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95

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ABSTRACT

In 1965 the International Association for the Evaluation of Educational Achievement (IEA) inaugurated a cross-national survey of achievement in six subjects: Science, Reading Comprehension, Literature, English as a Foreign Language, French as a Foreign Language, and Civic Education. The overall aim of the project was to use international tests in order to relate student achievement and attitudes to instructional, social, and economic factors, and from the results to establish generalizations of value to policy makers worldwide. Contained here are three Civics cognitive tests for population I, II, IV. Population I consists of students aged 10 to 11 years; population II, 14 to 15 years; and population IV, students enrolled in the final year of pre-university training.
(RC)

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IEA SIX-SUBJECT SURVEY INSTRUMENTS

The basic procedures to be followed in the main testing of the IEA Six-Subject Survey were set out in a series of manuals:

- Stage 2 IEA/M1 Manual for National Centers
- IEA/M2 Manual for School Coordinators
- IEA/M3 Manual for Test Administrators
- Stage 3 IEA/M1/Stage 3 Manual for National Centers
- IEA/M2/Stage 3 Manual for School Coordinators
- IEA/M3/Stage 3 Manual for Test Administrators

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1: Type of Instrument

- E = Examination (student)
- Q = Questionnaire (student)
- T = Teacher questionnaire
- S = School questionnaire

2: Student Population

- | | |
|--------------|---|
| 1 = I | 6 = II and IV |
| 2 = II | 7 = I, II and IV |
| 3 = III | 8 = I and IV |
| 4 = IV | S = IV Specialist |
| 5 = I and II | N = NA: Teacher or School questionnaire |

3: Subject

- S = Science
- R = Reading Comprehension
- L = Literature
- M = Mother Tongue (Reading Comprehension and Literature)
- E = English as a Foreign Language
- F = French as a Foreign Language
- C = Civic Education
- 2 = All Stage 2 Subjects
- 3 = All Stage 3 Subjects
- 5 = All Stage 2 and Stage 3 Subjects

4-5: Instrument Within Type

One or two characters used when necessary to uniquely identify each instrument when there is more than one instrument of the same type.

Instrument Name Civics Cognitive Test

Data Bank Instrument Number ELC

156 004 156

IEA/M3/Stage 3

Pop I, p. 2-3

Each of the questions or incomplete statements in this test is followed by five possible answers. You are to decide which one of these answers is best.

Mark your answer by putting a tick (✓) in the appropriate space on the test booklet. If you want to change an answer, be sure to erase the old mark completely. You will have 35 minutes* to answer the 41 questions in this test. This is NOT a test on which you will be graded. Therefore, do NOT guess at any answer unless you are fairly sure that you know the answer. If you are unsure of the answer, simply leave it blank. You must mark your answer by putting a tick next to the answer you have chosen. Now we are ready to begin. Try to answer every question, but do not spend too much time on any one question. If a question seems too difficult go on to the next one. Remember that no-one is expected to get all the answers right. Just do your best.

*IEA/M1/Stage 3

p. 60

A national center may give more time (an extra 10 minutes) as it feels necessary.

Directions:

Each of the questions in this test is followed by five possible answers. One of these answers is best.

Mark your answer by putting a check (✓) in the appropriate space on the test booklet. If you want to change an answer, be sure to erase the old mark completely. You will have 10 minutes to answer the 10 questions in this test. This is a test to see how well you are graded. Therefore, do NOT guess at any answers. If you are not sure that you know the answer, if you are unsure of the answer, simply leave it blank. You must mark your answer by putting a check (✓) next to the answer you have chosen. For example:

P1. Which one of the following is a country?

- A. Tokyo _____
- B. Australia _____
- C. Copenhagen _____
- D. Montreal _____
- E. Cairo _____

Since Australia is a nation and the others are only cities, you should choose the answer numbered B. If you do not know, you should put a tick next to the answer numbered B. This is how the example should be marked on your test booklet.

- A. Tokyo _____
- B. Australia
- C. Copenhagen _____
- D. Montreal _____
- E. Cairo _____

Here are some other kinds of questions which you will see in this test. Tick the answer you think is best.

P2. Only four of the five cities are official capitals. Which one is not an official capital?

- A. Ottawa, Canada _____
- B. New York, U.S.A. _____
- C. London, England _____
- D. Paris, France _____
- E. Moscow, U.S.S.R. _____

The answer to this question is B. Only four of the five cities are official capitals in a country. New York is not an official capital of the U.S.A. The other four are official capitals of their countries. The answer is B.

Each question in this test has five possible answers. Only one of these answers is the best answer. You must mark your answer by putting a check (✓) next to the answer you have chosen.

1. The government makes all children attend school for so many years because:
- A. fathers are not able to take care of their children. _____
 - B. it is dangerous for children to play in the street all day. _____
 - C. children must learn to work for a living as adults in society. _____
 - D. teachers need to work to earn money. _____
 - E. teachers and the school principal have decided so. _____

2. Patriotic boards are:
- A. children. _____
 - B. government. _____
 - C. schools. _____
 - D. military. _____
 - E. family. _____

Questions 3-5

Use the following key for questions 3-5. Questions 3-5 refer to a picture.

Key:

- A. runs the school bus.
- B. looks after the school's money.
- C. keeps records of the school's work.
- D. approves the budget.
- E. sees that the school is safe and healthy.

3. Who is responsible for the school's safety and health? (Choose one or more from the key listed above.)

3. Who is responsible for the school's safety and health? (Choose one or more from the key listed above.)

4. Who is responsible for the school's money? (Choose one or more from the key listed above.)

5. Who is responsible for the school's work? (Choose one or more from the key listed above.)

6. Who is responsible for the school's budget? (Choose one or more from the key listed above.)

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____

7. The main purpose of the _____ is to _____

- A. _____
- B. _____
- C. _____
- D. _____
- E. _____

8. According to the _____, _____

- A. _____
- B. _____
- C. _____
- D. _____
- E. _____

Questions 9-12 refer to the following flags.

Flag A



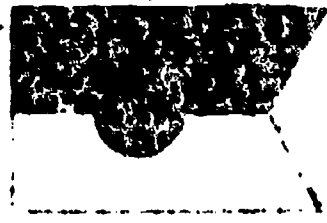
Flag B



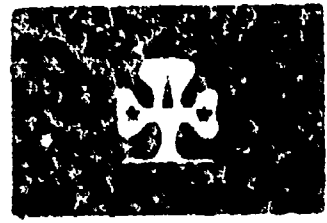
Flag C



Flag D



Flag E



9. Which of the following flags is the flag of the United Nations?

- A. _____
- B. _____
- C. _____
- D. _____
- E. _____

10. _____ need for economic _____

- A. _____
- B. _____
- C. _____
- D. _____
- E. _____

11. Why must we pay taxes on the things we buy?

- A. to make the things last longer. _____
- B. to show where we live. _____
- C. to increase the value of the things. _____
- D. to prevent people from getting into things. _____
- E. to help pay for the things we buy. _____

12. Who pays for most of the things (furniture, books and other material) provided in the schools (community, government) run schools?

- A. the people, by means of tax laws. _____
- B. charitable organizations. _____
- C. parents, through donations. _____
- D. politicians and manufacturers, as gifts. _____
- E. teachers and parents, through membership fees and collections. _____

13. A tax is money that people

- A. pay as fines in order to provide money for the upkeep of the courts. _____
- B. give to the poor to help them with food. _____
- C. put into the bank to make a contribution available for the public. _____
- D. receive from the government to meet the costs of living. _____
- E. pay for the things they buy when they buy. _____

14. The national government collects money by

- A. collecting taxes. _____
- B. collecting fines. _____
- C. collecting donations. _____
- D. collecting gifts. _____
- E. collecting interest. _____

15. Suppose you are a driver on a road which is maintained by road (highway) tax. Who pays for the road (highway) tax? (Federal, state and local government, or other agency related to road building and maintenance)

- A. the federal government. _____
- B. the state government. _____
- C. the local government (city or county). _____
- D. the federal government, the state government and the local government. _____
- E. none of these. _____

16. The major reason for having police in a community is to:
- arrest and punish criminals. _____
 - enforce traffic laws. _____
 - put anyone suspected of a crime in prison. _____
 - ensure the safety of people's lives and property. _____
 - control people and goods leaving and entering the country. _____
17. Suppose you are a voter. In order to choose the party or the candidate for whom you wish to vote, which of the following procedures would help you to obtain the most useful information?
- telephone or write to each candidate or party and ask their opinions. _____
 - ask your friends how they are voting and vote the same way. _____
 - study the political advertisements and records of the candidates and parties. _____
 - read the literature of just one candidate or party but not the other. _____
 - look at the photographs of each party's candidates in the newspapers. _____
18. Which of the following activities has the United Nations Organization undertaken?
- the imposition of economic sanctions
 - the giving of assistance to underdeveloped nations
 - the issuing of passports to tourists
 - the keeping of the peace in troubled spots
 - the imposition of taxes on individuals in your nation
- I and II only _____
 - I and V only _____
 - II and IV only _____
 - III and V only _____
 - IV and V only _____
19. In which of the following nations is the population most rapidly outgrowing the supplies of food, clothing, and shelter?
- Japan _____
 - Mexico _____
 - Canada _____
 - India _____
 - Spain _____
20. There are persons who do not belong to either the Executive (Prime Minister, Ministers, Members of Parliament) or Legislative (What are these persons called? _____)
- members of the House of Lords, members of the House of Commons _____
 - generals _____
 - politicians _____
 - judges _____
 - university professors _____

21. Who controls the executive, legislative and congressional (parliamentary) systems of government?

- A. the President (Chief Executive) _____
- B. army officer _____
- C. judges _____
- D. political parties _____
- E. city council _____

22. Which of the following nations have largely socialized economies and governmental systems in which political parties and competition are carried on inside the single national political party?

- A. Canada and Switzerland _____
- B. Austria and Australia _____
- C. Japan and Israel _____
- D. Norway and Sweden _____
- E. the Soviet Union and the People's Republic of China _____

23. Which of the following is not a part of the United Nations Organization?

- A. The World Health Organization _____
- B. The Organization of Economic Cooperation and Development _____
- C. The World Bank _____
- D. The International Court of Justice _____
- E. The Red Cross and Red Crescent Societies _____

24. The most important goal of the United Nations is to

- A. meet people's needs _____
- B. keep the peace _____
- C. help people to work _____
- D. govern the world _____
- E. spread religion _____

25. A school class is always advised to be what of the following on its study habits?

- A. the person who is interested in class and attendance from school _____
- B. the person who does not mind doing the school work _____
- C. the person who reads and studies the school books _____
- D. the person who does not mind the teacher _____
- E. the person who is not a representative or officer _____

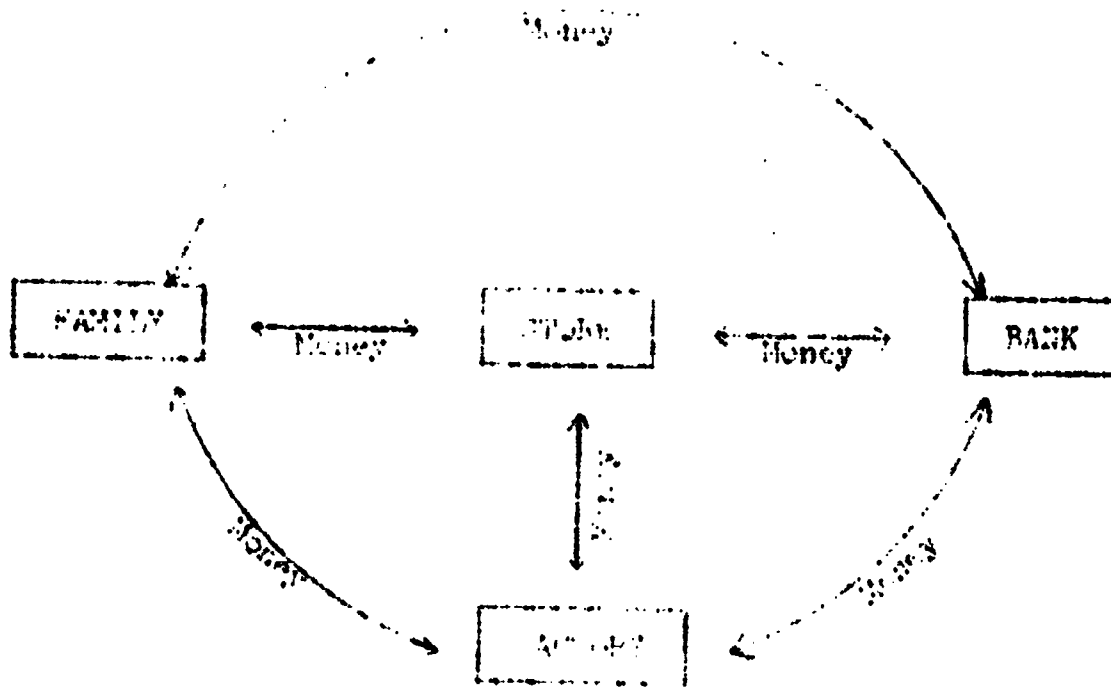
26. Which of the following best illustrates the meaning of the word "representative"?

- A. a person who is elected to represent the people _____
- B. a person who is elected to represent the government _____
- C. a person who is elected to represent the school _____
- D. a person who is elected to represent the country _____
- E. a person who is elected to represent the world _____

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Question 27 refers to the following drawing.



"The Family, the Factory, the Bank, and Money"

27. Which is the best description of the drawing above?

- A. The bank is dependent on the factory. _____
- B. The factory is dependent on the bank. _____
- C. The money circulates. _____
- D. The factory gets the money from the bank. _____
- E. The factory invests in the bank. _____

28. Which of the following is not an important feature of a democratic system of government?

- A. Citizens elect their representatives through discussion or negotiation. _____
- B. Only a few citizens are allowed to vote in public affairs and political events. _____
- C. Citizens elect their representatives through free and informed discussion and debate. _____
- D. The interests of the majority of citizens should decide what laws are passed. _____
- E. The government should not be allowed to act without the consent of the citizens. _____

In a democratic political system which of the following ought to govern the nation?

30. Which of the following is an important activity carried on by both your national and foreign embassies?
- A. Issuing postage stamps. _____
 - B. Issuing passports. _____
 - C. Issuing currency. _____
 - D. Building roads. _____
 - E. Sending ambassadors to other countries. _____
31. General elections are held in the commonwealth mainly to:
- A. elect the members of the local council. _____
 - B. ensure that people work hard. _____
 - C. make certain that the government will change frequently. _____
 - D. allow the people to express their political preferences. _____
 - E. keep taxes at a lower level. _____
32. Which of these units of the United Nations Organization has as its chief goal the keeping of peace between nations?
- A. Food and Agricultural Organization. _____
 - B. Security Council. _____
 - C. International Atomic Energy Agency. _____
 - D. Economic and Social Council. _____
 - E. Trusteeship Council. _____
33. Which of these services in the U.S. are only matched with the level of government above it and all which usually finances it in your nation.
- A. military services. _____
 - B. postal service. _____
 - C. garbage collection. _____
 - D. social security program. _____
 - E. street lighting. _____
34. Which of the following theories is most accurate in solving social problems in your nation?
- A. Every nation must solve its own problems. _____
 - B. Most problems will be solved if each one does anything about them. _____
 - C. Since we are in a large country, new problems will be solved by the government. _____
 - D. Your nation's problems will be solved by the use of material wealth. _____
 - E. Making his nation rich is solving almost all of its basic economic, social and political problems. _____

35. Which of the following is the best way to verify the accuracy of sources of information on a subject?
- A. believe widely accepted information which can be easily understood _____
 - B. check the information against a number of available sources _____
 - C. rely upon the opinion of important people _____
 - D. be automatically suspicious of new sources of information _____
 - E. verify all the sources against established national traditions _____

36. What is the constitution of your country?
- A. local traditions, practices and laws of the national government _____
 - B. national laws which have passed Parliament _____
 - C. local laws of your own _____
 - D. laws which govern religious institutions _____
 - E. laws having to do with religious matters _____

Questions 37-39 ask you to compare the work of three public officials with some other occupations. For instance, the work of a soldier is more like that of a policeman than it is like a artist, a musician, a doctor, or a judge.

37. The work of a judge is most similar to that of:
- A. an architect _____
 - B. a painter _____
 - C. a politician _____
 - D. a musician _____
 - E. an artist _____
38. The work of a general (such as the Prime Minister's, etc.) is most similar to that of:
- A. a scientist _____
 - B. a professional writer _____
 - C. an actor _____
 - D. a musician _____
 - E. a member of the armed forces _____
39. The work of a politician is most similar to that of (most like):
- A. a professional writer _____
 - B. a scientist _____
 - C. an actor _____
 - D. a musician _____
 - E. a member of the armed forces _____

40. Which of these is the most reasonable way for two countries to settle an argument between them?
- A. to declare war on each other _____
 - B. to send all foreigners home _____
 - C. to ask a strong country to decide who is right _____
 - D. to reach agreement after discussion _____
 - E. to ask the International Red Cross (Crescent) organization for help _____
41. Which of the following practices in election campaigns is illegal?
- A. to suggest that your opponent has wrong ideas _____
 - B. to pay people to vote for you _____
 - C. to promise to represent interests of a particular group _____
 - D. to use some of your own money to pay for your own campaign _____
 - E. to promise to try to change a certain law _____

ACCOMPANYING NOTES

This Bulletin contains Civic Education instruments for Populations I, II, and IV. The instruments are contained in three booklets for each population. The first booklet consists of two sections, Cognitive and How Society Works. The second is Affective Scales and the third is the Background Questionnaire. The number on the front of each booklet corresponds to its place in the sequence of testing. Although there is a different set of booklets for each population, the same set of answer cards will be used by all. Manual 1 gives specific information about testing sessions.

Each population has a different version of the Cognitive section, but the remaining instruments are the same for all populations.

Population I will mark their answers directly in the test booklet for all parts of the instruments since no MRC cards will be used for this population. The Cognitive sections for Populations II and IV have been prepared for MRC cards. Other tests are not in MRC card format, but if the National Center wishes to use MRC cards for Populations II and IV for these tests, it can do so by making the following changes:

Converting How Society Works, Affective Scales and Background Questionnaire to MRC Card Form

Directions to students for marking their answers

The second paragraph of the directions at the front of each test should read:

"Mark your answer by blackening the appropriate space on your answer card. If you want to change an answer, be sure to erase the old mark completely."

Answer choices

The choices the student is given from which to select his answers must be lettered A, B, C, etc. to correspond to ovals on an answer card. This will often necessitate a change in the directions before a set of items. For example, the directions for the first set of questions in the Background Questionnaire would read as follows if the students were using MRC cards to answer:

"What kind of films or programs do you like to see? Here are different sorts of programs and films. If you would like to see it, blacken in the oval marked A on your answer card. If you would not mind whether you saw it or not, choose B. If you would not like to see it, choose C."

The questions would then read as follows:

	I would like to see it	I would not mind whether I saw it or not	I would not like to see it
1. Cowboys and Westerns ..	A	B	C
2. The work of artists and sculptors	A	B	C
3. Current events	A	B	C

The order of questions and the sequence of answers must, of course, not be changed.

Semantic differential items

The format for the semantic differential items in the Affective Scales (pages 2, 3, and 4) will also need to be changed if MRC cards are used. Page 2, which explains how to answer the items, should read as follows:

"Here are some words and sentences which have been used by different people to describe the way they think about your Local Council (substitute national phrasing to indicate municipal government). Each time we give you two words with opposite meanings and letters in between. For example:

Friendly: A B C D E :Unfriendly

We want to know your opinion about your Local Council. If you think that your Local Council is very friendly, blacken in the oval on your answer card marked A, since A is closest to 'Friendly'. If you think your Local Council is very unfriendly, blacken in the oval marked E, since E is closest to 'Unfriendly'. If you don't know, blacken in the oval marked C. If you think your Local Council is friendly, but not so very friendly, choose B, and if you think it is unfriendly, but no very unfriendly, blacken in D.

Now turn over to the next page. Read through each statement, then mark your answer card to show how you think about your Local Council.

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Accompanying Notes to Cognitive Tests

Population I - IEA/CIV/I/COG

Question

2. In Germany, a synonym for "patriotism" may be necessary, e.g., national loyalty or identity.
13. "Government" (both central and local) may need further qualification and/or defining in Germany.
36. "Traditions" can be omitted if necessary and only the words "practices" and "laws" used.
38. "Executive officer" may cause difficulty in translation. Convey sense of a club or school organization's board of directors, governing council, and so forth.

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4-5: Instrument Within Type

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Instrument Name Civics Cognitive Test

Data Bank Instrument Number E2C

IEA/M3/Stage 3

Pop II, p. 4-5

First we are going to do a test to see what you know about how our nation works and its relations with the rest of the world. Look at the directions on the front of Booklet 30 and follow along silently as I read them aloud.

Each of the questions or incomplete statements in this test is followed by five possible answers. You are to decide which one of these answers is best.

Mark your answer by blackening in the appropriate space on the answer card. If you want to change an answer, be sure to erase the old mark completely. You will have 35 minutes to answer the 47 questions in this test. This is NOT a test on which you will be graded. Therefore, do NOT guess at any answer unless you are fairly sure that you know the answer. If you are unsure of the answer simply leave it blank.

Mark only one answer for each question. If you change your mind about an answer, be sure to erase the first mark completely. Do NOT spend too much time on any one question. If a question seems too difficult go on to the next one.

1. The first part of the test is a multiple choice section. It consists of 20 questions. The questions are about the following topics:

- 1. The history of the United States.
- 2. The geography of the United States.
- 3. The government of the United States.
- 4. The economy of the United States.
- 5. The culture of the United States.

2. The second part of the test is a short answer section. It consists of 10 questions. The questions are about the following topics:

- 1. The history of the United States.
- 2. The geography of the United States.
- 3. The government of the United States.
- 4. The economy of the United States.
- 5. The culture of the United States.

3. The third part of the test is a long answer section. It consists of 5 questions. The questions are about the following topics:

- 1. The history of the United States.
- 2. The geography of the United States.
- 3. The government of the United States.
- 4. The economy of the United States.
- 5. The culture of the United States.

4. The fourth part of the test is a reading comprehension section. It consists of 10 questions. The questions are about the following topics:

- 1. The history of the United States.
- 2. The geography of the United States.
- 3. The government of the United States.
- 4. The economy of the United States.
- 5. The culture of the United States.

5. The fifth part of the test is a writing section. It consists of 5 questions. The questions are about the following topics:

- 1. The history of the United States.
- 2. The geography of the United States.
- 3. The government of the United States.
- 4. The economy of the United States.
- 5. The culture of the United States.

6. The sixth part of the test is a listening section. It consists of 10 questions. The questions are about the following topics:

- 1. The history of the United States.
- 2. The geography of the United States.
- 3. The government of the United States.
- 4. The economy of the United States.
- 5. The culture of the United States.

7. The seventh part of the test is a speaking section. It consists of 5 questions. The questions are about the following topics:

- 1. The history of the United States.
- 2. The geography of the United States.
- 3. The government of the United States.
- 4. The economy of the United States.
- 5. The culture of the United States.

[Faint, mostly illegible text, possibly bleed-through from the reverse side of the page]

A.
B.

A.
B.

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10. The number of...

- A.
- B.
- C.
- D.
- E.

11. The number of...

- A.
- B.
- C.
- D.
- E.

12. The number of...

- A.
- B.
- C.
- D.
- E.

13. The number of...

- A.
- B.
- C.
- D.
- E.

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16. [Faint text]
- A. [Faint text]
 - B. [Faint text]
 - C. [Faint text]
 - D. [Faint text]
 - E. [Faint text]

17. [Faint text]
- A. [Faint text]
 - B. [Faint text]
 - C. [Faint text]
 - D. [Faint text]
 - E. [Faint text]

18. [Faint text]
- A. [Faint text]
 - B. [Faint text]
 - C. [Faint text]
 - D. [Faint text]
 - E. [Faint text]

19. [Faint text]
- A. [Faint text]
 - B. [Faint text]
 - C. [Faint text]
 - D. [Faint text]
 - E. [Faint text]

20. [Faint text]
- A. [Faint text]
 - B. [Faint text]
 - C. [Faint text]
 - D. [Faint text]
 - E. [Faint text]

11. Which of the following is a characteristic of a monopoly?

A. Many sellers
 B. Many buyers
 C. Many products
 D. Many substitutes
 E. Many competitors

12. The primary purpose of a business is to:

A. provide a service
 B. produce goods
 C. satisfy customer needs
 D. generate profit
 E. create employment

13. Mr. Smith's business is a monopoly. He has no competitors. He is the only one who can supply a certain product.

A. He can raise prices as high as he wants.
 B. He can produce as much as he wants.
 C. He can sell as much as he wants.
 D. He can produce as much as he wants.
 E. He can sell as much as he wants.

14. Which of the following is a characteristic of a monopoly?

A. Many sellers
 B. Many buyers
 C. Many products
 D. Many substitutes
 E. Many competitors

15. Which of the following is a characteristic of a monopoly?

A. Many sellers
 B. Many buyers
 C. Many products
 D. Many substitutes
 E. Many competitors

16. Which of the following is a characteristic of a monopoly?

A. Many sellers
 B. Many buyers
 C. Many products
 D. Many substitutes
 E. Many competitors



27. What was the primary reason for the passage of the Civil Rights Act of 1964?
- A. The assassination of Martin Luther King Jr.
 - B. The Supreme Court decision in Brown v. Board of Education.
 - C. The passage of the Voting Rights Act of 1965.
 - D. The passage of the Fair Housing Act of 1968.
 - E. The passage of the Equal Employment Opportunity Act of 1967.

28. In 1964, the Civil Rights Act was signed into law by President Lyndon B. Johnson. What was the primary purpose of this act?
- A. To prohibit discrimination on the basis of race, color, religion, sex, or national origin in public accommodations, employment, and voting.
 - B. To establish a federal civil rights commission.
 - C. To provide for the desegregation of schools.
 - D. To provide for the desegregation of public housing.
 - E. To provide for the desegregation of public facilities.

29. Which of the following countries was not a member of the European Common Market?
- A. Belgium
 - B. Luxembourg
 - C. France
 - D. Germany
 - E. Italy

30. The assassination of Martin Luther King Jr. in 1968 led to the passage of the Voting Rights Act of 1965. What was the primary purpose of this act?
- A. To prohibit discrimination on the basis of race in public accommodations and employment.
 - B. To prohibit discrimination on the basis of race in voting.
 - C. To prohibit discrimination on the basis of race in public housing.
 - D. To prohibit discrimination on the basis of race in public facilities.
 - E. To prohibit discrimination on the basis of race in public services.

31. The passage of the Civil Rights Act of 1964 was a landmark event in the history of the United States. What was the primary purpose of this act?
- A. To prohibit discrimination on the basis of race, color, religion, sex, or national origin in public accommodations, employment, and voting.
 - B. To establish a federal civil rights commission.
 - C. To provide for the desegregation of schools.
 - D. To provide for the desegregation of public housing.
 - E. To provide for the desegregation of public facilities.

32. The passage of the Voting Rights Act of 1965 was a landmark event in the history of the United States. What was the primary purpose of this act?
- A. To prohibit discrimination on the basis of race in voting.
 - B. To prohibit discrimination on the basis of race in public accommodations and employment.
 - C. To prohibit discrimination on the basis of race in public housing.
 - D. To prohibit discrimination on the basis of race in public facilities.
 - E. To prohibit discrimination on the basis of race in public services.

23. Which of the following is a characteristic of a...
...
...

- A. ...
- B. ...
- C. ...
- D. ...
- E. ...

24. A primary objective of the...
...
...

- A. ...
- B. ...
- C. ...
- D. ...
- E. ...

25. The primary purpose of the...
...
...

- A. ...
- B. ...
- C. ...
- D. ...
- E. ...

26. Which of the following is a...
...
...

- A. ...
- B. ...
- C. ...
- D. ...
- E. ...

27. Which of the following is a...
...
...

- A. ...
- B. ...
- C. ...
- D. ...
- E. ...

38. Which of the following is a characteristic of a monopoly?

- A. There are many sellers.
- B. There is only one seller.
- C. There are many buyers.
- D. There is only one buyer.
- E. There are many sellers and many buyers.

39. Which of the following is a characteristic of a monopoly?

- A. There are many sellers.
- B. There is only one seller.
- C. There are many buyers.
- D. There is only one buyer.
- E. There are many sellers and many buyers.

40. When a monopoly is in long-run equilibrium, the goods it sells supply are:

- A. scarce.
- B. abundant.
- C. in short supply.
- D. in long supply.
- E. in equilibrium.

41. Which of the following is a characteristic of a monopoly?

- A. There are many sellers.
- B. There is only one seller.
- C. There are many buyers.
- D. There is only one buyer.
- E. There are many sellers and many buyers.

42. Which of the following is a characteristic of a monopoly?

- A. There are many sellers.
- B. There is only one seller.
- C. There are many buyers.
- D. There is only one buyer.
- E. There are many sellers and many buyers.

43. If there were a high percentage of the population that was not voting, which of the following would be most likely to occur?
- A. The political system would be more stable.
 - B. The political system would be more democratic.
 - C. The political system would be more efficient.
 - D. The political system would be more representative.
 - E. The political system would be more responsive.
44. To improve the quality of the political system, which of the following would be most likely to occur?
- A. To improve the quality of the political system, the government should be more transparent.
 - B. To improve the quality of the political system, the government should be more accountable.
 - C. To improve the quality of the political system, the government should be more efficient.
 - D. To improve the quality of the political system, the government should be more representative.
 - E. To improve the quality of the political system, the government should be more responsive.
45. Which of the following would be most likely to result in a violation of civil liberties in a democratic society?
- A. The government's failure to protect the right of assembly during a protest.
 - B. The government's failure to protect the right of free speech.
 - C. The government's failure to protect the right of privacy.
 - D. The government's failure to protect the right of due process.
 - E. The government's failure to protect the right of equal protection.
46. Which of the following would be most likely to result in a violation of civil liberties in a democratic society?
- A. The government's failure to protect the right of assembly during a protest.
 - B. The government's failure to protect the right of free speech.
 - C. The government's failure to protect the right of privacy.
 - D. The government's failure to protect the right of due process.
 - E. The government's failure to protect the right of equal protection.

E2C

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47. Why is it that in many Western democratic political systems, interest and pressure groups rarely evolve into political parties?
- A. They prefer to work in private.
 - B. They could not win an election without broadening their structure and function.
 - C. Their leaders realize that it is against the national interest for such groups to control the government.
 - D. Their leaders fear that members who gain political office will work against the interests of the group.
 - E. They are prevented from doing so by strict regulatory legislation.

S T O P

DO NOT TURN OVER UNTIL YOU ARE TOLD TO DO SO.

CIVIC EDUCATION BULLETIN

ACCOMPANYING NOTES

This Bulletin contains Civic Education instruments for Populations I, II, and IV. The instruments are contained in three booklets for each population. The first booklet consists of two sections, Cognitive and How Society Works. The second is Affective Scales and the third is the Background Questionnaire. The number on the front of each booklet corresponds to its place in the sequence of testing. Although there is a different set of booklets for each population, the same set of answer cards will be used by all. Manual 1 gives specific information about testing sessions.

Each population has a different version of the Cognitive section, but the remaining instruments are the same for all populations.

Population I will mark their answers directly in the test booklet for all parts of the instruments since no MRC cards will be used for this population. The Cognitive sections for Populations II and IV have been prepared for MRC cards. Other tests are not in MRC card format, but if the National Center wishes to use MRC cards for Populations II and IV for these tests, it can do so by making the following changes:

Converting How Society Works, Affective Scales and Background Questionnaire to MRC Card Form

Directions to students for marking their answers

The second paragraph of the directions at the front of each test should read:

"Mark your answer by blackening the appropriate space on your answer card. If you want to change an answer, be sure to erase the old mark completely."

Answer choices

The choices the student is given from which to select his answers must be lettered A, B, C, etc. to correspond to ovals on an answer card. This will often necessitate a change in the directions before a set of items. For example, the directions for the first set of questions in the Background Questionnaire would read as follows if the students were using MRC cards to answer:

"What kind of films or programs do you like to see? Here are different sorts of programs and films. If you would like to see it, blacken in the oval marked A on your answer card. If you would not mind whether you saw it or not, choose B. If you would not like to see it, choose C."

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The questions would then read as follows:

	I would like to see it	I would not mind whether I saw it or not	I would not like to see it
1. Cowboys and Westerns ..	A	B	C
2. The work of artists and sculptors	A	B	C
3. Current events	A	B	C

The order of questions and the sequence of answers must, of course, not be changed.

Semantic differential items

The format for the semantic differential items in the Affective Scales (pages 2, 3, and 4) will also need to be changed if MRC cards are used. Page 2, which explains how to answer the items, should read as follows:

"Here are some words and sentences which have been used by different people to describe the way they think about your Local Council (substitute national phrasing to indicate municipal government). Each time we give you two words with opposite meanings and letters in between. For example:

Friendly: A B C D E :Unfriendly

We want to know your opinion about your Local Council. If you think that your Local Council is very friendly, blacken in the oval on your answer card marked A, since A is closest to 'Friendly'. If you think your Local Council is very unfriendly, blacken in the oval marked E, since E is closest to 'Unfriendly'. If you don't know, blacken in the oval marked C. If you think your Local Council is friendly, but not so very friendly, choose B, and if you think it is unfriendly, but no very unfriendly, blacken in D.

Now turn over to the next page. Read through each statement, then mark your answer card to show how you think about your Local Council.

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Accompanying Notes to Cognitive Tests

Population I - IEA/CIV/I/COG

Question

2. In Germany, a synonym for "patriotism" may be necessary, e.g., national loyalty or identity.
13. "Government" (both central and local) may need further qualification and/or defining in Germany.
36. "Traditions" can be omitted if necessary and only the words "practices" and "laws" used.
38. "Executive officer" may cause difficulty in translation. Convey sense of a club or school organization's board of directors, governing council, and so forth.

Population II - IEA/CIV/II/COG

Question

1. See note for item 2 above.

IEA SIX-SUBJECT SURVEY INSTRUMENTS

The basic procedures to be followed in the main testing of the IEA Six-Subject Survey were set out in a series of manuals:

- Stage 2 IEA/M1 Manual for National Centers
IEA/M2 Manual for School Coordinators
IEA/M3 Manual for Test Administrators
- Stage 3 IEA/M1/Stage 3 Manual for National Centers
IEA/M2/Stage 3 Manual for School Coordinators
IEA/M3/Stage 3 Manual for Test Administrators

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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EDUCATION POSITION OR POLICY.

These manuals are available from ERIC Clearinghouse.

The following extracts from these manuals have been appended to this particular IEA instrument to provide researchers with the minimum necessary test instruction information (e.g., such things as the instructions on the practice items and the warnings concerning the amount of time left for the test have been omitted here). For full details, please consult the appropriate manuals.

The Data Bank Instrument Number which appears below is a new number, assigned since the instruments were administered for the purpose of easily linking items in the instruments with the resultant variables in the Data Bank holdings. Each such variable is named in the codebook using the new instrument number and (usually) the number of the item within the instrument from which the variable is derived. The key to the new instrument numbers is as follows:

1: Type of Instrument

- E = Examination (student)
Q = Questionnaire (student)
T = Teacher questionnaire
S = School questionnaire

2: Student Population

- | | |
|--------------|---|
| 1 = I | 6 = II and IV |
| 2 = II | 7 = I, II and IV |
| 3 = III | 8 = I and IV |
| 4 = IV | S = IV Specialist |
| 5 = I and II | N = NA: Teacher or School questionnaire |

3: Subject

- S = Science
R = Reading Comprehension
L = Literature
M = Mother Tongue (Reading Comprehension and Literature)
E = English as a Foreign Language
F = French as a Foreign Language
C = Civic Education
2 = All Stage 2 Subjects
3 = All Stage 3 Subjects
5 = All Stage 2 and Stage 3 Subjects

4-5: Instrument Within Type

One or two characters used when necessary to uniquely identify each instrument when there is more than one instrument of the same type.

Instrument Name Civics Cognitive Test

Data Bank Instrument Number E4C

IEA/M3/Stage 3

Pop IV, p. 3-5

First we are going to do a test to see what you know about how our nation works and its relations with the rest of the world. Look at the directions on the front of Booklet 50 and follow along silently as I read them aloud.

Each of the questions or incomplete statements in this test is followed by five possible answers. You are to decide which one of these answers is best.

Mark your answer by blackening in the appropriate space on the answer card. If you want to change an answer, be sure to erase the old mark completely. You will have 35 minutes to answer the 48 questions in this test. This is NOT a test on which you will be graded. Therefore, do not guess at any answer unless you are fairly sure that you know the answer. If you are unsure of the answer simply leave it blank.

Mark only one answer for each question. If you change your mind about an answer, be sure to erase the first mark completely. Do NOT spend too much time on any one question. If a question seems too difficult go on to the next one.

IV. Multiple Choice

Example 1

Directions:

Each of the questions or incomplete statements in this test is followed by five possible answers. You are to decide which one of these answers is best.

Mark your answer by blackening in the appropriate space on the answer card. If you want to change an answer, be sure to erase the old mark completely. You will have 3 minutes to answer the 40 questions in this test. This is NOT a test on which you will be graded. Therefore, do NOT guess at any answer unless you are fairly sure that you know the answer. If you are unsure of the answer simply leave it blank. Here is the first example:

P1. Which one of the following is a nation?

- A. Tokyo
- B. Australia
- C. Copenhagen
- D. Montreal
- E. Cairo

Since Australia is a nation and the others are only cities, you should choose the answer numbered B. On your answer card you see space B blackened in for you. Now you blacken in the appropriate space on your answer card for the next example:

P2. Which of the following are the capital cities of their countries?

- I. Vienna, Austria
 - II. Copenhagen, Denmark
 - III. Barcelona, Spain
 - IV. Ankara, Turkey
 - V. Athens, Greece
- A. I and II only
 - B. III and IV only
 - C. II, III and V only
 - D. I, II, IV and V only
 - E. I, II, III, IV and V

The answer to this question is E, because each of these cities, I, II, IV and V, is a capital city. Since the capital of Spain, NOT Barcelona. Therefore, number III CANNOT be part of the right answer.

Mark only one answer for each question. If you change your mind about an answer, be sure to erase the first mark completely. Do NOT spend too much time on any one question. If a question seems too difficult, go on to the next one.

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CIVIC EDUCATION

Book 100 Section 1 - Civics

1. In order to achieve its aims and program the primary purpose of a political party is to:
 - A. win elections and exert political power.
 - B. raise money for the government.
 - C. lower taxes for the poor.
 - D. prevent public debate of controversial issues.
 - E. ensure regular elections.

2. Your national government obtains the largest portion of its revenue from which of the following tax sources?
 - A. personal income taxes
 - B. corporation taxes
 - C. sales taxes
 - D. tobacco and liquor (excise) taxes
 - E. customs duties

3. Which of the following is normally the chief duty of citizens and not of foreign nationals?
 - A. protect our borders
 - B. attending to the public interest
 - C. owning property
 - D. paying taxes to the government
 - E. voting in national elections

4. Which one of the following is not a duty of every citizen?
 - A. the duty to pay taxes
 - B. the duty to obey the laws of the state
 - C. the duty to support the national flag
 - D. the duty to pay for public services such as roads, sewerage, or fire
 - E. the duty to support the national government

5. Which of the following best describes the meaning of the word citizen?
 - A. he is a member of the state.
 - B. he has the right of the national franchise.
 - C. he pays taxes to the national government.
 - D. he has certain rights and responsibilities in his nation.
 - E. he is literate.

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Question 6 refers to the cartoon titled "The Free Press" which is shown below. The cartoon is by [unreadable].



6. The main idea expressed in the cartoon titled "The Free Press" is:

- A. tyranny unleashed.
- B. the victim of tyranny.
- C. a guarantee against tyranny.
- D. not really free.
- E. cooperative victimhood.

Question 7 refers to the cartoon titled "Justice" which is shown below.



The cartoon titled "Justice" is by [unreadable].

7. What message is the cartoon titled "Justice" conveying?

- A. that the balance of justice is tilted in favor of the interest group.
- B. that a just law is not the feeling of the people.
- C. that nobody knows what justice is because it is blind.
- D. that justice should not be taken important.
- E. that justice, to be meaningful, must be hidden from public view.

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- 8. A national government is characterized by
 - A. a central authority.
 - B. a single ruler.
 - C. the ability to make laws that apply to all citizens.
 - D. the power to raise and spend money.
 - E. all of the above.

- 9. A system of government in which power is shared by both the participating units and the central government is called
 - A. federal system.
 - B. unitary system.
 - C. democratic system.
 - D. theocratic system.
 - E. cooperative system.

- 10. "Not only has the bourgeoisie found the weapons of its struggle against itself; it has also called into existence the men who will wield those weapons - the proletarians."

Which of the following is most closely related to the author of this quotation?

- A. Hegel
- B. Kant
- C. Existentialist
- D. Marxist
- E. Idealist

- 11. Ideology is a term used to describe a set of ideas that is supposed to guide the actions of individuals in the decision-making process.

- A. the process of making decisions
- B. the process of making choices
- C. the process of making judgments
- D. the process of making evaluations
- E. the process of making selections

- 12. A system of government in which power is shared by both the participating units and the central government is called

- A. a unitary system.
- B. a federal system.
- C. a democratic system.
- D. a theocratic system.
- E. a cooperative system.

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13. Which of the following is a characteristic of a...
The following are characteristics of a...

- A. ...
- B. ...
- C. ...
- D. ...
- E. ...

14. Which of the following is a characteristic of a...
The following are characteristics of a...

- A. ...
- B. ...
- C. ...
- D. ...
- E. ...

15. After the ...
The following are characteristics of a...

- A. ...
- B. ...
- C. ...
- D. ...
- E. ...

16. The ...
The following are characteristics of a...

- A. ...
- B. ...
- C. ...
- D. ...
- E. ...
- F. ...

17. They ...
The following are characteristics of a...

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

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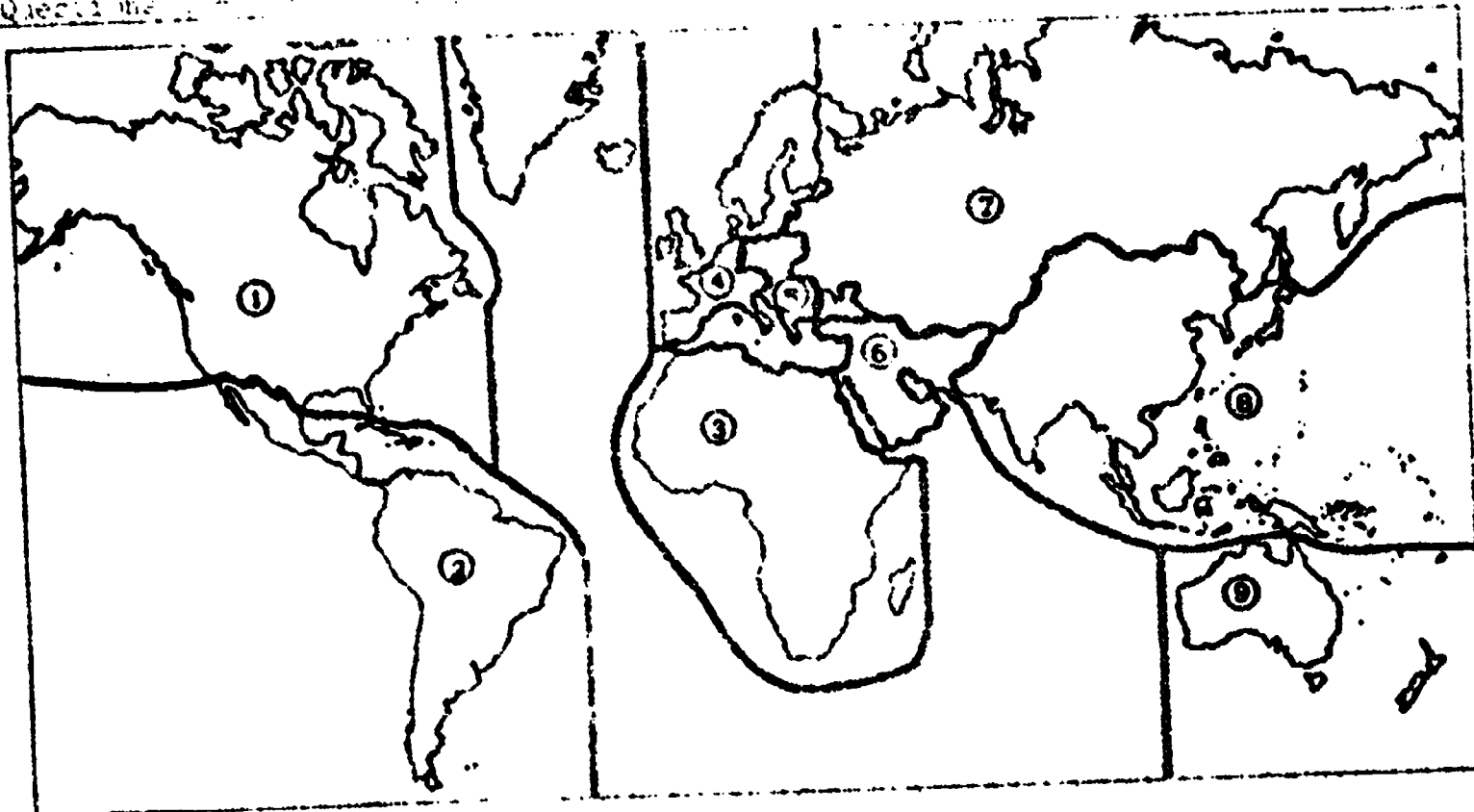
18. Which of the following is the most important factor in determining the success of a nation's foreign policy?
- A. The size of the nation's economy
 - B. The quality of the nation's leadership
 - C. The nation's geographical location
 - D. The nation's military strength
 - E. The nation's political stability
19. In a democracy, the final authority rests with the citizens. What is the best way to ensure that the government is accountable to the citizens?
- A. Free press
 - B. Regular elections
 - C. Public opinion polls
 - D. Large numbers of representatives
 - E. Expert advice from government officials
20. Which of the following is the most important factor in determining the success of a nation's foreign policy?
- A. Economic strength
 - B. Military power
 - C. Political stability
 - D. Geographical location
 - E. Cultural influence
21. Which of the following is the most important factor in determining the success of a nation's foreign policy?
- A. Economic strength
 - B. Military power
 - C. Political stability
 - D. Geographical location
 - E. Cultural influence
22. Which of the following is the most important factor in determining the success of a nation's foreign policy?
- A. Economic strength
 - B. Military power
 - C. Political stability
 - D. Geographical location
 - E. Cultural influence

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23. Which of the following concepts of freedom in a democracy is most accurate?
- The free man can do anything he wishes.
 - Liberty consists in asserting one's self without taking others into account.
 - There is no limit to the liberty of the citizens in a democratic society.
 - A person's freedom ends at any point where society says it may start hurting other people.
 - The poor and the illiterate have individual freedom but no responsibility.
24. Which of the following does NOT appear in the United Nations Declaration of Human Rights?
- Everyone has the right to freedom and personal security.
 - No one may be forced to join an organization.
 - No one may be arrested, imprisoned or forced to leave his country without good reason.
 - Everyone has the right, if his family is in danger, to disobey national laws.
 - Everyone has the right to equal pay for the same work.
25. Which of the following statements about solving social problems is most accurate?
- Every nation has completely different problems.
 - Most problems will be solved whether or not one does anything about them.
 - Since social change is always taking place, new problems constantly arise and require new solutions.
 - Mankind's basic problem has been how to rise above material well-being.
 - Mankind has succeeded in solving almost all of its basic economic, social and political problems.
26. Which of the following statements are correct?
- Citizens automatically become members of the established churches in their nation of birth.
 - Persons are citizens of the nation in which they are born regardless of their parents' citizenship.
 - Citizens legally owe allegiance to their government.
 - All citizens are expected to obey the laws of their country as well as enjoying certain freedoms.
- I and II only
 - II and III only
 - III and IV only
 - II, III, and IV only
 - I, II, III, and IV

- A.
- B.
- C.
- D.
- E.

Questions



- A.
- B.
- C.
- D.
- E.

- A.
- B.
- C.
- D.
- E.

- A.
- B.
- C.
- D.
- E.

31. Which of the following is/are usually found in the Constitution of a nation?
- I. a list of the current leaders of government
 - II. the eligibility requirements for those who may sit in the legislature
 - III. the names of the major political parties
 - IV. the civil rights and liberties of citizens
- A. II only
 - B. IV only
 - C. II and III only
 - D. II and IV only
 - E. I, II, III and IV
32. In relation to the achievements of the United Nations to date, it would be most correct to say that:
- A. nothing of lasting importance has been achieved.
 - B. there has been more progress in settling major political disputes than in promoting economic and social co-operation.
 - C. most progress has been made in bringing about universal disarmament.
 - D. there has been more progress in the work of the specialized agencies than in settling major political disputes.
 - E. all of its major goals were achieved long ago.
33. The United States and the Soviet Union were in agreement on an initial course of action in which of the following instances?
- I. the British, Israeli, and French invasion of Egypt (1956)
 - II. the Korean War (1950)
 - III. the Hungarian and Polish revolts (1956)
 - IV. United Nations intervention in the Congo (1960)
- A. I and II only
 - B. I and IV only
 - C. III and IV only
 - D. II and III only
 - E. I, II, III and IV
34. Which of the following are characteristic of most of the world's underdeveloped nations?
- I. a predominantly urban population
 - II. predominance of local small scale and household economy rather than a national economic system
 - III. a subsistence economy
 - IV. traditional and modern social customs and economic practices exist side by side
- A. I and II only
 - B. I and III only
 - C. I, II and III only
 - D. III and IV only
 - E. II, III and IV only

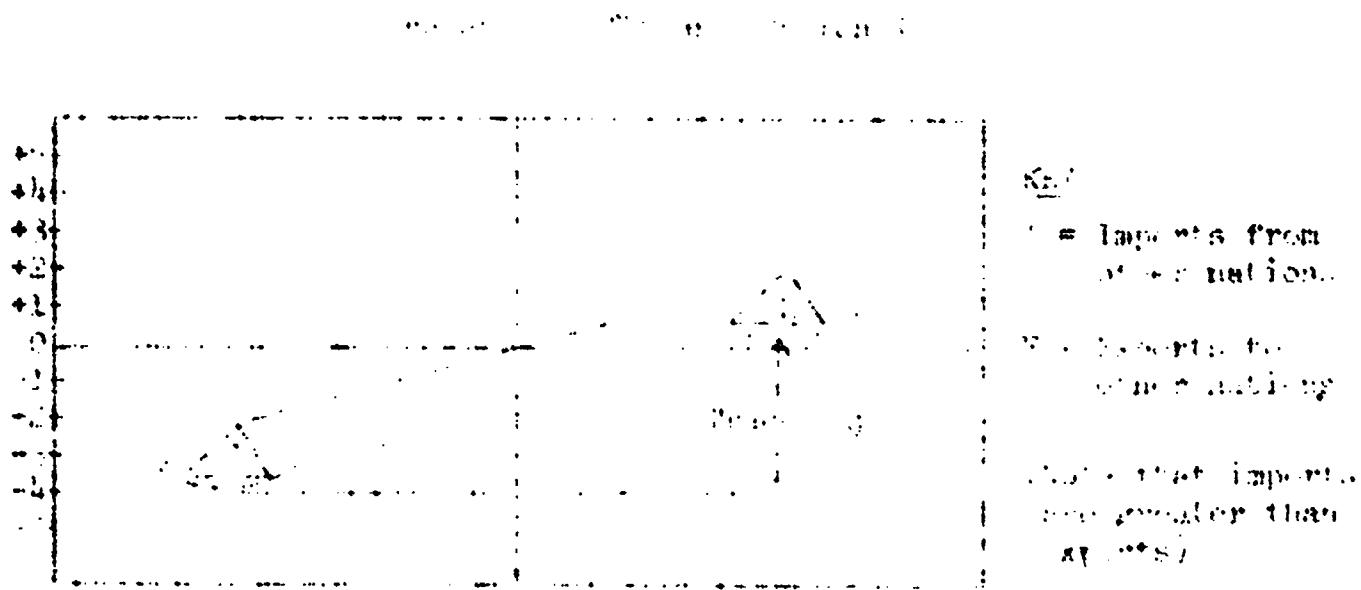
35. A major purpose of the income tax system is to:
- establish a tax system for workers.
 - bring production in the economy back to level.
 - transfer the right to own property to firms.
 - defeat the right to own property of workers.
 - encourage workers to be more like people of other nations.
36. When a government levies taxes and then spends it, it also does which of the following:
- reduces private consumption.
 - reduces total consumption level.
 - influences the pattern of production.
 - finances public consumption.
- I and II only
 - I and IV only
 - II and IV only
 - I, III and IV only
 - I, II, III and IV
37. Which of the following would suffer most from the effects of inflation in a highly industrialized country?
- a salesman whose basic pay is tied to a cost of living index
 - a retired public servant living on a fixed income
 - a factory worker who belongs to a strong trade (labor) union
 - an executive secretary in a large business office
 - a professional person such as a physician or lawyer
38. If you were conducting research upon a social problem, in which order would you carry out the following steps:
- research for the evidence
 - formulation of the hypothesis
 - preparation of the solution
 - analysis of the evidence
 - definition of the problem
- I, II, IV, III, V
 - II, I, IV, III, V
 - III, I, IV, II, V
 - V, II, I, IV, III
 - V, III, I, II, IV
39. Parliamentary government means that:
- the leaders of the government are selected from the leading party or parties in parliament.
 - the system of government is based upon limited or restricted right to vote.
 - most important governmental decisions are prepared following consultation with all the parties.
 - parliament is divided into two chambers.
 - no one that the parties are represented in parliament.

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40. Which of the following is a characteristic of the third century A.D. Rome's central government?
- Universalism
 - Centralism
 - Constitutionalism
 - Autocracy
 - Feudalism
41. Why is it that in many modern representative political systems, interest and pressure groups usually align themselves with political parties?
- They prefer to work in private.
 - They could not win an election without reorganizing their structure and function.
 - Their leaders believe that it is in the national interest for each group to control its government.
 - Their leaders fear that if they do not win political office will work against the interests of the group.
 - They are prevented from bringing about strict regulatory legislation.
42. Assume that you have been invited by the ambassador to Ireland to return home as a diplomat. Ireland has broken off with Ireland. If you know that our ambassador to Ireland has just been recalled, which of the following statements is most likely to be true?
- that diplomatic relations with Ireland have already been broken off
 - that diplomatic relations with Ireland have not yet been broken off
 - that you will be asked to return home to see whether diplomatic relations with Ireland have been broken off
 - that it is possible that diplomatic relations with Ireland have not been broken off
 - that it is possible that diplomatic relations with Ireland have not been broken off
43. Which of the following statements about the United Nations is correct?
- It is an organization of states that meets in the framework of the Forum.
 - All the states of the world are members of the United Nations under the Charter of the United Nations.
 - The United Nations is a permanent organization of the United Nations.
 - It is a permanent organization of the United Nations.
 - The United Nations is a permanent organization of the United Nations.

44. Which of the following is not a possible cause of the problem of scarce goods and services in a country?
- A. The price of a scarce good is higher than the marginal cost of production.
 - B. Government attempts to control the price of a scarce good have eliminated the price incentive to produce more.
 - C. By eliminating government control of the price of a scarce good, the government has eliminated the price incentive to produce more.
 - D. The problem of scarcity may also be caused by the government's failure to distribute goods equitably.
 - E. Uncommitted resources in the country could eliminate the problem of scarcity by increasing production of national products.

question 45 refers to the following situation.



45. In the diagram, a country's trade in the market of goods of Nation X is shown. Which of the following policies of action would be LEAST likely to be taken by the national government of this country to reduce the size of the trade deficit?
- A. put a tariff on imports
 - B. devalue the currency
 - C. impose restrictions on exports and allow importers to increase their profits
 - D. introduce a quota which would increase the value of the imports
 - E. introduce a tariff on imported goods
46. A mixed-market economy is one in which there is
- A. equal shares in production, distribution, and income.
 - B. both national and local government in the general market.
 - C. a taxation system with the distinction between public and private.
 - D. important economic decisions made by both the public and private sectors.
 - E. a movement of money from rural to urban communities.

47. Which of the following evidence is likely to be most useful for analysis of the part played by a leading statesman in a national crisis?
- A. the personal diary of the statesman's wife written during the crisis
 - B. the statesman's own account as published in his autobiography
 - C. the report of a tribunal of enquiry set up by the statesman's party to enquire into the crisis
 - D. a collection of national newspapers published during the crisis
 - E. the working papers of the statesman and his closet advisors
48. Other things being equal, an increase in which of the following would most likely reduce a nation's balance of payments deficit?
- A. borrowing from other nations
 - B. foreign travel by its citizens
 - C. goods imported from other nations
 - D. interest earned abroad by its citizens
 - E. remittances sent to relatives living abroad

S T O P

DO NOT TURN OVER UNTIL YOU ARE TOLD TO DO SO.

ACCOMPANYING NOTES

This Bulletin contains Civic Education instruments for Populations I, II, and IV. The instruments are contained in three booklets for each population. The first booklet consists of two sections, Cognitive and How Society Works. The second is Affective Scales and the third is the Background Questionnaire. The number on the front of each booklet corresponds to its place in the sequence of testing. Although there is a different set of booklets for each population, the same set of answer cards will be used by all. Manual 1 gives specific information about testing sessions.

Each population has a different version of the Cognitive section, but the remaining instruments are the same for all populations.

Population I will mark their answers directly in the test booklet for all parts of the instruments since no MRC cards will be used for this population. The Cognitive sections for Populations II and IV have been prepared for MRC cards. Other tests are not in MRC card format, but if the National Center wishes to use MRC cards for Populations II and IV for these tests, it can do so by making the following changes:

Converting How Society Works, Affective Scales and Background Questionnaire to MRC Card Form

Directions to students for marking their answers

The second paragraph of the directions at the front of each test should read:

"Mark your answer by blackening the appropriate space on your answer card. If you want to change an answer, be sure to erase the old mark completely."

Answer choices

The choices the student is given from which to select his answers must be lettered A, B, C, etc. to correspond to ovals on an answer card. This will often necessitate a change in the directions before a set of items. For example, the directions for the first set of questions in the Background Questionnaire would read as follows if the students were using MRC cards to answer:

"What kind of films or programs do you like to see? Here are different sorts of programs and films. If you would like to see it, blacken in the oval marked A on your answer card. If you would not mind whether you saw it or not, choose B. If you would not like to see it, choose C."

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The questions would then read as follows:

	I would like to see it	I would not mind whether I saw it or not	I would not like to see it
1. Cowboys and Westerns ..	A	B	C
2. The work of artists and sculptors	A	B	C
3. Current events	A	B	C

The order of questions and the sequence of answers must, of course, not be changed.

Semantic differential items

The format for the semantic differential items in the Affective Scales (pages 2, 3, and 4) will also need to be changed if MRC cards are used. Page 2, which explains how to answer the items, should read as follows:

"Here are some words and sentences which have been used by different people to describe the way they think about your Local Council (substitute national phrasing to indicate municipal government). Each time we give you two words with opposite meanings and letters in between. For example:

Friendly: A B C D E :Unfriendly

We want to know your opinion about your Local Council. If you think that your Local Council is very friendly, blacken in the oval on your answer card marked A, since A is closest to 'Friendly'. If you think your Local Council is very unfriendly, blacken in the oval marked E, since E is closest to 'Unfriendly'. If you don't know, blacken in the oval marked C. If you think your Local Council is friendly, but not so very friendly, choose B, and if you think it is unfriendly, but no very unfriendly, blacken in D.

Now turn over to the next page. Read through each statement, then mark your answer card to show how you think about your Local Council.