



AP[®] WORLD HISTORY

Modified Essay Questions for Exam Practice



This document provides modifications of the AP World History Comparative and Continuity and Change-Over-Time (CCOT) essay questions from the 2002 to the 2010 operational exams. The modified questions provide examples of essay questions that align more closely with the Curriculum Framework for the revised course as of the 2011-12 academic year. The accompanying rationale for each question explains the revisions.



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Modified AP World History Essay Questions

2010 Continuity and Change-Over-Time Essay Question		Revised Question
Describe and explain continuities and changes in religious beliefs and practices in ONE of the following regions from 1450 to the present. <ul style="list-style-type: none"> • Sub-Saharan Africa • Latin America/Caribbean 		Analyze continuities and changes in cultural beliefs and practices in ONE of the following regions from 1450 to the present. <ul style="list-style-type: none"> • Sub-Saharan Africa • Latin America/Caribbean
<p><i>Rationale for Revision:</i> By broadening the scope of the original question from “religious beliefs and practices” to “cultural beliefs and practices” the question aligns better with the Curriculum Framework by drawing on the extensive discussion of culture in multiple key concepts throughout Periods 4 through 6.</p>		
Revised Question’s Alignment with the Curriculum Framework		
Key Concept	Theme	Skills for Basic Core Points
4.1.VI, VII; 4.3.I.A and B; 5.1.I; 5.2.III; 5.3.I, II; 5.4.III.B; 6.2.II and V; 6.3.II, III and IV	Theme 2: Development and Interaction of Cultures	Argumentation; Contextualization; Continuity and Change Over Time; Causation; Synthesis

2010 Comparative Essay Question		Revised Question
Analyze similarities and differences in methods of political control in TWO of the following empires in the Classical period. <ul style="list-style-type: none"> • Han China (206 B.C.E.–220 C.E.) • Mauryan/Gupta India (320 B.C.E.–550 C.E.) • Imperial Rome (31 B.C.E.–476 C.E.) 		Analyze similarities and differences in techniques of imperial administration in TWO of the following empires. <ul style="list-style-type: none"> • Han China (206 B.C.E.–220 C.E.) • Mauryan/Gupta India (320 B.C.E.–550 C.E.) • Imperial Rome (31 B.C.E.–476 C.E.)
<p><i>Rationale for Revision:</i> By changing the wording of the original question from “methods of political control” to “techniques of imperial administration” the question aligns better with the Curriculum Framework (Key Concept 2.2.II.). Additionally, all three key concepts in Period 2 address various features of rule during the Han, Mauryan, and Roman empires.</p>		
Revised Question’s Alignment with the Curriculum Framework		
Key Concept	Theme	Skills for Basic Core Points
2.1.II.A, B and D; 2.2; 2.3.III.B	Theme 3: State-Building, Expansion and Conflict	Argumentation; Comparison; Causation; Synthesis

Modified AP World History Essay Questions

2009 Continuity and Change-Over-Time Essay Question		Revised Question
Analyze continuities and changes in patterns of interactions along the Silk Roads from 200 B.C.E. to 1450 C.E.		Analyze continuities and changes along the Silk Roads from 200 B.C.E. to 1450 C.E.
<p><i>Rationale for Revision:</i> Removing the phrase “patterns of interactions” broadens the revised question. The resulting question allows students to demonstrate what they know about the Silk Roads, which, following the Curriculum Framework, ought to be, at least, climate, trade patterns and cities, as well as the ethnicity of those who lived along the Silk Roads and the technology that they used. Teachers who focus on one area of these more than another would therefore not have their students disadvantaged since the students would be able to discuss the continuities and changes that they know.</p>		
Revised Question’s Alignment with the Curriculum Framework		
Key Concept	Theme	Skills for Basic Core Points
2.3.1.A; 3.1.1.A	Theme 1: Interaction Between Humans and the Environment Theme 2: Development and Interaction of Cultures Theme 3: State-Building, Expansion and Conflict Theme 4: Creation, Expansion and Interaction of Economic Systems Theme 5: Development and Transfer of Social Structures	Argumentation; Contextualization; Continuity and Change Over Time; Causation; Synthesis

2009 Comparative Essay Question		Revised Question
For the period from 1500 to 1830, compare North American racial ideologies and their effects on society with Latin American/Caribbean racial ideologies and their effects on society.		Compare the effects of racial ideologies on North American societies with those on Latin American/Caribbean societies during the period from 1500 to 1830.
<p><i>Rationale for Revision:</i> The fundamental comparison in this question is the same in both versions, though in the revised question students are asked to compare only the effects of the ideologies. It is, as a result, a bit narrower in focus than the original. Teachers will need to make the connections between the ideologies and their effects explicit because they are in different sections of the Curriculum Framework.</p>		
Revised Question’s Alignment with the Curriculum Framework		
Key Concept	Theme	Skills for Basic Core Points
4.2.II.D; 5.2.III; 5.3.III.C	Theme 2: Development and Interaction of Cultures Theme 4: Creation, Expansion and Interaction of Economic Systems Theme 5: Development and Transfer of Social Structures	Argumentation; Comparison; Causation; Synthesis

Modified AP World History Essay Questions

2008 Continuity and Change-Over-Time Essay Question		Revised Question
Analyze the changes and continuities in commerce in the Indian Ocean region from 650 C.E. to 1750 C.E.		Analyze continuities and changes in the commercial life of the Indian Ocean region from 650 C.E. to 1750 C.E.
<p><i>Rationale for Revision:</i> The revised question is slightly broader than the original because it replaces “commerce” with “commercial life.” The latter phrase allows students to discuss not only trade but also social and political continuities and changes that influenced that trade, such as the spread of Islam or the political connections that developed along the Swahili coast.</p>		
Revised Question’s Alignment with the Curriculum Framework		
Key Concept	Theme	Skills for Basic Core Points
3.1.1.A; 4.1.1 ; 4.1.IV.A.	Theme 2: Development and Interaction of Cultures Theme 3: State-Building, Expansion and Conflict Theme 4: Creation, Expansion and Interaction of Economic Systems	Argumentation; Contextualization; Continuity and Change Over Time; Causation; Synthesis

2008 Comparative Essay Question		Revised Question
Compare the emergence of nation-states in nineteenth-century Latin America with the emergence of nation-states in ONE of the following regions in the twentieth century. <ul style="list-style-type: none"> • Sub-Saharan Africa • The Middle East 		Compare the emergence of nation-states in nineteenth-century Latin America with the emergence of nation-states in ONE of the following regions in the twentieth century. <ul style="list-style-type: none"> • Sub-Saharan Africa • The Middle East
<p><i>Rationale for Revision:</i> No changes to this question are necessary because the original question aligns well with the Curriculum Framework.</p>		
Revised Question’s Alignment with the Curriculum Framework		
Key Concept	Theme	Skills for Basic Core Points
5.2; 5.3.I.D; 5.3.III.B; 6.2.I.B; 6.2.II; 6.2.III.A	Theme 3: State-Building, Expansion and Conflict	Argumentation; Comparison; Causation; Synthesis

Modified AP World History Essay Questions

2007 Continuity and Change-Over-Time Essay Question	Revised Question
Analyze major changes and continuities in the formation of national identities in ONE of the regions listed below from 1914 to the present. Be sure to include evidence from specific countries in the region selected: <ul style="list-style-type: none"> • Middle East • Southeast Asia • Sub-Saharan Africa 	Analyze continuities and changes in nationalist ideology and practice in ONE of the following regions from the First World War to the present: <ul style="list-style-type: none"> • Middle East • Southeast Asia • Sub-Saharan Africa

Rationale for Revision: The original question was about state-building in areas of the world that were decolonized, albeit in different forms, in the years after the First World War. The revised question is one that requires that same knowledge, using the same regions, but removes specific dates and instead references the First World War. This should prompt students to consider both the ideologies that led to the creation of new states as well as the ways in which that ideology was implemented in those new states or across the regions. This makes the question more closely aligned with the Curriculum Framework while broadening it to allow students to demonstrate their knowledge more effectively.

Revised Question's Alignment with the Curriculum Framework		
Key Concept	Theme	Skills for Basic Core Points
6.2; 6.3.I.C; 6.3.II; 6.3.III.B	Theme 3: State-Building, Expansion and Conflict	Argumentation; Contextualization; Continuity and Change Over Time; Causation; Synthesis

2007 Comparative Essay Question	Revised Question
Within the period from 1450 to 1800, compare the processes (e.g., political, social, economic) of empire building in the Spanish Empire with the empire-building processes in ONE of the following. <ul style="list-style-type: none"> • The Ottoman Empire OR <ul style="list-style-type: none"> • The Russian Empire 	Compare the historical processes of empire building in the Spanish maritime empire during the period from 1450 through 1800 with the historical processes of empire building in ONE of the following land-based empires. <ul style="list-style-type: none"> • The Ottoman Empire OR <ul style="list-style-type: none"> • The Russian Empire

Rationale for Revision: The original question aligns well with the Curriculum Framework. The revised question simply removes the parenthetical clarification of the elements of empire building and replaces it with the phrase "historical processes." By keeping the word "empire" students are able to discuss the economic and social as well as the political.

Revised Question's Alignment with the Curriculum Framework		
Key Concept	Theme	Skills for Basic Core Points
4.1.IV.C and D; 4.1.V.B and E; 4.1.VI; 4.2.I.C and D; 4.2.II.D; 4.3.II.B and C; 4.3.III; 5.1.V.B; 5.2.I.B; 5.2.II.B; 5.3.I.E	Theme 3: State-Building, Expansion and Conflict Theme 4: Creation, Expansion and Interaction of Economic Systems Theme 5: Development and Transfer of Social Structures	Argumentation; Contextualization; Continuity and Change Over Time; Causation; Synthesis

Modified AP World History Essay Questions

2006 Continuity and Change-Over-Time Essay Question	Revised Question
<p>Analyze the cultural and political changes and continuities in ONE of the following civilizations during the last centuries of the classical era.</p> <ul style="list-style-type: none"> • Chinese, 100 CE to 600 CE • Roman, 100 CE to 600 CE • Indian, 300 CE to 600 CE 	<p>Analyze continuities and changes in the cultural and political life of ONE of the following societies.</p> <ul style="list-style-type: none"> • Chinese, 100 CE to 600 CE • Roman, 100 CE to 600 CE • Indian, 300 CE to 600 CE

Rationale for Revision: The original question already maps to the Curriculum Framework. The revised question simply adopts the more standard phrasing that has been used since 2006.

Revised Question's Alignment with the Curriculum Framework		
Key Concept	Theme	Skills for Basic Core Points
<p>2.2.I, 2.2.II, 2.2.III, 2.2.IV, 2.3</p>	<p>Theme 3: State-Building, Expansion and Conflict Theme 5: Development and Transfer of Social Structures</p>	<p>Argumentation; Contextualization; Continuity and Change Over Time; Causation; Synthesis</p>

2006 Comparative Essay Question	Revised Question
<p>Compare and contrast the goals and outcomes of the revolutionary processes in TWO of the following countries, beginning with the dates specified.</p> <ul style="list-style-type: none"> • Mexico, 1910 • China, 1911 • Russia, 1917 	<p>Compare the outcomes of the movements to redistribute land in TWO of the following countries, beginning with the dates specified.</p> <ul style="list-style-type: none"> • Mexico, 1910 • China, 1911 • Russia, 1917

Rationale for Revision: The revised question uses the more standard phrasing that has been used in exams more recent than 2006. By requiring a comparison of outcomes rather than goals and outcomes, as in the original, the revised question is narrower in focus. Moreover, by focusing more specifically on movements to redistribute land rather than revolutionary processes, the revised question more clearly points to the Curriculum Framework.

Revised Question's Alignment with the Curriculum Framework		
Key Concept	Theme	Skills for Basic Core Points
<p>6.2.I.A, 6.2.II.D</p>	<p>Theme 3: State-Building, Expansion and Conflict Theme 4: Creation, Expansion and Interaction of Economic Systems Theme 5: Development and Transfer of Social Structures</p>	<p>Argumentation; Comparison; Causation; Synthesis</p>

Modified AP World History Essay Questions

2005 Continuity and Change-Over-Time Essay Question		Revised Question
Analyze the social and economic transformations that occurred in the Atlantic world as a result of new contacts among Western Europe, Africa, and the Americas from 1492 to 1750.		Analyze the social and economic transformations that occurred in the Atlantic world as a result of new contacts among Western Europe, Africa, and the Americas from 1492 to 1750.
<i>Rationale for Revision:</i> The questions are identical; the original question already contains elements that are within the Curriculum Framework. No revisions are necessary.		
Revised Question's Alignment with the Curriculum Framework		
Key Concept	Theme	Skills for Basic Core Points
4.1.IV; 4.1.V; 4.1.VI; 4.2.I.D; 4.3	Theme 4: Creation, Expansion and Interaction of Economic Systems Theme 5: Development and Transfer of Social Structures	Argumentation; Contextualization; Continuity and Change Over Time; Causation; Synthesis

2005 Comparative Essay Question	Revised Question	
Compare and contrast the political and economic effects of Mongol rule on TWO of the following regions. <ul style="list-style-type: none"> • China • Middle East • Russia 	Compare the process of state-building in TWO of the following in the period 600 C.E. to 1450 C.E. <ul style="list-style-type: none"> • Islamic states • City-states • Mongol khanates 	
<i>Rationale for Revision:</i> The revised question removes the focus that the original places on Mongol rule in specific places. Instead, it shifts the focus to the process of state building in three areas in a particular period. Both the process and the areas being asked about have been chosen to mirror the conceptual language that is in the Curriculum Framework, especially that in 3.2.I.B. The revised question also employs the more standard “compare” task that has been consistently used since 2007.		
Revised Question's Alignment with the Curriculum Framework		
Key Concept	Theme	Skills for Basic Core Points
3.1.I.E; 3.2.I.B; 3.2.II; 3.3.III.B	Theme 3: State-Building, Expansion and Conflict Theme 4: Creation, Expansion and Interaction of Economic Systems Theme 5: Development and Transfer of Social Structures	Argumentation; Comparison; Causation; Synthesis

Modified AP World History Essay Questions

2004 Continuity and Change-Over-Time Essay Question		Revised Question
<p>Analyze the changes and continuities in labor systems between 1750 and 1914 in ONE of the following areas. In your analysis, be sure to discuss the causes of the changes and the reasons for the continuities.</p> <ul style="list-style-type: none"> Latin America and the Caribbean Russia Sub-Saharan Africa 		<p>Analyze continuities and changes in labor systems between 1750 and 1900 in ONE of the following regions.</p> <ul style="list-style-type: none"> Latin America and the Caribbean Oceania Sub-Saharan Africa
<p><i>Rationale for Revision:</i> The revised question more closely mirrors the Curriculum Framework. Oceania replaces Russia to allow students to consider coolie labor and the migrations that took place to facilitate it. Students answering this question must demonstrate knowledge of slavery and its abolition in either Africa or the Americas or be conversant with the ways in which labor migration in Oceania connected the region with other parts of the globe.</p>		
Revised Question's Alignment with the Curriculum Framework		
Key Concept	Theme	Skills for Basic Core Points
4.1.IV.D; 4.2; 5.1.C; 5.4.II.B; 5.4.III	Theme 2: Development and Interaction of Cultures Theme 4: Creation, Expansion and Interaction of Economic Systems Theme 5: Development and Transfer of Social Structures	Argumentation; Contextualization; Continuity and Change Over Time; Causation; Synthesis

2004 Comparative Essay Question		Revised Question
<p>Compare and contrast how the First World War and its outcomes affected TWO of the following regions in the period from the war through the 1930s.</p> <ul style="list-style-type: none"> East Asia Middle East South Asia (Indian Subcontinent) 		<p>Compare the effects of the First World War in TWO of the following regions:</p> <ul style="list-style-type: none"> East Asia Middle East South Asia
<p><i>Rationale for Revision:</i> The revised question, like others, uses the standard task “compare” that has been in use since 2007. Moreover, by removing the phrase “through the 1930s,” students will be encouraged to compare long-term effects as well as the more immediate effects of the war. This not only aligns better with the Curriculum Framework but also allows students to explain the relationship between the effects of the First World War and the war itself.</p>		
Revised Question's Alignment with the Curriculum Framework		
Key Concept	Theme	Skills for Basic Core Points
6.2; 6.3.I	Theme 1: Interaction Between Humans and the Environment Theme 2: Development and Interaction of Cultures Theme 3: State-Building, Expansion and Conflict Theme 4: Creation, Expansion and Interaction of Economic Systems Theme 5: Development and Transfer of Social Structures	Argumentation; Comparison; Causation; Synthesis

Modified AP World History Essay Questions

2003 Continuity and Change-Over-Time Essay Question		Revised Question
Describe and analyze the cultural, economic, and political impact of Islam on ONE of the following regions between 1000 C.E. and 1750 C.E. Be sure to discuss continuities as well as changes. <ul style="list-style-type: none"> • West Africa • South Asia • Europe 		Analyze continuities and changes that resulted from the spread of Islam into ONE of the following regions in the period between circa 800 C.E. and circa 1750: <ul style="list-style-type: none"> • West Africa • South Asia • Europe
<p><i>Rationale for Revision:</i> The revised question uses the question form that has been in use since 2007. In addition, the revised question eliminates the directive on the specific kinds of impacts to be considered, allowing students to choose which one to address. This allows students whose teachers focus on one type of impact over another to perform well on the exam.</p>		
Revised Question's Alignment with the Curriculum Framework		
Key Concept	Theme	Skills for Basic Core Points
3.1.III.A and D; 3.2.I.B; 3.3.III.D; 4.1.VI.A; 4.3.I.B	Theme 2: Development and Interaction of Cultures Theme 3: State-Building, Expansion and Conflict Theme 4: Creation, Expansion and Interaction of Economic Systems Theme 5: Development and Transfer of Social Structures	Argumentation; Contextualization; Continuity and Change Over Time; Causation; Synthesis

2002 Comparative Essay Question		Revised Question
Analyze and compare the differing responses of China and Japan to western penetration in the nineteenth century.		Compare differing responses to industrialization in any TWO of the following: <ul style="list-style-type: none"> • Japan • Ottoman Empire • Russia
<p><i>Rationale for Revision:</i> This question has been extensively modified to offer more specific guidance and internal choice for the student response.</p>		
Revised Question's Alignment with the Curriculum Framework		
Key Concept	Theme	Skills for Basic Core Points
5.1.VA–C	Theme 2: Development and Interaction of Cultures Theme 3: State-Building, Expansion and Conflict Theme 4: Creation, Expansion and Interaction of Economic Systems	Argumentation; Comparison; Causation; Synthesis