

# Released Items

Student Name: \_\_\_\_\_

## World History



### 2016–2017



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

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# NC Final Exam



- 1 The following excerpt is from the Edict of Fontainebleau (1685 CE) which was decreed by King Louis XIV of France:

We forbid our subjects of the R.P.R. [Protestantism] to meet any more for the exercise of the said religion in any place or private house . . . We likewise forbid all noblemen . . . to hold such religious exercises in their houses or fiefs, under penalty . . . of imprisonment and confiscation. We enjoin all ministers of the said R.P.R., who do not choose to become converts and to embrace the Catholic, apostolic, and Roman religion, to leave our kingdom and the territories . . . within a fortnight.

Revocation of the Edict of Nantes by King Louis XIV of France, October 22, 1685  
Translated by James Harvey Robinson, 1906

What political conditions in France led to the Edict of Fontainebleau?

- A the parliament's desire to exclude religious minorities from lawmaking activities
- B the king's absolute authority to make laws and dictate the state religion
- C the increase in quarreling among political factions of the landowning aristocracy
- D the Catholic Church's reputation for challenging political power in the Holy Roman Empire



- 2 The following excerpt is an Englishman's firsthand account of the weeks leading up to England's Glorious Revolution (1688); in the Revolution, the Protestant ruler William of Orange overthrew King James II, a Catholic.

. . . [King James II] called over 5,000 Irish, and 4,000 Scots, and continued to remove Protestants and put in [Catholics] at Portsmouth and other places of trust, and retained the Jesuits about him, increasing the universal discontent. It brought people to so desperate a pass, that they seemed passionately to long for and desire the landing of [William of Orange], whom they looked on to be their deliverer from [Catholic] tyranny . . .

John Evelyn, October 7, 1688

Using the above excerpt, what conclusion can be made about the Glorious Revolution?

- A The revolution was furthered by English Protestants due to their distrust of Catholic leaders.
- B The revolution was furthered by the English people due to the widespread stories of William of Orange's heroism.
- C The revolution was slowed by the English people due to their distrust of foreigners.
- D The revolution was slowed by the English Protestants due to their widespread admiration for King James's religious tolerance.



- 3 From 1803 to 1815, Britain and France were at war with each other. Wars can bring economic opportunities, and American merchants hoped to sell goods to both sides. Neither Britain nor France wanted American goods to reach its enemy, so both sides imposed blockades and restrictions on neutral trade. Because Britain had the larger navy, British restrictions were the most crippling to U.S. shipping. British ships stopped American vessels, boarded them, seized contraband, and impressed sailors. American objections were ignored, leading to a U.S. declaration of war in 1812.

What conclusion can be drawn about the War of 1812?

- A France ended their alliance with the United States because of the delay in their assistance.
  - B To defeat France, Britain was willing to risk war with the United States.
  - C British authorities felt threatened by the new U.S. Navy.
  - D American citizens were indifferent toward the war.
- 4 We, Wilhelm, by the grace of God King of Prussia, do herewith declare that we have considered it a duty to our common fatherland to answer the summons of the united German princes and cities and to accept the German imperial title. In consequence, we and our successors on the throne of Prussia will henceforth bear the imperial title in all our relations and in all the business of the German Empire, and we hope to God that the German nation will be granted the ability to fashion a propitious future for the fatherland under the symbol of its ancient glory.

Kaiser Wilhelm I, The Imperial Proclamation, January 1871  
 Courtesy of *Internet History Sourcebooks Project*, [www.fordham.edu/halsall](http://www.fordham.edu/halsall)

What ideology is present in the proclamation of Wilhelm I?

- A socialism
- B militarism
- C nationalism
- D globalism



- 5 [The rich] are led by an invisible hand to make nearly the same distribution of the necessaries of life, which would have been made, had the earth been divided into equal portions among all its inhabitants, and thus without intending it, without knowing it, advance the interest of the society, and afford means to the multiplication of the species.

Adam Smith, *The Theory of Moral Sentiments*, 1759

How does Smith's idea of the "invisible hand" of capitalism compare to modern-day government interventions such as the U.S.-led Marshall Plan or the social-democratic governments of Western Europe?

- A Modern governments have modified capitalism to support other goals.
  - B Modern governments have abandoned capitalism in favor of command economies.
  - C Modern governments have adopted capitalism without modification.
  - D Modern governments have abandoned capitalism in favor of traditional economies.
- 6 The Indian nationalist, Mahatma Gandhi, advocated the *swadeshi* movement as a protest against British rule in India in the first half of the twentieth century. The movement stressed the manufacture of Indian goods at home, especially homespun cloth, as opposed to buying British manufactured goods.

Why did Indians decide to use this strategy?

- A to make it less profitable for the British to exploit India through colonial trade
- B to prevent the British from establishing a monopoly in the cotton industry
- C to prepare for the British to abandon India as a colony
- D to limit British control of India's domestic politics



- 7 Over the past five years, a highly sophisticated team of operatives have stealthily infiltrated more than 70 U.S. corporations and organizations to steal priceless company secrets. They did it without ever setting foot in any victim’s office. . . . This is the new face of corporate espionage. Thieves whose identities are safely obscured by digital trade-craft rather than a ski mask, are robbing companies of the ideas that are the source of American ingenuity. . . . Though this new corporate espionage is rampant and rising, calculating the damage to U.S. interests remains difficult. . . . In the aggregate, the theft of this property, including everything from sensitive defense technology to innovative industrial designs, insidiously erodes government and corporate competitive advantages among global peers. . . . U.S. companies invest considerable time and money in researching and developing new products, only to be undercut by competition, using their stolen property to make cheaper versions. Unfortunately, companies experience such losses every day . . . Yet many cyber-intrusions could be prevented by implementing sound cyber-security practices.

U.S. Commerce Secretary John Bryson,  
*The New Face of Corporate Espionage*, March 9, 2012

Using this information, what role does cyberespionage play in global trading?

- A Government monitoring agencies should commit military resources to protecting commercial interests so that the world’s superpowers can continue to thrive.
- B Individuals must assist companies in protecting their ideas so employment will not decrease.
- C Cyber crimes are difficult to prove in any court of law, so government officials have not committed sufficient resources to the matter.
- D Ideas fuel economic growth and competition, so there is an increased need to protect electronically stored information on a worldwide scale.



8 Ancient Roman Cultural Achievements:

- Roman architectural styles are found throughout the world.
- Roman law is the basis for legal practice in Europe, former European Colonies, and Latin America.
- Roman roads, called the greatest engineering accomplishment of their time, are still used in some places today.
- Roman art was the inspiration for many works during the Renaissance period.

Which statement is consistent with the cultural influence of Ancient Rome on other civilizations?

- A Rome has had a lasting impact on the modern art period.
- B Rome has had an enduring impact on modern civilizations.
- C The Romans greatly influenced early African societies.
- D The Romans greatly influenced Greek society.

9 How did movements like the Protestant Reformation contribute to the rise of nation-states?

- A It ended the practice of serfdom.
- B It gave the right of self-government.
- C It united all Christians under one leader.
- D It challenged the absolute power of the pope.



- 10 How did the revolution in printing contribute to increased global interaction during the Renaissance?
- A by providing free books to all people
  - B by requiring people to read scripture
  - C by increasing profits from publishing
  - D by making it easier to spread ideas
- 11 Beginning in the 1500s, European missionaries traveled to places like China to spread Christianity as part of the Catholic Reformation. How did the missionaries contribute to increased global interaction?
- A They converted to local religions, which spread throughout Europe when they returned.
  - B They shared European knowledge of science, technology, and the humanities.
  - C They established trade networks between China and Europe.
  - D They shared knowledge of Europe's many utopian societies.
- 12 Francis Bacon held the belief that assumptions should be tested many times before they were accepted. How did his ideas change society during the Scientific Revolution?
- A They reinforced that people should not question the leaders of the Church.
  - B They moved people away from the idea of faith to that of observable truths.
  - C They encouraged people to resist any man-made laws and to favor natural laws.
  - D They supported people who believed in the supernatural to control the world around them.





- 13 In January of 1917, British cryptographers deciphered a telegram from German Foreign Minister Arthur Zimmermann to the German Minister to Mexico, von Eckhardt, offering United States territory to Mexico in return for joining the German cause. This message helped draw the United States into the war and thus changed the course of history. The telegram had such an impact on American opinion that, according to David Kahn, author of *The Codebreakers*, "No other single cryptanalysis has had such enormous consequences."

Excerpt from "The Zimmermann Telegram"  
by Mary Alexander and Marilyn Childress from *Social Education*, April 1981.  
Used by permission of National Council for the Social Studies.

Based on the excerpt, what was the role of the Zimmermann telegram in World War I?

- A It created conflict between Mexico and the United States and delayed American arms production for the Allies.
- B It angered many European nations who depended on the Mexican production of arms.
- C It provoked the United States, a neutral nation, to become involved in the war.
- D It embarrassed the British, who secretly conspired with Germany to write it.



World History  
RELEASED Items<sup>1</sup>  
2016–2017  
Answer Key

Question Number	Question Type	Correct Answer	Percent Correct <sup>2</sup>	Objective
1	MC	B	51%	WH.4.2
2	MC	A	44%	WH.6.2
3	MC	B	66%	WH.7.3
4	MC	C	62%	WH.7.2
5	MC	A	49%	WH.7.5
6	MC	A	54%	WH.7.4
7	MC	D	49%	WH.8.4
8	MC	B	68%	WH.2.9
9	MC	D	50%	WH.4.2
10	MC	D	77%	WH.4.1
11	MC	B	39%	WH.4.1
12	MC	B	58%	WH.6.1
13	MC	C	70%	WH.7.3



<sup>1</sup>These released items were administered to students during a previous test administration. This sample set of released items may not reflect the breadth of the standards assessed and/or the range of item difficulty found on the NC Final Exam. Additional information about the NC Final Exam is available in the *Assessment Specification* for each exam located at <http://www.ncpublicschools.org/accountability/common-exams/specifications/>.

<sup>2</sup>Percent correct is the percentage of students who answered the item correctly during a previous administration.

**NOTE:** This NC Final Exam contains multiple-choice (MC) and short-answer constructed response (CR) items. The North Carolina Department of Public Instruction (NCDPI) published a Sample Social Studies Constructed Response Item and Rubric (available online at <http://www.ncpublicschools.org/accountability/common-exams/addresources/>) representative of the new constructed response item type field tested on the NC Final Exams of Social Studies (i.e., Grade 8, World History, American History I, American History II, American History: The Founding Principles, Civics, and Economics). The sample item may not reflect the breadth of the standards assessed and/or the range of item difficulty found on the NC Final Exam. This material must not be used for personal or financial gain.

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## Clarifying Objectives Descriptions

Only clarifying objective descriptions addressed by the released items in this document are listed below. A complete list of North Carolina Essential Standards for Social Studies may be reviewed at <http://www.ncpublicschools.org/curriculum/socialstudies/scos/>.

### **WH.2.9**

Evaluate the achievements of ancient civilizations in terms of their enduring cultural impact.

### **WH.4.1**

Explain how interest in classical learning and religious reform contributed to increased global interaction (e.g., Renaissance, Protestant Reformation, Catholic Reformation, printing revolution, etc.).

### **WH.4.2**

Explain the political, social and economic reasons for the rise of powerful centralized nation-states and empires (e.g., Reformation, absolutism, limited monarchy, empires, etc.).

### **WH.6.1**

Explain how new ideas and theories of the universe altered political thought and affected economic and social conditions (e.g., Scientific Revolution, Enlightenment, rationalism, secularism, humanism, tolerance, empiricism, natural rights, contractual government, laissez-faire economics, Bacon, Descartes, Galileo, Newton, inductive and deductive reasoning, heliocentric, inquisition, works of Locke, Montesquieu, Rousseau, Bolivar, Jefferson, Paine, Adam Smith, etc.).

### **WH.6.2**

Analyze political revolutions in terms of their causes and impact on independence, governing bodies and church-state relations. (e.g., Glorious Revolution, American Revolution, French Revolution, Russian Revolution, Haitian, Mexican, Chinese, etc.).

### **WH.7.2**

Analyze the increase in economic and military competition among nations in terms of the influences of nationalism, imperialism, militarism, and industrialization (e.g., Ottoman Empire, Japanese Empire, Prussian Empire, the German Empire, "Have and Have Nots" of Europe, industrial America, etc.).

### **WH.7.3**

Analyze economic and political rivalries, ethnic and regional conflicts, and nationalism and imperialism as underlying causes of war (e.g., WWI, Russian Revolution, WWII).

### **WH.7.4**

Explain how social and economic conditions of colonial rule contributed to the rise of nationalistic movements (e.g., India, Africa, Southeast Asia).

### **WH.7.5**

Analyze the emergence of capitalism as a dominant economic pattern and the responses to it from various nations and groups (e.g., utopianism, social democracy, socialism, communism, etc.).



### **WH.8.4**

Analyze scientific, technological and medical innovations of postwar decades in terms of their impact on systems of production, global trade and standards of living (e.g., satellites, computers, social networks, information highway).

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