



Released Items

Student Name: \_\_\_\_\_

Fall 2015  
NC Final Exam  
**Grade 6 Social Studies**



# Student Booklet



Public Schools of North Carolina  
State Board of Education  
Department of Public Instruction  
Raleigh, North Carolina 27699-6314



- 1 How did innovations such as irrigation, aqueducts, and improved farm techniques transform civilizations?
- A Innovations made it possible to expand settlements at arid locations.
  - B Innovations increased the numbers of hunters and gatherers.
  - C Innovations required smaller herds and less livestock.
  - D Innovations decreased the size of cities.

- 2 **Legalism:** belief that leaders should rule with force  
**Confucianism:** The ruler bears responsibility for the well-being of the people and, therefore, for peace and order in the empire.

Chinese leaders moved from a legalistic government to a government based on Confucianism. How did Confucius transform the society?

- A Government leaders became concerned with the condition of China's citizens.
- B Military leaders became more important than educators and priests.
- C Farmers became less dependent on government subsidies and support.
- D Merchants became concerned with the economic issues affecting China's citizens.

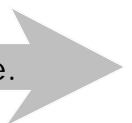


3 In 711 CE, the Moors invaded Spain and established Islamic rule. During this period, philosophy, mathematics, and science flourished in the nation. For instance, Ibn Zuhr, a physician and surgeon, tested medical procedures on animals before using them on humans. His work was translated into Latin and Hebrew and had a significant impact on the medical field. Spain remained closely connected to Baghdad for 200 years before becoming independent. Spain was one of the wealthiest areas of Europe during the period of Moorish rule.

Based on the above passage, how did the Moorish invasion of Spain affect civilization in the region?

- A It forbade the advancement of philosophy and emphasized religion.
- B It led to the development of new scientific and mathematical techniques.
- C It created an isolated area of economic development and trade.
- D It transformed Spain into a society primarily concerned with military power.

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- 4 Hammurabi was the king of Babylon from 1792 BCE to 1750 BCE. Hammurabi wrote The Code of Hammurabi, the oldest set of laws known to exist, which was made up of 282 laws. The code was carved in stone for all to see and read.

**Facts about The Code of Hammurabi**

- This was the first written code—people could see it. This increased people’s ability to read.
- The code treated women fairly.
- The harsh punishments made civilizations safer.
- The code reinforced class structure—punishments were different for the different classes.

Based on the above information, how did Hammurabi help to transform society?

- A His laws got rid of the existing class system.
- B He required that every class be punished equally.
- C He continued the practice of treating women differently from men.
- D His laws were written to include women.

- 5
- Trade routes linking West Africa and North Africa required the shipment of goods across the hot, dry Sahara Desert. It was difficult for the traders to carry these goods along these trade routes.
  - Domesticated camels were brought to the Sahara. The camels could go for long stretches without drinking, survive extreme temperatures, and haul heavy loads.

How did the camels affect the transport of goods across the Sahara Desert?

- A Traders were able to use camels to stop trans-Saharan shipments of goods.
- B Traders were able to drink the milk from camels during their journey.
- C Camels made travel across the desert more reliable and safer.
- D Camels slowed transport by requiring frequent drinks of water.



6 **The Roman Forum**

The Roman forum was located at the center of Ancient Rome. It was a gathering place where public events were held. Soon the forum grew to also include merchant shops, temples, and government buildings. The forum became the religious, economic, and government center for Rome.

Based on the above information, how did the forum contribute to Roman civilization?

- A Instead of being solely focused on commerce, the forum also fulfilled cultural needs of the Romans.
- B The forum provided cheaper prices for Romans than other markets.
- C Government buildings were the focus of the forum, showcasing the power of the Roman government.
- D Forum ruins still can be found today, because they were so well built.

7 As restrictions and prohibitions are multiplied in the Empire, the people grow poorer and poorer. When the people are subjected to overmuch government, the land is thrown into confusion. . . . The greater the number of laws and enactments, the more thieves and robbers there will be. Therefore the Sage says: "So long as I do nothing, the people will work out their own reformation. So long as I love calm, the people will right themselves. If only I keep from meddling, the people will grow rich. If only I am free from desire, the people will come naturally back to simplicity."

*The Sayings of Lao-Tzu: "Government"*  
Translated by Lionel Giles, 1904

What were Lao-Tzu's views on government?

- A Lao-Tzu thought that people were naturally evil and needed many laws to govern their behavior.
- B Lao-Tzu advocated for limited government involvement in people's everyday lives.
- C Lao-Tzu believed that only people from the upper class were fit to govern.
- D Lao-Tzu felt that regulations on trade would lead to more people becoming rich.



8 **Timeline of Legal Codes**

**1700 BCE**

Hammurabi's code in Babylon created strict laws and punishments.

**550 BCE**

Solon's code in Greece created less strict laws and punishments.

**1215 CE**

Magna Carta in England limits a king's power and protects citizens' rights.

How has the role of legal codes evolved through time in human societies?

- A Laws have become stricter over time.
- B Legal codes have been based on religious beliefs.
- C Governments have never supported the rights of citizens.
- D Legal codes have gradually given more protections to citizens.

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- 9 I will sing of well-founded Earth,  
 Mother of all, eldest of all beings.  
 She feeds all creatures that are in the world,  
 All that go upon the goodly land,  
 And all that are in the paths of the seas,  
 And all that fly: all these are fed of her store.  
 Through you, O queen, men are blessed in their children  
 And blessed in their harvests,  
 And to you it belongs to give means of life  
 To mortal men and to take it away.

Excerpt from Homeric Hymn "To Earth Mother of All"  
 Translated by H.G. Evelyn-White

Which value of Greek civilization is reflected in this hymn?

- A The Greeks believed that gods and goddesses were involved in natural events.
- B The Greeks believed that humans became gods and goddesses after death.
- C The Greeks believed that gods and goddesses were at war with humans.
- D The Greeks believed that gods and goddesses needed sacrifices offered by humans to stay alive.

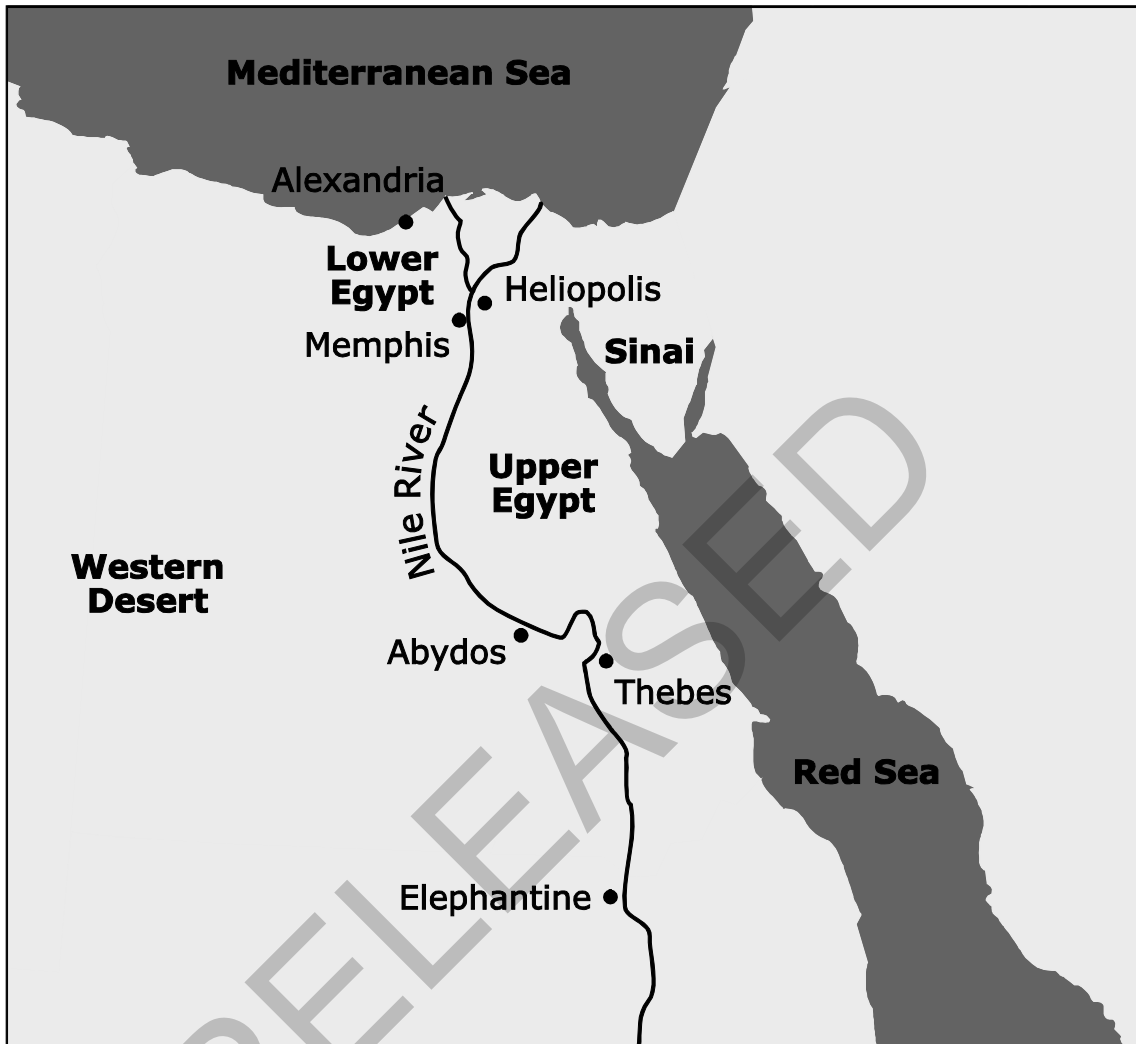


- 10 How did innovations that developed over time—such as writing, trade routes, schools, and the printing press—affect societies?
- A They increased the spreading of ideas.
  - B They reduced the construction of buildings.
  - C They limited contact between peoples.
  - D They lowered literacy rates.
- 11 The Chinese civilization began along the Yellow River basin around 1700 BCE and soon spread along other rivers in China. Yellow River floods enriched the surrounding soils, allowing farmers to produce surplus crops and domesticate animals. Yellow River floods often destroyed early settlements and ruined crop production for years.
- How did geography affect the development of Chinese civilization?
- A The growth of Chinese civilization depended on the Yellow River, but the Yellow River also brought suffering to Chinese people.
  - B The growth of Chinese civilization was slowed by the Yellow River and it only flourished when people moved away from rivers.
  - C The natural resources of China encouraged Chinese people to build massive public works projects to benefit the poor.
  - D The natural resources of China encouraged Chinese farmers to create artificial rivers, like the Yellow River, where they could produce crops.





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Based on the map, which **best** describes how the physical features of Egypt affected its development?

- A The Mediterranean Sea bordered the major cities.
- B Large cities were created in the Western Desert.
- C Many large cities developed along the Nile River.
- D The Red Sea provided Lower Egypt with a barrier from attack.



- 13 Kings wanted to control decision making in their governments. How did this desire affect the structures of governments?
- A Governments became constitutional monarchies when the king or queen shared the power with a legislative council.
  - B Governments became hereditary monarchies when kings and queens transferred power to their children.
  - C Governments became absolute monarchies when the king or queen held all power in their hands.
  - D Governments became elected monarchies when kings or queens were elected by the people.

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**This is the end of the Grade 6 Social Studies Released Items.**

**Directions:**

- 1. Look back over your answers for the test questions.**
- 2. Make sure all your answers are entered on the answer sheet. Only what is entered on your answer sheet will be scored.**
- 3. Put all of your papers inside your test book and close the test book.**
- 4. Stay quietly in your seat until your teacher tells you that testing is finished.**
- 5. Remember, teachers are not allowed to discuss items from the test with you, and you are not allowed to discuss with others any of the test questions or information contained within the test.**

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**Grade 6 Social Studies  
RELEASED Items<sup>1</sup>  
Fall 2015  
Answer Key**

<b>Item Number</b>	<b>Type<sup>2</sup></b>	<b>Key</b>	<b>Percent Correct<sup>3</sup></b>	<b>Standard</b>
1	MC	A	69%	6.H.2.3
2	MC	A	64%	6.H.2.4
3	MC	B	63%	6.H.2.1
4	MC	D	55%	6.H.2.4
5	MC	C	79%	6.G.1.4
6	MC	A	51%	6.G.1.1
7	MC	B	46%	6.C&G.1.2
8	MC	D	63%	6.C&G.1.4
9	MC	A	59%	6.C.1.1
10	MC	A	82%	6.H.2.3
11	MC	A	72%	6.G.1.1
12	MC	C	73%	6.G.1.1
13	MC	C	52%	6.C&G.1.1



<sup>1</sup>These released items were administered to students during a previous test administration. This sample set of released items may not reflect the breadth of the standards assessed and/or the range of item difficulty found on the NC Final Exam. Additional information about the NC Final Exam is available in the *Assessment Specification* for each exam located at <http://www.ncpublicschools.org/accountability/common-exams/specifications/>.

<sup>2</sup>This NC Final Exam contains only multiple-choice (MC) items.

<sup>3</sup>Percent correct is the percentage of students who answered the item correctly during a previous administration.

## Standard Descriptions

Only clarifying objective descriptions addressed by the released items in this booklet are listed below. A complete list of the North Carolina Essential Standards for Science and Social Studies may be reviewed at <http://www.ncpublicschools.org/acre/standards/new-standards/>.

### 6.H.2.1

Explain how invasions, conquests, and migrations affected various civilizations, societies and regions (e.g. Mongol invasion, the Crusades, the Peopling of the Americas and Alexander the Great).

### 6.H.2.3

Explain how innovation and/or technology transformed civilizations, societies and regions over time (e.g. agricultural technology, weaponry, transportation and communication).

### 6.H.2.4

Explain the role that key historical figures and cultural groups had in transforming society (e.g. Mansa Musa, Confucius, Charlemagne and Qin Shi Huangdi).

### 6.G.1.1

Explain how the physical features and human characteristics of a place influenced the development of civilizations, societies and regions (e.g. location near rivers and natural barriers, trading practices and spread of culture).

### 6.G.1.4

Explain how and why civilizations, societies and regions have used, modified and adapted to their environments (e.g. invention of tools, domestication of plants and animals, farming techniques and creation of dwellings).



**6.C&G.1.1**

Explain the origins and structures of various governmental systems (e.g., democracy, absolute monarchy and constitutional monarchy).

**6.C&G.1.2**

Summarize the ideas that shaped political thought in various civilizations, societies and regions (e.g. divine right, equality, liberty, citizen participation and integration of religious principles).

**6.C&G.1.4**

Compare the role (e.g. maintain order and enforce societal values and beliefs) and evolution of laws and legal systems (e.g. need for and changing nature of codified system of laws and punishment) in various civilizations, societies and regions.

**6.C.1.1**

Analyze how cultural expressions reflected the values of civilizations, societies and regions (e.g., oral traditions, art, dance, music, literature, and architecture).

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