



Released Form

Student Name: _____

Spring 2013
North Carolina
Measures of Student Learning:
NC's Common Exams
World History



Student Booklet



Public Schools of North Carolina
State Board of Education
Department of Public Instruction
Raleigh, North Carolina 27699-6314



1 How did geographic features influence the diffusion and settlement of both the Phoenician and Greek traders?

- A Both had access to the Mediterranean Sea.
- B The monsoon winds made ocean travel easier.
- C The arid climate encouraged migration.
- D Russia's rivers provided ease of travel.

2 The epilogue laws of justice which Hammurabi, the wise king, established; a righteous law, and pious statute did he teach the land. . . . the decisions which I have made will this inscription show him; let him rule his subjects accordingly, speak justice to them, give right decisions, root out the miscreants and criminals from this land, and grant prosperity to his subjects. Hammurabi, the king of righteousness, on whom Shamash has conferred right (or law) am I. My words are well considered; my deeds are not equaled; to bring low those that were high; to humble the proud, to expel insolence.

Code of Hammurabi, Epilogue

How did implementation of codified laws such as the Code of Hammurabi affect the people of ancient societies?

- A It unified the various peoples and laws within the empire.
- B It reduced the authority of the king over the citizens.
- C It limited the role of government in the lives of citizens.
- D It established the separation of government and religion.



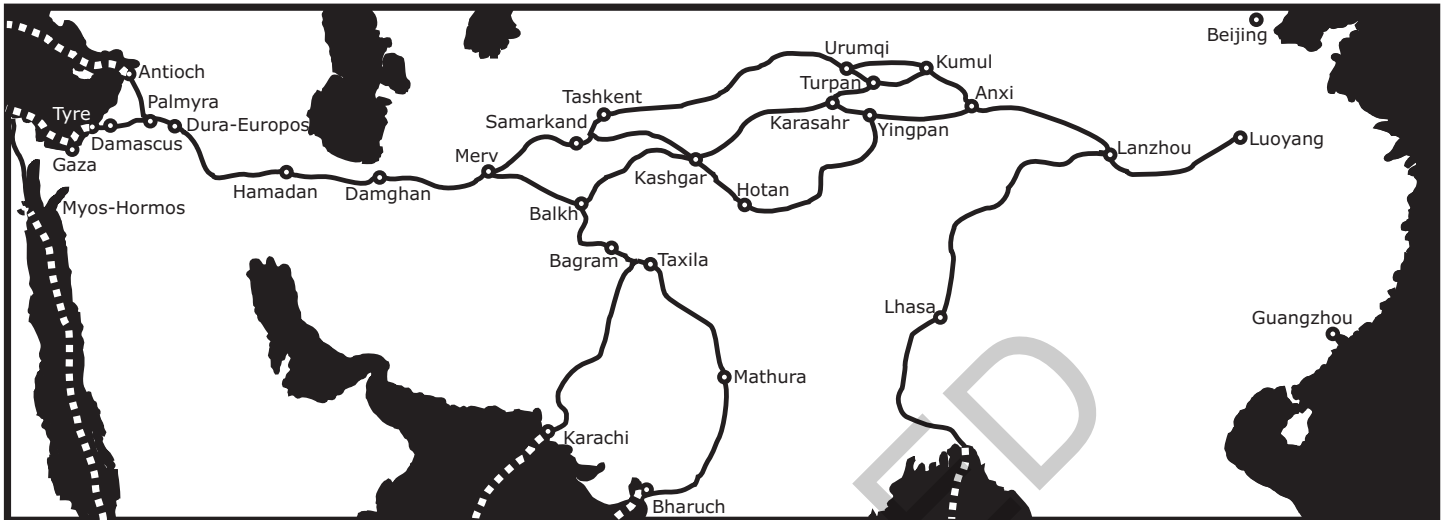
- 3 Which geographic features determined the location of the early civilizations of Egypt, Mesopotamia, China, and India?
- A oceans and coastlines
 - B rivers and valleys
 - C fertile soils and plains
 - D rainy seasons and forests
- 4 How did Pericles influence the functioning of Athenian government?
- A He introduced representative democracy.
 - B He expanded direct democracy to new classes of free men.
 - C He increased the salaries of government officials.
 - D He greatly strengthened the authority of military leaders in society.

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The Silk Road



According to the map, how was the Silk Road associated with the development of cities?

- A Increased trade along this route helped to establish cities within major empires.
 - B The development of many cities created a need for better roads.
 - C The Silk Road was built as an alternative to trade between large cities by the sea.
 - D European governments promoted free trade between major cities.
- 6 In the Middle Ages, European monarchs claimed to rule by “divine right”. What purpose was served by this claim?
- A It enabled the separation of church and state.
 - B It enabled rulers to seize church lands.
 - C It demonstrated that religion was stronger than political power.
 - D It strengthened the monarch’s authority to rule.



- 7 All merchants, unless they have been previously and publicly forbidden, are to have safe and secure conduct in leaving and coming to England and in staying and going through England both by land and by water to buy and to sell, without any evil exactions, according to the ancient and right customs, save in time of war, and if they should be from a land at war against us and be found in our land at the beginning of the war, they are to be attached without damage to their bodies or goods until it is established by us or our chief justiciar in what way the merchants of our land are treated who at such a time are found in the land that is at war with us, and if our merchants are safe there, the other merchants are to be safe in our land.

Magna Carta, 1297

Based on this passage from the Magna Carta, which basic rights were improved by the English barons?

- A trading rights
 - B rights of the accused
 - C civil rights
 - D religious rights
- 8 How did the printing revolution contribute to increased global interaction?
- A by making texts available to broader audiences, leading to the spread of new ideas
 - B by creating interchangeable parts that made repairing the printing press easier
 - C by mass producing the press to make it available to small towns
 - D by using color to gain the interest of more people



9 Effects of the Plague (Black Death)

- Europe lost a third of its population.
- Labor shortages brought higher wages for many workers.
- Peasants left their manors, weakening the feudal system.

Which conclusion about effects of the plague can be drawn from the listed information?

- A Catastrophic events can trigger changes in human institutions.
- B Tragic events strengthen religion as people seek answers in their faith.
- C People seek the comfort of traditional, familiar ways following traumatic events.
- D Societies flourish during many types of disasters and epidemics.

10 Which is an effect of European exploration of the Americas?

- A Germany extended its New World empire.
- B Spain dominated North and South America.
- C Africans were enslaved to work in mines and on plantations.
- D American Indians maintained resistance to African and Eurasian diseases.

11 What was a significant result of European exploration through the Columbian Exchange?

- A Europeans became dependant on crops from America.
- B The bubonic plague spread throughout Europe.
- C European diseases caused millions of deaths among American Indians.
- D Raw materials from America became very expensive due to scarcity.



- 12 How did the new ideas and scientific advances of the Renaissance challenge the Catholic Church?
- A New Renaissance universities, which emphasized scientific research, gave most citizens educational opportunities that challenged the religious institutions.
 - B Individualism and humanist ideas from the Renaissance challenged citizens to seek answers for themselves rather than from religious institutions.
 - C New merchant guilds formed by the middle class owed allegiance to the leaders of the Renaissance rather than the Catholic Church.
 - D Feudal noble landowners accepted the scientific advances of the Renaissance that were supported by the Catholic Church.
- 13 Which was an environmental effect of the process of early industrialization?
- A the introduction of smallpox to American Indians
 - B the diffusion of new animal and plant species to Afro-Eurasia
 - C the process of desertification in Africa and Asia
 - D the widespread deforestation in Europe and North America



14 Timeline of Japan from 1850 to 1910

- 1853 - Commodore Perry of the United States ends Japanese isolation
- 1868 - Meiji Restoration
- 1870s - Japanese government develops manufacturing and railroad industries
- 1872 - Western dress enforced for government ceremonies
- 1905 - Japan wins the Russo-Japanese War
- 1910 - Japan annexes Korea

What conclusion about Japan is supported by the timeline above?

- A Japan stopped farming rice.
- B Japan industrialized and became imperialistic.
- C Japan engaged in wars with western Europe.
- D Japan became economically competitive with Britain.

**15 International Violence Before WWII**

- Japan invades Manchuria - 1931
- Italy invades Ethiopia - 1935
- Japan invades China - 1937
- Germany annexes Czechoslovakia - 1939
- Germany invades Poland - 1939

Using the information provided in the timeline above, which historical conclusion can be drawn about the cause of World War II?

- A Military alliances created many obligations to engage in wars.
- B The Nazi Party dominated politics in many European nations.
- C The United Nations was too weak to prevent the spread of totalitarianism.
- D Some nations were aggressive and imperialistic in their efforts to expand.

16 How did British taxes on salt contribute to the growth of Indian nationalism?

- A The tax triggered violence against the Salt March, which inspired a wider civil disobedience movement in India.
- B The resistance against the tax on salt required Indian national forces to stop the rebellion.
- C The imposition of the tax demonstrated that India was not capable of self-government due to the lack of native leadership.
- D The tax demonstrated the absolute control exercised by the British as colonial rulers in India.



- 17 How did Mikhail Gorbachev's policies of Glasnost and Perestroika affect the Soviet Union?
- A The power of the Soviet Union's Communist Party was strengthened.
 - B Many Soviet citizens demanded more economic and political freedom.
 - C Soviet powers were centralized under a totalitarian dictator.
 - D The Soviet Union increased its influence in the nations of Eastern Europe.

18 **Twentieth-Century International Developments**

- Berlin Blockade (1948)
- Cuban Missile Crisis (1962)
- Brezhnev Doctrine (1968)

How did the developments above affect international politics?

- A They inspired the creation of the United Nations.
- B They intensified Cold War conflicts and tensions.
- C They started cooperation between the United States and the former Soviet Union.
- D They represented a global preference for democratic values, institutions, and governments.



- 19 Terrorism [takes] us back to ages we thought were long gone if we allow it a free hand to corrupt democratic societies and destroy the basic rules of international life.

Jacques Chirac

But for all these problems [a terrorist's] only solution is the demolition of the whole structure of society. No partial solution, not even the total redressing of the grievance he complains of, will satisfy him—until our social system is destroyed or delivered into his hands.

Benjamin Netanyahu

According to the quotes, how have terrorist groups and their movements impacted society in various countries?

- A Terrorists create panic by breaking basic rules of society and attempting to destroy the social systems of target countries.
- B Terrorists create tensions by bringing adversaries together to resolve differences in democratic processes.
- C Terrorist groups have influenced many governments to join their efforts and create their own terrorist networks.
- D Terrorist groups have caused governments to eliminate corruption and to apply laws equally within societies.
- 20 Which shared purpose explains the operations of the groups in the regions below?
- Palestine Liberation Organization (PLO) in Israel
 - Chechen rebels in Russia
 - Irish Republican Army (IRA) in the United Kingdom
- A to create vast land empires across Eurasia
- B to destroy capitalist and democratic systems
- C to create independent nations under their authority
- D to control petroleum exports to Western nations



- 21 How was European society affected by the Crusades?
- A Access to Asian luxury goods was severely limited by war.
 - B Invading Islamic armies destroyed farms and cities.
 - C Importation of Asian luxury goods created a greater interest in trade.
 - D Peasant rebellions diminished as the power of the Church grew.
- 22 28] No bailiff is henceforth to put any man on his open law or on oath simply by virtue of his spoken word, without reliable witnesses being produced for the same.
- 29] No freeman is to be taken or imprisoned or disseised [dispossessed] of his free tenement or of his liberties or free customs, or outlawed or exiled or in any way ruined, nor will we go against such a man or send against him save by lawful judgment of his peers or by the law of the land. We will sell to no man, we will not deny or defer to any man either Justice or Right.
- Which right had King John of England **most likely** abused, according to these two clauses from the Magna Carta?
- A right to privacy
 - B right to a fair trial
 - C right to free speech
 - D right to petition
- 23 What was an important effect of the Black Death (bubonic plague pandemic) on the populations of Europe in the late 1340s?
- A decrease in public confidence in the Church
 - B decline in average worker wages
 - C elevated position of lesser nobles and local leaders
 - D increase in medical and pharmaceutical research



- 24 How is laissez-faire economics more productive than an economy controlled by a government?
- A Laissez-faire economics creates competition which leads to innovation, greater profits for investors, and lower product prices.
 - B Laissez-faire economics creates competition which results in improved working conditions, higher wages, and healthcare benefits.
 - C Laissez-faire economics creates a more nationalistic economy in which local production is always preferred.
 - D Laissez-faire creates an economy which is regulated by government in order to create ideal working conditions.

This is the end of the multiple-choice portion of the test.

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The questions you read next will require you to answer in writing.

- 1. Write your answers on separate paper.**
- 2. Be sure to write your name on each page.**

- 1 Ancient and classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future generations. Provide two legacies of the Classical Greek Civilization and explain their importance to future civilizations.
- 2 How did agricultural improvements transform daily life during the Neolithic revolution and early history? Give two examples.
- 3 European nations such as Portugal, Spain, France, and England led explorations to new lands in the sixteenth and seventeenth centuries. These voyages extended from the coast of Africa to the Americas and beyond. Explain how the voyages of exploration affected global interactions and new patterns of trade. Give two examples: one for impact on global interactions and another for new patterns of trade.



- 4 The changing climate affects society and ecosystems in a variety of ways. Give three twentieth-century examples of environmental change due to climate.

- 5 How did the 1973 Organization of Petroleum Exporting Countries (OPEC) oil crisis affect international affairs? Give three examples.

- 6 Economic and social conditions of colonial rule led to many nationalistic movements. Explain how social and economic conditions in two countries led to nationalistic movements.

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This is the end of the World History test.

- 1. Look back over your answers.**
- 2. Put all of your papers inside your test book and close the test book.**
- 3. Stay quietly in your seat until your teacher tells you that testing is finished.**

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**World History
RELEASED Form
Spring 2013
Answer Key**

Item number	Type	Key	Primary Strand
1	MC	A	H — History
2	MC	A	H — History
3	MC	B	H — History
4	MC	B	H — History
5	MC	A	H — History
6	MC	D	H — History
7	MC	A	H — History
8	MC	A	H — History
9	MC	A	H — History
10	MC	C	H — History
11	MC	C	H — History
12	MC	B	H — History
13	MC	D	H — History
14	MC	B	H — History
15	MC	D	H — History
16	MC	A	H — History
17	MC	B	H — History
18	MC	B	H — History
19	MC	A	H — History
20	MC	C	H — History
21	MC	C	H — History
22	MC	B	H — History
23	MC	A	H — History



Item number	Type	Key	Primary Strand
24	MC	A	H — History
25	CR	Rubric	H — History
26	CR	Rubric	H — History
27	CR	Rubric	H — History
28	CR	Rubric	H — History
29	CR	Rubric	H — History
30	CR	Rubric	H — History

Item Types:

MC = multiple choice

CR = constructed response

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