





**Georgia Assessments for the  
Certification of Educators®**



**PREPARATION GUIDE**

**Political Science**





POLITICAL SCIENCE

TABLE OF CONTENTS

SECTION I

- Preparing for the Test ..... 1-1
Understanding the Design and Content of the Test
Strategies for Success on the Day of the Test

SECTION 2

- Test I Sample Questions..... 2-1
Questions
Annotated Answer Key

SECTION 3

- Test I Sample Constructed-Response Assignments ..... 3-1
Constructed-Response Assignment Directions
Constructed-Response Assignment One
Constructed-Response Assignment Two
Criteria for Scoring Your Response

SECTION 4

- Test II Sample Questions ..... 4-1
Questions
Annotated Answer Key

SECTION 5

- Test II Sample Constructed-Response Assignments..... 5-1
Constructed-Response Assignment Directions
Constructed-Response Assignment One
Constructed-Response Assignment Two
Criteria for Scoring Your Response

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## SECTION I

### PREPARING FOR THE TEST

The purpose of the Georgia Assessments for the Certification of Educators® (GACE™) is to assess the knowledge and skills of prospective Georgia public school educators. The GACE program helps the Georgia Professional Standards Commission (PSC) meet its goal of ensuring that candidates have the knowledge and skills needed to perform the job of an educator in Georgia public schools. The GACE are aligned with state and national standards for educator preparation and with state standards for the P–12 student curriculum (Georgia Performance Standards).

This preparation guide provides information to help you prepare to take the GACE as follows:

- ▶ This section includes information about available resources and their use in understanding the design and content of the assessment, and strategies for success on the day of the test.
- ▶ The following sections contain sample test questions and additional test materials to assist you in your preparation.

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### UNDERSTANDING THE DESIGN AND CONTENT OF THE TEST

The content knowledge assessed by the GACE is described in the test design and framework for each assessment. You may view, print, or download the test design and framework for any GACE assessment by selecting "Test Designs and Frameworks" on the GACE Web site at [www.gace.nesinc.com](http://www.gace.nesinc.com). This section describes how to use the test design and framework to understand both the design and content of each GACE assessment.

#### ■ Test Design

Read the test design to familiarize yourself with the structure of the **assessment**. The test design outlines the **content areas covered on each test** within the assessment, the **approximate number of questions** for each content area, and the **types of questions** (selected response and constructed response) contained on each test.

**Section I: Preparing for the Test**

The following example illustrates the information provided by the test design.

**Assessment** → **Early Childhood Education**

Test I (Test Code 001)		Approximate Number of Selected-Response Questions	Constructed-Response Assignments
Subareas:	Objectives		
➤ Reading and English Language Arts	0001–0008	40	1
➤ Social Studies	0009–0012	20	1
<b>TOTAL</b>		<b>60</b>	<b>2</b>
Test II (Test Code 002)			
Subareas:	Objectives	Approximate Number of Selected-Response Questions	Constructed-Response Assignments
➤ Mathematics	0013–0017	25	1
➤ Science	0018–0021	20	1
➤ Health, Physical Education, and the Arts	0022–0024	15	
<b>TOTAL</b>		<b>60</b>	<b>2</b>

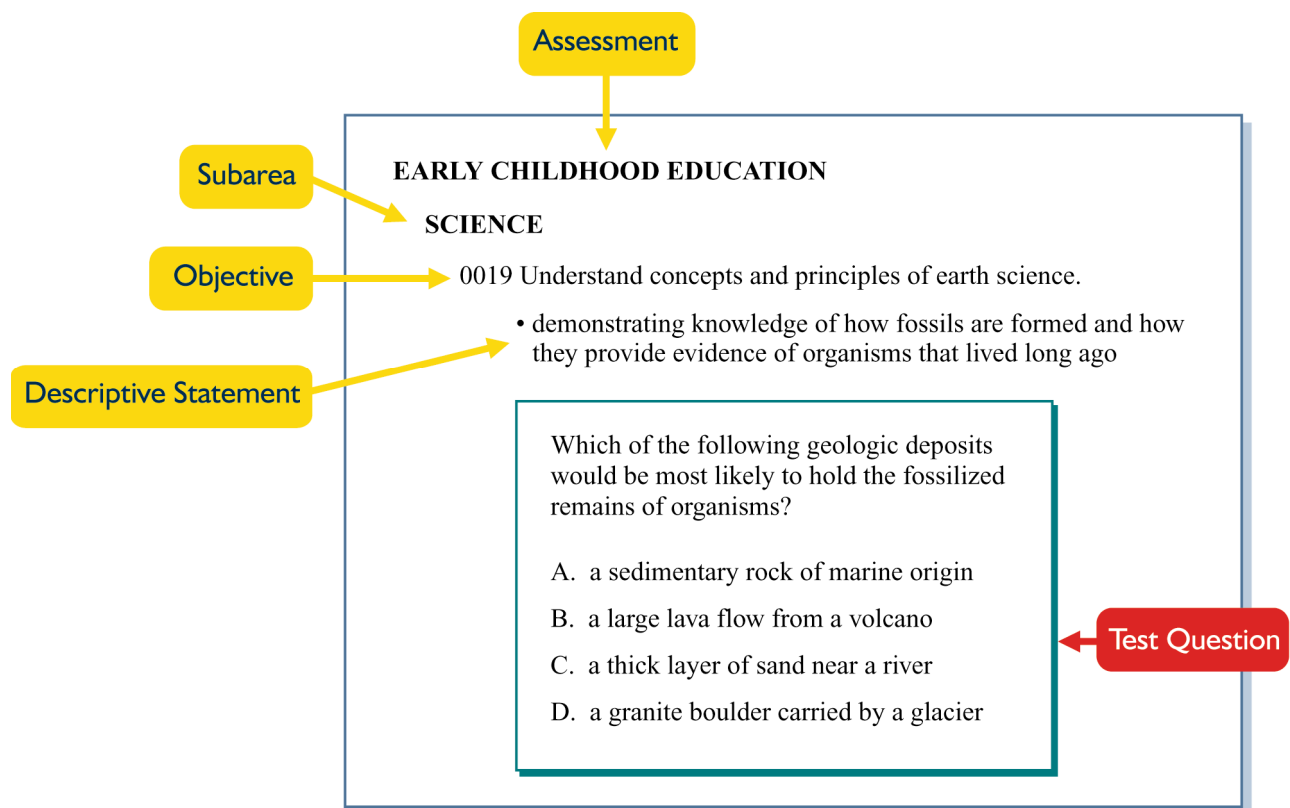
## ■ Test Framework

Read the test framework to understand the content covered by the assessment and to determine your preparedness to test. The test framework for each **assessment** is organized into subareas, objectives, and descriptive statements as follows:

- ▶ **Subareas** define the major content domains of the test. Subareas typically consist of several objectives. The number of objectives may vary, depending on the breadth of content contained in the subarea.
- ▶ **Objectives** define the knowledge and skills that Georgia educators and teacher educators have determined to be important for educators to possess. Each objective is expanded upon by descriptive statements.
- ▶ **Descriptive statements** provide examples of the range, type, and level of content that may appear on the test for questions measuring the objective.

**Test questions** are designed to measure specific test objectives. The number of objectives within a subarea generally determines the number of selected-response test questions that will address that subarea's content on the test. Subareas that consist of more objectives will receive more emphasis on the test than subareas that consist of fewer objectives.

The following example from the Early Childhood Education test framework illustrates the relationship of a selected-response test question to the subarea, objective, and descriptive statement in the framework to which it corresponds. This same direct relationship between selected-response test questions and their corresponding objectives applies to all GACE assessments.



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## STRATEGIES FOR SUCCESS ON THE DAY OF THE TEST

Review the following strategies to help you do your best when taking the GACE.

**Follow directions**

Listen to and follow all test directions. This includes the oral directions that will be read by the test administrators and any written directions in the test booklet.

**Pace your work**

The test schedule is designed to allow sufficient time for you to complete your test booklet(s). You may wish to page through the test booklet when you are instructed to begin testing to help you gauge how to pace yourself. Remember to leave enough time to respond to any constructed-response assignments.

**Read carefully**

Do not try to save time by skimming directions or by reading the test questions quickly. You may miss important information and instructions.

**Determine the "best answer"**

Your response to each selected-response question should be the best answer of the alternatives provided. Read and evaluate all four answer choices before deciding which one is best.

**Guess wisely**

Your results on the selected-response section of the test will be based on the number of questions you answer correctly. You will not be penalized for guessing. If you are unsure about a question, use your knowledge of the content area to eliminate as many of the alternatives as you can. Then select among the remaining choices.

**Mark your answers carefully**

Your responses to the selected-response questions will be scored electronically. It is very important for you to mark your answers carefully and to erase any stray marks completely. If you skip a question, be sure that you skip the corresponding row of answer choices on the answer sheet.

**Check your accuracy**

Use any remaining time at the end of the test session to check the accuracy of your work. Make sure that you have filled in the appropriate bubbles on the answer sheet and that you have completely erased any stray marks.

**Respond to the constructed-response assignment(s) fully and clearly**

If the test you are taking contains a constructed-response assignment, be sure to read and respond to each part of the assignment. It is important for scorers to be able to understand your response. Also, make sure that you have recorded your response to the constructed-response assignment as instructed.



## SECTION 2

### TEST I SAMPLE QUESTIONS

This section of the Georgia Assessments for the Certification of Educators® (GACE™) Preparation Guide provides sample selected-response questions with an annotated answer key for you to review as part of your preparation for the test. The sample selected-response questions are designed to illustrate the nature of the test questions. Work through the questions carefully before referring to the annotated answer key, which follows the sample selected-response questions. The answer key provides the correct response to each question, describes why each correct response is the best answer, and lists the objective within the test framework to which each question is linked.

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## QUESTIONS

1. A political scientist who is attempting to describe a *federal* system of government would likely find which of the following terms most helpful?
  - A. division of powers
  - B. popular sovereignty
  - C. checks and balances
  - D. direct democracy
  
2. A political scientist would be most likely to use polling data for which of the following purposes?
  - A. to predict the outcome of legislation pending before Congress
  - B. to assess alternative policy options available to lawmakers
  - C. to evaluate major debates among political scientists
  - D. to identify changes in voter attitudes over time
  
3. Which of the following features of the government established by the U.S. Constitution most clearly reflects the influence of Thomas Hobbes's *Leviathan*?
  - A. the principle that the power of government is limited to certain stated functions
  - B. the principle that the people are the highest source of governmental power
  - C. the principle that power should be divided among the different branches of government
  - D. the principle that government is based on a social contract between rulers and ruled

4. Use the list below of Congressional powers to answer the question that follows.

- the power to maintain a navy
- the power to punish felonies committed on the high seas
- the power to collect taxes
- the power to organize and arm the militia

The powers listed above can most accurately be described as:

- A. concurrent powers.
- B. implied powers.
- C. enumerated powers.
- D. reserved powers.

5. Which of the following best describes a major difference between the U.S. Senate and House of Representatives?

- A. Senate standing committees have the power to set bills aside.
- B. In the Senate, subcommittees play an important role in the lawmaking process.
- C. The president of the Senate is a member of the executive branch.
- D. The Senate majority leader is more powerful than the Speaker of the House of Representatives.

## Section 2: Test I Sample Questions

6. Which of the following best explains why the Cabinet seldom functions as a decision-making body within the executive branch of government?
- A. As appointees of the president, departmental secretaries lack the independence required for meaningful participation in the decision-making process.
  - B. There are constitutional limits on the political powers of departmental secretaries.
  - C. The Cabinet is too large for serious discussion of a given issue that is likely to be outside the sphere of activity of most departmental secretaries.
  - D. Departmental secretaries are rarely individuals who have much prestige outside the executive branch of government.
7. In which of the following cases does the U.S. Supreme Court have original jurisdiction?
- A. a controversy between the United States and an individual state
  - B. a controversy involving a former president
  - C. a controversy between a state government and a local government
  - D. a controversy in which a corporation is the defendant

## ANNOTATED ANSWER KEY

For question	The correct response is	Reason	Test Objective
1	A	A federal system of government is one in which some powers are exercised by the central government and some powers are exercised by state or regional governments. Thus, division of powers best captures the meaning of a federal system of government.	0001
2	D	The primary function of polling is to examine public opinion on a diverse range of questions. Polling data thus provides a particularly effective way of identifying changes in voter attitudes over time.	0002
3	D	In <i>Leviathan</i> (1651), Thomas Hobbes introduced the idea of a government based on a social contract between rulers and ruled. The concept of a social contract provides the basis for fundamental constitutional principles such as popular sovereignty and the rule of law.	0003
4	C	Enumerated powers is a term used to describe powers explicitly defined in the U.S. Constitution. Article I of the Constitution gives Congress the power to maintain a navy, punish felonies committed on the high seas, collect taxes, and organize and arm the militia.	0004
5	C	The president of the U.S. Senate is the vice president of the United States, who is an elected official of the executive branch of the federal government. The president of the Senate's counterpart in the House of Representatives, the Speaker of the House, is an elected member of that legislative branch.	0005
6	C	Although the influence of the Cabinet varies from president to president, the fact that each department specializes in a given area of government activity limits the Cabinet's usefulness as a decision-making body on many questions. Specific departments influence decisions in their areas of expertise, but rarely does the entire Cabinet jointly decide an issue confronting the executive branch.	0006
7	A	Original jurisdiction refers to where a case is first heard and decided. According to Article III of the U.S. Constitution, the U.S. Supreme Court has original jurisdiction in "controversies to which the United States shall be a party," which would include cases involving the U.S. government and an individual state.	0007



## SECTION 3

### TEST I SAMPLE CONSTRUCTED-RESPONSE ASSIGNMENTS

This section of the Georgia Assessments for the Certification of Educators® (GACE™) Preparation Guide is designed to assist you in responding to the constructed-response assignments on the test. Included in this section are:

- ▶ Constructed-response assignment directions
- ▶ Sample constructed-response assignments
- ▶ Assignment response sheets
- ▶ An example of a strong response to each sample assignment
- ▶ Scoring criteria that will be used in evaluating your response to each assignment

For each sample assignment, you may want to take the following steps to prepare for the test:

- Review the constructed-response assignment directions.
- Print the assignment and the assignment response sheet.
- Use scrap paper to make notes, write an outline, or otherwise prepare your response.
- Use the assignment response sheet to record your response. The assignment response sheet reflects the amount of space available on an actual test.
- After you complete the assignment, review the sample strong response, your response, and the scoring criteria.

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## CONSTRUCTED-RESPONSE ASSIGNMENT DIRECTIONS

A sample of the directions for the constructed-response assignments is shown in the box below.

### CONSTRUCTED-RESPONSE ASSIGNMENT DIRECTIONS

For each constructed-response assignment in this section, you are to prepare a written response of up to one page and record it in the area provided on the appropriate Assignment Response Sheet in your answer document.

Read each assignment carefully before you begin to write. Think about how you will organize what you plan to write. You may use any blank space provided in this test booklet following each assignment to make notes, write an outline, or otherwise prepare your response. *However, each of your final responses must be written on the appropriate Assignment Response Sheet in your answer document.*

Your responses will be evaluated based on the following criteria:

- **Purpose:** The extent to which the response fulfills the purpose of the assignment in relation to relevant GACE framework objectives
- **Application of Content Knowledge and Skills:** The extent to which the response accurately and effectively applies content knowledge and skills in relation to relevant GACE framework objectives
- **Supporting Evidence:** The extent to which the response includes appropriate, specific supporting evidence of content knowledge and skills in relation to relevant GACE framework objectives

Evaluation of each response will be based on the criteria above, not on your writing ability. However, your response must be communicated clearly enough to permit a valid judgment of your knowledge and skills. Your responses should be written for an audience of educators in the field.

Your responses should be your original work, written in your own words, and not copied or paraphrased from some other work. Please write legibly. You may not use any reference materials during the test. Remember to review your work and make any changes you think will improve your responses.

The selected-response section of the answer document containing your name will be removed from your written responses to maintain your anonymity during the scoring process. Do not write your name on any other portion of the answer document, and do not separate any of the sheets from the document.

Please turn the page and begin the constructed-response assignment section of the test.

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## CONSTRUCTED-RESPONSE ASSIGNMENT ONE

### ■ Sample Constructed-Response Assignment One

Use the excerpt below from a seventeenth-century political debate to complete the assignment that follows.

For really I think that the poorest he that is in England has a life to live as the greatest he; and therefore truly, sir, I think it's clear that every man that is to live under a government ought first by his own consent to put himself under that government; and I do think that the poorest man in England is not at all bound in a strict sense to that government that he has not had a voice to put himself under.

- Identify the central political concept addressed in the passage; and
- explain one way in which that political concept has influenced the development of government in the United States.



■ Strong Response to Sample Constructed-Response Assignment One

The central political concept addressed in the passage is the idea of popular sovereignty. This is the principle that the people hold the supreme power to govern. Government obtains its authority from them and can act only with their approval.

The influence of the concept of popular sovereignty on the development of government in the United States can be seen in the Declaration of Independence, where it is stated that governments derive their power from the consent of the governed. Further evidence of its influence is the principle of majority rule found in the U.S. Constitution. As the highest source of authority in U.S. government, the people choose public officials in regularly-scheduled elections and have the right to replace officeholders who enact laws or pursue policies that go against their wishes.

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## CONSTRUCTED-RESPONSE ASSIGNMENT TWO

### ■ Sample Constructed-Response Assignment Two

Use the information below to complete the assignment that follows.

One important role of the U.S. federal government is the formulation and implementation of the nation's foreign policy.

- Describe two important responsibilities of the executive branch in the formulation and implementation of the nation's foreign policy; and
- explain two ways in which the formulation and implementation of the nation's foreign policy by the executive branch are affected by the checks and balances and separation of powers established by the U.S. Constitution.



### Section 3: Test I Sample Constructed-Response Assignments

#### ■ Strong Response to Sample Constructed-Response Assignment Two

The executive branch has a number of functions related to the formulation and implementation of the nation's foreign policy. Two of the more important are the president's responsibility for negotiating treaties with other countries and appointing ambassadors and senior foreign policy officials such as the Secretary of State.

The president cannot act entirely alone, however. The system of checks and balances established by the U.S. Constitution gives Congress various ways of blocking foreign policy initiatives with which it does not agree. One way is by refusing to supply the funds required to carry out a given policy. In the U.S. system of government, Congress not only raises money through taxes but decides how that money will be spent. Another way is by rejecting treaties negotiated by the executive branch. According to the Constitution, all such agreements must be approved by the Senate.

## CRITERIA FOR SCORING YOUR RESPONSE

Each response will be evaluated based on the following criteria.

<b>PURPOSE</b>	The extent to which the response fulfills the purpose of the assignment in relation to relevant GACE framework objectives
<b>APPLICATION OF CONTENT KNOWLEDGE AND SKILLS</b>	The extent to which the response accurately and effectively applies content knowledge and skills in relation to relevant GACE framework objectives
<b>SUPPORTING EVIDENCE</b>	The extent to which the response includes appropriate, specific supporting evidence of content knowledge and skills in relation to relevant GACE framework objectives

Each response is rated on a three-point scale. The three score points of the score scale correspond to varying degrees of performance that are related to the above criteria.

<b>Score</b>	<b>Description</b>
<b>3</b>	<p>The "3" response reflects thorough understanding of relevant content knowledge and skills as defined in relevant GACE framework objectives.</p> <ul style="list-style-type: none"> <li>• The response fully achieves the purpose of the assignment.</li> <li>• The response demonstrates an accurate and effective application of relevant content knowledge and skills.</li> <li>• The response provides appropriate, specific supporting evidence of relevant content knowledge and skills.</li> </ul>
<b>2</b>	<p>The "2" response reflects general understanding of relevant content knowledge and skills as defined in relevant GACE framework objectives.</p> <ul style="list-style-type: none"> <li>• The response largely achieves the purpose of the assignment.</li> <li>• The response demonstrates a generally accurate, generally effective application of relevant content knowledge and skills.</li> <li>• The response provides some appropriate and general supporting evidence of relevant content knowledge and skills.</li> </ul>
<b>1</b>	<p>The "1" response reflects limited or no understanding of relevant content knowledge and skills as defined in relevant GACE framework objectives.</p> <ul style="list-style-type: none"> <li>• The response partially achieves or fails to achieve the purpose of the assignment.</li> <li>• The response demonstrates limited, inaccurate, and/or ineffective application of relevant content knowledge and skills.</li> <li>• The response provides limited or no appropriate, specific supporting evidence of relevant content knowledge and skills.</li> </ul>

Please note: A response that is unrelated to the assigned topic, illegible, not primarily in the target language, or lacking a sufficient amount of original work to score will be considered **unscorable**. If there is no response to the assignment, then the response will be considered **blank**.



## SECTION 4

### TEST II SAMPLE QUESTIONS

This section of the Georgia Assessments for the Certification of Educators® (GACE™) Preparation Guide provides sample selected-response questions with an annotated answer key for you to review as part of your preparation for the test. The sample selected-response questions are designed to illustrate the nature of the test questions. Work through the questions carefully before referring to the annotated answer key, which follows the sample selected-response questions. The answer key provides the correct response to each question, describes why each correct response is the best answer, and lists the objective within the test framework to which each question is linked.

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## QUESTIONS

1. Which of the following best describes a major change in Georgia county government during the last quarter of the twentieth century?
  - A. The powers of county governments expanded as municipal governments faced growing fiscal problems.
  - B. The powers of county governments contracted as urban growth reduced the range of functions county governments performed.
  - C. The powers of county governments grew as they worked to provide rural areas with urban-quality services.
  - D. The powers of county governments decreased as state government took over many of the counties' former responsibilities.

2. Twentieth-century debates about the balance of power between state governments and the federal government in the United States most often centered on conflicting interpretations of which of the following constitutional provisions?
- A. the militia organization clause of Article I and the freedom of speech clause of the First Amendment
  - B. the republican form of government clause of Article IV and the unenumerated rights clause of the Ninth Amendment
  - C. the full faith and credit clause of Article IV and the right to bear arms clause of the Second Amendment
  - D. the interstate commerce clause of Article I and the equal protection clause of the Fourteenth Amendment
3. Which of the following would most likely be considered a violation of an individual's due process protection against unreasonable searches and seizures?
- A. Police seize evidence that is in plain view without first obtaining a search warrant.
  - B. Police search a suspect's automobile using a warrant granting them permission to search the individual's home.
  - C. Police search a home using a warrant that was issued five days earlier.
  - D. Police conduct a search of an automobile without a warrant because they deem it a matter of public safety.

#### Section 4: Test II Sample Questions

4. Which line on the chart below best matches a political party of a given period with a major constituency of that party?

Line	Party	Time Period	Constituency
A	Federalists	1800–1815	merchants and financiers from the Northeast
B	Whigs	1830–1850	subsistence farmers from the Lower South
C	Republicans	1880–1900	bankers and factory owners from the Southeast
D	Democrats	1900–1920	commercial farmers from the Midwest

- A. Line A
- B. Line B
- C. Line C
- D. Line D

#### Section 4: Test II Sample Questions

5. Which of the following best describes a common characteristic of the modern democratic governments established by the peoples of Great Britain, France, and Germany?
- A. a written constitution that specifies the powers of the three branches of the national government
  - B. popular election of members of the legislative branch of government
  - C. a written constitution that specifies the relationship between the national government and local governments
  - D. popular election of the head of the executive branch of government
6. Which of the following best describes a major change in U.S. foreign policy that occurred during the half-century after 1940?
- A. from a policy based on containment to a policy based on collective security
  - B. from isolationism to globalism
  - C. from a policy based on the balance of power to a policy based on spheres of influence
  - D. from imperialism to regionalism

## ANNOTATED ANSWER KEY

For question	The correct response is	Reason	Test Objective
1	C	During the late twentieth century, county governments in Georgia responded to citizens' demands for an improved quality of life by moving beyond their traditional administrative functions to assume responsibility for services such as police and fire protection, public health facilities, waste disposal, park and recreation facilities and programs, and public transportation.	0008
2	D	During the twentieth century, Congress justified congressional enactment of a broad range of measures that increased government's role in the economy on the basis of the powers granted the U.S. government by the commerce clause of the U.S. Constitution. Major civil rights legislation of the post-World War II period was based on the equal protection clause of the Fourteenth Amendment. Because both types of laws encroached on areas previously dealt with by the states, they have prompted vigorous debate about the balance of power between the federal government and the states.	0009
3	B	According to the Fourth Amendment to the U.S. Constitution, valid search warrants must be specific about the place, person, or things to be searched. Courts have consistently ruled that legal searches and seizures cannot exceed the scope of the warrant.	0010
4	A	At the beginning of the nineteenth century, most northeastern merchants and financiers supported the Federalists because they strongly approved of that party's economic policies. Federalist initiatives such as the funding of the national debt, the creation of a national bank, and the promotion of U.S. commerce reflected the interests of this important constituency.	0011
5	B	Members of the British Parliament, the French National Assembly, and the German Bundestag—the primary legislative bodies of the three governments—are all popularly elected. However, Great Britain does not have a written constitution, and the British prime minister is selected by Parliament.	0012
6	B	During the 1920s and 1930s, isolationist sentiment placed strong constraints on what U.S. policymakers could do in the international arena. This changed with U.S. entry into World War II. Afterward, the emergence of the Cold War prompted the United States to become increasingly involved in global affairs as can be seen in the leading role that the country played in the creation of multinational bodies such as the North Atlantic Treaty Organization and the Southeast Asia Treaty Organization.	0013








## SECTION 5

### TEST II SAMPLE CONSTRUCTED-RESPONSE ASSIGNMENTS

This section of the Georgia Assessments for the Certification of Educators® (GACE™) Preparation Guide is designed to assist you in responding to the constructed-response assignments on the test. Included in this section are:

- ▶ Constructed-response assignment directions
- ▶ Sample constructed-response assignments
- ▶ Assignment response sheets
- ▶ An example of a strong response to each sample assignment
- ▶ Scoring criteria that will be used in evaluating your response to each assignment

For each sample assignment, you may want to take the following steps to prepare for the test:

-  Review the constructed-response assignment directions.
-  Print the assignment and the assignment response sheet.
-  Use scrap paper to make notes, write an outline, or otherwise prepare your response.
-  Use the assignment response sheet to record your response. The assignment response sheet reflects the amount of space available on an actual test.
-  After you complete the assignment, review the sample strong response, your response, and the scoring criteria.

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## CONSTRUCTED-RESPONSE ASSIGNMENT DIRECTIONS

A sample of the directions for the constructed-response assignments is shown in the box below.

### CONSTRUCTED-RESPONSE ASSIGNMENT DIRECTIONS

For each constructed-response assignment in this section, you are to prepare a written response of up to one page and record it in the area provided on the appropriate Assignment Response Sheet in your answer document.

Read each assignment carefully before you begin to write. Think about how you will organize what you plan to write. You may use any blank space provided in this test booklet following each assignment to make notes, write an outline, or otherwise prepare your response. *However, each of your final responses must be written on the appropriate Assignment Response Sheet in your answer document.*

Your responses will be evaluated based on the following criteria:

- **Purpose:** The extent to which the response fulfills the purpose of the assignment in relation to relevant GACE framework objectives
- **Application of Content Knowledge and Skills:** The extent to which the response accurately and effectively applies content knowledge and skills in relation to relevant GACE framework objectives
- **Supporting Evidence:** The extent to which the response includes appropriate, specific supporting evidence of content knowledge and skills in relation to relevant GACE framework objectives

Evaluation of each response will be based on the criteria above, not on your writing ability. However, your response must be communicated clearly enough to permit a valid judgment of your knowledge and skills. Your responses should be written for an audience of educators in the field.

Your responses should be your original work, written in your own words, and not copied or paraphrased from some other work. Please write legibly. You may not use any reference materials during the test. Remember to review your work and make any changes you think will improve your responses.

The selected-response section of the answer document containing your name will be removed from your written responses to maintain your anonymity during the scoring process. Do not write your name on any other portion of the answer document, and do not separate any of the sheets from the document.

Please turn the page and begin the constructed-response assignment section of the test.

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## CONSTRUCTED-RESPONSE ASSIGNMENT ONE

### ■ Sample Constructed-Response Assignment One

Use the information below to complete the assignment that follows.

One of the most important liberties guaranteed by the U.S. Constitution is freedom of the press.

- Describe the concept of freedom of the press as established by the U.S. Constitution; and
- explain one way in which the Constitution and/or the courts have sought a balance between the individual's right to freedom of the press and broader public interests.



■ **Strong Response to Sample Constructed-Response Assignment One**

The people who founded the U.S. government believed that an informed citizenry is necessary to prevent governmental tyranny. According to the First Amendment of the U.S. Constitution, Congress can pass no laws restricting the freedom of the press. This means that newspapers and other media should be free to inform the public about the actions of government. They should also be free to express opinions about the wisdom of government policies and the conduct of public officials.

As with all rights, however, this one must be exercised responsibly, and the courts have sought to maintain a balance between the individual's right to freedom of the press and broader public interests. Although the courts have, for example, generally upheld protections against government censorship of material before publication, they have also ruled that such restrictions may be justifiable in wartime or when published material is likely to promote civil disorder or violence.

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## CONSTRUCTED-RESPONSE ASSIGNMENT TWO

### ■ Sample Constructed-Response Assignment Two

Use the information below to complete the assignment that follows.

Although France and the United States have governments based on similar principles, their political systems differ in several important respects.

- Describe an important difference between the structure of the executive branch of government in France and in the United States; and
- explain how the difference you have described affects executive leadership in each government.



■ Strong Response to Sample Constructed-Response Assignment Two

One major difference between the structure of the executive branch of government in France and the United States is that executive power in France's national government is divided between an elected president and a prime minister appointed by the president. By contrast, in the United States an elected president alone directs the executive branch of government.

This difference strongly affects the exercise of executive leadership in each country. In France, executive authority is shared. The French president has broad appointive powers and can negotiate treaties and dissolve the National Assembly. Yet the prime minister also has considerable authority and is mainly responsible for French government policy. This is much different from the U.S. system, in which the president is the primary executive official and is seen as the center of governmental authority. As chief executive, the president appoints Cabinet members and other officials of the executive branch, enforces laws passed by Congress, and carries out U.S. foreign policy. As commander in chief, the president is the nation's military leader, heading up the armed forces and controlling the use of the nation's military resources.

## CRITERIA FOR SCORING YOUR RESPONSE

Each response will be evaluated based on the following criteria.

<b>PURPOSE</b>	The extent to which the response fulfills the purpose of the assignment in relation to relevant GACE framework objectives
<b>APPLICATION OF CONTENT KNOWLEDGE AND SKILLS</b>	The extent to which the response accurately and effectively applies content knowledge and skills in relation to relevant GACE framework objectives
<b>SUPPORTING EVIDENCE</b>	The extent to which the response includes appropriate, specific supporting evidence of content knowledge and skills in relation to relevant GACE framework objectives

Each response is rated on a three-point scale. The three score points of the score scale correspond to varying degrees of performance that are related to the above criteria.

<b>Score</b>	<b>Description</b>
<b>3</b>	<p>The "3" response reflects thorough understanding of relevant content knowledge and skills as defined in relevant GACE framework objectives.</p> <ul style="list-style-type: none"> <li>• The response fully achieves the purpose of the assignment.</li> <li>• The response demonstrates an accurate and effective application of relevant content knowledge and skills.</li> <li>• The response provides appropriate, specific supporting evidence of relevant content knowledge and skills.</li> </ul>
<b>2</b>	<p>The "2" response reflects general understanding of relevant content knowledge and skills as defined in relevant GACE framework objectives.</p> <ul style="list-style-type: none"> <li>• The response largely achieves the purpose of the assignment.</li> <li>• The response demonstrates a generally accurate, generally effective application of relevant content knowledge and skills.</li> <li>• The response provides some appropriate and general supporting evidence of relevant content knowledge and skills.</li> </ul>
<b>1</b>	<p>The "1" response reflects limited or no understanding of relevant content knowledge and skills as defined in relevant GACE framework objectives.</p> <ul style="list-style-type: none"> <li>• The response partially achieves or fails to achieve the purpose of the assignment.</li> <li>• The response demonstrates limited, inaccurate, and/or ineffective application of relevant content knowledge and skills.</li> <li>• The response provides limited or no appropriate, specific supporting evidence of relevant content knowledge and skills.</li> </ul>

Please note: A response that is unrelated to the assigned topic, illegible, not primarily in the target language, or lacking a sufficient amount of original work to score will be considered **unscorable**. If there is no response to the assignment, then the response will be considered **blank**.