

Released Items

Student Name: _____

World History



2017-2018



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

Copyright © 2017 by the North Carolina Department of Public Instruction. All rights reserved.

NC Final Exam



- 1 The following excerpt is from the Edict of Fontainebleau, 1685, 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 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 [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.
- 4 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



- 5 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.



- 6 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.
- 7 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
- 8 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.



- 9 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.
- 10 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.



- 11 [The collapse of Indian industries] was hastened by political and economic pressure . . . The classic type of modern colonial economy was built up, India becoming an agricultural colony of industrial England, supplying raw materials and providing markets for England's industrial goods. . . . The liquidation of the artisan class led to unemployment on a prodigious scale. . . . the standard of living fell to incredibly low levels.

Excerpt from Jawaharlal Nehru, *The Discovery of India*, 1946

According to Nehru, how did British imperialism contribute to the rise of Indian nationalistic movements?

- A India took pride in its colonial exchange with Britain because it created profits for native people.
 - B Widespread Indian unemployment led to increased resentment against British rule.
 - C The British helped build Indian industries such as shipbuilding and metalwork.
 - D The British imperialists' industrial activities boosted the Indian economy.
- 12 The Roman Catholic Church issued a decree in 1080 CE. It was directed at the Holy Roman Emperor Henry IV, who was appointing religious officials without approval from the church. The decree stated that any non-religious power or person who appointed church officials would be excommunicated from the church. It also warned rulers that such actions would displease God and result in suffering.

How did this church decree affect the actions of European monarchs?

- A European monarchs removed church leaders.
- B The decree weakened the power of European monarchs.
- C European monarchs appointed bishops to political offices.
- D The decree allowed monarchs to be appointed as bishops.



- 13 In the following excerpt, the governor of Portugal's colonies in India describes how his nation will protect their trading posts in India:

Let all our forces be on the sea; because if we should not be powerful at sea (which may the Lord forbid) everything will at once be against us . . . now we have wars with the Venetians [the city-state of Venice] and the Turks of the [Ottoman Empire] . . . With the force we have at sea we will discover what these new enemies may be . . . as long as you may be powerful at sea, you will hold India as yours . . .

Francisco de Almeida to King Emmanuel, 1507
in *Rulers of India: Albuquerque*, H. Morse Stephens, 1892

Based on the excerpt, what was the relationship between increased global trade and interactions between nations?

- A Overseas trade encouraged nations to build powerful navies to defend their routes and aggressively expel regional rivals.
- B Overseas trade led to increased use of military alliances between naval powers and wealthy city-states.
- C Shifts in the balance of global trade discouraged Middle Eastern and Asian empires from claiming valuable trading sites in Asia.
- D Shifts in the balance of global trade led to short and violent wars of European allies against their Asian rivals.



**World History
RELEASED Items¹
2017–2018
Answer Key**

Question Number	Question Type	Correct Answer	Percent Correct²	Objective
1	MC	B	51%	WH.H.4.2
2	MC	A	44%	WH.H.6.2
3	MC	A	49%	WH.H.7.5
4	MC	A	54%	WH.H.7.4
5	MC	D	49%	WH.H.8.4
6	MC	D	50%	WH.H.4.2
7	MC	D	77%	WH.H.4.1
8	MC	B	39%	WH.H.4.1
9	MC	B	58%	WH.H.6.1
10	MC	C	70%	WH.H.7.3
11	MC	B	52%	WH.H.7.4
12	MC	B	67%	WH.H.3.1
13	MC	A	60%	WH.H.4.4



¹These 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 Specifications* for each exam located at <http://www.ncpublicschools.org/accountability/common-exams/specifications/>.

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

RELEASED



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.H.3.1

Explain how religion influenced political power and cultural unity in various regions of Europe, Asia and Africa (e.g., Carolingian Dynasty, Holy Roman Empire, Ottoman Empire, Mughal Empire, Safavid Empire).

WH.H.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.H.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.H.4.4

Analyze the effects of increased global trade on the interactions between nations in Europe, Southwest Asia, the Americas and Africa (e.g., exploration, mercantilism, inflation, rise of capitalism, etc.).

WH.H.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.H.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.H.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.H.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.H.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.H.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).

RELEASED