

# Diagnostic Test

# AP® World History Exam

## SECTION I: Multiple-Choice Questions

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

## At a Glance

## Total Time

55 minutes

## Number of Questions

70

### Percent of Total Grade

50%

## Writing Instrument

## Writing instruction

## Instructions

Section I of this examination contains 70 multiple-choice questions. Fill in only the ovals for numbers 1 through 70 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

### Sample Answer

Chicago is a

(A) state

(B) city

(C) country

(D) continent

(A)  (C) (D) (E)

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.

## About Guessing

Many candidates wonder whether or not to guess the answers to questions about which they are not certain. Multiple-choice scores are based on the number of questions answered correctly. Points are not deducted for incorrect answers, and no points are awarded for unanswered questions. Because points are not deducted for incorrect answers, you are encouraged to answer all multiple-choice questions. On any questions you do not know the answer to, you should eliminate as many choices as you can, and then select the best answer among the remaining choices.

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## WORLD HISTORY

## SECTION I

Time—55 minutes

70 Questions

**Directions:** Each of the questions or incomplete statements below is followed by four 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 examination uses the chronological designations B.C.E. (before the common era) and C.E. (common era). These labels correspond to B.C. (before Christ) and A.D. (anno Domini), which are used in some world history textbooks.

1. All of the following ancient civilizations developed near river valleys EXCEPT

- (A) Sumerian
- (B) Egyptian
- (C) Chavin
- (D) Shang

2. The two major religions practiced in Classical India were

- (A) Hinduism and Buddhism
- (B) Islam and Buddhism
- (C) Islam and Hinduism
- (D) Catholicism and Hinduism

3. Which of the following was NOT characteristic of early civilizations?

- (A) Caravan trade
- (B) Urban centers
- (C) Growing populations
- (D) Agricultural surplus

4. The location and architecture of buildings in major Mayan cities such as Palenque are most likely based on

- (A) defensibility from attack by sea
- (B) astronomical observations and phenomena
- (C) accessibility of major trade routes
- (D) haphazard, population-driven expansion

5. The Silk Roads, the largest trade network of the ancient world, were controlled by

- (A) India
- (B) Christians
- (C) China
- (D) Buddhists

6. Which of the following is an accurate characterization of trade along the overland route between the Roman Empire and India through the first two centuries C.E.?

<u>Roman Empire</u>	<u>India</u>
(A) Silver and gold	Silk and cotton cloth
(B) Horses	Olive oil and pepper
(C) Indigo	Silver and gold
(D) Olive oil and pepper	Silver and gold

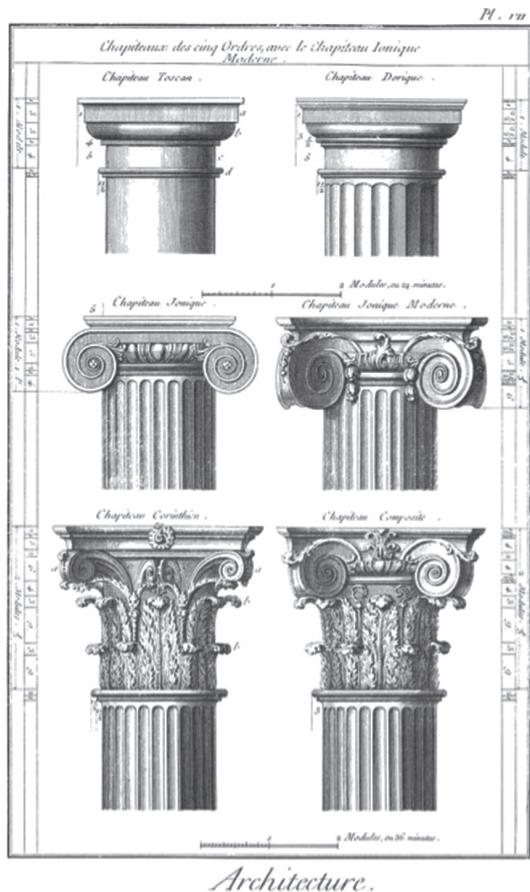
7. The Hebrews were unique in ancient civilization for their

- (A) large, centralized state
- (B) belief in monotheism
- (C) strong military tradition
- (D) relative equality of social classes

8. Which of the following is an accurate statement about the ancient Greeks?

- (A) The Greeks incorporated the gods of the Persians after the Persian Wars.
- (B) It is the commitment to arts and sciences begun in Greece's Golden Age that would become cornerstones of Western culture.
- (C) Greece's philosophers concentrated on the afterlife, beginning new religions.
- (D) During the Golden Age of Pericles, the Greeks abolished slavery.

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Source: Encyclopédie: Classical Orders, engraving from the Encyclopédie vol. 18. Public domain eighteenth century French engraving.

9. The columns illustrated above are architectural contributions from which civilization?

- China
- Persia
- Sumer
- Greece

10. Ashoka Maurya is responsible for which religion's expansion beyond India and into many parts of Southeast Asia?

- Hinduism
- Daoism
- Buddhism
- Christianity

11. Which of the following is an important contribution of the Lydians?

- Their dualistic beliefs inspired the Zoroastrian religion.
- Their development of a written alphabet was adapted by the Phoenicians.
- Their introduction of coined money facilitated development of global trade.
- Their defeat by the Aryans began the formation of the modern state of India.

12. Emperor Justinian of Byzantium preserved Roman customs in which of the following ways?

- He unified the Byzantine Empire by making the Roman Catholic Church the official state church when the Western Roman Empire crumbled.
- He codified Roman legal principles in the Justinian Code, even as those principles fell out of use in the West.
- He pursued an aggressive foreign policy of conquering the Germanic tribes who held the Western Roman Empire.
- He mandated the use of Latin in all official government documentation and commercial transactions in the Eastern Roman Empire.

13. Which of the following contributed significantly to the decline of both the Han and Gupta empires?

- Conflict with nomadic invaders
- Population growth leading to overcrowding
- Tax revolts by the upper class
- Government corruption

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## Section I

14. Which of the following was NOT a major effect of movement along the Silk Road?

- (A) The spread of epidemic diseases throughout Europe and Asia
- (B) The use of a common language among the countries along the road
- (C) The exchange of religious ideas between the East and West
- (D) The transmission of artistic influences among cultures

15. Along the trade routes of the post-classical period spread

- (A) disease
- (B) religion
- (C) technology
- (D) all of the above

16. All of the following were contributions from cultures Muslim invaders absorbed from civilizations they were in contact with EXCEPT

<u>Civilization</u>	<u>Contribution</u>
(A) India	System of numbers
(B) Greece	Anatomy
(C) Japan	Philosophy
(D) Greece	Astronomy

17. Which of the following is not one of the Five Pillars of Islam?

- (A) Pilgrimage to Mecca
- (B) Confession
- (C) Charitable giving
- (D) Fasting

18. The Islamic *ummah* was

- (A) the concept of community of believers which transcended clan boundaries
- (B) the name given to the group of clergy of the new faith
- (C) the name given to the battle which resulted in Muhammad's successful return to Mecca
- (D) the writings which explained Muhammad's dreams, which a sub-sect of Islam is based upon



19. The image above, of the Alhambra in Andalusia, Spain, shows the influence of which widespread religion?

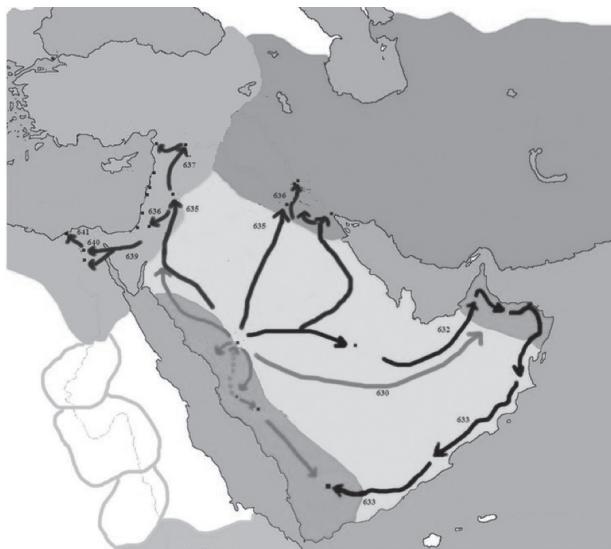
- (A) Christian
- (B) Jewish
- (C) Islamic
- (D) Buddhist

20. Which of the following is true about the declining role of women in the Islamic Abbasid era?

- (A) Men were permitted to have more than one wife.
- (B) Abbasid caliphs instituted harems in the court.
- (C) Women were kept secluded from civil life.
- (D) All of the above.

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## Expansion of Seventh Century Empire



21. The map above shows which seventh century empire's expansion?

- Islamic
- Byzantine
- Sassanid
- Western Roman

22. Which of the following is an example of how Muslim culture influenced Western Europe in the era of the Crusades?

- Castle fortifications
- The game of chess
- Coffee
- All of the above are examples of ways in which Muslim culture influences Western Europe.

23. Orthodox Christianity split from Roman Catholicism in 1054 C.E. in part due to the former's

- belief in papal infallibility
- tradition of allowing priests to marry
- belief in the Virgin Mary
- more "law-centric" interpretation of scripture

## Alhambra's Courtyard of the Lions



24. The fourteenth century palace in Spain shown above is an example of

- the wealth and power of the Roman emperor
- cross-cultural interaction
- architectural wonders lost to destruction by invaders
- religious conflict

25. Which of the following correctly chronicles the regions to which Islam spread from the Arabian Peninsula?

- Somali Coast, Southeast Asia, Iberian Peninsula
- Central Asia, Eastern Europe, Somali Coast
- Eastern Europe, Southeast Asia, Somali Coast
- Somali Coast, Central Asia, Southeast Asia

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## Section I

26. Which of the following most accurately describes the development of Incan political structure from the 12<sup>th</sup> to 15<sup>th</sup> centuries C.E.?

(A) A collection of city-states united in a loose confederation before being conquered by the Aztecs.  
(B) A small city-state expanded via conquest under a strong military leader.  
(C) Coastal villages developed naval power that centralized to protect maritime trade.  
(D) Popularly elected monarchy developed into military dictatorship.

27. The Ming Dynasty adopted which of the following belief systems for which of the following reasons?

(A) Islam, because it was the faith of Mongols who invaded during this period  
(B) Catholicism, due to the arrival of Jesuit missionaries  
(C) Neoconfucianism, to build a more competent and effective bureaucracy  
(D) Taoism, in line with a more isolationist foreign policy

28. Which of the following correctly compares the Muscovite Russians and Ottoman Turks?

(A) Each benefited from Mongolian khanates previously unifying territorial holdings.  
(B) The rise of each to power was facilitated by schisms in Christianity and Islam, respectively.  
(C) The Muscovite Russians benefited from Afro-European trade, while the Ottoman Turks did not.  
(D) The Muscovite Russians used their naval prowess to engage in trade, while the Ottoman Turks focused on naval conquest.

29. Epidemics in sixteenth-century Mesoamerica led to

(A) the largest decline in history in global population, by percentage  
(B) an increase in wages for workers who survived the epidemics  
(C) a shift in Europeans' focus to conquest of North America  
(D) the decline of African slavery in the region

30. From 1600 to 1700, sugar was

(A) less profitable than tobacco in the Caribbean  
(B) the leading product in Atlantic trade  
(C) produced largely without slave labor  
(D) considered the easiest crop to produce

31. Northern Europe's population increased in the 16<sup>th</sup> and 17<sup>th</sup> centuries in part thanks to the

(A) end of religious civil war in England  
(B) expulsion of the Moors from Spain during the Reconquista  
(C) conclusion of the Crusades  
(D) introduction of the potato from South America as a staple crop

32. Which of the following statements about the Songhai in the sixteenth century is accurate?

(A) This dynasty's founding emperor completed the Great Wall of China.  
(B) This dynasty unified several smaller kingdoms into early outlines of modern-day China.  
(C) This Islamic kingdom in West Africa was a major part of the trans-Saharan salt and gold trade.  
(D) This West African kingdom rose to power as a result of the Portuguese slave trade.

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33. Babur led his Mughal army to conquer India chiefly in order to

- (A) build a powerful military empire
- (B) unify India under Hinduism
- (C) extend religious tolerance to the region
- (D) lay siege to holy sites such as the Taj Mahal



34. The building shown above is an example of

- (A) communal urban housing in the Ottoman Empire
- (B) food storage outbuildings in Western Europe
- (C) homes of the peasant class in rural Southeast Asia
- (D) African dwellings adapted for the American South



35. The shaded area on the map above shows the extent of which of the following empires in the fifteenth century?

- (A) the Ottoman Empire
- (B) the Abbasid Empire
- (C) the Caliphate of Cordoba
- (D) the western of two Mamluk Sultanates

36. The “Columbian Exchange” brought

- (A) Spanish gold to America and American diseases to Spain
- (B) Native American slaves to Africa and African guns to the Americas
- (C) European diseases to America and American crops to Europe
- (D) American horses to Europe and European turkeys to America

37. The expansion of global trade in the 16<sup>th</sup> and 17<sup>th</sup> centuries contributed to China’s becoming a major holder of the world’s silver because

- (A) China’s exports outstripped its imports
- (B) China’s South American colonies were rich silver producers
- (C) Britain paid large quantities of silver for Chinese opium
- (D) Britain paid for the rights to use the lucrative trading port of Hong Kong

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**The Weaver of Designs**

"She concerns herself with using thread, works with thread. The good weaver of designs is skilled—a maker of varicolored capes, an outliner of designs, a blender of colors, a joiner of pieces, a matcher of pieces, a person of good memory. She does things dexterously. She weaves designs. She selects. She weaves tightly. She forms borders. She forms the neck..."

Source: Bernadino de Sahagun, *La Historia Universal de las Cosas de Nueva España*.

38. The above sixteenth-century quote from Spaniard Bernadino de Sahagún refers to a woman from which civilization?

- (A) France
- (B) Aztec
- (C) The Low Country
- (D) China

Careful, careful where are you going:  
You group of know-nothings!  
Come here and let your older sister teach you to write poems.  
Young bees whose stingers itch rub them in wilted flowers.  
Young goats who have nothing to do with their horns butt  
them against sparse shrubbery.

39. The eighteenth-century poem above was written by a woman of which region?

- (A) China
- (B) Japan
- (C) Vietnam
- (D) Arabia

40. Which of the following statements about slavery in the pre-modern world is NOT accurate?

- (A) All pre-modern societies except India used slave labor.
- (B) In Greece, slaves were most often foreigners or prisoners of war.
- (C) In the Islamic world, slaves of kings could rise to high-level positions.
- (D) In China, laws restricted slavery to foreigners and criminals.

41. The European maritime activity at the end of the fifteenth century led to all of the following EXCEPT

- (A) the creation of a new international venue for the exchange of foods, diseases, and manufactured goods
- (B) the opening of some parts of the world to European colonization
- (C) the formation of a far-reaching world economy
- (D) the destruction of Indian and Chinese maritime trade

42. North American European colonies differed from Latin American colonies in that

- (A) the North American colonists tended to integrate with the native populations more than did colonists in Latin America
- (B) later North American migration served as a pressure-release valve for Europeans seeking religious persecution
- (C) north American colonists were uniquely driven by the search for wealth
- (D) latin American colonists treated the area as an agricultural laboratory, bringing European crops, especially the sweet potato, to the New World

43. How was the process of industrialization similar in Russia and Japan?

- (A) Both countries emancipated their work forces.
- (B) Both countries adopted Western characteristics.
- (C) Both countries depended on the steel industry.
- (D) Both countries began to industrialize in the early nineteenth century.

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44. Which of the following was a characteristic regarding gender roles in the early days of the Industrial Revolution?

- Japanese women abandoned their traditional roles as housewives and mothers.
- British women lost work to domestic manufacturing.
- Married women began to join the medical profession in significant numbers.
- Russian women began working outside the home in banking.

45. Which of the following did most industrializing countries quickly develop?

- Unions
- Steel manufacturing
- Railroads
- Suffrage rights

46. Japan's industrialization process was initially limited by which of the following?

- Its banking system
- Its lack of government support
- Its lack of a labor pool
- Its geography

47. All of the following were contributing factors to Great Britain's Industrial Revolution EXCEPT

- changing philosophies on the role of women
- agricultural innovations such as crop rotation and the application of fertilizer
- the introduction of the enclosure movement
- technological developments such as the steam engine

48. Which of the following is true about Egypt's industrialization process in the early nineteenth century?

- Egypt distanced itself from the Ottoman Empire
- Lower classes began to enjoy new freedoms
- Egypt freed itself from Western influence
- Egypt narrowed the technological gap between the Muslim world and the West

49. How were immigration patterns of the nineteenth century to Hawaii similar to those to Latin America in the seventeenth century?

- Africans were brought to plantations as slaves.
- Due to depletion of the native population, huge numbers of laborers immigrated.
- Spanish Jesuits arrived to convert the native population.
- Jewish immigrants fleeing pogroms arrived in large numbers.

50. Which of the following is NOT true about population patterns in the nineteenth century?

- Death rates were affected by the Columbian trade.
- Families became smaller.
- Family patterns remained unchanged.
- Cities expanded significantly.

51. Why were the Opium Wars of the nineteenth century fought?

- China began a War Against Drugs within its borders to end the use of opium.
- India fought England for control of the world's opium trade routes.
- Japan fought to gain access to poppy fields in India.
- England began a war for the right to trade opium in China.

52. Which of the following is true about the end of the trans-Atlantic slave trade?

- Great Britain resisted closing the trade routes.
- The end of the trans-Atlantic slave trade happened around the time Russian serfs were emancipated.
- African kings successfully petitioned European powers to end the trade.
- The United States saw the end of the trade as a moral imperative.

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53. Which of the following countries most resisted European intervention in the early nineteenth century?

(A) Brazil  
(B) Egypt  
(C) Japan  
(D) Russia

54. Great Britain's first Industrial Revolution was fueled primarily by

(A) steel  
(B) rubber  
(C) shipbuilding  
(D) textiles

55. Latin American wars of independence in the early nineteenth century had which of the following results?

(A) Entire populations were forcibly converted to Roman Catholicism.  
(B) The existing social structure remained largely in place.  
(C) Most soon abolished slavery and established racial equality.  
(D) They produced Latin America's Industrial Revolution.

"Take up the White Man's burden—  
Send forth the best ye breed—  
Go send your sons to exile  
To serve your captives' need  
To wait in heavy harness  
On fluttered folk and wild—  
Your new-caught, sullen peoples,  
Half devil and half child"

Source: Rudyard Kipling, *The White Man's Burden*, 1899.

56. The quotation above by a late nineteenth-century British author illustrates

(A) the racism involved in the conquest of South America  
(B) social Darwinism's influence in justifying imperialism  
(C) explorers' views on encountering natives for the first time in Canada  
(D) crusaders' justification for the wholesale slaughter of non-Christians

57. Dissatisfaction over the agreements ending the First World War led to all of the following EXCEPT

(A) Germany's Beer Hall Putsch  
(B) Hitler's occupation of the Rhineland  
(C) American reluctance to join the United Nations  
(D) China's May Fourth Movement

58. Mao Zedong's Great Leap Forward in 1958 was primarily intended to

(A) compete with the Americans and Soviets in the Space Race  
(B) revolutionize the civil service  
(C) achieve village-based industrialization  
(D) ensure popular compliance with anti-religious policies

59. Industrialization and rural exodus in Latin America in the twentieth century drove the trend of

(A) Abolition and slave emancipation  
(B) Declining health care standards  
(C) Wage inflation  
(D) Hyperurbanization

60. Massive labor migrations to economically developed countries in the twentieth century occurred primarily because of

(A) falling birth rates in developed countries  
(B) epidemics depopulating crowded urban areas  
(C) rural crime and civil unrest  
(D) strikes in developed countries creating the need for replacement workers

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"Concerned that in situations of poverty women have the least access to food, health, education, training and opportunities for employment and other needs... Parties shall take all appropriate measures to eliminate discrimination against women in order to ensure to them equal rights with men in the field of education and in particular to ensure, on a basis of equality of men and women... The same conditions for career and vocational guidance, for access to studies and for the achievement of diplomas in educational establishments of all categories in rural as well as in urban areas; this equality shall be ensured in pre-school, general, technical, professional and higher technical education, as well as in all types of vocational training.... The elimination of any stereotyped concept of the roles of men and women at all levels and in all forms of education by encouraging coeducation and other types of education which will help to achieve this aim and, in particular, by the revision of textbooks and school programmes and the adaptation of teaching methods..."

61. Which of the following most likely produced the twentieth-century document quoted above?

- The United Nations
- NATO
- Maoist China
- The Soviet Union

62. Martin Luther King, Jr., Nelson Mandela, and Aung San Suu Kyi each drew their political philosophy and protest tactics in part from the work of

- Thich Quang Duc
- Mother Teresa of Calcutta
- Mahatma Gandhi
- Shaka kaSenzangakhona

63. The European Union was founded primarily in order to

- guard against Soviet takeover of Western European nations
- facilitate economic development and intra-European trade
- more closely parallel the organization of the United States
- wrest global economic dominance from the United States

64. All of the following countries experienced social unrest and student protest movements in the 1960s similar to those in the United States EXCEPT

- Israel
- Iran
- The Soviet Union
- Switzerland

65. In late-twentieth century sub-Saharan Africa, political stability often failed in part because

- Apartheid spread from South Africa to other surrounding nations
- former colonial puppet rulers repeatedly attempted to regain power
- efforts to form an African National Congress proved prohibitively complicated
- colonizers ignored longstanding ethnic conflicts when drawing boundaries had predicted

66. Which of the following correctly lists three leaders who rose in opposition to colonial rule of their home countries?

- Macario Sakay, Ngo Dinh Diem, U Wisara
- Edmund Andros, George Washington, Francisco Madero
- Chandrashekhar Azad, Toussaint L'Ouverture, Marquess Dalhousie
- Ho Chi Minh, Jomo Kenyatta, Kwame Nkrumah

**GO ON TO THE NEXT PAGE.**

67. Which of the following statements correctly describes global affairs at the dawn of the twenty-first century?

- (A) Rapid innovation in transportation and communication have accelerated the pace and intensity of international interactions.
- (B) Interethnic conflict has largely been resolved through the United Nations and its support of nationalist independence movements.
- (C) Global terrorism that accelerated in the late twentieth century led to a worldwide economic downturn.
- (D) The spread of science and secularism sent belief in world religions into serious decline.

68. In the twentieth century, the phrase “mutually assured destruction” most accurately referred to

- (A) the threat to Berliners of taking down the Berlin Wall while the city was still divided between Soviet and Allied leadership
- (B) the danger of continuing to pollute the environment as the ozone layer became depleted
- (C) the result, for upper and lower classes alike, of fraudulent banking practices and market speculation
- (D) the consequences of anything worse than proxy war between the U.S.S.R. and United States in the nuclear age



69. The image above reflects

- (A) Lenin's opposition to Western influences
- (B) an irony in the globalization of American culture
- (C) the Communist Party's endorsement of egalitarian fast food
- (D) American advertising promoting a culture of conformity in the 1950s

70. During the Cold War, Latin America was primarily

- (A) a source of oil to replace that cut off by O.P.E.C. during the 1970s
- (B) an arena for proxy conflicts between the United States and U.S.S.R.
- (C) uninvolved, as the continent was too underdeveloped to be of interest
- (D) governed by stable democracies with burgeoning civic involvement

**END OF SECTION I**

**WORLD HISTORY**  
**SECTION II**

You will have 10 minutes to read the contents of this green insert. You are advised to spend most of the 10 minutes analyzing the documents and planning your answer for the document-based question essay in Part A. You may make notes in this green insert. At the end of the 10-minute period, you will be told to break the seal on the pink free-response booklet and to begin writing your answers on the lined pages of the booklet. Do not break the seal on the pink booklet until you are told to do so. Suggested writing time is 40 minutes for the document-based essay question in Part A and 40 minutes for each of the essay questions in Part B and Part C.

**BE SURE TO MANAGE YOUR TIME CAREFULLY.**

Write your answers in the pink booklet with a pen. The green insert may be used for reference and /or scratchwork as you answer the free-response questions, but no credit will be given for the work shown in the green insert.

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

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**WORLD HISTORY**

**SECTION II**

**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 1–7. (The documents have been edited for the purpose of this exercise.) Write your answer on the lined pages of the Section II free-response booklet.

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 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.
- Explains the need for one type of additional document.

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

1. Using the following documents, analyze the rise of nationalism in Egypt and India following World War I. Identify an additional type of document and explain how it would help your analysis of causes for the nationalist feelings in these nations.

**Historical Background:** In 1947 British-controlled South Asia was partitioned to form the Islamic state of Pakistan and the secular state of India. In North Africa, Egypt gained partial independence from Great Britain in 1922, but the British kept control of the Suez Canal until 1954.

**GO ON TO THE NEXT PAGE.**

**Document 1**

Excerpt from: *Nationalism*, by Sir Rabindranath Tagore, 1918.

Rabindranath Tagore, Bengali poet, playwright, and novelist, who was one of the earliest non-European recipients of the Nobel Prize for literature, wrote the following:

Has not this truth already come home to you now when this cruel war has driven its claws into the vitals of Europe? When her hoard of wealth is bursting into smoke and her humanity is shattered on her battlefields? You ask in amazement what she has done to deserve this? The answer is, that the West has been systematically petrifying her moral nature in order to lay a solid foundation for her gigantic abstractions of efficiency. She has been all along starving the life of the personal man into that of the professional.

**Document 2**

Source: Mahatma Gandhi, 1909.

We hold the civilization that you support to be the reverse of civilization. We consider our civilization to be far superior to yours. If you realize this truth, it will be to your advantage and, if you do not, according to your own proverb, you should only live in our country in the same manner as we do. You must not do anything that is contrary to our religions. It is your duty as rulers that for the sake of the Hindus you should eschew beef, and for the sake of Mahomedans you should avoid bacon and ham. We have hitherto said nothing because we have been cowed down, but you need not consider that you have not hurt our feelings by your conduct. We are not expressing our sentiments either through base selfishness or fear, but because it is our duty now to speak out boldly. We consider your schools and courts to be useless. We want our own ancient schools and courts to be restored. The common language of India is not English but Hindi. You should, therefore, learn it. We can hold communication with you only in our national language.

**Document 3**

Source: Sarojini Naidu, *An Indian Nationalist Condemns the British Empire*, 1920.

I speak to you today as standing arraigned because of the blood-guiltiness of those who have committed murder in my country. I need not go into the details. But I am going to speak to you as a woman about the wrongs committed against my sisters. Englishmen, you who pride yourselves upon your chivalry, you who hold more precious than your imperial treasures the honour and chastity of your women, will you sit still and leave unavenged the dishonour, and the insult and agony inflicted upon the veiled women of the Punjab?

The minions of Lord Chelmsford, the Viceroy, and his martial authorities rent the veil from the faces of the women of the Punjab. Not only were men mown down as if they were grass that is born to wither; but they tore asunder the cherished Purdah, that innermost privacy of the chaste womanhood of India. My sisters were stripped naked, they were flogged, they were outraged. These policies left your British democracy betrayed, dishonored, for no dishonor clings to the martyrs who suffered, but to the tyrants who inflicted the tyranny and pain. Should they hold their Empire by dishonoring the women of another nation or lose it out of chivalry for their honor and chastity? The Bible asked, "What shall it profit a man to gain the whole world and lose his own soul?" You deserve no Empire. You have lost your soul; you have the stain of blood-guiltiness upon you; no nation that rules by tyranny is free; it is the slave of its own despotism.

**GO ON TO THE NEXT PAGE.**

Document 4

Source: *Punch* Magazine, England.



*Justice*, a print by Sir John Tenniel in a September 1857 issue of *Punch*

Document 5

Source: Syed Ahmad Khan, educator and founder of the Muhammadan Anglo-Oriental College, undated letter to a fellow Muslim, published two years after Khan's death. *Several Notable Letters of Sir Syed Ahmad Khan*, India, 1900.

If the Muslims do not take to the system of education introduced by the British, they will not only remain a backward community, but will sink lower and lower until there will be no hope of recovery left to them.

If the choice were to lie between giving up and preserving Islam, I would have unhesitatingly chosen Islam. That, however, is not the choice. The adoption of the new system of education does not mean the renunciation of Islam. It means its protection. We are justly proud of the achievements of our forefathers in the fields of learning and culture, but these achievements were possible only because they were willing to act upon the teachings of the Prophet Muhammad. The Prophet said that knowledge is the heritage of the believer and that he should acquire it wherever he can find it. He also said that the Muslims should seek knowledge even if they have to go to China, which at that time was one of the most civilized countries in the world, but it was a non-Muslim country and could not teach the Muslims anything about their own religion. Did the early Muslims not take to Greek learning avidly? Did this in any respect undermine their loyalty to Islam?

Europe has made such remarkable progress in science that it would be suicidal not to make an effort to acquire that knowledge. How can we remain true Muslims or serve Islam if we sink into ignorance?

**GO ON TO THE NEXT PAGE.**

**Document 6**

Source: Taha Husayn, Muslim literary figure and Egyptian nationalist, *The Future of Culture in Egypt*, Egypt, 1938.

We Egyptians must not assume the existence of intellectual differences, weak or strong, between the Europeans and ourselves or infer that the East mentioned by Kipling\* in his famous verse “East is East and West is West, and never the twain shall meet” applies to us or our country.

We want to be like the European nations in military power in order to repel the attack of any aggressor and to be able to say to our English friends, “Thank you, you may go, for we can now defend the Suez Canal.” Who wants the end must want the means: who wants power must want the elements constituting it: who wants a strong European-type army must want European training.

We also need economic independence. I do not mean we should be independent of Arabia, Syria, and Iraq, but independent of Europe and America. We must therefore use the same means that the Europeans and Americans use to defend their national economies.

\*English novelist, journalist, and longtime resident of South Asia.

**Document 7**

Source: Ahmad Lutfi as-Sayyid, founder of the Egyptian Peoples Party in 1907, *Memoirs*, Egypt, 1965.

Among our forefathers were those who maintained that the land of Islam is the fatherland of all Muslims. However, that is a colonialist formula used to advantage by every colonizing nation that seeks to expand its possessions and to extend its influence daily over neighboring countries.

Today the [traditional Islamic] formula has no reason to exist. We must replace this formula with the only doctrine that is in accord with every Eastern nation that possesses a clearly defined sense of fatherland. That doctrine is nationalism.

Our love of Egypt must be free from all conflicting associations. We must suppress our propensity for anything other than Egypt because patriotism, which is love of fatherland, does not permit such ties.

Our Egyptian-ness demands that our fatherland be our qibla\* and that we not turn our face to any other.

\*Marks the direction of Mecca, to which a Muslim turns in prayer.

**END OF PART A**

**GO ON TO THE NEXT PAGE.**

**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 historical context to show change over time and/or continuities.
- Analyzes the process of change and/or continuity over time.

2. Describe the continuities and changes in Africa's relationship with Europe between the fifteenth and the nineteenth centuries C.E.

**END OF PART B**

**GO ON TO THE NEXT PAGE.**

**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/or differences.

3. Describe the progression and effects of the Industrial Revolution in either Japan OR Belgium, as compared to its progress and effects in surrounding nations. Be sure to address both similarities and differences in your analysis.

**STOP**

**END OF EXAM**

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