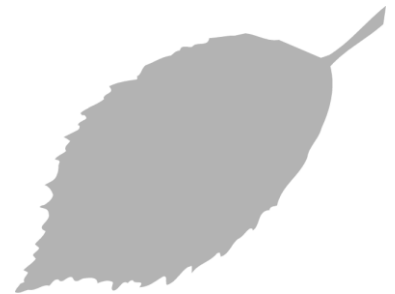


**Massachusetts
Tests for Educator Licensure® (MTEL®)**



**Political Science/
Political
Philosophy (48)
PRACTICE TEST**



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INTRODUCTION

This practice test is a sample test consisting of 100 multiple-choice questions and 2 open-response item assignments.

To assist you in recording and evaluating your responses on the practice test, a [Multiple-Choice Answer Sheet](#), an [Answer Key Worksheet](#), and an [Evaluation Chart](#) by test objective are included for the multiple-choice questions. [Evaluation Information](#), [Sample Responses and Analyses](#), and a [Scoring Rubric](#), are included for the open-response items. Lastly, there is a [Practice Test Score Calculation](#) worksheet.

PURPOSE OF THE PRACTICE TEST

The practice test is designed to provide an additional resource to help you effectively prepare for the MTEL Political Science/Political Philosophy (48) test. The primary purpose of the practice test is to help you become familiar with the structure and content of the test. It is also intended to help you identify areas in which to focus your studies. Education faculty and administrators of teacher preparation programs may also find this practice test useful as they help students prepare for the official test.

TAKING THE PRACTICE TEST

In order to maximize the benefits of the practice test, it is recommended that you take this test under conditions similar to the conditions under which the official MTEL tests are administered. Try to take the practice test in a quiet atmosphere with few interruptions and limit yourself to the four-hour time period* allotted for the official test administration. You will find your results to be more useful if you refer to the answer key only after you have completed the practice test.

INCORPORATING THE PRACTICE TEST IN YOUR STUDY PLAN

Although the primary means of preparing for the MTEL is your college education, adequate preparation prior to taking or retaking the MTEL test is strongly recommended. How much preparation and study you need depends on how comfortable and knowledgeable you are with the content of the test.

The first step in preparing to take the MTEL is to identify what information the test will address by reviewing the objectives for your field. A complete, up-to-date list of the Test Objectives is included in the Test Information Guide for each test field. The test objectives are the core of the testing program and a helpful study tool. Before taking or retaking the official test, focus your study time on those objectives for which you wish to strengthen your knowledge.

This practice test may be used as one indicator of potential strengths and weaknesses in your knowledge of the content on the official test. However, because of potential differences in format and difficulty between the practice test and an official MTEL Political Science/Political Philosophy (48) test, it is not possible to predict precisely how you might score on an official Political Science/Political Philosophy (48) test. Keep in mind that the subareas for which the test weighting is greatest will receive emphasis on this test. Refer to the Test Information Guide for additional information about how to prepare for the test.

* For the Communication and Literacy Skills and General Curriculum tests, candidates may take one or both subtests during the four-hour session.

**POLITICAL SCIENCE/POLITICAL PHILOSOPHY
PRACTICE TEST**

GENERAL TEST DIRECTIONS

This practice test consists of two sections: (1) a multiple-choice question section and (2) an open-response item assignment section. Each multiple-choice question on the practice test has four answer choices. Read each question carefully and choose the ONE best answer. Record each answer on the answer sheet provided.

- Sample Question:
1. What is the capital of Massachusetts?
 - A. Worcester
 - B. New Bedford
 - C. Boston
 - D. Springfield

The correct answer to this question is C. You would indicate that on the answer sheet.

The open-response section of this practice test requires written responses. Directions for the open-response item assignments appear immediately before those assignments.

You may work on the multiple-choice questions and open-response item assignments in any order that you choose. You may wish to monitor how long it takes you to complete the practice test. When taking the actual MTEL Political Science/Political Philosophy (48) test, you will have one four-hour test session in which to complete the test.

MULTIPLE-CHOICE ANSWER SHEET

Question Number	Your Response
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Question Number	Your Response
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MULTIPLE-CHOICE QUESTIONS

1. Which of the following examples best illustrates what political scientists mean when they use the term *natural rights*?
 - A. the right to be secure in one's person against unreasonable searches and seizures
 - B. the right to life, liberty, and the pursuit of happiness
 - C. the right to assemble peacefully and to petition the government for a redress of grievances
 - D. the right to a speedy and public trial before a jury of one's peers
2. In the United States, a prosecuting attorney would most likely be expected to show probable cause when:
 - A. initiating plea bargaining with a criminal suspect.
 - B. attempting to secure a guilty verdict in a jury trial.
 - C. appearing at the arraignment of a criminal suspect.
 - D. seeking to obtain an indictment from a grand jury.
3. A political scientist would most likely employ modernization theory in a study examining which of the following topics?
 - A. the influence of the media and special interest groups on the foreign policy process in a given country
 - B. the structure, functions, and objectives of a major international organization
 - C. the relationship between economic development and the process of democratization in a given country
 - D. the risks and uncertainties of a national security policy based on deterrence
4. An examination of which of the following principles and rights would best enable a researcher to understand why the framers of the U.S. Constitution barred bills of attainder?
 - A. separation of powers and the right to due process of law
 - B. congressional immunity and the right to freedom of expression
 - C. constitutional supremacy and the right to bear arms
 - D. popular sovereignty and the right to assemble peaceably

5. A political scientist would most likely use the term *conflict of interest* when discussing which of the following situations?

- A. A state senator whose family has close ties to the oil industry receives a substantial campaign contribution from an oil company.
- B. A legislator votes for a new tax even though it is expected to have an adverse effect on many constituents.
- C. A government official seeks to award a government contract to a business that is partially owned by a longtime friend.
- D. A federal legislator who plans to run for governor votes in support of a bill that will have important positive effects on the state.

6. Political scientists would likely find the writings of St. Thomas Aquinas most useful when examining the:

- A. growth of support for laws establishing religious liberty.
- B. origins of social contract theory.
- C. rise of opposition to feudal restraints on personal freedom.
- D. development of natural law theory.

7. **Read the passage below about Gaius Gracchus from *Plutarch's Lives*; then answer the question that follows.**

Of the laws which he proposed by way of gratifying the people and overthrowing the senate, one was agrarian, and divided the public land among the poor citizens; another was military, and ordained that clothing should be furnished to the soldiers at the public cost, that nothing should be deducted from their pay to meet this charge, and that no one under seventeen should be enrolled as a soldier; another concerned the allies, and gave the Italians equal suffrage rights with Roman citizens; another related to the supplies of grain, and lowered the market price to the poor; and another dealt with the appointment of judges. This last law most of all curtailed the power of the senators; for they alone could serve as judges in criminal cases, and this privilege made them formidable both to the common people and to the equestrian order.

The passage best illustrates how one ancient Roman political leader sought to establish a basis for which of the following types of justice?

- A. restorative justice
- B. utilitarian justice
- C. redistributive justice
- D. retributive justice

8. Use the excerpt below from a speech by Pericles to answer the question that follows.

Now, it is my belief that the general prosperity of a country is more beneficial to individuals than private affluence amid political decline. A man whose personal interests are flourishing, is involved, nevertheless, in the ruin of his country: but a failing member of an opulent community has every chance of re-establishing himself. Since, then, a state can retrieve the disasters of her citizens, while those citizens cannot retrieve her fall, how can it fail to be the duty of all to support her, instead of abandoning the care of the public welfare, in the panic of domestic misfortune . . . ?

The speaker's argument in the excerpt is based primarily on an appeal to which of the following values and principles?

- A. liberty and human rights
 - B. patriotism and the public good
 - C. equality and justice
 - D. altruism and individual rights
9. The *Corpus Juris Civilis* or Justinian Code was compiled primarily for which of the following purposes?
- A. to make the law more relevant to the conditions of the time
 - B. to protect the due process rights of all participants in legal proceedings
 - C. to eliminate laws that advantaged specific social groups
 - D. to make limited government the primary function of the law

10. Use the excerpt below from a sixteenth-century political treatise to answer the question that follows.

It is certain, then, that the people by way of stipulation, require a performance of covenants. The king promises it. Now the condition of a stipulator is in terms of law more worthy than of a promisor. The people ask the king, whether he will govern justly and according to the laws? He promises he will. Then the people answer, and not before, that whilst he governs uprightly, they will obey faithfully. The king therefore promises simply and absolutely, the people upon condition: the which failing to be accomplished, the people rest according to equity and reason, quit from their promise.

The views expressed in the excerpt can best be read as a predecessor of:

- A. the social contract theory of John Locke.
- B. Thomas Hobbes's defense of sovereign power.
- C. the divine right theory of James I.
- D. Sir Robert Filmer's defense of patriarchy.

11. Machiavelli's confidence in the capacity of the people to further the public good can best be interpreted as part of a broader effort to:
- A. remove barriers to mass participation in early modern government.
 - B. adapt classical republican thought to the historical circumstances of the early modern era.
 - C. purge early modern European society of feudal influences.
 - D. reduce the power of ecclesiastical authorities in early modern political life.

12. **Use the excerpts below from the English Bill of Rights of 1689 to answer the question that follows.**

1. That the pretended power of suspending of laws, or the execution of laws, by regal authority, without consent of Parliament, is illegal.

5. That it is the right of the subjects to petition the king, and all commitments and prosecutions for such petitioning are illegal.

9. That the freedom of speech, and debates or proceedings in Parliament, ought not to be impeached or questioned in any court or place out of Parliament.

13. And that for redress of all grievances, and for the amending, strengthening, and preserving of the laws, Parliament ought to be held frequently.

The primary aim of the provisions contained in the excerpts can best be described as to:

- A. improve parliamentary efficiency.
- B. increase popular participation in the legislative process.
- C. limit crown authority.
- D. provide safeguards against judicial oppression.

13. For which of the following reasons would a British political leader most likely invoke Magna Carta?

- A. to clarify the relationship between the prime minister and Parliament
- B. to restrict the influence of special interest groups on parliamentary proceedings
- C. to support programs intended to address serious social problems
- D. to protest measures designed to limit the due process rights of citizens

14. Use the excerpt below from the writings of John Locke to answer the question that follows.

If man in the state of Nature be so free, as has been said, if he be absolute lord of his own person and possessions, equal to the greatest, and subject to nobody, why will he part with his freedom, this empire, and subject himself to the domination and control of any other power? To which, it is obvious to answer, that though in the state of Nature he hath such a right, yet the enjoyment of it is very uncertain, and constantly exposed to the invasion of others. . . . This makes him willing to quit this condition, which, however free, is full of fears and continual dangers.

Based on the observations in the excerpt, it is reasonable to infer that Locke believes the main reason people form governments is to establish an effective means of:

- A. fostering intergroup cooperation.
- B. protecting property.
- C. improving the quality of people's lives.
- D. enacting equitable laws.

15. Which of the following excerpts from the French Declaration of the Rights of Man and the Citizen best reflects Jean-Jacque Rousseau's contribution to European political thought?
- A. "Law is the expression of the general will. All citizens have the right to assist personally, or by their representatives, in its formation."
 - B. "As every man is presumed innocent until he has been declared guilty, when it is deemed appropriate to make an arrest, all severity not necessary for securing the prisoner should be severely repressed by law."
 - C. "A society in which a guarantee of rights is not assured, nor the separation of powers determined, has no constitution at all."
 - D. "For the maintenance of a public force, and for the expenses of administration, a common contribution is essential. It ought to be equally distributed among all citizens according to their means."

16. As leader of the Soviet Union, Lenin used the principles of democratic centralism and the dictatorship of the proletariat mainly to:
- A. reconcile differences within the Bolshevik party.
 - B. win adherence to the policy of "socialism in one country."
 - C. promote mass participation in political life.
 - D. justify the suppression of opposing parties and factions.

17. **Use the set of statements below to answer the question that follows.**

- Modern totalitarian movements represent a new form of tyranny that exceed anything seen in the past.
- Political violence most often occurs in situations where governments have lost their legitimacy.
- Political action undertaken in conformity to mass opinion without thought of the results can have horrific consequences.

The statements best describe major elements of the political philosophy of which of the following twentieth-century writers?

- A. Bertrand Russell
- B. Hannah Arendt
- C. Simone de Beauvoir
- D. Herbert Marcuse

18. Use the excerpt below from Edmund Burke's *Reflections on the Revolution in France* to answer the question that follows.

A state without the means of some change is without the means of its conservation. Without such means it might even risk the loss of that part of the constitution which it wisest the most religiously to preserve. The two principles of conservation and correction operated strongly at the two critical periods of the Restoration and [Glorious] Revolution, when England found itself without a king. At both those periods, the nation had lost the bond of union in their ancient edifice; they did not, however, dissolve the whole fabric. On the contrary, in both cases they regenerated the deficient part of the old constitution through the parts which were not impaired. They kept these old parts exactly as they were, that the part recovered might be suited to them.

Based on the observations in the excerpt, a reader could make which of the following inferences regarding Burke's political philosophy?

- A. Burke objected to the excessive influence of the aristocracy in British political life.
- B. Burke believed abstract reason was the surest guide to political action.
- C. Burke attached great importance to the judicious maintenance of national institutions and traditions.
- D. Burke welcomed the political changes introduced by the French Revolution.

19. Use the excerpt below from the writings of a nineteenth-century political leader to answer the question that follows.

In labouring for our own country on the right principle, we labour for Humanity. Our country is the fulcrum of the lever we have to wield for the common good. If we abandon that fulcrum, we run the risk of rendering ourselves useless not only to humanity but to our country itself.

The views expressed in the excerpt can best be read as a statement of which of the following political ideologies?

- A. liberal nationalism
- B. utopian socialism
- C. classical liberalism
- D. social democracy

20. Which of the following excerpts from the Massachusetts Constitution of 1780 best illustrates the framers' commitment to the principle of popular sovereignty?
- A. "All elections ought to be free; and all the inhabitants of this commonwealth, having such qualifications as they shall establish by their frame of government, have an equal right to elect officers, and to be elected, for public employments."
 - B. "Every subject of the commonwealth ought to find a certain remedy, by having recourse to the laws, for all injuries or wrongs which he may receive in his person, property, or character."
 - C. "A frequent recurrence to the fundamental principles of the constitution, and a constant adherence to those of piety, justice, moderation, temperance, industry, and frugality, are absolutely necessary to preserve the advantages of liberty and to maintain a free government."
 - D. "All power residing originally in the people, and being derived from them, the several magistrates and officers of government vested with authority, whether legislative, executive, or judicial, are the substitutes and agents, and are at all times accountable to them."
21. Which of the following provisions of the Articles of Confederation did proponents of the government established by the U.S. Constitution find most objectionable?
- A. "Each state retains its sovereignty, freedom and independence, and every Power, Jurisdiction and right, which is not by this confederation expressly delegated to the United States, in Congress assembled."
 - B. "No two or more states shall enter into any treaty, confederation or alliance between them, without the consent of the united states in congress assembled, specifying accurately the purposes for which the same is to be entered into, and how long it shall continue."
 - C. "Full faith and credit shall be given in each of the states to the records, acts and judicial proceedings of the courts and magistrates of every other state."
 - D. "The united states in congress assembled shall be the last resort on appeal in all disputes and differences now subsisting or that hereafter may arise between two or more states concerning boundary, jurisdiction or any other cause whatever."

22. The principles of federalism, checks and balances, and the rule of law were all incorporated in the U.S. Constitution primarily to achieve which of the following goals?
- A. to ensure the enactment of fair and reasonable laws
 - B. to limit the power of government
 - C. to facilitate the resolution of political and legal disputes
 - D. to remove barriers to effective governance
23. In the Declaration of Independence, Thomas Jefferson asserted that George III had "made judges dependent on his will alone, for the tenure of their offices, and the amount and payment of their salaries." Which of the following features of the government established by the U.S. Constitution most directly addressed this criticism?
- A. the paragraph describing the jurisdiction of federal courts
 - B. the principle of the rule of law
 - C. the provision guaranteeing a republican form of government
 - D. the system of checks and balances
24. Divisions between Anti-Federalists and Federalists centered mainly on which of the following questions?
- A. What effect would the creation of a stronger central government have on the operation of the national economy?
 - B. Would the new government be capable of settling the West and extending the national domain?
 - C. What effect would the creation of a stronger central government have on the rights and powers of the states?
 - D. Would the new government be capable of protecting national interests in its relations with other countries?

25. Use the excerpt below from the **Mayflower Compact** to answer the question that follows.

We, whose names are underwritten, . . . solemnly and mutually in the Presence of God and one another, covenant and combine ourselves together into a civil Body Politick, for our better Ordering and Preservation, and Furtherance of the Ends aforesaid; and by Virtue hereof do enact, constitute, and frame, such just and equal Laws, Ordinances, Acts, Constitutions, and Offices, from time to time, as shall be thought most meet and convenient for the general Good of the Colony; unto which we promise all due Submission and Obedience.

The excerpt best illustrates the Pilgrims':

- A. commitment to the protection of individual rights.
- B. ability to devise effective means of establishing government priorities.
- C. commitment to the principle of the rule of law.
- D. ability to adapt government institutions to changed circumstances.

26. In his *Thoughts on Government* (1776), John Adams sought to adapt the British theory of mixed government to a republican society by calling for the formation of a government that:

- A. assigned executive, lawmaking, and judicial functions to separate branches of government.
- B. subordinated the interests of the aristocracy to the needs of the democracy.
- C. divided state power between a strong central government and less powerful local governments.
- D. concentrated political power in the branch of government closest to the people.

27. Use the excerpt below from **George Washington's Farewell Address** to answer the question that follows.

It serves always to distract the Public Councils, and enfeeble the Public administration.—It agitates the community with ill-founded jealousies and false alarms, kindles the animosity of one part against another, foment occasionally riot and insurrection.—It opens the doors to foreign influence and corruption.

Which of the following developments most likely prompted Washington's observations in the excerpt?

- A. the expansion of the national debt
- B. the consolidation of congressional power
- C. the spread of sectionalism
- D. the emergence of political parties

28. In *United States v. Nixon*, the U.S. Supreme Court limited executive power by ruling that:
- A. claims of executive privilege applied only in situations where questions of national security were at issue.
 - B. administration officials could be prosecuted for violations of administrative law.
 - C. claims of executive privilege did not outweigh the demands of due process of law in criminal proceedings.
 - D. administration officials did not enjoy the same legal immunities as members of Congress.
29. Franklin Roosevelt's New Deal programs and Lyndon Johnson's Great Society programs were similar in their impact on the development of government in the United States primarily because both:
- A. expanded the role of the federal government in improving social conditions and assisting those living in poverty.
 - B. sought to end racial injustice and expand civil rights by using Constitutional principles to develop solutions to existing problems of inequality.
 - C. promoted educational reform as a necessary precondition for the economic reforms required to remedy society's ills.
 - D. emphasized an agenda in which the primary role of the state is to maximize political freedom, autonomy, and the protection of individual rights.
30. Which of the following government functions represents a major judicial power of the legislative branch of the U.S. government?
- A. determining the punishments for federal crimes
 - B. appointing members of the federal judiciary
 - C. determining the constitutionality of federal statutes
 - D. granting pardons and reprieves for federal crimes
31. In the congressional process of lawmaking, the role of conference committees can be best described as:
- A. determining whether bills should be considered by the full House or Senate.
 - B. reconciling differences between House and Senate versions of bills.
 - C. enabling individual members of the House and Senate to promote shared legislative interests.
 - D. conducting joint House-Senate investigations of complex legislative issues.

32. Which of the following excerpts from the Massachusetts Constitution best illustrates the operation of the principle of separation of powers in state government?
- A. "Whenever the governor transmits to the president of the senate and the speaker of the house his written declaration that he is unable to discharge the powers and duties of his office, the office of governor shall be deemed to be vacant within the meaning of this Constitution."
 - B. "The governor, and in his absence the lieutenant governor, shall be president of the council, but shall have no vote in council: and the lieutenant governor shall always be a member of the council except when the chair of the governor shall be vacant."
 - C. "The resolutions and advice of the council shall be recorded in a register, and signed by the members present; and this record may be called for at any time by either house of the legislature; any member of the council may insert his opinion, contrary to the resolution of the majority."
 - D. "The governor, within ten days after any bill or resolve shall be laid before him, shall have the right to return it to the branch of the general court in which it originated with a recommendation that any amendment or amendments specified by him be made therein."
33. Which of the following government functions represents a concurrent power of the states and the federal government in the U.S. system of government?
- A. treaties between nations
 - B. chartering banks and corporations
 - C. ratifying amendments to the U.S. Constitution
 - D. regulating commerce between states
34. In a town in Massachusetts with a town meeting form of government, the role of the town manager typically includes:
- A. defining the town's strategic directions and priorities.
 - B. carrying out policies adopted by the town's elected body.
 - C. presiding over the proceedings at annual town meetings.
 - D. supervising the work of the town's board of selectmen.
35. Critics of the Electoral College contend that the system should be abolished primarily because it:
- A. discourages third-party candidacies.
 - B. strengthens the political influence of special interest groups.
 - C. discriminates against small states.
 - D. undermines the one-person, one-vote doctrine.

36. The New Deal realignment of U.S. electoral politics during the 1930s centered on competing party responses to which of the following questions?
- A. Did the nation's growing cultural pluralism threaten U.S. society?
 - B. What role should government play in the U.S. economy?
 - C. Should the country expand its participation in international affairs?
 - D. What could be done to restore traditional values?
37. Which of the following statements best describes a major effect of the U.S. Supreme Court ruling in *Citizens United v. Federal Election Commission* (2010) on the U.S. electoral process?
- A. The ruling required political candidates to obtain campaign funds from a broader range of donors.
 - B. The ruling reduced the traditional fund-raising advantage of political incumbents.
 - C. The ruling enabled corporations and labor unions to exert greater influence on political campaigns.
 - D. The ruling weakened the ability of wealthy donors to fund political campaigns.
38. In the party nominating process that precedes U.S. presidential elections, one important difference between primary elections and caucuses is that in states that use caucuses:
- A. citizens are not required to be registered voters in order to participate.
 - B. local officials rather than state officials manage the process.
 - C. participants publicly select candidates rather than cast secret ballots.
 - D. the process is open to candidates from either major political party.
39. In the U.S. election process, which of the following issues most often serves as a barrier to the success of third parties?
- A. state laws restricting ballot access
 - B. lack of ideological clarity and distinctiveness
 - C. constitutional requirements for candidate eligibility
 - D. general voter satisfaction with the status quo

40. Which of the following protections contained in the Bill of Rights can best be used to illustrate the responsibilities as well as the rights of U.S. citizenship?
- A. the Third Amendment protection against the quartering of troops in one's home during peacetime
 - B. the Fourth Amendment protection against unreasonable searches and seizures
 - C. the Sixth Amendment protection of the rights of the accused in criminal proceedings to a public trial and a jury of one's peers
 - D. the Eighth Amendment protection against excessive bail and cruel and unusual punishments

41. Which of the following actions can be best described as a civic responsibility of U.S. citizenship?
- A. providing for the education of school-age children
 - B. obeying the laws of the land
 - C. serving as a witness in court trials when summoned
 - D. registering to vote and participating in the democratic process

42. **Use the excerpt below from the Seventeenth Amendment to the U.S. Constitution to answer the question that follows.**

The Senate of the United States shall be composed of two senators from each state, elected by the people thereof, for six years; and each senator shall have one vote. The electors in each state shall have qualification requisite for the most numerous branch of the state legislatures.

According to the excerpt, the main effect of the seventeenth amendment was to:

- A. broaden citizen access to the democratic process.
- B. reduce the influence of political parties in senatorial elections.
- C. extend voting rights to disfranchised citizens.
- D. enlarge the role of state legislatures in the election process.

43. Which of the following milestones in the history of the civil rights movement was most directly influenced by the adoption by activists of the strategy of civil disobedience?
- A. the 1948 integration of the U.S. armed forces by President Truman
 - B. the U.S. Supreme Court decision on school integration in *Brown v. Board of Education of Topeka* (1954)
 - C. the 1957 creation of the U.S. Commission on Civil Rights
 - D. the passage of the Civil Rights Act of 1964 and the Voting Rights Act of 1965

44. To be an effective citizen in a democratic system of government most often requires that individuals are willing and able to:
- A. be vigilant in protecting their own civil rights.
 - B. educate themselves on the critical issues of the day.
 - C. take leadership roles in varied civic contexts.
 - D. challenge and debate those with competing views.
45. In the U.S. model of government, the constitutional principle of federalism was designed to carry out which of the following purposes of government?
- A. to promote the general welfare
 - B. to form a more perfect union
 - C. to provide for the common defense
 - D. to insure domestic tranquility

46. Use the excerpt below from the **Regulations of Tokugawa Japan (1615)** to answer the question that follows.

10. Restrictions on the type and quality of dress to be worn should not be transgressed.

11. Persons without rank shall not ride in palanquins.

From of old there have been certain families entitled to ride in palanquins without special permission, and other who have received such permission. Recently, however, even the ordinary retainers and henchmen of some families have taken to riding about in palanquins, which is truly the worst sort of presumption. Henceforth permission shall be granted only to the lords of the various domains, their close relatives and ranking officials, medical men and astrologers, those over sixty years of age, and those ill or infirm. In the cases of ordinary household retainers or henchmen who willfully ride in palanquins, their masters shall be held accountable.

The excerpt best illustrates which of the following purposes of government in early modern states?

- A. preventing outbreaks of public disorder
- B. protecting individual rights
- C. resolving conflict in socially acceptable ways
- D. maintaining social distinctions

47. Which of the following characteristics of representative democracies best represents a major difference with direct democracy?
- A. Conflicts of interest on the part of public officials are less common in representative democracies.
 - B. Representative democracies are less likely to experience problems resulting from patronage and nepotism.
 - C. Political transparency and accountability tend to be greater in representative democracies.
 - D. Representative democracies are generally able to address complex governmental problems more efficiently.
48. Compared with totalitarian governments, authoritarian governments are more likely to:
- A. restrict the role of political parties in policy formation.
 - B. have a guiding state ideology.
 - C. permit some measure of pluralism in social organization.
 - D. regulate economic activity through state planning.
49. A political scientist could best distinguish between an autocracy and an oligarchy by examining which of the following features of the two forms of government?
- A. the extent to which political power is concentrated in the hands of a single person
 - B. the ability of government to mobilize the general population on behalf of state goals
 - C. the degree of state intervention in the operation of the economy
 - D. the willingness of government to use coercion to achieve its political objectives
50. Which of the following features of government is most commonly shared by modern constitutional democracies?
- A. the appointment of the judiciary by the head of the executive branch of government
 - B. a means of enabling individual citizens to vote on questions not addressed by the legislature
 - C. the popular election of members of the legislative branch of government
 - D. a sharing of power between the central government and subordinate governmental units

51. Which of the following statements best describes a major difference between the U.S. presidential system of government and Great Britain's parliamentary system?

- A. The legislative branch of government in the United States is directly responsible to the people.
- B. Members of the upper house of the legislative branch of government in the United States can amend laws proposed by the lower house.
- C. The legislative and executive branches in the U.S. system of government are separate.
- D. Cabinet members exercise power directly as heads of executive departments in the U.S. system of government.

52. As influences on the historical development of political thought, Confucianism and classical republicanism were most alike in their shared emphasis on the:

- A. establishment of mixed governments.
- B. cultivation of civic virtue.
- C. promotion of popular participation in government.
- D. protection of individual rights.

53. Use the excerpt below from an article on contemporary Chinese government to answer the question that follows.

On the one hand, authority is organized in systems of functionally differentiated vertical bureaucracies in hierarchies that extend from ministries at the center to lower-level departments in the localities. Each ministry under the State Council is at the top of a hierarchy of subordinate departments that exist at the provincial, county, and township levels of government. On the other hand, the central ministry and subordinate departments are all government departments and, as such, subordinate to their respective governments too. The Chinese refer to the two structural arrangements as "lines" and "pieces." Authoritative communications are channeled from top to bottom (vertically, in lines) and also from governments to their departments (horizontally, in pieces). The two sources of authority come together only at the level of the State Council.

Which of the following terms best defines the policymaking system described in the excerpt?

- A. patron-client organization
- B. dual federalism
- C. fragmented authoritarianism
- D. political devolution

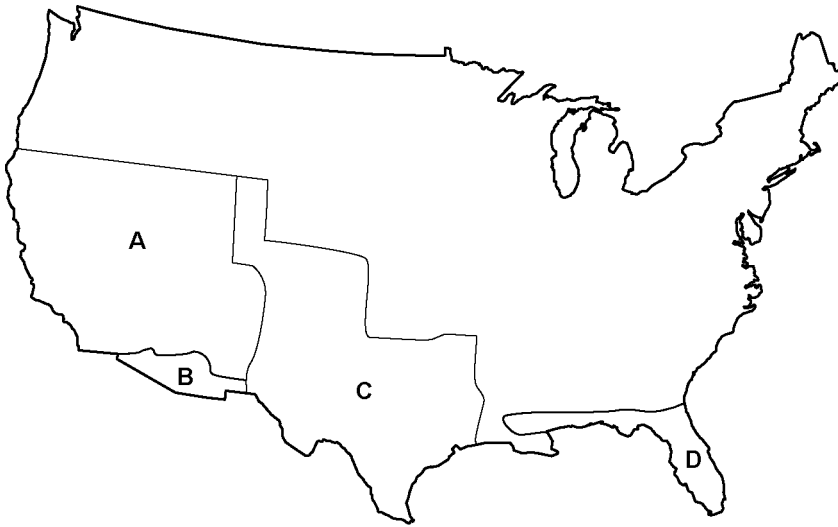
54. The Equal Protection Clause of the Fourteenth Amendment to the U.S. Constitution is most relevant in carrying out which of the following functions of government?
- A. promoting justice for all citizens
 - B. maintaining social order
 - C. safeguarding individual freedoms
 - D. providing public services
55. A major function of the United Nations Economic and Social Council is to:
- A. enforce decisions of the International Court of Justice.
 - B. dispatch UN observer missions and peacekeeping forces.
 - C. settle disputes among member nations of the General Assembly.
 - D. coordinate UN policy on sustainable development and the environment.
56. Which of the following elements of international law places the greatest limitation on the ability of the United Nations to address global issues?
- A. the principle of national sovereignty
 - B. just war theory
 - C. the protocols of the Geneva Conventions
 - D. natural law doctrine
57. Which of the following statements most clearly reflects a major goal of the World Bank?
- A. to maintain global economic stability through the regulation of international capital flows
 - B. to remove barriers to the global movement of capital through the negotiation of multilateral banking pacts
 - C. to reduce global poverty through the promotion of foreign investment
 - D. to prevent global economic conflicts through the arbitration of international financial disputes

58. In arguing that the Versailles Treaty at the end of World War I represented an insult to German honor, German nationalists of the interwar period most often pointed to which of the following treaty provisions?
- A. "Germany acknowledges and will respect strictly the independence of Austria, within the frontiers which may be fixed in a Treaty between that State and the principal Allied and Associated Powers."
 - B. "The Allied and Associated Governments affirm and Germany accepts the responsibility of Germany and her allies for causing all the loss and damage to which the Allied and Associated Governments and their nationals have been subjected as a consequence of the war imposed upon them by the aggression of Germany and her allies."
 - C. "Germany renounces in favor of the principal Allied and Associated Powers all her rights and titles over her oversea possessions."
 - D. "Within six months after the coming into force of the present Treaty, the German government must restore to the French government the trophies, archives, historical souvenirs, or works of art carted away from France by the German authorities in the course of the war of 1870–1871 and during this last war."
59. When historians discuss the failure of appeasement policy during the 1930s, they most often reference events surrounding the:
- A. Japanese invasion of Manchuria in 1931.
 - B. Japanese withdrawal from the League of Nations in 1933.
 - C. Nazi annexation of the Sudetenland in 1938.
 - D. Nazi-Soviet Nonaggression Pact of 1939.
60. International cooperation is most necessary for the development of effective means of addressing which of the following global issues?
- A. climate change
 - B. solid waste disposal
 - C. groundwater pollution
 - D. tropical deforestation

61. Which of the following activities most clearly represents a major role of the Department of State in U.S. relations with other nations?
- A. advising the president on arms control and monitoring other countries' compliance with international arms agreements
 - B. providing logistical support for U.S. military personnel operating in foreign countries
 - C. coordinating relations between the executive and legislative branches of government in the foreign policymaking process
 - D. forging partnerships with other countries to devise means of addressing shared international problems
62. At the end of his term in office, President Truman predicted that his successor, General Dwight D. Eisenhower, would find the job much more frustrating than he anticipated. "He'll sit here," Truman said, "and he'll say, Do this! Do that! And nothing will happen. Poor Ike—it won't be a bit like the army." With regard to foreign policy, Truman's observations could be most clearly applied to which of the following limits on the use of presidential power?
- A. bureaucratic obstructionism
 - B. problems arising from inadequate information
 - C. time constraints
 - D. problems related to previous commitments
63. Which of the following assumptions most directly influenced the development and implementation of the Marshall Plan after World War II?
- A. The dismantling of German industry would be a necessary precondition for the long-term preservation of peace on the European continent.
 - B. The rapid restoration of European economies would promote political stability and help prevent the spread of communism in Europe.
 - C. The payment of substantial reparations by the Axis powers would have a strong deterrent effect on the initiation of future hostilities in Europe.
 - D. The recovery and future security of Western Europe could best be supported by minimizing central planning and relying on market forces.

64. Which of the following statements accurately describes a distinguishing characteristic of Native American life in one major North American region during the seventeenth century?
- A. Buffalo hunting served as a major source of food and raw materials to make clothing and shelter for Native Americans of the Great Plains.
 - B. Native Americans of the Southwest developed much more advanced forms of political organization than could be found in other regions of North America.
 - C. Cultural homogeneity was much greater among California Native Americans than was the case in other regions of North America.
 - D. Eastern Woodland Native Americans were accomplished potters who derived nearly all of their food from the cultivation of beans and squash.
65. Which of the following events provides the best example of how conflict between Europeans and Native Americans combined with tensions between eastern elites and western settlers to shape social and political development in England's North American colonies during the seventeenth century?
- A. King William's War
 - B. Leisler's Rebellion
 - C. King Philip's War
 - D. Bacon's Rebellion
66. Differences concerning which of the following issues caused the greatest dissension between British authorities and American patriots in the decade preceding the outbreak of the American Revolution?
- A. the crown's insistence on the king's right to appoint colonial governors
 - B. colonial demands for reform of the provincial legal system
 - C. Parliament's insistence on its claims to sovereignty in legislative matters
 - D. colonial demands for increased popular participation in elections

67. Use the map below to answer the question that follows.



Which of the following best matches a region on the map with major historical events associated with U.S. acquisition of that region?

- A. Region A: the intersectional differences addressed by the Compromise of 1850
- B. Region B: the causes of the Mexican War
- C. Region C: the intersectional differences prompting southern secession from the Union
- D. Region D: the causes of the War of 1812

68. The establishment of the Republican Party during the mid-1850s can best be seen as a response to:
- A. northern concerns about the rights of the states in a federal system of government.
 - B. southern control of the judicial branch of the federal government.
 - C. southern opposition to laws designed to protect northern industries from foreign competition.
 - D. northern concerns about the expansion of slavery into the western territories.
69. The activities of participants in the settlement house movement pioneered by Jane Addams most clearly exemplify the Progressive movement's commitment to the:
- A. reform of corrupt financial institutions.
 - B. adoption of the rule of law.
 - C. promotion of equality of opportunity.
 - D. efficient use of natural resources.
70. During World War II, which of the following aspects of U.S. society changed most dramatically?
- A. the age composition of the nation's electorate
 - B. the gender composition of the industrial workforce
 - C. the racial composition of state legislatures
 - D. the religious composition of the nation's population
71. The sit-in campaigns of 1960 were significant in the development of the civil rights movement primarily because they:
- A. inspired widespread student involvement in the movement.
 - B. prompted movement leaders to focus subsequent initiatives on voting rights.
 - C. inaugurated the mass action phase of the movement.
 - D. established a foundation for the emergence of the black power movement.

72. During the final quarter of the twentieth century, the increasing globalization of the U.S. economy most adversely affected the interests of wage earners in which of the following economic sectors?
- A. transportation
 - B. mining
 - C. manufacturing
 - D. agriculture
73. Which of the following statements best describes the major achievement of the ancient Greek scholar Hippocrates (c. 460–370 B.C.E.)?
- A. Hippocrates established the conceptual basis for the heliocentric model of the universe developed by later scholars.
 - B. Hippocrates propounded universal laws of motion that served as the basis for the development of classical mechanics.
 - C. Hippocrates founded a school of medicine that stressed the natural causes of disease and the value of observation.
 - D. Hippocrates developed an approach to studying particles that resulted in the creation of the first atomic theory of the universe.
74. Which of the following excerpts from the Torah most clearly illustrates the ancient Hebrew commitment to monotheism?
- A. "You shall not make for yourself a sculptured image, any likeness of what is in the heavens above, or on the earth below, or in the waters below the earth. You shall not bow down to them or serve them."
 - B. "You shall not swear falsely by the name of the LORD your God; for the Lord will not clear one who swears falsely by His name."
 - C. "Remember that you were a slave in the land of Egypt and the LORD your God freed you from there with a mighty hand and an outstretched arm; therefore the LORD your God has commanded you to observe the sabbath day."
 - D. "Honor your father and your mother, as the LORD your God has commanded you, that you may long endure, and that you may fare well, in the land that the LORD your God is giving you."
75. In which of the following areas did ancient Roman achievements most clearly surpass the accomplishments of ancient Greece?
- A. philosophy and historical writing
 - B. medicine and scientific theory
 - C. poetry and drama
 - D. engineering and road building

76. The Roman Catholic Church influenced the development of medieval European society most significantly in which of the following ways?
- A. The church encouraged the growth of urban centers through its opposition to traditional restraints on commerce and industry.
 - B. The church functioned as a unifying cultural force through the promotion of a common set of values.
 - C. The church strengthened feudal government through the codification of laws and the introduction of widely accepted legal procedures.
 - D. The church added to the artistic heritage of classical civilizations through the creation of innovative art forms.
77. Protestant biblicism most directly influenced which of the following developments in early modern Europe?
- A. the spread of literacy among the common people
 - B. the rise of absolutist government
 - C. the establishment of institutions of higher learning
 - D. the expansion of market forms of exchange
78. A historian exploring the relationship between economic change and the growth of ideas about natural rights in Western Europe during the early modern era would most likely focus on which of the following features of the developing capitalist system?
- A. market competition
 - B. the interaction of supply and demand
 - C. the profit motive
 - D. private ownership of property
79. The Industrial Revolution of the eighteenth century centered mainly on the adoption of new technologies designed to:
- A. turn raw cotton and wool into finished cloth.
 - B. process vegetables and fruits.
 - C. turn animal hides and plant materials into footwear.
 - D. harvest wheat and other cereal grains.

80. A historian who is seeking to show that the growth of democratic government in Western Europe has been an uneven process marked by major discontinuities would be most likely to focus on the:
- A. period from Napoleon's downfall to 1848.
 - B. last third of the nineteenth century.
 - C. period between World War I and World War II.
 - D. last quarter of the twentieth century.
81. The emergence of early cities in Mesopotamia and Egypt was most closely linked to which of the following regional developments?
- A. the formation of large standing armies to defend against foreign invasion
 - B. the establishment of trade networks with other societies
 - C. the creation of flood control and irrigation systems to manage river flows
 - D. the development of processes for producing tools and weapons
82. Between 1000 and 1500 C.E., a Muslim commercial elite consisting of indigenous Africans and Arab and Indian settlers dominated social and economic development in which of the following parts of Africa?
- A. the Ethiopian Empire of northeastern Africa
 - B. the Swahili city-states of East Africa
 - C. the kingdoms of central and southern Africa
 - D. the Hausa city-states of the western Sudan
83. The traditional representation of the succession of empires in Chinese history as dynastic cycles is most often linked to which of the following beliefs?
- A. the Daoist principle of balance and unity
 - B. the Confucian concept of the Mandate of Heaven
 - C. the Legalist principle of rule by law
 - D. the Buddhist concept of the Noble Eightfold Path

84. Which of the following developments was a significant result of the spread of Islam between the eighth and twelfth centuries?
- A. the emergence of an expanding international network of commercial exchange
 - B. the elimination of most forms of social stratification in large parts of Asia and North Africa
 - C. the introduction of important innovations in crop production
 - D. the diffusion of political practices that broadened popular participation in government
85. A historian could best begin to explore how the Columbian Exchange between Europe and the Americas during the Age of Exploration affected European society by examining changes in the:
- A. soil conservation methods of European farmers.
 - B. clothing styles of Europeans.
 - C. animal husbandry practices of European farmers.
 - D. nutritional intake of Europeans.
86. Which of the following technological advances had the greatest effect on the role of the Middle East in international relations during the twentieth century?
- A. the discovery of the X-ray and radioactivity
 - B. the development of air transportation
 - C. the invention of the internal combustion engine
 - D. the development of wireless communication
87. Which of the following factors was most significant in triggering the onset of World War I?
- A. political instability within the Ottoman Empire
 - B. social conflict within the Russian Empire
 - C. economic stagnation within the German Empire
 - D. nationalist unrest within the Austrian Empire

88. Which of the following best describes a major challenge faced by many African nations that won their independence after World War II?
- A. developing transportation networks that linked mining and agricultural areas to international markets
 - B. reducing population movement from rural areas to overcrowded urban centers
 - C. creating national unity in countries whose boundaries had been established without regard to ethnic and cultural differences
 - D. establishing national currencies acceptable to everyone involved in the domestic economy
89. Which of the following activities could best be used to illustrate the relationship between the environment and human societies?
- A. identifying and comparing communities of plants and animals in two world regions
 - B. using maps to illustrate patterns of economic activity in an urban area
 - C. assessing the effects of weather and climate on agricultural activities in a world region
 - D. creating a chart that compares the size and population of ten countries
90. Saudi Arabia, China, and Australia all contain large areas of low population primarily because these countries share which of the following physical characteristics?
- A. extensive mountain ranges
 - B. convergent boundaries subject to frequent tectonic activity
 - C. extensive desert regions
 - D. low-lying areas subject to frequent flooding
91. In 1636, William Pynchon chose the junction of the Connecticut River and three smaller rivers to establish the settlement that became Springfield, Massachusetts, primarily because the geography of the location provided:
- A. deforested flat land suitable for building homes and farms.
 - B. access to major regional trade routes that utilized the waterways.
 - C. plentiful sources of freshwater for drinking and irrigation.
 - D. supplies of game and fish that could serve as economic resources.

92. Geographic information systems (GIS) are useful tools for selecting locations for new retail businesses primarily because these technologies can:
- A. provide data about the topography and other environmental characteristics of locations.
 - B. layer population data, income data, and the locations of existing businesses on maps.
 - C. capture data related to average temperature, precipitation, and other weather patterns.
 - D. collect data on the success rates of similar businesses within a defined area.

93. Use the excerpt below from the writings of William Graham Sumner to answer the question that follows.

The constant tendency of population to outstrip the means of subsistence is the force which has distributed population over the world, and produced all advance in civilization. To this day the two means of escape for an overpopulated country are emigration and an advance in the arts. . . . If, however, either of these means opens a chance for an increase of population, it is evident that the advantage so won may be speedily exhausted if the increase takes place. The social difficulty has only undergone a temporary amelioration, and when the conditions of pressure and competition are renewed, misery and poverty reappear.

The excerpt most clearly indicates the influence of which of the following writers on the development of nineteenth-century economic thought?

- A. Robert Owen
- B. Thomas Malthus
- C. Adam Smith
- D. David Ricardo

94. In which of the following respects do market economies differ most from command economies?

- A. the types of economic incentives employed to maximize production
- B. the use of money as a medium of exchange
- C. the scale of production in manufacturing and agricultural industries
- D. the types of labor-saving devices used to increase productivity

95. A major difference between pure competition and monopolistic competition market structures is that firms in monopolistic competition structures are:

- A. unlikely to encounter major barriers to entry.
- B. less likely to engage in advertising and other forms of nonprice competition.
- C. more likely to produce standardized products.
- D. likely to have greater control over the prices they charge for their products.

96. Use the passage below to answer the question that follows.

Advocates of protectionism invariably ignore the indisputable fact that global commerce is largely the result of differences between nations. Because such differences are unlikely to disappear anytime soon, initiatives designed to restrict international trade are as futile as they are wrongheaded. And it is a good thing that they are. The more trade flourishes, the greater the range of opportunities countries will have to expand their production possibilities by specializing in what they do best.

The writer's argument in the passage is based primarily on which of the following economic concepts?

- A. economies of scale
- B. law of supply
- C. comparative advantage
- D. technical efficiency

97. Which of the following historical events most directly influenced the shift in investment from commerce to manufacturing that marked the rise of industrialization in the Massachusetts economy?

- A. American Revolution
- B. ratification of the U.S. Constitution
- C. War of 1812
- D. formation of the Republican Party

98. Which of the following questions most clearly reflects the role of consumers in the operation of the U.S. economy?
- A. What can be done to moderate fluctuations in the business cycle?
 - B. What quantity of goods and services should be produced?
 - C. What can be done to reduce inequities in the distribution of income?
 - D. What methods should firms use to produce goods and services?
99. Beginning with the New Deal, the U.S. government has been most likely to adopt an expansionary fiscal policy under which of the following sets of circumstances?
- A. inflation is low; unemployment is high; gross domestic product (GDP) is declining
 - B. inflation is high; employment is stable; gross domestic product (GDP) is increasing
 - C. inflation is high; employment is stable, gross domestic product (GDP) is declining
 - D. inflation is low; unemployment is low; gross domestic product (GDP) is increasing
100. Which of the following policy initiatives on the part of the U.S. government would most likely lead to an increase in the cost of foreign-produced consumer goods in the United States?
- A. relaxing product safety guidelines for imported goods
 - B. broadening the range of countries covered by trade agreements
 - C. imposing import quotas on a wide range of goods
 - D. increasing the foreign exchange value of the U.S. dollar

DIRECTIONS FOR THE OPEN-RESPONSE ITEM ASSIGNMENTS

This section of the test consists of two open-response item assignments. You will be asked to prepare a written response of approximately 150–300 words for each assignment. You should use your time to plan, write, review, and edit your response for each assignment. **You must write responses to both of the assignments.**

For each assignment, read the topic and directions carefully before you begin to work. Think about how you will organize your response.

As a whole, your response to each assignment must demonstrate an understanding of the knowledge of the field. In your response to each assignment, you are expected to demonstrate the depth of your understanding of the subject area by applying your knowledge rather than by merely reciting factual information.

Your response to each assignment will be evaluated based on the following criteria.

PURPOSE: the extent to which the response achieves the purpose of the assignment

SUBJECT KNOWLEDGE: appropriateness and accuracy in the application of subject knowledge

SUPPORT: quality and relevance of supporting evidence

RATIONALE: soundness of argument and degree of understanding of the subject area

The open-response item assignments are intended to assess subject knowledge. Your responses must be communicated clearly enough to permit valid judgment of the evaluation criteria by scorers. Your responses should be written for an audience of educators in this field. The final version of each response should conform to the conventions of edited American English. Your responses should be your original work, written in your own words, and not copied or paraphrased from some other work.

Be sure to write about the assigned topics. 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.

OPEN-RESPONSE ITEM ASSIGNMENT #1

Read the statement below; then complete the exercise that follows.

Throughout the nineteenth and twentieth centuries, different people pursuing different goals in various world regions rallied under the banner of nationalism. They included liberal nationalists, ethnic nationalists, left-wing nationalists, territorial nationalists, and anticolonial nationalists, to name some of the more noteworthy groups.

Using your knowledge of the history of government and political philosophy, prepare a response in which you:

- discuss major political ideas associated with two forms of nationalist thought; and
- analyze the influence of nationalist thought on two major twentieth-century developments.

OPEN-RESPONSE ITEM ASSIGNMENT #2

Read the statement below; then complete the exercise that follows.

The nation's two major political parties play a significant role in the U.S. system of government, yet they do not exert the same influence over voters today that they once did.

Using your knowledge of U.S. government and history, prepare a response in which you:

- describe two major functions of political parties in the U.S. system of government; and
- examine two reasons for the decline of party influence over voters during the past century.

PRACTICE TEST RESULTS

PRACTICE TEST RESULTS OVERVIEW

The practice test provides valuable information regarding your preparedness for the MTEL Political Science/Political Philosophy (48) test. In this section, you will find information and tools to help you determine your preparedness on the various sections of the test.

Multiple-Choice Questions

A Multiple-Choice Question Answer Key Worksheet is provided to assist you in evaluating your multiple-choice responses. The worksheet contains five columns. The first column indicates the multiple-choice question number, the second column indicates the objective to which the test question was written, and the third column indicates the correct response. The remaining columns are for your use in calculating the number of multiple-choice questions you answered correctly or incorrectly.

An Evaluation Chart for the multiple-choice questions is also provided to help you assess which content covered by the test objectives may require additional study.

Open-Response Items

Evaluation Information, Sample Responses and Analyses, as well as a Scoring Rubric are provided for these items. You may wish to refer to this information when evaluating your practice test responses.

Total Test

Practice Test Score Calculation information is provided to help you estimate your score on the practice test. Although you cannot use this practice test to precisely predict how you might score on an official MTEL Political Science/Political Philosophy (48) test, you may be able to determine your degree of readiness to take an MTEL test at an operational administration. No passing score has been determined for the practice test.

**MULTIPLE-CHOICE QUESTION
ANSWER KEY WORKSHEET**

Question Number	Objective Number	Correct Response	Your Response	
			Correct?	Incorrect?
1	0001	B		
2	0001	D		
3	0001	C		
4	0001	A		
5	0001	C		
6	0002	D		
7	0002	C		
8	0002	B		
9	0002	A		
10	0003	A		
11	0003	B		
12	0003	C		
13	0003	D		
14	0003	B		
15	0004	A		
16	0004	D		
17	0004	B		
18	0004	C		
19	0004	A		
20	0005	D		
21	0005	A		
22	0005	B		
23	0005	D		
24	0005	C		
25	0006	C		
26	0006	A		
27	0006	D		
28	0006	C		
29	0006	A		
30	0007	A		
31	0007	B		
32	0007	D		
33	0007	B		
34	0007	B		

**MULTIPLE-CHOICE QUESTION
ANSWER KEY WORKSHEET (continued)**

Question Number	Objective Number	Correct Response	Your Response	
			Correct?	Incorrect?
35	0008	D		
36	0008	B		
37	0008	C		
38	0008	C		
39	0008	A		
40	0009	C		
41	0009	D		
42	0009	A		
43	0009	D		
44	0009	B		
45	0010	B		
46	0010	D		
47	0010	D		
48	0010	C		
49	0010	A		
50	0010	C		
51	0010	C		
52	0010	B		
53	0010	C		
54	0010	A		
55	0011	D		
56	0011	A		
57	0011	C		
58	0011	B		
59	0011	C		
60	0011	A		
61	0011	D		
62	0011	A		
63	0011	B		
64	0012	A		
65	0012	D		
66	0012	C		
67	0012	A		
68	0012	D		

**MULTIPLE-CHOICE QUESTION
ANSWER KEY WORKSHEET (continued)**

Question Number	Objective Number	Correct Response	Your Response	
			Correct?	Incorrect?
69	0012	C		
70	0012	B		
71	0012	A		
72	0012	C		
73	0013	C		
74	0013	A		
75	0013	D		
76	0013	B		
77	0013	A		
78	0013	D		
79	0013	A		
80	0013	C		
81	0014	C		
82	0014	B		
83	0014	B		
84	0014	A		
85	0014	D		
86	0014	C		
87	0014	D		
88	0014	C		
89	0015	C		
90	0015	C		
91	0015	B		
92	0015	B		
93	0016	B		
94	0016	A		
95	0016	D		
96	0016	C		
97	0017	C		
98	0017	B		
99	0017	A		
100	0017	C		

Count the number of multiple-choice questions you answered correctly:

_____ of 100 multiple-choice questions

**MULTIPLE-CHOICE QUESTION
PRACTICE TEST EVALUATION CHART**

In the evaluation chart that follows, the multiple-choice questions are arranged in numerical order and by test objective. Check your responses against the correct responses provided to determine how many questions within each objective you answered correctly.

Subarea I: Political Philosophy

Objective 0001: Understand important political science theories, concepts, and terms.
1B____ 2D____ 3C____ 4A____ 5C____ _____/5

Objective 0002: Understand political philosophy of the classical and medieval eras.
6D____ 7C____ 8B____ 9A____ _____/4

Objective 0003: Understand developments in political philosophy from the Renaissance through the seventeenth century.
10A____ 11B____ 12C____ 13D____ 14B____ _____/5

Objective 0004: Understand developments in political philosophy from 1700 to the present.
15A____ 16D____ 17B____ 18C____ 19A____ _____/5

Subarea I (Objectives 0001–0004) Total _____/19

**MULTIPLE-CHOICE QUESTION
PRACTICE TEST EVALUATION CHART (continued)**

Subarea II: U.S. Government and Civics

Objective 0005: Understand the founding documents and debates of the United States and Massachusetts.					
20D	21A	22B	23D	24C	____/5

Objective 0006: Understand the historical development of political thought and democratic government in the United States from its origins through the twentieth century.					
25C	26A	27D	28C	29A	____/5

Objective 0007: Understand the structure, organization, and operation of government at the federal, state, and local levels in the United States.					
30A	31B	32D	33B	34B	____/5

Objective 0008: Understand the election process, the origins and development of political parties, and the role of interest groups, the media, and public opinion in the U.S. political system.					
35D	36B	37C	38C	39A	____/5

Objective 0009: Understand the rights and responsibilities of U.S. citizens and the personal attributes necessary for successful participation in democratic self-government.					
40C	41D	42A	43D	44B	____/5

Subarea II (Objectives 0005–0009) Total ____/25

**MULTIPLE-CHOICE QUESTION
PRACTICE TEST EVALUATION CHART (continued)**

Subarea III: Comparative Government and International Relations

Objective 0010: Understand, compare, and contrast historical and contemporary forms of government.						
45B	46D	47D	48C	49A	50C	
51C	52B	53C	54A			____/10

Objective 0011: Understand international relations, the purposes and functions of international law and organizations, and the formation and execution of U.S. foreign policy.						
55D	56A	57C	58B	59C	60A	
61D	62A	63B				____/9

Subarea III (Objectives 0010–0011) Total ____/19

**MULTIPLE-CHOICE QUESTION
PRACTICE TEST EVALUATION CHART (continued)**

Subarea IV: History

Objective 0012: Understand major political, economic, social, and cultural developments in U.S. history.						
64A	65D	66C	67A	68D	69C	
70B	71A	72C				____/9

Objective 0013: Understand major political, economic, social, and cultural developments in the evolution of Western civilization.						
73C	74A	75D	76B	77A	78D	
79A	80C					____/8

Objective 0014: Understand major political, economic, social, and cultural developments in world history.						
81C	82B	83B	84A	85D	86C	
87D	88C					____/8

Subarea IV (Objectives 0012–0014) Total ____/25

**MULTIPLE-CHOICE QUESTION
PRACTICE TEST EVALUATION CHART (continued)**

Subarea V: Geography and Economics

Objective 0015: Understand major physical features of the world, geographic concepts, and the effects of geographic factors on the development of human societies.
89C____ 90C____ 91B____ 92B____ _____/4

Objective 0016: Understand fundamental economic concepts, important developments in economic theory, models of economic organization, and characteristics of major economic systems.
93B____ 94A____ 95D____ 96C____ _____/4

Objective 0017: Understand the history, principles, components, organization, and operation of the U.S. economic system.
97C____ 98B____ 99A____ 100C____ _____/4

Subarea V (Objectives 0015–0017) Total _____/12

OPEN-RESPONSE ITEM EVALUATION INFORMATION

How Open-Response Items Are Scored

Open-response items are scored through a process called focused holistic scoring. Scorers judge the overall effectiveness of the response rather than individual aspects considered in isolation. Scorer judgments are based on the quality of the response, not on length or neatness. Responses must be long enough to cover the topic adequately and scorers must be able to read what is written.

How to Evaluate Your Practice Responses

On the following pages, you will find two "strong" and two "weak" sample responses. PLEASE DO NOT REVIEW THE SAMPLE RESPONSES UNTIL AFTER YOU HAVE WRITTEN YOUR OWN RESPONSE. When you do review the two "strong" and "weak" sample responses and analyses included here, please note the following points:

- ✓ For the purposes of the practice test, responses are identified as "strong" or "weak" rather than given a score point of 1–4.
- ✓ The responses identified as "strong" may contain flaws; however, these responses do demonstrate the performance characteristics of a "strong response."
- ✓ The two "strong" responses demonstrate the examinees' appropriate understanding and application of the subject matter knowledge. However, these responses do not necessarily reflect the full range of "correct answers" that would demonstrate an understanding of the subject matter.
- ✓ The "Analysis" accompanying each "strong" and "weak" response discusses the main attributes of the responses, but does not identify all flaws or strengths that may be present.

Compare your practice responses to the Sample Responses to determine whether your responses are more similar to the strong or weak responses. Also review the Analyses on those pages and the Scoring Rubric to help you better understand the characteristics of strong and weak responses. This evaluation will help you identify specific problems or weaknesses in your practice responses. Further information on scoring can be found in the Test Information Guide and Faculty Guide at www.mtel.nesinc.com and at www.doe.mass.edu/mtel; select "FAQ," then "After the Test."

**OPEN-RESPONSE ITEM
SCORING RUBRIC, SAMPLE RESPONSES, AND ANALYSES**

Massachusetts Tests for Educator Licensure®
SCORING RUBRIC FOR SUBJECT TESTS

Performance Characteristics:

Purpose	The extent to which the response achieves the purpose of the assignment.
Subject Matter Knowledge	Accuracy and appropriateness in the application of subject matter knowledge.
Support	Quality and relevance of supporting details.
Rationale	Soundness of argument and degree of understanding of the subject matter.

Scoring Scale:

Score Point	Score Point Description
4	<p>The "4" response reflects a thorough knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is fully achieved. • There is a substantial, accurate, and appropriate application of subject matter knowledge. • The supporting evidence is sound; there are high-quality, relevant examples. • The response reflects an ably reasoned, comprehensive understanding of the topic.
3	<p>The "3" response reflects an adequate knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is largely achieved. • There is a generally accurate and appropriate application of subject matter knowledge. • The supporting evidence is adequate; there are some acceptable, relevant examples. • The response reflects an adequately reasoned understanding of the topic.
2	<p>The "2" response reflects a limited knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is partially achieved. • There is a limited, possibly inaccurate or inappropriate, application of subject matter knowledge. • The supporting evidence is limited; there are few relevant examples. • The response reflects a limited, poorly reasoned understanding of the topic.
1	<p>The "1" response reflects a weak knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is not achieved. • There is little or no appropriate or accurate application of subject matter knowledge. • The supporting evidence, if present, is weak; there are few or no relevant examples. • The response reflects little or no reasoning about or understanding of the topic.
U	The response is unrelated to the assigned topic, illegible, primarily in a language other than English, not of sufficient length to score, or merely a repetition of the assignment.
B	There is no response to the assignment.

**FIRST SAMPLE WEAK RESPONSE FOR OPEN-RESPONSE
ITEM ASSIGNMENT #1**

The Black Panther Party was a political group founded by Huey Newton and Bobby Seale in Oakland, California, in 1966. Originally formed to protect blacks from police brutality, the Black Panthers believed that the non-violent civil rights campaign led by Martin Luther King had failed. They argued that Black Americans were not protected by the government, and racism in the U.S. kept them from having good jobs, safe homes, or an equal education. They wanted to take their rights, sometimes with guns, instead of waiting for the whites to find value in them as human beings. Alarmed by the rapid growth of the Black Panthers and the potential for violence, the FBI subjected the group to unrelenting harassment which extended even to the Free Breakfast for School Children Program begun by the group. The Black Panther Party enjoyed a large membership for a short time, but by the end of 1970s, the group collapsed in the face of increasing violence, infiltration by the FBI, and police retaliation.

The Chicano movement of the 1960s was another form of nationalism that paralleled the civil rights movement for blacks. The Chicanos fought not only for their civil rights as Mexican-Americans, but also for respect for all Mexican-American people and their rich heritage. They wanted Mexican-Americans to be proud of their history and culture which was a mixture of Spanish and Amerindian and reached back before the arrival of Europeans in the Americas. The Chicano Manifesto by Armando B. Rendon captured the awakening of a down-trodden Mexican American in an Anglo culture who becomes aware of his multicultural roots and is rescued from the "colorless gringo society."

Without these forms of nationalist thought, the amount of progress that has been made up until now might have gone unseen. The influence of these forms of nationalist thought have helped to create different movements and has affected certain policy practices in the United States of America.

ANALYSIS FOR FIRST WEAK RESPONSE TO OPEN-RESPONSE ITEM ASSIGNMENT #1

This is an example of a weak response because it is characterized by the following:

PURPOSE: The purpose of the assignment is partially achieved because two groups or movements are identified ("The Black Panther Party" and "the Chicano movement"), but they are not associated with specific forms of nationalist thought.

SUBJECT MATTER KNOWLEDGE: There is a limited, possibly inaccurate or inappropriate, application of subject matter knowledge shown through the definition of the Black Panther Party ("Originally formed to protect blacks from police brutality, the Black Panthers believed that the non-violent civil rights campaign led by Martin Luther King had failed") and the Chicano movement ("The Chicanos fought not only for their rights as Mexican-Americans, but also for respect for all Mexican-Americans"). While these statements are true, they are not given context or fully explained.

SUPPORT: The supporting evidence is limited; there are few relevant examples, such as the description of the Black Panther Party's activities ("They wanted to take their rights, sometimes with guns, instead of waiting for the whites to find value in them as human beings") and the Chicano movement's aims ("They wanted Mexican-Americans to be proud of their history and culture which was a mixture of Spanish and Amerindian and reached back before the arrival of Europeans in the Americas").

RATIONALE: The response reflects a limited, poorly reasoned understanding of the topic through the summation of how these groups relate to different forms of nationalism ("Without these forms of nationalist thought, the amount of progress that has been made up until now might have gone unseen").

**SECOND SAMPLE WEAK RESPONSE FOR OPEN-RESPONSE
ITEM ASSIGNMENT #1**

One example of nationalism was when the Nazi party in Europe used their power to oppress Jewish people. Their leader was Adolph Hitler, and after he took over in Germany, he attacked other countries in Europe like Austria. The Nazis believed Germans were superior to other people and that they had the right to subjugate or kill those who were inferior. This led them to kill millions of Jews, along with gypsies, gays and bisexuals, and those suffering from physical or mental handicaps in their effort to purify the Aryan blood of Germany. Leading up to World War II, the Nazis could not be stopped. They took over France and other neighbors, and murdered Poles, Russians, Ukrainians, and Serbs to make way for a larger Germany. They made allies with Italy and Mussolini, who had a similar worldview to Hitler.

Another kind of nationalism is that of the countries that had been colonies of European countries before World War II. These colonies existed in Africa, Asia, and the Americas. After the war, many European countries could no longer afford to maintain control of their colonies. These colonies often revolted and formed their own independent nations. France lost Angola and Vietnam. Portugal fought wars in Angola and Mozambique which eventually brought down the Portuguese government. Belgium lost the Belgian Congo. England lost India and Pakistan, Rhodesia, and dozens of other colonies. The colonies were tired of rule by foreign powers that extracted the wealth from their countries and treated them as second-class citizens.

The Nazis in Germany and these former colonies are both examples of how nationalism can work in countries.

ANALYSIS FOR SECOND WEAK RESPONSE TO OPEN-RESPONSE ITEM ASSIGNMENT #1

This is an example of a weak response because it is characterized by the following:

PURPOSE: The purpose of the assignment is partially achieved because two groups or movements are identified ("Nazis" and "countries that had been colonies of European countries"), but they are not associated with specific forms of nationalist thought.

SUBJECT MATTER KNOWLEDGE: There is a limited, possibly inaccurate or inappropriate, application of subject matter knowledge shown through the description of the Nazi party ("Their leader was Adolph Hitler, and after he took over in Germany, he attacked other countries in Europe like Austria") and the description of the European colonies after World War II ("These colonies existed in Africa, Asia, and the Americas. After the war, many European countries could no longer afford to maintain control of their colonies. These colonies often revolted and formed their own independent nations").

SUPPORT: The supporting evidence is limited; there are a few relevant examples, such as those of the Nazis' ideology ("The Nazis believed Germans were superior to other people and that they had the right to subjugate or kill those who were inferior") and the effects of World War II on Europe's colonies ("After the war, many European countries could no longer afford to maintain control of their colonies. These colonies often revolted and formed their own independent nations. France lost Angola and Vietnam. Portugal fought wars in Angola and Mozambique which eventually brought down the Portuguese government. Belgium lost the Belgian Congo. England lost India and Pakistan, Rhodesia, and dozens of other colonies. They were tired of rule by foreign powers that extracted the wealth from their countries and treated them as second class citizens").

RATIONALE: The response reflects a limited, poorly reasoned understanding of the topic through the attempts to tie Nazism to other movements in Europe ("They took over France and other neighbors, making allies with Italy and Mussolini, who had a similar worldview to Hitler") and a limited understanding of the effects of World War II on European colonization. For instance, there is no mention of the fact that, after the war, European countries on the winning side took colonies away from the losers.

FIRST SAMPLE STRONG RESPONSE FOR OPEN-RESPONSE ITEM ASSIGNMENT #1

Ethnic nationalism and postcolonial nationalism are two major strains of nationalism found throughout history around the world. During the last century, each of these types of nationalism arose in Africa. Ethnic nationalists seek to define nations based on ethnicity (which may include factors such as race, religion, language, culture, or historical experience,) whereas postcolonial nationalists define themselves based on their collective resistance to a colonizing power.

One terrifying example of ethnic nationalism was the Rwandan genocide 1994. The Rwandan population is made up of two major groups: the Tutsis and the Hutus. Historically, the Tutsis had subjugated the Hutu majority, and this privileged status of the Tutsi minority continued under the colonizing powers of Germany and Belgium. In 1962, the Hutus revolted and gained control of an independent Rwanda; however, tensions between the Hutus and Tutsis perpetuated a long cycle of violence which culminated in a civil war between the Tutsi-led Rwandan Patriotic Front and the Hutu-led Rwandan government. The war ended in 1993 when the two groups agreed to share power. However, implementation of the agreement was slow, and peace remained fragile. The assassination of the Hutu President in 1994 set off a genocide in which Hutus not only killed an estimated one million Tutsis but also many moderate Hutus as well. The genocide was based on perceived ethnic differences (the Hutus were shorter and tended to be farmers, while the Tutsi were taller and generally wealthier), yet these were trivial compared to many typical ethnic indicators (language, religion, and genetic make-up) shared by the two groups. Despite this, the Hutus, at least during the genocide, believed they were eliminating a separate ethnic group. This devastating case of violence based on ethnic nationalism reverberates due to its senseless and extensive killing, not to mention its lack of ethnographic foundation.

Postcolonial nationalism in Africa has a long history that includes Pan-African nationalism as well as movements within individual nations, most of which were the long-brewing result of centuries of European colonization, rule, and in some cases enslavement. One such nation that rallied behind anti-colonial nationalism in the later half of the twentieth century is Mozambique. In 1964, native ethnic groups in Mozambique formed a liberation movement, The Front for the Liberation of Mozambique (FRELIMO), led by Eduardo Mondlane. Over the next 10 years, FRELIMO fought against Portuguese rule, which had systematically oppressed native ethnic groups for centuries. While FRELIMO was unable to prevail militarily, the war took a financial and human toll on Portugal, and on April 25, 1974, the Portuguese military staged a nearly bloodless coup (the "Carnation Revolution") against the Portuguese government which was quickly joined by the Portuguese people. The new government ended Portugal's colonial ambitions and ceded independence to Mozambique in 1975.

Nationalism such as in these ethnic and postcolonial strains remains a potent political idea, capable of both galvanizing and dividing populations and countries.

ANALYSIS FOR FIRST STRONG RESPONSE TO OPEN-RESPONSE ITEM ASSIGNMENT #1

This is an example of a strong response because it is characterized by the following:

PURPOSE: The purpose of the assignment is fully achieved through a discussion of major political ideas associated with two forms of nationalist thought ("Ethnic nationalism and postcolonial nationalism") and an analysis of the influence of nationalist thought on two major twentieth-century developments ("Rwandan genocide" and "The Front for the Liberation of Mozambique").

SUBJECT MATTER KNOWLEDGE: There is substantial, accurate, and appropriate application of subject matter knowledge. There is substantial knowledge of the Rwandan genocide ("The genocide was based on perceived ethnic differences [the Hutus were shorter and tended to be farmers, while the Tutsi were taller and generally wealthier], yet these were trivial compared to many typical ethnic indicators [language, religion, and genetic make-up] shared by the two groups") and of the relationship of Mozambique's war for independence to Pan-African movements ("Postcolonial nationalism in Africa has a long history that includes Pan-African nationalism as well as movements within individual nations, most of which were the long-brewing result of centuries of European colonization, rule, and in some cases enslavement").

SUPPORT: The supporting evidence is sound; there are high-quality, relevant examples, such as the relationship between groups involved in the Rwandan genocide ("the Hutus, at least during the genocide, believed they were eliminating a separate ethnic group") and details of the Mozambique war for independence ("In 1964, native ethnic groups in Mozambique formed a liberation movement, The Front for the Liberation of Mozambique [FRELIMO], led by Eduardo Mondlane. Over the next 10 years, FRELIMO fought against Portuguese rule, which had systematically oppressed native ethnic groups for centuries").

RATIONALE: The response reflects an ably reasoned, comprehensive understanding of the topic by contextualizing the ethnic nationalism in Rwanda ("This devastating case of violence based on ethnic nationalism reverberates due to its senseless and extensive killing, not to mention its lack of ethnographic foundation") and the function of nationalism in general ("ethnic and postcolonial strains remain potent political ideas, capable of both galvanizing and dividing populations and countries").

**SECOND SAMPLE STRONG RESPONSE FOR OPEN-RESPONSE
ITEM ASSIGNMENT #1**

The Cuban Revolution is one of the most enduring examples of left-wing nationalism, a brand of nationalist thought that, in the case of Cuba, was progressive and based on the tenets of social equality, in stark opposition to the authoritarian and corrupt government of then President Fulgencio Batista. Led by Fidel Castro and Che Guevara, the Cuban Revolution was an armed movement that took place in the 1950s and resulted in the overthrow of the existing government in 1959. Castro's newly formed government instituted sweeping social reforms and nationalized the country's rich resources. These resources included more than \$25 billion worth of property owned by Cubans and all foreign-owned property (much of it belonging to U.S. businesses.) Ethnic minorities and women were granted new rights in Cuba, public education of all children was introduced, and the government became more transparent. Over time, however, the gains of left-wing nationalism in Cuba were economically difficult to maintain, especially under the constraints of the U.S. embargo which was imposed and maintained in response to Cuba's nationalization of American enterprises and its backing of communist revolutionary movements outside of its own country. While Cuba turned to the Soviet Union for financial support and trade, this support ended with the Soviet Union's economic collapse in 1991 which left the Cuban economy in crisis. Left-wing nationalism, however, is still alive today and contributes to the left-leaning factions of political groups in democratic countries who advocate for issues like universal healthcare and free public education. It can also be seen in left-leaning factions within European countries who question or oppose membership in the EU; Norway, for example, has twice turned down membership in the EU, arguing that it would reduce national sovereignty and provide a less favorable environment for equality and the welfare state.

Related to left-wing nationalism, but different due to its focus on the free will and choice of individuals, is liberal or civic nationalism. Consonant with the left-wing nationalism of the Cuban Revolution because it places value on national identity, civic nationalism maintains the importance of democratic processes and the individual exercise of voting and other rights to shape a nation's character. Civic nationalism is at the heart of Enlightenment thought from the 18th century and can be found in documents such as The Social Contract by Jean-Jacques Rousseau, the U.S. Declaration of Independence, and The Declaration of the Rights of Man and of the Citizen, approved by the French Assembly in 1789. Civic nationalists believe in freedom, tolerance, equality, and individual rights, and they maintain the legitimacy of government rests upon its representation of the will of the people. Citizens have a responsibility to participate in government in order to ensure that it remains representative and protects individual rights. The U.S. civil rights and gender-equality movements in twentieth-century America were expressions of civic nationalism, and the Civil Rights Act of 1964 is an explicit statement of the country's commitment to equally protect the rights of all of its citizens.

ANALYSIS FOR SECOND STRONG RESPONSE TO OPEN-RESPONSE ITEM ASSIGNMENT #1

This is an example of a strong response because it is characterized by the following:

PURPOSE: The purpose of the assignment is fully achieved through a discussion of major political ideas associated with two forms of nationalist thought ("left-wing nationalism" and "civic nationalism") and an analysis of the influence of nationalist thought on two major twentieth-century developments ("the Cuban Revolution" and "civil rights and gender equality movements").

SUBJECT MATTER KNOWLEDGE: There is substantial, accurate, and appropriate application of subject matter knowledge. There is substantial knowledge of the Cuban Revolution ("progressive and based on the tenets of social equality, in stark opposition to the authoritarian government of then President Fulgencio Batista") and the relationship of the Enlightenment to civil rights and gender-equality movements ("civic nationalism also maintains the importance of democratic processes and the individual exercise of voting and other rights to shape a nation's character, a focus of twentieth-century liberal movements").

SUPPORT: The supporting evidence is sound; there are high-quality, relevant examples, such as the details of the Cuban Revolution ("Led by Fidel Castro and Che Guevara, the Cuban Revolution was an armed movement that took place in the 1950s and resulted in the overthrow of the existing government in 1959. Castro's newly formed government instituted sweeping social reforms and nationalized the country's rich resources") and the background of Enlightenment thought ("Civic nationalism is at the heart of Enlightenment thought from the 18th century and can be found in documents such as The Social Contract by Jean-Jacques Rousseau, the U.S. Declaration of Independence, and The Declaration of the Rights of Man and of the Citizen, approved by the French Assembly in 1789").

RATIONALE: The response reflects an ably reasoned, comprehensive understanding of the topic by situating the Cuban Revolution historically ("Over time, however, the gains of left-wing nationalism in Cuba were economically difficult to maintain, especially under the constraints of the U.S. embargo which was imposed and maintained in response to Cuba's nationalization of American enterprises and its backing of communist revolutionary movements outside of its own country. While Cuba turned to the Soviet Union for financial support and trade, this support ended with the Soviet Union's economic collapse in 1991 which left the Cuban economy in crisis") and the symbiotic relationship between the individual and the state in civic nationalism ("Civic nationalists believe in freedom, tolerance, equality, and individual rights, and they maintain the legitimacy of government rests upon its representation of the will of the people. Citizens have a responsibility to participate in government in order to ensure that it remains representative and protects individual rights").

**FIRST SAMPLE WEAK RESPONSE FOR OPEN-RESPONSE
ITEM ASSIGNMENT #2**

One role of political parties is to oppose each other so that different sides of an issue can be debated in elections and in congress, resulting in laws that are a compromise between the two positions. A major reason the parties have lost their influence is that they have lost their ability to compromise. As each party represents more extreme views, their ability to work together to solve problems decreases. During the past eight years, the U.S. House of Representatives and Senate have reached their lowest approval ratings ever and this is mostly because of fighting between Republicans and Democrats. Parties are supposed to help Congress function effectively; instead they are causing gridlock. When members of the two parties in congress cannot work together to pass laws for the benefit of everyone, voters become cynical not only about the congress but about the parties who are instigating the bad behavior. An example of this is the government shutdown of 2013. The failure of the two parties to reach a compromise angered all voters.

Another reason that the parties have lost power is that they no longer determine the agenda alone. The media in the form of national talk show radio and extremist stations such as Fox News and MSNBC provide a constant bombardment of unbalanced reporting that turns viewers into radicals who support more extreme party positions and candidates, and so the cycle continues. Many people no longer read balanced reporting or learn to think critically for themselves. If you ask me, parties would do better to simply spell out what they represent in bullet points on a clear website that lets voters read and decide for themselves what they want.

**ANALYSIS FOR FIRST WEAK RESPONSE TO OPEN-RESPONSE
ITEM ASSIGNMENT #2**

This is an example of a weak response because it is characterized by the following:

PURPOSE: The purpose of the assignment is partially achieved through a discussion of one role of political parties ("One role of political parties is to oppose each other so that different sides of an issue can be debated in elections and in congress, resulting in laws that are a compromise between the two positions") and a discussion of the reasons for a decline in the influence of political parties ("One reason the parties have lost their influence is that they have lost their ability to compromise" and "Another reason that the parties have lost power is that they no longer determine the agenda alone").

SUBJECT MATTER KNOWLEDGE: There is a limited, possibly inaccurate or inappropriate application of subject matter knowledge, such as the characterization of congressional disagreements ("During the past eight years, the U.S. House of Representatives and Senate have reached their lowest approval ratings ever and this is mostly because of fighting between Republicans and Democrats"), the discussion of the media ("The media in the form of national talk show radio and extremist stations such as Fox News and MSNBC provide a constant bombardment of unbalanced reporting that turns viewers into radicals who support more extreme party positions and candidates, and so the cycle continues"), and a proposed solution ("If you ask me, parties would do better to simply spell out what they represent in bullet points on a clear website").

SUPPORT: The supporting evidence is limited; there are few relevant examples. The claim that "Many people no longer read balanced reporting or learn to think critically for themselves" is unsubstantiated.

RATIONALE: The response reflects a limited, poorly reasoned understanding of the topic. The discussion of what voters ought to do (i.e., "read and decide for themselves what they want") is unconnected to the reasons the political parties have lost influence.

SECOND SAMPLE WEAK RESPONSE FOR OPEN-RESPONSE ITEM ASSIGNMENT #2

Parties don't really mean that much anymore. People who are worried about balancing the budget are usually Republican, but so are fundamentalist Christians, people who don't agree with global warming, and people who are against programs like Obamacare. It's hard for a voter to see herself as supporting all of these ideas, even if she agrees with some of them. So usually voters just pick a candidate they like and don't worry too much about what party the candidate belongs to. Even candidates don't necessarily agree with everything a party stands for. In this year's election, Donald Trump just started campaigning with his own money (which he has plenty of!), and he has pretty much won the Republican nomination, even though he disagrees with the Republicans on some important issues like Social Security and Medicare, and the Republican party leaders disagree with him on many issues, too. It's the same with the Democrats. Bernie Sanders just uses the internet to raise all the money he needs to keep on talking about income inequality and winning states, even though most of the party leadership prefers Hillary Clinton. Parties are supposed to help elect candidates who agree with their ideas. This is hard to do when not everyone in the party agrees with those ideas, not even the candidates. If candidates like Trump or Sanders get elected it will be hard for them to get laws passed because a lot of party members in Congress don't agree with their ideas.

ANALYSIS FOR SECOND WEAK RESPONSE TO OPEN-RESPONSE ITEM ASSIGNMENT #2

This is an example of a weak response because it is characterized by the following:

PURPOSE: The purpose of the assignment is partially achieved through a partial discussion of the role of political parties ("Parties are supposed to help elect candidates who agree with their ideas") and partial discussion of the reasons for their decline ("This is hard to do when not everyone in the party agrees with those ideas, not even the candidates").

SUBJECT MATTER KNOWLEDGE: There is a limited, possibly inaccurate or inappropriate application of subject matter knowledge, such as the discussion of the Republican Party ("People who are worried about balancing the budget are usually Republican, but so are fundamentalist Christians, people who don't agree with global warming, and people who are against programs like Obamacare").

SUPPORT: The supporting evidence is limited; there are only a few relevant examples, such as the discussion of why voters turn to certain candidates ("It's hard for a voter to see herself as supporting all of these ideas, even if she agrees with some of them. So usually voters just pick a candidate they like and don't worry too much about what party the candidate belongs to").

RATIONALE: The response reflects a limited, poorly reasoned understanding of the topic. For example, the focus on certain candidates ("If candidates like Trump or Sanders get elected it will be hard for them to get laws passed because a lot of party members in Congress don't agree with their ideas") does not explicitly state the connection between this assertion and the role of political parties.

**FIRST SAMPLE STRONG RESPONSE FOR OPEN-RESPONSE
ITEM ASSIGNMENT #2**

Political parties play an important role in U.S. government. They are made up of coalitions of people with similar interests who work together to achieve their public policy priorities. They do this by articulating policy positions, nominating candidates for public office, and helping those candidates get elected. Once candidates are elected to an office such as the U.S. Senate or House of Representatives, the parties provide the discipline and structure necessary to enact the party's legislative aims. Parties determine congressional leadership positions (such as the Speaker of the House) and committee assignments, and they use the "whip" system to enforce support for party positions.

One of the most important functions of political parties is to present a public policy platform to the American voters. In the United States, the Republican Party has generally advocated for smaller government, lower taxes, social conservatism, and pro-business policies. The Democratic Party champions a larger role for government in achieving social and economic goals, government regulation of business, and a more liberal social agenda. While an individual voter may not have time to research the position of every candidate on a ballot, he or she can use the candidate's party affiliation to understand the candidate's general position on the role of government and the policies he is likely to support. Another important function of political parties is to provide a bridge between the electorate and the institutions of government. Party discipline helps to insure that candidates who run on a given platform adhere to it once they are elected.

The power of political parties over voters has declined over the past century. One reason for this decline is the institution of the primary system in elections. This system allows any individual to declare himself as a candidate for a party's nomination. If the candidate has enough money to access media and build a following, he may gain enough votes to win a party's nomination without fully supporting the party's stated platform or earning the support of party leaders. A second reason for the decline of party influence over voters is the increase in undeclared or "independent" voters who may choose candidates for their personal convictions rather than party affiliation. The opportunity for voters to elect candidates not favored by the party power structure has both positive and negative effects on government. "Outsiders" may be given the opportunity to win elections, but they will be less amenable to party discipline once elected and governing itself will become a more chaotic process.

ANALYSIS FOR FIRST STRONG RESPONSE TO OPEN-RESPONSE ITEM ASSIGNMENT #2

This is an example of a strong response because it is characterized by the following:

PURPOSE: The purpose of the assignment is fully achieved through the description of two major functions of political parties in the U.S. system of government ("present a public policy platform to American voters" and "provide a bridge between the electorate and the institutions of government") and the examination of two reasons for the decline of party influence over voters during the past century ("One reason for this decline is the institution of the primary system in elections" and "A second reason for the decline of party influence over voters is the increase of 'undeclared' or 'independent' voters who are more likely to choose candidates based on their individual political positions rather than their party affiliation").

SUBJECT MATTER KNOWLEDGE: There is substantial, accurate, and appropriate application of subject matter knowledge through a description of the role of political parties in the U.S. ("Political parties play an important role in U.S. government. They are made up of coalitions of people with similar interests who work together to achieve their public policy priorities. They do this by articulating policy positions, nominating candidates for public office, and helping those candidates get elected. Once candidates are elected to an office such as the U.S. Senate or House of Representatives, the parties provide the discipline and structure necessary to enact the party's legislative aims. Parties determine congressional leadership positions (such as the Speaker of the House) and committee assignments, and they use the 'whip' system to enforce support for party positions") and a description of the current state of affairs that makes voters more independent of party affiliations ("Voters who have almost unlimited access to information via social media are not as dependent on political parties to vet candidates as they once were").

SUPPORT: The supporting evidence is sound; there are high-quality, relevant examples, such as the description of how candidates can get nominated without party approval ("If the candidate has enough money to access media and build a following, he may gain enough votes to win a party's nomination without fully supporting the party's stated platform or earning the support of party leaders").

RATIONALE: The response reflects an ably reasoned, comprehensive understanding of the topic by discussing the effects of the decline of party influence on the election process as a whole ("The opportunity for voters to elect candidates not favored by the party power structure has both positive and negative effects on government. 'Outsiders' may be given the opportunity to win elections, but they will be less amenable to party discipline once elected, and governing itself will become a more chaotic process").

**SECOND SAMPLE STRONG RESPONSE FOR OPEN-RESPONSE
ITEM ASSIGNMENT #2**

Perhaps the primary function of political parties in the United States is to nominate candidates that represent the party's platform. An additional function is to work to get those candidates elected.

A given party's platform is an amalgamation of the goals and beliefs of the party's base, or the people who have registered with the party or identify with the party. In general, these are the people who turn out to vote along party lines in any given election. Although parties are generally unified, party goals are not all equally embraced by everyone in the party. In fact a party's base may be more accurately represented as a group of people with interests that often coincide or overlap; therefore, though selecting candidates may be a political party's primary function, doing so becomes complicated when the party must elect a candidate to best represent the somewhat disparate elements of its base. In major elections, such as senatorial or presidential elections, there are often many qualified candidates whose views on given issues, even though they are from the same party, differ in nuanced and important ways. When a party nominates a candidate who divides its base, it may well lose some members of that base to independent candidates if not to the other party. This lack of unity across the party's base has contributed to the weakening of party affiliations and parties in general.

The second reason for the decline in party influence is directly related to the effects of the first. When a candidate who divides the base is put forward as the party's nominee, the party must do all it can to get that candidate elected. This means distributing funds to the candidate's campaign and advertising the candidate's agenda while also maintaining that his or her agenda aligns with the party's. In cases where some of a party's voters have already been alienated by the nomination process (i.e., their preferred candidate has not received the party's nomination), these voters could be further alienated by the campaigning and voting process in the general election. The worst result of this alienation might be that citizens do not vote at all.

In the past, American society was often characterized as a "melting pot" where citizens were more or less homogenized by the process of becoming "American." Today the ruling metaphor for American society is the "salad bowl" in which disparate cultures maintain their uniqueness while adding to the greater whole. A political party must extend its base to survive general elections; however, in doing so, the party puts in jeopardy its ability to simultaneously represent the varied concerns of all its constituents.

ANALYSIS FOR SECOND STRONG RESPONSE TO OPEN-RESPONSE ITEM ASSIGNMENT #2

This is an example of a strong response because it is characterized by the following:

PURPOSE: The purpose of the assignment is fully achieved through the description of two major functions of political parties in the U.S. system of government ("nominate candidates" and "get those candidates elected") and the examination of two reasons for the decline of party influence over voters during the past century ("When a party elects a candidate that divides its base, it may well lose some of that base to independent candidates if not to the other party" and "In cases where some of a party's voters have already been alienated by the nomination process [i.e., their preferred candidate has not received the party's nomination], these voters could be further alienated by the campaigning and voting process in the general election").

SUBJECT MATTER KNOWLEDGE: There is substantial, accurate, and appropriate application of subject matter knowledge through a description of the nominating process ("In major elections, such as senatorial or presidential elections, there are often many qualified candidates whose views on given issues, even though they are from the same party, differ in nuanced and important ways") and the party's role in campaigns ("This means distributing funds to the candidate's campaign and advertising the candidate's agenda while also maintaining that his or her agenda aligns with the party's").

SUPPORT: The supporting evidence is sound; there are high-quality, relevant examples, such as what happens to a party's base in the case of nominating a divisive candidate ("When a party elects a candidate that divides the base, it has the potential to lose some of that base to independent candidates if not the other party") and the result of campaigning for such a candidate ("The worst result of this alienation might be that citizens do not vote at all").

RATIONALE: The response reflects an ably reasoned, comprehensive understanding of the topic by discussing the effects of the decline of party influence on the election process as a whole ("A political party must extend its base to survive general elections; however, in doing so, the party puts in jeopardy its ability to simultaneously represent the varied concerns of all its constituents").

PRACTICE TEST SCORE CALCULATION

The practice test score calculation is provided so that you may better gauge your performance and degree of readiness to take an MTEL test at an operational administration. Although the results of this practice test may be used as one indicator of potential strengths and weaknesses in your knowledge of the content on the official test, it is not possible to predict precisely how you might score on an official MTEL test.

The Sample Responses and Analyses for the open-response items may help you determine whether your responses are more similar to the strong or weak samples. The Scoring Rubric can also assist in estimating a score for your open responses. You may also wish to ask a mentor or teacher to help evaluate your responses to the open-response questions prior to calculating your total estimated score.

How to Calculate Your Practice Test Score

Review the directions in the sample below and then use the blank practice test score calculation worksheet on the following page to calculate your estimated score.

SAMPLE

Multiple-Choice Section

Enter the total number of multiple-choice questions you answered correctly: 82

Use Table 1 below to convert that number to the score and write your score in **Box A**: A:

Open-Response Section

Enter the number of points (1 to 4) for your first open-response question: 3

Enter the number of points (1 to 4) for your second open-response question: 3

Add those two numbers (Number of open-response question points): 6

Use Table 2 below to convert that number to the score and write your score in **Box B**: B:

Total Practice Test Score (Estimated MTEL Score)

Add the numbers in **Boxes A and B** for an estimate of your MTEL score: A + B =

Practice Test Score Calculation Worksheet: Political Science/Political Philosophy

Table 1:

Number of Multiple-Choice Questions Correct	Estimated MTEL Score	Number of Multiple-Choice Questions Correct	Estimated MTEL Score
0 to 25	80	61 to 65	141
26 to 30	80	66 to 70	155
31 to 35	80	71 to 75	168
36 to 40	80	76 to 80	181
41 to 45	88	81 to 85	195
46 to 50	101	86 to 90	208
51 to 55	115	91 to 95	221
56 to 60	128	96 to 100	235

Table 2:

Number of Open-Response Question Points	Estimated MTEL Score
2	24
3	30
4	36
5	42
6	48
7	54
8	60

Print the form below to calculate your estimated practice test score.

Multiple-Choice Section

Enter the total number of multiple-choice questions you answered correctly:

Use Table 1 above to convert that number to the score and write your score in **Box A**: **A:**

Open-Response Section

Enter the number of points (1 to 4) for your first open-response question:

Enter the number of points (1 to 4) for your second open-response question: =====

Add those two numbers (Number of open-response question points):

Use Table 2 above to convert that number to the score and write your score in **Box B**: **B:**

Total Practice Test Score (Estimated MTEL Score)

Add the numbers in **Boxes A and B** for an estimate of your MTEL score: **A + B =**

ACKNOWLEDGMENTS

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