

# REGENTS EXAMINATION IN GLOBAL HISTORY AND GEOGRAPHY II — PRACTICE SIMULATION 45

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**RECOMMENDED TIME: 3 HOURS**

**This examination has three parts. You are to answer all questions in all parts.**

## **PART 1 — Stimulus-Based Multiple-Choice Questions (28 questions)**

Answer all 28 questions in this part. For each question, select the best of the four choices.

**Base your answers to questions 1 and 2 on the document below.**

By 1750, the Ottoman Empire ruled territories stretching from Algeria to Iraq, from the Crimea to Yemen. The empire's institutions had been highly developed: a powerful sultan, the elite Janissary corps, an Islamic legal system that respected the religious autonomy of Christian and Jewish minorities (the millet system), and an extensive bureaucracy. However, military reverses against Habsburg Austria and Romanov Russia had begun. The empire was falling behind European powers in military technology, naval power, and industrial development.

— Adapted from a historical account of the Ottoman Empire

1. Which Ottoman institution allowed Christian and Jewish minorities to govern their own communities?
  - A. the Janissary corps of elite military slaves
  - B. the Habsburg system of religious patronage

- C. the millet system of religious community autonomy
  - D. the Inquisition modeled on Spanish religious courts
2. The Ottoman Empire began to decline in the eighteenth century primarily because
- A. European powers had gained military and economic advantages through industrialization
  - B. the Ottoman sultans voluntarily abdicated power to elected officials
  - C. the empire's Christian and Jewish minorities led armed rebellions
  - D. the Ottoman court abandoned Islamic governance for secular models

**Base your answers to questions 3 and 4 on the document below.**

What is tolerance? It is the natural attribute of humanity. We are all formed of weakness and error; let us pardon reciprocally each other's folly. That is the first law of nature... It does not require great art or skillfully crafted eloquence to prove that Christians ought to tolerate one another. I, however, am going further: I say that we should regard all men as our brothers.

— Voltaire, *Treatise on Tolerance* (1763)

3. Voltaire's central argument is that
- A. only Christian denominations deserve mutual toleration in society
  - B. religious uniformity should be enforced by the state for the public good
  - C. toleration applies only to those who share Enlightenment philosophical views
  - D. religious toleration should extend universally to all human beings

4. Voltaire wrote this treatise as part of his response to
- A. the Edict of Nantes guaranteeing French Protestant rights
  - B. the Spanish Inquisition operating against Iberian Jews
  - C. the judicial execution of a French Protestant named Jean Calas
  - D. the Ottoman Empire's persecution of Christian minorities

**Base your answers to questions 5, 6, and 7 on the document below.**

Strengthen the female mind by enlarging it, and there will be an end to blind obedience... I do not wish [women] to have power over men, but over themselves. Let woman share the rights, and she will emulate the virtues of man... It is time to effect a revolution in female manners — time to restore to them their lost dignity — and make them, as a part of the human species, labor by reforming themselves to reform the world.

— Mary Wollstonecraft, *A Vindication of the Rights of Woman* (1792)

5. Wollstonecraft's central argument is that
- A. women should reject formal education in favor of domestic duties
  - B. women's equality requires the same education and rights granted to men
  - C. women's roles should be defined strictly by religious tradition
  - D. women should withdraw from public life to focus on family
6. Wollstonecraft's work was a direct response to
- A. the American Civil War and the question of slave emancipation

B. the French Revolution's emphasis on rights without inclusion of women

C. the Russian Revolution and the rise of communist gender ideology

D. the Industrial Revolution's displacement of women from cottage work

7. Wollstonecraft is now recognized as

A. a founder of nineteenth-century socialism in Western Europe

B. a leading defender of traditional patriarchal social structures

C. the author of the Universal Declaration of Human Rights

D. an early founder of the modern movement for women's rights

**Base your answers to questions 8, 9, and 10 on the document below.**

Testimony before the Sadler Committee, 1832: "I worked from five in the morning till nine at night. The overlooker beat me with a leather strap when I was tired and slowed down. I was seven years old when I began. Many of the children fell into the machines and were killed or maimed. My sister lost her hand in the carding engine when she was eleven. The factory air was full of cotton dust, and many of the children developed lung diseases that killed them young."

— Adapted from testimony collected by the Sadler Committee on Child Labor, 1832

8. The testimony above contributed directly to

A. British Factory Acts limiting hours and ages of child workers

B. the repeal of the Corn Laws and the introduction of free trade

C. the expansion of the British Empire into West Africa

D. the Berlin Conference and the partition of African territory

9. The conditions described above were direct consequences of

A. the Napoleonic blockade of British continental trade

B. the decline of British manufacturing in favor of agriculture

C. the growth of mechanized factory production seeking cheap labor

D. the British East India Company's monopoly on Asian trade

10. The pattern described above produced political pressure for

A. the restoration of traditional cottage industries throughout Britain

B. protective labor legislation regulating working conditions and hours

C. the complete prohibition of all industrial manufacturing in Britain

D. the unlimited migration of British workers to overseas colonies

**Base your answers to questions 11 and 12 on the document below.**

The Indian Rebellion of 1857 — known to the British as the "Sepoy Mutiny" and to Indians as the First War of Independence — began when Indian soldiers (sepoys) in the British East India Company's army revolted against rumors that cartridges for their new rifles were greased with cow and pig fat, offensive to both Hindu and Muslim soldiers. The revolt spread across northern and central India before being suppressed with great brutality. In 1858, the British government abolished the East India Company and assumed direct rule over India — the era of the "British Raj" that would last until 1947.

— Adapted from a historical account of the Indian Rebellion of 1857

11. The immediate cause of the 1857 uprising was

A. the British abolition of sati widow self-immolation

B. the introduction of railroads across British India

C. the British annexation of Punjab in the Sikh Wars

D. religious offense over greased cartridges violating taboos

12. A direct consequence of the 1857 rebellion was

A. transfer of authority from East India Company to British Crown

B. independence of India from all British colonial control

C. the integration of India into the European Common Market

D. voluntary partition of India into Hindu and Muslim states

**Base your answers to questions 13, 14, and 15 on the document below.**

The Fascist conception of the State is all-embracing; outside of it no human or spiritual values can exist, much less have value. Fascism is therefore opposed to that form of democracy which equates a nation to the majority, lowering it to the level of the largest number. Fascism denies that the majority, by the simple fact that it is a majority, can direct human society; it denies that numbers alone can govern by means of a periodical consultation.

— Benito Mussolini, *The Doctrine of Fascism* (1932)

13. Mussolini's central political argument is that

A. democratic majority rule should expand across society

B. Marxist class struggle should replace parliamentary politics

- C. the state stands above the individual, rejecting majority rule
  - D. religious institutions should govern through theocratic structures
14. Italian fascism rose to power in the context of
- A. the economic prosperity of postwar Italy under liberal democracy
  - B. the political instability and economic crisis of post-WWI Italy
  - C. the peaceful integration of Italy into the European Economic Community
  - D. the reunification of Italy under King Victor Emmanuel II
15. Italian fascism would lead to
- A. the peaceful establishment of constitutional monarchy in Italy
  - B. the independence of Italian colonial territories in East Africa
  - C. the transformation of Italy into the world's leading industrial power
  - D. Italy's alliance with Nazi Germany and entry into World War II

**Base your answers to questions 16 and 17 on the document below.**

On October 14, 1962, American U-2 reconnaissance flights confirmed that the Soviet Union was installing nuclear-armed medium-range ballistic missiles in Cuba, ninety miles from the Florida coast. For thirteen days, the world stood at the brink of nuclear war. American military forces went to DEFCON 2 alert — one step below war. President Kennedy and Soviet Premier Khrushchev exchanged increasingly urgent communications. The crisis was resolved when Khrushchev agreed to withdraw the missiles in exchange for a public American pledge not to invade Cuba and a secret American agreement to remove American Jupiter missiles from Turkey.

— Adapted from a historical account of the Cuban Missile Crisis

16. The Cuban Missile Crisis demonstrated

- A. the complete dominance of American military power over the Soviet Union
- B. the willingness of both superpowers to engage in direct conventional warfare
- C. the minor importance of nuclear weapons in twentieth-century diplomacy
- D. how close the Cold War came to producing a nuclear catastrophe

17. A direct result of the Cuban Missile Crisis was

- A. the installation of a direct hotline between Washington and Moscow
- B. the immediate end of the Cold War rivalry between superpowers
- C. the unification of Cuba with the United States as a fifty-first state
- D. the withdrawal of all Soviet forces from the Western Hemisphere

**Base your answers to questions 18, 19, and 20 on the document below.**

In July 1956, Egyptian President Gamal Abdel Nasser nationalized the Suez Canal, which had been controlled by British and French interests since its construction in 1869. Britain, France, and Israel responded with a coordinated military invasion of Egyptian territory in October 1956. The invasion was a military success but a political catastrophe. The United States and the Soviet Union — rare partners in this case — both demanded the immediate withdrawal of the invaders. The British and French were forced to retreat in humiliation. The Suez Crisis is widely considered the moment when British and French global power was definitively shown to be over.

— Adapted from a historical account of the Suez Crisis

18. The Suez Crisis demonstrated that

- A. European colonial powers retained the capacity for independent global action
- B. American policy fully supported European retention of colonial territory
- C. the era of European imperial domination of the Middle East had ended
- D. Egyptian leaders were unable to govern without European technical assistance

19. The Suez Crisis reinforced which broader post-1945 pattern?

- A. the expansion of European colonial empires across Asia and Africa
- B. the decolonization of the developing world and the assertion of sovereignty
- C. the integration of Middle Eastern states into the European Common Market
- D. the voluntary surrender of national resources to international corporations

20. The Suez Crisis revealed that the two true superpowers of the postwar era were

- A. Britain and France, the leading European imperial powers
- B. Germany and Japan, the recovering Axis economies
- C. China and India, the most populous nations of Asia
- D. the United States and the Soviet Union, the new superpowers

**Base your answers to questions 21 and 22 on the document below.**

In 1958, Mao Zedong launched the Great Leap Forward, an ambitious campaign to transform China from an agricultural society into an industrial power within fifteen years. Peasants were organized into

communes; backyard furnaces produced low-quality steel; agricultural production was reorganized along ideological rather than scientific lines. The result was the worst famine in human history: an estimated 30 to 45 million Chinese died from starvation between 1959 and 1961. Mao's authority was temporarily weakened, contributing to his decision to launch the Cultural Revolution in 1966 to reassert his control.

— Adapted from a historical account of the Great Leap Forward

21. The Great Leap Forward demonstrated

- A. the catastrophic costs of ideology overriding practical reality
- B. the successful modernization of Chinese agriculture in the 1950s
- C. voluntary cooperation of peasants with Communist agricultural plans
- D. the economic superiority of communal production over private farming

22. A direct consequence of the Great Leap Forward famine was

- A. the successful industrialization of rural Chinese provinces
- B. the peaceful transition of China to democratic governance
- C. the temporary weakening of Mao's authority within the Party
- D. the voluntary withdrawal of communist influence from East Asia

**Base your answers to questions 23, 24, and 25 on the document below.**

In September 2008, the American investment bank Lehman Brothers collapsed in the largest bankruptcy in United States history. Within weeks, the global financial system was on the brink of total collapse. Stock markets crashed worldwide; trade froze; major banks in the United States, Britain, and Europe required emergency government rescues to remain solvent. The crisis triggered the deepest global recession since the 1930s. Governments responded with massive fiscal stimulus, banking bailouts, and

aggressive monetary easing by central banks. The crisis revealed how deeply integrated — and how vulnerable — the global financial system had become.

— Adapted from a historical account of the 2008 financial crisis

23. The 2008 financial crisis demonstrated

- A. the deep global integration and interdependence of national economies
- B. the independence of national economies from international financial markets
- C. the success of unregulated banking practices in preventing financial crises
- D. the absence of any need for international economic cooperation

24. The international response to the 2008 crisis included

- A. coordination of policy through the G20 international forum
- B. dissolution of international institutions like the IMF
- C. return to gold-standard currencies in major economies
- D. expansion of European empires in financial regulation

25. A long-term political consequence of the 2008 crisis was

- A. the unanimous public confidence in free-market economic policies
- B. the peaceful resolution of all global economic inequalities
- C. the rise of populist political movements challenging globalization
- D. the end of central banking in the United States and Europe

**Base your answers to questions 26, 27, and 28 on the document below.**

In July 1995, during the Bosnian War, units of the Army of Republika Srpska under General Ratko Mladić captured the town of Srebrenica, which had been designated a UN "safe area" under the protection of Dutch peacekeepers. In the following days, Bosnian Serb forces systematically murdered approximately 8,000 Bosniak men and boys, in what is now recognized as the worst atrocity in Europe since World War II. The peacekeepers, lightly armed and without orders to use force, were unable to prevent the killings. International tribunals later convicted Mladić and Bosnian Serb political leader Radovan Karadžić of genocide.

— Adapted from a historical account of the Srebrenica massacre

26. The Srebrenica massacre is now legally classified as

A. a series of isolated war crimes outside any organized policy

B. a genocide under the 1948 UN Genocide Convention

C. a legitimate military operation under international law

D. a natural consequence of the breakup of Yugoslavia

27. The Srebrenica massacre demonstrated

A. the complete success of UN peacekeeping in the 1990s

B. the willingness of all parties to honor the protected status of safe areas

C. the peaceful resolution of ethnic tensions in former Yugoslavia

D. the limitations of UN peacekeeping when peacekeepers lack force authorization

28. The Bosnian War and the Srebrenica massacre contributed to

A. strengthening of Yugoslav unity under federal leadership

B. the International Criminal Tribunal for the former Yugoslavia

C. expansion of the UN Security Council to include Bosnia

D. voluntary disarmament of all Balkan paramilitary forces

## **PART 2 — Short-Answer Constructed-Response Questions (6 questions)**

*Analyze the documents and answer the questions that follow each set. Use complete sentences and refer specifically to the documents and your knowledge of social studies.*

### CRQ Set 1

#### Document 1

The Industrial Revolution produced unprecedented economic growth, but also unprecedented social misery. In the textile cities of northern England — Manchester, Leeds, Bradford, Sheffield — workers labored twelve to fourteen hours a day in factories, including children as young as six. Wages were low, accidents frequent, and housing was crowded and disease-ridden. By the 1830s, the Manchester death rate was nearly double the rural average. Cholera epidemics swept periodically through the industrial slums.

— Adapted from a historical account of British industrial conditions

#### Document 2

The squalor and brutality of industrial conditions produced sustained political pressure for reform. The Factory Act of 1833 prohibited the employment of children under nine in textile mills and limited hours for older children. The Mines Act of 1842 banned women and children under ten from underground work. The Public Health Act of 1848 began the systematic construction of urban sewers and water supplies. The Ten Hours Act of 1847 limited the working day for women and children in textile factories. Trade unions, once illegal, were legalized in 1871. The franchise, restricted to a small minority in 1800, was gradually extended through the Reform Acts of 1832, 1867, and 1884.

— Adapted from a historical account of nineteenth-century British reform

1a. According to Document 1, identify ONE specific condition produced by the Industrial Revolution in British cities. [1]

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1b. According to Document 2, identify ONE specific piece of British reform legislation and what it accomplished. [1]

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2a. Based on these documents and your knowledge of social studies, explain ONE cause-and-effect relationship between industrial conditions and the political and social reforms of nineteenth-century Britain. [1]

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CRQ Set 2

Document 3

India became independent from Britain on August 15, 1947, after nearly two centuries of British colonial rule. The independence was the product of a long political struggle led by the Indian National Congress under figures including Mohandas Gandhi and Jawaharlal Nehru. Independence was accompanied by the partition of British India into two states — Hindu-majority India and Muslim-majority Pakistan — which triggered the largest mass migration in human history and intercommunal violence that killed between one and two million people. India became the world's largest democracy; Pakistan became the world's first major Islamic republic.

— Adapted from a historical account of Indian independence

#### Document 4

Indian independence in 1947 was followed by the broader collapse of European colonial empires across Asia and Africa. Ceylon (Sri Lanka) and Burma followed in 1948; Indonesia in 1949; Ghana in 1957; the "Year of Africa" in 1960 produced seventeen new African nations; Kenya in 1963; the Portuguese empire collapsed in 1974–75. By 1980, the European colonial system that had governed most of the non-Western world for the previous century had largely ended. Dozens of new independent nations had taken seats at the United Nations, shifting the global political and economic order.

— Adapted from a historical account of post-1945 decolonization

3a. Based on Documents 3 and 4, identify ONE turning point associated with the historical developments discussed. [1]

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3b. Based on Documents 3 and 4, explain why the historical developments discussed are considered a turning point. [1]

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4a. Based on these documents and your knowledge of social studies, explain how Indian independence in 1947 influenced the broader post-1945 process of decolonization across Asia and Africa. [1]

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**PART 3 — Enduring Issues Essay**

Directions: Read and analyze the five documents that follow. Use the documents and your knowledge of social studies to write a well-organized essay in which you:

Identify and define an enduring issue raised by the documents

Argue why the issue you selected is significant and how it has endured across time

Use evidence from at least three documents to support your argument

Include relevant outside information from your knowledge of social studies

Theme: The Power of Ideas to Shape Political and Social Change Across Time

Document 1

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, that whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it.

— Declaration of Independence, United States (1776)

#### Document 2

The idea of nationality is the most powerful force in modern Europe. It demands that the peoples who share a common language, culture, and historical memory should govern themselves as a unified nation, and that no nation should rule over another. From Greece to Italy, from Germany to Poland, from Hungary to Serbia, the question of the nineteenth century is not whether the old multinational empires can survive, but how soon and through what struggles each national people will achieve its rightful state.

— Adapted from a nineteenth-century nationalist argument

#### Document 3

The history of all hitherto existing society is the history of class struggles... The Communists disdain to conceal their views and aims. They openly declare that their ends can be attained only by the forcible overthrow of all existing social conditions. Let the ruling classes tremble at a Communistic revolution. The proletarians have nothing to lose but their chains. They have a world to win. Workers of the world, unite!

— Karl Marx and Friedrich Engels, *The Communist Manifesto* (1848)

#### Document 4

We the Peoples of the United Nations, determined to save succeeding generations from the scourge of war, which twice in our lifetime has brought untold sorrow to mankind, and to reaffirm faith in fundamental human rights, in the dignity and worth of the human person, in the equal rights of men and women and of nations large and small... to develop friendly relations among nations based on respect for the principle of equal rights and self-determination of peoples.

— Preamble and Article 1, United Nations Charter (1945)

#### Document 5

Article 1: All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 18: Everyone has the right to freedom of thought, conscience and religion.

Article 19: Everyone has the right to freedom of opinion and expression.

Article 21: The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections.

— Universal Declaration of Human Rights, United Nations (1948)

Write your essay below. Your essay should include an introduction defining the enduring issue, three body paragraphs each developing a specific era or example with both document evidence and outside historical knowledge, and a conclusion that reinforces your argument.

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**4. C. The Jean Calas case** — Voltaire's *Treatise on Tolerance* was prompted by the 1762 judicial torture and execution of Jean Calas, a Toulouse Protestant falsely accused of murdering his son to prevent his conversion to Catholicism. Voltaire's campaign successfully posthumously cleared Calas and made the case a landmark of Enlightenment criticism of religious intolerance.

**5. B. Equality through education and rights** — Wollstonecraft's central argument is that women's apparent inferiority is the product of inadequate education and political exclusion, not of nature. Given equal education and equal rights, women would demonstrate equal capacities — a foundational claim of modern feminism.

**6. B. French Revolution's exclusion of women** — Wollstonecraft wrote her *Vindication* in 1792 in direct response to the French Revolution's Declaration of the Rights of Man, which declared rights universal but excluded women in practice. Wollstonecraft and Olympe de Gouges (in her *Declaration of the Rights of Woman* of 1791) argued that the universal rights claimed in 1789 should extend to women as well.

**7. D. Early founder of women's rights** — Wollstonecraft is now recognized as a foundational figure in the modern movement for women's rights. *A Vindication of the Rights of Woman* (1792) is the first major book-length philosophical argument for women's equality in the English language and remains a foundational text of feminist thought.

**8. A. British Factory Acts** — The Sadler Committee's 1832 testimony documenting child labor conditions led directly to the Factory Act of 1833, which prohibited children under nine from working in textile mills, limited the hours of older children, and established the first government factory inspectors. Subsequent Acts (1842, 1844, 1847, 1850) further restricted child labor and working conditions.

**9. C. Mechanized factory production seeking cheap labor** — The horrific conditions described — long hours, dangerous machinery, child workers, polluted air — were the direct product of the factory system. Factory owners sought the cheapest possible labor to maximize profits, and children were paid less than adults, leading to widespread employment of very young workers.

**10. B. Protective labor legislation** — Documentation of industrial abuses — by the Sadler Committee, Engels's *Condition of the Working Class*, Marx's *Das Kapital*, Charles Dickens's novels, and other sources — produced sustained political pressure that resulted in the Factory Acts, Mines Acts, Public Health Acts, and other protective legislation that shaped the modern regulatory state.

**11. D. Greased cartridges violating taboos** — The immediate trigger of the 1857 rebellion was the introduction of the Enfield rifle, whose cartridges were rumored to be greased with cow fat (offensive to Hindus, who consider cows sacred) and pig fat (offensive to Muslims, for whom pork is forbidden). Sepoys had to bite the cartridges open, making the religious offense intimate and direct.

**12. A. Transfer from EIC to British Crown** — The 1858 Government of India Act abolished the British East India Company and transferred direct governance of India to the British Crown. Queen Victoria assumed the title "Empress of India" in 1876, and the era of the "British Raj" continued until Indian independence in 1947.

**13. C. State above individual, rejecting majority rule** — Mussolini's central fascist claim is that the state has absolute priority over individuals and that majority democratic rule is itself illegitimate. This rejection of both liberal democracy and individual rights is what distinguishes fascism from other political ideologies of the right.

**14. B. Post-WWI Italian crisis** — Italian fascism rose between 1919 and 1922 in the context of severe economic crisis, mass strikes, fears of communist revolution, and frustration with the postwar settlement (Italy felt cheated of promised territory by the Treaty of Versailles). Mussolini's "March on Rome" in October 1922 brought him to power.

**15. D. Alliance with Nazi Germany and WWII** — Mussolini's fascist Italy formed the Rome-Berlin Axis with Hitler's Germany in 1936, signed the Pact of Steel in 1939, and entered World War II on the German side in June 1940. The Italian fascist regime collapsed in 1943 after a series of military disasters, and Mussolini was executed by Italian partisans in 1945.

**16. D. Cold War nuclear catastrophe** — The Cuban Missile Crisis is now widely understood as the closest the Cold War came to producing a nuclear war. The thirteen-day standoff between Kennedy and Khrushchev brought American forces to DEFCON 2 alert and demonstrated how a single miscalculation could trigger civilization-ending consequences.

**17. A. Washington-Moscow hotline** — A direct telephone hotline between the American White House and the Soviet Kremlin was established in August 1963, less than a year after the crisis. The hotline was designed to ensure that future superpower crises could be resolved through direct leader-to-leader communication rather than through slower diplomatic channels.

**18. C. Era of European Middle East domination ended** — The Suez Crisis demonstrated that Britain and France could no longer act independently of the United States in regions of vital strategic importance. The crisis is widely considered the symbolic end of European great-power status — the moment when both nations recognized they had become second-tier powers.

**19. B. Decolonization and sovereignty** — The Suez Crisis was an early dramatic example of a former colonial power (Egypt) successfully asserting national sovereignty against a coalition of former imperial powers. It paralleled and reinforced the broader pattern of decolonization that produced dozens of new independent nations across Asia and Africa.

**20. D. US and USSR as new superpowers** — The Suez Crisis revealed that real global power in the postwar era rested with the United States and the Soviet Union, not with the traditional European great powers. American economic pressure on the British pound — combined with Soviet threats — forced the British and French to abandon the invasion within days.

**21. A. Ideology overriding reality** — The Great Leap Forward is now recognized as one of the worst catastrophes of the twentieth century, caused by Mao's insistence on revolutionary purity and rapid transformation over scientific evidence and practical economic reality. Cadres falsified production reports to please leaders, and early warning signs of famine were ignored or suppressed.

**22. C. Temporary weakening of Mao's authority** — The famine and economic disaster of the Great Leap Forward forced Mao to retreat from day-to-day leadership for several years. Liu Shaoqi and Deng Xiaoping took on greater roles in stabilizing the economy. Mao's resentment of this loss of authority contributed directly to his launching the Cultural Revolution in 1966 to reassert his control.

**23. A. Global integration and interdependence** — The 2008 crisis began with American mortgage securities but produced a global financial collapse because financial institutions worldwide held interconnected assets and liabilities. Banks in Britain, Germany, Iceland, and elsewhere held billions in failed American securities — demonstrating that globalization had connected even seemingly unrelated economies.

**24. A. G20 coordination** — The 2008 crisis elevated the G20 (Group of Twenty major economies, including emerging markets like China, India, and Brazil) above the older G7 as the primary forum for international economic coordination. The G20 summits in Washington (November 2008) and London (April 2009) coordinated stimulus packages and banking reforms.

**25. C. Populist political movements** — The aftermath of the 2008 crisis produced widespread dissatisfaction with established political and economic elites, contributing to the rise of populist political movements across Western democracies — from the Tea Party and Occupy Wall Street in the United States to Brexit, the Five Star Movement in Italy, and the National Rally in France.

**26. B. Genocide under the 1948 Convention** — The International Criminal Tribunal for the former Yugoslavia (ICTY) and the International Court of Justice both formally ruled that the Srebrenica massacre constituted genocide as defined in the 1948 Genocide Convention. It is the only event in Europe formally recognized as genocide since the Holocaust.

**27. D. UN peacekeeping limitations** — The Dutch peacekeepers at Srebrenica were UN troops operating under restrictive rules of engagement: they were lightly armed, lacked authorization to use force except in direct self-defense, and were given no air support when Bosnian Serb forces overran the safe area. The massacre exposed the gap between UN safe-area declarations and the willingness to enforce them.

**28. B. ICTY** — The International Criminal Tribunal for the former Yugoslavia (ICTY) was established by the UN Security Council in 1993 to prosecute war crimes from the Bosnian, Croatian, and Kosovo conflicts. It indicted 161 people and convicted figures including Ratko Mladić and Radovan Karadžić for the Srebrenica genocide.

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## **PART 2 — CONSTRUCTED-RESPONSE MODEL ANSWERS**

### **CRQ Set 1 — Industrial Conditions and Nineteenth-Century Reform**

#### **1a. Specific condition from Document 1 (1 point):**

One specific condition produced by the Industrial Revolution in British cities was a death rate roughly double that of rural areas. According to Document 1, Manchester's death rate was nearly double the rural

average by the 1830s, largely because of crowded slum housing, polluted water, and recurrent cholera epidemics that swept through industrial neighborhoods.

**1b. Reform legislation from Document 2 (1 point):**

One specific piece of British reform legislation was the Factory Act of 1833, which prohibited the employment of children under nine in textile mills and limited the working hours of older children. The Act also established the first government factory inspectors to enforce its provisions.

**2a. Cause-and-effect relationship (1 point):**

The conditions of industrial Britain caused the political and social reforms of the nineteenth century by creating a public health crisis and sustained labor pressure that made reform politically necessary. The shocking conditions documented by parliamentary committees, journalists, novelists like Charles Dickens, and political activists produced sustained pressure for legislative action. The Factory Acts of 1833 and 1847, the Mines Act of 1842, the Public Health Act of 1848, and the Ten Hours Act came in direct response to documented industrial abuses. The gradual extension of the franchise through the Reform Acts of 1832, 1867, and 1884 further empowered working-class voters to demand more reform, creating a cumulative cycle of conditions producing legislation and legislation producing further political mobilization.

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**CRQ Set 2 — Indian Independence as Turning Point**

**3a. Identify the turning point (1 point):**

Indian independence on August 15, 1947 is a turning point in modern history. It marked the end of British rule over the world's most populous colonial possession and the formal beginning of the post-1945 wave of decolonization that would transform the global political order over the following four decades.

**3b. Why it is a turning point (1 point):**

Indian independence is considered a turning point because the global political order before and after differed in fundamental ways. Document 4 emphasizes that Indian independence was followed by a cascade of decolonization across Asia and Africa: Ceylon, Burma, and Indonesia followed within two years; Ghana in 1957 inaugurated African decolonization; the "Year of Africa" in 1960 produced seventeen new African nations; the Portuguese empire ended in 1974–75. The European colonial system that had governed most of the non-Western world was dismantled within three decades, replaced by dozens of new independent nations that took seats at the United Nations and reshaped international politics.

**4a. Influence on broader decolonization (1 point):**

Indian independence in 1947 influenced the broader process of decolonization in several ways. It demonstrated that even the largest and most strategically important colonies could become independent

through sustained political pressure, undermining the assumption that European empires were permanent. Gandhi's tactics of non-violent civil disobedience inspired anti-colonial movements across Africa and Asia, including Kwame Nkrumah's Ghanaian movement and Martin Luther King Jr.'s American civil rights movement. Britain's decision to grant independence (rather than fight a colonial war as France would in Algeria and Indochina) set a precedent that other British colonies could invoke. And Nehru's leadership in the Non-Aligned Movement and the 1955 Bandung Conference helped organize newly independent nations into a political bloc that pressured remaining colonial powers to relinquish their holdings.

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## PART 3 — ENDURING ISSUES ESSAY

### Scoring Rubric (0–5 Point Scale)

Score	Criteria
5 — <b>Excellent</b>	Defines a clear, defensible enduring issue. Argues persuasively that the issue is genuinely enduring across time. Uses 4–5 documents substantively. Incorporates substantial relevant outside evidence (four or more specific facts, dates, or events). Demonstrates synthesis across multiple distinct eras. Well-organized and clearly written.
4 — <b>Good</b>	Defines an enduring issue clearly. Argues for its endurance with adequate support. Uses 3–4 documents substantively. Includes 2–3 pieces of outside evidence. Reasonably well-organized.
3 — <b>Satisfactory (Passing)</b>	Identifies an enduring issue. Provides some argument for its endurance. Uses at least 3 documents. Includes at least 1 piece of outside evidence. Generally organized but may have weaknesses.
2 — <b>Limited</b>	Identifies an issue but defines it weakly. Limited argument for endurance. Uses fewer than 3 documents substantively, OR over-relies on documents without outside evidence. Significant organizational problems.
1 — <b>Minimal</b>	Identifies an issue but provides little argument or supporting evidence. Minimal document engagement. Disorganized.
0 — <b>No credit</b>	Fails to address the prompt. Off-topic.

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### Sample High-Scoring Response (Score: 5)

#### Introduction

An enduring issue in world history is the power of ideas to drive political and social transformation. Across centuries, ideas about natural rights, national identity, class struggle, self-determination, and human rights have moved beyond philosophical discussion to inspire revolutions, topple empires, build new states, and reshape relationships between governments and the governed. The documents in this packet trace this pattern from the Enlightenment-inspired American Declaration of Independence, through nineteenth-

century nationalism and Marxist class analysis, to the post-1945 ideas of self-determination and universal human rights that continue to shape international politics today.

### **Body Paragraph 1 — Enlightenment Ideas and the Age of Revolution**

The most consequential intellectual movement of the eighteenth century was the Enlightenment, which produced ideas that directly inspired the political revolutions that ended the age of monarchical absolutism. Document 1, the American Declaration of Independence of 1776, asserts that "all men are created equal" with "unalienable Rights" including "Life, Liberty and the pursuit of Happiness," that governments derive their just powers "from the consent of the governed," and that when governments destroy these rights "it is the Right of the People to alter or to abolish" them. These were not original to Jefferson; they came directly from John Locke's *Second Treatise of Government* (1689), which had articulated the theory of natural rights, the social contract, and the right of revolution against tyrants. Other Enlightenment thinkers contributed parallel ideas: Montesquieu on the separation of powers, Rousseau on the general will, Voltaire on religious tolerance, and Mary Wollstonecraft on women's equality. These ideas migrated quickly across the Atlantic world. The French Revolution's Declaration of the Rights of Man and Citizen in 1789 drew explicitly on the same Lockean foundation, declaring that "men are born and remain free and equal in rights." The Haitian Revolution under Toussaint Louverture, ending in 1804 with the first Black-led republic in history, demonstrated that Enlightenment ideas of universal rights had radical implications when extended to colonized and enslaved populations. The Latin American revolutions of 1810–1825 led by Simón Bolívar and José de San Martín drew on the same intellectual sources. By the early nineteenth century, the ideas of the Enlightenment had become the framework within which modern political legitimacy was claimed across the Western world.

### **Body Paragraph 2 — Nationalism and the Nineteenth Century**

The most powerful new idea of the nineteenth century was nationalism — the principle that peoples sharing common language, culture, and historical memory should govern themselves as unified nations, and that no nation should rule over another. Document 2 articulates this nationalist argument and its political implications: that the multinational empires of the era — the Ottoman, Habsburg, and Russian — could not indefinitely survive against the pressure of national peoples demanding self-rule. Nationalism produced the unifications of Italy and Germany. In Italy, Giuseppe Mazzini's intellectual leadership combined with Count Camillo di Cavour's diplomacy and Giuseppe Garibaldi's Expedition of the Thousand of 1860 to produce Italian unification by 1870. In Germany, Otto von Bismarck used three carefully planned wars between 1864 and 1871 to bring the southern German states into the new German Empire proclaimed at Versailles in 1871. Nationalism also drove the disintegration of multinational empires: Greek independence from the Ottomans in 1832, Bulgarian independence after the Russo-Turkish War of 1877–78, and the breakup of the Austro-Hungarian Empire after World War I. Nationalism's most consequential — and destructive — twentieth-century forms emerged in the inter-war period: Italian fascism under Mussolini and German National Socialism under Hitler combined extreme nationalism with totalitarian aspirations, producing World War II and the Holocaust. Nationalism remained — and remains — an indispensable framework for understanding modern political identity, even as its extreme forms have produced catastrophic violence.

### **Body Paragraph 3 — Marxism, Self-Determination, and Human Rights**

The other transformative idea of the nineteenth and twentieth centuries was Marxism. Document 3 captures the central claims of *The Communist Manifesto* (1848): that history is a sequence of class struggles, that capitalist exploitation must end through revolutionary action, and that workers across borders share fundamental interests. Marx and Engels's analysis transformed political thought across the world. The Bolshevik Revolution of October 1917 brought Marxism-Leninism into government in Russia, producing the world's first communist state and the Soviet Union that would shape global politics for seventy years. Marxist ideas also informed the Chinese Communist Revolution of 1949 under Mao Zedong, the Cuban Revolution of 1959 under Fidel Castro, and post-colonial nationalist movements across the developing world, including Ho Chi Minh's Vietnamese movement and Kwame Nkrumah's Ghanaian government. Document 4, the United Nations Charter of 1945, codified a different but equally transformative idea — the principle of equal rights and self-determination of peoples — which provided legal and moral foundation for the post-1945 decolonization wave that produced dozens of new independent nations between 1945 and 1980. Document 5, the Universal Declaration of Human Rights of 1948, articulated yet another transformative framework — that all human beings possess fundamental rights regardless of nationality, gender, religion, or political status. These rights have continued to inspire political and social movements: the American civil rights movement led by Martin Luther King Jr., the anti-apartheid struggle led by Nelson Mandela, the dissident movements of Eastern Europe before 1989, and the contemporary women's rights and LGBTQ rights movements worldwide.

## Conclusion

The power of ideas to drive political and social transformation has been one of the most consequential patterns in modern world history. Enlightenment natural rights theories provided the framework for the American, French, Haitian, and Latin American revolutions. Nationalism unified Germany and Italy, dismantled multinational empires, and produced both the modern nation-state and the catastrophes of fascist totalitarianism. Marxism produced communist revolutions in Russia, China, and elsewhere that shaped twentieth-century politics. Post-1945 ideas of self-determination dismantled European colonial empires, and human rights ideas have driven movements for equality and justice from 1948 to the present. This is an enduring issue because political movements continue to require ideological frameworks: every successful political transformation begins as an idea whose time has come, and every period in modern history has been shaped by the contest of ideas over how human societies should be organized.

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## Why this essay scores at the mastery level:

- Defines the enduring issue clearly in the introduction with a defensible framing.
- Argues explicitly for endurance across multiple distinct eras (Enlightenment → nineteenth-century nationalism → Marxism → self-determination → human rights).
- Uses all five documents substantively, not merely mentioning them.
- Brings in extensive outside evidence: Locke's *Second Treatise* (1689), Montesquieu, Rousseau, Voltaire, Wollstonecraft, French Declaration of the Rights of Man (1789), Toussaint Louverture and Haitian independence (1804), Bolívar and San Martín, Mazzini, Cavour, Garibaldi, Bismarck and the unification of Germany, Greek independence (1832), Bolshevik Revolution (1917), Chinese Revolution (1949), Cuban Revolution (1959), Ho Chi Minh, Nkrumah, Martin Luther King Jr., Nelson Mandela, post-1989 movements.

- Synthesizes across at least four distinct eras in the body paragraphs.
- Concludes by connecting the issue to ongoing contemporary politics.