III. Government/Civics

- A. Understands United States government and politics: constitutional underpinnings; federalism; civil liberties and civil rights, political beliefs and behaviors; electoral process, political parties, interest groups, mass media and the powers, structure, and processes of national political institutions.
- B. Understands Political Theory: major political concepts, major political theorists, and political orientations (e.g., liberal, conservative).
- C. Understands Comparative Politics and International Relations: forms of government (e.g., parliamentary, federal); major regime types (e.g., democracy, autocracy); major types of electoral systems; foreign policy; the theories of international relations (e.g., realism, liberalism); international relations in practice (e.g., conflict, cooperation, diplomacy) and power and problems of international organizations and international law.

Discussion Questions: Government/Civics

- Describe the constitutional interpretations in landmark Supreme Court cases (e.g., Marbury v. Madison, McCulloch v. Maryland, Brown v. Board of Education of Topeka, Miranda v. Arizona).
- What are the effects of bicameralism on the exercise of legislative power?
- What are the major differences between the two chambers of Congress?

- Describe presidential powers.
- Describe the regulatory functions of government agencies and independent regulatory commissions.
- How do institutions affect the political process of the United States?
- Describe the influence of race, gender, class, and age on public opinion, individual beliefs, and political participation.
- Describe the main ideas of political theorists and their contributions to the development of forms of government and their institutions (e.g., Locke, Hobbes, Montesquieu).
- What are the major differences between parliamentary and presidential systems?
- How does a country's electoral system affect its political parties?
- Describe some basic approaches to foreign policy (e.g., isolationism, multilateralism).
- Describe the major problems that international organizations face.
- What is the relationship between political systems and economic conditions?
- How and why do governments intervene in economies.

IV. Economics

- Understands Microeconomics: scarcity, choice and opportunity costs, economic systems, factors of production, supply and demand, market efficiency and the role of government (taxes, subsidies, and price controls), and distribution of income, product markets, and behavior of firms.
- Understands Macroeconomics: measures of economic performance, unemployment, inflation, business cycle, fiscal policy, money and banking, monetary policy, international trade and exchange rates, and economic growth.

Discussion Questions: Economics

- Why does scarcity force people to consider opportunity cost?
- What do production possibilities curves demonstrate?
- Why do people engage in exchange?
- What are the sources of gain from trade?
- What are the methods of economic organization and how do they differ?
- Explain the four sectors contained in a model of circular flow of income and products and how the circular-flow model describes the operation of the market economy
- What are the laws of supply and demand?
- How is the market price of a good determined?
- How do markets adjust to changes in supply and demand?

- What is the relationship between total revenue and the price elasticity of demand?
- How does the imposition of a tax affect a market?
- Define total product, average product, and marginal product
- What is the law of diminishing returns?
- What are explicit costs and implicit costs?
- Define the following costs: total cost, fixed costs, variable costs, average total cost, average fixed cost, average variable cost, and marginal cost.
- What are the characteristics of perfect competition, monopoly, monopolistic competition, and oligopoly? Compare and contrast in terms of the following
 - The number of buyers and sellers
 - Degree of product differentiation
 - Degree of control over price
 - Conditions of entry
 - Efficiency (allocative and productive)
- How do government policies attempt to regulate monopolies
- Why do business firms demand labor, machines, and other resources?
- What are the determinants of labor demand?
- What determines the market price of a resource such as labor?
- Why do some people earn more than others
- What is the effect of the minimum-wage law on wages and employment in the labor markets?
- What are the major components of gross domestic product (GDP) and how is GDP measured in the United States?
- What do price indices measure?
- What are the causes and costs of inflation?
- How is unemployment measured and how does the unemployment rate understate or overstate the amount of joblessness?
- Name the different types of unemployment
- How do you determine the equilibrium level of GDP of any economy?
- What are aggregate demand curves and the factors that cause shifts in aggregate demand?
- How do economies adjust to changes in aggregate supply and aggregate demand?
- What are the causes of recessions and booms?
- What are the three functions of money, the measures of money supply, and the different kinds of money demand?
- What are the major functions of the Federal Reserve System?
- What is the role of banks in the money creation process?
- What are the important tools of the Federal Reserve for controlling the supply of money?

- What is appropriate fiscal or monetary policies for dealing with the following?
 - Inflation
 - Recessions
 - Stagflation
- Why do nations trade and what can nations gain from international trade?
- Why do nations impose trade restrictions and what impacts do trade restrictions have on the economy?
- What are the pros and cons of protectionist policies?
- What determines the exchange rate of the United States dollar in the foreign-exchange market?
- What information is provided in the balance of payments account?
- What is the relationship between a country's net exports and the international value of the country's currency?
- What is the role of productivity in economic growth?
- What policies can a government pursue to raise the living standards of a country in the long run?

V. Geography

- A. Be able to read and interpret different kinds of maps and images (physical, topographical, political, and weather maps and aerial photographs and satellite images).
- B. Be able to use map legends to estimate distances, calculate scale, identify patterns represented in maps, and compute population density. What is map projection and what kinds of decisions does it force mapmakers to make?
- C. Understands map types and projections and is able to acquire, organize, and analyze information from a spatial perspective.
- D. Is familiar with the use of mental maps for organizing spatial information.
- E. Knows how to recognize and interpret spatial patterns (e.g., population density, literacy rates, infant mortality) presented at different scales— from local to global.
- F. Knows how to locate and use sources of geographic data (e.g., Census Bureau, Population Reference Bureau).
- G. Understands the theme of place
- H. Understands the uses of technological sources of geographic information
- I. Understands spatial concepts (e.g., location, place, region) and knows how to apply them to interpret data.
- J. Understands how to utilize characteristics (e.g., climate, location, culture) to classify regions
- K. Understands how physical processes, climate patterns, and natural hazards affect human societies.
- L. Knows the characteristics and spatial distribution of Earth's ecosystems.
- M. Knows how to identify various types of physical features

- N. Understands basic patterns of climate, ecosystems, and natural resources
- O. Understands the interrelationships of humans and their environments.
- P. Understands renewable and nonrenewable natural resources.
- Q. Understands spatial patterns of cultural (e.g., ethnic, linguistic, religious) and economic activities.
- R. Understands patterns of migration (internal and international) and settlement (urban and rural).
- S. Understands the development and changing nature of agriculture (e.g., genetically modified crops, agribusiness, biotechnologies).
- T. Knows contemporary patterns and impacts of development, industrialization, and globalization
- U. Understands demographic patterns (e.g., composition, density, distribution) and demographic change.
- V. Knows basic concepts of political geography, including borders, state formation, and contemporary areas of conflict.
- W. Understands patterns and interrelationships of migration, trade, and diffusion of ideas

Discussion Questions: Geography

- What are the primary characteristics of each of the following regions: North Africa/ Southwest Asia, Sub-Saharan Africa, Latin America, the Caribbean, North America, Western Europe, Eastern Europe, East Asia, South Asia, Southeast Asia, and Oceania?
- Demonstrate the use of maps and other graphic representations to acquire, process, and report information
- Describe the concept of relative location
- Define cardinal and intermediate directions
- What is meant by the human and physical characteristics of place?
- What is the difference between weather and climate?
- How does each of the following factors influence climate: Latitude, ocean currents, winds, mountains, elevation, proximity to water?
- Where do most earthquakes occur and why do they occur there?
- What is an ecosystem and why is understanding ecosystems important?
- Be able to read and interpret population pyramids
- What regions of the United States grew more rapidly than others in the 20th and 21st centuries, and why?
- What are the major trends in ethnic composition of the United States population in the twentieth and twenty-first centuries?
- How does having a wide range of climate zones in Latin America influence the history of the region?
- How has having a limited supply of water influenced the historical and economic development of the Middle East?
- How and why do political borders change?
- How do geographic factors contribute to political conflict?

- How do major human alterations of the landscape, such as the Panama and Suez Canals, affect economic, political, and cultural history?
- Name some changes that have occurred in the twentieth century in the use, distribution, and importance of natural resources.
- Describe the processes, patterns, and functions of human settlement
- What are the characteristics of human migrations (e.g., push and pull factors, voluntary vs. involuntary migration, rural- urban)

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Sample Test Questions

The sample questions that follow illustrate the kinds of questions on the test. They are not, however, representative of the entire scope of the test in either content or difficulty. Answers with explanations follow the questions.

Directions: Each of the questions or incomplete statements below is followed by four suggested answers or completions. Select the one that is best in each case.

1. The construction of a transportation network that included roads, canals, and steamboats that took shape in the United States in the early decades of the nineteenth century had which of the following effects in the years before the Civil War?
 - (A) It decreased the need for immigrant labor.
 - (B) It stimulated the development of a market revolution.
 - (C) It weakened the plantation system in the southern states.
 - (D) It transformed the United States into an international military power.
2. President Abraham Lincoln's Emancipation Proclamation declared free only those slaves who
 - (A) were living in the areas still in rebellion
 - (B) were serving in the Union armies
 - (C) were living in the border states
 - (D) had escaped to Northern states
3. In 1924 the United States Congress passed a bill that significantly altered immigration patterns by
 - (A) suspending further immigration from Latin America
 - (B) making it illegal for employers to hire or recruit undocumented workers
 - (C) promoting family unification, enabling close relatives of people already resident in the United States to be admitted
 - (D) reducing immigration quotas sharply, leading to a dramatic decline in immigration

4. The legal basis for the escalation of United States involvement in the Vietnam War was the
 - (A) declaration of war by Congress
 - (B) passage of the Gulf of Tonkin Resolution by Congress
 - (C) United Nations resolution condemning the North Vietnamese invasion of South Vietnam
 - (D) mutual defense provisions of the North Atlantic Treaty Organization (NATO)

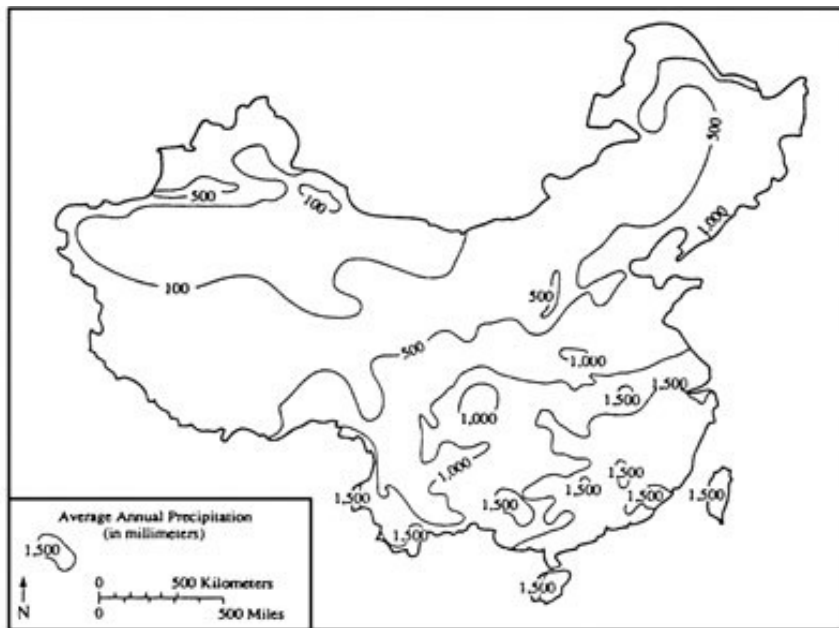
5. Which of the following statements reflects the Confucian worldview that figured prominently in classical Chinese culture?
 - (A) Having faith in God will be rewarded in the afterlife.
 - (B) Life's ultimate goal is to escape the suffering inherent in the endless cycle of death and reincarnation.
 - (C) A life of quiet contemplation and isolation from worldly temptations will result in self-perfection.
 - (D) Observing rules of proper behavior toward others will ensure social and political harmony.

6. In which of the following fields did Islamic civilization most influence Europeans at the time of the Crusades?
 - (A) Music
 - (B) Theology
 - (C) Mathematics
 - (D) Law

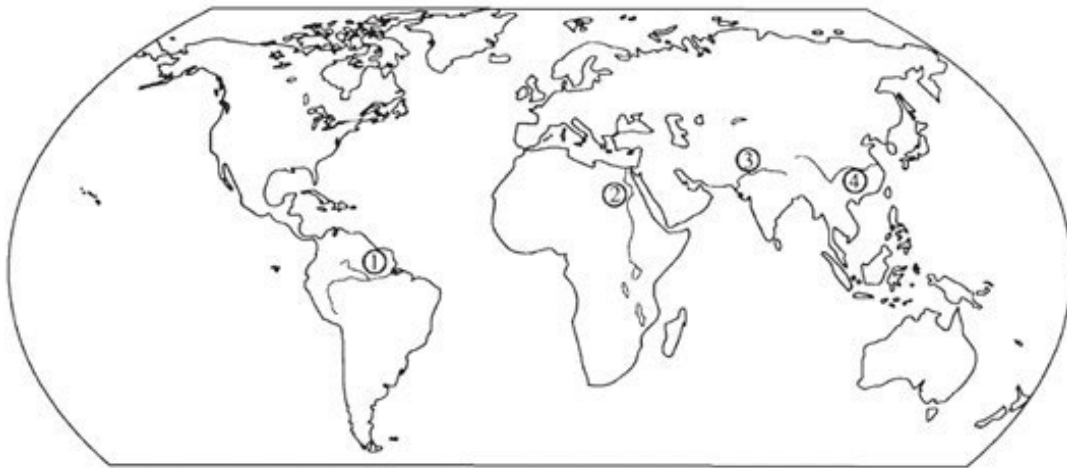
7. Which of the following was an outcome of the Paris Peace Conference in 1919 at the conclusion of the First World War, giving rise to tensions that would help lead to the outbreak of the Second World War?
 - (A) The Treaty of Versailles forced Germany to give up land, population, and important resources.
 - (B) The Treaty of Versailles divided Germany into eastern and western states.
 - (C) The British gave control of Palestine to the Arabs living there.
 - (D) It was agreed to leave the Austrian Empire intact.

8. The term “Cold War” refers to the
- (A) race between the United States and the Soviet Union to claim ownership of Antarctica
 - (B) contest between the United States and the European Union for economic domination in the West
 - (C) struggle between the United States and the Soviet Union to gain political hegemony in world affairs
 - (D) competition between the Soviet Union and China for the resources of the Pacific Rim
9. With which of the following statements would both Thomas Hobbes and John Locke most probably have agreed?
- (A) Government authority is created as the result of a social contract.
 - (B) Government must enforce religious law to prevent moral decay.
 - (C) Government must enforce the majority’s will regardless of the wishes of the minority.
 - (D) Government must bend to the will of the educated minority.
10. Which of the following is an example of a concurrent power?
- (A) The printing and coining of money
 - (B) The power to declare war
 - (C) The process of naturalization
 - (D) The levying of taxes
11. People who believe their political views are important, that government will respect these views, and that their views can influence political affairs are said to have a strong sense of
- (A) political partisanship
 - (B) political alienation
 - (C) political allegiance
 - (D) political efficacy
12. Which of the following is an example of the constitutional system of checks and balances?
- (A) A Supreme Court ruling that upholds a state law
 - (B) An interest group that lobbies Congress to reject proposed legislation
 - (C) A state that lobbies Congress for increased federal funding
 - (D) The impeachment and removal of a federal official

13. Which of the following people would benefit most if the value of the United States dollar increased relative to the Japanese yen?
- (A) A United States car dealer importing Japanese cars
 - (B) A Japanese tourist vacationing in the United States
 - (C) A worker in the United States beer industry
 - (D) A Japanese baker buying United States wheat
14. If the tax rate for a single person with \$25,000 in taxable income is 24 percent, and the tax rate for a single person with \$20,000 in taxable income is 20 percent, the tax rate over this income range is
- (A) regressive
 - (B) progressive
 - (C) proportional
 - (D) revenue-neutral
15. The use of inexpensive labor in Asian countries by footwear companies based in the United States and Europe is an example of which of the following?
- (A) Primary economic activity
 - (B) Global division of labor
 - (C) Intervening opportunity
 - (D) Global-local
16. A geographer beginning a study of the cultural landscape within a specific region would most likely benefit from which of the following activities?
- (A) Describing and mapping the building types on a plat map
 - (B) Determining how many cars travel along the highway system
 - (C) Establishing the percentage of adults with a college education
 - (D) Graphing and analyzing economic data for the past century



17. The preceding map shows which of the following to be true about precipitation in China?
- (A) The north receives more precipitation than the south.
 - (B) The driest region is the northeast.
 - (C) The southeast receives the most precipitation.
 - (D) The west receives more precipitation than the east.



18. An isobar map shows lines connecting all points of equal
- (A) atmospheric pressure
 - (B) elevation
 - (C) surface temperature
 - (D) precipitation

Answers

1. Option (B) is correct. By 1850, the United States had put in place a transportation network based on roads, canals, and steamboats. This network enabled factories and farms to get their goods to market much more efficiently and cheaply. Economic expansion increased the demand for immigrant labor; the plantation economy was also strengthened. The nation did not, however, become an international military power during this period.
2. Option (A) is correct. The Emancipation Proclamation freed only those slaves who were living in the states or parts of states still in rebellion. Lincoln feared that complete emancipation would cost the Union the loyalty of the border states (Missouri, Kentucky, Maryland, and Delaware), slave states that remained loyal to the Union. Moreover, President Abraham Lincoln did not believe he had the constitutional authority to declare free those slaves living in areas loyal to the Union.
3. Option (D) is correct. The National Origins Act, passed in 1924, restricted immigration dramatically. It did not, however, limit immigration from Latin America. The legislation did not address illegal immigration or family unification.
4. Option (B) is correct. There was no declaration of war by Congress. However, Congress did pass the Gulf of Tonkin Resolution, which authorized the President to “take all necessary measures to repel any armed attack against the forces of the United States and to prevent further aggression.”
5. Option (D) is correct. Confucianism teaches that the duty of mutually appropriate behavior in various interpersonal relationships is central to all human interaction. Relationships within the family, such as parent-child and husband-wife, as well as more general social and political relationships, such as elder-junior and ruler-ruled, all entail an expectation of proper behavior by either side. Just as the harmonious functioning of the family depends on parents treating their children with kindness and children treating their parents with filial piety, so the harmonious functioning of the state depends on the ruler treating the subjects with benevolence and the subjects reciprocating by being loyal to the ruler.
6. Option (C) is correct. At the time of the Crusades, when contact increased between Europe and the Islamic world, Islamic mathematicians were using sophisticated mathematical tools and concepts (e.g., algebra, zero, Arabic numerals) that were unfamiliar to Europeans. In the twelfth century, European scholars became more aware of and interested in the contributions of Islamic mathematicians, and they made this knowledge available to the West in Latin translations.

7. Option (A) is correct. Germans believed that they had been cheated by the peace settlement agreed to in the Treaty of Versailles, and this sense of resentment later fueled the rise of the Nazi Party. The Treaty of Versailles did not break Germany up into western and eastern parts (B); that division took place after the end of the Second World War. The British did not give control of Palestine to the Arabs living there (C). Rather, in the Balfour Declaration, Britain indicated that it “view[ed] with favour the establishment in Palestine of a national home for the Jewish people.” The Austrian empire was broken up into various parts as a result of the peace conference, with Czechoslovakia, Yugoslavia, and Hungary created in its place.
8. Option (C) is correct. The term “Cold War” is used to describe the tense relationship that developed between the United States and the Soviet Union in the years immediately following the Second World War. During the Cold War, both the United States and the Soviet Union sought to extend their economic, diplomatic, and, at times, military influence in many parts of the world. Beginning in the late 1980s, dramatic changes in the Soviet Union and Eastern Europe led to a reduction in U.S.–Soviet tension and the end of the Cold War.
9. Option (A) is correct. Hobbes and Locke both agreed that government authority was established through a social contract, although their views of the nature of that authority differed.
10. Option (D) is correct. A concurrent power is a power shared by the federal government and state governments. Both the federal and state governments have the power to levy taxes. The powers described in (A), (B), and (C) are reserved to the federal government alone.
11. Option (D) is correct. Political efficacy is defined as a person’s faith in his or her influence on the political process. It is indicative of trust in government and is commonly measured by surveys and used as an indicator for the broader health of civil society. As such, efficacy is not about allegiance to a political party or ideology or the lack of such allegiance.
12. Option (D) is correct, since the impeachment process is a tool to curb the power of the executive branch. A Supreme Court ruling upholding a state law is merely an affirmation of the state’s powers. A state lobbying for increased Congressional funding or an interest group lobbying for a particular stand on legislation is merely affirming the power of the legislative body and is not a check on its powers.
13. Option (A) is correct. Appreciation in the value of the dollar results in a decline in the relative cost of importing foreign goods. An importer of foreign goods would thus benefit. U.S. goods would be relatively more expensive, so (B) and (D) are incorrect. (C) is also incorrect; a change in the value of the dollar would have no beneficial effect on a worker in the U.S. beer industry.
14. Option (B) is correct. A progressive tax rate is one in which the tax rate increases as income raises. In this example, someone earning \$25,000 a year is taxed at a higher rate than someone earning a lower income; thus, the tax rate is progressive.

15. Option (B) is correct. Innovations in communication and transportation systems have made it possible for corporations to move labor-intensive manufacturing activities to peripheral countries where labor is cheap, tax rates are low, and there are few regulations. Primary economic activity, (A), refers to extractive industries such as mining. Intervening opportunity, (C), is not correct because the concept relates to the attractiveness of a near site for an activity that diminishes the prospects of a site farther away. Although the global-local continuum is the idea that the world is comprised of an interconnected series of relationships across space, (D) is not correct because the concept primarily refers to the direct effect that events at the global level have at the local level.
16. Option (A) is correct. A key component of the cultural landscape is building types. These are easily plotted on maps for spatial analysis and determination of cultural influences on the landscape. Although some types of economic data can be graphed and might be useful in later stages of the project, it is more of an activity for economic geographers. Thus, (D) is not the best answer. (B) and (C) are not correct, because numbers of cars and percentages of adults with college degrees are not commonly considered to be primary spatial data.
17. Option (C) is correct. The map shows that the greatest amount of precipitation (1,500 millimeters on average) is in southeast China, compared to other areas that receive far less precipitation (less than 500 millimeters on average).
18. Option (A) is correct. An isobar is a line drawn on a map to connect all points of equal atmospheric pressure.

Understanding Question Types

The *Praxis*® assessments include a variety of question types: constructed response (for which you write a response of your own); selected response, for which you select one or more answers from a list of choices or make another kind of selection (e.g., by selecting a sentence in a text or by selecting part of a graphic); and numeric entry, for which you enter a numeric value in an answer field. You may be familiar with these question formats from taking other standardized tests. If not, familiarize yourself with them so you don't spend time during the test figuring out how to answer them.

Understanding Selected-Response and Numeric-Entry Questions

For most questions, you respond by selecting an oval to select a single answer from a list of answer choices.

However, interactive question types may also ask you to respond by:

- Selecting more than one choice from a list of choices.
- Typing in a numeric-entry box. When the answer is a number, you may be asked to enter a numerical answer. Some questions may have more than one entry box to enter a response. Numeric-entry questions typically appear on mathematics-related tests.
- Selecting parts of a graphic. In some questions, you will select your answers by selecting a location (or locations) on a graphic such as a map or chart, as opposed to choosing your answer from a list.
- Selecting sentences. In questions with reading passages, you may be asked to choose your answers by selecting a sentence (or sentences) within the reading passage.
- Dragging and dropping answer choices into targets on the screen. You may be asked to select answers from a list of choices and to drag your answers to the appropriate location in a table, paragraph of text or graphic.
- Selecting answer choices from a drop-down menu. You may be asked to choose answers by selecting choices from a drop-down menu (e.g., to complete a sentence).

Remember that with every question you will get clear instructions.

Understanding Constructed-Response Questions

Some tests include constructed-response questions, which require you to demonstrate your knowledge in a subject area by writing your own response to topics. Essays and short-answer questions are types of constructed-response questions.

For example, an essay question might present you with a topic and ask you to discuss the extent to which you agree or disagree with the opinion stated. You must support your position with specific reasons and examples from your own experience, observations, or reading.

Review a few sample essay topics:

- *Brown v. Board of Education of Topeka*
 “We come then to the question presented: Does segregation of children in public schools solely on the basis of race, even though the physical facilities and other ‘tangible’ factors may be equal, deprive the children of the minority group of equal educational opportunities? We believe that it does.”
 - A. What legal doctrine or principle, established in *Plessy v. Ferguson* (1896), did the Supreme Court reverse when it issued the 1954 ruling quoted above?
 - B. What was the rationale given by the justices for their 1954 ruling?
- *In his self-analysis, Mr. Payton says that the better-performing students say small-group work is boring and that they learn more working alone or only with students like themselves. Assume that Mr. Payton wants to continue using cooperative learning groups because he believes they have value for all students.*
 - Describe **TWO** strategies he could use to address the concerns of the students who have complained.
 - Explain how each strategy suggested could provide an opportunity to improve the functioning of cooperative learning groups. Base your response on principles of effective instructional strategies.
- *“Minimum-wage jobs are a ticket to nowhere. They are boring and repetitive and teach employees little or nothing of value. Minimum-wage employers take advantage of people because they need a job.”*
 - Discuss the extent to which you agree or disagree with this opinion. Support your views with specific reasons and examples from your own experience, observations, or reading.

Keep these things in mind when you respond to a constructed-response question:

1. **Answer the question accurately.** Analyze what each part of the question is asking you to do. If the question asks you to describe or discuss, you should provide more than just a list.
2. **Answer the question completely.** If a question asks you to do three distinct things in your response, you should cover all three things for the best score. Otherwise, no matter how well you write, you will not be awarded full credit.
3. **Answer the question that is asked.** Do not change the question or challenge the basis of the question. You will receive no credit or a low score if you answer another question or if you state, for example, that there is no possible answer.
4. **Give a thorough and detailed response.** You must demonstrate that you have a thorough understanding of the subject matter. However, your response should be straightforward and not filled with unnecessary information.
5. **Take notes on scratch paper** so that you don't miss any details. Then you'll be sure to have all the information you need to answer the question.
6. **Reread your response.** Check that you have written what you thought you wrote. Be sure not to leave sentences unfinished or omit clarifying information.

General Assistance For The Test

***Praxis*® Interactive Practice Test**

This full-length *Praxis*® practice test lets you practice answering one set of authentic test questions in an environment that simulates the computer-delivered test.

- Timed just like the real test
- Correct answers with detailed explanations
- Practice test results for each content category

ETS provides a free interactive practice test with each test registration. You can learn more [here](#).

Doing Your Best

Strategy and Success Tips

Effective *Praxis* test preparation doesn't just happen. You'll want to set clear goals and deadlines for yourself along the way. Learn from the experts. Get practical tips to help you navigate your *Praxis* test and make the best use of your time. Learn more at [Strategy and Tips for Taking a *Praxis* Test](#).

Develop Your Study Plan

Planning your study time is important to help ensure that you review all content areas covered on the test. View a sample plan and learn how to create your own. Learn more at [Develop a Study Plan](#).

Helpful Links

[Ready to Register](#) – How to register and the information you need to know to do so.

[Disability Accommodations](#) – Testing accommodations are available for test takers who meet ETS requirements.

[PLNE Accommodations \(ESL\)](#) – If English is not your primary language, you may be eligible for extended testing time.

[What To Expect on Test Day](#) – Knowing what to expect on test day can make you feel more at ease.

[Getting Your Scores](#) – Find out where and when you will receive your test scores.

[State Requirements](#) – Learn which tests your state requires you to take.

[Other Praxis Tests](#) – Learn about other *Praxis* tests and how to prepare for them.

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that meet your specific needs, visit:

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