



AP[®] World History 2011 Free-Response Questions

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 more than 5,900 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.

© 2011 The College Board. College Board, Advanced Placement Program, AP, AP Central, SAT and the acorn logo are registered trademarks of the College Board. Admitted Class Evaluation Service and inspiring minds are trademarks owned by the College Board. All other products and services may be trademarks of their respective owners. Visit the College Board on the Web: www.collegeboard.org. Permission to use copyrighted College Board materials may be requested online at: www.collegeboard.org/inquiry/cbpermit.html.

Visit the College Board on the Web: www.collegeboard.org.
AP Central is the official online home for the AP Program: apcentral.collegeboard.com.

2011 AP[®] WORLD HISTORY FREE-RESPONSE QUESTIONS

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This question is designed to test your ability to work with and understand historical documents.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

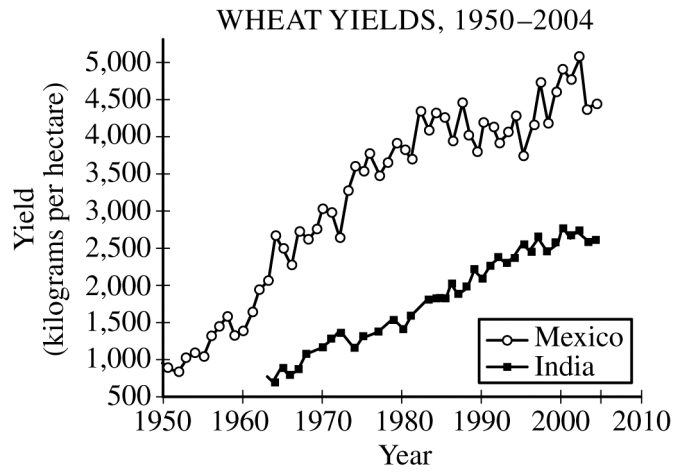
1. Using the following documents, analyze the causes and consequences of the Green Revolution in the period from 1945 to the present. Identify and explain one additional type of document and explain how it would help your analysis of the Green Revolution.

Historical Background: The Green Revolution refers to the worldwide introduction of new, scientifically bred crop varieties and intensive use of new technologies.

2011 AP® WORLD HISTORY FREE-RESPONSE QUESTIONS

Document 1

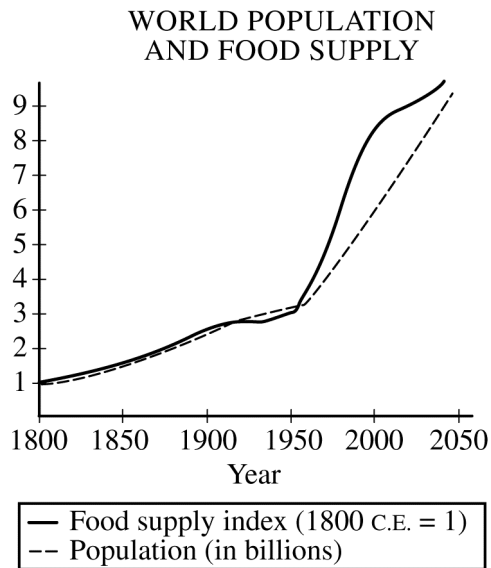
Source: Food and Agriculture Organization of the United Nations (FAO), 2005.



2011 AP® WORLD HISTORY FREE-RESPONSE QUESTIONS

Document 2

Source: Food and Agriculture Organization of the United Nations (FAO), 2005.



2011 AP[®] WORLD HISTORY FREE-RESPONSE QUESTIONS

Document 3

Source: Harry Truman, United States president, inaugural address, Washington, DC, 1949.

More than half the people of the world are living in conditions approaching misery. Their food is inadequate. They are victims of disease. Their economic life is primitive and stagnant. Their poverty is a handicap and a threat both to them and to more prosperous areas.

I believe that we should make available to peace-loving peoples the benefits of our store of technical knowledge in order to help them realize their aspirations for a better life. Our aim should be to help the free peoples of the world, through their own efforts, to produce more food. The old imperialism—exploitation for foreign profit—has no place in our plans.

Document 4

Source: Dr. Norman Borlaug, United States agricultural scientist involved in Green Revolution research, Nobel Peace Prize winner, Nobel Lecture, 1970.

In the developing countries, . . . the land is tired, worn out, depleted of plant nutrients, and often eroded; crop yields have been low, near starvation level, and stagnant for centuries. Hunger prevails, and survival depends largely upon the annual success or failure of the cereal crops.

. . .

For the underprivileged billions in the forgotten world, hunger has been a constant companion, and starvation has all too often lurked in the nearby shadows. To millions of these unfortunates, who have long lived in despair, the Green Revolution seems like a miracle that has generated new hope for the future.

. . .

The Green Revolution has won a temporary success in man's war against hunger and deprivation; it has given man a breathing space. If fully implemented, the revolution can provide sufficient food for sustenance during the next three decades. But the frightening power of human reproduction must also be curbed; otherwise the success of the Green Revolution will be ephemeral only.

2011 AP[®] WORLD HISTORY FREE-RESPONSE QUESTIONS

Document 5

Source: Chidambaram Subramaniam, India's minister for food and agriculture (1964–1967), in his 1970 interview.

Farmers in the Punjab [a state in northwest India] were the pioneers of Green Revolution technology. If not for them, I am convinced we would not have made a success of it. They had developed into a very hardy lot of enterprising people. And therefore when this new technology was offered to them, they took to it like fish to water. Everybody competed with one another to demonstrate that he was best able to utilize the new technology.

Document 6

Source: Mrs. Dula, wife of a Mexican agricultural official, in a conversation with a United Nations official, circa 1970.

If you fly from Tucson, Arizona, to Hermosillo, Mexico, what you are going to see is a type of agriculture that makes you rich, so rich. You will see houses like you've never seen in Mexico City, swimming pools and everything. They have such a lot of money. The ladies of these rich Mexican farmers like to save, so they form a club, and once a month they go to Tucson [to shop]. Some saving!

Document 7

Source: *Focus*, FAO newsletter, circa 1987.

How the Green Revolution affects rural people depends on whether they are wage earners, cultivators or consumers, whether they come from landed or landless, rich or poor, male-or female-headed households.

Studies on the impact of the Green Revolution have shown that technological change can generate major social benefits but at the same time generate significant costs for particular categories of rural women that are different in kind and in intensity from those experienced by men.

It has:

- increased the need for cash incomes in rural households to cover the costs of seeds, fertilizers, and pesticides, forcing women to work as agricultural laborers;
- increased the need for unpaid female labor for farming tasks thereby augmenting women's already high labor burden;
- limited women's wage-earning opportunities through mechanization.

2011 AP[®] WORLD HISTORY FREE-RESPONSE QUESTIONS

Document 8

Source: Dr. Vandana Shiva, Indian physicist, from her article in the *Ecologist*, an environmental affairs magazine, 1991.

The Green Revolution has been a failure. It has led to reduced genetic diversity, increased vulnerability to pests, soil erosion, water shortages, reduced soil fertility, micronutrient deficiencies, soil contamination, reduced availability of nutritious food crops for the local population, the displacement of vast numbers of small farmers from their land, rural impoverishment, and increased tensions and conflicts. The beneficiaries have been the agrochemical industry, large petrochemical companies, manufacturers of agricultural machinery, dam builders, and large landowners.

The Punjab is frequently cited as the Green Revolution's most celebrated success story. Yet, far from bringing prosperity, two decades of the Green Revolution have left the Punjab riddled with discontent and violence. Instead of abundance, the Punjab is beset with diseased soils, pest-infested crops, waterlogged deserts, and indebted and discontented farmers. Instead of peace, the Punjab has inherited conflict and violence.

Traditionally, irrigation was only used in the Punjab as an insurance against crop failure in times of severe drought. The new seeds, however, need intensive irrigation as an essential input for crop yields. One result of the Green Revolution has therefore been to create conflicts over diminishing water resources. Intensive irrigation has led to the need for large-scale storage systems, centralizing control over water supplies and leading to both local and interstate water conflicts.

© Vandana Shiva. Used by permission of the author.

2011 AP[®] WORLD HISTORY FREE-RESPONSE QUESTIONS

Document 9

Source: Human Development Report, issued by the government of the State of Punjab, India, 2004.

An important social effect of the Green Revolution was the disappearance of caste rigidities and the emergence of the middle and rich peasants as the dominant peasantry in the state. The Green Revolution also brought changes in lifestyle. Aspirations increased—there was demand for better education for children, better housing, and better consumer goods. The traditional “extended family” system was gradually replaced by the “nuclear family.”

Document 10

Source: Guatemalan National Coordinating Committee of Indigenous Peasants, a rural labor organization in Latin America, official statement, November 2006.

The diversity of native seeds is the heritage of the Maya and indigenous people at the service of all of humanity. The Maya indigenous peoples have stood firm defending these seeds, which have fed us for more than five thousand years. It saddens us to remember the loss of respect for our seeds, due to the imposition of the Green Revolution. The “revolution” actually sterilized and contaminated our seeds, as well as nature and Mother Earth.

END OF PART A

2011 AP[®] WORLD HISTORY FREE-RESPONSE QUESTIONS

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 changes and continuities in long-distance migrations in the period from 1700 to 1900. Be sure to include specific examples from at least TWO different world regions.

2011 AP[®] WORLD HISTORY FREE-RESPONSE QUESTIONS

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 in the rise of TWO of the following empires.

A West African Sudanic empire (Mali OR Ghana OR Songhay)

The Aztec Empire

The Mongol Empire

STOP

END OF EXAM