Print your name and the name of your school on the lines above. A separate answer sheet for Part I has been provided to you. Follow the instructions from the proctor for completing the student information on your answer sheet. Then fill in the heading of each page of your essay booklet.

This examination has three parts. You are to answer all questions in all parts. Use black or dark-blue ink to write your answers to Parts II, III A, and III B.

Part I contains 50 multiple-choice questions. Record your answers to these questions as directed on the answer sheet.

Part II contains one thematic essay question. Write your answer to this question in the essay booklet, beginning on page 1.

Part III is based on several documents:

Part III A contains the documents. When you reach this part of the test, enter your name and the name of your school on the first page of this section.

Each document is followed by one or more questions. Write your answer to each question in this examination booklet on the lines following that question.

Part III B contains one essay question based on the documents. Write your answer to this question in the essay booklet, beginning on page 7.

When you have completed the examination, you must sign the declaration printed at the end of the answer sheet, indicating that you had no unlawful knowledge of the questions or answers prior to the examination and that you have neither given nor received assistance in answering any of the questions during the examination. Your answer sheet cannot be accepted if you fail to sign this declaration.

The use of any communications device is strictly prohibited when taking this examination. If you use any communications device, no matter how briefly, your examination will be invalidated and no score will be calculated for you.
21 Oliver Cromwell led the Puritan Revolution in England in response to the
   (1) passage of the Bill of Rights
   (2) autocratic rule of the king
   (3) implementation of mercantilism
   (4) defeat of the Spanish Armada

   Base your answer to question 22 on the illustration below and on your knowledge of social studies.

22 Which individual supported the theory represented in this illustration?
   (1) Socrates          (3) Dante
   (2) Ptolemy          (4) Galileo

23 Which issue was a cause of the French Revolution?
   (1) ineffective rule of Napoleon Bonaparte
   (2) nationalization of the Church
   (3) outrage over the use of the guillotine by the Committee of Public Safety
   (4) demand of the Third Estate for more political power

24 A major reason the Industrial Revolution developed in Great Britain in the 1700s was because of Great Britain’s
   (1) geographic features
   (2) immigration policies
   (3) use of collectivization
   (4) access to imported oil

25 • Toussaint L’Ouverture
   • Bernardo O’Higgins
   • José de San Martín

   These individuals had their greatest impact on the
   (1) unification of Italy
   (2) independence movements in Latin America
   (3) Zionist movement
   (4) Catholic Counter Reformation

26 What is a major belief associated with Marxism?
   (1) The proletariat would rise up and overthrow the bourgeoisie.
   (2) Religion should be more important than political forces.
   (3) Private ownership of property should be expanded.
   (4) Peasants would gain control of overseas markets.

27 The Berlin Conference in 1884 was significant because it
   (1) promoted Belgium as a world power
   (2) established rules for the European division of Africa
   (3) called for a war against England
   (4) ensured ethnic harmony in the Middle East

28 Japan began an aggressive policy of imperialism in the late 19th and early 20th centuries because Japan
   (1) needed raw materials for its factories
   (2) hoped to spread Shinto
   (3) sought Western technology
   (4) wanted revenge for the Opium Wars

29 The immediate cause of World War I was the
   (1) assassination of Archduke Ferdinand
   (2) Japanese alliance with Germany
   (3) treaty agreement at Versailles
   (4) German invasion of Poland

Global Hist. & Geo. – Jan. ’12
30 The Bolshevik Revolution of 1917 in Russia was caused in part by
(1) a forced famine in Ukraine
(2) the failure of Czar Nicholas II to come to Serbia's aid
(3) a shortage of military supplies and food during World War I
(4) the establishment of Lenin's New Economic Policy (NEP)

31 One way in which Kemal Atatürk of Turkey and Shah Reza Pahlavi of Iran are similar is that both leaders
(1) implemented programs to modernize their nations
(2) supported increased rights for ethnic minorities
(3) adopted policies of nonalignment
(4) established theocracies based on Islam

Base your answer to question 32 on the passage below and on your knowledge of social studies.

...The German people were never more pitiable than when they stood by and watched this thing done. For the raiders who were let loose on the streets and given a day to sate [indulge] the lowest instincts of cruelty and revenge were indeed an enemy army. No foreign invader could have done more harm. This is Germany in the hour of her greatest defeat, the best overcome by the worst. While many protested at the outrages, and millions must have been sickened and shamed by the crimes committed in their name, many others looked on stolidly or approvingly while the hunters hunted and the wreckers worked. There are stories of mothers who took their children to see the fun....
— New York Times, November 12, 1938

32 This 1938 passage criticizes those German people who did not
(1) participate in these demonstrations
(2) condemn the violent acts of Kristallnacht
(3) support the government's policy in Austria
(4) resist the war effort

33 What was one geographic characteristic of Germany that influenced the outcomes of both World War I and World War II?
(1) Mountainous topography protected Germany from the opposing side.
(2) A lack of navigable rivers in Germany slowed transportation.
(3) Excellent harbors allowed Germany to defeat Great Britain's naval forces.
(4) Its central location in Europe resulted in Germany having to fight on two fronts.

34 Which event in the history of the Indian subcontinent occurred last?
(1) Salt March
(2) Amritsar Massacre
(3) creation of Pakistan
(4) Sepoy Rebellion

35 In the post–World War II time period, the purpose of both the North Atlantic Treaty Organization (NATO) and the Warsaw Pact was to
(1) discourage religious toleration
(2) establish a military alliance
(3) promote economic self-sufficiency
(4) eliminate political corruption

36 Fidel Castro was successful at leading a revolution in Cuba because he gained the support of
(1) wealthy landowners
(2) government officials
(3) peasant farmers
(4) foreign investors

37 Which Southeast Asian nation fought in wars against Japan, France, and the United States during the 20th century?
(1) Myanmar (Burma)
(2) Thailand
(3) Philippines
(4) Vietnam

38 Which country was ruled by Pol Pot and the Khmer Rouge?
(1) Afghanistan
(2) Kazakhstan
(3) Cambodia
(4) Bangladesh
Answers to the essay questions are to be written in the separate essay booklet.

In developing your answer to Part II, be sure to keep these general definitions in mind:

(a) **describe** means “to illustrate something in words or tell about it”
(b) **explain** means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationships of”
(c) **discuss** means “to make observations about something using facts, reasoning, and argument; to present in some detail”

**Part II**

**THEMATIC ESSAY QUESTION**

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

**Theme: Change—Individuals**

Throughout history, various circumstances have led individuals to develop or modify ideas. These ideas have often affected societies.

**Task:**

Select **two** individuals from your study of global history and for **each**

- Describe the historical circumstances that led this individual to develop or modify an idea
- Explain an action taken by this individual as a result of this idea
- Discuss how this individual’s idea affected a society

You may use any individual from your study of global history and geography. Some suggestions you might wish to consider include Pericles, Martin Luther, Queen Elizabeth I, Toussaint L’Ouverture, Karl Marx, Mohandas Gandhi, Jomo Kenyatta, Mao Zedong, Mikhail Gorbachev, and Mother Theresa.

You are **not** limited to these suggestions.

**Do not** use an individual from the United States in your answer.

**Guidelines:**

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

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents. The question is designed to test your ability to work with historical documents. Some of these documents have been edited for the purposes of this question. As you analyze the documents, take into account the source of each document and any point of view that may be presented in the document.

Historical Context:

Throughout history, various societies unified and controlled regions using transportation systems. These systems include roads, canals, and railroads.

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

Select two transportation systems mentioned in the historical context and for each
- Explain how various societies unified and/or controlled regions by using the transportation system

Do not use road systems, canal systems, or railroad systems found within the United States in your response.

In developing your answers to Part III, be sure to keep this general definition in mind: explain means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationships of”
Part A
Short-Answer Questions

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

Document 1

**Purposes and Kinds of Roman Roads**

*Why did the Romans build roads?* The Romans considered a well-organized and efficient transportation system a basic element of proper administration; i.e. an indispensable element in creating and maintaining the Roman state. The earliest highways or main roads were constructed for the use of the military, and their economic benefit for civilians was a later byproduct and not the main reason for their creation. The military nature of the roads continued to be essential as Romans expanded into territory outside Italy. In the province of Arabia Petraea (which included what is now Jordan), the movement of troops and ease of communication for the army and Roman administration were the primary reasons for construction of the *Via Nova*, one of the many *viae militares* or military roads built in conquered provinces. However, smaller, shorter, and less well-constructed local roads (*actus*) or tracks (*callis*) also increased in territory after it was brought under Roman control. Nevertheless, the main public highways (*viae publicae*) normally began as military roads and only gradually evolved into civilian conduits [passageways].

Source: Virtual Karak Resources Project, An Appalachian College Association (adapted)

1. Based on this excerpt from the Virtual Karak Resources Project, what was one way the Romans used roads to control their empire? [1]
Document 3a

The Tokugawa shogunate realized the importance of maintaining contact with distant provinces within Japan. The Tōkaidō was its most important highway.

...Perhaps the most crucial use of the road was for governmental communication with the provinces. Official messengers traveled by foot, horseback (in wartime), and palanquin. The government used a system of relays for messengers, with reliefs at every seven li [3.9 km]. Government messengers had priority over any other type of traveler. They had first access to ferries at river crossings along the way, and could freely pass government road barriers at all times of the day or night. Private citizens were not allowed to travel at night; a series of barriers and checkpoints along the road kept them from doing so....

Source: Patricia J. Graham, “The Political and Economic Importance of the Tōkaidō,” Tōkaidō: Adventures on the Road in Old Japan, University of Kansas Spencer Museum of Art (adapted)

Document 3b

Relay Station: Hōeidō #53

...Here, a man is riding in a “fast palanquin,” gripping a strap for fear of falling off. The bearers of these palanquins would change at the relay stations, but the rider transmitting the message would endure the grueling ride until he reached his destination and could transmit his secret message in person.

Source: Patricia J. Graham, “The Political and Economic Importance of the Tōkaidō,” Tōkaidō: Adventures on the Road in Old Japan, University of Kansas Spencer Museum of Art (adapted)