



The *PRAXIS*® Study Companion

# Government/ Political Science (5931)



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## Government/Political Science (5931)

### Test at a Glance

<b>Test Name</b>	Government/Political Science		
<b>Test Code</b>	5931		
<b>Time</b>	2 hours		
<b>Number of Questions</b>	120		
<b>Format</b>	The test consists of a variety of selected-response questions. You can review the question types in Understanding Question Types.		
<b>Test Delivery</b>	Computer Delivered		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	I. United States Constitution	26	22%
	II. United States Government: Federal, State, and Local Institutions	34	28%
	III. Civil Rights and Civil Liberties: Landmark Court Decisions	19	16%
	IV. United States Politics	24	20%
	V. Comparative Politics and International Relations	17	14%

## About The Test

The Government/Political Science test is designed for prospective teachers of government or political science in secondary schools. The 120 selected-response questions assess knowledge of the major concepts, theories, historical developments, and facts of government and political science across the content areas of the United States Constitution; United States government; civil rights and civil liberties; United States politics; and comparative politics and international relations.

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.

## 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. Answers for the discussion questions are **not** provided; however, 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. The questions are intended 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 Constitution

### A. Knows the major political theorists and their contributions to the foundations of the United States government (e.g., Plato, Locke, Rousseau)

1. Demonstrates knowledge of the contributions made by major political theorists (e.g., Plato, Locke, Rousseau) to the development of the United States government

### B. Knows the context of United States constitutional development (e.g., Magna Carta, Declaration of Independence, Federalist Papers)

1. Demonstrates knowledge of the development of the Declaration of Independence.
2. Demonstrates knowledge of historical events leading to the development of the United States Constitution.
3. Demonstrates knowledge of the actions and writings of the framers of the United States Constitution.
4. Demonstrates knowledge of the major document that shaped the political context in which the United States Constitution was written.

### C. Knows the evolution of United States government from the Articles of Confederation to ratification of the United States Constitution

1. Demonstrates knowledge of the shortcomings and problems with the Articles of Confederation.
2. Demonstrates knowledge of historical events before and after the writing of the Articles of Confederation.

3. Demonstrates knowledge of the major issues and compromises during the writing of the Constitution.
4. Demonstrates knowledge of the major differences between the Federalists and the Anti-federalists in the ratification process.

**D. Knows the evolution from the Articles of Confederation to ratification of the United States Constitution.**

**E. Understands the rights protected by the Bill of Rights**

1. Demonstrates knowledge of the origins of the Bill of Rights.
2. Demonstrates content knowledge of each of the first Ten Amendments to the United States Constitution.
3. Demonstrates understanding of how the Bill of Rights protects individual citizens.

**F. Understands the process of amending the United States Constitution**

1. Demonstrates knowledge of the amendment process to the United States Constitution.
2. Demonstrates understanding of the impact of formal constitutional changes.
3. Demonstrates understanding of the impact of informal constitutional changes (e.g., congressional legislation, judicial interpretation, executive actions).

**G. Understands the process of amending the United States Constitution.**

**H. Understands the enumerated powers of the United States Constitution.**

1. Demonstrates understanding of the enumerated, reserved, concurrent and implied powers of the United States government under the Constitution.

**I. Understands the reserved powers of the United States Constitution.**

**J. Understands the concurrent powers of the United States Constitution.**

**K. Understands the implied powers of the United States Constitution**

**Discussion Questions: United States Constitution**

- Describe the contributions made by major political theorists such as Plato, Locke, and Rousseau, to the development of the United States government.
- Explain the development of the Declaration of Independence.
- What were the historical events leading to the development of the United States Constitution?
- Explain the actions and writings of the framers of the United States Constitution.
- What major documents shaped the political context in which the United States Constitution was written?
- What are the shortcomings and problems with the Articles of Confederation?
- Name the historical events before and after the writing of the Articles of Confederation.

- Explain the major issues and compromises during the writing of the Constitution.
- What were the major differences between the Federalists and the Anti-federalists in the ratification process?
- What are the key constitutional principles of limited government such as popular sovereignty, separation of powers, and checks and balances?
- Apply your knowledge of key principles of limited government to the framing of the Constitution and the United States government.
- What were the origins of the Bill of Rights.
- Describe the meaning of each of the first Ten Amendments to the U.S. Constitution.
- How does the Bill of Rights protect individual citizens?
- Explain the amendment process to the United States Constitution.
- What is the impact of formal constitutional changes?
- What is the impact of informal constitutional changes (e.g., congressional legislation, judicial interpretation, executive actions)?
- What are enumerated, reserved, concurrent, and implied powers of the United States government under the Constitution?

## II. United States Government: Federal, State and Local Institutions

### A. Understands federalism and the relationship between national, state, and local governments

1. Demonstrates knowledge of the difference between federal, unitary, and confederal forms of government.
2. Demonstrates understanding of the evolving relationship among national, state, and local governments.

### B. Understands the structure and functions of the executive branch, including presidential qualifications and roles

1. Demonstrates understanding of the structure of the executive branch, including the constitutional powers of the president.
2. Demonstrates knowledge of the functions of the executive branch, including the Executive Office of the President and cabinet-level departments and agencies.
3. Demonstrates knowledge of the constitutional qualifications to become president.
4. Demonstrates understanding of the roles of the president.
5. Demonstrates knowledge of the constitutional roles of the vice president.
6. Demonstrates knowledge of the process of presidential succession.



**C. Understands the structure and functions of bureaucracy in the United States**

1. Demonstrates understanding of how the federal bureaucracy is structured and organized.
2. Demonstrates knowledge of the appointment and confirmation processes.

**D. Knows the structure of the legislative branch, including leadership and committees**

1. Demonstrates knowledge of the structure of Congress.
2. Demonstrates knowledge of the constitutional qualifications to be a member of Congress.
3. Demonstrates knowledge of the constitutional powers and role of Congress.
4. Demonstrates knowledge of the congressional committees and how they operate.
5. Demonstrates knowledge of the roles of each chamber's leadership.

**E. Understands the process by which a bill becomes a federal law**

1. Demonstrates understanding of the process by which a bill becomes a federal law.
2. Demonstrates understanding of how different versions of a bill are reconciled in committee.
3. Demonstrates understanding of the presidential role in the legislative process.

**F. Understands the major structural and functional differences between the Senate and the House of Representatives**

1. Demonstrates understanding of the major structural differences between the Senate and the House of Representatives.
2. Demonstrates understanding of the major functional differences between the Senate and the House of Representatives.

**G. Understands separation of powers and the application of checks and balances by the three branches**

1. Demonstrates understanding of separation of powers by the three branches of government.
2. Demonstrates understanding of the application of checks and balances by the three branches of government.
3. Demonstrates understanding of the impeachment process.

**H. Understands the structure and functions of the judicial branch**

1. Demonstrates knowledge of the structure of the judicial branch.
2. Demonstrates understanding of the role and constitutional powers of the judicial branch.
3. Demonstrates knowledge of how federal judges are appointed.



**I. Knows the difference between trial courts and appellate courts in the federal and state court systems**

1. Demonstrates knowledge of the role of trial and appellate courts in the federal and state court systems. Understands the role and jurisdiction of the United States Supreme Court
2. Demonstrates understanding of the role of the United States Supreme Court.
3. Demonstrates understanding of the constitutional powers of the Supreme Court.
4. Demonstrates knowledge of the jurisdiction of the United States Supreme Court.

**J. Understands the role and jurisdiction of the United States Supreme Court.**

**K. Understands the principle of judicial review as stated in Marbury v. Madison**

1. Demonstrates understanding of Marbury v. Madison in developing the principle of judicial review.
2. Demonstrates understanding of the application of judicial review.

**L. Knows the structures and functions of state and local government (e.g., responsibility for education; public safety and health; interstate relations)**

1. Demonstrates knowledge of the structure of state and local government.
2. Demonstrates knowledge of the function of state and local government.

3. Demonstrates understanding of the relationship between state and local government.

**M. Knows the fiscal relationships between federal, state, and local institutions (e.g., grants-in-aid, federal mandates)**

1. Demonstrates knowledge of the fiscal relationships between federal, state, and local governments.
2. Demonstrates knowledge of the significance of fiscal relationships between federal, state, and local governments (e.g., grants-in-aid, federal mandates).

**N. Understands the impact of McCulloch v. Maryland**

1. Demonstrates knowledge of the Supreme Court case McCulloch v. Maryland.
2. Demonstrates understanding of the impact of McCulloch v. Maryland.

**Discussion Questions: Federal, State, and Local Institutions**

- What is the difference between federal, unitary, and confederal forms of government?
- What is the evolving relationship among national, state and local governments?
- Describe the structure of the executive branch, including the constitutional powers of the president.
- What are the functions of the executive branch, including the Executive Office of the President and cabinet-level departments and agencies?

- What are the constitutional qualifications to become president?
- Describe the various roles of the president.
- What is the constitutional role of the vice president?
- What is the order and process of presidential succession?
- Explain the structure and organization of the federal bureaucracy.
- Explain the appointment and confirmation processes.
- What is the structure and organization of Congress?
- What are the constitutional qualifications to be a member of Congress?
- Describe the constitutional powers and role of Congress.
- What are congressional committees and how do they operate?
- How is the leadership of Congress structured and how are the roles of leaders different in each chamber?
- Explain the process by which a bill becomes a federal law.
- Describe the process by which different versions of a bill are reconciled in committee.
- What is the president's role in the legislative process?
- What are the major structural differences between the Senate and the House of Representatives?
- The major functional differences between the Senate and the House of Representatives.
- Describe the separation of powers of the three branches of government.
- What is the application of checks and balances by the three branches of government?
- Can you explain the impeachment process?
- What is the structure of the judicial branch?
- What is the role and constitutional powers of the judicial branch?
- What is the process by which federal judges are appointed?
- What is the role of trial and appellate courts in the federal and state court systems?
- What is the role and constitutional powers of the United States Supreme Court?
- Describe the jurisdiction of the United States Supreme Court.
- Explain the decision in *Marbury v. Madison* and its role in developing the principle of judicial review.
- Explain the application of judicial review.
- What is the structure and functions of state and local government?
- Describe the relationship between state and local government
- What is the fiscal relationships between federal, state, and local governments?
- What is the significance of fiscal relationships between federal, state, and local governments (e.g., grants-in-aid, federal mandates)?
- Describe the Supreme Court case *McCulloch v. Maryland* and its impact.

### III. Civil Rights and Civil Liberties: Landmark Court Decisions

#### A. Understands the difference between civil rights and civil liberties

1. Demonstrates understanding of the difference between civil rights and civil liberties.
2. Compare and contrast civil rights and civil liberties.

#### B. Understands the impact of the Fourteenth Amendment on the development of civil rights and civil liberties

1. Demonstrates knowledge of the Fourteenth Amendment of the United States Constitution.
2. Demonstrates understanding of the impact of the Fourteenth Amendment on the development of civil rights and civil liberties.

#### C. Understands the history of and contemporary debates on civil liberties in the United States (e.g., free speech, right to privacy, rights of the accused)

1. Demonstrates understanding of the history of civil liberties in the United States (e.g., free speech, right to privacy, rights of the accused).
2. Demonstrates understanding of contemporary debates on civil liberties in the United States.

#### D. Understands the history and contemporary debates surrounding civil rights in the United States (e.g., race, gender)

1. Demonstrates understanding of the history of civil rights in the United States (e.g., race, gender).

2. Demonstrates understanding of contemporary debates surrounding civil rights in the United States.

#### E. Understands separation of church and state, as well as court decisions and controversies surrounding religion

1. Demonstrates understanding of the concept of separation of church and state.
2. Demonstrates knowledge of court decisions involving separation of church and state.
3. Demonstrates knowledge of the controversies surrounding religion and politics (e.g., establishment clause, free exercise clause).

#### F. Knows significant civil rights laws (e.g., Civil Rights Act of 1964, Voting Rights Act of 1965, Fair Housing Act of 1968)

1. Demonstrates knowledge of recent significant civil rights laws in the United States beginning in 1964.

#### G. Knows significant Supreme Court decisions regarding civil rights such as Plessy v. Ferguson and Brown v. Board of Education of Topeka

1. Demonstrates knowledge of significant Supreme Court decisions regarding civil rights (e.g., Plessy v. Ferguson, Brown v. Board of Education of Topeka).

#### H. Knows the concept of selective incorporation of the Bill of Rights by the Supreme Court

1. Demonstrates knowledge of the concept of selective incorporation of the Bill of Rights by the Supreme Court.

**I. Knows the landmark decisions regarding civil liberties, including *Roe v. Wade* and *Miranda v. Arizona***

1. Demonstrates knowledge of landmark Supreme Court decisions regarding civil liberties (e.g., *Roe v. Wade*, *Tinker v. Des Moines*).

**J. Knows other landmark Supreme Court decisions, such as *Tinker v. Des Moines*, *Mapp v. Ohio*, *Gideon v. Wainwright*, and *Baker v. Carr***

1. Demonstrates knowledge of landmark Supreme Court decisions regarding procedural due process (e.g., *Mapp v. Ohio*, *Gideon v. Wainwright*, *Miranda v. Arizona*).
2. Demonstrates knowledge of landmark Supreme Court decisions regarding political representation (e.g., *Baker v. Carr*, *Bush v. Gore*).

**Discussion Questions: Civil Rights and Civil Liberties: Landmark Court Decisions**

- What is the difference between civil rights and civil liberties?
- Compare and contrast civil rights and civil liberties.
- What is the significance of the Fourteenth Amendment of the United States Constitution?
- What was the impact of the Fourteenth Amendment on the development of civil rights and civil liberties?
- Explain the concept of separation of church and state.
- Name court decisions involving separation of church and state.

- What are the controversies surrounding religion and politics (e.g., establishment clause, free exercise clause)?
- Describe recent significant civil rights laws in the United States beginning in 1964.
- What are the significant Supreme Court decisions regarding civil rights (e.g., *Plessy v. Ferguson*, *Brown v. Board of Education of Topeka*).
- Describe the history of civil liberties in the United States (e.g., free speech, right to privacy, rights of the accused).
- Explain the contemporary debates on civil liberties in the United States.
- Describe the history of civil rights in the United States (e.g., race, gender)
- Explain the contemporary debates surrounding civil rights in the United States.
- What is the concept of selective incorporation of the Bill of Rights by the Supreme Court?
- Describe the effect of landmark Supreme Court decisions regarding civil liberties (e.g., *Roe v. Wade*, *Tinker v. Des Moines*).
- Describe the effect of landmark Supreme Court decisions regarding procedural due process (e.g., *Mapp v. Ohio*, *Gideon v. Wainwright*, *Miranda v. Arizona*).
- Describe the effect of landmark Supreme Court decisions regarding political representation (e.g., *Baker v. Carr*, *Bush v. Gore*).

## IV. United States Politics

### A. Knows the structures and functions of political parties

1. Demonstrates knowledge of the structures of political parties.
2. Demonstrates knowledge of the functions of political parties.

### B. Understands the historical development of the two-party system

1. Demonstrates understanding of the historical development of the two-party system in the United States.

### C. Understands the role of third or minor parties (e.g., sources of new ideas, spoilers in elections)

1. Demonstrates understanding of the role of third or minor parties in the United States.

### D. Understands the impact of election laws on third or minor parties (e.g., single-member districts, winner-take-all elections)

1. Demonstrates understanding of the impact of election laws on third or minor parties in the United States (e.g., single-member districts, winner-take-all elections).

### E. Knows the nomination process by which parties select presidential candidates (e.g., primaries, caucuses, advantages/disadvantages)

1. Demonstrates knowledge of the nomination process by which parties select presidential candidates.
2. Compare and contrast primaries and caucuses as means by which parties select presidential candidates.

### F. Knows the role of campaigns in national elections in the United States

1. Demonstrates knowledge of how campaigns affect national elections in the United States (e.g., issues, name recognition, funding).

### G. Knows the structure and functions of the Electoral College and how it affects presidential campaigning

1. Demonstrates knowledge of the structure and function of the Electoral College.
2. Demonstrates knowledge of how the Electoral College affects presidential campaigning.

### H. Knows the advantages of incumbency in reelection campaigns

1. Demonstrates knowledge of the role of incumbency in elections.

### I. Knows the core beliefs held by the two major parties (e.g., on social and economic issues)

1. Demonstrates knowledge of the core beliefs held by the two major parties (e.g., on social and economic issues).

### J. Knows the differences between political parties and interest groups

1. Demonstrates knowledge of the differences between political parties and interest groups.

**K. Knows the characteristics and functions of interest groups and the effects of those characteristics and functions on the political process**

1. Demonstrates knowledge of the characteristics and functions of interest groups.
2. Demonstrates knowledge of how interest groups affect the political process.
3. Understands the historical development and expansion of voter eligibility in the United States and its impact on the political process
4. Demonstrates understanding of the historical development of voter eligibility in the United States.
5. Demonstrates understanding of the impact of voter expansion on the political process.

**L. Understands the historical development and expansion of voter eligibility in the United States and its impact on the political process.**

**M. Understands the differences between conventional (e.g., political blogging, voting, running for political office) and unconventional (e.g., boycotts, marches, protests) forms of citizens' political participation**

1. Demonstrates knowledge of conventional forms of political participation (e.g., political blogging, voting, running for political office).
2. Demonstrates knowledge of unconventional forms of political participation (e.g., boycotts, marches, protests).

**N. Knows how the major agents of political socialization (e.g., family, school, media) affect citizens' ideological development**

1. Demonstrates knowledge of how the major agents of political socialization (e.g., family, school, media) affect citizens' ideological development.

**O. Understands the role and impact of the media on United States politics**

1. Demonstrates understanding of the role and impact of the media on United States politics (e.g., framing issues, influencing candidates' images, exposing scandals).

**P. Understands United States political culture and shared values (e.g., equality, liberty, representative democracy)**

1. Demonstrates understanding of United States political culture and shared values (e.g., equality, liberty, representative democracy).

**Q. Knows the basic characteristics of conservative and liberal ideologies in the United States**

1. Demonstrates knowledge of the basic characteristics of conservative and liberal ideologies in the United States.

**R. Knows how public opinion in the United States affects the political process**

1. Demonstrates knowledge of how public opinion in the United States affects the political process.
2. Demonstrates knowledge of how public opinion polling can influence public perceptions (e.g., horse-race polls, exit polls).



**S. Understands the citizenship process and the rights and responsibilities of citizenship in the United States**

1. Demonstrates knowledge of the ways to become a citizen of the United States (e.g., natural born, naturalized).
2. Demonstrates knowledge of the rights and responsibilities of citizenship in the United States (e.g., voting, jury duty, paying taxes).

**T. Understands the differences between domestic policy and foreign policy as well as the process of policy making**

1. Demonstrates knowledge of the differences between domestic and foreign policy.
2. Demonstrates knowledge of the key actors in the policy-making process in the United States. Comparative Politics and International Relations

**Discussion Questions: United States Politics**

- Describe the structures of political parties.
- What are the functions of political parties?
- Explain the historical development of the two-party system in the United States.
- What is the role of third or minor parties in the United States?
- What is the impact of election laws on third or minor parties in the United States (e.g., single-member districts, winner-take-all elections)?
- Explain the process by which parties nominate presidential candidates.

- Compare and contrast primaries and caucuses as means by which parties select presidential candidates.
- What is the effect of campaigns on national elections in the United States (e.g., issues, name recognition, funding)?
- Describe the structure and function of the Electoral College.
- What is the effect of the Electoral College on presidential campaigning?
- What is the role of incumbency in elections?
- Describe the core beliefs held by the two major parties (e.g., on social and economic issues).
- What are the differences between political parties and interest groups?
- What are the characteristics and functions of interest groups?
- What is the effect of interest groups on the political process?
- Explain the historical development of voter eligibility in the United States.
- The impact of voter expansion on the political process.
- Describe the conventional forms of political participation (e.g., political blogging, voting, running for political office).
- Describe the unconventional forms of political participation (e.g., boycotts, marches, protests).
- What are the major agents of political socialization (e.g., family, school, media) and how it affects citizens' ideological development?



- What is the role and impact of the media on United States politics (e.g., framing issues, influencing candidates' images, exposing scandals)?
- Describe the United States' political culture and shared values (e.g., equality, liberty, representative democracy).
- What are the basic characteristics of conservative and liberal ideologies in the United States?
- What is the effect of public opinion in the United States on the political process?
- What is the influence of public opinion polling on public perceptions (e.g., horse race polls, exit polls)?
- Describe the ways to become a citizen of the United States (e.g., natural born, naturalized).
- Describe the rights and responsibilities of citizenship in the United States (e.g., voting, jury duty, paying taxes).
- What are the differences between domestic and foreign policy?
- Who are the key actors in the policy making process in the United States?

## V. Comparative Politics and International Relations

### A. Knows the different political systems (e.g., direct/representative democracy, democratic/authoritarian, parliamentary/presidential)

1. Demonstrates knowledge of the structure of differing political systems (e.g., direct/ representative democracy, democratic/ authoritarian, parliamentary/presidential).
2. Demonstrates knowledge of the operation of different forms of government in the modern world (e.g., democratic, non-democratic).

### B. Knows the characteristics of economic systems (e.g., capitalism, socialism, communism)

1. Demonstrates knowledge of the characteristics of economic systems (e.g., market, mixed, command).

### C. Knows the relationship between political development and economic development

1. Demonstrates knowledge of how and why governments intervene in economies.
2. Demonstrates knowledge of how economic conditions impact public policy and politics.

**D. Knows the relationship between national governments and supranational governments (e.g., United Nations, European Union)**

1. Demonstrates knowledge of supranational organizations (e.g., United Nations, European Union).
2. Demonstrates knowledge of the relationship between national governments and supranational organizations.

**E. Understands how domestic politics and constitutional principles affect international relations**

1. Demonstrates understanding of how domestic politics and constitutional principles affect international relations.

**F. Knows the effects of globalization on international relations and state development**

1. Demonstrates knowledge of the concept of globalization.
2. Demonstrates knowledge of the effects of globalization on a country's economy and politics (e.g., domestic, international).

**G. Understands the basic concepts of nationalism, imperialism, colonialism, and militarism**

1. Demonstrates knowledge of the concepts of nationalism, imperialism, colonialism, and militarism. Conventional (e.g., political blogging, voting, running for political office) and unconventional (e.g., boycotts, marches, protests) forms of citizens' political participation

2. Demonstrates knowledge of conventional forms of political participation (e.g., political blogging, voting, running for political office).
3. Demonstrates knowledge of unconventional forms of political participation (e.g., boycotts, marches, protests).

**Discussion Questions: Comparative Politics and International Relations**

- Describe the structure of differing political systems (e.g., direct/representative democracy, democratic/authoritarian, parliamentary/presidential).
- Explain the operation of different forms of government in the modern world (e.g., democratic, non-democratic).
- What are the characteristics of economic systems (e.g., market, mixed, command)?
- How and why do governments intervene in economies?
- How do economic conditions impact public policy and politics?
- Explain the role of supranational organizations (e.g., United Nations, European Union).
- What is the relationship between national governments and supranational organizations?
- How do domestic politics and constitutional principles affect international relations?
- Explain the concept of globalization.

## Government/Political Science (5931) Sample Test Questions

### Sample Questions

The sample questions that follow represent a number of the types of questions and topics that appear 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 statements below is followed by four suggested answers or completions. Select the one that is best in each case.

1. Which of the following was a shortcoming of the Articles of Confederation?
  - (A) A president had unchecked powers.
  - (B) States' rights were not well protected.
  - (C) The federal government could not collect taxes.
  - (D) A president had no power to negotiate treaties.
  
2. The power to do which of the following is a concurrent power under the United States Constitution?
  - (A) Declare war
  - (B) Regulate interstate commerce
  - (C) Impeach a federal official
  - (D) Collect taxes

"Ambition must be made to counteract ambition."

—James Madison, The Federalist No. 51

3. The quotation above is an argument for which of the following constitutional principles?
  - (A) Popular sovereignty
  - (B) Federalism
  - (C) Republicanism
  - (D) Separation of powers

4. Which of the following actions would a conference committee most likely perform?
  - (A) Considering legislation in a specific area of expertise
  - (B) Reconciling the differences between bills passed in the House and the Senate
  - (C) Conducting a hearing into the activities of an executive agency
  - (D) Reviewing the credentials of a nominee to the Supreme Court
  
5. Which of the following was established by the court case *McCulloch v. Maryland*?
  - (A) The principle of judicial review
  - (B) The supremacy of the national government when state and federal laws conflict
  - (C) The right of the accused to have an attorney
  - (D) The rule that evidence obtained illegally cannot be introduced in court
  
6. Which of the following Supreme Court rulings was overturned by the Court's decision in *Brown v. Board of Education of Topeka*?
  - (A) *Dred Scott v. Sandford*
  - (B) *Plessy v. Ferguson*
  - (C) *Lemon v. Kurtzman*
  - (D) *Regents of the University of California v. Bakke*
  
7. Which of the following is an example of selective incorporation?
  - (A) The Supreme Court ruling that a state law conflicts with a Bill of Rights protection
  - (B) A district court refusing to allow illegally obtained evidence to be used during a trial
  - (C) The Supreme Court exercising its option not to hear a case on appeal
  - (D) A federal court ruling an act of Congress unconstitutional
  
8. Which of the following is most likely to be supported by a political liberal?
  - (A) Privatizing social security
  - (B) Expanding social welfare programs
  - (C) Shrinking the size of the bureaucracy
  - (D) Engaging in a conflict abroad

9. Which of the following is the best example of the media acting as a watchdog?
- (A) A television station declining to cover a piece of legislation recently passed by Congress
  - (B) A magazine exposing corruption within the federal bureaucracy
  - (C) A radio program reporting on an environmental disaster abroad
  - (D) A newspaper tracking the poll numbers of candidates running for election
10. Which of the following candidates would be most likely to win election to the House of Representatives?
- (A) A member of the House running for a third term in office
  - (B) A business executive with an extensive résumé of business experience
  - (C) A member of the city council with high approval ratings
  - (D) A powerful union leader
11. The Declaration of Independence reflects many ideas of which of the following philosophers?
- (A) Thomas Hobbes
  - (B) Francis Bacon
  - (C) Adam Smith
  - (D) John Locke
12. The United States Constitution divides legislative, executive, and judicial functions of government among independent bodies. The political science term for this is
- (A) divided government
  - (B) partisanship
  - (C) separation of powers
  - (D) checks and balances
13. Which of the following best describes how states can spend money given to them by the federal government as a block grant?
- (A) There are relatively few restrictions on how to spend the money.
  - (B) The money is to be used for tax breaks for new businesses.
  - (C) States must follow strict guidelines on how to use the money.
  - (D) The money can be used for urban renewal projects only.

14. Which of the following is the most appropriate way for police to react if they walk by a parked car, see the driver smoking something, and smell marijuana through an open window?
- (A) Impound the car immediately as evidence and imprison the driver
  - (B) Investigate the situation because they have probable cause under the Fourth Amendment
  - (C) Call for the police department's drug unit to investigate the scene
  - (D) Ignore the situation because the driver has freedom of speech under the First Amendment
15. Which of the following is an example of a civil liberty?
- (A) The right to obtain a driver's license
  - (B) The right to open a new business in a mall
  - (C) The right to peaceful protest
  - (D) The right to incite political violence
16. *Engel v. Vitale* (1962) was an important case heard by the Supreme Court concerning which First Amendment issue?
- (A) Freedom of speech
  - (B) Freedom of religion
  - (C) Freedom of assembly
  - (D) Freedom of the press
17. Which of the following is an example of a structural adjustment policy often used in developing countries to correct imbalances in the economy?
- (A) Nationalizing state-owned industries
  - (B) Eliminating tariffs
  - (C) Increasing expenditures
  - (D) Imposing price controls
18. Which of the following statements about the European Union (EU) is true?
- (A) The EU has recently lost several member states because of the global economic crisis.
  - (B) Each member state of the EU contributes ten thousand soldiers to an EU army.
  - (C) The euro is the common currency of most, but not all, EU member states.
  - (D) EU member states are no longer allowed to hold local elections.

19. The Supreme Court has upheld the power of the national government to prohibit privately owned businesses from discriminating in public accommodations. The Court held that the necessary authority was granted to the national government by the
- (A) commerce clause
  - (B) supremacy clause
  - (C) equal protection clause
  - (D) due process clause
20. The number of presidential electors each state has in the electoral college is equal to which of the following?
- (A) A specified percentage of the population of the state
  - (B) The number of representatives the state has in the House
  - (C) The number of senators and representatives the state has in Congress
  - (D) The number of delegates the state sends to national party conventions
21. The legal power of the president to conduct foreign policy was established by which of the following Supreme Court decisions?
- (A) *Youngstown Sheet and Tube Company v. Sawyer* (1952)
  - (B) *United States v. Carolene Products Company* (1938)
  - (C) *United States v. Curtiss-Wright Export Corporation* (1936)
  - (D) *Marbury v. Madison* (1803)
22. The power granted to the House of Representatives to impeach the president is an example of
- (A) bicameralism
  - (B) checks and balances
  - (C) federalism
  - (D) legislative oversight
23. Which of the following kinds of jurisdiction does the Supreme Court most often exercise?
- (A) Concurrent
  - (B) Appellate
  - (C) Original
  - (D) Inherent



24. The term “gender gap” is used in a political science context to refer to differences in survey response data from women and men in which of the following areas?

- I. The relative importance of domestic versus foreign policy issues
- II. Attitudes regarding such social issues as gun control or pornography
- III. Specific foreign policy issues such as military issues

- (A) I only
- (B) II only
- (C) I and III only
- (D) I, II, and III

25. Which of the following best describes the apportionment of power between the state and national governments in the United States?

- (A) Any action by the national government can be rescinded by the states.
- (B) States may exercise powers delegated to them by the national government.
- (C) The national government has all powers not specifically assigned to the states.
- (D) All powers not specifically assigned to the national government are reserved to the states or to the people.

26. Which of the following is most likely to contribute to the continuation of a two-party system?

- (A) Extreme political homogeneity
- (B) Single-member legislative districts
- (C) Proportional representation
- (D) A written constitution

27. Which of the following ideologies proposes that basic economic conditions determine political structures?

- (A) Liberalism
- (B) Fascism
- (C) Conservatism
- (D) Marxism

28. Which of the following statements is a difference between parliamentary systems and presidential systems?
- (A) Unlike in a presidential system, the head of government in a parliamentary system also serves in the legislature.
  - (B) Unlike in a presidential system, the legislature in a parliamentary system is chosen by direct election.
  - (C) Unlike in a parliamentary system, the electoral system in a presidential system is based on universal suffrage.
  - (D) Unlike in a parliamentary system, minority parties are often represented in the cabinet of presidential systems.
29. Which of the following is a primary function of the Federal Reserve Board?
- (A) To make decisions about national educational policy
  - (B) To appoint the presidents of major United States banks
  - (C) To influence the level interest rates in the United States
  - (D) To make appropriations for the Department of Homeland Security
30. After the Second World War, corporatism came to be seen by many social scientists as a new economic system, possibly a successor to capitalism. Which of the following defines a corporatist state?
- (A) A state in which different interest groups take turns drafting public policy
  - (B) A state in which labor, business, and government negotiate policy
  - (C) A state in which labor unions decide how to run the government
  - (D) A state in which companies servicing contracts for the government directly determine public policy

## Answers

1. Option (C) is correct. Under the Articles of Confederation, the federal government could not collect taxes; therefore the government could not fund its activities and had to rely on states to pay an annual tax assessment.
2. Option (D) is correct. A concurrent power is one that is shared by both the states and the federal government. Under the Constitution, both the states and the federal government are authorized to collect taxes.
3. Option (D) is correct. In The Federalist No. 51, Madison argued in favor of distributing the powers of the federal government among three separate branches such that there would be a balance of power among the branches. This argument was made to champion the ratification of the Constitution, to emphasize the safeguards against concentration of power in the national government, and to prevent tyranny.
4. Option (B) is correct. Conference committees are convened when the House and the Senate pass different versions of the same bill. A conference committee is charged with reconciling the differences and coming up with a compromise bill.
5. Option (B) is correct. *McCulloch v. Maryland* concerned the right of the United States government to establish a national bank and the right of the state of Maryland to tax the national bank. The Supreme Court ruled that the federal government could establish the bank and that national law would always supersede state law.
6. Option (B) is correct. The Supreme Court overturned the doctrine of separate but equal that had been established by *Plessy v. Ferguson*. With its ruling in *Brown v. Board of Education of Topeka*, the Court ruled that separate was inherently unequal and that segregated public schools were in violation of the Constitution.
7. Option (A) is correct. Selective incorporation is the process by which the Supreme Court has applied the Bill of Rights protections to states on a case-by-case basis. (A) is the only option that exemplifies selective incorporation.

8. Option (B) is correct. Expanding social welfare is an important component of liberal ideology. The other choices all represent actions that would more likely be supported by a person with a conservative ideology.

9. Option (B) is correct. When members of the media act as watchdogs they take on an investigative role and expose wrongdoing.

10. Option (A) is correct. An incumbent candidate is most likely to win reelection. Incumbency advantage is attributed to the high visibility and name recognition of elected officials. Also, incumbents tend to have an advantage in raising campaign funds from contributors who are eager to gain or maintain access to officeholders. The candidates described in the other choices are all challengers, who are more likely to lose when running for elected office.

11. Option (D) is correct. Many of Locke's ideas are found in the Declaration of Independence.

12. Option (C) is correct. Separation of powers is defined as the constitutional division of the functions of legislative, executive, and judicial branches.

13. Option (A) is correct. The federal government gives states block grants with few provisions on how the money should be spent.

14. Option (B) is correct. In the scenario given, the police officers would have probable cause to investigate.

15. Option (C) is correct. Civil liberties are the rights and protections guaranteed to every United States citizen, found in the Constitution. Of the choices listed, only the right to peaceful protest is considered a civil liberty.

16. Option (B) is correct. *Engel v. Vitale* established that voluntary prayer in public schools violated the establishment clause. Therefore, it addressed the First Amendment right to freedom of religion and not any of the other freedoms listed.

17. Option (B) is correct. Structural adjustment policies are aimed at encouraging economic growth in developing countries. (B), eliminating tariffs, is the only example of a structural adjustment policy.

18. Option (C) is correct. The euro is used in most member states, but not all.

19. Option (A) is correct. In two 1964 cases, *Heart of Atlanta Motel, Inc. v. United States* and *Katzenbach v. McClung*, the Supreme Court upheld the power of Congress to pass Title II of the Civil Rights Act of 1964 banning discrimination in public accommodations based on the commerce clause; that is, the power of Congress to regulate interstate commerce.

20. Option (C) is correct because Article II, Section 1, of the United States Constitution specifies that "Each State shall appoint . . . a Number of Electors equal to the whole number of Senators and Representatives to which the State may be entitled in the Congress." This number includes at least two senators and the number of representatives based on population, with a minimum of one for each state.

21. Option (C) is correct because *Curtiss-Wright* upheld the "plenary and exclusive power of the President as the sole organ of the federal government in the field of international relations."

22. Option (B) is correct. The impeachment power is a form of checks and balances because it allows the legislative branch to hold the executive branch accountable and correct any excesses in the use of executive power. Bicameralism refers to the structure of a two-chamber legislature. Federalism refers to the division of powers between a central government and regional governments. Legislative oversight is the ability of Congressional committees to monitor the actions of executive agencies.

23. Option (B) is correct. Most cases arise under appellate jurisdiction granted in Article III, Section 2, of the Constitution, subject to regulations made by Congress.

24. Option (D) is correct. Survey research has typically shown significant differences between men and women in terms of responses to each of the three areas cited.

25. Option (D) is correct. The Tenth Amendment to the United States Constitution reserves all “powers not delegated to the United States by the Constitution, nor prohibited by it to the States,” to the states or to the people. The states are deemed to have police powers, and inherent governmental power to protect the health, safety, welfare, and morals of the community.

26. Option (B) is correct. Single-member districts tend to encourage competing political formations or factions to aggregate in the largest possible groups or risk being totally unrepresented if the opposition can put together a much larger aggregate. Thus, the logic of competition pushes both toward two competing groups vying for a majority to win the single representative.

27. Option (D) is correct. The core of Marxist theory is that the way economic life is organized, including class structures, is the driving force of politics and culture.

28. Option (A) is correct. Parliamentary systems fuse the executive and legislative branches, by drawing the head of government and cabinet from the legislature.

29. Option (C) is correct. The Board of Governors of the Federal Reserve is an independent federal government agency responsible for the formulation of monetary policy, most visibly seen in influencing the level of interest rates.

30. Option (B) is correct. Contemporary comparative politics defines a corporatist state as one in which there is an institutionalized process of bargaining between labor, capital, and government.

## 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 seeing them on other standardized tests you have taken. If not, familiarize yourself with them so that you won't have to spend time during the test figuring out how to answer them.

### Understanding Selected-Response and Numeric-Entry Questions

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

However, interactive question types may also ask you to respond by doing the following.

- 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. Essay questions and short-answer questions are types of questions that call for a constructed response.

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. For such questions, you must support your position with specific reasons and examples from your own experience, observations, or reading.

Following are a few sample essay topics to review:

- *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 who 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 the following 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 should not be 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 intended to write. Do not 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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