



*ISTEP+: Grade 7*

Social Studies

Released Part 1 Applied Skills (open-ended) Items  
and Scoring Notes

## Introduction

The *ISTEP+* Spring 2016 test was administered to Indiana students in Grades 3-8 and 10. The test included two parts: Part 1 was given in March, and Part 2 took place in late April and early May. Part 1 contained Applied Skills test questions (also referred to as open-ended items) that were hand scored by trained evaluators, and Part 2 was machine scored. Scores for Part 1 and Part 2 are combined to generate a student's total score.

Test results, as well as images of the Applied Skills student responses, are available online, and schools are expected to discuss results with parents and students. As a springboard for these conversations and to serve as a resource for teachers, the Indiana Department of Education has created this document, which consists of the following:

- a brief description of the types of questions on the test
- a short summary of scoring rules utilized by the trained evaluators
- a copy of the rubrics—or scoring guides—used by evaluators to score student responses
- a copy of the released Applied Skills questions (*“released” means the items are posted on the web and are no longer secure; therefore, the released test items can be discussed and used with students as future practice items*)
- anchor papers—or sample student responses—used by evaluators to distinguish between score points

### Notes:

- The Part 1 open-ended questions are released when test results are made available.
- It is important to keep in mind that the majority of a student's score is calculated from items in Part 2. Since Part 2 items are secure and are not released, they are not included in this document.

## Question Types

This document addresses questions from *ISTEP+ Part 1*. *Students* demonstrate their knowledge and understanding by responding to items that are open-ended, providing written responses in a short-answer or essay-type format.

Part 1 consists of the following test question types: Constructed-Response (CR), Extended-Response (ER), and a Writing Prompt (WP). Item types vary by subject area. Math, Science, and Social Studies include CR and ER items. English/Language Arts includes CR and WP test questions.

## Scoring

The questions on *ISTEP+ Part 1* are scored by evaluators who must have a four-year college degree and pass a series of qualifying tests. Prior to scoring student responses, evaluators receive extensive training to ensure that student responses are scored accurately and consistently.

For Part 1 of *ISTEP+*, each question is scored according to a rubric, or scoring guide. Rubrics clearly define the requirements for each score point. A set of student responses representing all of the score points on a rubric are selected as samples—called anchor papers—and are used as clear examples of specific score points. Anchor papers are presented within this document.

<b>ISTEP+ Part 1: Social Studies</b>		
<b>Question Type</b>	<b>Score Reporting Categories</b>	<b>Scoring Method</b>
Constructed-Response (CR)	History Civics and Government Geography Economics	2-pt. CR Rubric (Grades 5 and 7)
Extended Response (ER)	History Civics and Government Geography Economics	4-pt. ER Rubric (Grades 5 and 7)

If a student's response is unable to be scored, it is assigned one of the following condition codes:

- A** Blank/No Response/Refusal
- B** Illegible
- C** Written predominantly in a language other than English
- D** Insufficient response/Copied from text
- E** Response not related to test questions or scoring rule (not applied to Mathematics questions)

More information is available regarding assessment topics on the Office of Student Assessment homepage at <http://www.doe.in.gov/assessment>.

Item #1  
Constructed-Response

## Question 1: Civics and Government

Read the quotations below from Mohandas Gandhi and Nelson Mandela.

“The Congress is fighting not on behalf of the Hindu but on behalf of the whole nation, including the minorities. It would hurt me to hear of a single instance of a [Muslim] being killed by a Congressman. In the coming revolution, Congressmen will sacrifice their lives in order to protect the [Muslim] against a Hindu’s attack and vice versa. It is a part of their creed and is one of the essentials of nonviolence.”

—Mohandas Gandhi, activist in India, 1942

“The healing of society means above all working together to improve the lives of especially the poor. If we take pride in the democracy we are creating, it is because it is not merely the hollow form of political freedom. Steadily but surely the lives of literally millions of our people are changing for the better, as they gain access to the simple and basic necessities of a decent life that were previously denied them.”

—Nelson Mandela, president of South Africa, 1998

According to Gandhi and Mandela, a government must protect its citizens.

Based on the quotations, explain TWO different ways the governments of India and/or South Africa protect the rights of their citizens.

1) \_\_\_\_\_

\_\_\_\_\_

2) \_\_\_\_\_

\_\_\_\_\_

## Rubric

Key Element(s):

- According to Gandhi, the government of India promotes nonviolence against others who are different.
- According to Gandhi, the government of India will protect the rights of minorities.
- According to Gandhi, the government of India will protect citizens with their own lives.
- According to Gandhi, the government of India will not allow differing groups to hurt each other.
- According to Mandela, the government of South Africa will ensure that citizens' basic needs are met.
- According to Mandela, the government of South Africa will ensure political freedom for citizens.
- Both countries promote democratic values.
- Other reasonable responses\*

**\*see Rubric Addendum**

## Rubric Addendum

- Soldiers and police to protect them
- Passing laws to protect citizen's rights
- Protect from attacks

Unacceptable responses include

- Identifying the wrong action under a specific country
  - India will work for better health care (Incorrect)
  - Mandela will have the congressmen sacrifice their lives (Incorrect)

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## Rubric

<b>2 points</b>	Two key elements
<b>1 points</b>	One key element
<b>0 points</b>	Other

**Question 1 – Sample A – Score Point 2**

Read the quotations below from Mohandas Gandhi and Nelson Mandela.

“The Congress is fighting not on behalf of the Hindu but on behalf of the whole nation, including the minorities. It would hurt me to hear of a single instance of a [Muslim] being killed by a Congressman. In the coming revolution, Congressmen will sacrifice their lives in order to protect the [Muslim] against a Hindu’s attack and vice versa. It is a part of their creed and is one of the essentials of nonviolence.”

—Mohandas Gandhi, activist in India, 1942

“The healing of society means above all working together to improve the lives of especially the poor. If we take pride in the democracy we are creating, it is because it is not merely the hollow form of political freedom. Steadily but surely the lives of literally millions of our people are changing for the better, as they gain access to the simple and basic necessities of a decent life that were previously denied them.”

—Nelson Mandela, president of South Africa, 1998

According to Gandhi and Mandela, a government must protect its citizens.

Based on the quotations, explain TWO different ways the governments of India and/or South Africa protect the rights of their citizens.

- 1) Mohandas Gandhi used nonviolence to protect the citizen's rights.
- 2) The society is working together to improve the lives of especially the poor.

*Scoring Notes: The response contains two different ways the governments protect the rights of their citizens (Gandhi used nonviolence to protect the citizen's rights) (rubric bullet 1 – protect minorities) and (improve the lives of especially the poor) (rubric bullet 5 – ensure that citizens' basic needs are met). This response receives two points for two correct key elements.*

**Question 1 – Sample B – Score Point 2**

Read the quotations below from Mohandas Gandhi and Nelson Mandela.

"The Congress is fighting not on behalf of the Hindu but on behalf of the whole nation, including the minorities. It would hurt me to hear of a single instance of a [Muslim] being killed by a Congressman. In the coming revolution, Congressmen will sacrifice their lives in order to protect the [Muslim] against a Hindu's attack and vice versa. It is a part of their creed and is one of the essentials of nonviolence."

—Mohandas Gandhi, activist in India, 1942

"The healing of society means above all working together to improve the lives of especially the poor. If we take pride in the democracy we are creating, it is because it is not merely the hollow form of political freedom. Steadily but surely the lives of literally millions of our people are changing for the better, as they gain access to the simple and basic necessities of a decent life that were previously denied them."

—Nelson Mandela, president of South Africa, 1998

According to Gandhi and Mandela, a government must protect its citizens.

Based on the quotations, explain TWO different ways the governments of India and/or South Africa protect the rights of their citizens.

- 1) India's government would do anything to protect the Muslims from any attacks.
- 2) South Africa's government would work together to improve the poor and the lives of their society.

*Scoring Notes: The response contains two different ways the governments protect the rights of their citizens (do anything to protect the Muslims from any attacks) (rubric bullet 3 – protect citizens with their own lives) and (work together to improve the poor and the lives of their society) (rubric bullet 5 – ensure that citizens' basic needs are met). This response receives two points for two correct key elements.*

**Question 1 – Sample C – Score Point 1**

Read the quotations below from Mohandas Gandhi and Nelson Mandela.

"The Congress is fighting not on behalf of the Hindu but on behalf of the whole nation, including the minorities. It would hurt me to hear of a single instance of a [Muslim] being killed by a Congressman. In the coming revolution, Congressmen will sacrifice their lives in order to protect the [Muslim] against a Hindu's attack and vice versa. It is a part of their creed and is one of the essentials of nonviolence."

—Mohandas Gandhi, activist in India, 1942

"The healing of society means above all working together to improve the lives of especially the poor. If we take pride in the democracy we are creating, it is because it is not merely the hollow form of political freedom. Steadily but surely the lives of literally millions of our people are changing for the better, as they gain access to the simple and basic necessities of a decent life that were previously denied them."

—Nelson Mandela, president of South Africa, 1998

According to Gandhi and Mandela, a government must protect its citizens.

Based on the quotations, explain TWO different ways the governments of India and/or South Africa protect the rights of their citizens.

- 1) In India, congressmen and citizens should protect each other.
- 2) In South Africa, the government should provide basic needs for the citizens.

*Scoring Notes: The response contains one incorrect way and one correct way the governments protect the rights of their citizens. The first statement is incorrect and does not receive credit (congressmen and citizens should protect each other). This representation of Gandhi's views is too broad. The point was not citizens protecting each other but the government protecting minorities. The second statement is correct (the government should provide basic needs for the citizens) (rubric bullet 5 – ensure that citizens' basic needs are met). This response receives one point for one correct key element.*

Question 1 – Sample D – Score Point 1

Read the quotations below from Mohandas Gandhi and Nelson Mandela.

"The Congress is fighting not on behalf of the Hindu but on behalf of the whole nation, including the minorities. It would hurt me to hear of a single instance of a [Muslim] being killed by a Congressman. In the coming revolution, Congressmen will sacrifice their lives in order to protect the [Muslim] against a Hindu's attack and vice versa. It is a part of their creed and is one of the essentials of nonviolence."

—Mohandas Gandhi, activist in India, 1942

"The healing of society means above all working together to improve the lives of especially the poor. If we take pride in the democracy we are creating, it is because it is not merely the hollow form of political freedom. Steadily but surely the lives of literally millions of our people are changing for the better, as they gain access to the simple and basic necessities of a decent life that were previously denied them."

—Nelson Mandela, president of South Africa, 1998

According to Gandhi and Mandela, a government must protect its citizens.

Based on the quotations, explain TWO different ways the governments of India and/or South Africa protect the rights of their citizens.

- 1) South Africa protected the right of their citizens by steadily changing for the better.
- 2) South Africa also protected the rights of their citizens by giving them access to simple necessities.

*Scoring Notes: The response contains one incorrect way and one correct way the governments protect the rights of their citizens. The first statement is incorrect and does not receive credit (by steadily changing for the better). This statement is too broad to receive credit. The second statement is correct (protected the rights of their citizens by giving them access to simple necessities) (rubric bullet 5 – ensure that citizens' basic needs are met). This response receives one point for one correct key element.*

**Question 1 – Sample E – Score Point 0**

Read the quotations below from Mohandas Gandhi and Nelson Mandela.

"The Congress is fighting not on behalf of the Hindu but on behalf of the whole nation, including the minorities. It would hurt me to hear of a single instance of a [Muslim] being killed by a Congressman. In the coming revolution, Congressmen will sacrifice their lives in order to protect the [Muslim] against a Hindu's attack and vice versa. It is a part of their creed and is one of the essentials of nonviolence."

—Mohandas Gandhi, activist in India, 1942

"The healing of society means above all working together to improve the lives of especially the poor. If we take pride in the democracy we are creating, it is because it is not merely the hollow form of political freedom. Steadily but surely the lives of literally millions of our people are changing for the better, as they gain access to the simple and basic necessities of a decent life that were previously denied them."

—Nelson Mandela, president of South Africa, 1998

According to Gandhi and Mandela, a government must protect its citizens.

Based on the quotations, explain TWO different ways the governments of India and/or South Africa protect the rights of their citizens.

- 1) They need to have a more bigger and better military
- 2) Have a more better security.

*Scoring Notes: The response does not contain any ways the governments protect the rights of their citizens. The statements (more bigger and better military) and (more better security) are not based on the quotations and cannot receive credit. This response receives zero points for zero correct key elements.*

Question 1 – Sample F – Score Point 0

Read the quotations below from Mohandas Gandhi and Nelson Mandela.

"The Congress is fighting not on behalf of the Hindu but on behalf of the whole nation, including the minorities. It would hurt me to hear of a single instance of a [Muslim] being killed by a Congressman. In the coming revolution, Congressmen will sacrifice their lives in order to protect the [Muslim] against a Hindu's attack and vice versa. It is a part of their creed and is one of the essentials of nonviolence."

—Mohandas Gandhi, activist in India, 1942

"The healing of society means above all working together to improve the lives of especially the poor. If we take pride in the democracy we are creating, it is because it is not merely the hollow form of political freedom. Steadily but surely the lives of literally millions of our people are changing for the better, as they gain access to the simple and basic necessities of a decent life that were previously denied them."

—Nelson Mandela, president of South Africa, 1998

According to Gandhi and Mandela, a government must protect its citizens.

Based on the quotations, explain TWO different ways the governments of India and/or South Africa protect the rights of their citizens.

- 1) Stop killing people and start treating them like people who you treat special.
- 2) Believe in change and accept a new part in life.

*Scoring Notes: The response does not contain any ways the governments protect the rights of their citizens. The statements (Stop killing people and start treating them like people) and (Believe in change...) are not based on the quotations and cannot receive credit. This response receives zero points for zero correct key elements.*

Item #2  
Constructed-Response

**Question 2: History**

The Nile River Valley and the Tigris-Euphrates River Valley were the locations of two ancient civilizations.

Study the list of characteristics in the box.

- |  |
|--|
| Government<br>Religion<br>Scientific achievements<br>Writing |
|--|

Choose ONE characteristic from the box above and use it to compare these two civilizations.

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Choose a DIFFERENT characteristic from the box above and use it to compare these two civilizations.

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## Rubric

Key element(s):

### **Government**

- Both civilizations were ruled by kings.
- The government of the Nile River Valley had a more elaborate bureaucracy than that of the Tigris-Euphrates Valley civilization.
- The Tigris-Euphrates civilization was divided into a number of small city states.
- The Nile River Valley civilization was governed first as two large unites and later as just one
- The early Tigris-Euphrates Valley civilization had some democratic aspects. The Nile did not.
- Other reasonable responses.\*

### **Religion**

- Both civilizations worshipped many gods.
- Both civilizations built temples to their gods.
- Priests over religious life in both civilizations.
- Although kings of the Tigris-Euphrates River Valley were also priests, they were not regarded as living gods, as were the kings of the Nile River Valley civilization.
- The people of the Nile River Valley had a more positive view of the afterlife than did people of the Tigris-Euphrates River Valley.
- Other reasonable responses.\*

### **Scientific Achievements**

- Both civilizations mastered the mathematics needed to build large stone buildings
- Both civilizations learned to use irrigation to water their crops
- Tigris-Euphrates River Valley: Historians credit the people of the Tigris-Euphrates civilizations with many inventions, including the wagon wheel, potter's wheel, arch, and the sundial. They are also believed to be the first to make bronze from copper and tin. Nile River Valley: through their practice of embalming, the people of the Nile River Valley learned about human anatomy and discovered methods of treating injuries and diseases. They also made early advances in geometry and astronomy.
- Other reasonable responses.\*

### **Writing**

- Both civilizations used symbols to represent objects, ideas, and sounds.
- Both civilizations used writing systems with many symbols (rather than an efficient alphabet, such as that later developed by the Phoenicians).
- The people of the Nile River Valley civilization used a form of script, called hieratic, that was written on papyrus. The people of the Tigris-Euphrates Valley civilization wrote by pressing a stylus into wet clay, which was then dried into tablets.
- Other reasonable responses.\*

\*See Rubric Addendum

## Rubric Addendum

### **Government**

- Both civilizations were ruled by pharaohs/emperors

### **Religion**

- Polytheism

### **Scientific Achievements**

- Pyramids
- Built cities

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#### **Rubric**

<b>2 points</b>	Correct comparisons of the civilizations based on two of the listed characteristics
<b>1 points</b>	A correct comparison of the civilizations based on one of the listed characteristics
<b>0 points</b>	Other

Question 2 – Sample A – Score Point 2

The Nile River Valley and the Tigris-Euphrates River Valley were the locations of two ancient civilizations.

Study the list of characteristics in the box below.

- |                         |
|-------------------------|
| Government              |
| Religion                |
| Scientific achievements |
| Writing                 |

Choose ONE characteristic from the box above and use it to compare these two civilizations.

Characteristic: Government

How the civilizations compare: they both have  
a king

Choose a DIFFERENT characteristic from the box above and use it to compare these two civilizations.

Characteristic: Religion

How the civilizations compare: they both believe  
in many gods instead of just one.

*Scoring Notes: The response contains two correct comparisons, which include (Government: both have a king) and (Religion: both believe in many gods). This response receives two points for two correct key elements.*

Question 2 – Sample B – Score Point 2

The Nile River Valley and the Tigris-Euphrates River Valley were the locations of two ancient civilizations.

Study the list of characteristics in the box below.

Government
Religion
Scientific achievements
Writing

Choose ONE characteristic from the box above and use it to compare these two civilizations.

Characteristic: Scientific achievements.

How the civilizations compare: Both civilizations made water canals for irrigation and they both had to make ways to heal from sickness.

Choose a DIFFERENT characteristic from the box above and use it to compare these two civilizations.

Characteristic: Writing

How the civilizations compare: they both made the first set of writing called cunaiform.

Scoring Notes: The response contains at least two correct comparisons, including (Scientific achievements: Both...made water canals for irrigation and...ways to heal from sickness [two correct responses]) and (Writing: both made the first set of writing). The reference to (cunaiform) is incidental. This response receives two points for two correct key elements.

**Question 2 – Sample C – Score Point 1**

The Nile River Valley and the Tigris-Euphrates River Valley were the locations of two ancient civilizations.

Study the list of characteristics in the box below.

- |                         |
|-------------------------|
| Government              |
| Religion                |
| Scientific achievements |
| Writing                 |

Choose ONE characteristic from the box above and use it to compare these two civilizations.

Characteristic: Writing

How the civilizations compare: Both had a writing system that consisted of symbols/pictures.

Choose a DIFFERENT characteristic from the box above and use it to compare these two civilizations.

Characteristic: Religion

How the civilizations compare: They were both monotheistic.

*Scoring Notes: The response contains one correct and one incorrect comparison. The correct comparison is (Writing: Both had a writing system that consisted of symbols/pictures), and the incorrect comparison is (religion: they were both monotheistic). This response receives one point for one correct key element.*

**Question 2 – Sample D – Score Point 1**

The Nile River Valley and the Tigris-Euphrates River Valley were the locations of two ancient civilizations.

Study the list of characteristics in the box below.

- |                         |
|-------------------------|
| Government              |
| Religion                |
| Scientific achievements |
| Writing                 |

Choose ONE characteristic from the box above and use it to compare these two civilizations.

Characteristic: Government

How the civilizations compare: They both were on different rivers so they both had the same Govt.

Choose a DIFFERENT characteristic from the box above and use it to compare these two civilizations.

Characteristic: Scientific achievements

How the civilizations compare: The both founded irrigation on the rivers

*Scoring Notes: The response contains one correct and one incorrect comparison. The correct comparison is (Scientific achievements: The both founded irrigation), and the incorrect comparison is (Government: They both were on different rivers so they both had the Govt.). This response receives one point for one correct key element.*

**Question 2 – Sample E – Score Point 0**

The Nile River Valley and the Tigris-Euphrates River Valley were the locations of two ancient civilizations.

Study the list of characteristics in the box below.

- |                         |
|-------------------------|
| Government              |
| Religion                |
| Scientific achievements |
| Writing                 |

Choose ONE characteristic from the box above and use it to compare these two civilizations.

Characteristic: Government

How the civilizations compare: They are both river valleys.

Choose a DIFFERENT characteristic from the box above and use it to compare these two civilizations.

Characteristic: Scientific achievements

How the civilizations compare: They are both ancient civilizations.

*Scoring Notes: The response does not contain a correct comparison. One incorrect comparison is (Government: They are both river valleys). This information is in the prompt and also does not fit with one of the four listed characteristics. Another incorrect comparison is (Scientific achievements: both ancient civilizations). Similar to the above, this information is in the prompt and also does not fit with one of the four listed characteristics. This response receives zero points for zero correct key elements.*

Question 2 – Sample F – Score Point 0

The Nile River Valley and the Tigris-Euphrates River Valley were the locations of two ancient civilizations.

Study the list of characteristics in the box below.

- Government
- Religion
- Scientific achievements
- Writing

Choose ONE characteristic from the box above and use it to compare these two civilizations.

Characteristic: Religion

How the civilizations compare: Religion and the other two are different because Religion is a person's belief and those other two are rivers.

Choose a DIFFERENT characteristic from the box above and use it to compare these two civilizations.

Characteristic: Writing

How the civilizations compare: You can write about those two Rivers.

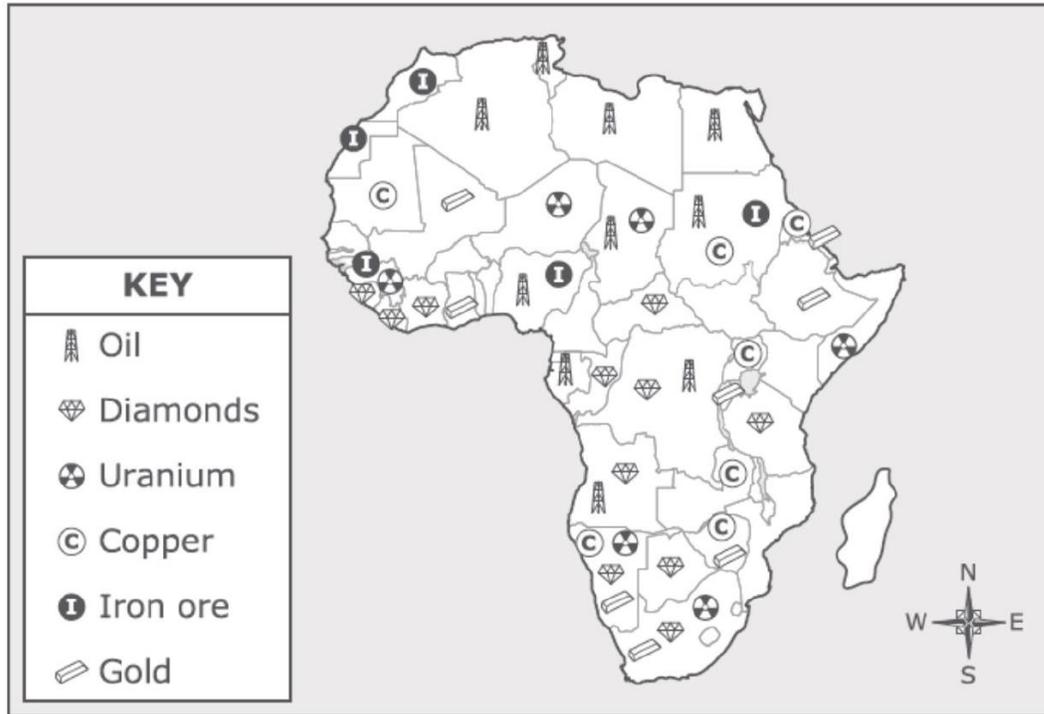
*Scoring Notes: The response does not contain a correct comparison. Incorrect comparisons include (Religion: Religion is a person's belief and these other two are rivers) and (Writing: You can write about these two rivers). This response receives zero points for zero correct key elements.*

Item #3  
Constructed-Response

### Question 3: Geography

Look at the map below.

#### Some Natural Resources of Africa—2008



According to the map and what you have learned, what are TWO different ways the unequal distribution of natural resources has affected countries in Africa?

1) \_\_\_\_\_

\_\_\_\_\_

2) \_\_\_\_\_

\_\_\_\_\_

## Rubric

Key element(s):

Any two of the following

- There is an unequal distribution of wealth among African countries.
- Many countries face poverty due to a lack of natural resources.
- There is uneven population distribution due to location of natural resources.
- The distribution of natural resources has led to government corruption.
- The distribution of natural resources has led to wars.
- Some areas of Africa have a higher level of pollution/adverse health effects due to production of certain natural resources.
- Other reasonable responses.\*

**\*See Rubric Addendum**

## Rubric Addendum

- Developed countries
- Some countries more modernized
- Some countries more powerful
- Access to resources they need
- Theft

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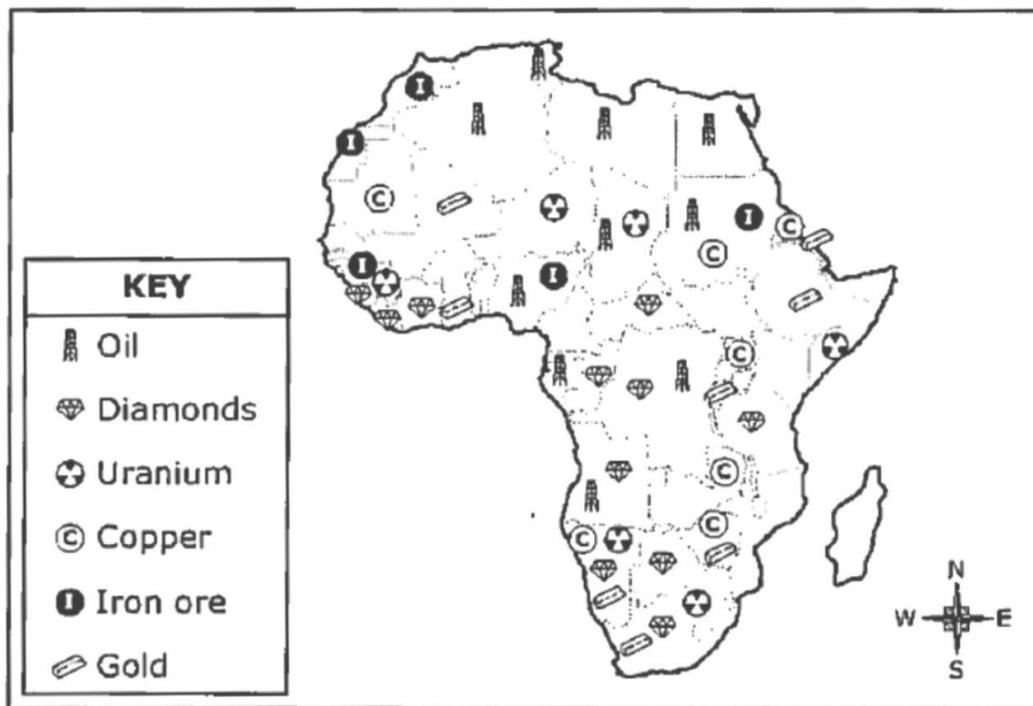
### Rubric:

<b>2 points</b>	Two key elements
<b>1 points</b>	One key element
<b>0 points</b>	Other

Question 3 – Sample A – Score Point 2

Look at the map below.

**Some Natural Resources of Africa—2008**



According to the map and what you have learned, what are TWO different ways the unequal distribution of natural resources has affected countries in Africa?

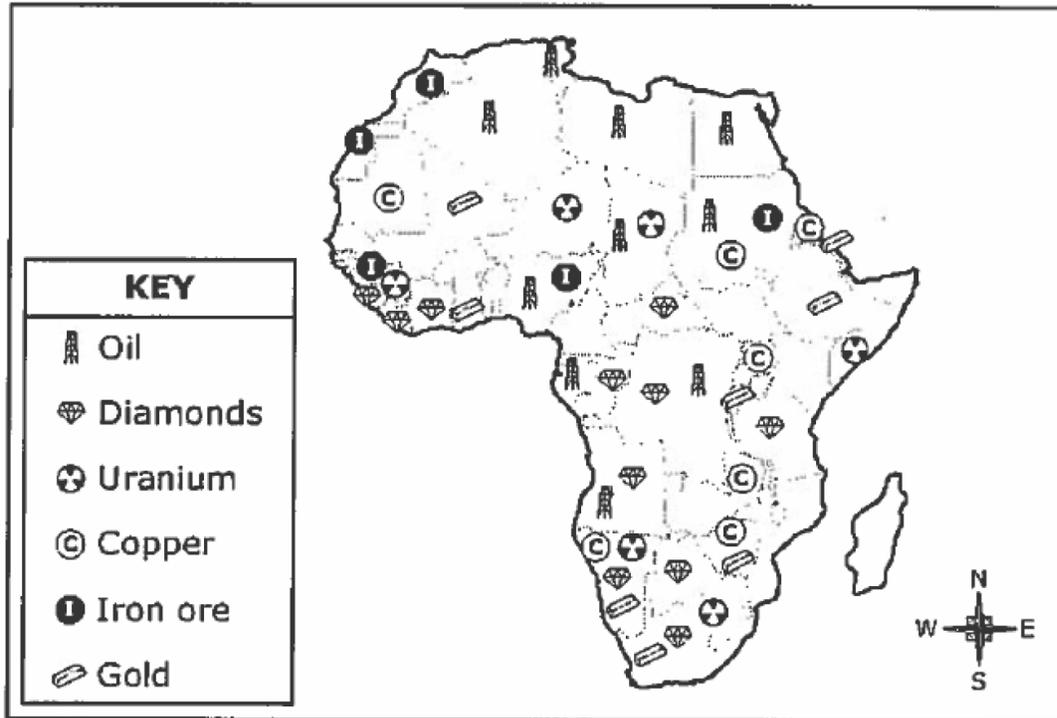
- 1) It has caused war over resources and materials like blood diamonds
- 2) It also causes great poverty for many people.

*Scoring Notes: The response contains two correct ways the unequal distribution of natural resources has affected countries in Africa (It has caused war) (rubric bullet 5) and (causes great poverty) (rubric bullet 2). This response receives two points for two correct key elements.*

Question 3 – Sample B – Score Point 2

Look at the map below.

**Some Natural Resources of Africa—2008**



According to the map and what you have learned, what are TWO different ways the unequal distribution of natural resources has affected countries in Africa?

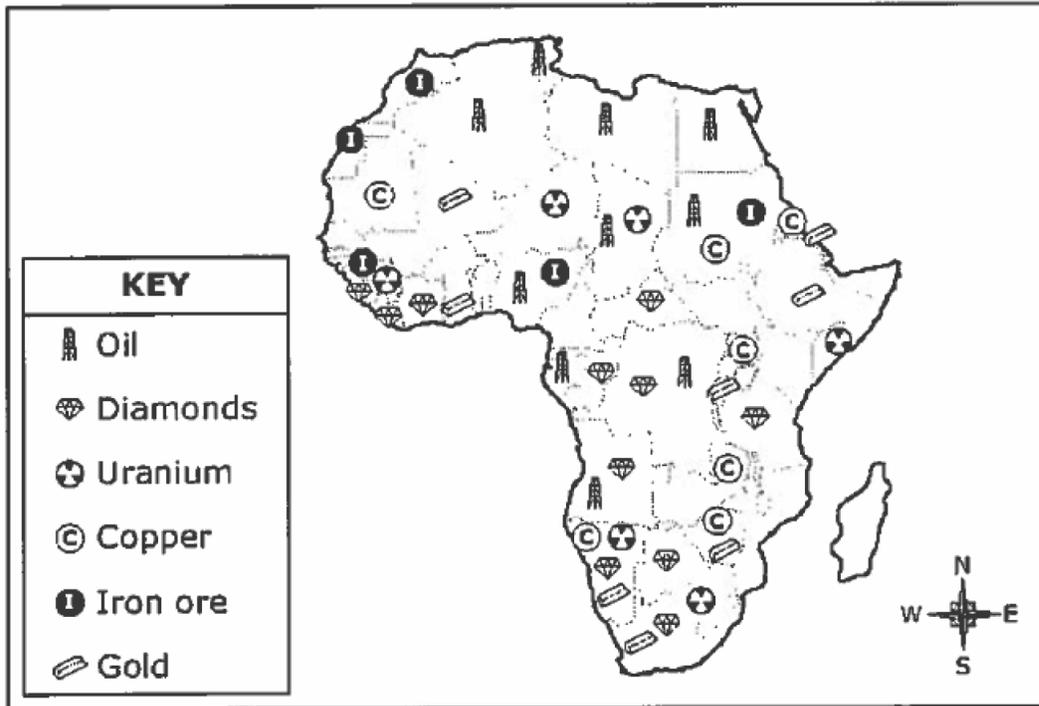
- 1) Half of Africa is poor because they don't have anything to sell or make
- 2) Half of the country has less population because people go where the resources are

*Scoring Notes: The response contains two correct ways the unequal distribution of natural resources has affected countries in Africa (Half of Africa is poor) (rubric bullet 2) and (Half of the country has less population) (rubric bullet 3 – uneven population distribution). This response receives two points for two correct key elements.*

Question 3 – Sample C – Score Point 1

Look at the map below.

**Some Natural Resources of Africa—2008**



According to the map and what you have learned, what are TWO different ways the unequal distribution of natural resources has affected countries in Africa?

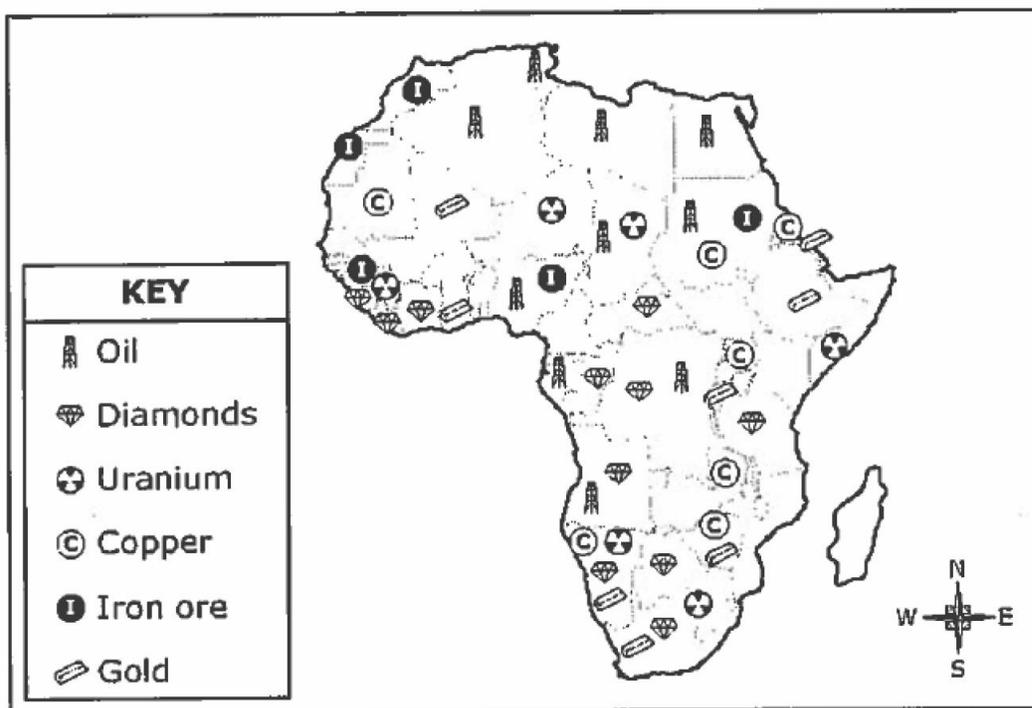
- 1) Some countries in Africa have more money because of the gold.
- 2) There is no oil in the very bottom countries in Africa.

*Scoring Notes: The response contains one correct way the unequal distribution of natural resources has affected countries in Africa (Some countries...have more money) (rubric bullet 1 – unequal distribution of income). The second way offered by the response is not correct (there is no oil in the very bottom countries), as it describes the map – not an effect on African countries. This response receives one point for one correct key element.*

Question 3 – Sample D – Score Point 1

Look at the map below.

**Some Natural Resources of Africa—2008**



According to the map and what you have learned, what are TWO different ways the unequal distribution of natural resources has affected countries in Africa?

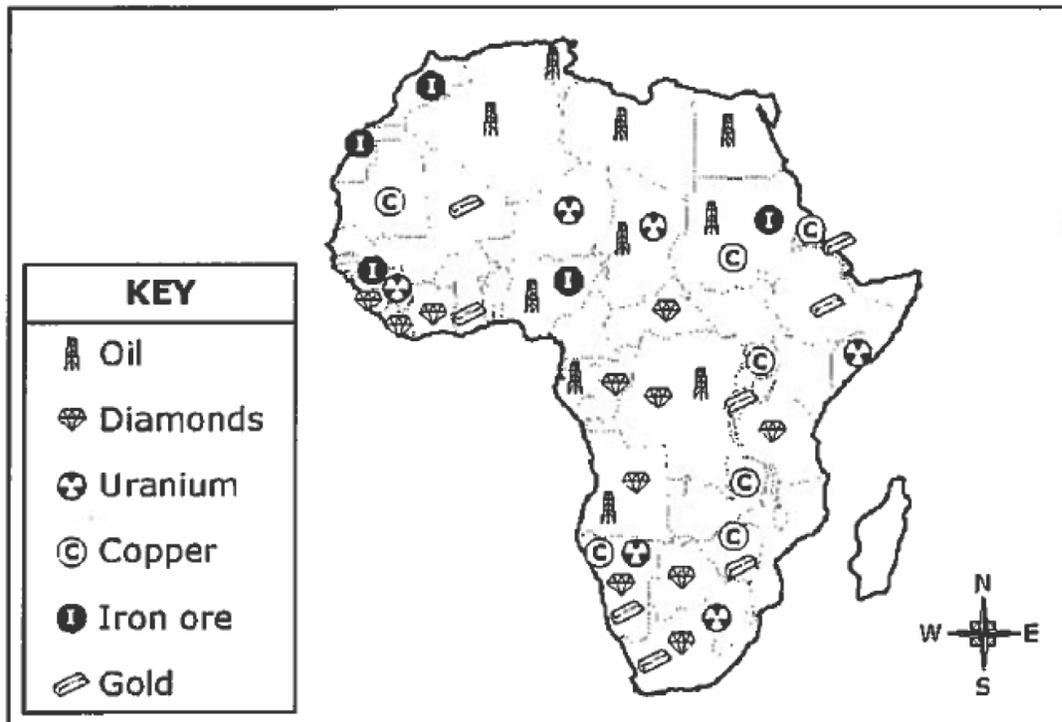
- 1) There is not as many plentiful resources as there used to be.
- 2) A lot of countries are poor, or have poor economies.

*Scoring Notes: The response contains one correct way the unequal distribution of natural resources has affected countries in Africa (a lot of countries are poor...have poor economies) (rubric bullet 2 - poverty). The second way offered by the response is not correct (There is not as many plentiful resources as there used to be), as the map represents only one year (2008) and hence this comparison over time cannot be drawn from the information on the map. This response receives one point for one correct key element.*

Question 3 – Sample E – Score Point 0

Look at the map below.

**Some Natural Resources of Africa—2008**



According to the map and what you have learned, what are TWO different ways the unequal distribution of natural resources has affected countries in Africa?

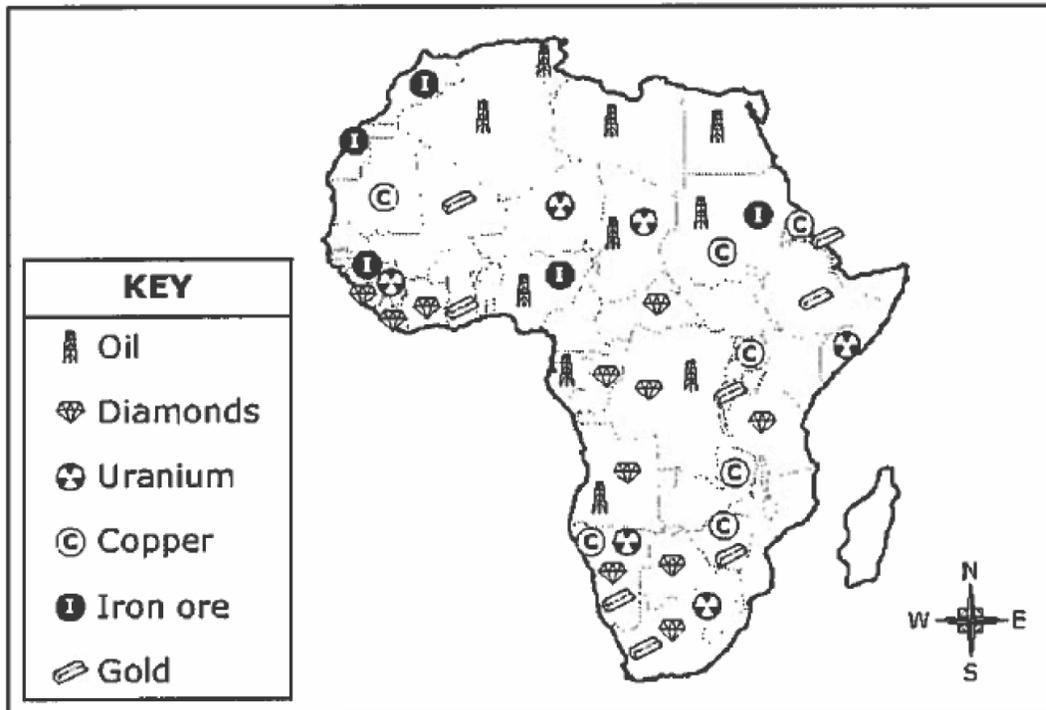
- 1) Two are one of the unequal distribution of natural resources are uranium.
- 2) Also, another unequal distribution of natural resources is Copper.

Scoring Notes: The response does not contain a correct way the unequal distribution of natural resources has affected countries in Africa. The statements in the response describe two resources on the map but no effects on the countries of Africa (unequal distribution of natural resources are uranium) and (unequal distribution of natural resources is Copper). This response receives zero points for zero correct key elements.

Question 3 – Sample F – Score Point 0

Look at the map below.

**Some Natural Resources of Africa—2008**



According to the map and what you have learned, what are TWO different ways the unequal distribution of natural resources has affected countries in Africa?

- 1) Gold is one resource that has affected Africa
- 2) Oil is another resource that has an affect on Africa.

*Scoring Notes: The response does not contain a correct way the unequal distribution of natural resources has affected countries in Africa. The statements in the response identify two resources represented on the map (Gold) and (Oil) but no effects on the countries of Africa. This response receives zero points for zero correct key elements.*

Item #4  
Extended-Response

**Question 4: Economics**

The table below compares the estimated Gross Domestic Product (GDP) per capita of four countries.

Study the information in the table.

**Estimated Gross Domestic Product (GDP) per Capita of Four Countries, 2008**

<b>Country</b>	<b>Estimated GDP per Capita (2008 U.S. dollars)</b>
Australia	38,100
Japan	34,200
China	6,000
Bangladesh	1,500

*Source: CIA World Factbook*

Describe TWO ways the standard of living of countries with a higher GDP per capita may differ from the standard of living of those countries with a lower GDP per capita.

1) \_\_\_\_\_  
\_\_\_\_\_

2) \_\_\_\_\_  
\_\_\_\_\_

Describe TWO actions that a country with a low GDP per capita might take to increase its GDP per capita.

1) \_\_\_\_\_  
\_\_\_\_\_

2) \_\_\_\_\_  
\_\_\_\_\_

## Rubric

Key element(s):

Part 1—Ways that the standard of living of countries with a higher GDP per capita probably differs from the standard of living of countries with a lower GDP per capita:  
The countries with a higher GDP per capita probably have (any two of the following):

- A higher literacy rate
- A better education system
- A better health care system
- A lower infant mortality rate
- A better sanitation system
- Better housing
- A better transportation system
- Greater wealth
- Other reasonable responses\*

Part 2--Actions that a country with a low GDP per capita might take to increase its GDP:

A country with a low GDP per capita might (any two of the following):

- Invest in education
- Invest in construction of roads and other infrastructure
- Explore for more natural resources
- Increase trade with other countries
- Pass laws to protect property rights
- Pass laws to lower business taxes/lower business expenses
- Try to eliminate corruption by government officials
- Try to encourage foreign investment
- Try to improve sanitation for workers
- Try to improve the diets of workers
- Increase industry/manufacturing
- Create more jobs
- Other reasonable response

Scoring Note: In Part 1, although all key elements relate only to countries with a high GDP, students will receive credit for describing the opposite in relation to countries with a low GDP. However, students will only receive credit for each key elements once.

# \*See Rubric Addendum

## Rubric Addendum

Part 1—Ways that the standard of living of countries with a higher GDP per capita probably differs from the standard of living of countries with a lower GDP per capita:  
The countries with a higher GDP per capita probably have (any two of the following):

- Indoor Plumbing
- Better food and clothes

Part 2--Actions that a country with a low GDP per capita might take to increase its GDP:

A country with a low GDP per capita might (any two of the following):

- Make new products
- Sell oil
- Export food/grow different crops
- Borrow money from a country with high GDP (investment).

### **Unacceptable responses include**

- Spending less money (too vague)

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### **Rubric:**

<b>4 points</b>	Two key elements for Part 1 and two key elements for Part 2
<b>3 points</b>	Two key elements for part 1 and one key element for Part 2 OR One key element for Part 1 and two key elements for Part 2
<b>2 points</b>	Two key elements for Part 1 and no key elements for Part 2 OR no key elements for Part 1 and two key elements for Part 2 OR one key element for each part
<b>1 points</b>	One key element for Part 1 OR one key element for Part 2
<b>0 points</b>	Other

Question 4 – Sample A – Score Point 4

The table below compares the estimated Gross Domestic Product (GDP) per capita of four countries.

Study the information in the table.

**Estimated Gross Domestic Product (GDP)  
per Capita of Four Countries, 2008**

Country	Estimated GDP per Capita (2008 U.S. dollars)
Australia	38,100
Japan	34,200
China	6,000
Bangladesh	1,500

Source: *CIA World Factbook*

Describe TWO ways the standard of living of countries with a higher GDP per capita may differ from the standard of living of those countries with a lower GDP per capita.

- 1) With a high GDP, like Australia, people are healthier and wealthier than people with a low GDP, like Bangladesh.
- 2) With a low GDP, many people probably farm, but with a high GDP, there is a wider variety of higher paying jobs.

Describe TWO actions that a country with a low GDP per capita might take to increase its GDP per capita.

- 1) One action a country might take to increase its GDP might be to build more schools to promote higher education.
- 2) Another action a country might take to increase its GDP might be to start more businesses so more people can have jobs.

*Scoring Notes: The response for Task 1 contains three correct ways the standard of living of countries with a higher GDP per capita may differ from the standard of living of countries with a lower GDP per capita (people are healthier and wealthier), (rubric bullets health and wealth) and (a wider variety of higher paying jobs) (rubric bullet wealth). The response for Task 2 contains three correct actions that a country with a low GDP per capita might take to increase its GDP per capita (build more schools to promote higher education), (rubric bullet education) and (start more businesses so more people can have jobs) (rubric bullets promote business and create jobs). Promoting business reflects bullets such as lowering taxes, building infrastructure, better transportation, etc. Overall, this response receives four points for four correct key elements.*

Question 4 – Sample B – Score Point 4

The table below compares the estimated Gross Domestic Product (GDP) per capita of four countries.

Study the information in the table.

**Estimated Gross Domestic Product (GDP)  
per Capita of Four Countries, 2008**

Country	Estimated GDP per Capita (2008 U.S. dollars)
Australia	38,100
Japan	34,200
China	6,000
Bangladesh	1,500

Source: *CIA World Factbook*

Describe TWO ways the standard of living of countries with a higher GDP per capita may differ from the standard of living of those countries with a lower GDP per capita.

- 1) A higher GDP means more jobs. A country with a low GDP might not have very many jobs.
- 2) A country with a high GDP might have cleaner water because they can afford good plumbing.

Describe TWO actions that a country with a low GDP per capita might take to increase its GDP per capita.

- 1) Find a way to create more jobs so they  
can make more money.
- 2) Find a mineral deposit or oil. This creates  
something to make money off of.

*Scoring Notes: The response for Task 1 contains two correct ways the standard of living of countries with a higher GDP per capita may differ from the standard of living of countries with a lower GDP per capita (means more jobs) (rubric bullet other reasonable response) and (might have cleaner water) (rubric bullet sanitation system). The response for Task 2 contains two correct actions that a country with a low GDP per capita might take to increase its GDP per capita (create more jobs) (rubric bullet create jobs) and (find a mineral deposit or oil) (rubric bullet explore for natural resources). Overall, this response receives four points for four correct key elements.*

Question 4 – Sample C – Score Point 3

The table below compares the estimated Gross Domestic Product (GDP) per capita of four countries.

Study the information in the table.

**Estimated Gross Domestic Product (GDP)  
per Capita of Four Countries, 2008**

Country	Estimated GDP per Capita (2008 U.S. dollars)
Australia	38,100
Japan	34,200
China	6,000
Bangladesh	1,500

Source: *CIA World Factbook*

Describe TWO ways the standard of living of countries with a higher GDP per capita may differ from the standard of living of those countries with a lower GDP per capita.

- 1) The one that is higher may have a better school system.
- 2) The one that is lower may not have a good transportation system.

Describe TWO actions that a country with a low GDP per capita might take to increase its GDP per capita.

- 1) They may sell it with other countries for money.
- 2) They may fire unneeded people.

*Scoring Notes: The response for Task 1 contains two correct ways the standard of living of countries with a higher GDP per capita may differ from the standard of living of countries with a lower GDP per capita (have a better school system) (rubric bullet education system) and (lower may not have a good transportation system) (rubric bullet transportation). The rubric scoring note allows credit for describing the opposite of a key element as it relates to a low GDP per capita country instead of a high income country. The response for Task 2 contains one correct action and one incorrect action that a country with a low GDP per capita might take to increase its GDP per capita. The correct action is (Sell with other countries for money) (rubric bullet trade). Sell with other countries [countries] can be accepted to mean trade with other countries. The incorrect action is (fire unneeded people). For a country to fire people to raise its per capita GDP is not a realistic action. Overall, this response receives three points for three correct key elements.*

Question 4 – Sample D – Score Point 3

The table below compares the estimated Gross Domestic Product (GDP) per capita of four countries.

Study the information in the table.

**Estimated Gross Domestic Product (GDP)  
per Capita of Four Countries, 2008**

Country	Estimated GDP per Capita (2008 U.S. dollars)
Australia	38,100
Japan	34,200
China	6,000
Bangladesh	1,500

Source: *CIA World Factbook*

Describe TWO ways the standard of living of countries with a higher GDP per capita may differ from the standard of living of those countries with a lower GDP per capita.

1) People are richer in better GDP

2) People are poorer in worse GDP

Describe TWO actions that a country with a low GDP per capita might take to increase its GDP per capita.

1) Manufacture more

2) get more Jobs.

*Scoring Notes: The response for Task 1 contains one correct way the standard of living of countries with a higher GDP per capita may differ from the standard of living of countries with a lower GDP per capita. The correct way is (People are richer) (rubric bullet wealth). The statement (People are poorer in worse GDP) (rubric bullet wealth and scoring note) is technically a correct way, however, it is essentially the same as above, so no additional credit is given. The response for Task 2 contains two correct actions that a country with a low GDP per capita might take to increase its GDP per capita (Manufacture more) (reflects several rubric bullets related to promoting and supporting business activity) and (get more jobs) (rubric bullet create jobs). Overall, this response receives three points for three correct key elements.*

**Question 4 – Sample E – Score Point 2**

The table below compares the estimated Gross Domestic Product (GDP) per capita of four countries.

Study the information in the table.

**Estimated Gross Domestic Product (GDP)  
per Capita of Four Countries, 2008**

<b>Country</b>	<b>Estimated GDP per Capita (2008 U.S. dollars)</b>
Australia	38,100
Japan	34,200
China	6,000
Bangladesh	1,500

Source: *CIA World Factbook*

Describe TWO ways the standard of living of countries with a higher GDP per capita may differ from the standard of living of those countries with a lower GDP per capita.

- 1) Countries with a higher GDP may have more money.
- 2) Countries with a lowe GDP may be focusing on other things than GDP.

Describe TWO actions that a country with a low GDP per capita might take to increase its GDP per capita.

- 1) The countries with a low GDP can save their money and focus on the GPP
- 2) They can make more factories to increase their GDP.

*Scoring Notes: The response for Task 1 contains one correct way and one incorrect way the standard of living of countries with a higher GDP per capita may differ from the standard of living of countries with a lower GDP per capita. The correct way is (may have more money) (rubric bullet wealth). The incorrect way is (may be focusing on other things than GDP), as this does not describe how standards of living may differ between low and high per capita GDP countries. The response for Task 2 contains one correct action and one incorrect action that a country with a low GDP per capita might take to increase its GDP per capita. The correct action is (They can make more factories) (reflects several rubric bullets related to promoting and supporting business activity – see A1 and A4 above). The incorrect action is (save their money). For credit, the response needs to go one step further and refer to increased investment. Overall, this response receives two points for two correct key elements.*

Question 4 – Sample F – Score Point 2

The table below compares the estimated Gross Domestic Product (GDP) per capita of four countries.

Study the information in the table.

**Estimated Gross Domestic Product (GDP)  
per Capita of Four Countries, 2008**

Country	Estimated GDP per Capita (2008 U.S. dollars)
Australia	38,100
Japan	34,200
China	6,000
Bangladesh	1,500

Source: *CIA World Factbook*

Describe TWO ways the standard of living of countries with a higher GDP per capita may differ from the standard of living of those countries with a lower GDP per capita.

- 1) Countries with lower GDP, probably have less valuable stuff.
- 2) Countries with higher GDP, probably have nicer personal things.

Describe TWO actions that a country with a low GDP per capita might take to increase its GDP per capita.

- 1) They could trade with other countries.
- 2) They could sell ~~with~~ to other countries.

*Scoring Notes: The response for Task 1 contains one correct way and one incorrect way the standard of living of countries with a higher GDP per capita may differ from the standard of living of countries with a lower GDP per capita. The correct way is (Countries with lower GDP, probably have less valuable stuff) (rubric bullet greater wealth). The rubric scoring note allows credit for describing the opposite of a key element as it relates to a low GDP per capita country instead of a high income country. The incorrect way is (Countries with higher GDP, probably have nicer personal things). This reflects the same bullet as the first way given in the response (greater wealth), so it cannot receive credit. The response for Task 2 contains one correct action and one incorrect action that a country with a low GDP per capita might take to increase its GDP per capita. The correct action is (They could trade with other countries) (rubric bullet trade). The incorrect action is (They could sell to other countries). This reflects the same bullet as the first action given in the response (trade), so it cannot receive credit. Overall, this response receives two points for two correct key elements.*

Question 4 – Sample G – Score Point 1

The table below compares the estimated Gross Domestic Product (GDP) per capita of four countries.

Study the information in the table.

**Estimated Gross Domestic Product (GDP)  
per Capita of Four Countries, 2008**

Country	Estimated GDP per Capita (2008 U.S. dollars)
Australia	38,100
Japan	34,200
China	6,000
Bangladesh	1,500

Source: *CIA World Factbook*

Describe TWO ways the standard of living of countries with a higher GDP per capita may differ from the standard of living of those countries with a lower GDP per capita.

- 1) The people who live in higher GDP make more money
- 2) People living in less GDP make less money

Describe TWO actions that a country with a low GDP per capita might take to increase its GDP per capita.

- 1) They might want to move where they have a GDP.
- 2) They might want to take over the country that has a high GDP.

*Scoring Notes: The response for Task 1 contains one correct way and one incorrect way the standard of living of countries with a higher GDP per capita may differ from the standard of living of countries with a lower GDP per capita. The correct way is (people who live in higher GDP make more money) (rubric bullet wealth). The statement (People living in less GDP make less money) (rubric bullet wealth and scoring note) is technically a correct way, however, it is essentially the same as above, so no additional credit is given. The response for Task 2 contains two incorrect actions that a country with a low GDP per capita might take to increase its GDP per capita. The first incorrect action (move where they have a GDP) is not an action a country can take. The second incorrect action (take over the country that has a high GDP) is not a realistic action a country might take. Overall, this response receives one point for one correct key element.*

Question 4 – Sample H – Score Point 1

The table below compares the estimated Gross Domestic Product (GDP) per capita of four countries.

Study the information in the table.

**Estimated Gross Domestic Product (GDP)  
per Capita of Four Countries, 2008**

Country	Estimated GDP per Capita (2008 U.S. dollars)
Australia	38,100
Japan	34,200
China	6,000
Bangladesh	1,500

Source: *CIA World Factbook*

Describe TWO ways the standard of living of countries with a higher GDP per capita may differ from the standard of living of those countries with a lower GDP per capita.

- 1) Australia would have more land than Bangladesh.
- 2) Also Australia would have more clean water than ~~the~~ Bangladesh.

Describe TWO actions that a country with a low GDP per capita might take to increase its GDP per capita.

- 1) Maybe if the raise taxes
- 2) Or maybe if the raise more money.

*Scoring Notes: The response for Task 1 contains one correct way and one incorrect way the standard of living of countries with a higher GDP per capita may differ from the standard of living of countries with a lower GDP per capita. The correct way is (more clean water) (rubric bullet sanitation). The incorrect way is (Australia has more land...), as this is not a way standards of living differ. The response for Task 2 contains two incorrect actions that a country with a low GDP per capita might take to increase its GDP per capita, including (raise taxes) and (raise more money). Raising taxes and raising more money are not sufficient for credit. For raising taxes, the response needs to include how the new revenue would be used – infrastructure construction, improving sanitation, etc. For raising more money, the response needs more specificity as well for example, encourage foreign investment, invest in education, etc. Overall, this response receives one point for one correct key element.*

Question 4 – Sample I – Score Point 0

The table below compares the estimated Gross Domestic Product (GDP) per capita of four countries.

Study the information in the table.

**Estimated Gross Domestic Product (GDP)  
per Capita of Four Countries, 2008**

Country	Estimated GDP per Capita (2008 U.S. dollars)
Australia	38,100
Japan	34,200
China	6,000
Bangladesh	1,500

Source: *CIA World Factbook*

Describe TWO ways the standard of living of countries with a higher GDP per capita may differ from the standard of living of those countries with a lower GDP per capita.

- 1) They could maybe lower there  
wants
- 2) They could focus more on needs.

Describe TWO actions that a country with a low GDP per capita might take to increase its GDP per capita.

- 1) They might try harder to get more money.
- 2) Try to maybe lower there standards

*Scoring Notes: The response for Task 1 contains zero correct ways the standard of living of countries with a higher GDP per capita may differ from the standard of living of countries with a lower GDP per capita, as the statements (lower their wants) and (focus on more needs) are incorrect. The response for Task 2 contains zero correct actions that a country with a low GDP per capita might take to increase its GDP per capita. The statement (try harder to get more money) would need more specificity about how to do this in order to receive credit (for example, encourage foreign investment, invest in education, etc.). The statement (try to maybe lower there standards) alone is not an action that would increase per capita GDP. Overall, this response receives zero points for zero correct key elements.*

Question 4 – Sample J – Score Point 0

The table below compares the estimated Gross Domestic Product (GDP) per capita of four countries.

Study the information in the table.

**Estimated Gross Domestic Product (GDP)  
per Capita of Four Countries, 2008**

Country	Estimated GDP per Capita (2008 U.S. dollars)
Australia	38,100
Japan	34,200
China	6,000
Bangladesh	1,500

Source: *CIA World Factbook*

Describe TWO ways the standard of living of countries with a higher GDP per capita may differ from the standard of living of those countries with a lower GDP per capita.

- 1) Australia has 38,100, and Japan has 34,200.
- 2) China has 6,000, and Bangladesh has 1,500.

Describe TWO actions that a country with a low GDP per capita might take to increase its GDP per capita.

- 1) JAPAN
- 2) BANGLADESH

*Scoring Notes: The response for Task 1 contains zero correct ways the standard of living of countries with a higher GDP per capita may differ from the standard of living of countries with a lower GDP per capita. The statements given simply repeat information provided in the table, so no credit can be awarded. The response for Task 2 contains zero correct actions that a country with a low GDP per capita might take to increase its GDP per capita. These statements for Task 2 also simply repeat information provided in the table, so no credit can be awarded. Overall, this response receives zero points for zero correct key elements.*