20 Which country is located in the region known as Latin America?
(1) Portugal (3) Vietnam
(2) Somalia (4) Argentina

21 Which situation was an unintended consequence of Spain's colonization of the Americas?
(1) establishment of a favorable balance of trade
(2) introduction of the encomienda system
(3) transmission of communicable diseases
(4) exploitation of resources in new lands

22 One way in which Suleiman the Magnificent and Louis XIV are similar is that they both
(1) centralized political power
(2) introduced a new national religion
(3) strengthened the authority of the nobility
(4) freed peasants from feudal obligations

23 In the 16th and 17th centuries, the heliocentric theory became the centerpiece for debate between
(1) capitalism and communism
(2) science and religion
(3) colonialism and nationalism
(4) isolationism and globalism

24 In which way did the ideas of the Enlightenment influence the French Revolution?
(1) Superstition and ignorance were promoted.
(2) The principles of mercantilism were glorified.
(3) The divine right theory of kings was challenged.
(4) Punishments for criminal acts were rooted in vengeance.

25 In which way did the geographic diversity of Latin America affect newly independent countries?
(1) limiting the military power of Creoles
(2) forcing the Church to guarantee land reform
(3) making political unity difficult
(4) necessitating a reliance on Spain

26 Which statement best describes a consequence of Napoleon's failure to understand Russian geography?
(1) Rough waters in the Baltic Sea destroyed his fleet.
(2) A harsh winter cut off his army from needed supplies.
(3) His armies could not cross the high Ural Mountains.
(4) A long period of high temperatures and lack of water overcame his troops.

27 This type of evidence was used in the argument for
(1) modifying laissez-faire practices
(2) opposing the spread of communism
(3) restricting voting rights
(4) reforming the landholding system

Base your answer to question 27 on the excerpt below and on your knowledge of social studies.

. . . That in some few instances the regular hours of work do not exceed ten, exclusive of the time allowed for meals; sometimes they are eleven, but more commonly twelve; and in great numbers of instances the employment is continued for fifteen, sixteen, and even eighteen hours consecutively.

That in almost every instance the Children work as long as the adults; being sometimes kept at work sixteen, and even eighteen hours, without any intermission. . . .

— The Physical and Moral Condition of the Children and Young Persons Employed in Mines and Manufactures, 1843
The bourgeoisie, by the rapid improvement of all instruments of production, by the immensely facilitated means of communication, draws all nations, even the most barbarian, into civilisation. The cheap prices of its commodities are the heavy artillery with which it batters down all Chinese walls, with which it forces the barbarians’ intensely obstinate hatred of foreigners to capitulate. It compels all nations, on pain of extinction, to adopt the bourgeois mode of production; it compels them to introduce what it calls civilisation into their midst, i.e., to become bourgeois themselves. In a word, it creates a world after its own image.

— Karl Marx and Friedrich Engels

28 Which statement supports the point of view expressed in this passage?

(1) The bourgeoisie needs to use military force to open markets.
(2) The bourgeoisie are backward compared to the barbarians.
(3) Foreigners and the bourgeoisie must work together to end the extinction of cultures.
(4) Cheap prices and industrial improvements are tools used by the bourgeoisie to impose its values.

29 • 1791—Declaration of the Rights of Women and the Female Citizen (France)
• 1829—Prohibition of sati (India)
• 1857, 1882—Married Women’s Property Acts (Great Britain)

Which change in perception is suggested by these international developments regarding women?

(1) a decrease in political power for women
(2) a decline in the economic status of women
(3) a growing concern for the treatment of women
(4) an increase in the global exploitation of women

30 The Haitian Revolution and the Sepoy Rebellion happened in response to

(1) European colonial policies
(2) indigenous ethnic rivalries
(3) urban development
(4) religious divisions

31 Which technological innovation of World War I is most closely associated with this German notice?

(1) tanks
(2) airplanes
(3) submarines
(4) machine guns

32 What was the main goal of Zionism?

(1) forming a representative government in China
(2) establishing a Jewish homeland in the region of Palestine
(3) improving the standard of living in developing countries
(4) creating an international peacekeeping organization to solve global conflicts

33 Which of these events that occurred in the Soviet Union was a direct cause of the other three?

(1) famine in Ukraine
(2) implementation of five-year plans
(3) establishment of collective farms
(4) development of heavy industry
Base your answer to question 34 on the map below and on your knowledge of social studies.

![Map of European Industrial Production 1929-1932](image)

**EUROPEAN INDUSTRIAL PRODUCTION 1929-1932**

- Over 30% fall in industrial production
- 1-30% fall in industrial production
- Increase in industrial production

34 Based on this map, which region experienced the most severe drop in industrial production between 1929 and 1932?

(1) western Europe  
(2) northern Europe  
(3) central Europe  
(4) southeastern Europe

35 Extreme nationalism, individuals existing for the good of the state, and unquestioning loyalty to the leader are the defining characteristics of

(1) fascism  
(2) liberalism  
(3) democracy  
(4) theocracy

36 The Soviet Union’s response to the formation of the North Atlantic Treaty Organization (NATO) was to create the

(1) Marshall Plan  
(2) Warsaw Pact  
(3) Truman Doctrine  
(4) European Union
Base your answer to question 37 on the cartoon below and on your knowledge of social studies.

37 Hitler’s actions as expressed by this cartoon led Stalin to
(1) adopt a policy of appeasement
(2) take over Germany's industry
(3) join the Allies in the fight against Germany
(4) reduce the size of the Soviet army

38 Which statement about the impact of geography on the culture and history of the Middle East region in the 20th century is most accurate?
(1) Deserts have prevented military invasions.
(2) The uneven distribution of resources has led to conflict.
(3) The abundance of water has contributed to agricultural self-sufficiency.
(4) Mountains have halted cultural diffusion.

Base your answers to questions 39 and 40 on the song lyrics below and on your knowledge of social studies.

**East is Red**
The east is red, the sun is rising.
China has brought forth a Mao Zedong.
He amasses fortune for the people,
Hurrah, he is the people’s great savior.

Chairman Mao loves the people,
He is our guide,
To build a new China,
Hurrah, he leads us forward!

The Communist Party is like the sun,
Wherever it shines, it is bright.
Wherever there is a Communist Party,
Hurrah, there the people are liberated!

39 What is the main idea of this 1960s Chinese song?
(1) The Sun will never set on Chinese communism.
(2) Communist policies will liberate Mao Zedong.
(3) The Chinese people will become wealthy under communism.
(4) Mao Zedong will lead the Communist Party in building a new China.

40 This 1960s Chinese song would most likely have been sung during the
(1) return of Hong Kong
(2) Cultural Revolution
(3) Boxer Rebellion
(4) Tiananmen Square incident

41 During the Cold War, India’s decision to support neither the United States nor the Soviet Union was based on its policy of
(1) nonalignment
(2) isolationism
(3) containment
(4) separatism
42. Vietcong disappeared into jungle cover.
   Sandstorms halted helicopter flights in Iraq.
   Afghan mountain caves sheltered Osama bin Laden.

Which generalization can best be applied to these situations?
(1) Advanced technology ensures victory.
(2) Religious tensions often promote disagreements.
(3) Most military confrontations involve biological weapons.
(4) Geography often has an influence on the course of a conflict.

43. A major obstacle to creating policies that address the issue of global warming is the conflict between
   (1) migrant labor and native workers
   (2) socialist governments and democratic governments
   (3) nations possessing nuclear weapons and those without
   (4) economic development and environmental protection

44. The practices of allowing animals to overgraze grasses and shrubs and of clearing trees to use for fuel have caused
   (1) coastal pollution
   (2) desertification
   (3) acid rain
   (4) desalination

45. In the late 1970s, the Chinese government created the one-child policy because its leaders realized that there is a direct relationship between population growth and
   (1) military strength
   (2) economic development
   (3) social mobility
   (4) political toleration

46. One way in which the Indian leaders Asoka and Akbar the Great are similar is that they are both best known for promoting
   (1) religious toleration
   (2) enslavement of prisoners
   (3) special taxes for Hindus
   (4) the spread of Buddhism

47. The Russian adoption of Orthodox Christianity and of the Cyrillic alphabet demonstrates the
   (1) impact of Ibn Battuta’s travels
   (2) role of the printing press during the Reformation
   (3) leadership of Peter the Great
   (4) influence of the Byzantine Empire

48. Austria-Hungary’s ultimatum to Serbia in 1914 and the United States military actions in Afghanistan beginning in 2001 are both reactions to acts of
   (1) imperialism
   (2) isolationism
   (3) communism
   (4) terrorism

49. Which leaders are most directly associated with the Cuban Revolution of 1959?
   (1) Emiliano Zapata and Francisco Villa
   (2) Juan Perón and Hugo Chávez
   (3) Fidel Castro and Che Guevara
   (4) Bernardo O’Higgins and Miguel Hidalgo
Base your answer to question 50 on the photographs below and on your knowledge of social studies.

50 The style of clothing worn by Kemal Atatürk of Turkey and Reza Pahlavi of Iran in these photographs indicates these leaders’ desire to

(1) westernize their nation
(2) support nationalist movements
(3) enforce fundamental Islamic principles
(4) adapt to the physical climate of their country
Answers to the essay questions are to be written in the separate essay booklet.

In developing your answer to Part II, be sure to keep this general definition in mind:

discuss means “to make observations about something using facts, reasoning, and argument; to present in some detail”

Part II
THEMATIC ESSAY QUESTION

Directions: Write a well-organized essay that includes an introduction, several paragraphs addressing the task below, and a conclusion.

Theme: Imperialism

Since 1500, countries have pursued a policy of expansion known as imperialism for a variety of reasons. The effects of this policy can be viewed from different perspectives.

Task:

Select one country that engaged in imperialism since 1500 and
• Discuss the reasons this country engaged in imperialism
• Discuss the effects of imperialism from the perspective of the people or society taken over and/or from the perspective of the conqueror

You may use any country that engaged in imperialism since 1500 from your study of global history and geography. Some suggestions you might wish to consider include Portugal, Spain, Great Britain, France, Italy, Belgium, and Japan.

You are not limited to these suggestions.

Do not use the United States as the focus of your response.

Guidelines:

In your essay, be sure to
• Develop all aspects of the task
• Support the theme with relevant facts, examples, and details
• Use a logical and clear plan of organization, including an introduction and a conclusion that are beyond a restatement of the theme
Part III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents. The question is designed to test your ability to work with historical documents. Some of these documents have been edited for the purposes of this question. As you analyze the documents, take into account the source of each document and any point of view that may be presented in the document. Keep in mind that the language used in a document may reflect the historical context of the time in which it was written.

Historical Context:

Throughout history, governments have developed and established laws and orders for a variety of reasons. The laws for the warriors under the Tokugawa Shogunate, the Nazi orders and laws of the Third Reich, and the pass laws of the Republic of South Africa had many impacts on societies, regions, and groups of people.

Task: Using the information from the documents and your knowledge of global history, answer the questions that follow each document in Part A. Your answers to the questions will help you write the Part B essay in which you will be asked to

Select two sets of laws and/or orders mentioned in the historical context and for each
• Explain what the government hoped to achieve by establishing these laws and/or orders
• Discuss the impacts of these laws and/or orders on a specific society, region, or group of people

In developing your answers to Part III, be sure to keep these general definitions in mind:

(a) explain means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationships of”
(b) discuss means “to make observations about something using facts, reasoning, and argument; to present in some detail”
Part A
Short-Answer Questions

Directions: Analyze the documents and answer the short-answer questions that follow each document in the space provided.

Document 1

By 1603, Tokugawa Ieyasu had won the civil war and had become the supreme ruler of Japan, the Shogun. His successor, Shogun Hidetada, put forth laws for military households. These households included members of the warrior class: the daimyo, the greater samurai, and the lesser samurai.

Laws Governing Military Households (1615), Excerpts

. . . [4] Great lords (daimyō), the lesser lords, and officials should immediately expel from their domains any among their retainers [vassals] or henchmen who have been charged with treason or murder. . . .

[6] Whenever it is intended to make repairs on a castle of one of the feudal domains, the [shogunate] authorities should be notified. The construction of any new castles is to be halted and stringently [strictly] prohibited.

“Big castles are a danger to the state.” Walls and moats are the cause of great disorders.

[7] Immediate report should be made of innovations which are being planned or of factional conspiracies [schemes by dissenting groups] being formed in neighboring domains. . . .

Source: Compiled by Ryusaku Tsunoda, et al., Sources of the Japanese Tradition, Columbia University Press (adapted)

1 Based on this document, what is one way these laws limited the actions of the warrior class? [1]
Document 2

The sankin kotai or hostage system was included as part of the warrior class laws.

Alternate residence duty, or sankin kotai, was a system developed in the Warring States period and perfected by the Tokugawa shogunate. In essence, the system demanded simply that daimyo reside in the Tokugawa castle at Edo for periods of time, alternating with residence at the daimyo’s own castle. When a daimyo was not residing in the Tokugawa castle, he was required to leave his family at his overlord’s [shogun’s] castle town. It was, at its simplest, a hostage system which required that either the daimyo or his family (including the very important heir) always be physically subject to the whim of the overlord. . . .

Source: “Sankin Kotai and the Hostage System,” Nakasendo Way, Walk Japan

2 Based on this document, what is one way the daimyo were affected by the Tokugawa hostage system (alternate residence duty)?  [1]
3 According to Chris Harman, what is one change that occurred in Japan as a consequence of the hostage system and isolationist policy? [1]

Source: Chris Harman, A People’s History of the World, Verso (adapted)
Document 4a

**Excerpts of the [Nazi] Party Boycott Order, 28 March 1933**

. . . 3. The action committees must at once popularize the boycott by means of propaganda and enlightenment. The principle is: No German must any longer buy from a Jew or let him and his backers promote their goods. The boycott must be general. It must be supported by the whole German people and must hit Jewry in its most sensitive place. . . .

8. The boycott must be coordinated and set in motion everywhere at the same time, so that all preparations must be carried out immediately. Orders are being sent to the SA and SS so that from the moment of the boycott the population will be warned by guards not to enter Jewish shops. The start of the boycott is to be announced by posters, through the press and leaflets, etc. The boycott will commence on Saturday, 1 April on the stroke of 10 o’clock. It will be continued until an order comes from the Party leadership for it to stop. . . .


**4a** In 1933, what is one action the Nazi Party wanted the German people to take against the Jews based on this excerpt?  

Score

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Document 4b

**Decree Eliminating Jews from German Economic Life, 12 November 1938**

. . . **Article 1**

1. From 1 January 1939 the running of retail shops, mail order houses and the practice of independent trades are forbidden to Jews. . . .


**4b** As a result of this Nazi decree, what is one specific economic situation faced by the Jewish people?  

Score
The Nazis claimed that Kristallnacht was an uprising by ordinary Germans. Actually, it was carefully planned. The government ordered squads of Brownshirts into the streets. Their job was to destroy and terrorize. The Gestapo, or secret police, received orders not to stop the violence. Instead, they were to sweep through the burning neighborhoods, arresting Jews.

Kristallnacht was a turning point. The Nazis stepped up their efforts to “Aryanize” the German economy. Jews had been losing their property since Hitler came to power. Now, taking it from them became an official policy.

On November 12, the government levied a fine of one billion reichmarks on the German Jewish community. This was punishment for the act of one troubled teenager.* In addition to this, Jewish victims of Kristallnacht had to pay for the damage out of their own pockets. They could not collect insurance to cover their losses. . .

*Herschel Grynszpan had killed a German at the German embassy in Paris out of anger over his parents’ deportation. This act was used by the government to justify its actions on Kristallnacht.

5 Based on this photograph and passage, what are two impacts of the policy of Kristallnacht on the Jewish population in Germany? [2]

(1) __________________________________________

Score: 

(2) __________________________________________

Score: 

Source: Linda J. Altman, The Jewish Victims of the Holocaust, Enslow Publishers (adapted)
Document 6

- September 1996: A report by London’s *Jewish Chronicle* claims that $4 billion ($65 billion in 1996 dollars*) looted by the Nazis from Jews and others during World War II was diverted to Swiss banks. The sum is about 20 times the amount previously acknowledged by the Swiss; . . .
- October 29, 1996: . . . Art, coins, and other items looted by Nazis from the homes of Austrian Jews are sold at a benefit auction in Vienna. It is the intent of the auction organizers to keep the items in the Jewish community. By day’s end, the auction grosses $13.2 million, with proceeds going to aid Holocaust survivors and their heirs. . . .
- February 12, 1997: Switzerland, stung by allegations that the wartime government accepted and laundered [concealed the source of] funds from Nazi Germany that had been looted from Jews, agrees to create a $71 million fund for Holocaust survivors and their heirs.


*Four billion dollars during World War II had the approximate value of $65 billion in 1996.

6 Based on this information from the *The Holocaust Chronicle*, state one action taken in an attempt to compensate Holocaust survivors and their heirs many years after World War II ended. [1]

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Score
Document 7a

Native Laws Amendment Act, Act No. 54 of 1952, Union of South Africa

. . . 29 (1) Whenever any authorized officer has reason to believe that any native [black South African] within an urban area or an area proclaimed in terms of section twenty-three—
(a) is an idle person in that—
(i) he is habitually unemployed and has no sufficient honest means of livelihood. . .
he [authorized officer] may, without warrant arrest that native or cause him to be arrested and any European police officer or officer appointed under sub-section (1) of section twenty-two may thereupon bring such a native before a native commissioner or magistrate who shall require the native to give a good and satisfactory account of himself. . . .

Source: Native Laws Amendment Act, Act No. 54 of 1952, Digital Innovation South Africa online (adapted)

7a Under the Union of South Africa Act No. 54 of 1952, what could happen to a native person who was habitually unemployed? [1]

Score

Document 7b

Natives (Abolition of Passes and Coordination of Documents) Act,
Act No. 67 of 1952, Union of South Africa

. . . Any policeman may at any time call upon an African [black] who has attained the age of sixteen years to produce his reference [pass] book. If a reference book has been issued to him but he fails to produce it because it is not in his possession at the time, he commits a criminal offence and is liable to a fine not exceeding ten pounds or imprisonment for a period not exceeding one month. . . .

Source: Leslie Rubin and Neville Rubin, This is Apartheid, Christian Action, London (adapted)

7b Under the Union of South Africa Act No. 67 of 1952, what penalty could be given to a sixteen-year-old or older African black if he failed to produce his reference book? [1]
Document 8

This excerpt is based on Peter Abrahams’s memories and his conversation with his black South African boss, Jim.

. . . When Jim left his Pedi village in the northern Transvaal he had to go to the nearest police station or Native Affairs Department. There he got a Trek Pass. This permitted him to make the journey to Johannesburg. On reaching the city he got an Identification Pass and a Six-Day Special Pass. He paid two shillings each month for the Identification Pass. The Six-Day Special was his protection while he looked for work. He did not find work during his first six days in the city. He did not go to the pass office to renew his Six-Day Special. He was picked up on the eighth day and spent two weeks in jail as a vagrant [person without residence or work]. That taught him to go to the pass office regularly. . . .

8 According to Peter Abrahams, what was one way the pass laws affected his boss, Jim? [1]
Resistance to white domination was continuous but unsuccessful. The South African police and the army were called out every time blacks rose up against the apartheid laws that made their lives so miserable. On March 21, 1960, a group of unarmed blacks made their way to the police station in Sharpeville (a black township) to hold a peaceful protest against the passbook laws. No black in South Africa could travel, live, or work without a passbook. This hated document was the record of a person’s life as defined by the white government. Thousands of demonstrators left their passbooks at home, expecting to be arrested. They thought this would show the government’s policy could not continue if it had to arrest thousands. But the peaceful demonstration was met with gunfire. When it was over, sixty-nine blacks were dead, shot in the back by the police as they tried to flee when the shooting began. Their deaths sparked a nationwide protest.

Source: Blauer and Lauré, South Africa, Children’s Press

9a Based on this document, what action did black South Africans take to oppose the pass laws? [1]

Score

b Based on this document, what was the South African government’s response to the situation in Sharpeville on March 21, 1960? [1]

Score
Part B
Essay

Directions: Write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. Use evidence from at least four documents in your essay. Support your response with relevant facts, examples, and details. Include additional outside information.

Historical Context:

Throughout history, governments have developed and established laws and orders for a variety of reasons. The laws for the warriors under the Tokugawa Shogunate, the Nazi orders and laws of the Third Reich, and the pass laws of the Republic of South Africa had many impacts on societies, regions, and groups of people.

Task: Using the information from the documents and your knowledge of global history, write an essay in which you

Guidelines:

In your essay, be sure to

• Develop all aspects of the task
• Incorporate information from at least four documents
• Incorporate relevant outside information
• Support the theme with relevant facts, examples, and details
• Use a logical and clear plan of organization, including an introduction and a conclusion that are beyond a restatement of the theme