

AP World History Practice Exam

Section I: Multiple-Choice Questions

Instructions (Based on those given on the actual AP World History Exam)

Section I of this exam contains 70 multiple-choice questions.

Mark all of your answers on the answer sheet included in the booklet. It is important to note that while you may write on the test itself, answers must be transferred to the answer document in the time allowed. Nothing written in the test booklet will be graded.

After you have decided which of the suggested answers is best, completely fill in the corresponding oval on the answer sheet. Give only one answer to each question. If you change an answer, be sure that the previous mark is erased completely. Here is a sample question and answer.

SAMPLE QUESTION

Japan is a

- A. state.
- B. city.
- C. country.
- D. continent.

SAMPLE ANSWER

Use your time effectively, working as quickly as you can without losing accuracy. Do not spend too much time on any one question. Go on to the other questions and, if you have time, come back to the ones you have not answered. It is not expected that everyone will know the answers to all of the multiple-choice questions.

ABOUT GUESSING

Each correct answer earns a point. There is no penalty for guessing; this is a change from previous years. You should mark the best answer you have for each question.

WORLD HISTORY**SECTION I**

Time—55 minutes

70 Questions

Directions: Each of the questions or incomplete statements below is followed by five suggested answers or completions. Select the one that is best in each case and then fill in the corresponding oval on the answer sheet.

Note: This exam uses the chronological designations BCE (before the common era) and CE (common era). These labels correspond to BC (before Christ) and AD (anno Domini), which are used in some world history textbooks.

1. For what period would archaeologists first begin to find permanent human settlements?
 - A. The Paleolithic
 - B. The Classical Era
 - C. The Bronze Age
 - D. The Neolithic

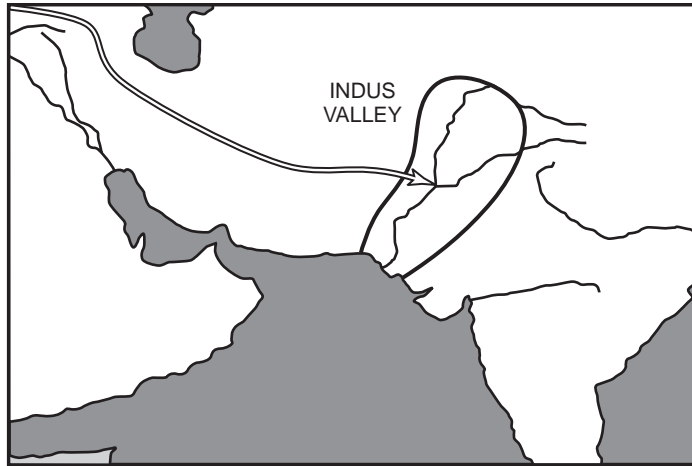
2. Identify the statement that best begins an explanation of the Neolithic Revolution.
 - A. In Northern Europe, nomadic hunters began to produce more complex stone tools.
 - B. In East Asia, early settlers began using markings on turtle shells and bones as an early form of record keeping.
 - C. In the Middle East, people began to settle in small communities and practice agriculture.
 - D. In Mesoamerica, agricultural settlements saw an expansion of their populations and the beginning of more complex governments.

More reliable and abundant food supply
Job specialization based on a surplus of food
Development of a more formal social hierarchy
Increased population creating some social pressures as traditional family/clan loyalties broke down

3. All of the above resulted from what cultural change?
 - A. The development of complex government
 - B. The adoption of agriculture
 - C. The development of metal tools
 - D. The growth of complex, organized religion

4. Which of the following civilizations shares the most in common with the Harappan civilization found in the Indus River Valley?
 - A. The Mogul Empire in India
 - B. The Tokugawa Shogunate in Japan
 - C. The Olmec civilization in Mesoamerica
 - D. The Athenian city-state in ancient Greece

5. Identify the important original contribution of the Hebrew culture to the civilizations in the Middle East and Mediterranean during the Classical Period.
 - A. Monotheism
 - B. Written legal code
 - C. Phonetic alphabet
 - D. Priest caste



6. Identify the sacred text that originated in the area shaded above after the migration of the Aryan people from Central Asia, shown by the arrow on the map.
- A. Torah
 - B. The Analects
 - C. Vedas
 - D. The Book of the Dead
7. Confucianism established political and social systems in China while what other philosophy contributed significantly to China's medical practices and art and architecture?
- A. Legalism
 - B. Shintoism
 - C. Hinduism
 - D. Daoism

8. In addition to Judaism, identify the two cultures that most influenced the development of early Christianity.
- A. Sumerian and Egyptian
 - B. Greek and Roman
 - C. Egyptian and Greek
 - D. Sumerian and Roman
9. What statement best explains the presence of Greek architectural styles throughout the Middle East and the Mediterranean?
- A. Greek trading empires and the conquests of Alexander the Great spread Hellenic culture across these areas.
 - B. The Romans adopted Hellenic culture and then spread it to all parts of the empire.
 - C. The Persian conquest of the Greek city-states allowed for Greek culture to spread into its empire.
 - D. The decline of pre-Classical civilizations made Greek culture the most attractive to people living in these regions.
10. What civilization was initially responsible for the unification of the Middle East, Asia Minor (modern Turkey), and the Iranian plateau?
- A. Rome
 - B. Egypt
 - C. Ottoman
 - D. Persian

11. What statement accurately compares the government of the Han dynasty with that of the Roman Republic?
- A. Power in the Han dynasty was concentrated in a centralized bureaucracy dominated by Confucian scholars while power in the Roman Republic was shared among the major landowning families of Rome.
 - B. Power in the Han dynasty rested solely with the emperor while in Rome all citizens were able to express their opinions and influence government.
 - C. Power in the Han dynasty was concentrated in a centralized bureaucracy dominated by Confucian scholars while in the Roman Republic all citizens shared power in governmental decisions.
 - D. Power in the Han dynasty rested in the hands of the military generals and their successors, who had helped defeat the previous Qin dynasty, while power in the Roman Republic rested in the hands of legion commanders and provincial governors.
12. What statement defines the dynastic cycle?
- A. Chinese governments ruled based on the power of a single family.
 - B. While at first militarily powerful, as a dynasty came to depend more on Confucian scholars than generals, it became weaker militarily and would eventually fall to foreign invasion.
 - C. Chinese government depended upon economic growth to sustain power, and as the economy declined, based on cycles, so too did the dynasties.
 - D. Initially a Chinese government enjoyed prosperity and economic growth, but over time corruption, internal disasters, and external invasions all eroded a dynasty's power.

13. What statement best explains the changes in the Roman legions after about 200 CE?
- A. The legions stopped using the traditional phalanx formation that was developed by Greek warriors and instead began to fight with more open lines and swords instead of spears.
 - B. The legions no longer protected the Roman frontier as they turned to looting the wealthy provinces of Italy and Greece.
 - C. The legions became more dependent on foreign recruits, especially Germans, as fewer Romans volunteered for military service.
 - D. The legions became more devoted to individual commanders and not to the Senate and people of Rome.
14. What statement offers the most complete analysis of the decline of the Han dynasty?
- A. Migrations of Germanic people from the north; lack of citizen participation in government; unemployment due to excessive numbers of slaves.
 - B. Attacks by militarily superior horse-mounted steppe tribesmen equipped with strong bows; regional political rivalries taking advantage of a weak central government; diseases/plagues devastating the populations of major cities.
 - C. Attacks by militarily superior horse-mounted steppe tribesmen equipped with strong bows; internal revolts due to increased taxes and weakening central authority; weak emperors and corrupt bureaucracy.
 - D. Disruption of trade networks by well-equipped tribesmen from the steppes; exhaustion of local agricultural lands due to overfarming; decline in the available number of slaves due to military defeats and slave revolts.

15. Identify the major trade network between Asia and Europe.
- A. Trans-Saharan caravans
 - B. The Silk Road
 - C. Indian Ocean sea-lanes
 - D. Mediterranean sea-lanes
16. In the eighth century CE, identify the city that became the center of trade along the Silk Road.
- A. Venice
 - B. Timbuktu
 - C. Calicut
 - D. Baghdad

“Thus says the Lord, the God of Israel, ‘Let my people go, that they may hold a feast to me in the wilderness.’”

—Moses’s words to Pharaoh as recounted in the Bible, Exodus 5:1

17. Identify which of the following religions that would NOT accept the statement above as part of their religious heritage.
- A. Roman Catholicism
 - B. Islam
 - C. Eastern Orthodox
 - D. Zoroastrianism

18. Though often not officially interested in foreign trade, what example below indicates the involvement of the Chinese government in internal trade?
- A. The Great Wall of China
 - B. The opening of the civil service exam to all backgrounds
 - C. The construction of the Grand Canal
 - D. The use of tax money for flood control
19. Which of the following is a correct analysis of the impact of the early Mongol Empire on trade?
- A. The Mongols looted caravans to the point that the Silk Road no longer facilitated trade across Asia.
 - B. The Mongols patrolled trade routes and protected caravans in their empire, leading to a boom in trade along the Silk Road.
 - C. Merchants sought other routes, especially through Southeast Asia and the Indian Ocean, to avoid the Mongol tribesmen.
 - D. Merchants were forced to turn to other professions as the Mongols refused to allow other peoples to move through their empire.



20. The image above is an indication of the growing influence of what culture in India?
- A. Persian
 - B. Buddhist
 - C. Chinese
 - D. Islamic
21. What statement best explains the adoption of the Arabic language across North Africa?
- A. The retreat of the Roman Empire allowed people to return to their native language.
 - B. The Islamic conquest destroyed the native population living in this region.
 - C. The Islamic conquest of the region resulted in many conversions to Islam and the adoption of Islamic customs.
 - D. The defeat of the Byzantine Empire convinced many inhabitants of the superiority of Arabic culture.

22. What statement explains the origins of Swahili culture?
- A. Bantu peoples moving into southern Africa pushed many groups toward the India seacoast, where they were forced to adopt local customs.
 - B. Bantu peoples moving into southern Africa traded with Arabs along the east coast, creating a blended culture.
 - C. Arab merchants dominated trade along the African coast, forcing their culture on the small and weak local city-states.
 - D. Arab merchants inhabited the coastal regions of East Africa but were forced to change their agrarian and trade customs to fit the local climate.
23. In many Southeast Asian trade cities, diasporic communities from this culture played a very important role in the local economy and politics.
- A. Indian
 - B. Greek/Hellenic
 - C. Japanese
 - D. Chinese

He [Kublai Khan] makes them take of the bark of a certain tree. What they take is a certain fine white skin which lies between the wood of the tree and the thick outer bark, and this they make into something resembling sheets of paper, but black. When these sheets have been prepared they are cut up into pieces of different sizes. The smallest of these sizes is worth a half tornesel; the next, a little larger, one tornesel; one, a little larger still, is worth half a silver groat of Venice; another a whole groat; others yet two groats, five groats, and ten groats...and on every piece a variety of officials, whose

duty it is, have to write their names, and to put their seals. And when all is prepared duly, the chief officer deputed by the Khan smears the seal entrusted to him with vermilion, and impresses it on the paper, so that the form of the seal remains printed upon it in red; the money is then authentic. Anyone forging it would be punished with death. And the Khan causes every year to be made such a vast quantity of this money, which costs him nothing, that it must equal in amount all the treasure in the world.

—From *The Travels of Marco Polo*

24. What statement best evaluates Marco Polo's discussion of paper money from the perspective of a modern economist?
- A. Absolute authority allowed for the printing of unlimited amounts of currency without inflation.
 - B. Marco Polo failed to understand how the khan collects wealth in order to print the currency without rampant inflation.
 - C. Due to lack of foreign trade, the printing of currency by the khan does not increase inflation because no foreign wealth enters the Chinese economy.
 - D. As long as a national government—the khan in this case—is trusted by its people, the government can print currency without fear of inflation.
25. The influence of Islam in Southeast Asia is an example of
- A. imperialism.
 - B. migration.
 - C. cultural diffusion.
 - D. ethnocentrism.

26. What statement best explains how Greek and Roman learning was preserved during the Middle Ages in Europe?
- A. Monasteries saw it as their mission to copy all of the older texts of the Greek and Roman philosophers.
 - B. The works of Greek and Roman philosophers were preserved by both the Byzantine and the Islamic civilizations.
 - C. The Roman Catholic Church maintained extensive libraries of Greek and Roman works throughout Europe.
 - D. The collapse in Western Europe was not so great as to cause a shutdown of universities at the major population centers.
27. Identify the major source of instability across Asia and Europe during the fourteenth century.
- A. Steppe tribesmen
 - B. The Black Death
 - C. The Islamic caliph
 - D. Famine
28. What statement explains the bureaucratic view of Buddhism during the Tang dynasty?
- A. Buddhism provided the society with a means of appeasing the poorer peasant classes because, unlike Confucianism, it was egalitarian.
 - B. Buddhism was a threat to the power of the Confucian bureaucracy because it offered an alternative social organization.
 - C. Buddhism was not recognized as an issue for the bureaucracy because it was a religion that did not address political issues.
 - D. Buddhism was seen as a challenge to the Confucian religious beliefs held by many in the bureaucracy.

29. How did the caravel alter European society in the fifteenth century?
- A. It allowed for more accurate navigation.
 - B. It gave the European powers a strong military advantage over their chief rivals, the Ottoman Empire.
 - C. It allowed for long-distance ocean travel.
 - D. It provided Europeans with a means of challenging Islamic power in the Mediterranean.
30. Identify the nation that led European exploration through government efforts to provide their sailors with the most advanced navigation instruments and techniques available.
- A. Spain
 - B. France
 - C. Portugal
 - D. Great Britain
31. What allowed Britain and France to benefit from Spain's silver mining in Latin America?
- A. Both nations manufactured goods for sale to Spain, which did not develop a strong manufacturing sector.
 - B. Britain used military resources to take Spanish colonies while France's royal family inherited the Spanish throne through marriage.
 - C. Britain used military resources to take Spanish colonies while France provided Spain with manufactured goods.
 - D. Both of these nations used military force to seize colonies in the silver-producing areas.

32. In the sixteenth and seventeenth centuries, what fueled the increase in global trade?
- A. The export of cheap labor in the form of slaves from Africa
 - B. The active participation of the Chinese government in expanding trade
 - C. The massive amounts of silver made available from New World mines
 - D. The influx of New World cash crops like sugar and tobacco
33. What statement best compares the results of the Columbian Exchange in Europe and China?
- A. Both areas saw population increases and economic growth fueled by New World silver.
 - B. While Europe saw great economic growth, the Chinese economy failed to benefit from new wealth and suffered due to population growth caused by the New World crops.
 - C. Europe benefited economically from New World silver while there was almost no impact in China.
 - D. Europe's economy failed to grow because most New World silver went to China to purchase luxury trade goods like porcelain and silk.

34. What statement best compares agricultural changes in the New and the Old Worlds due to the Columbian Exchange?
- A. In the New World, the importation of new grain crops provided a boost to world food production while exotic crops like tomatoes had little impact on Old World agriculture.
 - B. In the New World, cash crops like sugar became the key agricultural product while potatoes and corn contributed to increased food production in the Old World.
 - C. In the New World, little agricultural change occurred because the native population was devastated by disease; however, potatoes and corn contributed to population growth in Europe and China.
 - D. In the New World, both food production and cash crop production grew rapidly while the Old World experienced little agricultural changes.
35. What identifies one result of cash crop production in the New World?
- A. Deforestation
 - B. Urbanization
 - C. Desertification
 - D. Famine
36. The spread of Islam into India and Southeast Asia was facilitated by
- A. the military conquest of the caliphate.
 - B. the introduction of Sufi mysticism.
 - C. the lack of native belief systems.
 - D. the Mongol conquest.

37. The creation of the Atlantic trade network greatly facilitated the spread of what religion?
- A. Islam
 - B. Sikhism
 - C. Animism
 - D. Christianity
38. The Renaissance resulted from economic growth in Europe, but it was most recognized for
- A. the creation of political systems dominated by the middle class.
 - B. innovations in visual and performing arts.
 - C. the establishment of global empires by the European powers.
 - D. the elimination of the aristocracy as the elite class of the European social system.
39. What was the purpose of the encomienda system in the Spanish colonies of the New World?
- A. Provide an incentive for Spanish settlers to immigrate to the New World
 - B. Allow for the creation of independent states allied with the Spanish Crown
 - C. Provide labor for the creation of Spanish plantations, ranches, and mining
 - D. Facilitate the conversion of the native population to Roman Catholicism

40. What social class developed in the Spanish colonies of the New World that had the ability to amass economic wealth but could not achieve political power?
- A. Mestizos
 - B. Creoles
 - C. Mulattos
 - D. Peninsulares
41. What was the purpose of the European monarchs in claiming rule through the divine right of kings?
- A. To reinforce the power of the church over secular rulers
 - B. To establish a stronger connection between church and state
 - C. To strengthen a king's claim to absolute power over his subjects
 - D. To allow the nobility to use the king as a symbol of central political authority without actually giving the king this great power
42. What European nation established the largest land-based empire by the mid-eighteenth century?
- A. Great Britain
 - B. France
 - C. Austria-Hungary
 - D. Russia
43. All of the following factors contributed to the Industrial Revolution in Europe EXCEPT
- A. the accumulation of capital.
 - B. improved agricultural productivity.
 - C. improvements in navigational tools.
 - D. legal protection of private property.

44. The steam engine and the internal combustion engine both made possible the exploitation of
- A. fossil fuels for energy.
 - B. the forests of Europe for energy.
 - C. the newly discovered riches of the Americas.
 - D. agriculture workers due to improved transportation.
45. In the nineteenth century, all of the following areas industrialized EXCEPT
- A. the United States.
 - B. Russia.
 - C. Japan.
 - D. China.
46. What statement best describes the economies of the newly independent nations of South America during the nineteenth century?
- A. These nations began industrializing through the process of import substitution.
 - B. These nations developed subsistence farming economies to replace the imports of European grains.
 - C. Latin America became dependent on the production of a small number of natural resources or cash crops for export to global markets.
 - D. Latin America attracted large numbers of immigrants, which provided cheap labor for its growing industrial economy.

47. In the nineteenth century, India's economy was forced to
- A. industrialize to meet the growing demands of a wealthy British middle class.
 - B. abandon much of its food production in favor of expanding the production of textiles and cash crops.
 - C. provide cheap labor for the factories of Britain.
 - D. abandon its participation in the larger global economy in order to improve British trade.
48. What market held the greatest attraction for the European powers during the nineteenth century?
- A. The United States
 - B. Africa
 - C. China
 - D. Latin America
49. As the world's economy expanded in the nineteenth century, the need for greater supplies of money led to a rush to develop new gold and diamond mines in
- A. South Africa.
 - B. Brazil.
 - C. Alaska.
 - D. Arabia.

50. By the late nineteenth century, leading industrial powers like Great Britain and the United States depended upon an economic system originally described by
- A. John Locke.
 - B. Adam Smith.
 - C. Karl Marx.
 - D. Alexander Hamilton.
51. Prior to the railroad, what allowed for the rapid and regular transportation of goods in Great Britain?
- A. An extensive paved road system
 - B. A fleet of coastal barges
 - C. A small number of highly urbanized population centers
 - D. A system of rivers and water canals
52. Why was Communism viewed as a threat in industrial nations like Great Britain and Germany?
- A. Communism required greater participation of the working poor in government.
 - B. Communism called for the violent overthrow of those in power and did not protect private property.
 - C. Communism demanded an end to the colonial system so that workers in the home nations could demand better pay and benefits.
 - D. Communism would create a political system that did not protect the special privileges of the nobility or middle class.

53. What was the goal of the Chinese Self-Strengthening Movement started by Prince Gong in the late nineteenth century?
- A. To fight corruption in the bureaucracy by enforcing a strict version of Neoconfucian ethics
 - B. The expulsion of foreigners from China by military force, which was rebuilt with increased taxes on the landowning class
 - C. The adoption of Western technology and governmental systems to prevent further outside domination of China
 - D. To unite the nations of East Asia, Japan especially, with China in order to better oppose European and American exploitation of Asia
54. During the nineteenth century, why did conservative governments in Europe expand voting rights, establish public health-care systems, pay for social security pensions, and institute free public education systems?
- A. To avoid social and political unrest by appeasing the middle and urban poor classes
 - B. To provide a better educated and happier industrial work force
 - C. To prevent further emigration from Europe to the Americas
 - D. To strengthen the loyalty of the people to the monarchies without real government reform

All the Powers exercising sovereign rights or influence in the aforesaid territories [Congo Basin] bind themselves to watch over the preservation of the native tribes, and to care for the improvement of the conditions of their moral and material well-being, and to help in suppressing slavery, and especially the Slave Trade.

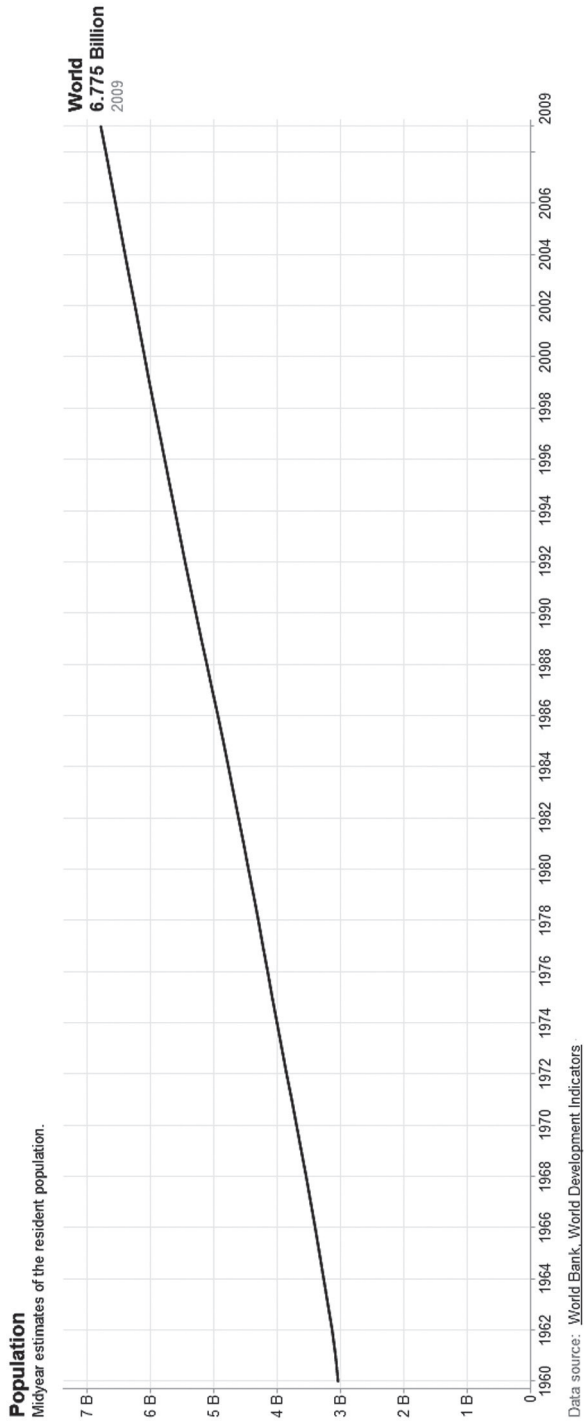
—Berlin Conference General Act (1885)

We set off marching very quickly. My sister Katinga had her baby in her arms, and was not compelled to carry a basket; but my husband was made to carry a goat.... We had nothing to eat, for the [Belgian] soldiers would give us nothing.... [On] the fifth day...the soldiers took my sister's baby and threw it in the grass, leaving it to die, and made her carry some cooking pots.... On the sixth day we became very weak from lack of food and from constant marching and sleeping in the damp grass, and my husband, who marched behind us with the goat, could not stand up longer, and so he sat down and refused to walk more. The soldiers beat him, but still he refused to move. Then one of them struck him on the head with the end of his gun, and he fell upon the ground. One of the soldiers caught the goat, while two or three others stuck the long knives they put on the ends of their guns into my husband.

—“To the white men's town at Nyangwe, Belgian Congo,” as told to American Edgar Canisius, 1903

55. The events of the second passage were allowed to happen because the agreement reached in Berlin
- A. did not apply to Belgium.
 - B. failed to include the use of coerced labor in its protections.
 - C. did not include any formal requirement that nations enforce the obligations it established.
 - D. failed to include any means of monitoring the actions of nations in the Congo to make sure they fulfilled their obligations.
56. In what colony did slavery result in a successful slave rebellion that established an independent state?
- A. Brazil
 - B. Haiti
 - C. Colombia
 - D. Jamaica
57. In 1900, European, American, and Japanese troops landed in China to put down a rebellion initiated by the Society of the Righteous Harmonious Fist, called Boxers by Westerners, because
- A. even though the Westerners did not favor the Qing dynasty, they did not want it replaced by a stronger Chinese government.
 - B. of treaty obligations the Western governments and Japan had negotiated with the weak Qing dynasty.
 - C. the Boxers' goal was the expulsion of foreigners and their influence from China.
 - D. the rebellion provided an excuse to permanently station Western troops in China based on a series of previous treaty agreements.

58. The population boom in many areas of Eastern and Southern Europe during the latter part of the nineteenth century did not create excessive economic hardships because
- A. many in these areas were able to emigrate to the United States or South America.
 - B. these areas were also in the midst of rapid industrialization and needed a supply of factory workers.
 - C. the decline of the Ottoman Empire allowed nations in Eastern Europe to expand into new territory.
 - D. Russia encouraged many in the region to migrate to Siberia to establish new agrarian and mining communities.
59. In the early twentieth century, what scientist developed a set of new theories that challenged Sir Isaac Newton's position as the leading theoretical physicist?
- A. Sigmund Freud
 - B. Marie Curie
 - C. Max Planck
 - D. Niels Bohr



60. Which of the following sources of economic and social upheavals is NOT directly related to the historical trend indicated on the graph on the previous page?
- A. Rising food prices
 - B. Dwindling access to adequate freshwater supplies
 - C. Increasing price of natural resources used in industry
 - D. Increasing amounts of national budgets dedicated to military purchases
61. During World War I, what new military technique led to unprecedented numbers of combat deaths?
- A. Submarine warfare
 - B. Atomic weapons
 - C. Trench warfare
 - D. Aerial combat
62. Which of the following statements is an accurate comparison of the Ottoman, Russian, and Qing Empires in the late nineteenth and early twentieth centuries?
- A. Prior to their collapse, each of the empires attempted a series of Western-style reforms, but the ruling elites eventually failed to support the needed changes.
 - B. Overexpansion of empires caused each to face economic turmoil as taxes were increased to pay for military expenditures.
 - C. The Ottoman and Russian Empires survived because of the adoption of some Western-style reforms while the Qing failed because it refused to alter centuries of Chinese tradition.
 - D. The Ottoman Empire and Qing dynasty both lost territory to aggressive European powers while Russia, acting as an aggressor, expanded its empire during this time.

63. Which of the following best describes the Indian National Congress?
- A. A group of Indian nationalists who, disappointed in the failure of the 1857 rebellion/mutiny, banded together to organize opposition to British rule
 - B. A group of educated Indians who joined together to press for greater autonomy within British India
 - C. A radicalized group of Indians who banded together to promote attacks upon British authorities in India
 - D. A pacifist movement organized by Indian Hindus to oppose outside influences in India
64. Which of the following was NOT an aspect of the colonial struggle for independence between Algeria and France?
- A. The presence of large numbers of French citizens in the Algerian colony
 - B. Divided public opinion in France over military action in Algeria
 - C. Direct intervention by the Soviet Union in assistance to the Algerian rebels
 - D. The use of terror attacks against French citizens in Algeria
65. Which of the following was a common result after independence was achieved in an African nation?
- A. Movement toward a representative government to integrate the various ethnic groups into a common society
 - B. The deliberate isolation of the nation from international politics so as to avoid a new form of imperialism based on economic domination
 - C. The establishment of strong regional alliances to promote economic growth without dependence on developed nations
 - D. The breakdown of society into ethnic rivalries, leading to internal conflict

66. After seizing control of Egypt, what larger policy was promoted by Gamal Nasser in order to strengthen his position internationally?
- A. Pan-Africanism
 - B. Communism
 - C. Nonalignment
 - D. Pan-Arabism

Article 2

...any of the following acts committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group, as such:

- Killing members of the group;
 - Causing serious bodily or mental harm to members of the group;
 - Deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part;
 - Imposing measures intended to prevent births within the group;
 - Forcibly transferring children of the group to another group.
67. The above article, adopted by the United Nations General Assembly in 1948, defines what as a crime under international law?
- A. Torture
 - B. War
 - C. Genocide
 - D. Terrorism

68. What statement best assesses how the Great Depression contributed to the beginning of World War II.
- A. New democratic governments failed to deal with the economic crisis caused by the Depression, allowing more radical political ideologies like fascism to take hold in their countries.
 - B. The economic turmoil created the need to expand colonial possessions in order to secure scarce resources.
 - C. The economic decline actually encouraged all nations to reduce military spending and attempt to maintain the peace much longer than in previous decades.
 - D. Governments attempted to use military action to promote nationalism and to distract people from the failure of economic policies to alleviate the crisis.
69. During the 1960s and 1970s, which of the following contributed to the establishment and continuation of authoritarian governments in the developing world?
- A. The nonaligned movement
 - B. Cold War tensions between the Soviet Union and the United States
 - C. An abundance of cheap commodities and manufactured goods in the global market
 - D. A decision by the United Nations to respect the sovereignty of each nation regardless of its political organization

70. The Soviet Union and the People's Republic of China each used Five-Year plans to
- A. map out a strategy for the expansion of Communist parties in other nations.
 - B. develop stronger military cooperation between the two countries.
 - C. manage economic policies for agricultural and manufacturing production.
 - D. act as term limits to allow for changeover in political leadership.

END OF SECTION I

WORLD HISTORY**SECTION II**

Note: This exam uses the chronological designations BCE (before the common era) and CE (common era). These labels correspond to BC (before Christ) and AD (anno Domini), which are used in some world history textbooks.

Part A

(Suggested writing time—40 minutes)

Percent of Section II score—33 1/3

Directions: The following question is based on the accompanying Documents 1–10. The documents have been edited for the purposes of this exercise.

This question is designed to test your ability to work with and understand historical documents.

Write an essay that:

- Has a relevant thesis and supports that thesis with evidence from the documents.
- Uses all or all but one of the documents.
- Analyzes the documents by grouping them in as many appropriate ways as possible.
- Does not simply summarize the documents individually.
- Takes into account both the sources of the documents and the authors' points of view.

You may refer to relevant historical information not mentioned in the documents.

1. Using the following documents, analyze the arguments for decolonization and expectations of independence following the Second World War. Explain what other documents would be necessary to complete the discussion of Western intentions.

Historical Background: Prior to America's entry into the Second World War, the Atlantic Charter, signed by the United States and the United Kingdom, promised the two nations would "respect the right of all peoples to choose the form of government under which they will live." Many took this as a promise of an end to imperialism. After the war, the United Nations established a trusteeship council to end colonial rule, and many individual independence movements sprang up across the globe, especially in Africa, South Asia, and Southeast Asia. However, the former imperial powers and the colonial movements did not always agree on what course independence should take.

DOCUMENT 1

Source: President Ho Chi Minh delivering his address in Hanoi on September 2, 1945.

For these reasons, we, members of the Provisional Government, representing the whole Vietnamese people, declare that from now on we break off all relations of a colonial character with France;

The whole Vietnamese people, animated by a common purpose, are determined to fight to the bitter end against any attempt by the French colonialists to reconquer their country.

We are convinced that the Allied nations which at Tehran and San Francisco have acknowledged the principles of self-determination and equality of nations, will not refuse to acknowledge the independence of Vietnam.

DOCUMENT 2

Source: All-African People's Conference: Resolution on Imperialism and Colonialism (1958)

(3) Whereas world opinion unequivocally condemns oppression and subjugation of one race by another in whatever shape or form.

(4) Whereas all African peoples everywhere strongly deplore

the economic exploitation of African peoples by imperialist countries thus reducing Africans to poverty in the midst of plenty....

(6) Whereas fundamental human rights, freedom of speech, freedom of association, freedom of movement, freedom of worship, freedom to live a full and abundant life, are denied to Africans through the activities of imperialists....

(8) Whereas imperialists are now coordinating their activities by forming military and economic pacts such as NATO, European Common Market, Free Trade Area, Organization for European Economic Co-operation....

Be it resolved and it is hereby resolved by; the All-African People's Conference

1. That the All-African People's Conference vehemently condemns colonialism and imperialism in whatever shape or form these evils are perpetuated.
2. That the political and economic exploitation of Africans by imperialist Europeans should cease forthwith.
4. That independent African States should pursue in their international policy principles which will expedite and accelerate the independence and sovereignty of all dependent and colonial African territories.

DOCUMENT 3

Source: United Nations: Declaration on Granting Independence to Colonial Countries and Peoples (1960)

Conscious of the need for the creation of conditions of stability and well-being and peaceful and friendly relations based on respect for the principles of equal rights and self-determination of all peoples, and of universal respect for, and observance of, human rights and fundamental freedoms for all without distinction as to race, sex, language or religion,

Recognizing the passionate yearning for freedom in all dependent

peoples and the decisive role of such peoples in the attainment of their independence,

Aware of the increasing conflicts resulting from the denial of or impediments in the way of freedom of such peoples, which constitute a serious threat to world peace,

Solemnly proclaims the necessity of bringing to a speedy and unconditional end colonialism in all its forms and manifestations;

And to this end Declares that:

1. The subjection of peoples to alien subjugation, domination and exploitation constitutes a denial of fundamental human rights, is contrary to the Charter of the United Nations and is an impediment to the promotion of world peace and co-operation.
2. All peoples have the right to self-determination; by virtue of that right they freely determine their political status and freely pursue their economic, social and cultural development.
3. Inadequacy of political, economic, social or educational preparedness should never serve as a pretext for delaying independence.

DOCUMENT 4

Source: Soviet Premier Nikita Khrushchev: Speech on Decolonization (1960)

Our century is the century of the struggle for freedom, the century in which nations are liberating themselves from foreign domination. The people desire a worthwhile life and are fighting to secure it.

It would be difficult to exaggerate the vast significance which the abolition of the colonial system would have for the entire world. Everyone knows that the economics of the colonies and the Trust Territories are at present subordinated to the mercenary interests of foreign monopolies, and the industrialization of these countries is being deliberately impeded. Imagine that the situation

has changed and that these countries and territories, having become independent, are in a position to make ample use of their rich natural resources and to proceed with their industrialization, and that a better life has begun for their peoples. This would lead to a tremendous growth in the capacity of the world market, which would no doubt have a beneficial effect, not only on the economic development of the countries of the East but also on the economies of the industrially developed countries of the West...

DOCUMENT 5

Source: Algerian National Liberation Front: Proclamation, November 1, 1954

To the Algerian People! To the militants of the National Cause! After decades of struggle, the National Movement has reached its final phase of fulfillment. At home, the people are united behind the watchwords of independence and action. Abroad, the atmosphere is favorable, especially with the diplomatic support of our Arab and Moslem brothers.

GOAL. National independence through:

1. The restoration of the Algerian state, sovereign, democratic, and social, within the framework of the principles of Islam;
2. The preservation of fundamental freedoms, without distinction of race or religion.

MEANS OF STRUGGLE:

1. The opening of negotiations with the authorized spokesmen the Algerian people, on the basis of a recognition of Algerian sovereignty, one and indivisible.
2. The inception of an atmosphere of confidence brought about freeing all those who are detained, by annulling all measures of exception, and by ending all legal action against the combatant forces.

In return for which:

1. French cultural and economic interests will be respected, as well as persons and families.
2. All French citizens desiring to remain in Algeria will be allowed to opt for their original nationality, in which case they will be considered as foreigners, or for Algerian nationality, in which case they will be considered as Algerians, equal both as to rights and as to duties.

Algerians: The FLN is your front; its victory is your victory. For our part, strong in your support, we shall give the best of ourselves to the Fatherland.

DOCUMENT 6

Source: French Loi-Cadre, issued by the French government, June 23, 1956

Without prejudice to the expected reform of Title VIII of the Constitution, in order to give the overseas peoples a more direct share in the management of their own interests, measures of administrative decentralization and devolution shall be introduced within the territories, groups of territories and central services under the jurisdiction of the Ministry of France Overseas.

To this end, decrees taken...on the basis of the report given by the Minister of France Overseas and, on occasion, by the Ministers concerned, may:

1. Modify the role and powers of administration and management of the general governments with a view to transforming them into coordinating bodies, and modify the composition and attributes of the grand councils and of the representative assembly of Madagascar;
2. Institute government councils in all the territories and in

addition, in Madagascar, provincial councils charged, in particular, with administering the territorial services;

3. Grant broadened deliberative powers, notably for the organization and management of the territorial services, to the assemblies of the territories as well as to the representative assembly and provincial assemblies of Madagascar.

DOCUMENT 7

Source: Kwame Nkrumah, the first president of Ghana: I Speak of Freedom (1961)

For centuries, Europeans dominated the African continent. The white man arrogated to himself the right to rule and to be obeyed by the non-white; his mission, he claimed, was to “civilize” Africa. Under this cloak, the Europeans robbed the continent of vast riches and inflicted unimaginable suffering on the African people.

It is clear that we must find an African solution to our problems, and that this can only be found in African unity. Divided we are weak; united, Africa could become one of the greatest forces for good in the world.

Although most Africans are poor, our continent is potentially extremely rich....

The political situation in Africa today is heartening and at the same time disturbing. It is heartening to see so many new flags hoisted in place of the old; it is disturbing to see so many countries of varying sizes and at different levels of development, weak and, in some cases, almost helpless. If this terrible state of fragmentation is allowed to continue it may well be disastrous for us all.

I believe strongly and sincerely that with the deep-rooted wisdom and dignity, the innate respect for human lives, the intense humanity that is our heritage, the African race, united under one federal government, will emerge not as just another world bloc to flaunt its wealth and strength, but as a Great Power....

DOCUMENT 8

Source: Clement Attlee, British prime minister: Address on British policy in India (1946)

My colleagues are going to India with the intention of using their utmost endeavors to help her to attain her freedom as speedily and fully as possible. What form of Government is to replace the present regime is for India to decide; but our desire is to help her to set up forthwith the machinery for making that decision....

I hope that the Indian people may elect to remain within the British Commonwealth. I am certain that she will find great advantages in doing so....

But if she does so elect, it must be by her own free will. The British Commonwealth and Empire is not bound together by chains of external compulsion. It is a free association of free peoples. If, on the other hand, she elects for independence, in our view she has a right to do so. It will be for us to help to make the transition as smooth and easy as possible.

DOCUMENT 9

Source: Joint statement following discussions between President John F. Kennedy of the United States and President Habib Bourguiba of Tunisia, May 5, 1961

President Bourguiba defined his policy of non-alignment and friendship with all countries desiring good relations with Tunisia. President Kennedy expressed the support of the United States for the inviolate right of peoples and countries to exercise freedom of choice in the organization of their societies and in the definition of their political attitudes. They agreed that the retention by all countries of this freedom of choice is essential to the existence of a peaceful and harmonious world of freedom and justice.

The two Presidents found themselves in agreement as to the political, economic and social problems that confront many new

countries, particularly in Africa. They share the conviction that the orderly process of decolonization is essential to the promotion of human welfare, the consolidation of peace and the encouragement of the striving African peoples. They are in basic accord that political progress and economic development will be hindered if the continent of Africa becomes an arena for the so-called cold war. They believe that the independent states of Africa should be free to follow their own policies without outside interference and that they should at the same time strive for a closer harmonization of African viewpoints.

DOCUMENT 10

Source: Prime Minister Jomo Kenyatta: Speech on the Occasion of Kenya's Independence from Britain (1963)

The aim of my government which starts today is not to be pro-left or pro-right. We shall pursue the task of national building in friendship with the rest of the world. Nobody will ever be allowed to tell us, to tell me: you must be friendly to so-and-so. We shall remain free and whoever wants friendship with us must be a real friend.

END OF PART A

WORLD HISTORY**SECTION II****Part B**

(Suggested planning and writing time—40 minutes)

Percent of Section II score—33 1/3

Directions: You are to answer the following question. You should spend 5 minutes organizing or outlining your essay.

Write an essay that:

- Has a relevant thesis and supports that thesis with appropriate historical evidence.
 - Addresses all parts of the question.
 - Uses world historical context to show continuities and changes over time.
 - Analyzes the process of continuity and change over time.
2. Explain the changes and continuities in the roles of nations and multinational corporations due to the increased globalization of the late twentieth century.

END OF PART B

WORLD HISTORY**SECTION II****Part C**

(Suggested planning and writing time—40 minutes)

Percent of Section II score—33 1/3

Directions: You are to answer the following question. You should spend 5 minutes organizing or outlining your essay.

Write an essay that:

- Has a relevant thesis and supports that thesis with appropriate historical evidence.
 - Addresses all parts of the question.
 - Makes direct, relevant comparisons.
 - Analyzes relevant reasons for similarities and differences.
3. Compare the foreign policies of the Soviet Union and the United States during the Cold War period.

END OF SECTION II

Practice Exam Answers and Explanations

Section I, Multiple Choice

ANSWER KEY

- | | |
|-------|-------|
| 1. D | 24. B |
| 2. C | 25. C |
| 3. B | 26. B |
| 4. C | 27. B |
| 5. A | 28. B |
| 6. C | 29. C |
| 7. D | 30. C |
| 8. B | 31. A |
| 9. A | 32. C |
| 10. D | 33. A |
| 11. A | 34. B |
| 12. D | 35. A |
| 13. C | 36. B |
| 14. C | 37. D |
| 15. B | 38. B |
| 16. D | 39. C |
| 17. D | 40. B |
| 18. C | 41. C |
| 19. B | 42. D |
| 20. D | 43. C |
| 21. C | 44. A |
| 22. B | 45. D |
| 23. D | 46. C |

- | | |
|-------|-------|
| 47. B | 59. C |
| 48. C | 60. D |
| 49. A | 61. C |
| 50. B | 62. A |
| 51. D | 63. B |
| 52. B | 64. C |
| 53. C | 65. D |
| 54. A | 66. D |
| 55. C | 67. C |
| 56. B | 68. A |
| 57. C | 69. B |
| 58. A | 70. C |

ANSWER EXPLANATIONS

1. **D.** The Neolithic saw the introduction of agriculture, the key requirement for permanent settlements.
2. **C.** The key component of the Neolithic Revolution was the development of agricultural-based communities. From agriculture, a food surplus developed that allowed for job specialization, complex governments, and eventually the growth of cities. This first occurred in Mesopotamia in the Middle East.
3. **B.** Agriculture was the ultimate cause of each of these. All of these in turn led to the development of civilizations.
4. **C.** The Olmec and Harappan share important traits. First, each is the original civilization in their areas. Second, both developed key cultural components that were passed to successor civilizations in their regions.
5. **A.** While the overall population and political influence of the Hebrew state(s) was small, the development of the Hebrew monotheistic religion would give rise to both Christianity and Islam.

6. C. The Aryans mixed their religious beliefs with those of the Harappan, giving rise to Hinduism. The Vedas contain the core beliefs of the Aryan religion.
7. D. Daoism concerned itself chiefly with harmony in nature and the use of herbal knowledge to cure man's ailments.
8. B. Christianity, an evangelical religion, depended upon converts. To better bring in new members, early Christian missionaries adopted many Greek and Roman traditions into the church.
9. A. The Greeks depended heavily on trade to provide grain and some luxury goods to the city-states. In addition, Alexander the Great, although a Macedonian, respected Greek culture, and his army included thousands of Greek soldiers and advisors.
10. D. The Persians developed a political culture that encouraged conquest, building the first great empire throughout the Middle East.
11. A. The basic element of all Chinese dynasties was the strong Confucian bureaucracy while wealthy families dominated the Roman Republic. Initially, family wealth was based on land ownership. Later, merchant families gained political power.
12. D. This statement gives a rough description of all of Chinese history until the rise of the People's Republic of China in 1949.
13. C. A decline in general civic responsibility along with the great expanse of the empire eventually forced the Romans to allow foreigners into legionary service.
14. C. This description fits the decline of typical Chinese dynasties (see the section on the dynastic cycle for more information).
15. B. The route takes its name from the iconic good transported from China to the rest of Asia, Europe, and Africa.
16. D. Baghdad became the center of Islamic power as trade routes shifted to the new capital during the Abbasid caliphate.
17. D. Roman Catholicism, Islam, and Eastern Orthodoxy all accept

books of the Torah (the Bible's Old Testament) as part of their religious tradition.

18. **C.** The Grand Canal was part of an internal transportation system (roads, rivers, and canals) that was more extensive than any other in the premodern world.

19. **B.** The Mongols quickly learned the benefits that taxation of trade (demands for tribute from settled societies) had over raiding.

20. **D.** The wave of Islamic conquest eventually reached out from Persia into Northern India, but it would not dominate Indian society as completely as it did Arab and Persian civilizations. India was notoriously decentralized, and thus could not be turned to Islam by conquest. Sufi mystics, rather than political force, made much more progress in converting Indians to Islam.

21. **C.** Arabic was not only the language of the conquerors, it was and remains the language of Islam.

22. **B.** By definition, Swahili is a blend of the Arabic and Bantu languages. The culture reflects this pairing.

23. **D.** While Confucian bureaucrats may have looked down on trade, many Chinese families made their fortunes and many Chinese moved to communities along the trading routes in order to take advantage of the demand for luxury goods produced in China.

24. **B.** The use of paper money is a convenience allowing for the easy transfer of great wealth, but it must actually represent real value, either in hard currency like gold or as a measure of labor/productivity. Marco Polo failed to see this connection.

25. **C.** Islam became a key component of Southeast Asian culture, not just the religion of a small minority community in some of the trade cities.

26. **B.** While generally ignored in favor of religious texts in Western Europe, the Byzantines and the Islamic civilizations continued to study

and expand upon Greek and Roman thought during the European Middle Ages. As Western Europe began to reengage in international trade, this knowledge found its way back into European centers of learning.

27. **B.** The massive loss of life caused by the plague devastated the economies of all societies, both those dependent heavily on agriculture (by destroying the supply of labor) and those based more on trade (because it so damaged cities as to destroy entire regional markets and to cut key sections out of trade routes as cities disappeared and nations no longer maintained political control over vast regions).

28. **B.** Confucian scholars feared that, as a religion, Buddhism's appeal could replace the social organization they championed. Also, many left large sums of money to Buddhist monasteries, allowing for Buddhist leaders to gain access to powerful families, including the imperial family.

29. **C.** More than anything else, the technological advances that allowed Europeans to establish trade connections that bypassed the Middle Eastern powers (Ottoman, Persian) and to discover the wealth of the New World led to global European domination by the nineteenth century.

30. **C.** Portugal's Prince Henry earned the title "the Navigator" for his efforts at developing Portugal's maritime empire.

31. **A.** Spanish control over the great wealth of the Americas kept the nobility firmly in control and actually hindered the development of an entrepreneurial middle class, because the nobility did not allow for others to rise to positions of power or encourage the development of a manufacturing economy based in cities, which could be dominated by the king and give power to those of other classes.

32. **C.** The initial boost in trade came from the discovery of silver mines in the New World. This allowed European merchants to purchase more goods from other areas and encouraged the development of greater manufacturing in Europe, which attracted even more silver.

33. **A.** Potato cultivation led to massive food increases, producing a population boom in Europe and China in addition to the economic increase caused by the increasing supply of wealth and growing manufacturing.

34. **B.** The suitability of land for the cultivation of cash crops like sugar came to dominate the agrarian sector of many colonial economies in the Americas while the arrival of potatoes and corn allowed for increased cultivation and reduced food cost.

35. **A.** The most immediate result of the agricultural changes in the Americas was a cutting of forests in order to increase the amount of cultivated lands. The low population density of many areas of the Americas had meant no large-scale farming was taking place. To provide the demands for sugar and other products in Europe as well as to feed growing cattle and human populations, forests needed to be cleared for cultivation.

36. **B.** Sufi mysticism was able to gain more acceptance in these regions because of the similarities between some of its practices and Hindu mysticism.

37. **D.** Europeans dominated the Atlantic and spread Christianity to the conquered peoples in the Americas and into many parts of Africa. Some animist beliefs from Africa moved into the Americas due to the slave trade, but D is the better answer.

38. **B.** The most obvious sign of the Renaissance was a renewal of high culture in Europe, but it was only possible due to the rapid economic growth that originated in Italy's contacts with the Eastern Mediterranean and spread slowly into Western Europe as new trade routes were developed.

39. **C.** The Spanish treated the New World as an extension of the feudal system when it came to the agrarian economy. Natives and then slaves were required for agricultural production.

40. **B.** The Creoles were European, and many came from powerful noble families. However, they were denied greater political power in the

Americas so that the court in Spain could maintain greater control by directly appointing nobles tied to Spain itself.

41. C. Throughout history, the elites have used religious beliefs and traditions to maintain greater control over their society.

42. D. Russia initially pushed eastward to prevent renewed attacks from the tribesmen of the steppe. It then focused on Central Asia and Siberia for natural resources and a variety of luxury goods like furs. Russia also pursued its long-term goal of establishing a warm-water port.

43. C. Navigational tools contributed to the age of exploration during the fifteenth and sixteenth centuries, but by the time of the Industrial Revolution, economic growth required capital (money), cheap labor (recently freed up by better agricultural production), and legal protections for businesses and the entrepreneurial middle class.

44. A. The use of fossil fuels allowed for much greater control over where manufacturing could take place, allowing for better use of resources for manufacturing and concentration of labor in key regions.

45. D. China's Qing dynasty failed to adopt modern economic practices due to traditional Confucian ideas and high levels of government corruption.

46. C. Even with independence, economies in the Americas depended on investments from Europe and the United States, which continued to make money for their elites but did not allow for the development of local industries.

47. B. During the industrial age, colonies were used to produce the raw materials needed for the factories of Europe. In many cases, this created economies that were dependent on global markets and generally unable to sustain themselves.

48. C. China produced both high-demand products like tea and also held the potential for large markets for manufactured goods.

49. A. While Brazil and Africa both experienced gold rushes, South Africa developed into a major gold and diamond producer along with many other rare metals and gems.

50. **B.** Both nations adopted the basic ideas of free-market capitalism originally described by Adam Smith in *The Wealth of Nations*.

51. **D.** The relatively small size of Great Britain and an abundant supply of natural bodies of water made canal construction relatively cheap and rapid.

52. **B.** While capitalism does not address social class like Communism, it does depend upon the protection of accumulated capital (wealth and money). Communism called for the rising of the masses against those in power, especially the owners of the means of production (the wealthy).

53. **C.** As corruption and defeats by foreign nations weakened the central government of the Qing dynasty, some sought to adopt Western economic models to prevent the further humiliation of China. These efforts were eventually halted by the existing government structure as a danger to their power.

54. **A.** Conservative governments that generally oppose great change often adopt policies to enfranchise more in order to win their long-term support. They saw greater voting rights and legal protections as inevitable.

55. **C.** Public opinion in many imperial powers started to demand better treatment of the colonials, but it was very difficult to monitor this in remote areas, and the desire for profits often outweighed humanitarian concerns.

56. **B.** The unrest of the French Revolution and the rise of Napoleon Bonaparte allowed Haitian slaves to rebel against the French and win their independence. British opposition to Napoleon prevented an effective French response to the rebellion, thus allowing it to succeed.

57. **C.** The Boxers directly attacked European interests, specifically missionaries and diplomats. European and American governments could not allow their economic connections to the Chinese markets to suffer from unrest, and they did not believe that China's officials, already weak after losing several wars and seriously corrupt, would respond effectively to the Boxer threat. In fact, the empress dowager even assisted the Boxers in the area around Peking, the capital.

58. **A.** For decades the Americas provided a population safety valve for much of the rest of the world.

59. **C.** Planck ushered in a new wave of scientific progress aided by both human theories and better scientific instruments, which allowed for testing and adjusting these theories. Another important name in physics at the time was Albert Einstein.

60. **D.** One issue with choice D is that in the late twentieth century, military expenditures declined as a part of overall national budgets. Also, in general, military conflicts during this period diminished significantly.

61. **C.** The failure of the German invasion plans against France resulted in a stalemate along the western front. As both sides dug in, they found that the new weapons of the twentieth century allowed for killing on a scale never before imagined.

62. **A.** Each empire failed to achieve reform because the basic economic, political, and social structures needed for successful change were not in place (no significant middle class, lack of legal protections for property, government accountability to a large segment of the population).

63. **B.** Many Indians who received a Western-style education wanted greater economic freedoms in their society and sought to adopt Western methods and ideologies to achieve them. The Indian National Congress established itself along the lines of a traditional political party like those in England.

64. **C.** During the Cold War, the superpowers of the United States and the Soviet Union often found themselves on different sides in local conflicts. However, very rarely did either directly get involved, preferring to support local groups instead of sending in their own armed forces. In Algeria, the Soviets lent political support at the United Nations for the rebels but did not become directly involved in the conflict.

65. **D.** The Berlin Conference that established the colonial boundaries of Africa failed to consider the ethnic diversity of the African peoples. Independence movements generally united various tribal groups, but

once independence was achieved, that unity almost always evaporated as each ethnicity looked to support its own position and turned against the other groups, often their traditional enemies. This produced devastating civil wars in Nigeria and many other nations beginning in the 1960s and continuing to the Rwandan genocide of the 1990s.

66. **D.** Nasser had ambitions to control a large secular Arab state, but while many Arabs agreed in principal in the idea of strength in numbers, the political elites of the various nations did not agree to turn power over to Nasser. The movement eventually collapsed.

67. **C.** The Holocaust perpetrated by Nazi Germany prompted the new United Nations to address the crime of genocide and establish it as a crime against humanity.

68. **A.** People in Germany and Italy did not have faith in their new democratic governments and blamed them for many of their economic problems. This allowed more radical parties to take shape and become dominant forces within the nations. In both Italy and Germany, fascism rose to power initially through democratic elections, but in each case the fascist winners immediately moved to end true democratic institutions.

69. **B.** The Soviets sought to establish Communist dictatorships wherever possible during this period, and the United States and its NATO allies were more often concerned with halting the expansion of Communism than with the establishment of democratic governments. The end of the Soviet Union saw a new emphasis on the West in spreading good governance and democratic institutions.

70. **C.** Communism, a form of socialism, established government control over the economy. It was a command economic system. The five-year plans allowed for government planning of production by establishing quotas over agricultural and manufacturing production and distributing the resources of the state. The Soviet Union began the system under Vladimir Lenin, and China adopted it under Mao Zedong's leadership once his Communists had achieved victory over the Nationalists in 1949. The Chinese still adopt five-year economic policies, but their

economy now operates more under the influence of market forces rather than government dictates.

Section II, Part A: The Document-Based Question

BRAINSTORMING–GROUPING

Document 1	<p>Unity of Vietnam</p> <p>Rejection of French rule</p> <p>Western ideas; self-determination and equality</p>
Document 2	<p>Crimes against Africa; exploitation and racism</p> <p>Anti-imperialism</p> <p>Establishment and protection of fundamental human rights (Enlightenment ideas; association, movement, worship)</p> <p>Rejection of NATO, European Common Market as further tools of imperialism</p> <p>Independent African nations should help remaining colonies toward independence</p>
Document 3	<p>UN effort to promote independence</p> <p>Based on standard ideas of human rights and self-determination</p> <p>Colonialism denies fundamental human rights and violates the UN Charter</p> <p>No excuses; inadequacy—you cannot claim people are not ready for independence</p>
Document 4	<p>Soviets take position critical of imperial powers</p> <p>Discusses the struggle for freedom although they are totalitarian</p> <p>Accuses colonial powers of holding back the development of colonies</p> <p>Wants all territories to join world markets (unusual for Communists to discuss markets)</p>

Document 5	<p>FLN speaks of creating a state under Islam but preserving fundamental freedoms (Western/Enlightenment) including religion</p> <p>Promises French citizens protection; Algeria was one of the few colonies with large European populations (expats)</p> <p>Group speaks as the government of Algeria; trying to establish legitimacy</p>
Document 6	<p>French effort to provide greater autonomy, but not independence, to colonies</p> <p>Focus is on greater local control but does not specifically address what “their own interest” includes</p>
Document 7	<p>Europeans robbed and exploited the Africans</p> <p>African solution to African problems</p> <p>Differences in development will be disaster for all</p> <p>Pan-Africanism (African race united under one federal government)</p>
Document 8	<p>Independence for India, British now only want to help speed the process</p> <p>Desire for India to remain tied with Britain through the Commonwealth</p> <p>No specifics as to what the British expect or how they will help; they claim all is up to India</p>
Document 9	<p>Tunisia follows nonalignment (friendship with all)</p> <p>U.S. supports freedom of choice according to Kennedy</p> <p>Decolonization in Africa critical (both)</p> <p>Cold War in Africa will only hurt development/progress</p> <p>Africa should be free to set own policies without outside interference</p>
Document 10	<p>Kenya must remain neutral and build friendships with all nations</p> <p>No foreign interference with international relationships (anti-Cold War)</p>

Groupings (ONE possible set)

- Group 1: Independent leaders
 - Independent leaders all seem to want to avoid continued foreign influence in their nations
 - Documents 1, 7, 9, 10
 - Some talk of European/Western ideas of rights and government while others seek their own solutions
 - Point of view: each must inspire a new country to remain in power; some may have fought bloody revolutions against European powers
- Group 2: Justice of Independence
 - Western ideas of the Enlightenment, human rights, self-determination; all make independence the right course for some while others argue that they have new answers and should have the freedom to try them
 - Documents 1, 2, 3, 5, 7, 8, 9, 10
 - Those in the colonies argue the hypocrisy of the imperial powers (denies the rights that the Enlightenment championed)
 - They also argue that some ideas not originating in the West might be better for their nations
 - Point of View: Western focus could be to get sympathy from the populations in Europe and the United States; non-Western ideas might be needed to appeal to their own people
- Group 3: International Politics
 - Independence was not just an issue of self-determination for all people, it became wrapped up in the Cold War
 - Documents 3, 4, 6, 8, 9, 10

- Clearly, each side seeks to take advantage of the new nations and the new nations realize this (evident in Khrushchev's speech when he talks as a capitalist although he is the leader of the Soviet Union)
- Point of View: Britain and France both seek to maintain some influence, thus paint their policies in favorable terms
- Point of View: Neither the Soviets nor the U.S. talk about the dominance they wish to achieve in these newly independent areas

THESIS

The shock of the Second World War produced a climate for the destruction of the old imperial system. Many leaders of independent movements used this to their advantage, calling for Western-style reforms, using the language of the Enlightenment: specifically self-determination and freedoms of speech, religion, and equality. While this was a strong argument and became a core of the mission of the newly created United Nations, not all leaders wanted to adopt Western systems. Some sought their own unique solutions and especially wished to remain outside the politics of the Cold War.

BODY PARAGRAPHS (HOW TO GET EACH ONE STARTED)

1st Group: Main Idea

The documents clearly show that the leadership in many of the colonial areas sought to get rid of foreign influence; they no longer wanted to be managed by an elite dependent on foreign power or be ruled by foreigners living in their nation...

2nd Group: Main Idea

The arguments for independence went in two directions. The first emphasized the very political ideas at the base of Western governments: self-determination and a protection of the rights of individuals. The second argued that each society should be allowed to find its own form of governance—self-determination but without the requirement of following the Enlightenment ideas found in the West...

3rd Group: Main Idea

The final cause of independence also reflected the larger global politics of the time. The Cold War pushed both Western nations and the Soviet Union to favor independence when a new nation was seen as favoring their side in the struggle. The Soviets used colonialism as a way of attacking the West as imperialistic and courting independence leaders. The West sought to win allies by granting independence while promoting Western ideas of democracy and free trade...

WRAP-UP

The AP World History Exam document-based question essays do not require a conclusion, but they could still include at least one component that may not have been part of one of your body paragraphs: another document. There are several ways to do this.

At the end of the first body paragraph, the following statement would work:

A portion of a constitution written by one of these newly independent nations might go far to support the argument as to whether the independent leaders really believed in the ideas of self-determination and human rights as defined by Western Enlightenment philosophers.

As a conclusion, you could include the following:

To better argue the intentions of the Western powers, a document or documents describing their internal policy discussions, not just the press releases as given in Documents 6, 8, and 9, would provide a more sound basis when discussing what the Western powers really thought about decolonization and the possible changes in the global political and economic order associated with so many newly independent nations.

Section II, Part B: Continuity and Change Over Time

BRAINSTORMING

Nations	<ul style="list-style-type: none"> • Prior to the 1990s, most governments focused on ideology, as the Cold War demanded working with either the U.S. or the Soviet Union or trying to avoid both • Government also fought for better economic conditions, but often ideology limited options as to whom one could trade with • The fall of the Communist system in the Soviet Union and Eastern Europe opened up many new opportunities for governments to pursue trade relations • Many governments found themselves without economic partners <ul style="list-style-type: none"> · The Russians could not and did not want to maintain puppet states like Cuba that once were a key part of their foreign policy · The United States no longer wished to support nondemocratic states because they did not need them to counter Soviet expansion • Multinational corporations worked in an environment that limited their ability to do business in all parts of the world • Corporations had often used U.S. interests to protect themselves from foreign governments, although this did not always work and was unpopular by the 1980s
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Globalization	<ul style="list-style-type: none"> • Nations now found themselves competing with each other economically • Old allies (NATO members) now fought for trade deals with former enemies in Eastern Europe • Due to cheap labor and relaxed regulations, Communist China became a manufacturing center for global output, forcing a reevaluation of how democratic nations worked with autocratic states • Multinational profits soared, making many corporations far richer than national governments <ul style="list-style-type: none"> · This opened the door for corporations to begin to dictate to foreign governments political and economic policies that benefited the company, not the people · Accusations of a new form of imperialism surfaced · Even in developed nations, the wealth of multinationals resulted in charges of too much influence in the political process, which was nothing new, but the amounts of money available from corporations reached unprecedented levels
New Normal	<ul style="list-style-type: none"> • Governments rise and fall based on global economic trends, with markets operating as a check on government actions even in nondemocratic states • Multinationals are often portrayed now as the new center of imperial power, but they employ massive numbers of workers and their failure can bring down governments
Continuities	<ul style="list-style-type: none"> • Corporations continue to seek to influence government decisions • Corporations remain governed by profits
Changes	<ul style="list-style-type: none"> • Governments now must answer to economic challenges more than ideology • Both developed and developing nations have governments that are vulnerable to multinational influences • The failure of a corporation can have negative results just as dramatic as the failure of a nation (failed state)

THESIS

The end of the Cold War opened a new phase of human history: the era of globalization. Although international trade is not new, globalization in the late twentieth century affected more nations and individuals than ever before. Governments found themselves fighting not over ideology or territory but over trade deals and tax laws. They also faced the growing influence of multinational corporations whose profits far exceeded many national budgets. While always an influence in government, the amount of wealth now spent by multinationals to influence government decisions reached an all-time high. The multinationals continued to operate under the rule that they must make a profit to survive, but now the opportunities to affect governments and people reached unprecedented levels. Now the failure of a corporation could be more devastating than the failure of a national government, reaching far beyond the boundaries of a single group of nations or even a region.

Notes: The essay will focus on the growing power of corporations while maintaining that governmental changes are more a result of increased trade and not any new political revolution. Continuities remain in the goals of corporations and the influence of money in government.

BODY PARAGRAPHS

Continuity: A good essay, to cover continuity, will discuss the change from ideological to economic competition brought about by the end of the Cold War. It will also emphasize the importance of money and economic stability in maintaining a government's control over its people. Corporations will be noted as surviving only if they make their owners (stockholders) a profit.

Changes: A good essay will introduce the opening of global markets at the end of the Cold War as the key change for both governments and multinational corporations. The breakdown of the East-versus-West barrier established by the Cold War meant greater access to pools of wealth and to investment than at any time since the end of the Second World War. This created an incentive for governments to open their doors to multinationals because it would bring money into their countries and improve their economies. However, many found that the multinationals gained greater influence than the citizens of these nations, and there has been a backlash against governments who promote globalization if the people feel it will cost them their jobs/livelihoods. But with more money available than many of these governments can lay claim to, multinationals have found themselves in a position to dictate some economic policies to some poorer nations and to even influence elections in developed nations due to the money they can use to finance election campaigns.

Analysis: The essay must explain many of these continuities and changes by offering analysis:

- The end of the Cold War meant that the U.S. and the Soviet Union would no longer financially support many national governments.
- Economic competition crossed the boundaries of old political alliances, creating new international partnerships.
- The profits that could now be concentrated across international lines allow corporations far greater influence than ever before.
- The amount of wealth controlled by multinationals makes government support of them crucial to economic stability; the phrase “too big to fail” during the 2008 financial crisis reflects this reality.

Section II, Part C: Compare-Contrast Essay

BRAINSTORMING T CHART

SOVIET UNION	UNITED STATES
Expansion of Communism	Containment policy called for the acceptance of current Communist governments but the prevention of Communist expansion; this included the use of military force <ul style="list-style-type: none"> • Korean War • Vietnam War
Eastern Europe as a buffer to invasion	Support of Western allies in Europe with massive military force, including nuclear weapons as a deterrent
Control over international Communist movement	Japan also included under nuclear umbrella Communist nations often viewed as a unified block, even China and the Soviets
Support of rebellion with military equipment and advisors	Government in developing nations given military equipment and support; even those without a legitimate democratic government
Support of Communist governments with economic assistance, military weaponry, training, and military personnel (mostly as advisors)	
Rarely direct military intervention, but swift and overwhelming when used	Troops often deployed overseas to stop Communist insurgencies No direct attacks on Soviet Union
MAD (mutually assured destruction)	MAD (mutually assured destruction)

THESIS

During the Cold War, the United States and the Soviet Union viewed each other as their deadliest enemy, an enemy determined to see them fall. However, nuclear realities forced the two nations to live with each other. Their foreign policies reflect this reality. Both avoided directly attacking the other. Both sought to use developing nations as a means of advancing their own interests and preventing gains by their opponent. Both gave large numbers of weapons to developing governments to support this policy, creating military dictatorships that did not truly reflect democratic or Communist ideologies. Both also sent troops to foreign nations to support these governments by providing training to their military personnel and to act as an immediate threat should the government begin to favor the other side. The Soviets also acted based on their recent history. Eastern Europe was maintained as a buffer against possible invasion. The United States, determined to not allow the spread of Communism, altered its previous international policy of isolationism, especially outside of the Americas, by taking rapid military action when it felt Communist expansion was in progress, such as in Korea and Vietnam.

BODY PARAGRAPHS

- First: The danger of nuclear war (mutually assured destruction, or MAD) as a limit to the ability of the two nations to directly come into conflict with each other.
- Second: The use of third world or developing countries as a means of proxy fighting; this included funding insurgencies or revolutions, providing military weapons and training, and providing money to help governments maintain their budgets. It did not include forcing Communist or Western ideology on these new governments.

- Third: The failure of both to understand their opponents. Not all Communists acted as a unified bloc, especially the Soviets and the Chinese. The United States and the West did not desire a new war by invading the Soviet Union.