

AP[®]

World History
Practice Exam and Notes

Effective Fall 2011



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The College Board strongly encourages educators to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, racial and socioeconomic groups that have been traditionally underserved. Schools should make every effort to ensure their AP classes reflect the diversity of their student population. The College Board also believes that all students should have access to academically challenging course work before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.

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Introduction

Beginning in May 2012, the AP World History Exam will assess student proficiency in six chronological periods viewed through the lens of related key concepts, course themes, and a set of historical thinking skills. The revised exam will remain consistent with the current exam in overall length and will continue to feature multiple-choice and free-response questions.

Part I of this publication is the Practice Exam. This will mirror the look and feel of an actual AP Exam, including instructions and sample questions. However, these exam items have never been administered in an operational exam, and, therefore, statistical analysis is not available. The purpose of this section is to provide educators with sample exam questions that accurately reflect the composition/design of the revised exam and to offer these questions in a way that gives teachers the opportunity to test their students in an exam situation that closely resembles the actual exam administration.

Part II includes Notes on the Practice Exam. This section provides references for each multiple-choice question to the components of the Curriculum Framework (key concepts, themes, historical thinking skills) thus providing a clear link between curriculum and assessment. It also explains why the correct answer is the correct answer and, when required, why the other answers are incorrect.

How AP Courses and Exams Are Developed

AP courses and exams are designed by committees of college faculty and expert AP teachers who ensure that each AP subject reflects and assesses college-level expectations. These committees define the scope and expectations of the course, articulating through a curriculum framework what students should know and be able to do upon completion of the AP course. Their work is informed by data collected from a range of colleges and universities to ensure that AP course work reflects current scholarship and advances in the discipline.

These committees are also responsible for drawing clear and well-articulated connections between the AP course and exam — work that includes designing and recommending content specifications for the exam and exam questions. The AP Exam development process is a multi-year endeavor; all AP Exams undergo extensive review, revision, piloting, and analysis to ensure that questions are high quality and fair and that there is an appropriate spread of difficulty across the questions.

Throughout AP course and exam development, the College Board gathers feedback from educators in both secondary schools and higher education institutions. This feedback is carefully considered to ensure that AP courses and exams provide students with a college-level learning experience and the opportunity to demonstrate their qualifications for college credit or advanced placement upon college entrance.

Course Development

Each committee first articulates its discipline's high-level goals before identifying the course's specific learning objectives. For the AP World History course, the committee describes learning objectives directly linked to the Key Concepts, Themes, and Historical Thinking Skills. For each AP subject, the end result is a rich and clearly documented set of learning objectives that are published as the curriculum framework.

Exam Development

Exam development begins with the committee making decisions about the overall nature of the exam. How long will it be? How many multiple-choice questions? How many free-response questions? How much time will be devoted to each section? How will the course content and skills be distributed across each section of the exam? Answers to these questions become part of the exam specifications.

With the exam specifications set, test developers design questions that conform to these specifications. The committee reviews every exam question for alignment with the curriculum framework, content accuracy, and a number of other criteria that ensure the integrity of the exam.

Exam questions are then piloted in AP classrooms to determine their statistical properties. Questions that have been approved by the committee and piloted successfully are included in an exam. When an exam is assembled, the committee conducts a final review of the exam to ensure overall conformity with the specifications.

How AP Exams Are Scored

The exam scoring process, like the course and exam development process, relies on the expertise of both AP teachers and college faculty. While multiple-choice questions are scored by machine, the free-response questions are scored by thousands of college faculty and expert AP teachers at the annual AP Reading. AP Exam Readers are thoroughly trained, and their work is monitored throughout the Reading for fairness and consistency. In each subject, a highly respected college faculty member fills the role of Chief Reader, who, with the help of AP Readers in leadership positions, maintains the accuracy of the scoring standards. Scores on the free-response questions are weighted and combined with the results of the computer-scored multiple-choice questions, and this raw score is summed to give a composite AP score of 5, 4, 3, 2 or 1.

The score-setting process is both precise and labor intensive, involving numerous psychometric analyses of the results of a specific AP Exam in a specific year and of the particular group of students who took that exam. Additionally, to ensure alignment with college-level standards, part of the score-setting process involves comparing the performance of AP students with the performance of students enrolled in comparable courses in colleges throughout the United States. In general, the AP composite score points are set so that the lowest raw score needed to earn an AP score of 5 is equivalent to the average score among college students earning grades of A in the college course. Similarly, AP Exam scores of 4 are equivalent to college grades of A-, B+ and B. AP Exam scores of 3 are equivalent to college grades of B-, C+ and C.

Using and Interpreting AP Scores

The extensive work done by college faculty and AP teachers in the development of the course and the exam and throughout the scoring process ensures that AP Exam scores accurately represent students' achievement in the equivalent college course. While colleges and universities are responsible for setting their own credit and placement policies, AP scores signify how qualified students are to receive college credit and placement:

AP Score	Qualification
5	Extremely well qualified
4	Well qualified
3	Qualified
2	Possibly qualified
1	No recommendation

Additional Resources

Visit apcentral.collegeboard.com for more information about the AP Program.



Practice Exam

Exam Content and Format

The 2012 AP World History Exam is approximately 3 hours and 5 minutes in length. There are two sections:

- A 55-minute multiple-choice section consisting of 70 questions accounting for 50 percent of the final score.
- A 130-minute free-response section consisting of 3 essay questions, accounting for 50 percent of the final score.

Question Type	Number of Questions	Timing
Multiple-choice	70 questions	55 minutes
Document-based question	1 question	50 minutes (includes a 10-minute reading period)
Continuity and change-over time essay	1 question	40 minutes
Comparative essay	1 question	40 minutes

Administering the Practice Exam

This section contains instructions for administering the AP World History Practice Exam. You may wish to use these instructions to create an exam situation that resembles an actual administration. If so, read the indented, boldface directions to the students; all other instructions are for administering the exam and need not be read aloud.

The AP World History Exam is 3 hours and 5 minutes in length and consists of a multiple-choice section and a free-response section.

- Section I (multiple-choice, 55-minutes) contains 70 questions and accounts for 50 percent of the final score.
- Section II (free-response, 130-minutes, including a mandatory 10-minute reading period for the document-based question) contains 3 questions and accounts for 50 percent of the final score.

The actual AP Exam is administered in one session. Students will have the most realistic experience if this practice exam is administered during a complete morning or afternoon. If a schedule does not permit one time period for the entire practice exam administration, it would be acceptable to administer Section I one day and Section II on a subsequent day.

If the entire exam is administered in one session, a 10-minute break should be provided after Section I is completed. Section II begins with the mandatory 10-minute reading period, provided primarily for the document-based question. During the reading period students may make notes on the exam itself but they should not be allowed to begin actually writing the essays until the reading period is over. Students may move from one essay to the next as they finish. Students should be given a 10-minute warning prior to the end of their allotted time for Section II.

These instructions are for administering the exam in the standard sequence. Keep in mind that during the regular exam administration, Section I (multiple-choice) is administered first, then Section II (free-response).

- The use of calculators, or any other electronic devices, is not permitted during the exam.
- It is suggested that the practice exam be completed using a pencil for Section I and a pen with black or dark blue ink for Section II to simulate an actual administration.
- The Practice Exam booklet provides 16 lined pages after Section II for the students to write their free-response answers. Teachers should provide directions to the students indicating how they wish the responses to be labeled so the teacher will be able to associate the student's response with the question the student intended to answer.
- Remember that students are not allowed to remove any materials, including scratch work, from the testing site.

SECTION I: Multiple-Choice Questions

When you are ready to begin Section I, say:

Section I is the multiple-choice portion of the exam. Mark all of your responses on your answer sheet, one response per question. Your score on the multiple-choice section will be based solely on the number of questions answered correctly.

Section I takes approximately 55 minutes. When you have completed Section I, you may check your answers, but you cannot move on to Section II until you are told to do so. Are there any questions? ...

Then say:

Now begin work on Section I. You have 55 minutes for this section.

Note Start Time for Section I here _____. Note Stop Time here _____.

After 55 minutes, say:

Stop work on Section I. Do not begin work on Section II until you are instructed to do so.

Collect materials from each student.

There is a 10-minute break between Sections I and II. When all Section I materials have been collected and you are ready for the break, say:

Now you have a 10 minute break. Testing will resume at _____.

SECTION II

When you are ready to begin Section II, say:

We are now ready to begin Section II.

Section II has three parts and begins with a 10-minute reading period. During the reading period, you will read and plan what you will write for Part A, Question 1, which is the document-based question. If you have time, you may also read the essay questions in Parts B and C. You can make notes on the questions, but you may not begin writing your responses yet.

Are there any questions? . . .

You may now open Section II and begin the 10-minute reading period. Do not start writing your responses on the lined pages.

After 10 minutes, say:

Stop. The reading period is over. You have 2 hours to complete Section II. The suggested writing time for Question 1 is 40 minutes. After 40 minutes, you will be advised to go on to Part B and then 40 minutes later to move on to Part C. You are responsible for pacing yourself, and may proceed freely from one part to the next. You may use the pages containing the questions for scratch work, but you must write your answers on the lined pages using a pen. Write the number of the question you are working on in the box at the top of each page.

Are there any questions? . . .

Note Start Time for Section II here_____. Note Stop Time here_____.

After 40 minutes, say:

You should now move on to Part B.

After 40 minutes, say:

You should begin working on Part C. You will need the remaining 40 minutes to complete your last essay.

After 30 minutes, say:

There are 10 minutes remaining.

After 10 minutes, say:

Stop working and close your exam booklet and question pages. Put your exam booklet on your desk, face up. Put question pages next to it. . . .

The exam is over. I will now collect your materials. . . .

Name: _____

AP® World History
Student Answer Sheet
for Multiple-Choice Section

No.	Answer
1	
2	
3	
4	
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No.	Answer
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No.	Answer
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66	
67	
68	
69	
70	

AP[®] World History Practice Exam

SECTION I: Multiple-Choice Questions

DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO.

At a Glance

Total Time

Approximately
55 minutes

Number of Questions

70

Percent of Total Score

50%

Writing Instrument

Pencil required

Instructions

Section I of this exam contains 70 multiple-choice questions.

Indicate all of your answers to the multiple-choice questions on the answer sheet. No credit will be given for anything written in this exam booklet, but you may use the booklet for notes or scratch work. After you have decided which of the suggested answers is best, mark your response on your answer sheet, one response per question. If you change an answer, be sure that the previous mark is erased completely. Here is a sample question and answer.

<u>Sample Question</u>	<u>Sample Answer</u>
------------------------	----------------------

Chicago is a	<u>No.</u> <u>Answer</u>
(A) State	1 B
(B) city	
(C) country	
(D) continent	

Use your time effectively, working as quickly as you can without losing accuracy. Do not spend too much time on any one question. Go on to other questions and come back to the ones you have not answered if you have time. It is not expected that everyone will know the answers to all of the multiple-choice questions.

Your total score on the multiple-choice section is based only on the number of questions answered correctly. Points are not deducted for incorrect answers or unanswered questions.

WORLD HISTORY

SECTION I

Time—55 minutes

70 Questions

Directions: Each of the questions or incomplete statements below is followed by four suggested answers or completions. Select the one that is best in each case and then fill in the corresponding oval on the answer sheet.

Note: This exam uses the chronological designations B.C.E. (before the common era) and C.E. (common era). These labels correspond to B.C. (before Christ) and A.D. (anno Domini), which are used in some world history textbooks.

1. From the founding of each religion, Christians and Muslims shared a belief in
- (A) the principle of separation of church and state
 - (B) the legal equality of men and women
 - (C) equality of opportunity
 - (D) a single omnipotent deity



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2. The sixth-century C.E. Buddhist statue complex shown above, found in China, is an example of
- (A) religious conflict
 - (B) reverence for ancestors
 - (C) the wealth and power of the emperor
 - (D) cross-cultural interaction

3. “If a [noble] man puts out the eye of another [noble] man, his eye shall be put out.

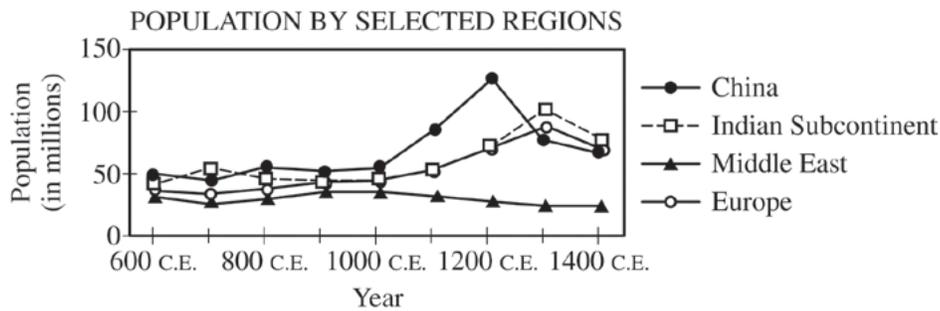
If he breaks another [noble] man’s bone, his bone shall be broken.

If he puts out the eye of a [commoner] or breaks the bone of a [commoner], he shall pay one [silver] mina.

If he puts out the eye of a man’s slave or breaks the bone of a man’s slave, he shall pay one-half of its value.”

The excerpt above from the Code of Hammurabi illustrates which of the following about Babylonian society?

- (A) It made provision for the economic well-being of all classes.
 - (B) It moved away from reliance on corporal punishment.
 - (C) It was marked by social inequalities.
 - (D) The king was regarded as blessed by divine forces.
4. Which of the following contributed significantly to the fall of both the western Roman and the Han empires?
- (A) The destruction of overland trade routes
 - (B) Irregularities in the flow of the silver trade
 - (C) New military technologies
 - (D) Invasions by borderland peoples



5. The graph above shows the effect of which of the following?
- (A) The fall of the Roman Empire on population growth
 - (B) The Agricultural Revolution on food supplies
 - (C) Plague on the populations of Asia and Europe
 - (D) The fall of the Byzantine Empire on population growth

6. Which of the following describes a major effect of the Bantu migrations?

- (A) The spread of Islam across sub-Saharan Africa
- (B) The diffusion of iron metallurgy in sub-Saharan Africa
- (C) The introduction of banana cultivation in East Africa
- (D) The success of hunter-foraging in sub-Saharan Africa

7. Inca and Aztec societies were similar in that both

- (A) developed from Maya civilization
- (B) acquired empires by means of military conquest
- (C) independently developed iron technology
- (D) depended entirely on oral record keeping

8. Which of the following changes best justifies the claim that the late 1400s mark the beginning of a new period in world history?

- (A) The rise of the Aztec and Inca empires
- (B) The economic recovery in Afro-Eurasia after the Black Death
- (C) The incorporation of the Americas into a broader global network of exchange
- (D) The emergence of new religious movements in various parts of the world

9. Which of the following was a major similarity among European colonial empires in the Americas in the period 1450–1750 ?

- (A) Widespread religious tolerance and diversity
- (B) Encouragement of the development of industrial manufacturing in their territories
- (C) Enslavement of African peoples and subjugation of Amerindians
- (D) Settlement of millions of Europeans in each of their colonial territories

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10. Which of the following European developments is most closely associated with the revolution in Haiti?
- (A) The Protestant Reformation
 - (B) The Russian Revolution
 - (C) The French Revolution
 - (D) The Industrial Revolution
11. “The yellow and white races which are to be found on the globe have been endowed by nature with intelligence and fighting capacity. They are fundamentally incapable of giving way to each other. Hence, glowering and poised for a fight, they have engaged in battle in the world of evolution, the great arena where strength and intelligence have clashed since earliest times, the great theater where for so long natural selection and progress have been played out.”
- The quotation above by an early-twentieth-century Chinese revolutionary illustrates the influence of
- (A) Social Darwinism
 - (B) communism
 - (C) National Socialism
 - (D) anarchism
12. “We shall not repeat the past. We shall eradicate it by restoring our rights in the Suez Canal. This money is ours. The canal is the property of Egypt.”
- The quotation above by Egyptian leader Gamal Abdel Nasser (in power 1952–1970) best expresses support for
- (A) communism
 - (B) liberalism
 - (C) nationalism
 - (D) imperialism
13. Most early civilizations before 600 B.C.E. shared which of the following characteristics?
- (A) Animal herds and portable houses
 - (B) Large standing armies and elected governments
 - (C) Urban centers, growing populations, and writing systems
 - (D) Caravan trade, underground cities, and large ships
14. Before 500 C.E. Judaism and Hinduism were similar in that both
- (A) had written scriptures and an ethical code to live by
 - (B) spread widely around the Mediterranean
 - (C) promoted teachings about reincarnation
 - (D) advocated a monastic life and a rejection of the world
15. Between 200 B.C.E. and 200 C.E., the Silk Roads facilitated commodity trade between which of the following pairs of empires?
- (A) The Roman and Incan
 - (B) The Han and Spanish
 - (C) The Roman and Han
 - (D) The Mali and Byzantine
16. The development and spread of Christianity and Buddhism before 600 C.E. had all of the following in common EXCEPT
- (A) both were outgrowths of other religions
 - (B) both were aided in their spread by existing trade networks
 - (C) the founders of both presented themselves as divine
 - (D) both developed monastic orders open to women

17. “The Crusader states were able to cling to survival only through frequent delivery of supplies and manpower from Europe. [They] were defended primarily by three semi-monastic military orders: the Templars, the Hospitallers, and the Teutonic Knights. Combining monasticism and militarism, these orders served to protect pilgrims and to wage perpetual war against the Muslims.”

Palmira Brummett, world historian, 2007

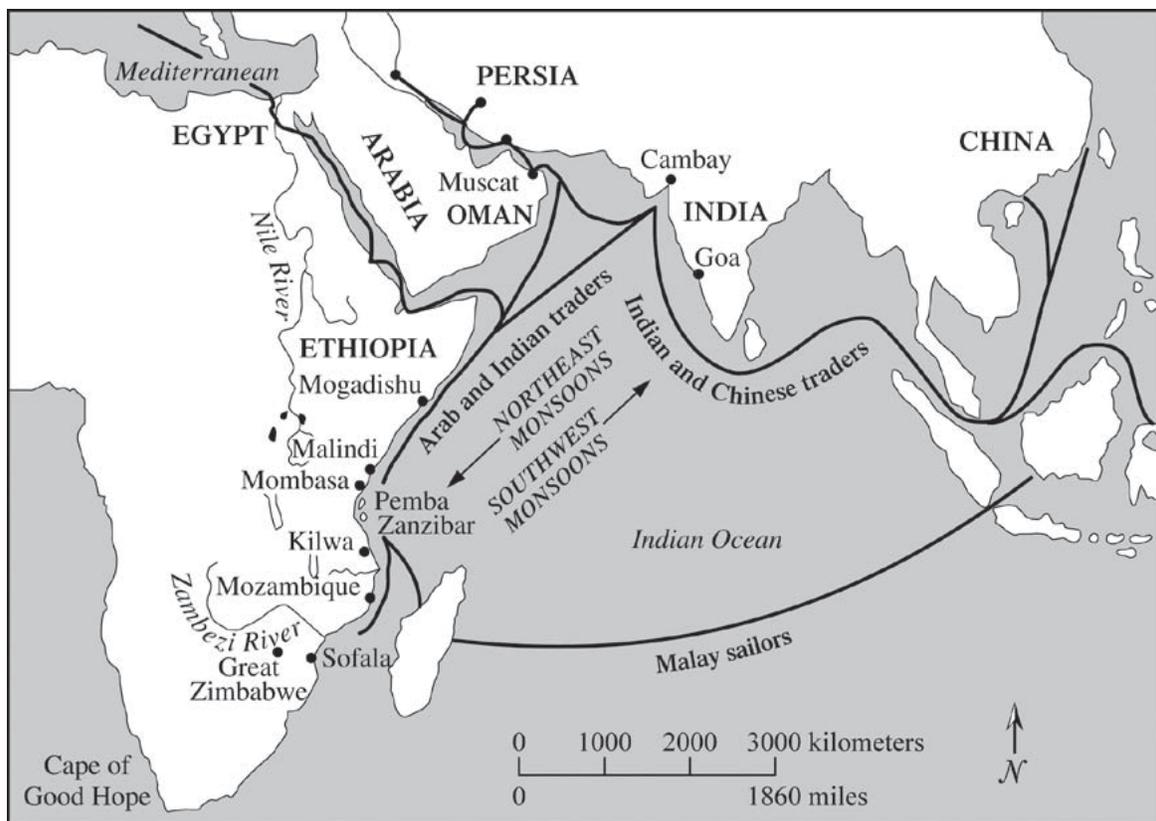
“Whenever I visited Jerusalem, I always entered the al-Aqsa Mosque, beside which stood a small mosque which the Franks had converted into a church ... [T]he Templars, ... who were my friends, would evacuate the little adjoining mosque so that I could pray in it.”

Usamah ibn Munqidh, Muslim historian,
Jerusalem, circa 1138

The second passage does not support the first passage because the second passage

- (A) shows that an influx of manpower from Europe was not critical for the survival of the Crusader states
- (B) shows that Muslims vastly outnumbered Europeans in the Crusader states
- (C) minimizes the importance of Hospitallers and Teutonic Knights in the administration of the Crusader states
- (D) presents an incident in which a military order supported a Muslim traveler

INDIAN OCEAN TRADING NETWORKS



18. The map above shows what significant economic developments?

- (A) Trade connections that linked the Hellenistic and Mauryan empires to African cities from 300 through 150 B.C.E.
- (B) Trading networks that promoted the growth of new cities from 600 C.E. through 1450 C.E.
- (C) Chinese dominance of Indian Ocean trading networks because of the voyages of Zheng He in the 1400s C.E.
- (D) Changes in Indian Ocean trading networks that resulted from technological innovations from 1450 C.E. through 1750 C.E.

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19. Before 1450 C.E. which of the following is true of sub-Saharan Africa's commercial economy?
- (A) Phoenician merchants controlled most of the long-distance trade of sub-Saharan Africa.
 - (B) The Mali–Great Zimbabwe trade route dominated the economy of sub-Saharan Africa.
 - (C) Sub-Saharan Africa exported gold to the Middle East and Europe.
 - (D) The Sahara Desert prevented sub-Saharan traders from participating in long-distance trade.
20. Which of the following consequences of the Columbian Exchange most affected Amerindians in the sixteenth century?
- (A) Diseases caused pandemics.
 - (B) Newly introduced crops replaced indigenous American crops.
 - (C) The influx of African slaves displaced Amerindians.
 - (D) European livestock disrupted Amerindian agriculture.
21. The Mughal Empire and the Ottoman Empire before 1700 C.E. shared which of the following characteristics?
- (A) Both empires were able to expand without meeting strong resistance.
 - (B) Both empires formally restricted foreign trade.
 - (C) Both empires were ruled by a single religious official.
 - (D) Both empires were religiously and culturally diverse.
22. In the period 1450–1750, which of the following, produced on large plantations by slave labor, were significant commodities in the growing world market?
- (A) Grains such as wheat and barley
 - (B) Tropical fruits such as bananas and oranges
 - (C) Animal products such as wool and beef
 - (D) Cash crops such as sugar and tobacco
23. “The Declaration of the French Revolution made in 1791 on the Rights of Man and the Citizen also states: ‘All men are born free and with equal rights, and must always remain free and have equal rights.’
- “Nevertheless for more than eighty years, the French imperialists, abusing the standard of Liberty, Equality and Fraternity, have violated our Fatherland and oppressed our fellow-citizens. They have acted contrary to the ideals of humanity and justice.”
- Declaration of Independence of the
Democratic Republic of Viet Nam, 1945
- The excerpt above was written in response to which of the following?
- (A) The use of Vietnamese laborers and soldiers by the French in the First World War
 - (B) The end of the struggle for Vietnamese independence known as the Indochina wars
 - (C) The failure of French colonizers to apply their ideals in Indochina
 - (D) The rapid conquest of French Indochina by the Japanese during the Second World War
24. An important reason for China's rapid population increase in the seventeenth and eighteenth centuries was
- (A) the introduction of new crops from the Americas
 - (B) the end of the bubonic plague in Asia
 - (C) the widespread adoption of the European three-field system
 - (D) unprecedented immigration from the Mughal and Ottoman empires
25. Which of the following was a widespread social consequence of industrialization in the 1800s?
- (A) A decline in the social status of women
 - (B) An increase in the power and prestige of the landowning aristocracy
 - (C) The general leveling of social hierarchies based on wealth
 - (D) The creation of a wage-earning working class concentrated in urban areas

26. Which of the following best describes how nineteenth-century European industrialization affected European women's lives?
- (A) By the end of the century, new social welfare legislation made it possible for most women to earn university degrees.
 - (B) Married women found it increasingly difficult to balance wage work and family responsibilities.
 - (C) By the end of the century, women gained the right to vote in most European countries.
 - (D) Women came to dominate the agricultural workforce as men moved to cities to take industrial jobs.
27. After the Second World War, countries around the world did which of the following to restore the global economy?
- (A) Created the European Union to coordinate European economic aid to former colonies.
 - (B) Developed a common economic aid package for African and Asian states.
 - (C) Established new financial institutions, such as the World Bank.
 - (D) Allowed the United Nations to take over failing national economies.
28. Nationalist leaders in Africa and Asia, such as Ho Chi Minh (1890–1969), Jomo Kenyatta (1894–1978), and Kwame Nkrumah (1909–1972), had which of the following in common?
- (A) Defense of capitalism
 - (B) Support for free-trade systems
 - (C) Rejection of violent revolution
 - (D) Opposition to colonial rule
29. Which of the following statements is true about the world at the end of the twentieth century?
- (A) The standard of living in the least economically developed countries of the world rapidly approached that of the most developed countries.
 - (B) The pace and intensity of international contacts accelerated as a result of transportation and communication breakthroughs.
 - (C) The world balance of power was reversed as the West no longer had a military advantage over non-Western countries.
 - (D) World religions were in decline as the spread of science and secularism intensified.
30. Which of the following best explains why myths are useful to historians?
- (A) Myths clarify how ancient technology worked.
 - (B) Myths analyze how great heroes created the first societies.
 - (C) Myths provide insights into the values and traditions of their societies.
 - (D) Myths give detailed plans showing how ancient leaders achieved power.
31. The development of Indian Ocean trade routes in the period 600 B.C.E. to 600 C.E. and the development of transatlantic trade routes in the period 1450 C.E. to 1600 C.E. were similar in that both depended on
- (A) the impetus of missionizing religions
 - (B) understanding of currents and wind patterns
 - (C) the political consolidation of newly conquered regions into empires
 - (D) innovations in ship design that originated in Europe

Questions 32-33 are based on the following passage.

World Economy Theory, 1500-1800

The world economic system that developed after 1500 featured unequal relationships between western Europe and dependent economies in other regions. Strong governments and large armies fed European dominance of world trade. Dependent economies used slave or serf labor to produce cheap foods and minerals for Europe, and they imported more expensive European items in turn. Dependent regions had weak governments, which made European conquest and slave systems possible.

32. Which of the following best supports the contentions of the world economic theory in the passage?
- (A) China was not massively affected by world patterns in the period.
 - (B) The rise of Protestantism and the Scientific Revolution transformed European cultures.
 - (C) Latin America exported sugar and silver and imported manufactured items.
 - (D) Britain had a relatively weak central government compared to France.
33. Which of the following statements would challenge the arguments made in the passage?
- (A) Strong governments in the slave-exporting regions of West Africa
 - (B) The role of Dutch trading companies in Southeast Asia
 - (C) The use of slaves and the plantation systems in the Americas
 - (D) European imports of sugar and tobacco



University of Michigan Museum of Art, Museum Purchase 1935.20,
Art © Estate of George Grosz/Licensed by VAGA, New York, NY.

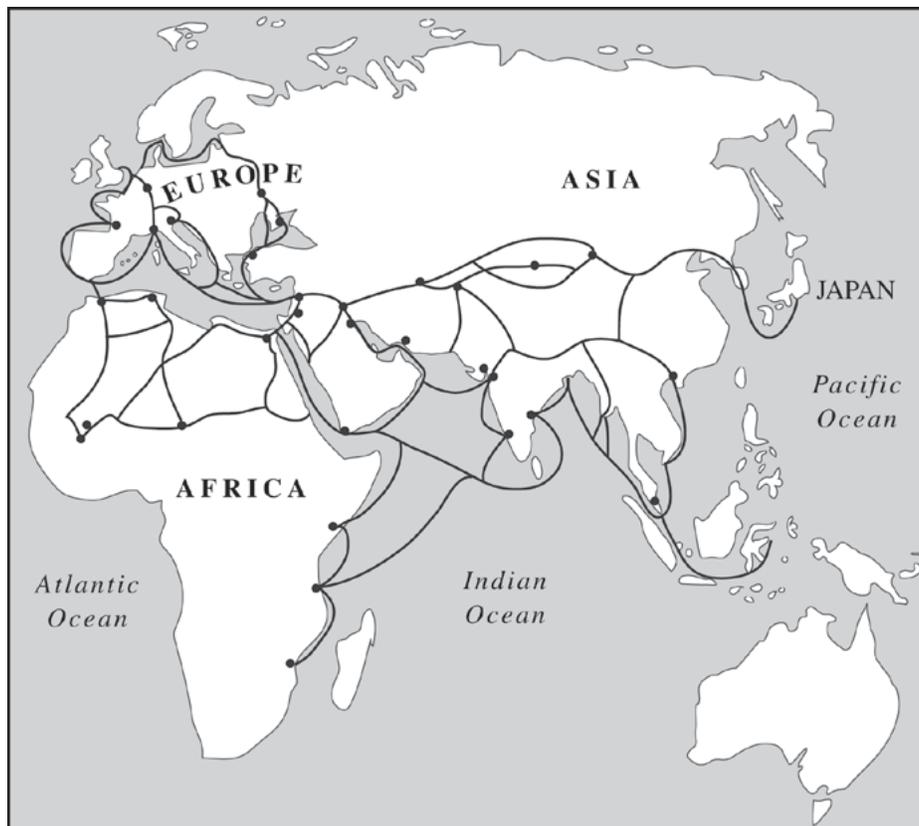
34. Which of the following best describes the 1936 lithograph (entitled *The Hero*) by German artist George Grosz?
- (A) A propaganda poster prepared by the Nazi Party
 - (B) A protest poster against the atrocities of the atomic bomb
 - (C) A representation of a Holocaust victim
 - (D) A post-First World War print expressing antiwar sentiment

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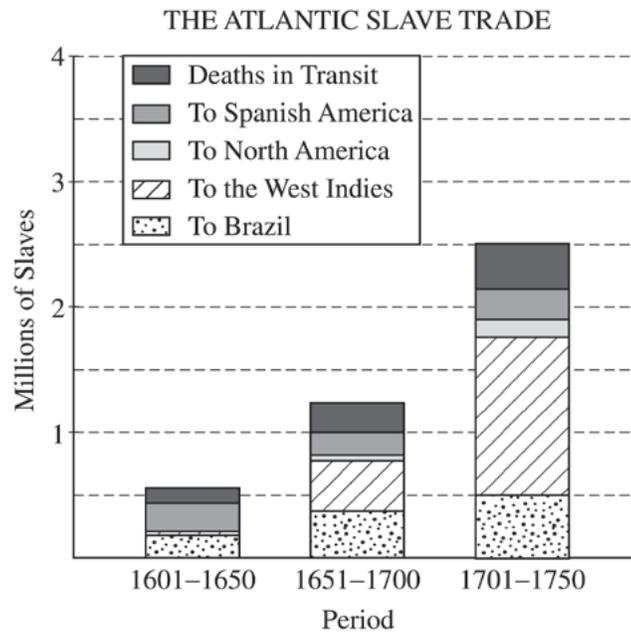
GO ON TO NEXT PAGE.

35. Before 600 C.E., large centralized empires, such as the Han, Persian, and Roman empires, extended their military power by
- (A) giving more political power to the common people in conquered territories, thus eliminating the need for large armies of occupation
 - (B) developing supply lines and building infrastructure, including defensive walls and roads
 - (C) creating open societies inclusive of different religious and cultural practices, thus decreasing the chance of revolts
 - (D) recruiting their armies entirely from inhabitants of their core territories and excluding members of newly conquered lands
36. Which of the following factors represents the most significant cause of the growth of cities in Afro-Eurasia in the period 1000–1450 ?
- (A) Climate change
 - (B) Increased interregional trade
 - (C) Decreased agricultural productivity
 - (D) Increased invasions
37. Which of the following would be the most useful source of evidence for research about the profits of Portuguese and British slave traders in the period 1600–1800 ?
- (A) Portuguese and British tax records
 - (B) Narratives of slaves transported to the Americas
 - (C) European slave traders' account books
 - (D) Journals of African slave traders
38. The North and South American independence movements of the late eighteenth and early nineteenth centuries shared which of the following?
- (A) Revolutionary demands based on Enlightenment political ideas
 - (B) Reliance on Christian teachings to define revolutionary demands
 - (C) Industrial economies that permitted both areas to break free of European control
 - (D) Political instability caused by constant warfare among the new states
39. The founding North Atlantic Treaty Organization (NATO) is best understood in the context of which of the following?
- (A) The Cold War
 - (B) The growth of a globalized economy
 - (C) The establishment of the Nonaligned Movement
 - (D) The post-Second World War population boom
40. Historians argue that the twentieth century marks a significant break in world history for all of the following reasons EXCEPT:
- (A) Petroleum use fundamentally changed the relationship of humans to the environment.
 - (B) The population of the world increased from 1.6 billion to 6.1 billion people.
 - (C) Communists established powerful new states in Russia and China.
 - (D) Low-wage laborers migrated from continent to continent.
41. Which of the following statements is true about both the Mughal and Ottoman empires in the sixteenth century?
- (A) In both empires the majority of the people were Muslims.
 - (B) Both empires had powerful navies that engaged European navies.
 - (C) Both empires expanded through the use of gunpowder weapons and extensive bureaucracies.
 - (D) Both empires gave little monetary support to artistic and cultural endeavors.

MAJOR AFRO-EURASIAN LONG-DISTANCE TRADE ROUTES
(circa 1500 C.E.)



42. Which of the following about Afro-Eurasian trade is supported by the map above?
- (A) The states of the Middle East did not participate in the Indian Ocean trading system.
 - (B) The Ottoman Empire was located at the intersections of major trading routes.
 - (C) The Delhi Sultanate relied primarily on sea routes to participate in the silk trade across Asia.
 - (D) The Islamic states of West Africa maintained close commercial ties with eastern Europe.
-
43. In contrast to initial industrialization, the second Industrial Revolution in the last half of the nineteenth century was particularly associated with the mass production of which of the following?
- (A) Textiles, iron, and coal
 - (B) Textiles, automobiles, and plastics
 - (C) Airplanes, ships, and radios
 - (D) Electricity, steel, and chemicals



44. The trend shown on the graph above is best explained by
- (A) increased production of cash crops like sugar
 - (B) growth of silver mining in New Spain
 - (C) industrialized textile mills' demand for raw cotton
 - (D) African slave-trading kingdoms' demand for European trade goods

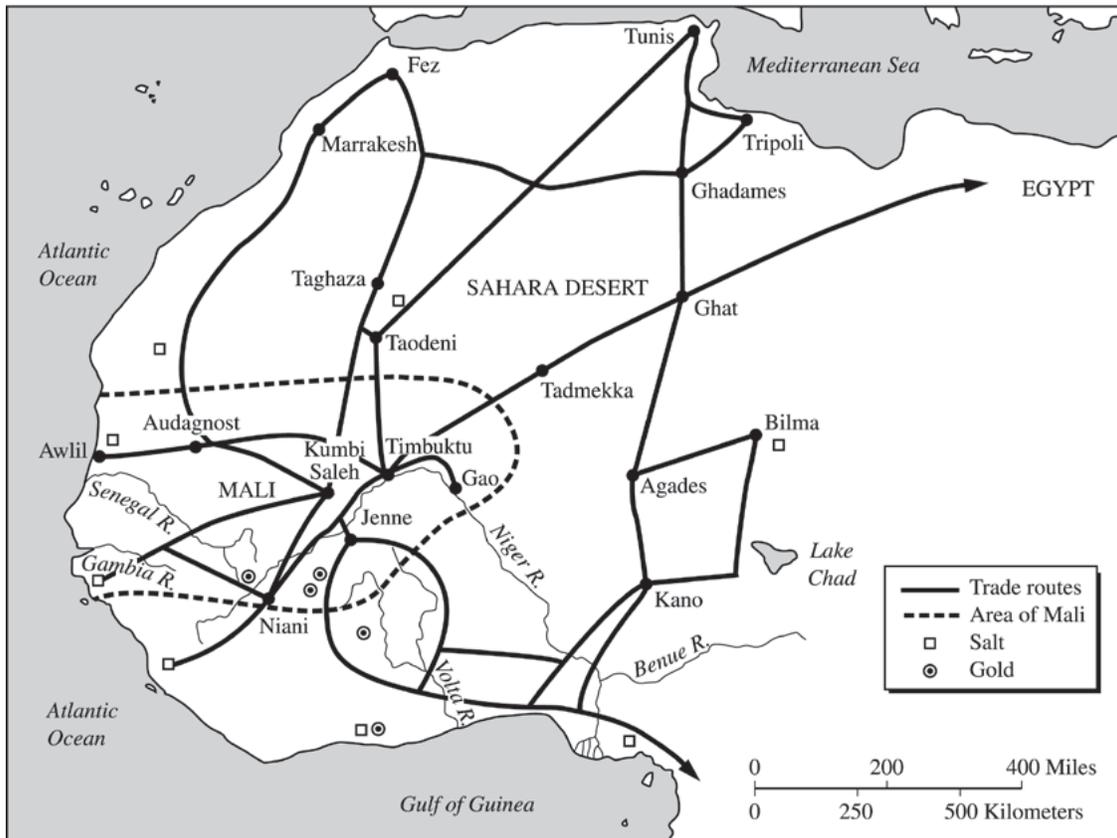
Questions 45-46 are based on the following passage.

“Americans . . . who live within the Spanish system occupy a position in society as mere consumers. Yet even this status is surrounded with galling restrictions, such as being forbidden to grow European crops, or to store products that are royal monopolies, or to establish factories of a type the Peninsula itself does not possess. To this, add the exclusive trading privileges, even in articles of prime necessity . . . in short, do you wish to know what our future held?—simply the cultivation of the fields of indigo, grain, coffee, sugarcane, cacao, and cotton; cattle raising on the broad plains; hunting wild game in the jungles; digging in the earth to mine its gold.”

Simón Bolívar, “Jamaica Letter,” 1815

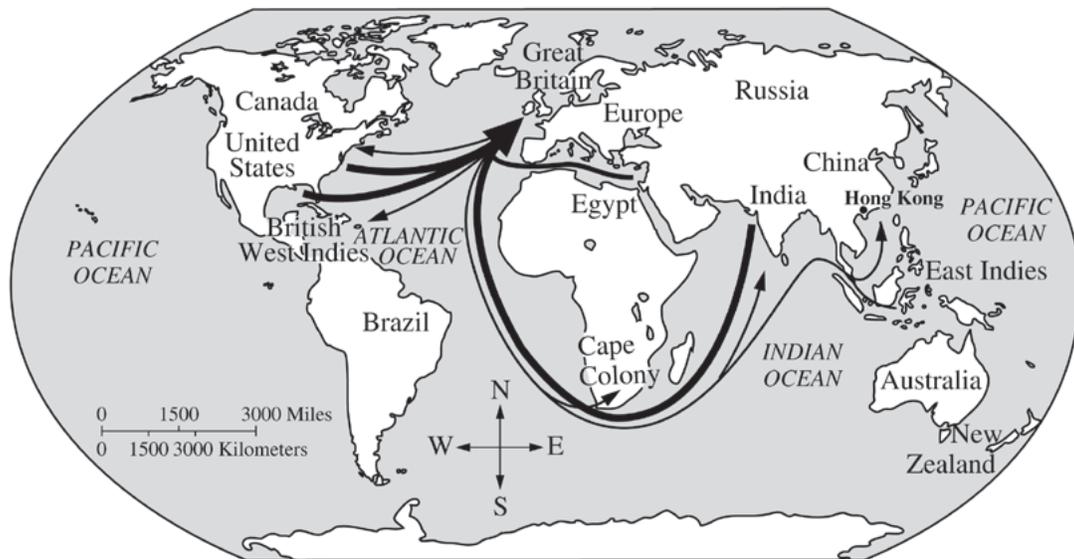
45. Which of the following groups was Bolívar most trying to influence with this letter?
- (A) Mulatto shopkeepers
 - (B) Plantation slaves
 - (C) Amerindian miners
 - (D) Creole elites
46. Bolívar was describing the effects of which of the following economic policies?
- (A) Feudalism
 - (B) Mercantilism
 - (C) Socialism
 - (D) Capitalism
-
47. The expansion of communication and trade networks in Afro-Eurasia from 600 C.E. to 1450 C.E. resulted in the spread of which of the following from South Asia?
- (A) Military weaponry, such as iron-tipped spears and chariots
 - (B) Technological and scientific concepts, such as the decimal and zero
 - (C) Irrigation technologies, such as ceramic pipes
 - (D) Textile manufacturing processes, such as the spinning jenny
48. Which of the following is a major difference between the social structures of China and India between 600 B.C.E. and 600 C.E.?
- (A) Confucianism emphasized spiritual advancement for people who faithfully performed their social duties.
 - (B) Merchants had the highest social status in India.
 - (C) Slaves did most of the agricultural work on large Indian estates.
 - (D) Confucian social hierarchy privileged government officials.
49. The African proverb, “Until the lions have their historians, tales of hunting will always glorify the hunter,” conveys which of the following?
- (A) Common people need to learn how to write so they can tell their story.
 - (B) Hunting is a sport that brings glory only to the hunter.
 - (C) The concept of history is much different in Africa than in Europe or the United States.
 - (D) History usually reflects the viewpoint of the victors.

FOURTEENTH-CENTURY NORTH AND WEST AFRICA

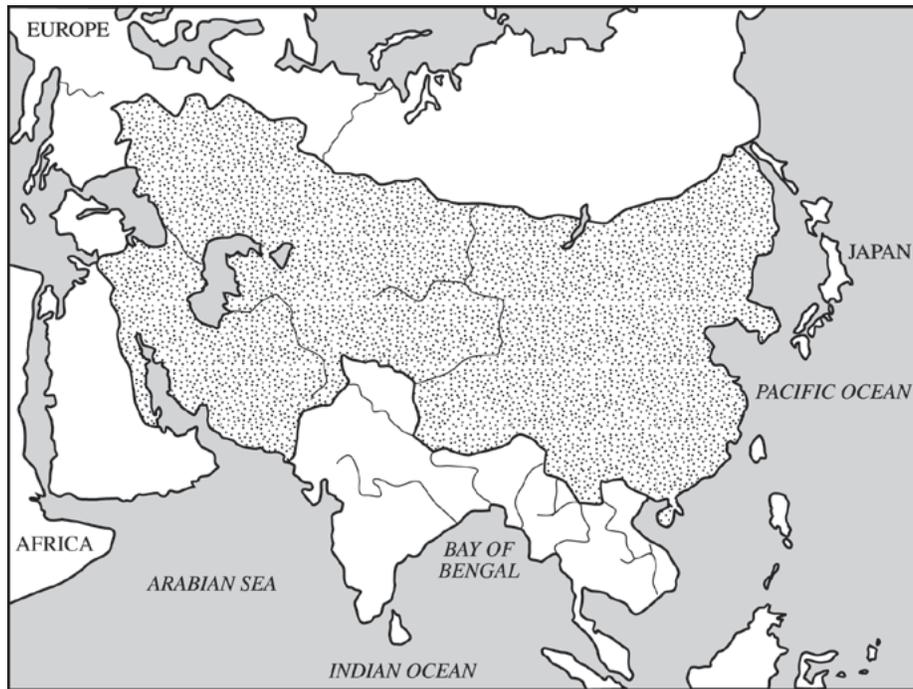


50. The map above indicates that

- (A) Mali was a major source and hub of the gold trade
- (B) Europeans had begun to make inroads in West Africa
- (C) Mali remained isolated from Europe and the Middle East
- (D) Atlantic ports were crucial for the transportation of salt and gold



51. The trade patterns shown on the map above depict
- (A) British imports of raw materials and exports of finished goods during the nineteenth century
 - (B) major slave trading routes in the nineteenth century
 - (C) British trade routes that developed as a result of the disruption caused by the First World War
 - (D) illicit drug routes that developed in the second half of the twentieth century
-
52. Most world historians would agree that the key to European predominance in the world economy during the nineteenth and early twentieth centuries was
- (A) the Industrial Revolution
 - (B) European medical technology
 - (C) Spanish control of New World silver
 - (D) the Enlightenment



53. The map above shows which of the following empires at its greatest extent?
- (A) The Mongol Empire
 - (B) The Russian Empire
 - (C) The Byzantine Empire
 - (D) The Ottoman Empire

54. “I am a griot ... we are vessels of speech; we are the repositories which harbor secrets many centuries old. Without us the names of kings would vanish into oblivion. We are the memory of mankind; by the spoken word we bring to life the deeds and exploits of kings for younger generations. ... I teach kings the history of their ancestors so that the lives of the ancients might serve them as an example, for the world is old, but the future springs from the past.”

An African griot (storyteller), circa 1950, introducing the oral epic of King Sundiata of Mali, composed circa 1400 C.E.

The introduction by the griot is intended to serve which of the following purposes?

- (A) To establish the griot’s authority by connecting him to the past
 - (B) To exalt the Malian kings above previous dynasties
 - (C) To highlight the griot’s unique abilities as compared to other griots
 - (D) To portray Mali as a progressive society that is improving on the past
55. In recent decades, many world historians have challenged the commonly held view that Europeans controlled the largest share of world trade in the seventeenth through the eighteenth centuries.

Which of the following evidence from the period would best support this historical reinterpretation?

- (A) Prices for Chinese goods were much higher in Europe than in China.
- (B) European trading companies often backed their long-distance trading ventures with the threat of military force.
- (C) Asian trading companies dominated trade in the Indian Ocean region.
- (D) European merchants transported only a fraction of the goods shipped globally.

56. The United States Declaration of Independence and the French Declaration of the Rights of Man and Citizen reflect a shared concern for

- (A) physical elimination of the ruling class
- (B) confiscation of church property
- (C) protection of private property
- (D) preservation of the monarchy

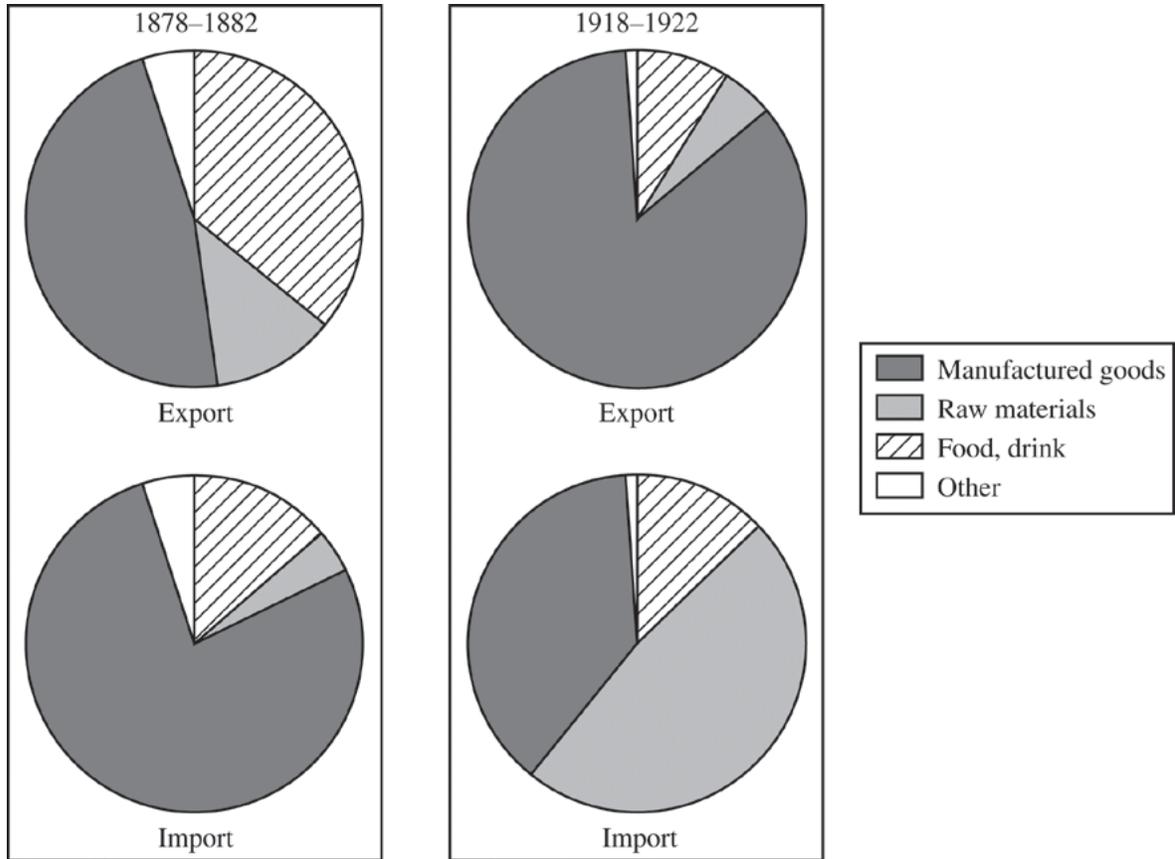
57. A historian researching the effects of Christian missionaries’ activities on local social structures in late-nineteenth-century Africa would probably find which of the following sources most useful?

- (A) African accounts of converting to Christianity
- (B) Fundraising speeches given in Europe by supporters of missionary efforts
- (C) Data on the number of missionaries going to Africa
- (D) Recruitment advertisements for missionaries in church newsletters in Europe

58. What was the leading cause of the unprecedented increase in global population in the twentieth century?

- (A) The end of international epidemics
- (B) Global warming and other types of climate change
- (C) The impact of medical innovations and public health measures
- (D) The reduction of world hunger

THE CHANGING PATTERN OF JAPANESE TRADE



59. Which of the following developments in the period 1878–1922 best explains the change in Japanese trade patterns shown in the graphs above?
- (A) Japanese manufacturing output decreased because Japanese leaders restricted commercial ties.
 - (B) Export of manufactured goods declined because United States tariffs on Japanese goods increased.
 - (C) Japanese manufacturing output rose as a consequence of industrialization.
 - (D) Japanese imports of raw materials increased as a consequence of extensive immigration to Japan.

60. “What is recorded in the Buddhist scriptures is analogous to the teachings contained in the scripture of Laozi [the founder of Daoism] in China, and it is actually believed that Laozi, after having gone to India, instructed the barbarians and became the Buddha.”

Yu Huan, Chinese historian,
circa 250 C.E.

In the fictionalized account of the origins of Buddhism outlined in the passage above, Yu Huan’s purpose was most likely to

- (A) make it easier for his Buddhist readers to convert to Daoism
 - (B) hint at the existence of an alternate set of Buddhist scriptures that were different from the officially accepted ones
 - (C) demonstrate the extent of missionary and trade links between China and India
 - (D) assert the superiority of Chinese culture over non-Chinese cultures
61. Which of the following statements best represents a nationalistic interpretation of the collapse of the Ottoman and Russian empires during and immediately after the First World War?
- (A) Military weakness and political instability were the primary reasons for the collapse of these empires.
 - (B) The growing demands of various ethnic groups within these multiethnic empires were the primary reasons for the collapse.
 - (C) The slow pace of industrialization in these empires left them unable to compete militarily and politically with more developed countries.
 - (D) Religious differences between the Russian Empire and the Ottoman Empire led to their final collapse.
62. Which of the following was a major similarity between the goals of leaders of the Chinese Communist Revolution, such as Mao Zedong, and the goals of leaders of the Mexican Revolution, such as Emiliano Zapata, in the early twentieth century?
- (A) Advocacy of a global workers’ revolution
 - (B) Active encouragement for integration into the global economy
 - (C) Concern primarily with improving conditions for urban factory workers
 - (D) Support for redistribution of land to poor peasants

Questions 63-64 refer to the following passage.

“In the past, at the end of the Han, Tang, Yuan, and Ming dynasties, bands of rebels were innumerable, all because of foolish rulers and misgovernment, so that none of these rebellions could be stamped out. But today [the emperor] is deeply concerned and examines his character in order to reform himself, worships Heaven, and is sympathetic to the people. He has not increased the land tax, nor has he conscripted soldiers from households. . . . It does not require any great wisdom to see that sooner or later the [Taiping] bandits will all be destroyed.”

Zeng Guofan, Qing dynasty Chinese official,
proclamation against the Taiping rebels, 1854

63. Zeng Guofan’s analysis of the situation in China in 1854 was likely influenced by which of the following?
- (A) The Daoist notion of being in harmony with nature
 - (B) The absolutist notion of the divine right of kings
 - (C) The Buddhist notion of avoiding violence against any living thing
 - (D) The Confucian notion of the dynastic cycle
64. In the passage above, Zeng Guofan’s purpose in listing the policies of the current Qing emperor is most likely to
- (A) demonstrate the similarity between the damage done by the Taiping rebellion to the Qing Empire and the damage done by earlier rebellions to other Chinese dynasties
 - (B) mobilize popular support by showing that the Taiping rebellion does not represent a legitimate challenge to Qing rule
 - (C) warn that the Qing policies of keeping taxes low and avoiding conscription might come to an end if the Taiping rebellion succeeds
 - (D) argue that the emperor’s personal piety and benevolent rule prove that he accepts the validity of the Taiping rebels’ grievances
65. Which of the following was a significant environmental effect of the globalization of the world’s economy in the period 1980 to the present?
- (A) There was a significant improvement in air and water quality worldwide.
 - (B) While air and water quality generally improved in the developed world, they deteriorated in many parts of the developing world.
 - (C) Emissions of greenhouse gasses that contribute to global warming generally decreased.
 - (D) While biodiversity decreased in the developing world, it generally increased in the developed world.
66. Some historians consider the late nineteenth century and early twentieth century to have been crucial decades in the development of Western thought. Which of the following best supports that contention?
- (A) Discoveries in physics introduced the concepts of uncertainty and relativity, which challenged mechanistic models of the universe.
 - (B) Christian missionaries introduced strains of relativism into Western thought after encountering cultures with radically different world views.
 - (C) Efficiency experts employed scientific methods to regulate the workplace and thereby encouraged faith in economic progress.
 - (D) Visual artists inspired by photography made realism the dominant aim of painter and sculptors.

67. Some historians have argued that significant social inequalities emerged only after the adoption of agriculture made it possible for some individuals to accumulate great amounts of surplus wealth.

Which of the following most directly undermines that assertion?

- (A) In the few hunting-gathering societies that remain today, men and women often share in decision making concerning the entire group.
- (B) Rulers of ancient river valley civilizations, such as Egyptian pharaohs or Mesopotamian kings, often claimed descent from (or affinity with) the gods.
- (C) Archaeological evidence from many later Neolithic settlements in the Fertile Crescent has revealed increasing variations among the size of houses.
- (D) Some preagricultural archaeological sites across the world have yielded evidence of significant disparities in the amount and quality of objects placed in individual graves.

68. Before 600 C.E., all of the following were part of the Confucian social order EXCEPT

- (A) loyalty to the ruler
- (B) filial obedience to one's father
- (C) respect for the old
- (D) marital fidelity by husbands

69. Which of the following accurately describes the Mongol Empire's role in facilitating trans-Eurasian trade?

- (A) It imposed Mongol religious beliefs and practices on conquered peoples.
- (B) It reestablished the Silk Roads between East Asia and Europe.
- (C) It created a self-contained economic system by banning non-Mongol merchants from its territories.
- (D) It developed a sophisticated bureaucracy staffed by talented Mongols.

70. "For the sake of the preservation of this entire creation, Purusha, the exceedingly resplendent one, assigned separate duties to the classes which had sprung from his mouth, arms, thighs, and feet."

Code of Manu, circa 300 B.C.E.

The passage above most reflects which of the following cultural traditions?

- (A) The concept of caste in the Vedic religions
- (B) The Daoist emphasis on the balance between humans and nature
- (C) Buddha's teaching about the search for enlightenment
- (D) Confucius' teaching on social harmony

END OF SECTION I

**IF YOU FINISH BEFORE TIME IS CALLED, YOU MAY
CHECK YOUR WORK ON THIS SECTION.**

DO NOT GO ON TO SECTION II UNTIL YOU ARE TOLD TO DO SO.

AP[®] World History Practice Exam

SECTION II: Free-Response Questions

DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO.

At a Glance

Total Time

2 hours, 10 minutes

Number of Questions

3

Percent of Total Score

50%

Writing Instrument

Pen with black or dark blue ink

Reading Period

Time

10 minutes. Use this time to read the questions and plan your answer to Part A, the document-based question.

Writing Period

Time

2 hours

Suggested Time

40 minutes per question (including 5 min. planning time for Part B and Part C)

Weight

The questions are weighted equally.

IMPORTANT Identification Information

PLEASE PRINT WITH PEN:

1. First two letters of your last name
First letter of your first name
2. Date of birth

Month Day Year
3. Six-digit school code
4. Unless I check the box below, I grant the College Board the unlimited right to use, reproduce, and publish my free-response materials, both written and oral, for educational research and instructional purposes. My name and the name of my school will not be used in any way in connection with my free-response materials. I understand that I am free to mark "No" with no effect on my score or its reporting.
No, I do not grant the College Board these rights.

Instructions

The questions for Section II are printed in this booklet. You may use the booklet to organize your answers and for scratch work, but you must write your answers on the lined pages after the questions. No credit will be given for any work written in this booklet.

The proctor will announce the beginning and end of the reading period. You are advised to spend the 10-minute period reading the question and planning your answer to Part A, Question 1, the document-based question. If you have time, you may also read the questions in Parts B and C. Do NOT begin writing in the pink booklet until the proctor tells you to do so.

Section II of this exam requires answers in essay form. Write clearly and legibly. Number each answer as the question is numbered in the exam booklet. Begin each answer on a new page. Do not skip lines. Cross out any errors you make; crossed-out work will not be scored.

Manage your time carefully. The proctor will announce the suggested time for each part, but you may proceed freely from one part to the next. Go on to Parts B and C if you finish Part A early. You may review your responses if you finish before the end of the exam is announced.

WORLD HISTORY
SECTION II

Note: This exam uses the chronological designations B.C.E. (before the common era) and C.E. (common era). These labels correspond to B.C. (before Christ) and A.D. (anno Domini), which are used in some world history textbooks.

Part A
(Suggested writing time—40 minutes)
Percent of Section II score—33 1/3

Directions: The following question is based on the accompanying Documents 1-10. (The documents have been edited for the purpose of this exercise.) Write your answer on the lined pages of the Section II free-response booklet.

This question is designed to test your ability to work with and understand historical documents.

Write an essay that:

- Has a relevant thesis and supports that thesis with evidence from the documents.
- Uses all of the documents.
- Analyzes the documents by grouping them in as many appropriate ways as possible. Does not simply summarize the documents individually.
- Takes into account the sources of the documents and analyzes the authors' points of view.
- Identifies and explains the need for at least one additional type of document.

You may refer to relevant historical information not mentioned in the documents.

1. Using the following documents, analyze the effects of the Cuban Revolution on women's lives and gender relations in Cuba in the period from 1959 to 1990. Identify an additional type of document and explain how it would help analyze the effects of the revolution.

Historical Background: Cuban revolutionary Fidel Castro assumed power after overthrowing the dictatorship of Fulgencio Batista in January 1959. Castro then began a radical restructuring of Cuban society along socialist lines.

Document 1

Source: Ofelia Domínguez Navarro, female Cuban socialist feminist, autobiography, reflecting on pre-revolutionary conditions, 1971.

A son was freed from paternal authority when he reached the age of majority, but both the mother and the daughters of the family had to tolerate that male authority as long as they lived with the father or the husband. Article 154 of the Spanish Civil Code states that the father exercises *patria potestad* [patriarchal power]. In spite of the military orders imposed by the United States occupiers in 1898–1902, the different laws passed by the Republic, and the new Constitution, the lower status of women, with the fluctuations imposed by time, remained in place. These conditions prevailed until 1959.

Document 2

Source: Yolanda Ferrer, female politician and general secretary of the Federation of Cuban Women, speech, 2003.

In 1960, the Ana Betancourt School for Peasant Women was created. Over a few years' time, 14,000 young women from the countryside, including the most remote areas, came to Havana to learn basic job skills. The program included sewing, reading, and writing, and basic health and hygiene such as eliminating body parasites and fixing teeth. On Mother's Day parents coming to Havana to visit their daughters attending the school could barely recognize them because of the changes in their skills, confidence, and health.

In addition, the Schools to Upgrade Skills for Domestic Workers gave women training in skills that would enable them to break out of household work. As a result, Black women, formerly domestic servants, were for the first time hired as bank workers, a job from which they had previously been excluded.

"Revolution Has Made Possible What Cuban Women Are Today" by Martin Koppel, from *The Militant*, August 18, 2003, copyright © 2003 by The Militant. Used by permission.

Document 3

Source: Male Cuban revolutionary sympathizer, interview in Cuba with United States anthropologist, published in 1969.

I'm against women's liberation. Most of the older generation is also. The Revolution gave women a lot more freedom by giving them jobs, so now they don't depend so much on their husbands. I think that's not right. I expect my wife to stay home and look after the house. She has plenty to do here. She owes herself to me and the children.

Document 4

Source: Genoveva Hernández Díaz, age seventeen, teenage daughter of a Cuban revolutionary, interview, 1970.

Before the Revolution, women didn't have as many opportunities as they do now. If they weren't prostitutes, or mistresses to military men or to some boss, they didn't have a chance. The only other opportunity was to be a servant. But now women are independent, free. A woman can work in the daytime and go to night school. Who ever studied before the Revolution? What money did they have? What facilities to study?

Lots of older women who think women's liberation is terrible because women go in the street like men and do men's work. Those women never learned anything useful to themselves or to the Revolution. They regard liberation as a hell. I think it's a good thing because now women are equal to men.

Document 5

Source: Fidel Castro, Cuban leader, speech to the Federation of Cuban Women, 1974.

There continues to be a certain discrimination against women. It is very real, and the Revolution is fighting it. It undoubtedly will be a long struggle. Women's full equality does not yet exist.

Document 6

Source: Alina Fernández in her memoir *Castro's Daughter: An Exile's Memoir of Cuba*, published in the United States, 1997.

In 1978, I asked for maternity leave [from medical school] and received instead a resolution whereby I had been expelled for having abandoned my field of study.

Motherhood and ration books are irreconcilable enemies. My infant daughter didn't even have a mattress when I got home, because I couldn't get one at the hardware store without a hospital certificate stating that she had been born alive. Our monthly ration of laundry soap was not enough for the inexhaustible pile of dirty diapers.

There had been no water at home since the minister of transportation had a swimming pool built in his garden a few blocks down. And bananas, pumpkins, and taro roots, the traditional baby foods, existed only in our memory.

Document 7

Source: Cuban mother, interviewed by a United States journalist in Cuba, 1980.

Now, in Cuba, there is a Family Code* that guarantees the equal rights of women in their homes. Everything is not different in a single day, but it has made a difference for us all. The day-care centers also help us develop our careers. My daughters are students in the public schools. The little one goes to a day school. My older daughter is a student at a five-day-a-week boarding school in the countryside.

*Adopted by the Cuban government in 1975

Document 8

Source: Data collected by the United Nations and other international organizations from 1953 to 1982.

DEVELOPMENT INDICATORS FOR SELECTED LATIN AMERICAN NATIONS

Year	1953				1982			
	Illiteracy		*EAP		Illiteracy		EAP	
	Male	Female	Male	Female	Male	Female	Male	Female
Costa Rica	21%	22%	58%	9%	7%	7%	54%	21%
Cuba	26%	21%	57%	12%	4%	4%	54%	31%
Dominican Republic	56%	58%	65%	12%	32%	31%	48%	20%

*EAP = Economically Active Population (income-earning population)

Document 9

Source: Communist Party of Cuba, 1975–1986.

FEMALE PARTICIPATION IN POLITICS IN CUBA, 1975–1986

Time Period	1975–1976	1984–1986
Communist Party members	13%	22%
Communist Party, local leaders	3%	24%
Communist Party, national leaders	6%	13%
Young Communists, members	29%	41%
Young Communists, local leaders	22%	48%
Young Communists, national leaders	10%	20%

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GO ON TO THE NEXT PAGE.

Document 10

Source: Vilma Espín, female scientist, president of the Federation of Cuban Women, and longtime member of the Cuban Communist Party's Central Committee, speech, 1989.

Women have successfully burst into the economic life of our country. At present, 39 percent of the total labor force in the civil state economy is female, compared to 25 percent in 1974, and in Havana, the figure is 45 percent.

However, we have not yet seen the same progress on men's participation in the sphere of family life, in the fulfillment of their responsibilities as fathers and co-participants in the family. Spouses with the same degree of work commitments do not yet shoulder an equal burden.

Working women still bear the full responsibility for the education and formation of their children, as well as household organization and chores. This gives rise to the extremely unfair "double work shift" that exhausts women.

END OF PART A

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GO ON TO THE NEXT PAGE.

**WORLD HISTORY
SECTION II**

Part B

(Suggested planning and writing time—40 minutes)

Percent of Section II score—33 1/3

Directions: You are to answer the following question. You should spend 5 minutes organizing or outlining your essay.

Write an essay that:

- Has a relevant thesis and supports that thesis with appropriate historical evidence.
- Addresses all parts of the question.
- Uses world historical context to show continuities and changes over time.
- Analyzes the process of continuity and change over time.

2. Analyze continuities and changes in labor systems between 1450 and 1900 in ONE of the following regions.

Latin America and the Caribbean

Oceania

Sub-Saharan Africa

THIS SPACE MAY BE USED FOR PLANNING YOUR ANSWER.

WORLD HISTORY

SECTION II

Part C

(Suggested planning and writing time—40 minutes)

Percent of Section II score—33 1/3

Directions: You are to answer the following question. You should spend 5 minutes organizing or outlining your essay.

Write an essay that:

- Has a relevant thesis and supports that thesis with appropriate historical evidence.
- Addresses all parts of the question.
- Makes direct, relevant comparisons.
- Analyzes relevant reasons for similarities and differences.

3. Analyze similarities and differences between the diffusion of Buddhism from its origins to 1450 and the diffusion of Christianity from its origins to 1450. Be sure to discuss how each religion gained followers as it diffused.

THIS SPACE MAY BE USED FOR PLANNING YOUR ANSWER.

WHEN YOU FINISH WRITING, CHECK YOUR WORK ON SECTION II IF TIME PERMITS.

STOP

END OF EXAM

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Notes on the Practice Exam

Introduction

This section provides a description of how the multiple-choice questions in the Practice Exam correspond to the components of the Curriculum Framework included in the AP World History Course and Exam Description. For all multiple-choice questions in the Practice Exam, the targeted key concepts, course themes, and historical thinking skills from the Curriculum Framework are indicated. Additionally, for each of the multiple-choice questions the correct response is explained, and in certain cases, an explanation is provided as to why the other responses are incorrect.

The generic core-scoring guidelines for each of the three free-response essays are also provided. These scoring guidelines demonstrate how the historical thinking skills are assessed in each essay type.

Multiple-Choice Section

Section I of the AP Exam, the multiple-choice section, assesses students' ability to use historical thinking skills to answer questions based on the 19 key concepts (across the span of six historical periods) and five course themes of the AP World History curriculum. Multiple-choice questions will also measure various geographical regions, with no more than 20 percent of multiple-choice questions focusing solely on Europe. To answer multiple-choice questions, students must use their acquired knowledge about world history, along with the information in the questions and the source material that occasionally accompanies question items, to draw conclusions and make informed judgments.

In total, the multiple-choice section contains 70 questions, lasts 55 minutes, and accounts for 50 percent of the student's overall AP Exam score.

Free-Response Section

In Section II of the AP Exam is the free-response section of the exam. Part A begins with a mandatory 10-minute reading period for the document-based question. Students should answer the document-based question in approximately 40 minutes. In Part B students are asked to answer a question that deals with continuity and change over time (covering at least one of the periods in the concept outline). Students will have 40 minutes to answer this question, 5 minutes of which should be spent planning and/or outlining the answer. In Part C students are asked to answer a comparative question that will focus on broad issues or themes in world history and deal with at least two societies. Students will have 40 minutes to answer this question, 5 minutes of which should be spent planning and/or outlining the answer.

In total, the free-response section contains 3 essay questions, lasts 130 minutes, and accounts for 50 percent of the student's overall AP Exam score.

AP World History

Explanations of the Correct Answer

Question 1

Key Concept(s)	Theme(s)	Historical Thinking Skill(s)
2.1.II.D; 3.1.III.A	Theme 2: Development and Interaction of Cultures	Comparison
<p>The correct answer is D. The founders of both religions, Jesus and Muhammad, drew on the Jewish belief in a single, all-powerful deity as the basis of their new faiths, in sharp contrast to the polytheistic religions of the Mediterranean world.</p>		

Question 2

Key Concept(s)	Theme(s)	Historical Thinking Skill(s)
3.1.III.D	Theme 2: Development and Interaction of Cultures	Contextualization; Use of Evidence
<p>The correct answer is D. The complex is a Buddhist shrine exemplifying the interaction of Hellenistic, Indian, and Chinese artistic styles. For example, the statues have clothing draped in a Hellenistic style, combined with Indian body poses and Chinese facial features.</p>		

Question 3

Key Concept(s)	Theme(s)	Historical Thinking Skill(s)
1.3.III.D	Theme 5: Development and Transformation of Social Structures	Contextualization; Use of Evidence
<p>The correct answer is C. The excerpt from the Code of Hammurabi clearly shows a hierarchy in penalties for violence against others. It mandates that those at a higher level of society (noble men) receive less severe penalties for injuries they inflict on members on the lower rungs of society (commoners and slaves) than they receive for injuries inflicted on members of their own level. Thus the law indicates that Babylonian society was unequal.</p>		

Question 4

Key Concept(s)	Theme(s)	Historical Thinking Skill(s)
2.2.IV.B	Theme 3: State- Building, Expansion, and Conflict	Comparison
<p>The correct answer is D. In Europe, Germanic and other peoples posed a severe military threat and ultimately succeeded in ending Roman rule in the western half of the empire in the late fifth century. In Central Asia, the Xiongnu confederation forced the Han imperial government to spend significant resources on defense, thereby weakening the empire.</p>		

Question 5

Key Concept(s)	Theme(s)	Historical Thinking Skill(s)
3.1.IV.B	Theme 1: Interaction Between Humans and the Environment	Causation; Use of Evidence
<p>The correct answer is C. The most recent research suggests that a serious outbreak of bubonic plague occurred in China in the early 1300s, in the wake of disruptions caused by the Mongol conquests. The plague probably traveled along trade routes such as the Silk Roads to India, Europe, and the Middle East. The plague killed large numbers of people in every area it touched, as indicated by the population declines from 1300 to 1400 shown on the graph.</p>		

Question 6

Key Concept(s)	Theme(s)	Historical Thinking Skill(s)
3.1.II.B	Theme 1: Interaction Between Humans and the Environment; Theme 2: Development and Interaction of Cultures	Causation
<p>The correct answer is B. Beginning in the first millennium B.C.E. Bantu-speaking peoples migrated from West Africa to central, eastern, and southern Africa, bringing with them their knowledge of ironworking. The other answer choices describe events or developments that happened before or after the migrations or were not associated with Bantu-speaking peoples.</p>		

Question 7

Key Concept(s)	Theme(s)	Historical Thinking Skill(s)
3.2.I.D	Theme 3: State- Building, Expansion, and Conflict	Comparison
<p>The correct answer is B. Inca and Aztec peoples conquered wide areas and financed their empires by collecting tribute from conquered peoples. Rebellions were dealt with quickly. Military force was the basis of the creation and maintenance of both empires.</p>		

Question 8

Key Concept(s)	Theme(s)	Historical Thinking Skill(s)
3.1.I; 4.1.I	Theme 1: Interaction Between Humans and the Environment; Theme 4: Creation, Expansion, and Interaction of Economic Systems	Periodization
<p>The correct answer is C. Prior to the late 1400s, the trading networks of Afro-Eurasia, while linked to one another, had no connection to the Americas. The European voyages of the late 1400s began the process of bringing the Americas into a global network of trade and biological and cultural exchange. The creation of these interconnections would have profound consequences for the peoples and cultures of the Americas and for the rest of the world. The other options refer either to events that did not occur in the late 1400s or to events that are arguably less significant as global turning points.</p>		

Question 9

Key Concept(s)	Theme(s)	Historical Thinking Skill(s)
4.2.I.B.,C and D	Theme 4: Creation, Expansion, and Interaction of Economic Systems	Comparison
<p>The correct answer is C. Colonial empires in the Americas were primarily sources of raw materials and commodities that enriched European countries and investors. Millions of Amerindian and African forced laborers mined precious minerals and grew and processed cash crops such as sugarcane and tobacco on plantations in the Americas.</p>		

Question 10

Key Concept(s)	Theme(s)	Historical Thinking Skill(s)
5.3.III.B	Theme 5: Development and Transformation of Social Structures	Contextualization
<p>The correct answer is C. Saint-Domingue (which became Haiti in 1804) was ruled as a plantation colony by the French. When the French Revolution toppled the French monarchy and eliminated many of the social inequalities in France, many slaves and other people of color believed that the principles of the revolution should be applied to them. The French Revolution was thus an important cause of the Haitian Revolution.</p>		

Question 11

Key Concept(s)	Theme(s)	Historical Thinking Skill(s)
5.2.III	Theme 2: Development and Interaction of Cultures	Contextualization; Use of Evidence
<p>The correct answer is A. The author of the quote is Zou Rong, who agitated against China's Qing (Manchu) dynasty. He uses Darwinian terms—"battle in the world of evolution" and "natural selection"—to explain twentieth-century military and economic conflicts between East Asians and Europeans. Darwinian interpretations of history, such as Zou Rong's, often portray international conflicts as a natural consequence of racial characteristics.</p>		

Question 12

Key Concept(s)	Theme(s)	Historical Thinking Skill(s)
6.2.II.A	Theme 3: State- Building, Expansion, and Conflict	Contextualization; Use of Evidence; Interpretation
<p>The correct answer is C. The quote most clearly shows the influence of nationalism. Egypt under Nasser's rule rejected Western control of the Suez Canal as an affront to Egypt's territorial integrity. Although the "isms" mentioned in the other answer choices were important ideologies during the period of Nasser's rule over Egypt, the quote does not provide clear evidence of them.</p>		

Question 13

Key Concept(s)	Theme(s)	Historical Thinking Skill(s)
1.3	Theme 1: Interaction Between Humans and the Environment	Comparison
<p>The correct answer is C. Before 600 B.C.E. early civilizations had developed cities surrounded by permanent, settled agricultural lands, which produced surplus food that in turn supported growing populations. To keep track of food surpluses and other products, most of these civilizations had developed record-keeping or writing systems by 600 B.C.E.</p>		

Question 14

Key Concept(s)	Theme(s)	Historical Thinking Skill(s)
2.1.I	Theme 2: Development and Interaction of Cultures	Comparison
<p>The correct answer is A. During the final centuries B.C.E., the sacred Vedas were written in Sanskrit. These texts, which had been orally transmitted for many centuries, set out ethical behavior for Hindus. Written and oral sources of the Torah probably existed as early as 900 B.C.E. but were most likely gathered together in the fifth century B.C.E. The Torah established rules for living a religious life for Jewish people.</p>		

Question 15

Key Concept(s)	Theme(s)	Historical Thinking Skill(s)
2.3.I.A	Theme 4: Creation, Expansion, and Interaction of Economic Systems	Continuity and Change over Time
<p>The correct answer is C. Archaeologists have found evidence of trade in luxury goods, such as Chinese silks and Roman glass, though there is no clear evidence of direct political contact between the Roman and Han empires.</p>		

Question 16

Key Concept(s)	Theme(s)	Historical Thinking Skill(s)
2.1.II.A and D; 2.1.III	Theme 2: Development and Interaction of Cultures	Comparison
<p>The correct answer is C. Choice C is the only statement that is not true of both religions in their early centuries. The Buddha presented himself as an enlightened teacher, though later some Buddhist sects worshipped him as a deity. People who considered themselves Christians did not universally accept the divinity of Jesus until centuries after his death. All the other choices describe similarities between the two religions in this period.</p>		

Question 17

Key Concept(s)	Theme(s)	Historical Thinking Skill(s)
3.1.III.A; 3.2.II	Theme 2: Development and Interaction of Cultures; Theme 3: State- Building, Expansion, and Conflict	Contextualization; Historical Argumentation; Historical Interpretation
<p>The correct answer is D. The first passage, from a modern world historian, presents the view that there was “perpetual war” between Christians belonging to the military orders and Muslims in the period of the Crusader states, but the second passage, a primary source from the time of the Crusades, shows that friendship and tolerance sometimes existed between members of the two groups.</p>		

Question 18

Key Concept(s)	Theme(s)	Historical Thinking Skill(s)
3.1.I.A; 4.1.II	Theme 4: Creation, Expansion, and Interaction of Economic Systems	Contextualization; Periodization
<p>The correct answer is B. The map shows trade patterns that persisted in the Indian Ocean basin throughout much of the period 600 C.E. to 1450 C.E. This trade encouraged the growth of urban centers along the coasts of East Africa, Arabia, Persia, India, and China, including the ports named on the map.</p>		

Question 19

Key Concept(s)	Theme(s)	Historical Thinking Skill(s)
3.1.I.A	Theme 4: Creation, Expansion, and Interaction of Economic Systems	Continuity and Change over Time
<p>The correct answer is C. Gold and salt were the main commodities traded between sub-Saharan Africa and the Middle East and Europe prior to 1450. Gold was mined in West Africa and transported across the Sahara to North Africa and from there to Europe and the Middle East.</p>		

Question 20

Key Concept(s)	Theme(s)	Historical Thinking Skill(s)
4.1.V.A	Theme 1: Interaction Between Humans and the Environment	Causation
<p>The correct answer is A. Amerindians had no natural immunities to Afro-Eurasian diseases such as measles and smallpox. Demographers have estimated that 50 to 80 percent of the indigenous population of the Americas died as a result of exposure to Afro-Eurasian diseases, largely in the sixteenth century.</p>		

Question 21

Key Concept(s)	Theme(s)	Historical Thinking Skill(s)
4.3.II.B	Theme 5: Development and Transformation of Social Structures	Comparison
<p>The correct answer is D. The Ottoman Empire, ruled by a Turkic-speaking Muslim elite, controlled large numbers of non-Turkic and non-Muslim people. The Mughal Empire, ruled by a Muslim elite of Central Asian origin, controlled large numbers of South Asian and non-Muslim people.</p>		

Question 22

Key Concept(s)	Theme(s)	Historical Thinking Skill(s)
4.1.V.B	Theme 4: Creation, Expansion, and Interaction of Economic Systems	Contextualization
<p>The correct answer is D. In this period the increased demand for cash crops such as sugar and tobacco led to the creation of a plantation system that produced commodities using slave labor. The profitability of the plantation system led to its widespread use in the Americas.</p>		

Question 23

Key Concept(s)	Theme(s)	Historical Thinking Skill(s)
6.2.I.C	Theme 3: State- Building, Expansion, and Conflict	Contextualization; Use of Evidence
<p>The correct answer is C. The Vietnamese Declaration of Independence quotes the ideals of the French Revolution. French colonial rulers in Indochina extended few of the rights associated with the French Revolution to colonial subjects. Thus the declaration points out an inconsistency between French principles and French actions in Indochina.</p>		

Question 24

Key Concept(s)	Theme(s)	Historical Thinking Skill(s)
4.1.V.D	Theme 1: Interaction Between Humans and the Environment	Causation
<p>The correct answer is A. American crops such as maize and potatoes were adopted in China as part of the Columbian Exchange and led to an increased supply of cheap food. This, in turn, led to a substantial increase in China's population in the seventeenth and eighteenth centuries.</p>		

Question 25

Key Concept(s)	Theme(s)	Historical Thinking Skill(s)
5.1.I.D and VI.A	Theme 4: Creation, Expansion, and Interaction of Economic Systems; Theme 5: Development and Transformation of Social Structures	Causation
<p>The correct answer is D. Nineteenth-century industrialization tended to occur in urban areas and was accompanied by internal migration of unskilled laborers from rural areas to cities. This migration led to the creation of a class of urbanized industrial wage-earners. This pattern was repeated in western and central Europe, the United States, and Japan.</p>		

Question 26

Key Concept(s)	Theme(s)	Historical Thinking Skill(s)
5.1.VI.B	Theme 4: Creation, Expansion, and Interaction of Economic Systems; Theme 5: Development and Transformation of Social Structures	Causation
<p>The correct answer is B. In industrialized areas of nineteenth-century Europe, much of the manufacturing work that traditionally had been done by women moved from homes to factories. Married women working in factories could no longer devote as much time to caring for their children and maintaining their households because they had to work away from home in a regimented setting.</p>		

Question 27

Key Concept(s)	Theme(s)	Historical Thinking Skill(s)
6.3.II.B	Theme 4: Creation, Expansion, and Interaction of Economic Systems	Causation; Contextualization
<p>The correct answer is C. After the Second World War, leaders of the victorious countries recognized the need to establish international financial institutions to encourage stability and economic prosperity. Institutions such as the World Bank and the International Monetary Fund provided funds for economic development and monetary stabilization. In the years following the establishment of these institutions, countries around the world joined them as recipients or contributors.</p>		

Question 28

Key Concept(s)	Theme(s)	Historical Thinking Skill(s)
6.2.II.A and B	Theme 3: State-Building, Expansion, and Conflict	Comparison
The correct answer is D. Twentieth-century nationalist leaders in Africa and Asia, no matter what their economic or political ideology, strove to create independent nations in former colonies.		

Question 29

Key Concept(s)	Theme(s)	Historical Thinking Skill(s)
6.1.I.A; 6.3	Theme 2: Development and Interaction of Cultures; Theme 4: Creation, Expansion, and Interaction of Economic Systems	Causation; Continuity and Change over Time
The correct answer is B. By the end of the twentieth century, technological innovations had led to the development of the Internet and increased the global accessibility of existing technologies such as television and telephones. These developments made it possible for people around the globe to instantly exchange culture and ideas in ways that previously would have taken months or years. Continued improvement and expansion of aviation resulted in similar changes in travel.		

Question 30

Key Concept(s)	Theme(s)	Historical Thinking Skill(s)
1.3.III	Theme 2: Development and Interaction of Cultures	Use of Evidence
The correct answer is C. Historians often use myths as a source of information about the world views and moral codes of ancient societies, as opposed to the types of information mentioned in the other answer choices.		

Question 31

Key Concept(s)	Theme(s)	Historical Thinking Skill(s)
3.1 II.A; 4.1.II	Theme 1: Interaction Between Humans and the Environment; Theme 4: Creation, Expansion, and Interaction of Economic Systems	Comparison
<p>The correct answer is B. Knowledge of currents and wind patterns accumulated in both trading regions. Knowledge of monsoon patterns enabled the trade routes in the eastern Indian Ocean to develop in the period 600 B.C.E.–600 C.E. Navigational tools spread among Arab, Asian, and European societies. Improvements in navigational tools led to better mapmaking, which often recorded dominant ocean currents. Europeans used knowledge to sail farther into the Atlantic, finally reaching the Americas at the end of the fifteenth century.</p>		

Question 32

Key Concept(s)	Theme(s)	Historical Thinking Skill(s)
4.2	Theme 4: Creation, Expansion, and Interaction of Economic Systems	Historical Argumentation; Historical Interpretation
<p>The correct answer is C. After 1500, European states established colonies in Latin America that provided raw materials for export to Europe while importing expensive manufactured goods from Europe. This relationship is a clear example of the world economic theory explained in the passage.</p>		

Question 33

Key Concept(s)	Theme(s)	Historical Thinking Skill(s)
4.1	Theme 4: Creation, Expansion, and Interaction of Economic Systems	Historical Argumentation
<p>The correct answer is A. The existence of large empires in West Africa, such as the Songhai during the sixteenth century, provides evidence to refute the theory referenced in the question because they are examples of strong governments in areas defined as having dependent economies. The other choices are incorrect because they provide examples that tend to support rather than challenge the theory.</p>		

Question 34

Key Concept(s)	Theme(s)	Historical Thinking Skill(s)
6.2.V.E	Theme 2: Development and Interaction of Cultures	Use of Evidence; Contextualization
<p>The correct answer is D. The lithograph depicts a wounded First World War veteran. The term “hero” in the title is ironic since the veteran is reduced to selling flowers on the sidewalk. The artwork evokes the horrors of the mass destruction of the war and its sad results.</p>		

Question 35

Key Concept(s)	Theme(s)	Historical Thinking Skill(s)
2.2.II.A.B and C	Theme 3: State- Building, Expansion, and Conflict	Causation; Comparison
<p>The correct answer is B. All three empires maintained transportation routes in their territories, whether with roads and/or canals. Armies and supplies could move quickly to maintain order and information came relatively quickly to power centers. All three empires worked to defend their borders in an organized fashion, often using military patrols and barriers.</p>		

Question 36

Key Concept(s)	Theme(s)	Historical Thinking Skill(s)
3.1.I.A; 3.3.II.B	Theme 4: Creation, Expansion, and Interaction of Economic Systems	Causation; Comparison
<p>The correct answer is B. The revival of cities began slowly after 1000 but accelerated after 1200. The cities of the East African coast became more numerous, large, and prosperous because of their participation in the Indian Ocean trade as the major exporters of African gold. These African cities also shared a common language (Swahili) and culture. Cities of the Delhi Sultanate, the Arabian states, China, and Southeast Asia also grew and prospered from maritime trade. In Europe, Mediterranean cities such as Venice and Genoa expanded their roles as crossroads between Europe and areas to the east-- Byzantium, Indian Ocean regions and East Asia. The Hanseatic League, founded in the thirteenth century by free towns in northern Europe grew in size and power through its trade in the Baltic region, Russia, and the North Sea area.</p>		

Question 37

Key Concept(s)	Theme(s)	Historical Thinking Skill(s)
4.1.III.B and IV.D	Theme 4: Creation, Expansion, and Interaction of Economic Systems	Use of Evidence
<p>The correct answer is C. Slave traders' ledgers would provide information about the cost of acquiring enslaved Africans and the revenue generated from subsequent sales, which would make them the most reliable source of evidence. While choice A might seem to be attractive, it would not be as useful a source of information because merchants often failed to report sales in order to avoid paying taxes.</p>		

Question 38

Key Concept(s)	Theme(s)	Historical Thinking Skill(s)
5.3.I.C and D, and III.B	Theme 2: Development and Interaction of Cultures; Theme 3: State-Building, Expansion, and Conflict	Comparison; Contextualization
<p>The correct answer is A. Leaders of independence movements throughout the Americas were generally influenced by social contract theory, developed by Enlightenment thinkers such as Locke and Rousseau. The theory suggests that governments derive their authority to rule through the consent of the governed and that such authority can be revoked if the government becomes unresponsive to the needs of its people.</p>		

Question 39

Key Concept(s)	Theme(s)	Historical Thinking Skill(s)
6.2.IV.D	Theme 3: State-Building, Expansion, and Conflict	Contextualization
<p>The correct answer is A. NATO was established as a military and political alliance among the United States and various Western European countries to defend against the perceived threat of the Soviet Union.</p>		

Question 40

Key Concept(s)	Theme(s)	Historical Thinking Skill(s)
6.1.I.C and II.B; 6.2.IV.A	Theme 1: Interaction Between Humans and the Environment; Theme 4: Creation, Expansion, and Interaction of Economic Systems	Periodization
<p>The correct answer is D. Choice D is the only choice that does not describe a distinctive feature of the twentieth century. The large-scale migration of low-wage labor had been part of the world economy since the spread of industrialization in the early nineteenth century. The other answer choices are all accurate characterizations of features that do in fact distinguish the twentieth century from earlier periods.</p>		

Question 41

Key Concept(s)	Theme(s)	Historical Thinking Skill(s)
4.3.I.D and II.B	Theme 3: State-Building, Expansion, and Conflict	Comparison
<p>The correct answer is C. The Mughal and Ottoman empires employed advanced military technology, such as guns and cannons, to successfully defeat neighboring peoples who relied on less sophisticated weaponry. Both empires also created bureaucratic systems that facilitated their ability to govern vast territories.</p>		

Question 42

Key Concept(s)	Theme(s)	Historical Thinking Skill(s)
4.1.I	Theme 4: Creation, Expansion, and Interaction of Economic Systems	Use of Evidence
<p>The correct answer is B. During the early sixteenth century, the Ottoman Empire controlled the area around the Mediterranean Sea from the Balkans to Egypt, which gave the empire a strategic advantage within major Afro-Eurasian trading networks.</p>		

Question 43

Key Concept(s)	Theme(s)	Historical Thinking Skill(s)
5.1.I.E	Theme 4: Creation, Expansion, and Interaction of Economic Systems	Comparison; Contextualization
<p>The correct answer is D. The second Industrial Revolution refers to the period during the second half of the nineteenth century, which is characterized by the application of science to industry to create new methods of mass production and technological innovation. The use of electric power, the Bessemer steel production process and chemical industry all developed during this period. The other answers are incorrect because they refer to industries that developed during the early nineteenth or twentieth centuries.</p>		

Question 44

Key Concept(s)	Theme(s)	Historical Thinking Skill(s)
4.1.V.B; 4.2.I.D	Theme 4: Creation, Expansion, and Interaction of Economic Systems	Contextualization; Historical Argumentation
<p>The correct answer is A. The plantation economies created in Brazil and the West Indies produced increasing amounts of sugar during the sixteenth and seventeenth centuries. Sugar plantations increasingly relied on the forced labor of African slaves; thus the increase in sugar production was the primary factor contributing to the expansion of the transatlantic slave trade indicated in the graph.</p>		

Question 45

Key Concept(s)	Theme(s)	Historical Thinking Skill(s)
5.3.I.D	Theme 3: State-Building, Expansion, and Conflict; Theme 4: Creation, Expansion, and Interaction of Economic Systems	Use of Evidence
<p>The correct answer is D. In this letter Bolívar was primarily addressing the people classified as <i>criollos</i> or Creoles. The term Creole in this period referred to people born in Spanish America. Creoles of European descent had higher social standing than did mixed-race groups or indigenous peoples and Africans, but they had lower social standing than did Iberian-born colonists. Creole elites were the strongest supporters of independence movements within the Spanish colonies of the Americas.</p>		

Question 46

Key Concept(s)	Theme(s)	Historical Thinking Skill(s)
5.3.I.D	Theme 3: State-Building, Expansion, and Conflict; Theme 4: Creation, Expansion, and Interaction of Economic Systems	Contextualization
<p>The correct answer is B. Mercantilism was the dominant economic theory in western Europe from the sixteenth through eighteenth centuries. Mercantilists saw colonies as valuable for supplying precious metals and raw materials for manufacturing to the colonizing nation while providing an exclusive market for selling the colonizer's manufactured goods. Bolívar proposed that the new nations of the Americas overturn this economic system by developing manufacturing instead of relying on the export of cash crops and raw materials.</p>		

Question 47

Key Concept(s)	Theme(s)	Historical Thinking Skill(s)
3.1.III.E	Theme 2: Development and Interaction of Cultures; Theme 5: Development and Transformation of Social Structures	Causation
<p>The correct answer is B. Diffusion of technology and science generally accompanied the growth of Afro-Eurasian trade during this period. Mathematical innovations like the number zero and the decimal system originated in South Asia and spread to the Middle East, where they were adopted and eventually spread to western Europe.</p>		

Question 48

Key Concept(s)	Theme(s)	Historical Thinking Skill(s)
2.1.I.B and II.B	Theme 5: Development and Transformation of Social Structures	Comparison
<p>The correct answer is D. In India the system of castes established a social hierarchy that privileged individuals born into castes associated with priestly functions and military duties. In contrast, Chinese Confucian views of social order placed government officials, who were eventually selected by civil service examinations, at the top of China's social hierarchy.</p>		

Question 49

Key Concept(s)	Theme(s)	Historical Thinking Skill(s)
NA	Theme 2: Development and Interaction of Cultures	Historical Interpretation
The correct answer is D. The African proverb quoted expresses the idea that dominant groups generally use their political and economic power to shape narratives of the past.		

Question 50

Key Concept(s)	Theme(s)	Historical Thinking Skill(s)
3.1.I.A	Theme 4: Creation, Expansion, and Interaction of Economic Systems	Contextualization; Use of Evidence
The correct answer is A. As indicated by the symbols for gold mines and trade routes on the map, during the fourteenth century the empire of Mali controlled the major trans-Saharan trading routes that supplied Afro-Eurasia with gold from West Africa.		

Question 51

Key Concept(s)	Theme(s)	Historical Thinking Skill(s)
5.1.II.A	Theme 4: Creation, Expansion, and Interaction of Economic Systems	Contextualization; Use of Evidence
The correct answer is A. During the nineteenth century, British manufacturers imported raw materials such as cotton from the Americas, the Middle East, and East Asia. These raw materials were then used to produce manufactured goods in Britain that were consumed locally and exported globally.		

Question 52

Key Concept(s)	Theme(s)	Historical Thinking Skill(s)
5.1.I and II	Theme 4: Creation, Expansion, and Interaction of Economic Systems	Causation; Historical Interpretation
The correct answer is A. Industrialization gave European states a competitive advantage over nonindustrialized states. Technological innovations in mass production allowed European manufacturers to produce commercial goods and weapons faster and at lower cost than their global competitors could.		

Question 53

Key Concept(s)	Theme(s)	Historical Thinking Skill(s)
3.1.I.E; 3.2.I.B	Theme 3: State-Building, Expansion, and Conflict	Use of Evidence
<p>The correct answer is A. The map shows the Mongol Empire at its greatest extent during the thirteenth century, under the rule of Kublai Khan, when Mongol armies dominated territories in eastern Europe, the Middle East, Central Asia, and China.</p>		

Question 54

Key Concept(s)	Theme(s)	Historical Thinking Skill(s)
4.3.I.A and B	Theme 2: Development and Interaction of Cultures; Theme 3: State-Building, Expansion, and Conflict	Use of Evidence
<p>The correct answer is A. In the introduction, the griot explains to listeners that griots have been traditionally responsible for maintaining their societies' oral history, which serves to legitimize the historical account of King Sundiata.</p>		

Question 55

Key Concept(s)	Theme(s)	Historical Thinking Skill(s)
4.1.IV	Theme 4: Creation, Expansion, and Interaction of Economic Systems	Historical Argumentation; Historical Interpretation; Synthesis
<p>The correct answer is D. Evidence of European merchants controlling only a small percentage of the total of all the goods shipped across the globe during this period would most clearly challenge the historical interpretation that Europeans dominated global trade.</p>		

Question 56

Key Concept(s)	Theme(s)	Historical Thinking Skill(s)
5.3.I.D	Theme 3: State-Building, Expansion, and Conflict; Theme 5: Development and Transformation of Social Structures	Comparison

The correct answer is C. Both documents were heavily influenced by the writings of enlightenment thinker John Locke, who argued that natural law entitled people to the rights of life, liberty and property. The concerns mentioned in choices A and B occurred during the French Revolution but not the American Revolution, and choice D is antithetical to both documents' objectives.

Question 57

Key Concept(s)	Theme(s)	Historical Thinking Skill(s)
5.1.VI.A	Theme 5: Development and Transformation of Social Structures	Use of Evidence

The correct answer is A. Among the types of sources listed in the answer choices, accounts by African converts to Christianity would provide the best insight into the features of African society that might be altered as a consequence of adopting new religious practices. The other choices provide evidence about the recruitment and funding of missionaries but not about their effects on African social structures.

Question 58

Key Concept(s)	Theme(s)	Historical Thinking Skill(s)
6.1.I.D and III.A	Theme 1: Interaction Between Humans and the Environment	Causation

The correct answer is C. The development of antibiotics and mass vaccination campaigns during the twentieth century have had a tremendous impact on global population by limiting the impact of previously fatal or debilitating diseases. Improvements in sanitation facilities in many areas also decreased the incidence of disease, resulting in longer life spans and lower infant mortality.

Question 59

Key Concept(s)	Theme(s)	Historical Thinking Skill(s)
5.1.I.D, II.A and V.C	Theme 4: Creation, Expansion, and Interaction of Economic Systems	Contextualization, Comparison
<p>The correct answer is C. The pie charts reflect the transformation of the Japanese economy as a result of industrialization begun in the Meiji period. By 1922 Japanese manufactured goods dominated Japan's export market. In addition, raw materials to support industry made up about half of Japan's imports. Answer choice D may attract students because it correctly states that imports of raw materials increased but the reason given, extensive immigration to Japan, is inaccurate.</p>		

Question 60

Key Concept(s)	Theme(s)	Historical Thinking Skill(s)
2.1.II.A and C	Theme 2: Development and Interaction of Cultures	Use of Evidence
<p>The correct answer is D. Yu Huan's account privileges Chinese over Indian culture by incorrectly claiming that Buddhism was introduced into India from China. Choice A may be true, but it is an unintended consequence of the account and is therefore incorrect.</p>		

Question 61

Key Concept(s)	Theme(s)	Historical Thinking Skill(s)
6.2.I.A; 6.2.II.B	Theme 3: State-Building, Expansion, and Conflict	Historical Interpretation
<p>The correct answer is B. The historical interpretation described in choice B suggests that the demand for political autonomy by various ethnic groups within each multiethnic empire led to their collapse. Within the Russian and Ottoman empires, the majority ethnic groups had tried to achieve greater political unity by imposing their language and culture on other groups, which in turn had led to greater nationalist tensions. This interpretation emphasizes the role of nationalism, unlike the other choices.</p>		

Question 62

Key Concept(s)	Theme(s)	Historical Thinking Skill(s)
6.2.II.D	Theme 3: State-Building, Expansion, and Conflict; Theme 5: Development and Transformation of Social Structures	Comparison
The correct answer is D. Mao Zedong’s agricultural reform program and Emiliano Zapata’s Plan of Ayala both called for land to be taken from large landowners and given to peasant communities.		

Question 63

Key Concept(s)	Theme(s)	Historical Thinking Skill(s)
2.1.II.B; 5.3.III.E	Theme 2: Development and Interaction of Cultures; Theme 3: State-Building, Expansion, and Conflict	Contextualization
The correct answer is D. The proclamation reflects the Confucian view that rulers who are inept or unjust will lose power (the mandate of heaven). The passage details the failure of earlier dynasties to reform government in the face of rebellion. It argues that, in contrast, the Qing emperor has instituted reforms and thus should succeed against the Taiping rebels.		

Question 64

Key Concept(s)	Theme(s)	Historical Thinking Skill(s)
2.1.II.B; 5.3.III.E	Theme 2: Development and Interaction of Cultures; Theme 3: State-Building, Expansion, and Conflict	Use of Evidence
The correct answer is B. The Qing emperor is portrayed as reforming “misgovernment,” unlike earlier dynasties. His reforms show that he is responding to his people’s needs and is following a righteous path. His actions, as described in the proclamation, indicate that he is the legitimate ruler of the Chinese people, while the Taiping rebels are characterized as bandits.		

Question 65

Key Concept(s)	Theme(s)	Historical Thinking Skill(s)
6.1.II	Theme 1: Interaction Between Humans and the Environment	Causation
<p>The correct answer is B. Since 1980 the combination of environmental regulations and a reduction in heavy manufacturing has led to a general improvement in air and water quality in the developed world. In contrast, many parts of the developing world are experiencing greater environmental damage as they become more industrialized.</p>		

Question 66

Key Concept(s)	Theme(s)	Historical Thinking Skill(s)
6.1.I.B	Theme 2: Development and Interaction of Cultures	Periodization
<p>The correct answer is A. At the turn of the twentieth century, mechanistic models of the universe proved to be inadequate in describing the behavior of matter on the atomic level or when approaching the speed of light. New discoveries in physics provided better explanations for the behavior of matter and encouraged technological innovation and new ways of thinking about the universe.</p>		

Question 67

Key Concept(s)	Theme(s)	Historical Thinking Skill(s)
1.2.II.B and D	Theme 5: Development and Transformation of Social Structures	Historical Argumentation
<p>The correct answer is D. In the absence of written records, archaeological findings, including data from burial sites, form an important source of evidence for Paleolithic hunter-gatherer societies. The disparity in the quantity and quality of grave goods found in some burial sites of preagricultural peoples suggests the existence of social stratification.</p>		

Question 68

Key Concept(s)	Theme(s)	Historical Thinking Skill(s)
2.1.II.B	Theme 2: Development and Interaction of Cultures	Contextualization
<p>The correct answer is D. Nothing in the Confucian system of ethics required that men remain faithful to one wife. Men had multiple wives and/or concubines, depending on their financial means. All of the other answer choices are basic principles of Confucian social order, which emphasized obedience to authority, filial piety, and ancestor worship.</p>		

Question 69

Key Concept(s)	Theme(s)	Historical Thinking Skill(s)
3.1.I.E	Theme 4: Creation, Expansion, and Interaction of Economic Systems	Causation
The correct answer is B. The Mongol Empire was able to ensure a measure of peace and stability along the Silk Roads through its political control of the surrounding regions. This contributed to an increase in trade across Eurasia.		

Question 70

Key Concept(s)	Theme(s)	Historical Thinking Skill(s)
2.1.I.B	Theme 2: Development and Interaction of Cultures	Contextualization
The correct answer is A. The passage reflects support for a strictly hierarchical society with separate tasks for each group, whose place in society was determined at birth. These ideas are closest to the Vedic religions of India.		

AP® World History Practice Exam Correct Answers

1 - D	19 - C	37 - C	54 - A
2 - D	20 - A	38 - A	55 - D
3 - C	21 - D	39 - A	56 - C
4 - D	22 - D	40 - D	57 - A
5 - C	23 - C	41 - C	58 - C
6 - B	24 - A	42 - B	59 - C
7 - B	25 - D	43 - D	60 - D
8 - C	26 - B	44 - A	61 - B
9 - C	27 - C	45 - D	62 - D
10 - C	28 - D	46 - B	63 - D
11 - A	29 - B	47 - B	64 - B
12 - C	30 - C	48 - D	65 - B
13 - C	31 - B	49 - D	66 - A
14 - A	32 - C	50 - A	67 - D
15 - C	33 - A	51 - A	68 - D
16 - C	34 - D	52 - A	69 - B
17 - D	35 - B	53 - A	70 - A
18 - B	36 - B		

**Generic Core-Scoring Guide for AP World History
Document-Based Question**

Basic Core: Competence	Points	Historical Thinking Skills Assessed
1. Has acceptable thesis.	1	<ul style="list-style-type: none"> • Argumentation • Depending on the topic of the question: <ul style="list-style-type: none"> • Historical Causation • Comparison • Patterns of Continuity and Change Over Time
2. Addresses all of the documents and demonstrates understanding of all or all but one.	1	<ul style="list-style-type: none"> • Use of Historical Evidence
3. Supports thesis with appropriate evidence from all or all but one document. [Supports thesis with appropriate evidence from all but two documents.]	2 (1)	<ul style="list-style-type: none"> • Argumentation • Depending on the topic of the question: <ul style="list-style-type: none"> • Historical Causation • Comparison • Patterns of Continuity and Change Over Time
4. Analyzes point of view in at least two documents.	1	<ul style="list-style-type: none"> • Use of Historical Evidence
5. Analyzes documents by grouping them in two or three ways, depending on the question.	1	<ul style="list-style-type: none"> • Argumentation • Use of Historical Evidence • Depending on the topic of the question: <ul style="list-style-type: none"> • Historical Causation • Comparison • Patterns of Continuity and Change Over Time
6. Identifies and explains the need for one type of appropriate additional document or source.	1	<ul style="list-style-type: none"> • Argumentation • Use of Historical Evidence
Subtotal	7	Essay as a whole: Synthesis

Expanded Core: Excellence	Points	Historical Thinking Skills Assessed
<p>Expands beyond basic core of 1–7 points. A student must earn 7 points in the basic core area before earning points in the expanded core area.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Has a clear, analytical, and comprehensive thesis. • Shows careful and insightful analysis of the documents. • Uses documents persuasively as evidence. • Analyzes point of view in most or all documents. • Analyzes the documents in additional ways — groupings, comparisons, syntheses. • Brings in relevant “outside” historical content. • Explains why additional types of document(s) or sources are needed. 	0–2	<ul style="list-style-type: none"> • Same skills as noted in basic core • Other historical thinking skills may be demonstrated depending on the question and the documents
Subtotal	2	
TOTAL	9	

Generic Core-Scoring Guide for AP World History
Continuity and Change-Over-Time Essay

Basic Core: Competence	Points	Historical Thinking Skills Assessed
1. Has acceptable thesis. (Addresses the global issues and the time period(s) specified.)	1	<ul style="list-style-type: none"> • Argumentation • Patterns of Continuity and Change Over Time
2. Addresses all parts of the question, though not necessarily evenly or thoroughly. [Addresses most parts of the question; for example, addresses change but not continuity.]	2 (1)	<ul style="list-style-type: none"> • Argumentation
3. Substantiates thesis with appropriate historical evidence. [Partially substantiates thesis with appropriate historical evidence.]	2 (1)	<ul style="list-style-type: none"> • Argumentation
4. Uses relevant world historical context effectively to explain continuity and change over time.	1	<ul style="list-style-type: none"> • Contextualization
5. Analyzes the process of continuity and change over time.	1	<ul style="list-style-type: none"> • Patterns of Continuity and Change Over Time • Causation
Subtotal	7	Essay as a whole: Synthesis

Expanded Core: Excellence	Points	Historical Thinking Skills Assessed
<p>Expands beyond basic core of 1–7 points. The basic score of 7 must be achieved before a student can earn expanded core points.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Has a clear, analytical, and comprehensive thesis. • Analyzes all issues of the question (as relevant): global context, chronology, causation, change, continuity, effects, content. • Provides ample historical evidence to substantiate thesis. • Provides links with relevant ideas, events, trends in an innovative way. 	0–2	<ul style="list-style-type: none"> • Same skills as noted in basic core • Other historical thinking skills may be demonstrated depending on the question
Subtotal	2	
TOTAL	9	

**Generic Core-Scoring Guide for AP World History
Comparative Essay**

Basic Core: Competence	Points	Historical Thinking Skills Assessed
1. Has acceptable thesis. (Addresses comparison of the issues or themes specified.)	1	<ul style="list-style-type: none"> • Argumentation • Comparison
2. Addresses all parts of the question, though not necessarily evenly or thoroughly. [Addresses most parts of the question; for example, deals with differences but not similarities.]	2 (1)	<ul style="list-style-type: none"> • Argumentation
3. Substantiates thesis with appropriate historical evidence. [Partially substantiates thesis with appropriate historical evidence.]	2 (1)	<ul style="list-style-type: none"> • Argumentation
4. Makes at least one relevant, direct comparison between/ among societies.	1	<ul style="list-style-type: none"> • Comparison
5. Analyzes at least one reason for a similarity or difference identified in a direct comparison.	1	<ul style="list-style-type: none"> • Comparison • Causation
Subtotal	7	Essay as a whole: Synthesis

Expanded Core: Excellence	Points	Historical Thinking Skills Assessed
<p>Expands beyond basic core of 1–7 points. The basic score of 7 must be achieved before a student can earn expanded core points.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Has a clear, analytical, and comprehensive thesis. • Analyzes all parts of the question thoroughly (as relevant): comparisons, chronology, causation, connections, themes, interactions, content. • Provides ample historical evidence to substantiate thesis. • Relates comparisons to larger global context. • Makes several direct comparisons consistently between or among societies. • Consistently analyzes the causes and effects of relevant similarities and differences. 	0–2	<ul style="list-style-type: none"> • Same skills as noted in basic core • Other historical thinking skills may be demonstrated depending on the question
Subtotal	2	
TOTAL	9	

Contact Us

AP Services
P.O. Box 6671
Princeton, NJ 08541-6671
609-771-7300
888-225-5427 (toll free in the U.S. and Canada)
610-290-8979 (Fax)
E-mail: apexams@info.collegeboard.org

National Office
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New York, NY 10023-6992
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2950 Douglas Street, Suite 550
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