



TEST ASSESSING  
SECONDARY COMPLETION™

## TASC Social Studies Sample Test Items



This chart is the stimulus for Items 1 and 2. The chart lists some examples of international organizations and their functions. The use of charts in social studies allows students with varying educational abilities the opportunity to demonstrate social studies knowledge and skills.

This item requires students to use a chart to retrieve information about an international organization whose formation has had significant impact on events in world and United States history.

**Answer Key: A**

**DOK: 2**

**Explanation for Correct Response:**

While all answer choices are organizations listed in the chart, only answer choice A was formed in response to a common threat.

### Test Assessing Secondary Completion™ – Sample Items, Social Studies

**Look at the chart. Then answer the questions that follow.**

Organization	Functions
United Nations (UN)	An international organization established to maintain global peace and to promote social progress and human rights
North Atlantic Treaty Organization (NATO)	A military and political alliance of countries in Europe and North America formed to counter Soviet expansion by agreeing to act together in the defense of all member nations
Organization of the Petroleum Exporting Countries (OPEC)	A group of mostly Arab nations that sell oil to other nations and work together to regulate the price and supply of oil
European Union (EU)	A group of European nations established to coordinate monetary and economic policies
World Trade Organization (WTO)	An international organization dealing with the rules of trade among nations

#### Item 1

Which of these organizations was formed to prevent a common threat?

- A** NATO
- B** OPEC
- C** EU
- D** WTO

*Social Studies*





## Test Assessing Secondary Completion™ – Sample Items, Social Studies

This item requires students to use information in a chart to summarize the governmental concept of how nations interact.

**Answer Key: C**

**DOK: 3**

**Explanation for Correct Response:**

While all answer choices are related to some of the organizations listed in the chart, only answer choice C summarizes all of the information in the chart.

### Item 2

Which of these would be the best title for the chart?

- A** International Defense Organizations
- B** International Economic Organizations
- C** Examples of Ways Nations Cooperate
- D** Examples of Ways Nations Combat Poverty

*Social Studies*





## Test Assessing Secondary Completion™ – Sample Items, Social Studies

This item requires students to analyze a historical photograph to identify the constitutional right exercised in the event shown in the photograph.

**Answer Key: A**

**DOK: 2**

**Explanation for Correct Response:**

While all answer choices describe amendments that expand the rights and protections of citizens, only answer choice A identifies the amendment to the United States Constitution that allows people to engage in the activities shown in the photograph.

### Item 3

Look at the photograph. Then answer the question.



Source: The Library of Congress

This photograph, taken at the Civil Rights March on Washington in 1963, shows a group of people carrying signs for equal rights, integrated schools, decent housing, and an end to bias. Which amendment protects the actions shown in the photograph?

- A** The First Amendment, which guarantees freedom of speech and assembly.
- B** The Fifth Amendment, which guarantees due process of law.
- C** The Fifteenth Amendment, which gave all men, regardless of race, the right to vote.
- D** The Nineteenth Amendment, which gave all citizens, regardless of gender, the right to vote.

*Social Studies*





This primary source, a political cartoon from the 1800s, is the stimulus for Items 4 and 5 in this small set. The cartoon promotes one of the reasons for the expansionist policy of the United States at the end of the 19th century. The use of stimuli such as this allows students with varying educational experiences the opportunity to demonstrate their knowledge of social studies concepts and skills.

This item requires students to analyze the political cartoon and use historical content knowledge about the Spanish-American War to recognize a cause-and-effect relationship.

**Answer Key: A**

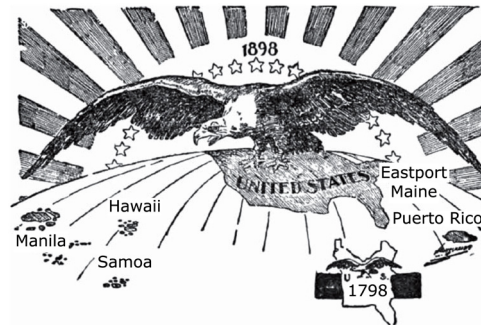
**DOK: 2**

**Explanation for Correct Response:**

All answer choices are ways the United States historically acquired territory, but only answer choice A is related to the cartoon.

### Test Assessing Secondary Completion™ – Sample Items, Social Studies

Study the political cartoon. Then answer the questions that follow.



Ten thousand miles from tip to tip.—Philadelphia Press.

#### Item 4

The United States acquired some of the island territories shown in the cartoon as a result of a

- A** war with Spain
- B** treaty with France
- C** treaty with Mexico
- D** war with Great Britain

*Social Studies*





## Test Assessing Secondary Completion™ – Sample Items, Social Studies

In the second item in this set, students use their analysis of the cartoon to determine the point of view of the cartoonist and to select a statement most consistent with that viewpoint (RH.11-12.2).

**Answer Key: D**

**DOK:3**

**Explanation for Correct Response:**

All answer choices are plausible opinions about United States expansionist policy during the given time period, but only answer choice D conveys the central idea of the cartoon.

### Item 5

Which statement would the cartoonist most likely agree with?

- A** The United States should be cautious when acquiring new territories.
- B** The United States should only add territories that improve the American economy.
- C** The United States should only add territories when the native population needs assistance.
- D** The United States should continue to acquire territories in order to increase American influence.

*Social Studies*





## Test Assessing Secondary Completion™ – Sample Items, Social Studies

### Item 6

Read the information in the box. Then answer the question that follows.

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

—Tenth Amendment to the United States Constitution

Which of these describes why the Tenth Amendment was added to the United States Constitution?

- A** to restrict state power over the people
- B** to limit the power of the federal government
- C** to allow citizens to participate in a direct democracy during local elections
- D** to allow states to invalidate federal laws that they felt were unconstitutional

*Social Studies*

This item requires students to go beyond reading and identifying by requiring them to make an inference based on their knowledge of historical events surrounding the creation of the United States Constitution.

**Answer Key: B**

**DOK: 2**

**Explanation for Correct Response:**

Only answer choice B correctly describes the purpose of the Tenth Amendment to the United States Constitution.





Items 7 and 8 relate to this excerpt from an influential Enlightenment philosopher, who had a significant influence on the founders of the United States. Students have the opportunity to integrate the information provided with prior content knowledge of basic government principles.

This item requires students to analyze the excerpt and determine its central idea (RH.11-12.2). Students must distill the basic principle of the United States government described in the source.

**Answer Key: C**

**DOK: 2**

**Explanation for Correct Response:**

While all answer choices are principles of the United States government, only answer choice C is described in the excerpt.

## Test Assessing Secondary Completion™ – Sample Items, Social Studies

**Read the excerpt. Then answer the questions that follow.**

When the legislative and executive powers are united in the same person, or in the same body of magistrates, there can be no liberty. There is no liberty, if the power of judging be not separated from the legislative and executive powers.

—Baron de Montesquieu, *The Spirit of the Laws*, 1748

### Item 7

Which principle of the United States government is described by this excerpt?

- A** individual rights
- B** popular sovereignty
- C** separation of powers
- D** separation of church and state

*Social Studies*







## Test Assessing Secondary Completion™ – Sample Items, Social Studies

The second item in this set asks students to determine how the ideas contained in the excerpt affected 18th century Europe. Students must apply historical knowledge in order to recognize the relationship between the text and the historical events.

**Answer Key: D**

**DOK: 2**

**Explanation for Correct Response:**

Only answer choice D correctly describes an effect of the excerpt and other Enlightenment ideas in Europe.

### Item 8

Baron de Montesquieu was an Enlightenment philosopher. Enlightenment philosophy in the 18th century challenged traditional authority and called for a society based on liberty, equality, and human reason. Which statement describes an effect of the Enlightenment in Europe?

- A** It led to increased restrictions on individual rights.
- B** It led many countries to introduce democracy to their colonies.
- C** It led to increased peacetime cooperation between governments.
- D** It led many citizens to demand more rights from their government.

*Social Studies*





## Test Assessing Secondary Completion™ – Sample Items, Social Studies

This item requires students to complete a graphic organizer by applying historical knowledge of the events leading to World War I. Students must analyze the graphic organizer's components to determine common characteristics.

**Answer Key: A**

**DOK: 2**

**Explanation for Correct Response:**

While all answer choices are related to some of the entries on the list, only answer choice A shows how all entries on the list are related.

### Item 9

Read the list in the box. Then answer the question that follows.

- Ethnic conflicts
- Militarism
- Colonialism
- Imperialism
- Secret alliances

Which of these is the best title for the list in the box?

- A** Causes of World War I
- B** Causes of the Cold War
- C** Causes of the Revolutionary War
- D** Causes of the Russian Revolution

*Social Studies*





## Test Assessing Secondary Completion™ – Sample Items, Social Studies

This item asks students to recall the definition of an economics term. The item may be more challenging than some items requiring students to recall knowledge, as all answer choices are related to ways income or revenue is earned.

**Answer Key: D**

**DOK: 1**

**Explanation for Correct Response:**

Only answer choice D provides the correct definition of the economic term profit.

### Item 10

Which phrase best defines the economic term *profit*?

- A** the financial gain an employee earns in overtime, benefits, and bonuses
- B** the financial gain from interest on bank loans, bonds, or savings accounts
- C** the financial gain received through sales of products or services before expenses are subtracted
- D** the financial gain an entrepreneur makes selling products or services after paying the costs of production

*Social Studies*

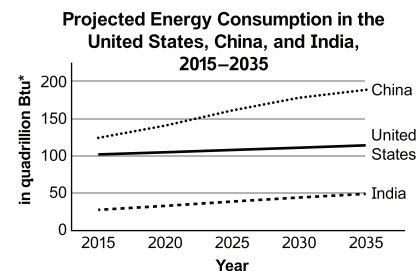




## Test Assessing Secondary Completion™ – Sample Items, Social Studies

### Item 11

Look at the graph. Then answer the question that follows.



Which of these explains how the changing demand for energy in China and India will most likely affect consumers in the United States?

- A** Consumers in the United States will see prices for goods increase because the demand for energy will rise.
- B** Consumers in the United States will have higher energy costs because the demand for energy will decrease.
- C** Consumers in the United States will have lower energy costs because new energy resources will be created to meet the rising need.
- D** Consumers in the United States will see prices for goods decrease because suppliers will need to use less energy to produce goods.

*Social Studies*

This item requires students to analyze a line graph of projected energy use for three countries and integrate prior economic knowledge with the information presented to make a prediction about a long-term effect. The distractors are plausible to those students who have not mastered the concept of supply and demand and its effect on prices.

**Answer Key: A**

**DOK: 3**

**Explanation for Correct Response:**

Only answer choice A accurately predicts the effects of increasing energy consumption on consumers in the United States.





## Test Assessing Secondary Completion™ – Sample Items, Social Studies

This item requires students to associate some geographic features with the appropriate region to demonstrate knowledge of physical characteristics and the division of Earth's surfaces into regions. Students need to classify the answer choices by matching a region to its physical characteristics.

**Answer Key: A**

**DOK: 2**

**Explanation for Correct Response:**

While all answer choices are related to some of the features in the list, only answer choice A is a geographic region that possess all the features in the list.

### Item 12

Read the list in the box. Then answer the question that follows.

- Hot, dry climate
- Low precipitation
- Deserts created by mountains and winds
- Large amounts of oil and natural gas

Which geographic region is described by the list in the box?

- A** Middle East
- B** Great Plains
- C** Southeast Asia
- D** Amazon River Basin

*Social Studies*





## Test Assessing Secondary Completion™ – Sample Items, Social Studies

This item requires students to analyze a chart containing information about early European colonies in North America and to recognize the relationship between the goals of the colonial powers and the importance of natural resources. In their analysis, students need to make judgments about the various goals presented in order to make the generalization.

**Answer Key: D**

**DOK: 3**

**Explanation for Correct Response:**

While many of the answer choices are reasons for colonization contained in the chart, only answer choice D is a reason all the countries in the chart sought new colonies.

### Item 13

Look at the chart. Then answer the question that follows.

**Some European Colonies in North America—1600s**

European Country	Location of Colonies	Primary Goals
France	Present-day Canada	<ul style="list-style-type: none"> <li>• To find a water route to Asia</li> <li>• To make a profit from fur trading</li> </ul>
Great Britain	East coast of North America	<ul style="list-style-type: none"> <li>• To find a water route to Asia</li> <li>• To make a profit from producing agricultural goods, fishing, ship building, and lumber</li> <li>• To search for gold and silver</li> </ul>
Spain	Southwestern region of North America	<ul style="list-style-type: none"> <li>• To search for gold and silver</li> <li>• To set up Catholic missions</li> </ul>

Based on the chart, what was the main reason European countries established colonies in North America in the 1600s?

- A** to spread democratic ideals
- B** to control trade routes to Asia
- C** to convert native populations to Christianity
- D** to gain control of valuable natural resources

*Social Studies*

