



Practice Test 1

Completely darken bubbles with a No. 2 pencil. If you make a mistake, be sure to erase mark completely. Erase all stray marks.

1. YOUR NAME: _____
(Print) Last First M.I.

SIGNATURE: _____ DATE: ____/____/____

HOME ADDRESS: _____
(Print) Number and Street

City State Zip Code

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IMPORTANT: Please fill in these boxes exactly as shown on the back cover of your test book.

2. TEST FORM

3. TEST CODE				4. REGISTRATION NUMBER					
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6. DATE OF BIRTH

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7. GENDER

MALE

FEMALE



5. YOUR NAME

First 4 letters of last name				FIRST INIT	MID INIT
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The Exam

AP[®] World History: Modern Exam

SECTION I, PART A: Multiple Choice

DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO.

At a Glance

Time

55 minutes

Number of Questions

55

Percent of Total Score

40%

Writing Instrument

Pencil required

Instructions

Section I, Part A of this exam contains 55 multiple-choice questions. Fill in only the ovals for numbers 1 through 55 on your answer sheet.

Indicate all of your answers to the multiple-choice questions on the answer sheet. No credit will be given for anything written in this exam booklet, but you may use the booklet for notes or scratch work. 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

Chicago is a
 (A) state
 (B) city
 (C) country
 (D) continent

Sample Answer

(A) ● (C) (D)

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 other questions and come back to the ones you have not answered if you have time. It is not expected that everyone will know the answers to all the multiple-choice questions.

Your total score on the multiple-choice section is based only on the number of questions answered correctly. Points are not deducted for incorrect answers or unanswered questions.

SECTION I, PART B: Short Answer

At a Glance

Time

40 minutes

Number of Questions

3

Percent of Total Score

20%

Writing Instrument

Pen with black or dark blue ink

Instructions

Section I, Part B of this exam consists of 4 short-answer questions, of which you will answer 3. Answer all parts of Questions 1 and 2, and then choose to answer EITHER Question 3 or Question 4. Write your responses on a separate sheet of paper.

After the exam, you must apply the label that corresponds to the last short-essay question you answered—Question 3 or 4. For example, if you answered Question 3, apply the label 3. Failure to do so may delay your score.

WORLD HISTORY: MODERN

Section I, Part A

Time—55 minutes

55 Questions

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

Questions 1–4 refer to the passage below.

6. After our death [Charles VI], and from that time forward, the crown and kingdom of France, with all their rights and appurtenances, shall be vested permanently in our son [son-in-law], King Henry [of England], and his heirs.

7.....The power and authority to govern and to control the public affairs of the said kingdom shall, during our lifetime, be vested in our son, King Henry, with the advice of the nobles and wise men who are obedient to us, and who have consideration for the advancement and honor of the said kingdom....

24.....[It is agreed] that the two kingdoms shall be governed from the time that our said son, or any of his heirs shall assume the crown, not divided between different kings at the same time, but under one person who shall be king and sovereign lord of both kingdoms; observing all pledges and all other things to each kingdom its rights, liberties or customs, usages and laws, not submitting in any manner one kingdom to the other.

29. In consideration of the frightful and astounding crimes and misdeeds committed against the kingdom of France by Charles, the said Dauphin, it is agreed that we, our son Henry, and also our very dear son Philip, duke of Burgundy, will never treat for peace or amity with the said Charles.

Treaty of Troyes, 1420

- The Treaty of Troyes can best be understood in the context of which of the following?
 - The Thirty Years War
 - The War of Spanish Succession
 - The English Civil War
 - The Hundred Years' War
- The intended outcome of the treaty can best be summarized in which of the following ways?
 - England withdrew from France.
 - The French monarchy would rule over England.
 - England gained control over the French monarchy.
 - England would retain limited control over French territory.
- Which of the following was a consequence of the treaty?
 - The French surrendered to the English army.
 - The French monarchy ended until the fifteenth century.
 - The French were inspired to strengthen their military resistance against England's rule.
 - The French ceded internal government control to the Huguenots.
- Which of the following was a long-term consequence of this conflict between France and England?
 - French monarchical power became more centralized.
 - Both France and England moved toward stronger parliamentary systems.
 - Catholic influence in France subsided.
 - The English monarchy was severely weakened.

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Questions 5–8 refer to the passage below.

The people are Idolaters; and since they were conquered by the Great Kaan they use paper-money. Both men and women are fair and comely, and for the most part clothe themselves in silk, so vast is the supply of that material, both from the whole district of Kinsay, and from the imports by traders from other provinces. And you must know they eat every kind of flesh, even that of dogs and other unclean beasts, which nothing would induce a Christian to eat.

Since the Great Kaan occupied the city he has ordained that each of the 12,000 bridges should be provided with a guard of ten men, in case of any disturbance, or of any being so rash as to plot treason or insurrection against him. Each guard is provided with a hollow instrument of wood and with a metal basin, and with a time-keeper to enable them to know the hour of the day or night. And so when one hour of the night is past the sentry strikes one on the wooden instrument and on the basin, so that the whole quarter of the city is made aware that one hour of the night is gone. At the second hour he gives two strokes, and so on, keeping always wide awake and on the look out. In the morning again, from the sunrise, they begin to count anew, and strike one hour as they did in the night, and so on hour after hour.

The Glories Of Kinsay [Hangchow], Marco Polo, c. 1300

5. According to Marco Polo, Kinsay was governed with an emphasis on which of the following?
 - (A) A strong economy
 - (B) Reinforced security
 - (C) Cultural homogeneity
 - (D) Isolationism
6. Marco Polo visited Kinsay during which of the following dynasties?
 - (A) Song
 - (B) Yuan
 - (C) Ming
 - (D) Qing
7. The reference to silk clothing is evidence of which of the following insights about Kinsay's occupiers?
 - (A) The occupiers were advanced in manufacturing.
 - (B) The occupiers reformed the economic structure of China.
 - (C) The occupiers trained in Chinese traditional fabric making.
 - (D) The occupiers tolerated local customs.
8. Which of the following represents an ongoing historical trend that benefited Marco Polo at the time this account was written?
 - (A) The trade connection established by the Mongol empire enabled the free passage and trading opportunities that allowed Marco Polo to complete his journey.
 - (B) The spread of the Black Plague limited meaningful interaction between would-be trade partners from separate regions of Euro-Asia.
 - (C) The resurgence of the Silk Road allowed for easier overland trade during the rule of the Yuan Dynasty.
 - (D) The success of the transatlantic trade boosted interest in exploring the Far East, leading to many wealthy Europeans financing opportunities for explorers to travel to Asia.

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Questions 9–12 refer to the image below.

Siege of Esztergom 1543 Produced by Sebastian Vrancx (1573–1647)



The painting depicts a campaign by Suleiman I against the city of Esztergom (located in modern-day Hungary) against the Holy Roman Empire.

9. The event portrayed in the image above occurred in the context of which of the following Islamic empires?
- (A) Mughal
 - (B) Safavid
 - (C) Ottoman
 - (D) Abbasid
10. Sulieman was able to successfully invade Esztergom due to which of the following factors?
- (A) Esztergom had poorly defended ocean borders.
 - (B) Sulieman's army was welcomed into the region by the large Muslim population, which considered his arrival a liberation.
 - (C) The Turks had already taken Austria, which allowed for simple access into Hungary.
 - (D) The political instability during the Protestant Reformation greatly weakened the Holy Roman Empire.
11. Which of the following was a consequence of the event portrayed in the image?
- (A) The Ottoman Empire reached its greatest heights by expanding into Central Europe.
 - (B) Much of the religious landscape of Eastern Europe was split between the Orthodox Christian Church and Islam.
 - (C) Suleiman I abdicated his throne, unable to control his empire following a military defeat.
 - (D) The Turks attempted to further penetrate Europe before acknowledging the futility of doing so.
12. Which of the following was an important continuity underlying the conflict depicted in this painting?
- (A) Military conflicts in pursuit of expanded empires
 - (B) Violent campaigns aimed at converting conquered people to a different religion
 - (C) Warfare as a means of controlling overseas trade
 - (D) Battles over disputed territories amidst the fall of empires

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Questions 13–16 refer to the passage below.

...it is not unreasonable to conclude that the Japanese and Korean peoples formed for a long time one and the same nation. The recent annexation of Korea by Japan is therefore not the incorporation of two different countries inhabited by different races, but, it may rather be said to be the reunion of two sections of the one and same nation after a long period of separation. Indeed it is nothing more nor less than the old state of things restored. ... In developing the industry of an infantile nation, it is advisable to begin the work by undertaking the improvement of the agricultural industry, and this has been diligently carried on since Japan assumed the protectorate of the Korean Empire.

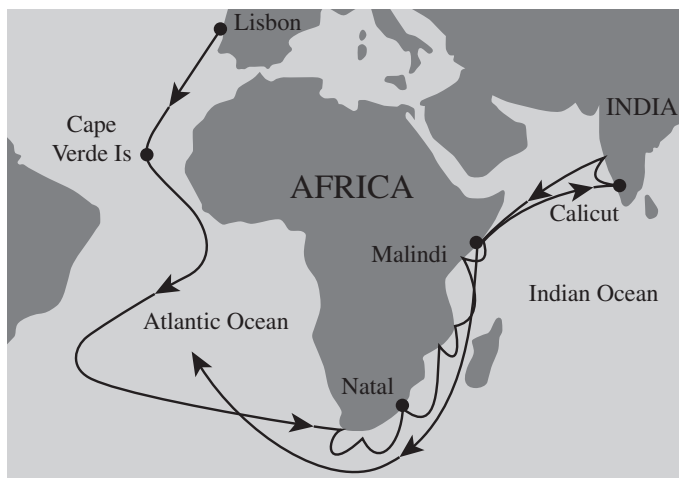
Komatsu Midori, "The Old People and the New Government," in *Transactions of the Korea Branch of the Royal Asiatic Society*, 1912

13. The situation described in the passage resulted from which of the following events?
- (A) The Treaty of Shimonoseki
 - (B) The Meiji Restoration
 - (C) The Treaty of Kanagawa
 - (D) The White Lotus Rebellions
14. The passage can best be used as evidence for which of the following trends?
- (A) Western nations' success in establishing spheres of influence in Asia
 - (B) Japan's use of propaganda to win over the allegiance of the Korean people
 - (C) Japan and Korea's common distrust of the nationalist Chinese government
 - (D) Japan's neutrality in the affairs of mainland China
15. This passage is best understood in the context of which of the following?
- (A) Japan's rise to imperial power
 - (B) The opening of Japan's contact with the West
 - (C) Korea's long struggle to unify with Japan
 - (D) China's nationalist reforms
16. Which of the following would best support the author's assertion that Japan and Korea are a "reunion of two sections"?
- (A) A linguistic textbook that details the differences between the Japanese and Korean languages
 - (B) Survey information that demarcates the historical boundaries of Japan and Korea
 - (C) War records outlining casualties experienced by each nation
 - (D) A census document from a previous century that shows names common to both countries

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Questions 17–20 refer to the map below.

Path Map of a Late Fifteenth Century Voyage.



17. The voyage as shown in the map most clearly demonstrates which of the following developments of the time period?
- (A) The strength of European business ventures in India during the sixteenth century
 - (B) A lack of interest in the New World on the part of Portuguese explorers
 - (C) The inaccessibility of Muslim lands at the dawn of the sixteenth century
 - (D) Portuguese dominance in sea exploration during the late fifteenth and early sixteenth centuries
18. Which of the following conclusions about the early sixteenth century is most directly supported by the map?
- (A) Portugal was primarily interested in exploration of the African and Asian coasts.
 - (B) Vasco da Gama was the first European to embark on intercontinental travel by sea.
 - (C) European nations began to look outward for economic opportunities.
 - (D) Europeans began mass migrations to distant lands in the early sixteenth century.
19. Which of the following is an accurate statement concerning Asian nations' interactions with European powers throughout the sixteenth century?
- (A) Japan actively engaged with Portuguese traders and missionaries throughout the century.
 - (B) India long resisted European attempts to establish ports along its coast.
 - (C) Ming rulers successfully maintained an isolationist policy despite European attempts to create more trade with China.
 - (D) Asian countries exclusively had interactions with Spanish and Portuguese traders throughout the sixteenth century before other European nations finally became interested in exploring the East.
20. Which of the following best explains the impact of the trade relationship between the Portuguese and Africans in the sixteenth century?
- (A) Unlike other European nations, the Portuguese mostly ignored the trading opportunities available in Africa, and instead chose to focus on economic expansion in Asia.
 - (B) The Portuguese engaged in trade for gold and salt, but unlike other European powers, refused to participate in the slave trade.
 - (C) The Portuguese set up ports along the western and southern African coasts which led to beneficial economic opportunities for many African people.
 - (D) The Portuguese exploited human labor by bringing enslaved Africans to Europe.

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Questions 21–25 refer to the passage below.

Since the Sung dynasty had lost the throne and Heaven had cut off their sacrifice, the Yuan [Mongol] dynasty had risen from the desert to enter and rule over Zhongguo [China] for more than a hundred years, when Heaven, wearied of their misgovernment and debauchery, thought also fit to turn their fate to ruin, and the affairs of Zhongguo were in a state of disorder for eighteen years. But when the nation began to arouse itself, We...conceived the patriotic idea to save the people, and it pleased the Creator to grant that Our civil and military officers effected their passage across eastward to the left side of the River. We have then been engaged in war for fourteen years; ...We have established peace in the Empire, and restored the old boundaries of Zhongguo. We were selected by Our people to occupy the Imperial throne of Zhongguo under the dynastic title of 'the Great Ming,' ... We now send a native of your country...to hand you this Manifesto. Although We are not equal in wisdom to our ancient rulers whose virtue was recognized all over the universe, We cannot but let the world know Our intention to maintain peace within the four seas. It is on this ground alone that We have issued this Manifesto.

Manifesto of Accession as First Ming Emperor, 1372 C.E. (Sent to Byzantine Emperor)

21. This manifesto was created in the wake of which of the following events?
- (A) The Ming seizing control of China following the defeat of the Mongol government
 - (B) A peaceful transfer of power from the Yuan rulers to the Ming emperor
 - (C) The defeat of the Sung Dynasty by an alliance of Mongol and Ming warriors
 - (D) The rise of Mongol power in China after years of violent struggle
22. In which of the following ways did the Ming Dynasty differ from the previous ruling dynasty?
- (A) The Ming was interested in expanding its borders, while the Yuan was largely isolationist.
 - (B) The Ming ruled over a period of economic and cultural stagnation, while the Yuan oversaw a Chinese Golden Age of artistic and technological innovation.
 - (C) The Ming placed emphasis on local and internal economic trade, while the Yuan employed seafarers to seek out trade partners abroad.
 - (D) The Ming returned China to its Confucian roots, while the Yuan respected, but did not fully embrace the tenets of Confucianism.
23. Which of the following best characterizes the author's tone in the passage?
- (A) Vengeful over the costs of fourteen years of warfare
 - (B) Confident in his assurance of a long-term peace
 - (C) Joyful over the rise of a new dynasty
 - (D) Concerned about the instability of the Ming empire
24. Which of the following reasons best describes the Ming Emperor's interest in writing to the Byzantine Emperor?
- (A) To alert the Byzantines that China no longer wishes to engage in expansionary wars
 - (B) To share news of the rise of the Mongols who now rule China
 - (C) To offer an invitation into a more active economic relationship
 - (D) To warn to the Byzantine emperor not to challenge China's borders
25. The Ming Emperor's assertion that he "pleased the Creator" is a reference to which traditional Chinese ruling concept?
- (A) Filial piety
 - (B) Legalism
 - (C) Mandate of Heaven
 - (D) Neo-Confucianism

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Questions 26–30 refer to the passage below.

The new Imperialism has nowhere extended the political and civil liberties of the mother country to any part of the vast territories which, since 1870, have fallen under the government of Western civilised Powers. Politically, the new Imperialism is an expansion of autocracy.

Taking the growth of Imperialism as illustrated in the recent expansion of Great Britain and of the chief continental Powers, we find the distinction between Imperialism and colonization...closely borne out by facts and figures, and warranting the following general judgments: —

First—Almost the whole of recent imperial expansion is occupied with the political absorption of tropical or sub-tropical lands in which white men will not settle with their families.

Second—Nearly all the lands are thickly peopled by “lower races.”

Thus this recent imperial expansion stands entirely distinct from the colonisation of sparsely peopled lands in temperate zones, where white colonists carry with them the modes of government, the industrial and other arts of the civilisation of the mother country. The “occupation” of these new territories is comprised in the presence of a small minority of white men, officials, traders, and industrial organisers, exercising political and economic sway over great hordes of population regarded as inferior and as incapable of exercising any considerable rights of self-government, in politics or industry.

Imperialism, A Study by English economist John A. Hobson (1902)

26. British interest in imperial claims in South African were accelerated by which of the following?
- (A) Worries about rebellions in Great Britain’s sub-Saharan colonies
 - (B) A need to establish geographically useful bases in the run-up to World War I
 - (C) The discovery of gold by the Boers
 - (D) Fears stemming from the German Empire quickly colonizing lands near South Africa
27. How is the “small minority of white men” mentioned in the passage best understood contextually?
- (A) Representatives of the colonizing nations who hold disproportionate amounts of power in host countries
 - (B) Rebels who oppose the imperial presence of their home countries in colonized lands
 - (C) Settlers from a colonizing nation who face oppression upon settling in a host country
 - (D) Missionaries who attempt to introduce Christianity to a region that had not yet been exposed to it
28. The author of this text expresses a belief in which of the following as a distinction between colonization and imperialism?
- (A) Colonization typically occurs in tropical or sub-tropical lands, while the new imperialism occurs primarily in temperate zones.
 - (B) Colonization traditionally involves the transfer of tools and methods to help the colonized country, while imperialism involves a denial of rights to the people of the host country.
 - (C) Colonization occurs in lands in which white people would not settle with their families, while imperialism can exist anywhere so long as the settlers can exercise political and economic sway.
 - (D) Colonization promotes democracy in host countries, while imperialism is, at its core, an expansion of autocracy.

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29. Which of the following was a key distinction between European imperialism in sub-tropical lands and the European spheres of influence that were established in China?
- (A) In China, Europeans maintained an equal balance of trade, while in sub-tropical countries, European traders relied on exploitation and unfair practices.
 - (B) In China, merchants from Europe typically could not make much profit; however, they could often greatly enrich themselves by establishing businesses in sub-tropical nations.
 - (C) In China, the European style of mercantilism was rejected, but merchants in sub-tropical lands often welcomed European traders.
 - (D) In China, Europeans focused only on exploiting the region for money, while in sub-tropical regions, Europeans attempted to influence and change the host country's culture.
30. The passage is best understood in the context of which of the following historical events?
- (A) The Berlin Conference
 - (B) World War I
 - (C) The Boer War
 - (D) The Treaty of Cordoba

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Questions 31–34 refer to the passage below.

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 whose greatness is indestructible because it is built not on fear, envy and suspicion, nor won at the expense of others, but founded on hope, trust, friendship and directed to the good of all mankind. The emergence of such a mighty stabilising force in this strife-worn world should be regarded not as the shadowy dream of a visionary, but as a practical proposition, which the peoples of Africa can, and should, translate into reality. There is a tide in the affairs of every people when the moment strikes for political action. Such was the moment in the history of the United States of America when the Founding Fathers saw beyond the petty wranglings of the separate states and created a Union. This is our chance. We must act now. Tomorrow may be too late and the opportunity will have passed, and with it the hope of free Africa's survival.

I Speak of Freedom: A Statement of African Ideology by Kwame Nkrumah, 1961

31. Kwame Nkrumah most directly advocates a belief in which of the following ideologies?
- (A) Marxism
 - (B) Pan-Africanism
 - (C) Neoliberalism
 - (D) Nationalism
32. Which of the following explains why the author references the United States?
- (A) To offer a criticism of a dominant imperial power
 - (B) To demonstrate the achievability of his vision with a historical example
 - (C) To dismiss the vision of the United States' Founding Fathers as futile
 - (D) To argue that it is too late to follow the model laid out in American history
33. A historian researching the process of African decolonization would most likely find this passage useful as a source of information about which of the following?
- (A) Perspectives of African politicians on the importance of the sovereignty of individual nations
 - (B) How leaders of decolonization movements in Africa viewed the roles of other African nations in the decolonization process
 - (C) The influence of the United States on decolonized nations in Africa
 - (D) The difficulty of maintaining a decolonized Africa amidst the wealth and strength of the world's great powers
34. Kwame Nkrumah saw his vision most closely achieved by which of the following occurrences?
- (A) African countries' acceptance into the United Nations
 - (B) The spread of influence by non-governmental organizations throughout Africa
 - (C) The implementation of the African Union
 - (D) The creation of the Organization of African Unity

GO ON TO THE NEXT PAGE.

Questions 35–38 refer to the passage below.

Blessed be the sacred Land
 Happy be the bounteous realm
 Symbol of high resolve
 Land of Pakistan
 Blessed be thou citadel of faith

The order of this sacred land
 Is the might of the brotherhood of the People
 May the nation, the country, and the state
 Shine in glory everlasting
 Blessed be the goal of our ambition

This Flag of the Crescent and Star
 Leads the way to progress and perfection
 Interpreter of our past, glory of our present
 Inspiration of our future

National Anthem of Pakistan, approved by the Government in August 1954

35. The “brotherhood of the People” mentioned in the national anthem is a reference to which of the following?
- (A) Colonized peoples
 - (B) All persons living on the Indian subcontinent
 - (C) Pakistanis and their former colonizers
 - (D) Muslims
36. The creation of Pakistan was most acutely attributed to which of the following?
- (A) Mohandas Gandhi
 - (B) The United Nations
 - (C) British colonialists
 - (D) The Muslim League
37. Which of the following was a result of the establishment of Pakistan and India as two separate countries?
- (A) Migrations in the millions stemming from religious violence
 - (B) The establishment of a common government to oversee tensions between the two nations
 - (C) The establishment of separate state religions in Pakistan and India
 - (D) An agreement between Mohandas Gandhi and Muhammad Ali Jinnah to allow free passage between the two nations via the Kashmir region
38. The arrangement made between the Pakistanis and Indians in 1947 was most similar to which of the following historical arrangements?
- (A) The military arrangement between Germany and Japan during World War II
 - (B) The political arrangement between the Soviet Union and Poland at the start of the Cold War
 - (C) The geographical arrangement between Jews and Muslims in Palestine
 - (D) The colonial arrangement between France and Indochina in the first part of the twentieth century

GO ON TO THE NEXT PAGE.

Questions 39–41 refer to the passage below.

My lord, you may have seen before this, by the maps of Asia, how great every way is the extent of the empire of the Great Mogul, which is commonly called India or Indostan...

In this...country there are sundry nations which the Mogul is not full master of, most of them still retaining their particular sovereigms and lords that neither obey him nor pay him tribute but from constraint; many that do little, some that do nothing at all, and some also that receive tribute from him. . .

Such are the Pathans, a Mohammedan people issued from the side of the river Ganges toward Bengal, who before the invasion of the Moguls in India had taken their time to make themselves potent in many place, and chiefly at Delhi, and to render many rajahs thereabout their tributaries. These Pathans are fierce and warlike, and even the meanest of them, though they be but waiting men and porters, are still of a very high spirit...

An Account of India and the Great Moghul, by François Bernier, 1655 CE

39. According to Bernier, the relationship between the Pathans (commonly referred to as Pashtuns) and the Mughal empire can best be described in which of the following ways?
- (A) The Pathans, a minority group under the Mughal Empire, are forced to pay tribute to live under the Mughal rule.
 - (B) The Mughal Empire and the Pathans are the two primary sovereign entities in India, and thus they retain a peaceful relationship largely by leaving one another alone.
 - (C) The Mughal Empire is deferential to the Pathans, with whom the empire wishes to avoid conflict.
 - (D) The Mughal Empire and the Pathans, separated by their religions, retain a mutual respect for one another.
40. This passage could be used as evidence for which of the following conclusions?
- (A) The Mughal Empire thrived by exercising total control over the people living within its borders.
 - (B) The Pathans were key to assisting the Mughal emperors in their hold on power in the Indian subcontinent.
 - (C) Hindu subjects of the Mughal Empire tended to not pay tribute to the emperor.
 - (D) The Mughal Empire maintained its stability during this period largely due to its hand-off governing style with regards to minority groups.
41. Which of the following led to an easing of tensions between Muslims and Hindus in the Indian subcontinent from the mid-sixteenth to the mid-seventeenth centuries?
- (A) The death of Emperor Akbar
 - (B) The Mughal government's suspension of the use of the *jizya*
 - (C) Economic success following the establishment of the British East India Company
 - (D) The reforms of Emperor Aurangzeb

GO ON TO THE NEXT PAGE.

Questions 42–44 refer to the passage below.

Where is the German's fatherland?
 Then name, oh, name the mighty land!
 Wherever is heard the German tongue,
 And German hymns to God are sung!
 This is the land, thy Hermann's land;
 This, German, is thy fatherland.
 This is the German's fatherland,
 Where faith is in the plighted hand,
 Where truth lives in each eye of blue,
 And every heart is staunch and true.
 This is the land, the honest land,
 The honest German's fatherland.
 This is the land, the one true land,
 O God, to aid be thou at hand!
 And fire each heart, and nerve each arm,
 To shield our German homes from harm,
 To shield the land, the one true land,
 One Deutschland and one fatherland!

“The German Fatherland” by Ernst Moritz Arndt,
 a popular German folk song in the late nineteenth century.

42. The final verse of this song is most clearly a reference to which of the following events?
- (A) The end of the Concert of Europe
 - (B) The consolidation of the German Catholic territories under Prussian rule
 - (C) The German Empire's imperialist expansion into other parts of the world
 - (D) The establishment of the Frankfurt Parliament
43. Ideas similar to those expressed in the passage have directly contributed to the development of which of the following aspects of late nineteenth-century nationalism?
- (A) Religious zealotry
 - (B) Belief in racial superiority
 - (C) Isolationism
 - (D) Widespread democratization
44. A historian would likely categorize this song as part of which of the following?
- (A) The Volkisch Movement
 - (B) The Self-Strengthening Movement
 - (C) Kulturkampf
 - (D) The People's Will

GO ON TO THE NEXT PAGE.

Questions 45–47 refer to the two passages below.

Source 1

I want to say to you who think women cannot succeed, we have brought the government of England to this position, that it has to face this alternative; either women are to be killed or women are to have the vote. I ask American men in this meeting, what would you say if in your State you were faced with that alternative, that you must either kill them or give them their citizenship, —women, many of whom you respect, women whom you know have lived useful lives, women whom you know, even if you do not know them personally, are animated with the highest motives, women who are in pursuit of liberty and the power to do useful public service? Well, there is only one answer to that alternative; there is only one way out of it, unless you are prepared to put back civilization two or three generations; you must give those women the vote. Now that is the outcome of our civil war.

“Militant Suffragist,” Emmeline Pankhurst, 1913

Source 2

A woman whose husband owns a sugar mill or hacienda and calls herself a Spiritist or Christian should not seek to load herself down with jewelry, nor make useless purchases. She should visit the families of her peons, who produce the wealth she and her husband possess and who continue increasing it, and observe how they live, if they lack items that are useful or necessary, like chairs, beds, and other utensils. And she should notice if their roof doesn't leak, and if the inhabitants can live in the house in sanitary conditions, that it is sufficiently clean so that she would want to live there herself. And if you find opposition from your husband, if he is cruel and egotistical and becomes an obstacle to your great and just aspirations, do not blame him and do not fear him; because in him, you will see the symbol of ignorance, trying to hold on to its power. Oh woman! You will set a great and dignified example by breaking traditional customs, which are unjust and tyrannical, the symbols of ignorance, in order to establish the realm of Freedom, Equality, and Fraternity, symbols of truth and justice!

“Mi Opinion” Luisa Capetillo, 1911

45. Source 1 suggests that which of the following was true about the women's right to vote in the early part of the twentieth century?
- (A) The British granted women the right to vote before the Americans did.
 - (B) Only England and the United States had taken a serious look at the women's right to vote by the early twentieth century.
 - (C) Women's right to vote was becoming widespread in Western democracies in the early twentieth century.
 - (D) Debates over the right to vote for women would lead to civil war within the United States.
46. In Source 2, Capetillo's view of the struggle for women's rights is most directly influenced by which of the following ideologies?
- (A) Nationalism
 - (B) Marxism
 - (C) Anti-colonialism
 - (D) Capitalism
47. Which of the following is a key distinction between the two sources?
- (A) Capetillo downplays the immediacy of the struggle for women's rights, while Pankhurst demonstrates that equal rights is a grave issue that must not wait any longer.
 - (B) Capetillo discusses economic and social obstacles women face, while Pankhurst advocates more specifically for suffrage.
 - (C) Capetillo does not mention the role of men in the debate, while Pankhurst directs her comments toward men.
 - (D) Capetillo claims that women must break away from traditional customs, while Pankhurst holds a more conservative approach that relies on gradualism and tradition.

GO ON TO THE NEXT PAGE.

Questions 48–51 refer to the image below.

“Telling the Italians!”, Produced by Clifford Berryman, American Cartoonist, 1938.



48. This cartoon is best understood in the context of which of the following events?
- (A) Treaty of Brest-Litovsk
 - (B) Tripartite Pact
 - (C) Anti-Comintern Pact
 - (D) The Munich Conference
49. The cartoonist implies which of the following claims about Mussolini?
- (A) He was responsible for Germany's military successes.
 - (B) He was primarily responsible for the start of World War II.
 - (C) He employs propaganda to mislead his people.
 - (D) He held more popularity in Europe than did Hitler.
50. Mussolini and Hitler shared which of the following common factors in their rise to power?
- (A) They both benefited politically from weak economies in their countries.
 - (B) They were both democratically elected to the heads of their governments.
 - (C) Each leader initially gained popularity by appealing to their country's socialist parties.
 - (D) Both were trained in prestigious military schools, laying the groundwork for expert usage of militaries to gain and hold onto power.
51. In contrast to Hitler, Mussolini focused on which of the following strategies?
- (A) Creating non-aggression pacts with powerful nations
 - (B) Manipulation of the national news media for political benefit
 - (C) Emphasis of the superiority of one race over others
 - (D) Expansion into Northern Africa

GO ON TO THE NEXT PAGE.

Questions 52–55 refer to the passages below.

Source 1

It goes without saying that in that event the U.S. government cannot fail to call to stern account those immediately responsible for the deliberate violation of the Soviet Union's national frontiers by American planes. . . It is natural that under these conditions we are unable to work at the conference, unable to work at it because we see from what positions it is desired to talk to us—under threat of aggressive intelligence flights. Everyone knows that spying flights are undertaken for intelligence purposes with a view to starting war. Accordingly, we reject the conditions in which the United States is placing us. We cannot take part in any negotiations, not even in the settlement of questions which are already ripe, because we see that the U.S. has no desire to reach agreement. . . We wish to be rightly understood by the peoples of all countries of the globe, by public opinion. The Soviet Union is not abandoning its efforts for agreement, and we are sure that reasonable agreements are possible, but evidently at some other, not this particular time. . . The Soviet government is profoundly convinced that if not this U.S. government, then another, and if not another, then a third, will understand that there is no other solution than peaceful co-existence of the two systems, the capitalist and the socialist. It is either peaceful co-existence, or war, which would spell disaster for those now engaging in an aggressive policy.

Nikita Khrushchev: Summit Conference Statement, May 16, 1960

Source 2

...at this morning's private session, despite the violence and inaccuracy of Mr. Khrushchev's statements, I replied to him in the following terms: In my statement of May 11th and in the statement of Secretary Herter of May 9th the position of the United States was made clear with respect to the distasteful necessity of espionage activities in a world where nations distrust each other's intentions. We pointed out that these activities had no aggressive intent but rather were to assure the safety of the United States and the free world against surprise attack by a power which boasts of its ability to devastate the United States and other countries by missiles armed with atomic warheads.

Dwight Eisenhower: Summit Conference Statement, May 16, 1960

52. This passage is most clearly an example of which of the following?
- (A) A debate over allowable missile placements
 - (B) Talks in the lead-up to a military conflict
 - (C) A summit focused on a hypothetical situation involving international spying
 - (D) Negotiations aimed at easing tensions during the Cold War
53. According to the passage, Khrushchev and Eisenhower are meeting in the wake of which of the following incidents?
- (A) The Soviet Union used spies on American soil.
 - (B) The Soviet Union aggressively expanded its influence into sovereign European nations.
 - (C) The Soviet Union had threatened nuclear war against the United States
 - (D) The Soviet Union captured an American espionage plane.
54. According to the passages, Khrushchev and Eisenhower disagree in which of the following ways?
- (A) Khrushchev argues for the end of the Cold War, while Eisenhower posits that it will continue indefinitely.
 - (B) Khrushchev maintains that the Soviet Union has a right to defend itself with espionage measures, while Eisenhower counters that no such right exists.
 - (C) Khrushchev claims that American spying measures are aggressive acts, while Eisenhower insists they are preventative.
 - (D) Khrushchev makes a distinction between spying and national defense, while Eisenhower debunks any such distinction.
55. According to the passage, Khrushchev maintains which of the following viewpoints about capitalism?
- (A) Capitalism is an evil that must be done away with.
 - (B) Capitalism can and should coexist with socialism.
 - (C) Capitalism will one day turn the Cold War into a dangerous, direct conflict.
 - (D) Capitalism is key to maintaining a peaceful balance in the world.

GO ON TO THE NEXT PAGE.

WORLD HISTORY: MODERN

SECTION I, Part B

Time—40 minutes

Directions: Answer Question 1 **and** Question 2. Answer **either** Question 3 **or** Question 4.

Use complete sentences; an outline or bulleted list alone is not acceptable. On test day, you will be able to plan your answers in the exam booklet, but only your responses in the corresponding boxes on the free-response answer sheet will be scored.

Use the two passages below to answer all parts of the question that follows.

Source 1

His first anxiety after his arrival was about the rebellion—in what it consisted, what the insurgents meant, who dared to instigate such a crime. And as nobody could answer accurately upon all points, and some pleaded their own ignorance, others the obstinacy of the Streltsi, he began to have suspicions of everybody's loyalty.... No day, holy or profane, were the inquisitors idle; every day was deemed fit and lawful for torturing. There were as many scourges as there were accused, and every inquisitor was a butcher.

Diary of Johann Georg von Korb, ambassador from Emperor Leopold I to Czar Peter the Great in 1699

Source 2

The tsar labored at the reform of fashions, or, more properly speaking, of dress. Until that time the Russians had always worn long beards, which they cherished and preserved with much care, allowing them to hang down on their bosoms, without even cutting the moustache. With these long beards they wore the hair very short, except the ecclesiastics, who, to distinguish themselves, wore it very long. The tsar, in order to reform that custom, ordered that gentlemen, merchants, and other subjects, except priests and peasants, should each pay a tax of one hundred rubles a year if they wished to keep their beards; the commoners had to pay one kopek each. Officials were stationed at the gates of the towns to collect that tax, which the Russians regarded as an enormous sin on the part of the tsar and as a thing which tended to the abolition of their religion.

Life of Peter the Great, by French historian Jean Rousset de Missy, c. 1730

1. a) Identify and explain ONE piece of historical evidence that would support Source 1's evaluation of Peter the Great's approach to governing.
- b) Identify and explain ONE piece of historical evidence that would support Source 2's evaluation of Peter the Great's approach to governing.
- c) From the two evaluations above, select the one that, in your opinion, is more accurate to the true governing style of Peter the Great. Briefly explain your choice using additional evidence beyond that used to answer (a) or (b).

GO ON TO THE NEXT PAGE.

Answer all parts of the question that follows.

2. a) Identify and explain TWO ways in which Enlightenment philosophies influenced reaction to the Industrial Revolution.
- b) Identify and explain TWO ways that nation-states increased their power through the Industrial Revolution.
- c) Identify and explain TWO ways that the Industrial Revolution impacted the social and economic lives of the working class.

GO ON TO THE NEXT PAGE.

Question 3 or 4

Directions: Answer **either** Question 3 **or** Question 4.

Answer all parts of the question that follows.

Painting of Mansa Musa holding a gold coin from the 1375 Catalan Atlas.

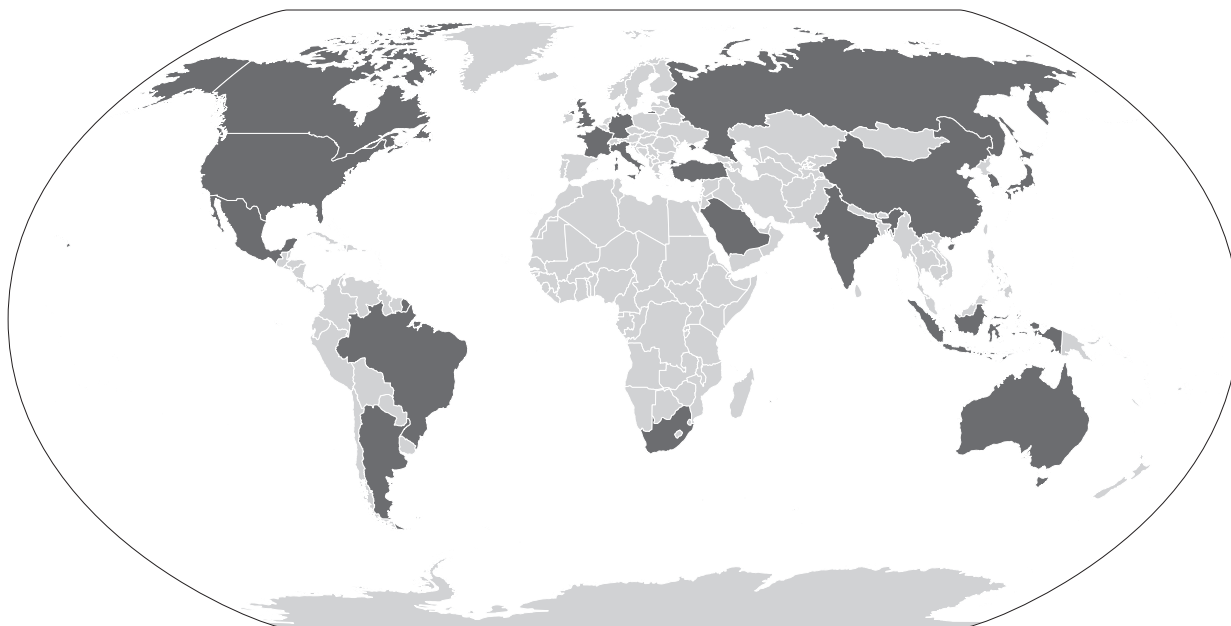


3. a) Identify and explain ONE symbol presented in the image above.
- b) Identify and explain ONE way in which the Mansa Musa was able to expand the Malian Empire.
- c) Identify and explain ONE reason for the success of the Malian Empire.

GO ON TO THE NEXT PAGE.

Answer all parts of the question that follows.

G20 Map, September 26, 1999



■ = countries part of the G20
■ = countries not part of the G20

4. a) Identify and explain TWO factors that account for the development of the division shown on the map.
b) Identify and explain ONE goal of the G20.
c) Identify and explain ONE factor blocking the G20's objectives.

END OF SECTION I

The Exam

AP[®] World History: Modern Exam

SECTION II: Free Response

DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO.

At a Glance

Total Time

1 hour, 40 minutes

Number of Questions

2

Writing Instrument

Pen with black or dark blue ink

Question 1 (DBQ):
Mandatory
Suggested Reading and
Writing Time

60 minutes

Percent of Total Score

25%

Question 2, 3, or 4 (Long Essay): Choose ONE Question

Answer either Question 2, 3, or 4

Suggested Time

40 minutes

Percent of Total Score

15%

Instructions

The questions for Section II are printed in the Questions and Documents booklet. You may use that booklet to organize your answers and for scratch work, but you must write your answers in this Section II: Free Response booklet. No credit will be given for any work written in the Questions and Documents booklet.

The proctor will announce the beginning and end of the reading period. You are advised to spend the 15-minute period reading the question and planning your answer to Question 1, the document-based question. If you have time, you may also read Questions 2, 3, and 4.

Section II of this exam requires answers in essay form. Write clearly and legibly. Circle the number of the question you are answering at the top of each page in this booklet. Begin each answer on a new page. Do not skip lines. Cross out any errors you make; crossed-out work will not be scored.

Manage your time carefully. The proctor will announce the suggested time for each part, but you may proceed freely from one part to the next. Go on to the long essay question if you finish Question 1 early. You may review your responses if you finish before the end of the exam is announced.

After the exam, you must apply the label that corresponds to the long-essay question you answered—Question 2, 3, or 4. For example, if you answered Question 2, apply the label . Failure to do so may delay your score.

WORLD HISTORY: MODERN

SECTION II

Total Time—1 hour, 40 minutes

Question 1 (Document-Based Question)

Suggested reading and writing time: 1 hour

It is suggested that you spend 15 minutes reading the documents and 45 minutes writing your response. Note: You may begin writing your response before the reading period is over.

Directions: Question 1 is based on the accompanying documents. The documents have been edited for the purpose of this exercise.

In your response you should do the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using at least six documents.
- Use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- For at least three documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

Begin your response to this question at the top of a new page in the separate Free Response booklet and fill in the appropriate circle at the top of each page to indicate the question number.

GO ON TO THE NEXT PAGE.

1. Using the documents and your knowledge of world history, evaluate the extent to which decolonization transformed diplomacy in the twentieth century.

Document 1

Source: The “Loi-Cadre” of 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...
- 2) Institute government councils in all the territories...
- 3) Grant broadened deliberative powers...
- 4) Determine the conditions of the institution...

Document 2

Source: Declaration on Granting Independence to Colonial Countries and Peoples, 1960

General Assembly Resolution 1514 (XV), December 14, 1960 The General Assembly:

Mindful of the determination proclaimed by the peoples of the world in the Charter of the United Nations to reaffirm faith in fundamental human rights, in the dignity and worth of the human person, . . . 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. 4. All armed action or repressive measures of all kinds directed against dependent peoples shall cease in order to enable them to exercise peacefully and freely their right to complete independence, and the integrity of their national territory shall be respected.

GO ON TO THE NEXT PAGE.

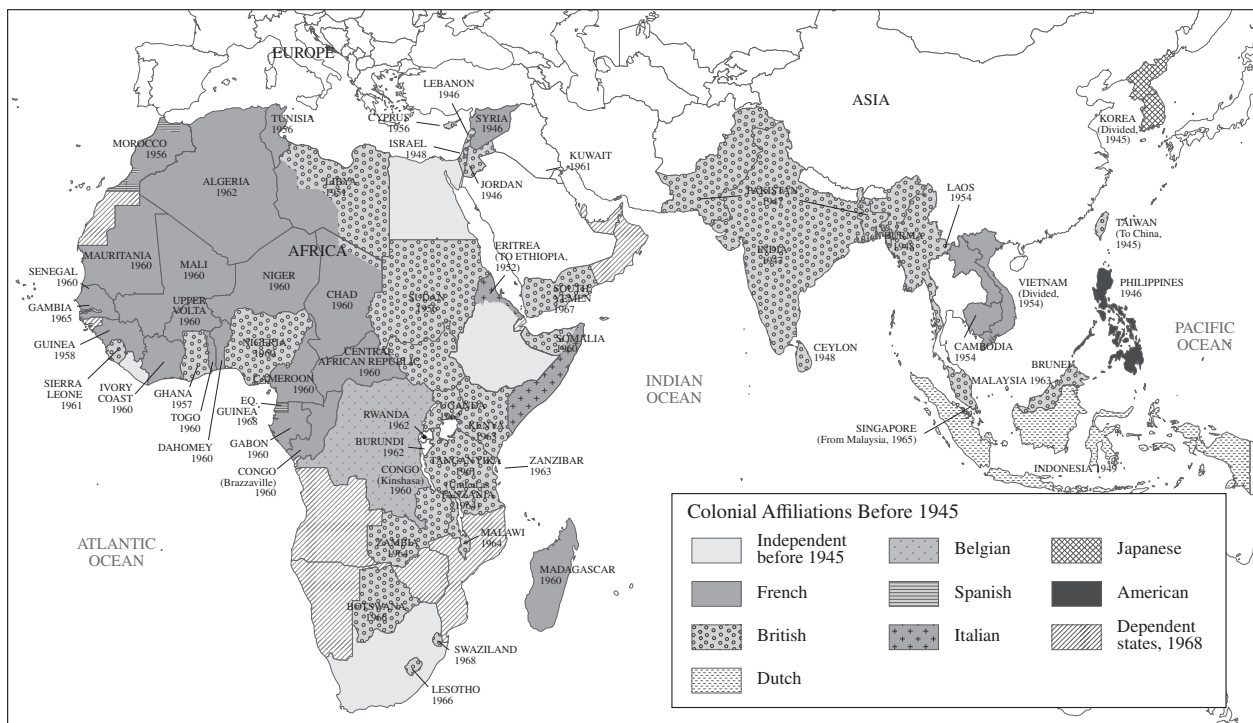
Document 3

Source: British Government Statement on its policy In Burma, May 1945

The considered policy of His Majesty's Government of promoting full self-government in Burma has frequently been declared. It is and has consistently been our aim to assist her political development till she can sustain the responsibilities of complete self-government within the British Commonwealth and consequently attain a status equal to that of the Dominions and of this country. 2. Inevitably Burma's progress towards full self-government has been interrupted and set back by, the Japanese invasion and the long interval of enemy occupation and active warfare in her territories, during which she has suffered grave damage not only in the form of material destruction but in a shattering of the foundations of her economic and social life. It is, of course, upon these foundations that a political structure rests, and until the foundations are once again firm the political institutions which were in operation before the Japanese invasion cannot be restored. . . . 3. Until these foundations are restored sufficiently, to enable the first essential political process to be undertaken, that is for a General Election to be held, it is not possible to re-establish a Burmese Government as it existed till 1941. It is accordingly necessary, so long as the government of the country cannot be carried on in accordance with the provisions of the 1935 Act, that recourse should continue to be had to the provisions of Section 139, under which the administration is carried on by the Governor in direct responsibility to His Majesty's Government. . . . But though this initial period of controlled government is necessary, His Majesty's Government are anxious that all the functions of government should not in fact be concentrated in the Governor, but that he should be provided with definite means of obtaining Burmese assistance and advice in the discharge of them and have power to associate with himself representatives of Burmese opinion in executive and legislative capacities.

Document 4

Source: Map depicting Colonial Affiliations of Africa and India before 1945.



GO ON TO THE NEXT PAGE.

Document 5

Source: President Sukarno of Indonesia's speech at the opening of the Bandung Conference, April 18 1955

...today we are faced with a situation where the well-being of mankind is not always the primary consideration. Many who are in places of high power think, rather, of controlling the world. Yes, we are living in a world of fear. The life of man today is corroded and made bitter by fear. Fear of the future, fear of the hydrogen bomb, fear of ideologies. Perhaps this fear is a greater danger than the danger itself, because it is fear which drives men to act foolishly, to act thoughtlessly, to act dangerously. . . .All of us, I am certain, are united by more important things than those which superficially divide us. We are united, for instance, by a common detestation of colonialism in whatever form it appears. We are united by a common detestation of racialism. And we are united by a common determination to preserve and stabilize peace in the world.

Document 6

Source: Jawaharlal Nehru's December 18, 1956 speech in Washington D.C.

I speak of India because it is my country and I have some right to speak for her. But many other countries in Asia tell the same story, for Asia today is resurgent, and these countries which long lay under foreign yoke have won back their independence and are fired by a new spirit and strive toward new ideals. To them, as to us, independence is as vital as the breath they take to sustain life, and colonialism, in any form, or anywhere, is abhorrent . . . Peace and freedom have become indivisible, and the world cannot continue for long partly free and partly subject. In this atomic age peace has also become a test of human survival. Recently we have witnessed two tragedies which have powerfully affected men and women all over the world. These are the tragedies in Egypt and Hungary. Our deeply felt sympathies must go out to those who have suffered or are suffering, and all of us must do our utmost to help them and to assist in solving these problems in a peaceful and constructive way. But even these tragedies have one hopeful aspect, for they have demonstrated that the most powerful countries cannot revert to old colonial methods or impose their domination over weak countries. World opinion has shown that it can organize itself to resist such outrages. Perhaps, as an outcome of these tragedies, freedom will be enlarged and will have a more assured basis. The preservation of peace forms the central aim of India's policy. It is in the pursuit of this policy that we have chosen the path of nonalignment [nonalignment] in any military or like pact of alliance. Nonalignment does not mean passivity of mind or action, lack of faith or conviction. It does not mean submission to what we consider evil. It is a positive and dynamic approach to such problems that confront us.

GO ON TO THE NEXT PAGE.

Document 7

Source: Speech at *The First Afro-Asian People's Solidarity Conference*, Anwar el Sadat, 1957

The idea of Afro-Asian Solidarity did not emanate out of naught, so as to be born and see daylight at Bandung all of a sudden. But before materializing as an historical event, it was an impression and an innate volition instinctively developing in the mind of the colonized and the exploited—the human being whom imperialism had reduced to a typefied specimen of a subjugated specie and bondsman recognisable in every colonized country. Indeed the idea of solidarity was deeply rooted in the hearts of those subjected peoples, continually aspiring through diverse national movements to smash the fetters of bondage and redeem their salvation. In the course of time these national movements were destined to meet, to consolidate and to react with one another, purposefully in some instances, but unconsciously and spontaneously in the majority of cases. It is evident therefore, that the Bandung Conference was not a haphazard event, but rather a natural psychological factor which led to the awakening of the peoples of Africa and Asia and roused them from their slumber to solve the problem of their very existence and survival, and to resume the struggle for the recovery of their liberty and freedom.

...Gone for ever is the era where the future of war and peace was decided upon in a few European capitals, because today we happen to be strong enough to make the decision ourselves in that respect. Our weight in the international balance has now become preponderant. Only think of the colossal number of our people, our natural resources, the vastness of the area covered by our respective countries, and our strategic positions.

END OF DOCUMENTS FOR QUESTION 1

GO ON TO THE NEXT PAGE.

Question 2, 3, or 4 (Long Essay)**Suggested writing time: 40 minutes****Directions:** Answer Question 2 **or** Question 3 **or** Question 4.

In your response you should do the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
 - Describe a broader historical context relevant to the prompt.
 - Support an argument in response to the prompt using specific and relevant examples of evidence.
 - Use historical reasoning (e.g., comparison, causation, continuity or change over time) to frame or structure an argument that addresses the prompt.
 - Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.
-
2. In the period 1200 C.E. to 1600 C.E., rapidly developing technologies led to increased regional and transregional trade. Develop an argument that evaluates the extent to which the new technology contributed to an increase in trade in this time period.
 3. In the period 1500 C.E. to 1750 C.E., nations' influence expanded and global interaction increased. Certain Asian states were able to resist this influence and contact. Develop an argument that evaluates the reasons some Asian nations were able to remain relatively untouched by outside influences.
 4. In the period after 1900, the movements championing women's equality varied, with many states adopting policies to offer more opportunities to women. Develop an argument that evaluates the extent to which one or more states reacted to a gender equality movement.

**WHEN YOU FINISH WRITING,
CHECK YOUR WORK ON SECTION II IF TIME PERMITS.**

**STOP
END OF EXAM**