

NEW REVISED

CAMBRIDGE

G E D

PROGRAM

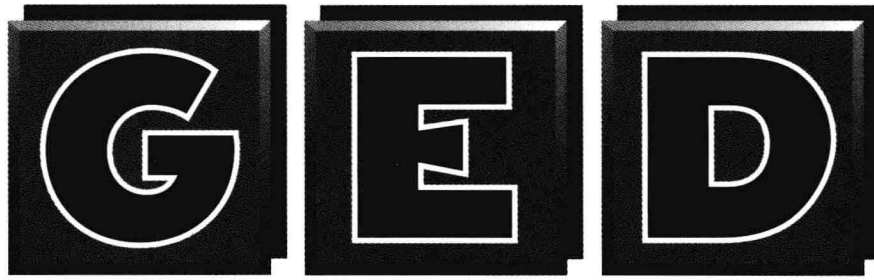
Social Studies



CAMBRIDGE ADULT EDUCATION

NEW REVISED

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PROGRAM

Social Studies

Karen Wunderman, M.A., M.Ed.



CAMBRIDGE ADULT EDUCATION
A Division of Simon & Schuster
Upper Saddle River, New Jersey

NEW REVISED CAMBRIDGE GED PROGRAM

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To the Student

What is the Social Studies Test?

The Social Studies Test of the GED Tests examines your ability to understand, use, analyze, and evaluate social studies material. Questions are based on reading passages and graphic materials in the five branches of social studies: history, geography, economics, political science, and behavioral science.

What Are the Reading Passages Like?

The reading passages on the GED Social Studies Test will vary in length. Some will be only one short paragraph, while others will be several paragraphs long. The shorter passages may have only one question to answer; longer ones usually have two or three. In addition to written text, you will also be given graphic materials. These consist of maps, charts, graphs, and political cartoons. You will learn how to read graphic materials and answer questions about them in this book.

How Many Questions Are on the Test?

The Social Studies Test has 64 multiple-choice questions. The percentages of questions in each content area are as follows:

• History (including global issues)	25%
• Geography	15%
• Economics	20%
• Political Science	20%
• Behavioral Science (Anthropology, Psychology, Sociology)	20%

Roughly two-thirds of the questions will be based on reading passages (each no longer than 250 words). One-third of the questions will be based on graphic materials (maps, charts, graphs, and political cartoons). You will have 85 minutes to complete the Social Studies Test.

What Kinds of Questions Are on the Test?

The GED consists of four levels of questions: comprehension, application, analysis, and evaluation.

Comprehension questions. These questions require you to show that you understand the material you have read. To demonstrate your comprehension, you will be asked to restate and summarize basic information and concepts. You will also be asked to figure out the unstated meaning of some of the information given.

Application questions. These questions require you to understand the information you are given and to apply that understanding to new situations. To answer application questions, you have to be able to see similarities between the idea or situation you have read about and another idea or situation.

Analysis questions. These require you to understand ideas and think about relationships among them. An example of analysis-level thinking is understanding cause and effect. You use what you have read and knowledge you already have to

understand how one thing makes another happen. Distinguishing facts from opinions, recognizing unstated assumptions, and distinguishing conclusions from supporting statements are also examples of analysis-level thinking.

Evaluation questions. These questions require you to decide how valid an argument is or how well the data presented support a conclusion. You also have to be able to recognize the role that values play in beliefs and indicate logical faults in arguments. The percentages of questions designed to test each thinking skill break down as follows:

- Comprehending Ideas 20%
- Applying Ideas 30%
- Analyzing Ideas 30%
- Evaluating Ideas 20%

The Five GED Tests

There are five content areas tested by the GED: writing skills, social studies, science, literature and the arts, and mathematics. The specifics of each test are listed below.

- **Writing Skills, Part I:** You will have 75 minutes to answer 55 questions (Sentence Structure 35%; Usage 35%; Mechanics 30%). Most questions involve detecting and correcting errors.
- **Writing Skills, Part II:** You will have 45 minutes to write a 200-word composition. The topic will be familiar to most people.
- **Social Studies:** You will have 85 minutes to answer 64 questions (History 25%; Geography 15%; Economics 20%; Political Science 20%; Behavioral Science 20%—Note: in Canada, Geography is 20% and Behavioral Science is 15%). Most questions are based on reading passages. About 1/3 are based on graphic material.
- **Science:** You will have 95 minutes to answer 66 questions (Biology 50%; Physical Sciences 50%). Most questions are based on reading passages. Others are based on graphic material.
- **Literature and the Arts:** You will have 65 minutes to answer 45 questions (Popular Literature 50%; Classical Literature 25%; Commentary 25%). Questions are based on reading passages.
- **Mathematics:** You will have 90 minutes to answer 56 questions (Arithmetic 50%; Algebra 30%; Geometry 20%). Most of the questions are word problems.

Actual passing scores differ from area to area, but regardless of where you are, there are two scores you will need to pay attention to. One is the *minimum score* you must get on each test. If your area sets a minimum score of 35, that means you have to score at least 35 points on *each* of the five tests. The second score is a *minimum average score* on all five tests. If your area requires a minimum average of 45, that means you have to get a total of 225 points to pass ($45 \times 5 = 225$). To pass the GED, you must meet *both* requirements: 1) the minimum score on each of the five tests, and 2) the minimum average score for all five tests. Failure to meet one or the other score will result in failure to pass the GED.

All is not lost if you don't pass the test the first time around. You can take one or all five tests again if you don't pass. You will receive a different form of the test each time you take it, but the experience of having taken the test before should improve your score the next time around. Of course, you will want to study again to be fully prepared for the test.

Good places to contact are: the office of the superintendent of schools in your area; a vocational education center; local community colleges; and adult education courses. Or, write to:

General Education Development
GED Testing Service of the American
Council on Education
One Dupont Circle
Washington, D.C. 20036

How To Be A Better Test-Taker

Often you will hear people say that they are not good test takers. These people may be quite intelligent and get good grades in school, but they simply do not do well on standardized tests. You may think of yourself as one of these people, but there are things people can do to improve their chances of doing well on a test. Listed below are some helpful hints to make you a better test taker.

- *Study the Content Areas of the GED*
- *Practice Taking Tests*
- *Be Well-Rested for the Actual Test*
- *Allow Yourself Enough Time to Get to the Test Center*
- *Follow Directions Carefully*
- *Pay Attention to the Time*
- *Use Your Test-Taking Skills*
- *Answer All Questions on the Test*
- *Mark Your Answers Carefully*
- *Above All, Relax*

How This Book's Content Can Help You on the GED

The content of this book can help you prepare for the Social Studies test on the GED in three important ways:

Reading Skills: Clear step-by-step instruction teaches you many new ways to find the information you want in whatever you read, which will help you answer questions on the GED and make your reading more active and stimulating.

Social Studies Knowledge: All the major areas covered by the GED are presented in easy-to-read lessons, which connect the material to the world you live in.

GED Practice: This book will give you a maximum of practice in answering GED-type multiple choice questions. It includes GED-type questions in every single lesson and has three times as many full-scale GED practice tests as any other Social Studies GED text.

How This Book's Design Can Help You on the GED

This book has been designed to help you develop the thinking skills you will need for the GED. If you really make use of its features, you will do better on the exam.

Prereading Prompts, Key Words, Headings: Use these features to bring to mind whatever you already know about the topic of each lesson, to look over the main parts of it and focus on its content, *before* you start reading. These *prereading* features can help you understand—and remember—what you read: a big help for the GED.

Model and Practice Questions: Every reading skill is taught to you by using an example of a GED question—a model or practice question. You are taught step-by-step how to get the right answer and why the other answers are incorrect. Study these sample questions well, and you will do much better on the lesson exercise questions that come right after them.

Lesson Exercises and Answer Keys: The more than 140 multiple-choice questions in these exercises are the best possible preparation for the GED. Just as important are their answer keys, which show you where you went wrong, or why you chose the correct answer. If you understand the steps in thinking in these answer keys, you can apply the thinking skills you learn on the GED.

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PREDICTION

Introduction

Imagine that you were going to take the GED test today. How do you think you would do? In which areas would you perform best, and in which areas would you have the most trouble? The Predictor Test that follows can help you answer these questions. It is called a Predictor Test because your test results can be used to predict where your strengths and your weaknesses lie in relation to the actual Social Studies Test of the GED.

The Predictor Test is like the actual GED test in many ways. It will check your skills as you apply them to the kind of social studies passages you will find on the real test. The questions are like those on the actual test.

How to Take the Predictor Test

The Predictor Test will be most useful to you if you take it in a manner close to the way the actual test is given. If possible, you should complete it in one sitting, with as little distraction as possible. So that you have an accurate record of your performance, write your answers neatly on a sheet of paper, or use an answer sheet provided by your teacher.

As you take the test, don't be discouraged if you find you are having difficulty with some (or even many) of the questions. The purpose of this test is to predict your overall performance on the GED and to locate your particular strengths and weaknesses. So, relax. There will be plenty of opportunities to correct any weaknesses and retest them.

You may want to time yourself to see how long you take to complete the test. When you take the actual Social Studies Test, you will be given 85 minutes. The Predictor Test is about half as long as the actual test. If you finish within 42½ minutes, you are right on target. At this stage, however, you shouldn't worry too much if it takes you longer.

When you are done, check your answers by using the answer key that begins on page 14. Put a check by each item you answered correctly.

How to Use Your Score

At the end of the test, you will find a Performance Analysis Chart. Fill in the chart; it will help you find out which areas you are more comfortable with, and which give you the most trouble.

As you begin each chapter in the book, you may want to refer back to the Performance Analysis Chart to see how well you did in that area of the Predictor Test.

PREDICTOR TEST

TIME: 42½ minutes

Directions: Choose the one best answer to each question.

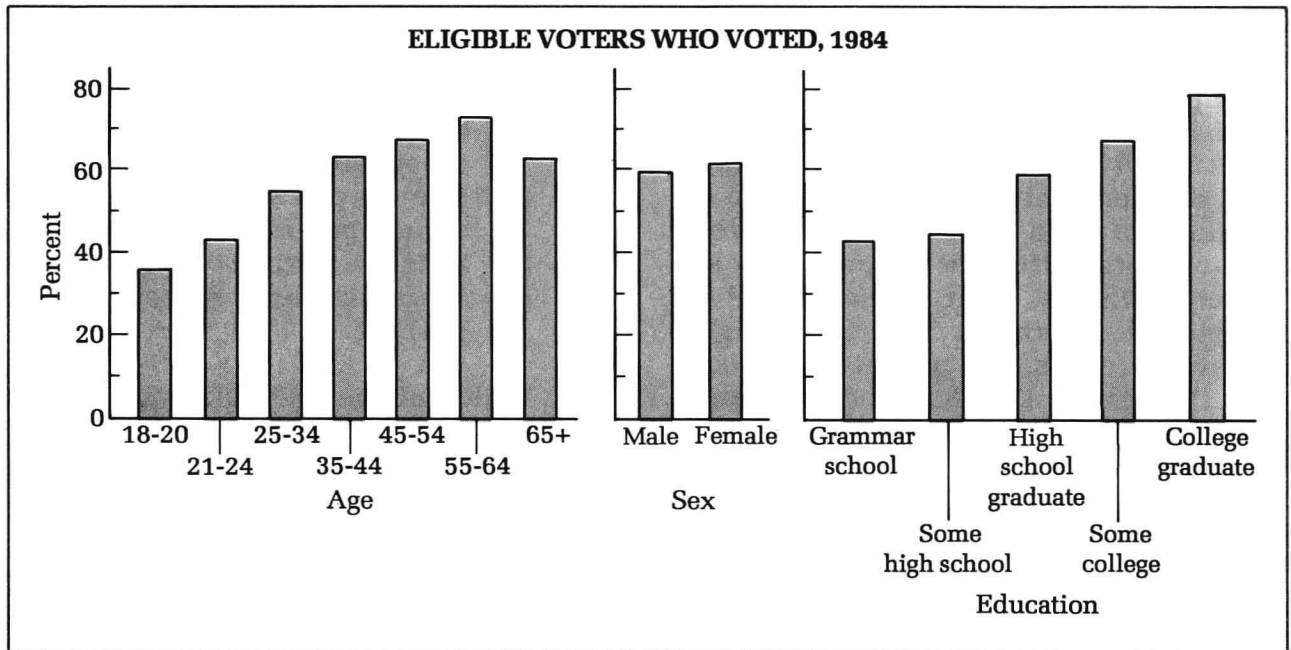
- 1.** A balance of trade is the difference in value between what a country sells to other countries (exports) and what it buys from them (imports). If a country's total exports are worth more than its total imports, it has a balance of trade surplus. If the opposite is true, it has a balance of trade deficit. Countries try to have surpluses.

The best strategy for a country that wants to achieve a balance of trade surplus would be to

 - (1) decrease the value of both imports and exports
 - (2) increase the value of imports and decrease the value of exports
 - (3) decrease the value of imports and increase the value of exports
 - (4) keep the value of imports at the same level but increase the value of exports
 - (5) increase the value of both imports and exports
- 2.** Members of both the Senate and the House of Representatives participate in lawmaking. But the two bodies have some separate responsibilities. All bills concerning spending and money matters must begin in the House. However, only the Senate can ratify treaties and confirm the president's appointments. Which of the following would have to begin in the House?

 - (1) consideration of the president's proposed budget for the year
 - (2) confirmation of the appointment of a federal judge
 - (3) ratification of a treaty on arms control
 - (4) confirming a U.S. representative sent to the United Nations
 - (5) establishing a commission to study manned space flights

Items 3 and 4 are based on the following graphs.



3. Judging from information on the graphs, which of the following people is **LEAST** likely to have voted in 1984?

- (1) a 20-year-old male with a grammar-school education
- (2) a 25-year-old female high-school graduate
- (3) a 34-year-old male high-school graduate
- (4) a 55-year-old male college graduate
- (5) a 65-year-old female with some high-school education

4. Judging from information on the graphs, a civic group that is trying to get nonvoters to register and vote should direct its efforts especially toward

- (1) women
- (2) high-school graduates
- (3) college graduates
- (4) young adults
- (5) senior citizens

Items 5 to 8 are based on the following passage.

Love is important in raising children, psychologists say, but it is not enough. Discipline is also necessary.

Discipline is not a simple matter of “dos” and “don’ts.” It means setting well-defined limits for the child and allowing the child to move freely within those limits. Different parents may set different limits. That is, some will be stricter than others. This is all right. What matters is that parents don’t constantly change the limits. Consistency is important.

Parents should try to strike a good balance. Authoritarian parents give their children responsibilities but few rights. Overly permissive parents give their children lots of rights but few responsibilities. Parents should avoid these extremes, giving their children both rights and responsibilities.

Parents’ methods of disciplining are also important. Most parents use some physical punishment. It is also natural and appropriate for them to express anger, of a controlled kind, at children who misbehave. In addition, parents may discipline their children by “withdrawal of love,” for example, by temporarily refusing to speak to a child. These methods of disciplining, used occasionally, are acceptable. But it is far better to emphasize praise and approval, when the child behaves well, and discussion, when there is a problem.

5. A father has a policy that no sweets are allowed. While standing at the grocery store checkout counter, his child spots some candy. She begins to beg, and the father, wanting to avoid a scene, buys it for her. A few days later the child asks for some bubble gum.

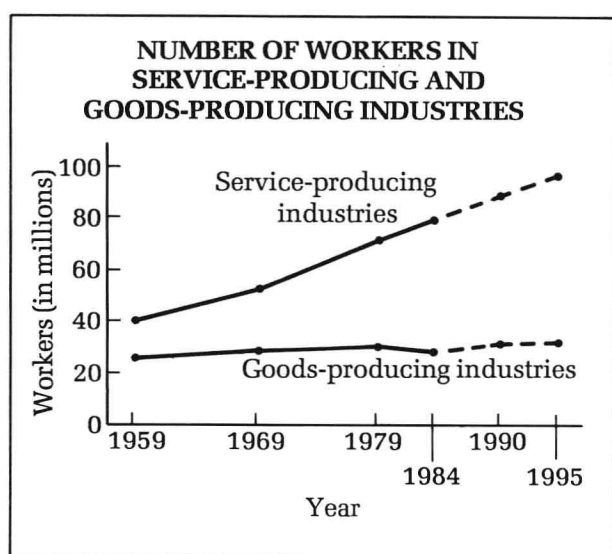
The father becomes angry and yells at her. Which advice from the passage is he failing to follow?

- (1) Children need love as well as discipline.
 - (2) Children need rights as well as responsibilities.
 - (3) Use of physical punishment should be limited.
 - (4) Rules should be consistent.
 - (5) Praise and approval can be important.
6. Which of the following statements best summarizes the main point of the passage?
- (1) What children need most of all is discipline.
 - (2) Discipline of the right sort is important in raising children.
 - (3) Children should be given both rights and responsibilities.
 - (4) Discipline should include praise and discussion, not just punishment.
 - (5) Communication between parents and children is important.
7. A child who usually does well in school comes home one day with a bad report card. Based on the passage, which of the following is the best approach for a parent to take?
- (1) Wait to see if the next report card shows improvement.
 - (2) Yell at the child and send him to his room.
 - (3) Discuss the report card with the child and try to find out what happened.
 - (4) Take the child to a movie and try to help the child feel better.
 - (5) Ignore the child, as a way of expressing disapproval.

8. Which of the following statements in NOT a recommendation of the passage?

- (1) Love is important in raising a child.
- (2) Discipline should be mainly a matter of "dos" and "don'ts."
- (3) Discussion is important.
- (4) Children need well-defined limits.
- (5) Children need a certain amount of freedom.

Item 9 is based on the following graph.



9. During the period shown in the graph, many women entered the labor force. The statement concerning these new members of the labor force that is best supported by the graph is that many women

- (1) went into the service-producing industries
- (2) went into the goods-producing industries
- (3) went into low-paying careers
- (4) suffered periods of unemployment
- (5) had to retrain because of changes in the economy

Items 10 to 12 are based on the following information.

In the course of its history, the United States has pursued a number of different goals in dealing with other countries. Listed below are several of these foreign policy goals, with brief descriptions of each.

- (1) **Isolationism:** avoiding close military, political, and economic relationships with other countries
- (2) **Imperialism:** adding territory by means of force; acquiring an empire
- (3) **Intervention:** using diplomatic and/or military means to support national political and/or business interests abroad
- (4) **Alliances:** pursuing military and economic partnerships with other countries or groups of countries
- (5) **Détente:** trying to relax tensions with potentially hostile countries in order to preserve peace

10. In his last speech as president, George Washington advised his country to steer clear of all political entanglements with other nations. This advice was followed. The main foreign policy goal in the earliest years of this country was

- (1) isolationism
- (2) imperialism
- (3) intervention
- (4) alliances
- (5) détente

11. President Taft encouraged American businessmen to invest in the countries of Central America and the Caribbean. When disturbances broke out in the Central American country of Nicaragua in 1912, Taft sent in the U.S. Marines to protect American lives and property. The foreign policy goal Taft was emphasizing was

- (1) isolationism
- (2) imperialism
- (3) intervention
- (4) alliances
- (5) détente

12. In 1949 the United States, Canada, and ten Western European nations signed the North Atlantic Pact. The pact said that if any of the nations signing were to be attacked, the other nations would come to its defense. In signing the North Atlantic Pact, the United States was pursuing a foreign policy goal of

- (1) isolation
- (2) imperialism
- (3) intervention
- (4) alliances
- (5) détente

Items 13 to 14 are based on the following passage.

Around the world there are millions of people who go hungry. The problem of hunger is especially serious in many of the developing countries of Africa, Asia, and Latin America.

The reason for hunger often isn't insufficient food production. Many countries that in the past weren't producing enough have now greatly increased their crop yields, thanks to new agricultural technologies. Yet people continue to go hungry. Often the reason for hunger is poverty. People are simply too poor to buy the food they need. Sometimes the reason is distribution. That is, people who are hungry may live in re-

gions where it is very difficult to transport large supplies of food, because the country lacks modern transportation systems. Certain types of terrain—mountains, deserts, rainforests—make building such systems extremely difficult and sometimes impossible.

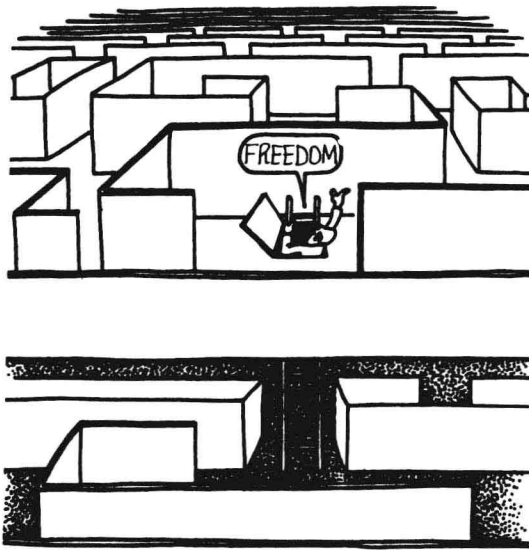
13. Judging from information in the passage, a long-range solution for the problem of hunger would require the governments of the developing countries to

- (1) improve the agricultural technologies used
- (2) obtain more food aid from abroad
- (3) increase their food exports
- (4) increase their food imports
- (5) raise the incomes of poor people

14. According to the passage, which of the following is a geographical factor that contributes to the problem of hunger?

- (1) poor soils
- (2) poor climates
- (3) natural land barriers
- (4) lack of natural resources
- (5) lack of modern technology

Item 15 is based on the following cartoon.



Löffler/Borba/Belgrade

15. This cartoon was created when the countries of Eastern Europe first became free of control by the Soviet Union in the late 1980s and rejected the Communist systems which they had lived under since the late 1940s. The artist suggests that they will suffer all of the following EXCEPT

- (1) they will fall back into tyranny very soon
- (2) they will be surrounded by barriers from the old social order
- (3) they will celebrate freedom before they really have it
- (4) they will have difficulty finding their way to a new life
- (5) they will have difficulty seeing their whole situation

Items 16 to 18 are based on the following passage.

Blue-collar workers have always made up a large part of the membership of labor unions. For many years the number

of jobs for blue-collar workers grew steadily. Today, however, there is a declining need for blue-collar workers. Many unions are suffering as a result.

Union leaders and members often blame the problem on tough foreign competition. Because Americans are buying more foreign goods, they say, U.S. factories are being forced to shut down. This is only part of the explanation, however. More important has been the shift toward high technology in factories and offices. Because of this shift, the makeup of the labor force is changing. Certain kinds of jobs are being created, others are being lost. Unions will have to adjust to these changes if they are to survive.

16. The most important cause of the situation unions face that is discussed in the passage is

- (1) decreased membership
- (2) the loss of blue-collar jobs
- (3) anti-union legislation
- (4) American manufacturers' inability to compete with foreign companies
- (5) the change toward new technology in the workplace




17. Judging from information in the passage, the most effective strategy for unions today probably would be to

- (1) push for restrictions on imports
- (2) take a tougher stance when negotiating contracts with employers
- (3) try to unionize new sorts of workers
- (4) oppose the use of new technology
- (5) raise union dues

18. Based on the passage, the **LEAST** likely to be experiencing problems would be a union for

- (1) textile and garment workers
- (2) teachers
- (3) machinists
- (4) auto workers
- (5) steel workers

Items 19 to 22 refer to the following chart.

CHECKS AND BALANCES		
EXECUTIVE POWER (given mainly to the president)	LEGISLATIVE POWER (given mainly to congress)	JUDICIAL POWER (given mainly to the courts)
		
The President makes treaties. The President is the Commander in chief of the Armed Forces.	The Senate must approve all treaties. Only Congress may declare war. Congress may impeach and convict a President.	The Supreme Court may declare a presidential act unconstitutional.
The President carries out the laws.	Only Congress may pass laws.	The courts interpret laws. The Supreme Court may declare a law unconstitutional.
The President may veto laws.	Congress can override a veto with a two-thirds vote.	Congress can propose an amendment to the constitution if the Supreme Court declares a law unconstitutional. The amendment must be approved by three-fourths of the states' legislatures.
The President appoints ambassadors and other officials. The President appoints judges. The President may grant pardons and reprieves.	The Senate must approve all appointments. The Senate approves the appointment of the judges. Congress may impeach and convict any federal judge.	