



SECTION 2

TEST I SAMPLE QUESTIONS

This section of the Georgia Assessments for the Certification of Educators® (GACE™) Preparation Guide provides sample selected-response questions with an annotated answer key for you to review as part of your preparation for the test. The sample selected-response questions are designed to illustrate the nature of the test questions. Work through the questions carefully before referring to the annotated answer key, which follows the sample selected-response questions. The answer key provides the correct response to each question, describes why each correct response is the best answer, and lists the objective within the test framework to which each question is linked.

QUESTIONS

1. Which of the following best identifies an important cause-and-effect relationship in nineteenth-century European history?
 - A. the Congress of Vienna (1815) and the rise of the Chartist movement in Great Britain
 - B. the Revolutions of 1848 and the Crimean War of the 1850s
 - C. the abolition of serfdom in Russia (1861) and the creation of revolutionary parties
 - D. the Franco-Prussian War of 1870 and the formation of a unified German state

Section 2: Test I Sample Questions

2. Which line on the table below best matches a print or archival source, the period in which it was created, and the way in which a historian could appropriately use the information likely to be found in such a source?

Line	Source	Period	Use for Information Contained in the Source
1	newspaper editorials	1830s	analyzing party ideology during the Jacksonian Era
2	personal diaries	1880s	analyzing changes in Gilded Age voting patterns
3	personal correspondence	1910s	evaluating the effects of Progressive reform legislation
4	public addresses	1930s	assessing the motives of New Deal political leaders

- A. Line 1
- B. Line 2
- C. Line 3
- D. Line 4

Section 2: Test I Sample Questions

3. Which of the following best describes a major development in China during the Zhou dynasty (1122–256 B.C.E.)?
 - A. The adoption of Legalist principles by Chinese rulers resulted in the destruction of aristocratic power.
 - B. Territorial expansion into Southeast Asia considerably enlarged China's land area.
 - C. The disorder caused by warfare among feudal lords prompted the rise of philosophical schools that made lasting contributions to Chinese social thought.
 - D. The growth of a merchant trading class expanded economic contacts with Europe and invigorated Chinese arts and culture.
4. Which of the following were major factors in the decline of the Sudanic kingdoms of Ghana, Mali, and Songhai?
 - A. internal rivalries and rebellions by subject states
 - B. natural disasters and the collapse of trade
 - C. overpopulation and declining agricultural output
 - D. religious dissension and ideological conflict
5. The formation of the Byzantine Empire resulted from which of the following?
 - A. prolonged civil disorder among disaffected segments of the Roman Empire
 - B. the disintegration of the Roman Empire in the face of military threats by Germanic tribes
 - C. severe economic dislocations in Western Europe brought on by inflation and increased taxes
 - D. the schism of the early Christian Church over doctrinal differences among Christian bishops

6. The seventeenth-century governments established by Tokugawa Ieyasu in Japan and Louis XIV in France were most similar in:
- A. the limitations they placed on aristocratic power.
 - B. their adoption of an isolationist approach to foreign affairs.
 - C. the massive sums they devoted to military spending.
 - D. their undermining of organized religion to bolster royal authority.
7. Which of the following questions prompted the greatest disagreement in the diplomatic negotiations among Allied nations that took place during World War II?
- A. Was it necessary for Allied forces to continue fighting until their enemies surrendered unconditionally?
 - B. Should the leaders of the Axis governments be tried as war criminals after the war?
 - C. How much control should a nation be allowed over areas conquered by its armies?
 - D. Should plans be made to establish an organization for postwar international cooperation?
8. As prime minister of Great Britain from 1979 to 1990, Margaret Thatcher became a leading figure in a broader international movement to promote:
- A. globalization and expand the political and economic power of the European Community.
 - B. private enterprise and reduce the role of government in economic affairs.
 - C. world peace and reduce Cold War tensions between the Soviet Union and the West.
 - D. women's rights and expand the role of women in business and government.

ANNOTATED ANSWER KEY

For question	The correct response is	Reason	Test Objective
1	D	Prussia's triumph in the Franco-Prussian War of 1870 not only removed French opposition to Prussian control of the South German states but also added the border provinces of Alsace and Lorraine to the German national domain. The victory was one of several major events that resulted in the formation of a unified German state.	0001
2	A	Jacksonian Era newspaper editorials, particularly those appearing in newspapers aligned with specific political parties, provide considerable information on a party's values, beliefs, and legislative objectives—the type of information that historians typically use to analyze party ideology.	0002
3	C	A major development of the later Zhou dynasty in China was the rise of Confucianism and Taoism. Both philosophical schools were a response to the disorder of the period. Confucianism, in particular, established guidelines for social relations and the conduct of government that would have a profound influence on Chinese historical development.	0003
4	A	The Sudanic kingdoms of Ghana, Mali, and Songhai all faced similar problems during their period of decline. In each case, factional conflict among ruling groups weakened the kingdom's ability to respond effectively to the growing rebelliousness of vassal states and the incursions of powerful regional competitors.	0004
5	B	As part of his effort to strengthen the Roman Empire during a period of disintegration when the imperial government was threatened by civil war and Germanic invasions, the Roman emperor Diocletian (285-305 C.E.) divided the Empire in two, moving the court to Asia Minor, where he formed what would become the Byzantine Empire.	0005
6	A	In their efforts to create powerful central governments, both Tokugawa Ieyasu and Louis XIV had to overcome opposition from nobles who resented any diminution of their traditional privileges and authority. In doing so, each found it necessary to place some limitations on aristocratic power.	0006
7	C	Questions concerning how much control the Soviet Union should have over Eastern European countries that had been conquered and occupied by the Soviet army were a persistent source of disagreement among Allied nations during World War II. Their failure to resolve these differences was a major cause of the Cold War.	0007

Section 2: Test I Sample Questions

For question	The correct response is	Reason	Test Objective
8	B	During the late twentieth century, numerous Western nations adopted policies designed to promote private enterprise by reducing government's role in economic affairs. As prime minister of Great Britain, Margaret Thatcher provided models for many of these initiatives through her privatization of state-owned enterprises and efforts to limit government responsibility in areas such as education, health care, and housing.	0008