

AP<sup>®</sup>

CollegeBoard

Effective  
Fall 2017

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# AP<sup>®</sup> World History Practice Exam

FROM THE COURSE AND EXAM  
DESCRIPTION



## About the College Board

The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of over 6,000 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success—including the SAT® and the Advanced Placement Program®. The organization also serves the education community through research and advocacy on behalf of students, educators, and schools. For further information, visit [www.collegeboard.org](http://www.collegeboard.org).

## AP® Equity and Access Policy

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 underrepresented. 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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## About AP

The College Board's Advanced Placement Program® (AP) enables students to pursue college-level studies while still in high school. Through more than 30 courses, each culminating in a rigorous exam, AP provides willing and academically prepared students with the opportunity to earn college credit, advanced placement, or both. Taking AP courses also demonstrates to college admission officers that students have sought out the most rigorous course work available to them.

Each AP course is modeled upon a comparable college course, and college and university faculty play a vital role in ensuring that AP courses align with college-level standards. Talented and dedicated AP teachers help AP students in classrooms around the world develop and apply the content knowledge and skills they will need later in college.

Each AP course concludes with a college-level assessment developed and scored by college and university faculty as well as experienced AP teachers. AP Exams are an essential part of the AP experience, enabling students to demonstrate their mastery of college-level course work. Most four-year colleges and universities in the United States and universities in more than 60 countries recognize AP in the admission process and grant students credit, placement, or both on the basis of successful AP Exam scores. Visit [www.collegeboard.org/apcreditpolicy](http://www.collegeboard.org/apcreditpolicy) to view AP credit and placement policies.

Performing well on an AP Exam means more than just the successful completion of a course; it is a gateway to success in college. Research consistently shows that students who receive a score of 3 or higher on AP Exams typically experience greater academic success in college and have higher graduation rates than their non-AP peers.<sup>1</sup> Additional AP studies are available at [www.collegeboard.org/research](http://www.collegeboard.org/research).

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<sup>1</sup>See the following research studies for more details:

Linda Hargrove, Donn Godin, and Barbara Dodd, *College Outcomes Comparisons by AP and Non-AP High School Experiences* (New York: The College Board, 2008).

Chrys Dougherty, Lynn Mellor, and Shuling Jian, *The Relationship Between Advanced Placement and College Graduation* (Austin, Texas: National Center for Educational Accountability, 2006).

## Offering AP Courses and Enrolling Students

Each AP course and exam description details objectives and expectations of an AP course. The AP Program unequivocally supports the principle that each school develops and implements its own curriculum that will enable students to develop the content knowledge and skills described here.

Schools wishing to offer AP courses must participate in the AP Course Audit, a process through which AP teachers' syllabi are reviewed by college faculty. The AP Course Audit was created at the request of College Board members who sought a means for the College Board to provide teachers and administrators with clear guidelines on curricular and resource requirements for AP courses and to help colleges and universities validate courses marked "AP" on students' transcripts. This process ensures that AP teachers' syllabi meet or exceed the curricular and resource expectations that college and secondary school faculty have established for college-level courses. For more information on the AP Course Audit, visit [www.collegeboard.org/apcourseaudit](http://www.collegeboard.org/apcourseaudit).

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## 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. To find a list of each subject's current AP Development Committee members, please visit [collegeboard.org/apcommittees](http://collegeboard.org/apcommittees). AP Development Committees define the scope and expectations of the course, articulating through a course 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 coursework reflects scholarship and developments in the discipline.

The AP Development Committees are also responsible for drawing clear and well-articulated connections between the AP course and AP Exam—work that includes designing and approving exam specifications and exam questions. The AP Exam development process is a multiyear 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 various stakeholders in both secondary schools and higher education institutions. This feedback is carefully considered to ensure that AP courses and exams are able to provide students with a college-level learning experience and the opportunity to demonstrate their qualifications for advanced placement upon college entrance.

## 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 converted into 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 Exam 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 or placement:

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

## Additional Resources

Visit [apcentral.collegeboard.org](http://apcentral.collegeboard.org) for more information about the AP Program.

# AP World History Exam

## Exam Overview

The AP World History Exam is 3 hours and 15 minutes long and includes both a 95-minute multiple-choice and short-answer section (Section I) and a 100-minute free-response section (Section II). Each section is divided into two parts, as shown in the table below. Student performance on these four parts will be compiled and weighted to determine an AP Exam score.

Section	Question Type	Number of Questions	Timing	Percentage of Total Exam Score
I	Part A: Multiple-choice questions	55 questions	55 minutes	40%
	Part B: Short-answer questions	3 questions ♦ <b>Required</b> Question 1: periods 3–6 ♦ <b>Required</b> Question 2: periods 3–6 ♦ <b>Choose between</b> ♦ Question 3: periods 1–3 OR ♦ Question 4: periods 4–6	40 minutes	20%
II	Part A: Document-based question	1 question: periods 3–6	60 minutes (includes 15-minute reading period)	25%
	Part B: Long essay question	1 question, chosen from three options on the same theme: ♦ periods 1–2 ♦ periods 3–4 ♦ periods 5–6	40 minutes	15%

## Practice Exam

After the practice exam you will find a table that shows which key concepts, learning objectives, and primary practice or skill is assessed in each question. The table also provides the answers to the multiple-choice questions.

### Section I

#### Part A: Multiple-Choice Questions

As demonstrated in the following section, question sets will be organized around two to five questions that focus on a primary or secondary source.

**Questions 1–3 refer to the passage below.**

“And if you, my vassal, disobey or break this treaty, may the god Adad, the canal inspector of heaven and earth, put an end to all vegetation in your land. May his waters hit your land with a severe destructive downpour. May locusts devour your crops. May there be no sound of grinding stone in your houses. May the wild animals eat your bread, and may your spirit have no one to take care of it and pour offerings of wine for it.”

Excerpt from a treaty between an Assyrian king and the ruler of a subject city-state in northwestern Iran, circa 670 B.C.E.

1. The particular consequences invoked in the ritual curse in the treaty most strongly support which of the following statements about ancient Mesopotamia?
  - (A) States' legitimacy was based on claims to secular authority.
  - (B) Ongoing environmental degradation occurred as a byproduct of the spread of pastoralism.
  - (C) Maintaining and expanding agricultural production was seen as a core task of governments.
  - (D) The domestication of plants occurred before the domestication of animals.



2. A historian would most likely use this passage in the treaty to illustrate which of the following?
- (A) The precarious nature of early civilizations' relationship to their physical environment
  - (B) The negative effect of overpopulation on urban sanitation and health
  - (C) The emergence of social hierarchies supported by unequal distribution of surplus food
  - (D) The nutritional deficiencies suffered by early agricultural populations
3. Which of the following was an important long-term effect of the expansion of the Assyrian Empire?
- (A) The diffusion of monotheistic religious beliefs to East Asia
  - (B) The development of the Greek alphabet
  - (C) The initial diffusion of advanced mathematical knowledge, such as algebra and trigonometry
  - (D) The establishment of Jewish diasporic communities as a result of Assyrian military conquest

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Questions 4–6 refer to the passage below.

“Marriage precedes all other duties of life. The different kinds of marriage are:

- the giving in marriage of a bride with a dowry . . .
- the giving in marriage of a bride in exchange for a couple of cows
- the giving in marriage of a bride to a priest
- the voluntary union of a maiden and her lover
- the giving in marriage of a bride after receiving plenty of wealth from the groom’s family

Of these, the first three are ancestral customs of old and are valid on their being approved of by the father of the bride. The rest are to be sanctioned by both the father and the mother. . . . Any kind of marriage [that meets the above conditions] is approvable. . . .

Sons begotten by men of higher caste and women of lower caste are considered to be of mixed caste. Sons begotten by men of lower caste and women of higher caste originate on account of kings violating all norms of proper behavior.”

*Arthashastra*, a legal and political treatise produced for Chandragupta, a Hindu ruler of the Mauryan dynasty in India, circa 300 B.C.E.

4. Compared to the regulations in the excerpt, Buddhist practices concerning gender roles in the period 600 C.E. to 600 B.C.E. differed in that they
  - (A) rejected the validity of marriage as an institution
  - (B) offered women and men the possibility of monastic life as an alternative to marriage
  - (C) gave the bride’s mother, rather than the father, the primary role in making marriage decisions
  - (D) asserted that only marriages based on the free choice of both spouses were valid
5. The views expressed in the excerpt are best seen as evidence of which of the following in Mauryan society?
  - (A) The persistence of patriarchy
  - (B) The absence of inter-caste marriages
  - (C) The social acceptance of children born out of wedlock
  - (D) The rulers’ lax enforcement of religious doctrine
6. Which of the following changes to Mauryan religious policy occurred under Chandragupta’s grandson, Emperor Ashoka?
  - (A) The emergence of a syncretic Indo-Greek system of religious belief
  - (B) The secularization of the Mauryan state
  - (C) The promotion of Buddhist teachings through edicts by the ruler
  - (D) The establishment of Islam as the dominant religion of northern India

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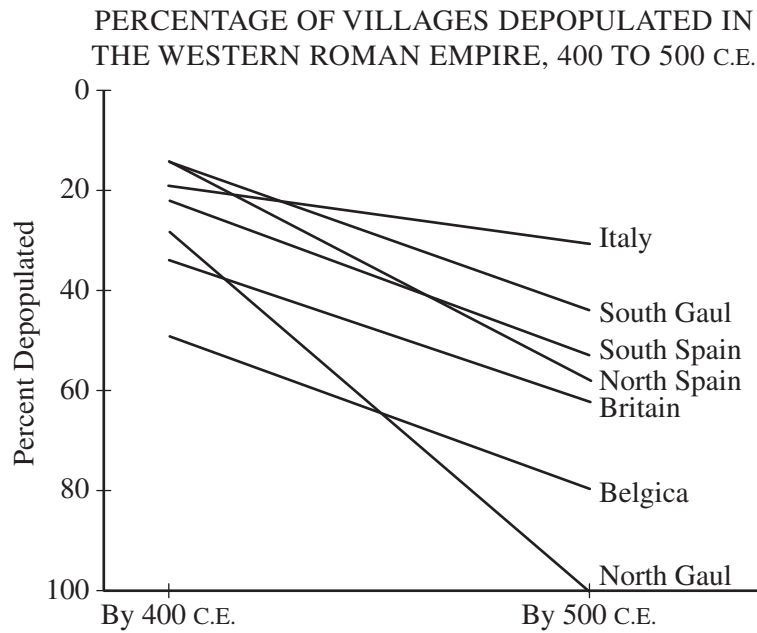
Questions 7–9 refer to the passage below.

“The ruler is a boat; people are the water. The water can carry the boat; the water can capsize the boat. . . . A man may be the descendant of kings, lords, or nobles, but if he does not observe the norms of ritual and proper behavior he must be relegated to the status of a commoner. Similarly, he may be a descendant of commoners, but if he accumulates learning of the texts, corrects his behavior, and observes the norms of ritual and proper behavior—then he must be elevated to the ranks of high ministers, lords, and nobles.”

Xunzi, Chinese philosopher, circa 250 B.C.E.

7. According to the passage, Xunzi was advocating an approach to governance that most clearly reflected the principles of
- (A) Daoism
  - (B) Legalism
  - (C) Confucianism
  - (D) Buddhism
8. Xunzi’s idealized vision of Chinese society in the passage differs most strongly from the social structure of which of the following?
- (A) Roman society during the late empire
  - (B) Hindu society in South Asia during the Gupta Empire
  - (C) Muslim society during the early Caliphates
  - (D) Mongol society during the period of Mongol conquests
9. Ideas similar to those expressed in the passage have directly contributed to the development of which of the following aspects of later Chinese imperial history?
- (A) The long-standing tradition of Chinese leadership in technological, agricultural, and commercial innovation relative to the rest of the world
  - (B) The expectation that emperors must be judged by a different set of ethical standards all other members of society
  - (C) The virtual elimination of the threat of rebellion against established political authority
  - (D) The practice of recruiting capable bureaucrats on the basis of educational achievement rather than noble birth

Questions 10–12 refer to the graph below.



Data adapted from David C. Baker, "The Roman Dominate from the Perspective of Demographic-Structural Theory," *Cliodynamics*, Vol. 2, 2011

10. Which of the following best explains the overall demographic trend shown in the chart?
- (A) The spread of the bubonic plague by the Mongol invasions
  - (B) Migrations to Christian population centers in the Mediterranean
  - (C) Forced migration of populations by the Roman government
  - (D) Invasions by Germanic and Central Asian peoples
11. Which of the following best describes the Roman response to the trend shown on the chart?
- (A) Shifting power and resources to the east, eventually resulting in the creation of the Byzantine Empire
  - (B) Sponsoring the further development of commercial infrastructure, particularly roads
  - (C) Adopting Christianity as the official religion of the Roman Empire, under the emperor Constantine
  - (D) Building an elaborate system of fortifications along the northern frontier, such as Hadrian's Wall

12. Which of the following emerged in western Europe after 500 c.e. in large part as a reaction to the changes illustrated by the chart?
- (A) The development of cash crop plantations relying on slave labor
  - (B) The binding of peasants to the land as part of the development of feudal society
  - (C) The shift from agriculture to nomadic pastoralism in most of western Europe
  - (D) The development of self-governing professional guilds

Questions 13–15 refer to the two tables below.

Table 1

**ORIGIN OF THE COINS IN A BURIED CACHE FROM CIRCA 750 C.E., FOUND NEAR XI'AN, CENTRAL CHINA**

Origin of the Coins	Date of the Coins (approximate)	Number of Coins
Chinese, pre-dating the Tang dynasty	500 B.C.E.–550 C.E.	19
Early Tang dynasty	600–750 C.E.	451
Sassanian dynasty, Persia	600 C.E.	1
Byzantine Empire	600 C.E.	1
City of Turfan, Central Asia	650 C.E.	1
Japan, Nara period	710 C.E.	5
<b>TOTAL</b>		<b>478</b>

Table 2

**ORIGINS OF THE COINS IN A VIKING BURIED CACHE FROM CIRCA 900 C.E., FOUND IN NORTHWESTERN ENGLAND**

Origin of the Coins	Number of Coins (approximate)
Viking kingdoms in northern England	5,000
Anglo-Saxon kingdoms in southern England	1,000
Carolingian Frankish Empire	1,000
Viking states in Scandinavia	50
Abbasid Caliphate	50
Papacy and Northern Italian states	20
Byzantine Empire	1
<b>TOTAL</b>	<b>7,200</b>

13. Which of the following conclusions is best supported by the data in [Table 1](#)
- (A) The Tang emperors' legitimacy continued to be challenged in many parts of China.
  - (B) The great majority of economic transactions in Tang China continued to be carried out through barter.
  - (C) Long-distance trade resulted in the establishment of new cities and diasporic merchant communities.
  - (D) Long-distance trade routes were active during the early Tang period, even as most trade in China remained local.

14. A historian researching the economic history of Eurasia in the period circa 600–1450 c.e. would most likely find the two tables useful as a source of information about which of the following?
- (A) The diffusion of cultural traditions along Eurasian trade routes
  - (B) The spread of technological innovations across regions in Eurasia
  - (C) The geographic extent of the monetization of Eurasian economies
  - (D) The extent to which government economic policies in Eurasia in the period 600–1450 represented a continuity of earlier policies
15. The data presented in the two tables best support which of the following comparative statements about Tang China and Viking England?
- (A) Elites in Tang China were less wealthy than elites in Viking England.
  - (B) Merchants stood at the top of the social hierarchies in both Tang China and Viking England.
  - (C) Tang coins were typically of greater value than coins in Viking England.
  - (D) Coinage was seen as a useful means of storing value in both Tang China and Viking England.

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Questions 16–18 refer to the passage below.

“At that time, great disturbances erupted among the lower ranks of people, by which England was nearly ruined. Never was a country in such jeopardy, and all because some commoners sought to claim liberties to which they were not entitled. It is customary in England, as in other countries, for the nobility to have great privileges over the commoners, who are bound by law and custom to plow the lands of nobles, harvest the grain, carry it to the barn, and perform various other services for their lords.

The evil-disposed in these districts began to rise, saying they were too severely oppressed; that at the beginning of the world there were no unfree people, and that no one ought to be treated as such, unless he had committed treason against his lord, as Lucifer had done against God: but they had done no such thing, for they were men formed after the same likeness as their lords, who treated them like beasts. They could no longer bear this, and wanted to be free. And if they were to do any work for their lords, they demanded to be paid for it.”

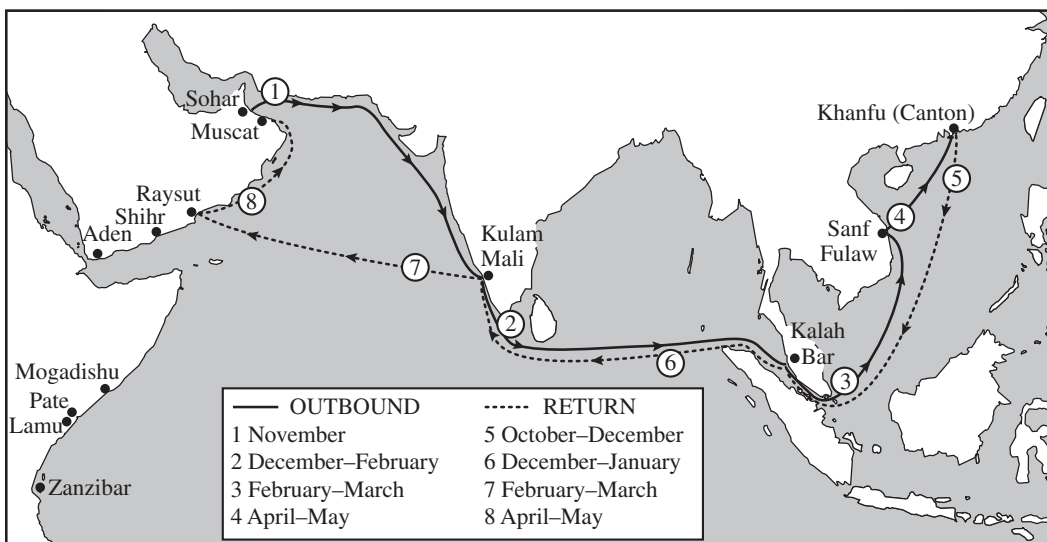
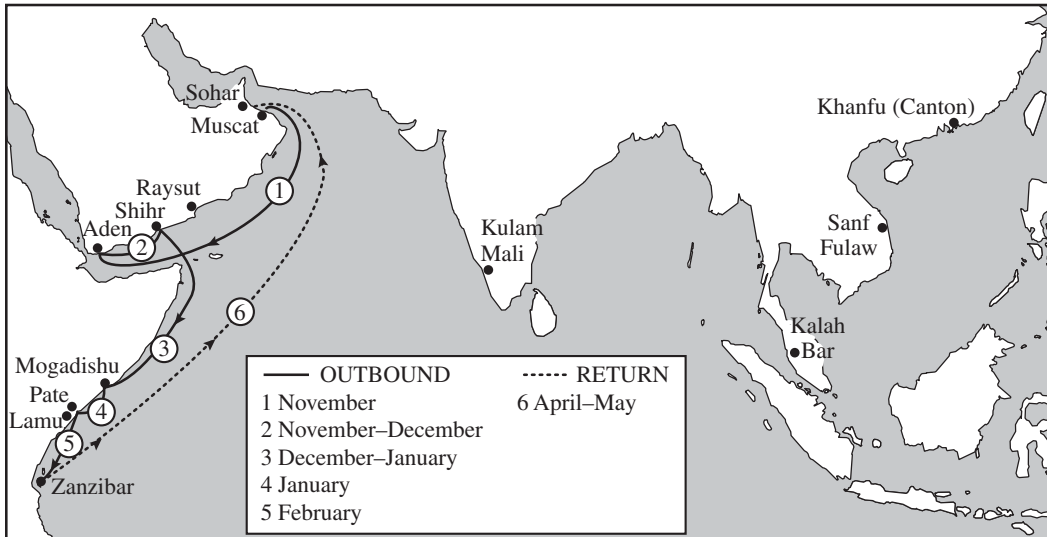
Jean Froissart, French chronicler, late 1300s

16. The events described in the passage represent a reaction against which of the following forms of coerced labor?
- (A) Slavery
  - (B) Military conscription
  - (C) Indentured servitude
  - (D) Serfdom
17. English nobles resisted peasant demands such as those described in the passage because agricultural labor in many parts of fourteenth-century Afro-Eurasia had become scarce as a result of which of the following developments?
- (A) The migration of peasants to cities in search of industrial employment
  - (B) Significant increase in mortality due to the spread of epidemic diseases
  - (C) The development of wage-based economies with the emergence of capitalism
  - (D) Widespread famine resulting from rising global temperatures
18. All of the following statements are factually accurate. Which most likely explains Froissart’s view of the peasants’ grievances discussed in the passage?
- (A) Even though he was French, Froissart traveled to England to collect information for his chronicles.
  - (B) Peasant revolts were fairly common in medieval Europe.
  - (C) History writing in medieval Europe was aimed primarily at elite audiences.
  - (D) In addition to his chronicles, Froissart wrote a work of romance based on the legend of King Arthur.



Questions 19–22 refer to the maps below.

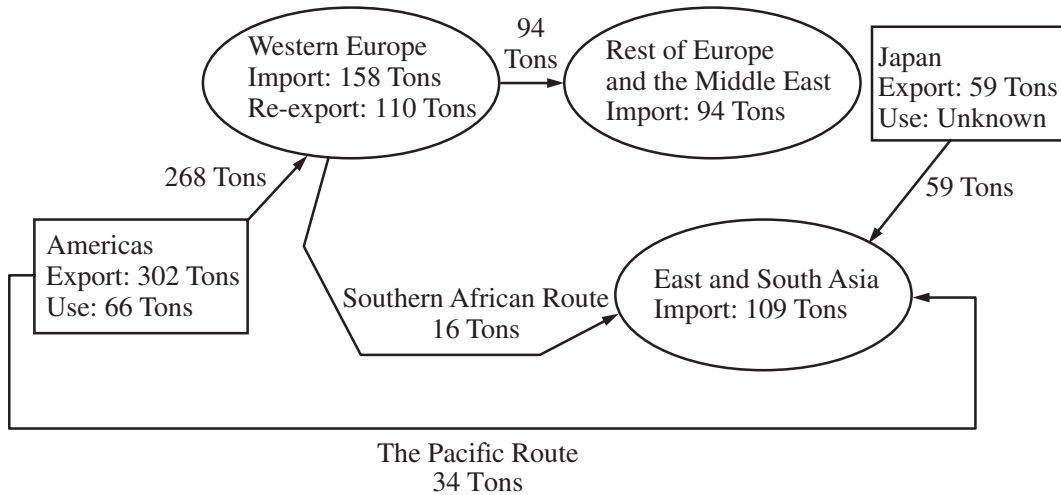
**TYPICAL SAILING ROUTES AND SCHEDULES OF OMANI MERCHANTS TRAVELING TO EAST AFRICA AND CHINA FROM MUSCAT, CIRCA 1400 C.E.**



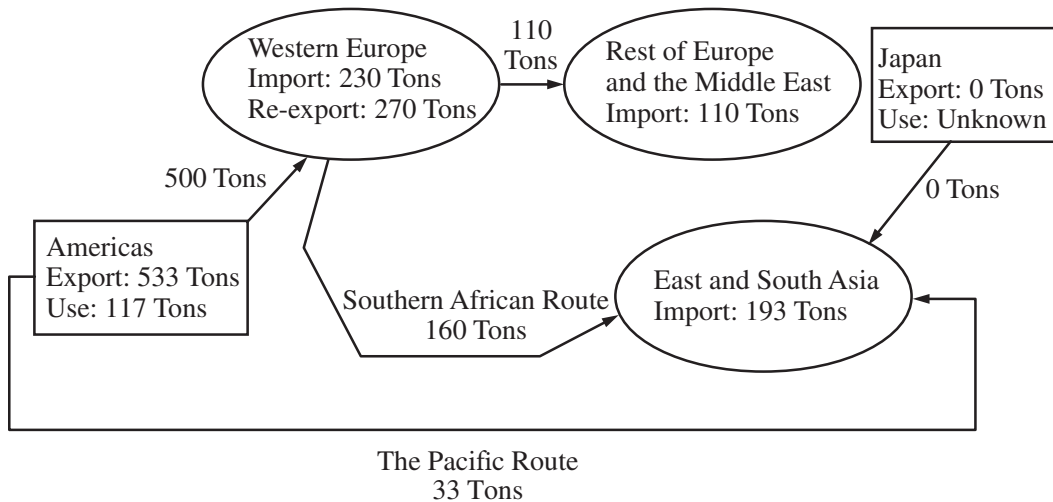
19. The particular routes and timings of the voyages depicted on the maps best reflect which of the following characteristics of Omani merchants?
- (A) Their Islamic ritual observances, which made travel difficult during the fasting period of Ramadan
  - (B) Their advanced knowledge of Indian Ocean currents and monsoon wind patterns
  - (C) Their need to avoid the routes traveled by the faster and better-armed Portuguese trading ships
  - (D) Their control of the sources of grain needed by Chinese and East African cities
20. Based on the maps and your knowledge of world history, which of the following best describes the effect of the spread of Islam on Indian Ocean trade?
- (A) It led to the expansion and intensification of commerce along already existing trade routes.
  - (B) It led to the disappearance of previously established trade networks.
  - (C) It led to an expansion of land-based caravan trade but also to a decline of maritime trade.
  - (D) It led to the first creation of trade links between previously isolated world regions.
21. Which of the following factors contributed the most to Omani traders' ability to undertake the voyages depicted on the maps?
- (A) The strong backing for the voyages by the Caliphate
  - (B) Navigational and maritime innovations, such as the astrolabe and lateen sail
  - (C) The spread of Arabic as the language of commerce in the Red Sea and western Indian Ocean basins
  - (D) Innovations in agriculture, which allowed the Omani population to increase rapidly
22. Which of the following could be best inferred about the South and East Asian trading cities shown on the maps?
- (A) They were under the direct political control of Oman.
  - (B) They had a majority Arab population.
  - (C) They had Muslim diasporic merchant communities.
  - (D) They were primarily sources of slave labor for the Omanis.

Questions 23–26 refer to the two diagrams below.

WORLD SILVER FLOWS, 1600–1650 C.E., METRIC TONS PER YEAR (average)



WORLD SILVER FLOWS, 1725–1750 C.E., METRIC TONS PER YEAR (average)



Source: Ronald Findlay and Kevin H. O'Rourke, *Power and Plenty: Trade, War, and the World Economy in the Second Millennium*, Princeton University Press, 2007, p. 218.

23. Which of the following economic conditions was most important in creating the global trade network illustrated by the two diagrams?
- (A) American demand for labor and African supply of slaves
  - (B) Japanese supply of silver and Middle Eastern demand for spices
  - (C) Western European demand for industrial raw materials and American and South Asian supply of cash crops
  - (D) Chinese and Indian demand for precious metals and European demand for Asian textiles and luxury goods
24. In the eighteenth century, which of the following contributed most directly to the change in the volume of silver trade on the Southern African route?
- (A) The development of new types of ships, such as the caravel and the carrack
  - (B) The expanded activities of chartered and joint-stock companies
  - (C) The conversion of the rulers of west African states to Christianity
  - (D) The discovery of gold and diamonds in southern Africa
25. Which of the following was an important direct effect on Europe of the processes reflected in the diagrams?
- (A) The independence movements in Spanish and Portuguese colonies
  - (B) The industrialization of parts of England, France, and Germany
  - (C) The intensification of state rivalries over control of trade routes, leading to colonial wars
  - (D) Religious conflicts between Catholics and Protestants
26. Which of the following was an important continuity underlying the trade interactions illustrated by the two diagrams?
- (A) The resilience of the Chinese economy, despite the dynastic change from Ming to Qing
  - (B) The industrial and commercial supremacy of Great Britain in western Europe
  - (C) The widespread acceptance of the principles of free trade by most European and Asian governments
  - (D) The ongoing expansion of Muslim empires, such as the Ottoman and the Safavid

Questions 27–29 refer to the image below.



© BnF, Dist. RMN-Grand Palais / Art Resource, NY

*The image above, from seventeenth-century Ethiopia, shows the Virgin Mary and Christ Child with the merchant who commissioned the painting lying below.*

27. The painting is best seen as evidence for which of the following?
- (A) The lasting impact of the spread of Christianity through Afro-Eurasia during the period of the late Roman Empire
  - (B) The success of crusaders in spreading Christianity into East Africa
  - (C) The emergence of syncretic religions as Islam spread through East Africa in the period after the Muslim conquests
  - (D) The migration of Bantu peoples across Africa

28. The painting can best be used as evidence for which of the following world historical trends that took place during the period 1450 c.e. to 1750 c.e.?
- (A) The use of art to glorify rulers
  - (B) The sponsorship of art by new elites
  - (C) Governments using art to foster nationalism among their populations
  - (D) The diffusion of African artistic traditions across Indian Ocean trade routes
29. Ethiopia's cultural traditions reflected in the painting had which of the following effects on Ethiopia's interactions with European colonial empires in the late nineteenth century?
- (A) They provided Ethiopians with an additional rationale for resisting European encroachment.
  - (B) They created an opportunity for Ethiopia to participate in the European alliance system.
  - (C) They strengthened Social Darwinist claims that Ethiopians were inferior to Europeans.
  - (D) They contributed to the isolation of Ethiopia from the emerging global labor network.

Questions 30–32 refer to the table below.

**POPULATION OF THE HAWAIIAN ISLANDS, 1778–1878**

Year	Population
1778	242,000
1823	135,000
1831–32	124,000
1835–36	107,000
1850	84,000
1853*	73,000
1860	70,000
1866	63,000
1872	57,000
1878**	58,000

\*1853: 97.5% of the population born in Hawaii

\*\*1878: 83.6% of the population born in Hawaii

Source: Alfred W. Crosby, *Germs, Seeds and Animals: Studies in Ecological History*, 1994

30. Which of the following best explains the overall population trend shown in the table?
- (A) Large-scale migration from the Pacific Islands to the Americas for plantation labor
  - (B) Conflict between Pacific Island states
  - (C) The spread of epidemic diseases as a result of contact with Westerners
  - (D) The expansion of the Japanese empire in the Pacific
31. Which of the following best explains the changes in the population of the Hawaiian Islands from 1872 to 1878?
- (A) The increased presence of Asian indentured servants on Hawaiian plantations
  - (B) The growth of tourism as a result of technological advances in transportation
  - (C) The urbanization of Hawaii as a result of industrialization
  - (D) The development of racial exclusion policies in European settler colonies

32. The historical trend represented by the table is most similar to which of the following?
- (A) The spread of the Black Death along the Silk Roads in the fourteenth century
  - (B) The impact of the Columbian Exchange on American populations in the sixteenth century
  - (C) The effects of the trans-Atlantic slave trade on West African populations in the seventeenth and eighteenth centuries
  - (D) The results of the development of reliable birth control methods in the twentieth century



Questions 33–35 refer to the objects shown in the following two images.

Image 1

**IVORY TIP FOR A KING'S CEREMONIAL SCEPTER SHOWING A FEMALE ANCESTOR SPIRIT, KONGO, WESTERN AFRICA, CIRCA 1800**



Werner Forman Archive / Bridgeman Images

Image 2

**FEMALE FIGURE ON A CRUCIFIX, KONGO, WESTERN AFRICA, CIRCA 1800**



Kongo. *Crucifix*. Stone, pigment, 13 × 6 ½ × 2 ½ in. (33.0 × 16.6 × 6.4 cm). Brooklyn Museum, Museum Expedition 1922, Robert B. Woodward Memorial Fund, 22.240.

33. The object in Image 1 best illustrates which of the following continuities in world history?
- (A) The power of traditional elites was continuously challenged by the emerging power of new elites.
  - (B) The power of states was based on the ability of rulers to monopolize the use of violence.
  - (C) Artists depended on royal patronage for their livelihoods.
  - (D) Rulers used religious imagery to legitimize their political authority.
34. The object in Image 2 best illustrates which of the following cultural processes in the period circa 1450–1750?
- (A) The spread of Ethiopian cultural traditions in West Africa
  - (B) The influence of the Columbian Exchange on artistic traditions
  - (C) The development of religious syncretism as cultural traditions spread
  - (D) The intensification of pre-existing religious conflicts and rivalries
35. Taken together, the two images best support which of the following conclusions?
- (A) New European technologies transformed African artistic traditions.
  - (B) African societies that practiced Christianity generally gave women greater political and cultural prominence than did African societies that practiced traditional religions.
  - (C) African societies combined a patriarchal power structure with cultural traditions that gave women a prominent place in social and cultural life.
  - (D) Women’s roles in African societies were shaped by the interaction between Christianity and Islam as the two religions spread in the region.

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Questions 36–39 refer to the passage below.

“I can safely say that before the commencement of what I may call the *Railway Period*, not only were the wages in most parts of the country established by tradition and authority, rather than by the natural laws of supply and demand, but the opportunity to work was in general restricted to particular spots. For the first time in history the Indian finds that he has in his power of labor a valuable possession which, if he uses it right, will give him something much better than mere subsistence. Follow him to his own home, in some remote village, and you will find that the railway laborer has brought back not only new modes of working and a new feeling of self-respect and independence, but also new ideas of what government and laws can offer him. And he is, I believe, a better and more loyal subject, as he is certainly a more useful laborer.”

Bartle Frere, British governor of the Bombay Presidency, India,  
speech on opening of a rail line, 1863

36. Frere’s speech is best understood in the context of which of the following?
- (A) Governments in Asian empires undertaking economic reforms to catch up with European powers
  - (B) Governments undertaking political and social reforms to mitigate the effects of industrial capitalism
  - (C) Governments expanding and consolidating their empires using their increasing industrial power
  - (D) Governments promoting redistributionist policies to reduce income inequality between labor and capital
37. The lifting of traditional restrictions on Indian labor alluded to in the speech contributed most directly to which of the following global processes?
- (A) Protests for improved sanitation and living conditions in industrial cities
  - (B) Long-distance and overseas migrations of contractual and coerced workers
  - (C) The decline of Spanish and Portuguese influence in the Indian Ocean
  - (D) The emergence of new racial ideologies that supported European imperialism

38. Which of the following best explains Frere's characterization of the time of his speech as the "Railway Period" in British India?
- (A) Railways provided a means for Hindu pilgrims to visit sacred sites quickly and cheaply.
  - (B) Railways allowed British missionaries to spread Christianity more effectively.
  - (C) Railways opened up access to interior markets and resources for British commercial interests.
  - (D) Railways eased the overcrowding in Indian cities by allowing industrial workers to commute from suburban areas.
39. Frere's view of the changing opportunities for Indian labor most directly reflects the influence of which of the following?
- (A) The ideals of classical liberalism as stated by Adam Smith and John Stuart Mill
  - (B) The ideals of communism as stated by Karl Marx and Friedrich Engels
  - (C) The ideals of the Enlightenment as stated by political revolutionaries such as Simon Bolívar
  - (D) The ideals of mercantilism as developed by European state-sponsored joint-stock trading

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Questions 40–42 refer to the passage below.

*“Political Consequences of the Spanish Conquest of Mexico*

Because Mexico was the most important of the Spanish conquests, it was governed by rulers of very high standing, almost equal to that of the Spanish kings. In this way the inhabitants of our Republic—Indians of different races, *mestizos* [people of Spanish and Indian parentage], and *criollos* [American-born people of European ancestry]—all became accustomed to feeling Mexican and to loving one another as compatriots. This was surely the most important consequence of the conquest, because it meant that different tribes of Indians became patriotic Mexicans, without distinction of race and color.

*Ethnic Consequences of the Conquest*

[Unlike other Europeans], the Spanish never accepted the hateful idea that there are inferior races that are destined to perish en masse or serve forever others who consider themselves superior. The consequence of this worldview was that the conquistadors and colonizers fully mixed with the Indians, which brought into being the *mestizo*, which currently constitutes the most important element of the Mexican population. A moment will soon come when the people of Mexico are unified by the love for their country.”

Elementary school history book approved for use in all Mexican schools  
by Mexico’s Ministry of Education, 1951

40. The interpretation of Mexican history presented in the passage is most strongly influenced by which of the following?
- (A) Marxism
  - (B) Anticolonialism
  - (C) Social Darwinism
  - (D) Nationalism
41. The reference in the second paragraph to “the hateful idea that there are inferior races” is best understood in the context of which of the following twentieth-century developments?
- (A) The Spanish Civil War
  - (B) The final dissolution of the Spanish colonial empire
  - (C) The Holocaust in Europe during the Second World War
  - (D) The migration of former colonial subjects to Europe

42. Present-day historians would most likely agree with which of the following aspects of the historical interpretation advanced in the passage?
- (A) The omission of the demographic effects of the Spanish conquest on the Indians
  - (B) The claim that the ethnic and racial hierarchies of colonial Mexico were egalitarian in nature
  - (C) The gendered language and use of ethnic stereotypes to describe the conquerors
  - (D) The suggestion that the Spanish conquest of Mexico resulted in the formation of new identities

Questions 43–45 refer to the recipe below.

**Ingredients for “Empire Christmas Pudding”**

1 lb. sultana raisins	.....	Australia
6 oz. minced apple	.....	Canada
1 lb. beef suet	.....	New Zealand
6 oz. candied orange peel	.....	South Africa
8 oz. flour	.....	United Kingdom
4 eggs	.....	Irish Free State
½ pinch ground cinnamon	.....	Ceylon
½ pinch ground cloves	.....	Zanzibar
½ pinch ground nutmeg	.....	Singapore
1 pinch pudding spice	.....	India
2 tbsp. rum from cane sugar	.....	Jamaica

Recipe published in British newspapers by the Empire Marketing Board of Great Britain, 1930s. The recipe was created by King George VI’s chef.

43. Which of the following best explains the motivation behind the Empire Marketing Board’s publication of the Empire Christmas Pudding recipe?
- (A) To promote innovations of the Green Revolution  
 (B) To promote imperial unity in response to rising nationalism  
 (C) To promote free market economic plans  
 (D) To promote Christian values in the context of Soviet expansion
44. The inclusion of rum from Jamaica in the recipe is a consequence of which of the following?
- (A) The development of a plantation economy based on coerced and semicoerced labor  
 (B) The transfer of American crops to Europe as a result of the Columbian Exchange  
 (C) The migration of Caribbean peoples to England  
 (D) The intensification of free peasant agriculture in the Caribbean
45. Demand for Asian spices drove which of the following in the sixteenth and seventeenth centuries?
- (A) The widespread use of convict labor in agriculture  
 (B) The development of industrial manufacturing processes  
 (C) The expansion of the Manchu Empire in East Asia  
 (D) The establishment of European trading-post empires

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Questions 46–49 refer to the following two poems from *Echoes of Revolt*, a poetry collection published by the Ghadar, an Indian political movement, 1914.

Poem 1

“The world calls us coolie.\*  
Why doesn’t our flag fly anywhere?  
How shall we survive, are we slaves forever?  
Why aren’t we involved in politics?  
From the beginning we have been oppressed.  
Why don’t we even dream of freedom?  
Only a handful of oppressors have taken our fields.  
Why has no Indian cultivator risen and protected his land?  
Our children cry out for want of education.  
Why don’t we open science colleges?”

\*An insulting term for South or East Asian manual workers

Poem 2

“Why do you sit silent in your own country  
You who make so much noise in foreign lands?  
Noise outside of India is of little avail.  
Pay attention to activities within India.  
You are quarreling and Hindu-Muslim conflict is prevalent.  
The jewel of India is rotting in the earth  
because you are fighting over the Vedas and the Koran.  
Go and speak with soldiers.  
Ask them why they are asleep, men who once held swords.  
Muslim, Hindu, and Sikh heroes should join together.  
The power of the oppressors is nothing if we unitedly attack him.  
Indians have been the victors in the battlefields  
of Burma, Egypt, China and the Sudan.”

46. Which of the following best accounts for the circumstances of Indian workers alluded to in Poem 1?
- (A) The increasing migration of Indian laborers to industrialized urban areas
  - (B) The cultural divisions between Indian Muslim migrants and Indian Hindu migrants
  - (C) The coerced migration of Indian indentured servants
  - (D) The pattern of many Indian migrants returning to their homeland after their contracts ended

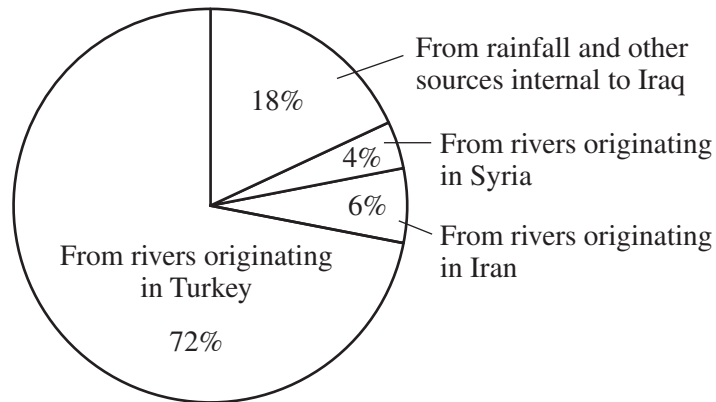


47. In Poem 1, the sentiments regarding education and politics are best understood in the context of which of the following?
- (A) The persistence of slavery in spite of the abolitionist movement in the British Empire
  - (B) The growth of women's movements pushing for greater education and domestic rights
  - (C) The British failure to provide mass education in India, for fear that doing so would encourage resistance against imperial rule
  - (D) The revival of traditional Hindu and Muslim religious beliefs in India
48. The religious tensions alluded to in Poem 2 would result most directly in which of the following?
- (A) The migration of many South Asians to Great Britain
  - (B) The development of new syncretic belief systems in India such as Sikhism and Bahaism
  - (C) The Japanese invasion of India during the Second World War
  - (D) The population resettlement following the partition of South Asia into India and Pakistan
49. In Poem 2 the reference to Indian victories on battlefields is best understood in the context of which of the following?
- (A) Violent resistance by Indians to colonial rule
  - (B) The drafting of migrants into the militaries of host countries
  - (C) Indian resistance to Japanese imperialism
  - (D) The mobilization of Indian troops to fight in Great Britain's wars

Questions 50–52 refer to the chart and map below.

Source 1

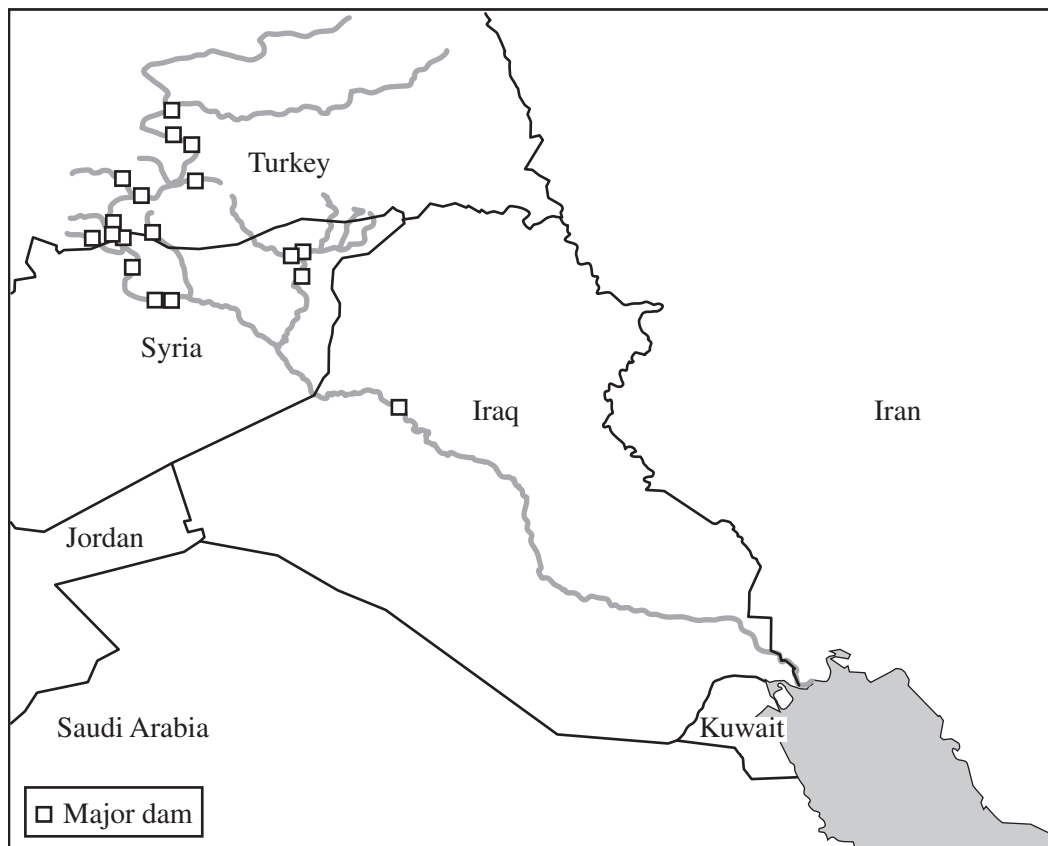
VOLUME OF WATER AVAILABLE FOR USE  
IN IRAQ, BY ORIGIN OF THE WATER SOURCE, 2010



Source: Iraq Ministry of Water Resources, 2010.

Source 2

MAJOR HYDROELECTRIC DAMS IN THE EUPHRATES RIVER BASIN, 2010



50. The two sources best illustrate which of the following aspects of human interactions with the environment in the late twentieth century?
- (A) Industrialization led to increasingly hazardous levels of air and water pollution.
  - (B) Economic development policies intensified competition over limited natural resources.
  - (C) Urbanization dramatically expanded the per capita rates of freshwater consumption.
  - (D) Climate change led to increasing desertification in drought-prone regions.
51. On a global scale, which of the following directly prevented problems such as those alluded to in the two sources from leading to population decline in the late twentieth century?
- (A) The development of new forms of global communication and transportation
  - (B) The extension of the average human life span brought about by medical advances
  - (C) The greater social acceptance of birth control
  - (D) The increases in average agricultural yields per acre brought about by the Green Revolution
52. Which of the following additional pieces of information would be most directly useful in assessing the extent to which the developments reflected in Source 2 represent a threat to Iraq's economy?
- (A) Information on the total amount of foreign investment in Iraq's economy
  - (B) Information on the percentage of Iraqi agriculture that depends on irrigation
  - (C) Information on the political affiliation of Iraq's minister of water resources
  - (D) Information on Iraq's petroleum resources and revenues

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Questions 53–55 refer to the passage below.

“The suggestion made by the prosecution in its opening statement that the [anti-Apartheid movement] in South Africa is under the influence of foreigners or communists is wholly incorrect. I have done whatever I did, both as an individual and as a leader of my people, because of my experience in South Africa and my own proudly felt African background.

South Africa is the richest country in Africa and could be one of the richest countries in the world. But it is a land of extremes and remarkable contrasts. The Whites enjoy what may well be the highest standard of living in the world, while Africans live in poverty and misery. Forty percent of the Africans live in hopelessly overcrowded, drought-stricken reserves. Thirty percent are tenant laborers or squatters on White farms and work and live under conditions similar to those of the serfs of the Middle Ages.

The complaint of Africans, however, is not only that they are poor and the Whites are rich, but that the laws made by the Whites are designed to preserve this situation. The lack of human dignity experienced by Africans is the direct result of the policy of White supremacy.”

Nelson Mandela, speech to a South African court  
while standing trial for acts of sabotage, 1964

53. The state’s claim as described in the first paragraph is best understood in the context of which of the following?
- (A) The Non-Aligned Movement
  - (B) Decolonization
  - (C) The Cold War
  - (D) Economic nationalization
54. The economic conditions described by Mandela in the second paragraph would lead many former European colonies to embrace which of the following?
- (A) The reestablishment of European rule
  - (B) The sale of state-owned land to Western entrepreneurs
  - (C) The implementation of redistributionist economic policies
  - (D) The encouragement of immigration to Europe
55. Which of the following provided justification for the South African government’s policies described in the third paragraph?
- (A) Anti-Imperialism
  - (B) Liberal Nationalism
  - (C) Socialism
  - (D) Social Darwinism

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## Part B: Short-Answer Questions

There are four short-answer questions on the exam. Students answer question 1 and question 2. They then choose to answer either question 3 or question 4. Note that the short-answer questions do not require students to develop and support a thesis statement.

1. Use the two passages below to answer all parts of the question that follows.

Source 1

“It seems, in hindsight, that the Cold War was inevitable. From the very beginning of the Russian-American relationship, the ideologies of the two nations were fundamentally incompatible. Founded in 1776, the young United States was republican and democratic. Russia, on the other hand, was an old autocracy, hostile to democracy, xenophobic, and known for ruthless suppression of its numerous subjects. There was another factor that seemed to make eventual conflict between the two nations inevitable: both were expansionist states whose respective spheres of interest would eventually expand to global dimensions.”

Ronald E. Powaski, *The Cold War: The United States and the Soviet Union, 1917–1991*, 1998

Source 2

“Most scholars (ourselves included) believe that it makes more sense to place the start of the Cold War in the mid-1940s when American and Soviet leaders had the military power, the economic resources, and the determination to engage in a far-flung and intense ideological, political, military, and cultural struggle for influence. Deeply affecting the domestic politics and foreign affairs of most of the world’s nations, this multifaceted competition between the United States and its allies and the U.S.S.R. and its allies was one of the major phenomena in modern history.”

Ralph Levering and Verena Botzenhart-Viehe, *Debating the Origins of the Cold War: American and Russian Perspectives*, 2001

- a) Provide ONE piece of historical evidence (not specifically mentioned in the passages) that would support Powaski’s interpretation about the origins of the Cold War.
- b) Provide ONE piece of historical evidence (not specifically mentioned in the passages) that would support Levering and Botzenhart-Viehe’s interpretation about the origins of the Cold War.
- c) Explain ONE way in which the views of the Russian-American relationship expressed in the two passages led the authors to propose different interpretations for the origins of the Cold War.

2. Use the image below to answer all parts of the question that follows.



Image Courtesy of the British Library

Mizuno Toshikata, Japanese painter, *Picture of a Discussion by [Japanese] Naval Officers about the Battle Strategy against China*, three-panel woodblock print created during the 1894–1895 war between Japan and China.

- Describe one change in Japan during the Meiji Period that allowed it to develop the military capacity reflected in the painting.
- Explain one way in which the painting reflects a continuity in the social makeup or cultural values of Japanese elites throughout the nineteenth century.
- Explain one way in which international relations in the period 1900–1945 changed as a result of Japanese policies.

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Choose EITHER Question 3 OR Question 4.

3. Answer all parts of the question that follows.

- a) Identify ONE way in which Judaism influenced the development of Christianity in the period 600 B.C.E.–600 C.E.
- b) Explain ONE difference between the spread of Christian communities and the spread of Jewish communities in the period 600 B.C.E.–600 C.E.
- c) Explain ONE similarity between the spread of Christian communities and the spread of Jewish communities in the period 600 B.C.E.–600 C.E.

4. Answer all parts of the question that follows.

- a) Identify ONE similarity in the way elites used art or architecture in Europe and in Asia during the period 1450–1750.
- b) Explain ONE difference in the way elites used art or architecture in Europe and in Asia during the period 1450–1750.
- c) Explain ONE reason for the difference in way elites used art or architecture in Europe and in Asia during the period 1450–1750.

## Scoring the Response

**For a short-answer question, a good response should:**

- accomplish all three tasks set by the question. It should answer each task with complete sentences and must show some specific knowledge of history to receive credit.

**Depending on the question, a good response should:**

- explain a historical interpretation, compare two interpretations, and/or explain how evidence relates to an interpretation.
- go beyond simply quoting or paraphrasing primary or secondary sources in explaining their meaning or significance.
- address causes and effects, similarities and differences, or continuities and changes over time for different historical issues, and provide specific evidence in relation to the prompt.

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## Section II

### Part A: Document-Based Question

There will be one document-based question on the exam.

In the sample question that follows, the main reasoning skill being assessed is causation, though the document-based question on the exam may focus on other skills.

**Question 1:** Evaluate the extent to which communist movements affected women’s struggle for rights in the twentieth century.

#### Document 1

Source: Alexandra Kollontai, Russian Communist revolutionary and member of the Bolshevik government, autobiography, Soviet Union, 1926.

In 1905, at the time the so-called first revolution in Russia broke out, after the famous Bloody Sunday, I had already acquired a reputation in the field of economic and social literature. And in those stirring times, when all energies were utilized in the storm of revolt, it turned out that I had become popular as an orator. Yet in that period I realized for the first time how little our Party concerned itself with the fate of the women of the working class and how meager was its interest in women’s liberation. To be sure a very strong bourgeois women’s movement was already in existence in Russia. But my Marxist outlook pointed out to me with overwhelming clarity that women’s liberation could take place only as the result of a new social order and a different economic system. . . . I had above all set myself the task of winning over women workers in Russia to socialism and, at the same time, of working for the liberation of women, for her equality of rights.

#### Document 2

Source: Mariia Fedorovna Muratova, Soviet official in the Women’s Department of the Bolshevik Central Committee, working in Soviet Uzbekistan, 1930.

It is incompatible for a member of the party to be in the party and Komsomol\* if his wife, sister, or mother is veiled [as was customary for Central Asian Muslim women]. It is necessary to demand of every Communist the fulfillment of this directive. And to that Communist who resists, who does not want to carry out this party directive, who wants to preserve the remnants of feudal relations and seclusion, to that Communist and Komsomol member we say: there is no place for you in the party and Komsomol.

\*Soviet organization for young people



## Document 3

Source: Communist North Vietnamese Constitution of 1960.

Article 24: Women in the Democratic Republic of Vietnam enjoy equal rights with men in all spheres of political, economic, cultural, social, and domestic life. For equal work, women enjoy equal pay with men. The state ensures that women workers and office employees have fully paid periods of leave before and after childbirth. The state protects the mother and child and ensures the development of maternity hospitals, day care centers, and kindergartens.

## Document 4

Source: Study published by the National Science Foundation, Washington, D.C., 1961.

**PERCENTAGE OF WOMEN AMONG RESEARCH AND PROFESSIONAL PERSONNEL IN THE SOVIET UNION, 1947–1959**

	1947	1950	1955	1959
Doctorate degree holders or doctoral candidates	29%	27%	27%	29%
Professors	5%	5%	6%	7%
Associate professors	14%	15%	17%	17%
Senior research associates	31%	30%	30%	29%
Junior research associates	48%	48%	52%	51%
All research and professional categories	35%	36%	36%	36%

## Document 5

Source: “Encourage Late Marriage, Plan for Birth, Work Hard for the New Age,” propaganda poster for the Chinese Cultural Revolution, published by the Hubei Province Birth Control Group, Wuhan city, circa 1966–1976.



‘Encourage Late Marriage, Plan for Birth, Work Hard for the New Age’, published for the Wuchang Town Birth Control Group, Wuhan City, 1970s (colour litho), Chinese School, (20th century) / Private Collection / DaTo Images / Bridgeman Images

## Document 6

Source: Fidel Castro, president of Cuba, speech to Federation of Cuban Women, 1974.

In Cuba there remains a certain discrimination against women. It is very real, and the Revolution is fighting it. This discrimination even exists within the Cuban Communist Party, where we have only thirteen percent women, even though the women contribute a great deal to the Revolution and have sacrificed a great deal. They often have higher revolutionary qualifications than men do.

## Document 7

Source: Open letter circulated by anonymous women's group in Romania, addressed to Elena Ceausescu, wife of Romanian Communist dictator Nicolae Ceausescu, 1980. Published in French periodical in 1981.

Where is our agricultural produce, dear "First Lady of the country"\*? We would dearly love to know it, from yourself, in your capacity of communist woman, wife and mother, where is our foodstuff? Where on earth could one find cheese, margarine, butter, cooking oil, the meat which one needs to feed the folk of this country?

By now, you should know, Mrs. Ceausescu, that after so many exhausting hours of labor in factories and on building sites we are still expected to rush about like mad, hours on end, in search of food to give our husbands, children, and grandchildren something to eat.

You should know that we may find nothing to buy in the state-owned food shops, sometimes for days or weeks on end. And finally if one is lucky to find something, as we must stand in endless lines, which in the end stop all desire to eat and even to be alive! Sometimes we would even feel like dying, not being able to face the suffering, the utter misery and injustice that is perpetrated on this country.

\*First lady Elena Ceausescu was known for her lavish lifestyle.

## Scoring the Response

For the document-based question, a good response should:

- respond to the question with an evaluative thesis that makes a historically defensible claim. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion. Neither the introduction nor the conclusion is necessarily limited to a single paragraph.
- describe a broader historical context immediately relevant to the question that relates the topic of the question to historical events, developments, or processes that occur before, during, or after the time frame of the question. This description should consist of more than merely a phrase or a reference.
- explain how at least one additional piece of specific historical evidence, beyond those found in the documents, relates to an argument about the question. (This example must be different from the evidence used to earn the point for contextualization.) This explanation should consist of more than merely a phrase or a reference.
- use historical reasoning to explain relationships among the pieces of evidence provided in the response and how they corroborate, qualify, or modify the argument, made in the thesis, that addresses the entirety of the question. In addition, a good response should utilize the content of at least six documents to support an argument about the question.
- explain how the documents' point of view, purpose, historical situation, and/or audience is relevant to the argument for at least four of the documents.

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## Part B: Long Essay Questions

Students will choose one of three long essay questions to answer. The long essay requires students to demonstrate their ability to use historical evidence in crafting a thoughtful historical argument. In the following questions, students will analyze an issue using the reasoning skill of continuity and change over time.

The three questions focus on the same reasoning skills but apply them to different time periods. This allows students to choose which time period and historical perspective they are best prepared to write about.

**Question 2:** Evaluate the extent to which new transportation technologies changed economic activity in the period before 600 B.C.E.

**Question 3:** Evaluate the extent to which the decline and reconstitution of empires led to changes in urban development in Afro-Eurasia in the period circa 400–1450 C.E.

**Question 4:** Evaluate the extent to which globalization transformed the world's economy in the period 1950–2001.

## Scoring the Response

For the long essay question, a good response should:

- respond to the question with an evaluative thesis that makes a historically defensible claim. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion. Neither the introduction nor the conclusion is necessarily limited to a single paragraph.
- explain how a relevant historical context influenced the topic addressed in the question. It should also relate the topic of the question to broader historical events, developments, or processes that occur before, during, or after the time frame of the question. This explanation should consist of more than merely a phrase or a reference.
- use historical reasoning to explain relationships among the pieces of evidence provided in the response and how they corroborate, qualify, or modify the argument, made in the thesis, that addresses the entirety of the question.

**Complete scoring guidelines for the short-answer, document-based, and long essay questions can be found on AP Central.**

# Answer Key and Question Alignment to Course Framework

Multiple-Choice Question	Answer	Main Practice/Skills Assessed	Learning Objectives	Key Concepts
1	C	Analyzing Historical Evidence	ENV-2, SB-3	1.3.II.A
2	A	Analyzing Historical Evidence	ENV-1	1.3.I
3	D	Causation	SB-4	2.1.I.A
4	B	Comparison	CUL-2, SOC-5	2.1.III
5	A	Continuity and Change over Time, Contextualization	SOC-5	2.2.III.D
6	C	Continuity and Change over Time	CUL-2	2.1.II.A
7	C	Comparison	CUL-2, SOC-2	2.1.II.B
8	B	Comparison	SOC-2	2.1.I.B
9	D	Causation	SB-2, SOC-2	4.3.I.C
10	D	Causation	SB-4, SB-5	2.2.IV.B
11	A	Causation	SB-1	3.2.I.A
12	B	Continuity and Change over Time	ECON-5	3.3.III.C
13	D	Analyzing Historical Evidence	ECON-7	3.1.I.A
14	C	Analyzing Historical Evidence	ECON-3	3.1.I.C
15	D	Comparison	ECON-3	3.1.I.C
16	D	Contextualization	ECON-5	3.3.III.C
17	B	Contextualization	ENV-2	3.3.II.A
18	C	Analyzing Historical Evidence	SOC-4	3.3.III.B
19	B	Contextualization	ENV-1	2.3.II.B
20	A	Continuity and Change over Time, Causation	ECON-7	2.3.I.A
21	B	Causation	ENV-2, ECON-7	3.1.I.C
22	C	Analyzing Historical Evidence, Contextualization	CUL-1	3.1.III.B
23	D	Causation	ECON-7	4.1.IV.B
24	B	Causation	ECON-6	4.1.IV.C
25	C	Causation	SB-3	4.3.III
26	A	Continuity and Change over Time	SB-3	4.1.I, 4.1.IV
27	A	Analyzing Historical Evidence	CUL-2, CUL-6	2.1.II.D

Multiple-Choice Question	Answer	Main Practice/Skills Assessed	Learning Objectives	Key Concepts
28	B	Analyzing Historical Evidence	CUL-6	4.1.VII
29	A	Analyzing Historical Evidence, Causation	SB-2	5.2.II.C
30	C	Analyzing Historical Evidence, Causation	ENV-2	5.4.I
31	A	Continuity and Change over Time, Causation	ECON-5	5.4.II.B
32	B	Comparison	ENV-3	4.1.V.A
33	D	Continuity and Change over Time	CUL-2, CUL-5	4.3.I.A
34	C	Continuity and Change over Time	CUL-1	4.1.VI
35	C	Analyzing Historical Evidence	SOC-1, SOC-5	3.3.III.B
36	C	Contextualization	SB-1	5.2.I.A
37	B	Causation	ECON-5	5.4.II.B
38	C	Contextualization	ECON-7	5.1.IV
39	A	Contextualization	ECON-6	5.1.III.A
40	D	Analyzing Historical Evidence	SOC-3	5.3.II
41	C	Contextualization	SB-4	6.2.III.C
42	D	Analyzing Historical Evidence	SB-3, SOC-5	4.2.III.A, 4.3.I.B
43	B	Causation, Contextualization	SB-4	6.2.II.A
44	A	Causation	ECON-5	4.2.II.C, 4.2.II.D
45	D	Causation	SB-3, ECON-2	4.3.II.A
46	C	Contextualization	ECON-5, SOC-4	5.4.II.B
47	C	Contextualization	SB-3	5.3.III.D
48	D	Causation	SB-4	6.2.III.A
49	D	Contextualization	SB-4	6.2.IV.A
50	B	Contextualization	ENV-3	6.1.II.A
51	D	Causation	ENV-5, ECON-1	6.1.I.B
52	B	Analyzing Historical Evidence	ENV-4	6.1.II.A
53	C	Contextualization	SB-4, SOC-3	6.2.IV.C
54	C	Causation	SOC-6	6.2.II.D
55	D	Causation	SOC-2	5.2.III

Short-Answer Question	Main Practice/Skills Assessed	Learning Objectives	Key Concepts
1	Analyzing Secondary Sources	SB-3, SB-4	6.2.IV
2	Continuity and Change over Time	SB-3, SB-4, ECON-2, CUL-2	5.1.V, 5.2.II, 5.3.II, 6.2.IV
3	Comparison	CUL-1, CUL-2, CUL-3	2.1.I, 2.1.III, 2.3.III
4	Comparison	CUL-5, CUL-6	4.1.VII, 4.3.I

Document-Based Question	Main Practice/Skill Assessed	Learning Objectives	Key Concepts
1	Causation	CUL-2, SB-6, SOC-1, SOC-2, SOC-5	5.3.IV, 6.2.IV, 6.3.I, 6.3.III

Long Essay Question	Main Practice/Skill Assessed	Learning Objectives	Key Concepts
2	Continuity and Change over Time	ECON-1 ECON-3 ECON-7	1.2.II, 1.3.II, 1.3.III
3	Continuity and Change over Time	ECON-2 ECON-3 ECON-7	2.2.IV, 3.1.I, 3.1.IV, 3.2.I, 3.3.II
4	Continuity and Change over Time	ECON-1 ECON-2 ECON-6 ECON-7	6.1.I, 6.3.I, 6.3.II