



AP[®] World History Practice Exam

From the 2013 Administration

- **PLEASE NOTE:** This practice exam **does not** reflect the specifications of the redesigned AP World History Exam, first administered in 2017. **The questions and scoring information are reflective of exams given in May 2016 and before.**
- This practice exam is provided by the College Board for AP Exam preparation.
- Exams may not be posted on school or personal websites, nor electronically redistributed for any reason.
- Teachers are permitted to download the materials and make copies to use with the students in a classroom setting only.

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Note: This publication shows the page numbers that appeared in the *2012–13 AP Exam Instructions* book and in the actual exam. This publication was not repaginated to begin with page 1.

Exam Instructions

The following contains instructions taken from the *2012–13 AP Exam Instructions* book.

AP[®] World History Exam

Regularly Scheduled Exam Date: Thursday morning, May 16, 2013

Late-Testing Exam Date: Wednesday afternoon, May 22, 2013

Section I: At a Glance

Total Time:

55 minutes

Number of Questions:

70

Percent of Total Score:

50%

Writing Instrument:

Pencil required

Section II: At a Glance

Total Time:

2 hours, 10 minutes

Number of Questions:

3

Percent of Total Score:

50%

Writing Instrument:

Pen with black or dark blue ink

Reading Period Time:

10 minutes

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

Writing Period Time:

2 hours

Suggested Time:

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

Weight:

The questions are weighted
equally.

Section I: Multiple Choice Booklet Instructions

Section I of this exam contains 70 multiple-choice questions. Fill in only the circles for numbers 1 through 70 on your answer sheet. Because this section offers only four answer options for each question, do not mark the (E) answer circle for any question.

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

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

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

Section II: Free Response Booklet Instructions

The questions for Section II are printed in the orange Questions and Documents booklet. You may use that booklet to organize your answers and for scratch work, but you must write your answers in this Section II: Free Response booklet. No credit will be given for any work written in the Questions and Documents booklet.

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

Section II of this exam requires answers in essay form. Write clearly and legibly. In the box at the top of each page, write the number of the question you are answering as it is numbered in the Questions and Documents booklet. Begin each answer on a new page. Do not skip lines. Cross out any errors you make; crossed-out work will not be scored.

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

Section II: Questions and Documents Booklet Instructions

This Questions and Documents booklet may be used for reference and/or scratch work as you answer the free-response questions, but no credit will be given for the work shown in this booklet. Write your answers in the Section II: Free Response booklet.

What Proctors Need to Bring to This Exam

- Exam packets
- Answer sheets
- AP Student Packs
- *2012-13 AP Coordinator's Manual*
- This book — *AP Exam Instructions*
- School Code and Home-School/Self-Study Codes
- Pencil sharpener
- Extra No. 2 pencils with erasers
- Extra pens with black or dark blue ink
- Lined paper
- Stapler
- Watch
- Signs for the door to the testing room
 - “Exam in Progress”
 - “Cell phones are prohibited in the testing room”

SECTION I: Multiple Choice

- Do not begin the exam instructions below until you have completed the appropriate**
● General Instructions for your group.

Make sure you begin the exam at the designated time.

If you are giving the regularly scheduled exam, say:

It is Thursday morning, May 16, and you will be taking the AP World History Exam.

If you are giving the alternate exam for late testing, say:

It is Wednesday afternoon, May 22, and you will be taking the AP World History Exam.

In a moment, you will open the packet that contains your exam materials. By opening this packet, you agree to all of the AP Program's policies and procedures outlined in the *2012-13 Bulletin for AP Students and Parents*. You may now remove the shrinkwrap from your exam packet and take out the Section I booklet, but do not open the booklet or the shrinkwrapped Section II materials. Put the white seals aside. . . .

Carefully remove the AP Exam label found near the top left of your exam booklet cover. Now place it on page 1 of your answer sheet on the dark blue box near the top right-hand corner that reads “AP Exam Label.”

If students accidentally place the exam label in the space for the number label or vice versa, advise them to leave the labels in place. They should not try to remove the label; their exam will be processed correctly.

Read the statements on the front cover of Section I and look up when you have finished. . . .

Sign your name and write today's date. Look up when you have finished. . . .

Now print your full legal name where indicated. Are there any questions? . . .

Turn to the back cover and read it completely. Look up when you have finished. . . .

Are there any questions? . . .

Section I is the multiple-choice portion of the exam. You may never discuss these specific multiple-choice questions at any time in any form with anyone, including your teacher and other students. If you disclose these questions through any means, your AP Exam score will be canceled. Are there any questions? . . .

The answer sheet has circles marked A–E for each question. For World History, you will use only the circles marked A–D. You must complete the answer sheet using a No. 2 pencil only. Mark all of your responses beginning on page 2 of your answer sheet, one response per question. Completely fill in the circles. If you need to erase, do so carefully and completely. No credit will be given for anything written in the exam booklet. Scratch paper is not allowed, but you may use the margins or any blank space in the exam booklet for scratch work. Are there any questions? . . .

You have 55 minutes for this section. Open your Section I booklet and begin.



Note Start Time here _____. Note Stop Time here _____. Check that students are marking their answers in pencil on their answer sheets, and that they are not looking at their shrinkwrapped Section II materials. After 55 minutes, say:

Stop working. Close your booklet and put your answer sheet on your desk, face up. Make sure you have your AP number label and an AP Exam label on page 1 of your answer sheet. I will now collect your answer sheet.

Collect an answer sheet from each student. Check that each answer sheet has an AP number label and an AP Exam label. Then say:

Now you must seal your exam booklet. Remove the white seals from the backing and press one on each area of your exam booklet cover marked “PLACE SEAL HERE.” Fold each seal over the back cover. When you have finished, place the booklet on your desk, face up. I will now collect your Section I booklet. . . .

Collect a Section I booklet from each student. Check that each student has signed the front cover of the sealed Section I booklet.

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

Please listen carefully to these instructions before we take a 10-minute break. Everything you placed under your chair at the beginning of the exam must stay there. Leave your shrinkwrapped Section II packet on your desk during the break. You are not allowed to consult teachers, other students, or textbooks about the exam during the break. You may not make phone calls, send text messages, check email, use a social networking site, or access any electronic or communication device. Remember, you are not allowed

to discuss the multiple-choice section of this exam. If you do not follow these rules, your score could be canceled. Are there any questions? . . .



You may begin your break. Testing will resume at _____.

SECTION II: Free Response

After the break, say:

May I have everyone's attention? Place your Student Pack on your desk. . . .

You may now remove the shrinkwrap from the Section II packet, but do not open either the Section II exam booklet or the orange Section II: Free Response, Questions and Documents booklet. . . .

Read the bulleted statements on the front cover of the exam booklet. Look up when you have finished. . . .

Now place an AP number label on the shaded box. If you don't have any AP number labels, write your AP number in the box. Look up when you have finished. . . .

Read the last statement. . . .

Using your pen, print the first, middle and last initials of your legal name in the boxes and print today's date where indicated. This constitutes your signature and your agreement to the statements on the front cover. . . .

Turn to the back cover and complete Item 1 under "Important Identification Information." Print the first two letters of your last name and the first letter of your first name in the boxes. Look up when you have finished. . . .

In Item 2, print your date of birth in the boxes. . . .

In Item 3, write the school code you printed on the front of your Student Pack in the boxes. . . .

Read Item 4. . . .

Are there any questions? . . .

I need to collect the Student Pack from anyone who will be taking another AP Exam. You may keep it only if you are not taking any other AP Exams this year. If you have no other AP Exams to take, place your Student Pack under your chair now. . . .

While Student Packs are being collected, read the information on the back cover of the exam booklet. Do not open the booklet until you are told to do so. Look up when you have finished. . . .

Collect the Student Packs. Then say:

Are there any questions? . . .

Read the information on the front cover of the orange booklet. Look up when you have finished. . . .

Section II has three parts and begins with a 10-minute reading period. During the reading period, you will read and plan what you will write for Part A, Question 1, which is the document-based question. If you have time, you may also read the essay questions in Parts B and C. You can make notes in the orange booklet. Are there any questions? . . .

You may now open the orange booklet and begin the 10-minute reading period. Do not open the exam booklet yet.



Note Start Time here _____. Note Stop Time here _____. Check that students are writing any notes in the orange booklet. If any students begin writing their responses during this time, remind them that the reading period is not yet over, and that the reading period is designed to provide students with time to develop better organized, higher scoring responses. If the students choose to continue writing responses, take no further action. After 10 minutes, say:

Stop. The reading period is over. You have 2 hours to complete Section II. The suggested writing time for Question 1 is 40 minutes. After 40 minutes, you will be advised to go on to Part B and then 40 minutes later to move on to Part C. You are responsible for pacing yourself, and may proceed freely from one part to the next. You may use the orange booklet for scratch work, but you must write your answers in the exam booklet using a pen. Write the number of the question you are working on in the box at the top of each page in the exam booklet. If you need more paper during the exam, raise your hand. At the top of each extra piece of paper you use, be sure to write only your AP number and the number of the question you are working on. Do not write your name. Are there any questions? . . .

You may begin.



Note Start Time here _____. Note Stop Time here _____. Check that students are using pens and that they are writing their answers in their exam booklets and not in their orange booklets. After 40 minutes, say:

You should now move on to Part B.

After 40 minutes, say:

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

After 30 minutes, say:

There are 10 minutes remaining.

After 10 minutes, say:

Stop working and close your exam booklet and orange booklet. Put your exam booklet on your desk, face up. Put your orange booklet next to it. Do not place your Section II exam booklet inside your orange booklet or vice versa. . . .

If any students used extra paper for the free-response section, have those students staple the extra sheet/s to the first page corresponding to that question in their exam booklets. Then say:

Remain in your seat, without talking, while the exam materials are collected. . . .

Collect a Section II booklet and an orange booklet from each student. Check for the following:

- Exam booklet front cover: The student placed an AP number label on the shaded box, and printed his or her initials and today's date.
- Exam booklet back cover: The student completed the "Important Identification Information" area.
- The student wrote answers in the correct areas of the Section II exam booklet and not in the orange booklet.

When all exam materials have been collected and accounted for, return to students any electronic devices you may have collected before the start of the exam.

If you are giving the regularly scheduled exam, say:

You may not discuss these specific free-response questions with anyone unless they are released on the College Board website in about two days. Your AP score results will be delivered online in July.

If you are giving the alternate exam for late testing, say:

None of the questions in this exam may ever be discussed or shared in any way at any time. Your AP score results will be delivered online in July.

If any students completed the AP number card at the beginning of this exam, say:

Please remember to take your AP number card with you. You will need the information on this card to view your scores and order AP score reporting services online.

Then say:

You are now dismissed.

All exam materials should be put in secure storage until they are returned to the AP Program after your school's last administration. Before storing materials, check the "School Use Only" section on page 1 of the answer sheet and:

- Fill in the appropriate section number circle in order to access a separate AP Instructional Planning Report (for regularly scheduled exams only) or subject score roster at the class section or teacher level. See "Post-Exam Activities" in the *2012-13 AP Coordinator's Manual*.
- Check your list of students who are eligible for fee reductions and fill in the appropriate circle on their registration answer sheets.

- **IMPORTANT: The orange booklets must be returned with the rest of your exam materials.**
- **This applies to all exam administrations, including late testing. These booklets are not to be kept at the school, or returned to students or teachers. When sorting exam materials for return, keep the orange booklets separate from the Section II exam booklets. Do not place Section II exam booklets inside the orange booklets or vice versa. The free-response questions for the regularly scheduled exam may not be discussed unless the questions are released on the College Board website two days after the exam.**

Student Answer Sheet for the Multiple-Choice Section

Use this section to capture student responses. (Note that the following answer sheet is a sample, and may differ from one used in an actual exam.)

COMPLETE THIS AREA AT EACH EXAM (IF APPLICABLE)

P. SURVEY QUESTIONS — Answer the survey questions in the AP Student Pack. Do not put responses to exam questions in this section.

1 (A) (B) (C) (D) (E) (F) (G) (H) (I)
2 (A) (B) (C) (D) (E) (F) (G) (H) (I)
3 (A) (B) (C) (D) (E) (F) (G) (H) (I)

4 (A) (B) (C) (D) (E) (F) (G) (H) (I)

5 (A) (B) (C) (D) (E) (F) (G) (H) (I)

6 (A) (B) (C) (D) (E) (F) (G) (H) (I)

7 (A) (B) (C) (D) (E) (F) (G) (H) (I)

8 (A) (B) (C) (D) (E) (F) (G) (H) (I)

9 (A) (B) (C) (D) (E) (F) (G) (H) (I)

Q. LANGUAGE — Do not complete this section unless instructed to do so.

If this answer sheet is for the French Language and Culture, German Language and Culture, Italian Language and Culture, Spanish Language, or Spanish Literature and Culture Exam, please answer the following questions. Your responses will not affect your score.

1. Have you lived or studied for one month or more in a country where the language of the exam you are now taking is spoken?

☐ Yes ☐ No

2. Do you regularly speak or hear the language at home?

☐ Yes ☐ No

QUESTIONS 1–75

Indicate your answers to the exam questions in this section (pages 2 and 3). Use a No. 2 pencil only. Mark only one response per question. If a question has only four answer options, do not mark option E. Answers written in the multiple-choice booklet will not be scored.

Your answer sheet will be scored by machine. Any improper gridding may affect your score.

- Completely fill in the circle for your response next to the number of the question you are answering.
- Erase carefully and completely. Stray marks and smudges could be read as answers.

1	(A	B	C	D	E)
2	(A	B	C	D	E)
3	(A	B	C	D	E)
4	(A	B	C	D	E)
5	(A	B	C	D	E)
6	(A	B	C	D	E)
7	(A	B	C	D	E)
8	(A	B	C	D	E)
9	(A	B	C	D	E)
10	(A	B	C	D	E)
11	(A	B	C	D	E)
12	(A	B	C	D	E)
13	(A	B	C	D	E)
14	(A	B	C	D	E)
15	(A	B	C	D	E)
16	(A	B	C	D	E)
17	(A	B	C	D	E)
18	(A	B	C	D	E)
19	(A	B	C	D	E)
20	(A	B	C	D	E)
21	(A	B	C	D	E)
22	(A	B	C	D	E)
23	(A	B	C	D	E)
24	(A	B	C	D	E)
25	(A	B	C	D	E)

26	(A)	(B)	(C)	(D)	(E)
27	(A)	(B)	(C)	(D)	(E)
28	(A)	(B)	(C)	(D)	(E)
29	(A)	(B)	(C)	(D)	(E)
30	(A)	(B)	(C)	(D)	(E)
31	(A)	(B)	(C)	(D)	(E)
32	(A)	(B)	(C)	(D)	(E)
33	(A)	(B)	(C)	(D)	(E)
34	(A)	(B)	(C)	(D)	(E)
35	(A)	(B)	(C)	(D)	(E)
36	(A)	(B)	(C)	(D)	(E)
37	(A)	(B)	(C)	(D)	(E)
38	(A)	(B)	(C)	(D)	(E)
39	(A)	(B)	(C)	(D)	(E)
40	(A)	(B)	(C)	(D)	(E)
41	(A)	(B)	(C)	(D)	(E)
42	(A)	(B)	(C)	(D)	(E)
43	(A)	(B)	(C)	(D)	(E)
44	(A)	(B)	(C)	(D)	(E)
45	(A)	(B)	(C)	(D)	(E)
46	(A)	(B)	(C)	(D)	(E)
47	(A)	(B)	(C)	(D)	(E)
48	(A)	(B)	(C)	(D)	(E)
49	(A)	(B)	(C)	(D)	(E)
50	(A)	(B)	(C)	(D)	(E)

51	A	B	C	D	E
52	A	B	C	D	E
53	A	B	C	D	E
54	A	B	C	D	E
55	A	B	C	D	E
56	A	B	C	D	E
57	A	B	C	D	E
58	A	B	C	D	E
59	A	B	C	D	E
60	A	B	C	D	E
61	A	B	C	D	E
62	A	B	C	D	E
63	A	B	C	D	E
64	A	B	C	D	E
65	A	B	C	D	E
66	A	B	C	D	E
67	A	B	C	D	E
68	A	B	C	D	E
69	A	B	C	D	E
70	A	B	C	D	E
71	A	B	C	D	E
72	A	B	C	D	E
73	A	B	C	D	E
74	A	B	C	D	E
75	A	B	C	D	E

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

76	(A)	(B)	(C)	(D)	(E)
77	(A)	(B)	(C)	(D)	(E)
78	(A)	(B)	(C)	(D)	(E)
79	(A)	(B)	(C)	(D)	(E)
80	(A)	(B)	(C)	(D)	(E)
81	(A)	(B)	(C)	(D)	(E)
82	(A)	(B)	(C)	(D)	(E)
83	(A)	(B)	(C)	(D)	(E)
84	(A)	(B)	(C)	(D)	(E)
85	(A)	(B)	(C)	(D)	(E)
86	(A)	(B)	(C)	(D)	(E)
87	(A)	(B)	(C)	(D)	(E)
88	(A)	(B)	(C)	(D)	(E)
89	(A)	(B)	(C)	(D)	(E)
90	(A)	(B)	(C)	(D)	(E)

91	A	B	C	D	E
92	A	B	C	D	E
93	A	B	C	D	E
94	A	B	C	D	E
95	A	B	C	D	E
96	A	B	C	D	E
97	A	B	C	D	E
98	A	B	C	D	E
99	A	B	C	D	E
100	A	B	C	D	E
101	A	B	C	D	E
102	A	B	C	D	E
103	A	B	C	D	E
104	A	B	C	D	E
105	A	B	C	D	E

106	(A)	(B)	(C)	(D)	(E)
107	(A)	(B)	(C)	(D)	(E)
108	(A)	(B)	(C)	(D)	(E)
109	(A)	(B)	(C)	(D)	(E)
110	(A)	(B)	(C)	(D)	(E)
111	(A)	(B)	(C)	(D)	(E)
112	(A)	(B)	(C)	(D)	(E)
113	(A)	(B)	(C)	(D)	(E)
114	(A)	(B)	(C)	(D)	(E)
115	(A)	(B)	(C)	(D)	(E)
116	(A)	(B)	(C)	(D)	(E)
117	(A)	(B)	(C)	(D)	(E)
118	(A)	(B)	(C)	(D)	(E)
119	(A)	(B)	(C)	(D)	(E)
120	(A)	(B)	(C)	(D)	(E)

Write your answer in the boxes at the top of the griddable area and fill in the corresponding circles. Mark only one circle in any column. You will receive credit only if the circles are filled in correctly.

SELECTED MEDIA EXAMS	R	W	O	OTHER EXAMS	R	W	O
PT02				TOTAL			
PT03				Subscore (if applicable)			
PT04				Subscore (if applicable)			

Exam		0	1	2	3	4	5	6	7	8	9
		0	1	2	3	4	5	6	7	8	9
Exam		0	1	2	3	4	5	6	7	8	9
		0	1	2	3	4	5	6	7	8	9

DO NOT WRITE IN THIS AREA

COMPLETE THIS AREA ONLY ONCE.

[illegible]

Section I: Multiple-Choice Questions

This is the multiple-choice section of the 2013 AP exam. It includes cover material and other administrative instructions to help familiarize students with the mechanics of the exam. (Note that future exams may differ in look from the following content.)

PLACE SEAL HERE

AP[®] World History Exam

SECTION I: Multiple Choice

2013

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

At a Glance

Total Time

55 minutes

Number of Questions

70

Percent of Total Score

50%

Writing Instrument

Pencil required

Instructions

Section I of this exam contains 70 multiple-choice questions. Fill in only the circles for numbers 1 through 70 on your answer sheet. Because this section offers only four answer options for each question, do not mark the (E) answer circle for any question.

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

Sample Question Sample Answer

Chicago is a

(A) ● (C) (D) (E)

(A) state

(B) city

(C) country

(D) continent

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

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

PLACE SEAL HERE

Form I
Form Code 4JBP4-S

93

PLACE SEAL HERE

DO NOT seal answer sheet inside

The inclusion of source material in this exam is not intended as an endorsement by the College Board or ETS of the content, ideas, or values expressed in the material. The material has been selected by the world history faculty who serve on the AP World History Development Committee. In their judgment, the material printed here reflects various aspects of the course of study on which this exam is based and is therefore appropriate to use to measure the skills and knowledge of this course.

WORLD HISTORY

SECTION I

Time—55 minutes

70 Questions

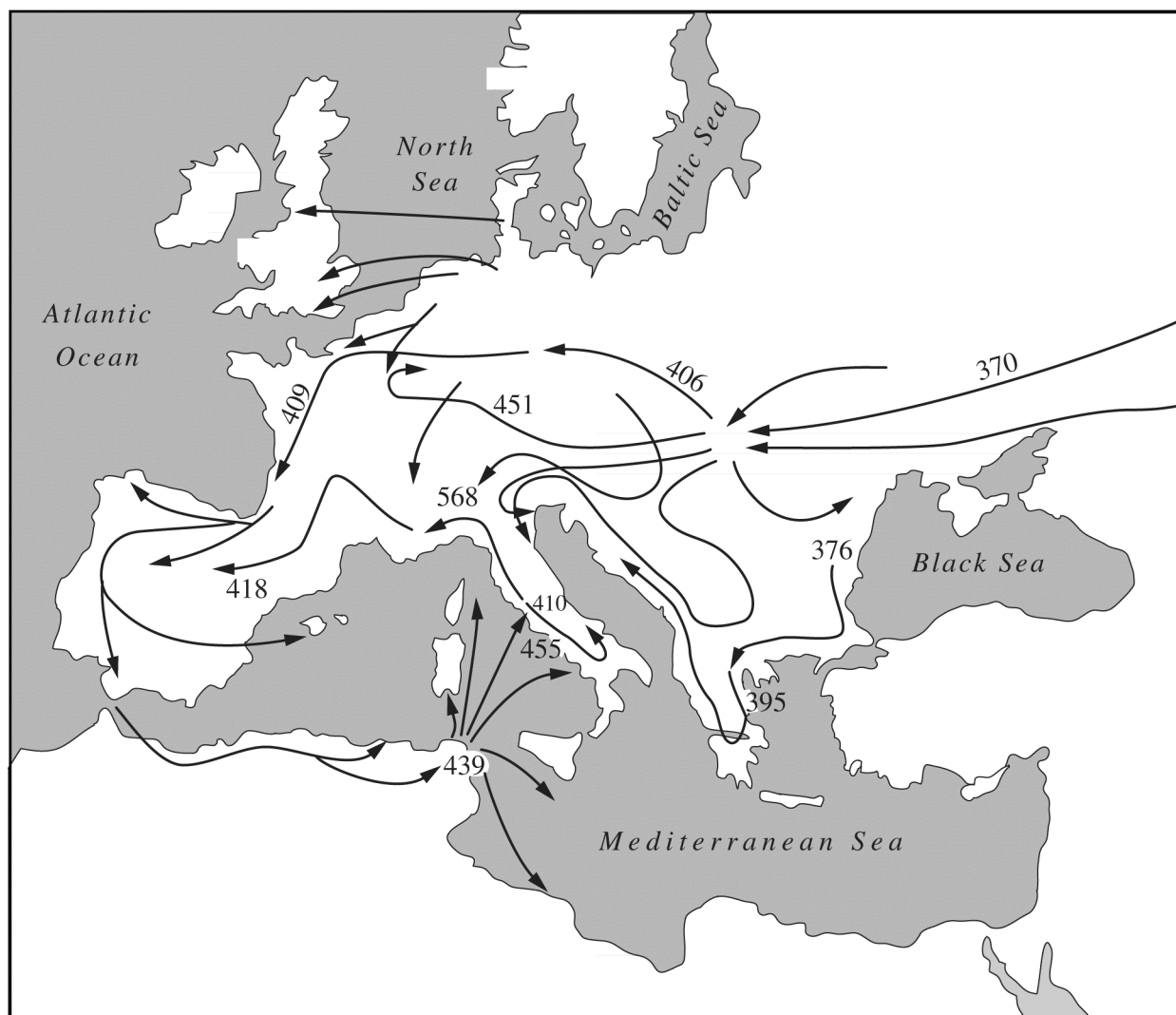
Directions: Each of the questions or incomplete statements below is followed by four suggested answers or completions. Select the one that is best in each case and then fill in the corresponding circle on the answer sheet.

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

1. Which of the following types of evidence would most strongly support the theory that the Americas were first populated by people migrating across a land bridge that connected Northeast Asia and North America?
 - (A) The discovery of pottery from Ming China at a pre-Columbian site in Peru
 - (B) American Indians' lack of immunity to many diseases endemic to Afro-Eurasia
 - (C) Data showing a close genetic relationship between American Indians and indigenous peoples of Siberia
 - (D) Architectural similarities between the pyramids of Teotihuacán, Mexico, and Giza, Egypt
2. Archaeological evidence indicates that Paleolithic hunter-gatherer societies used which of the following technologies?
 - (A) Smelting of metals such as copper and iron
 - (B) Controlled use of fire for warmth and as an aid in hunting and foraging
 - (C) Systems of written symbols to preserve knowledge of favorable hunting and gathering sites
 - (D) Harnesses and other tools to control draft animals
3. Which of the following is an accurate comparison of the Inca and Roman empires?
 - (A) Both empires required all inhabitants to practice only the state religion.
 - (B) Both empires enslaved all conquered populations.
 - (C) Both empires relied on an extensive network of maritime trade.
 - (D) Both empires were able to integrate distant provinces through extensive roadways.
4. Which of the following was an important continuity in the social structure of states and empires in the period 600 B.C.E to 1450 C.E.?
 - (A) Peasants were generally free of obligations to the state.
 - (B) Wealthy merchants dominated political institutions.
 - (C) Landholding aristocracies tended to be the dominant class.
 - (D) Urban craft workers played a substantial role in government.

LATE ROMAN EMPIRE

(circa 300–600 C.E.)



5. The map above shows which of the following?
- (A) The most significant trade routes in early medieval Europe
 - (B) Barbarian migrations into the Roman Empire
 - (C) The spread of Christianity within the Roman Empire
 - (D) The spread of iron-working technology

6. Which of the following was an important long-term demographic impact of the spread of new rice varieties in East Asia during the period circa 600 C.E. to 1200 C.E.?
- (A) A decrease in the size of East Asian cities outside the rice-growing area
 - (B) The large-scale settlement of nomadic central Asians into farming communities
 - (C) A rapid increase of East Asian populations
 - (D) The movement of large numbers of East Asians from cities to farms
7. Which of the following accurately describes a characteristic shared by Afro-Eurasian urban centers before 600 C.E.?
- (A) Cities promoted cultural homogeneity.
 - (B) Cities gained increasing economic independence from hinterland regions.
 - (C) Cities served as centers of commercial activity.
 - (D) Cities were generally politically independent of larger political units.
8. Sociologists who study religion have noted that religions that emphasize individual faith will sometimes spread rapidly in societies experiencing disorder and a decline in influence of traditional sources of authority.
- Which of the following is the clearest example of this tendency?
- (A) The adoption of Buddhism by the Mauryan emperor Ashoka
 - (B) The spread of Islam along the trans-Saharan trade routes
 - (C) The spread of Buddhism in China after the end of the Han dynasty
 - (D) The spread of Christianity into northern and western Europe during the early Roman Empire
9. In the period 600 C.E. to 1450 C.E., merchant diaspora communities, such as those of Muslims in India, Chinese in Southeast Asia, and Jews in the Mediterranean, had which of the following in common?
- (A) They generally imposed their own languages on the local communities.
 - (B) They generally became military outposts that facilitated the expansion of empires.
 - (C) They generally lost touch with their homelands and merged with the local population.
 - (D) They generally introduced their own cultural practices into the local cultures.
10. The Mongol conquests of much of Eurasia in the thirteenth century tended to encourage trade along the Silk Roads primarily by
- (A) opening large new markets for both European and East Asian goods in Central Asia
 - (B) increasing the demand for military supplies needed by the Mongol armies that occupied various regions
 - (C) decreasing the risk of bandit attacks and reducing the number of local rulers collecting tribute from trade caravans
 - (D) discouraging seaborne trade along the Indian Ocean routes that competed with the Silk Roads
11. Which of the following characterized the trans-Saharan trade by 1250 C.E.?
- (A) The bulk of the trade consisted of low-priced commodities.
 - (B) Muslim merchants dominated the trade.
 - (C) European Christians became directly involved in the trade.
 - (D) Most trade was carried by horse rather than by people.

12. Which of the following describes an important similarity between the ancient Persian Empire and the Roman Empire?
- (A) Both attempted to impose an exclusive state religion on their subjects.
 - (B) Both had economies that relied heavily on overseas trade.
 - (C) Both were multiethnic empires that incorporated local elites in the imperial government.
 - (D) Both were centered on the Mediterranean Sea.
13. Which of the following was a significant effect of the Polynesian migrations in the Pacific in the period from 600 C.E. to 1450 C.E.?
- (A) The creation of an extensive trade network connecting Pacific islands to the Asian mainland
 - (B) The transfer of domesticated plant and animal species to new islands in the Pacific
 - (C) The development of distinctive Polynesian maritime technologies quickly adopted by Chinese and European explorers
 - (D) The establishment of an ethnically unified Polynesian state spanning several island groups
14. Which of the following was an important continuity in the history of the Mediterranean region between 400 and 1000 C.E.?
- (A) The religious makeup of the societies in the region remained virtually the same.
 - (B) The western Mediterranean remained politically unified, whereas the eastern Mediterranean remained politically fractured.
 - (C) The Byzantine Empire remained a centralized Christian empire in the Mediterranean.
 - (D) The Sassanid Empire continued to keep its access to the eastern Mediterranean.
15. Which of the following was an immediate effect of the initial Muslim conquests of the seventh century C.E.?
- (A) The elimination of Christianity and Judaism from the Middle East
 - (B) The beginning of large-scale migration of Turkic-speaking nomads from Central Asia to the Middle East
 - (C) The weakening of the Byzantine Empire and the collapse of other empires
 - (D) A decline in the social status of women
16. Which of the following was the most immediate effect of the Portuguese establishment of a school for navigation in the 1400s?
- (A) The development of overseas trade between West Africa and Europe
 - (B) The establishment of regular trade contacts between Europe and the Americas
 - (C) The decline of Venetian control of the trade in Asian luxury goods
 - (D) The establishment of direct overseas trade links between India and Europe
17. A historian researching the effects of epidemic disease on the population levels of seventeenth-century colonial Peru would probably find which of the following sources most useful?
- (A) Church records of baptisms and funerals
 - (B) Accounts by Spanish doctors of cases of miraculous healings
 - (C) Transcripts of court cases involving inheritances
 - (D) Petitions from Amerindian groups to the colonial government requesting tax relief

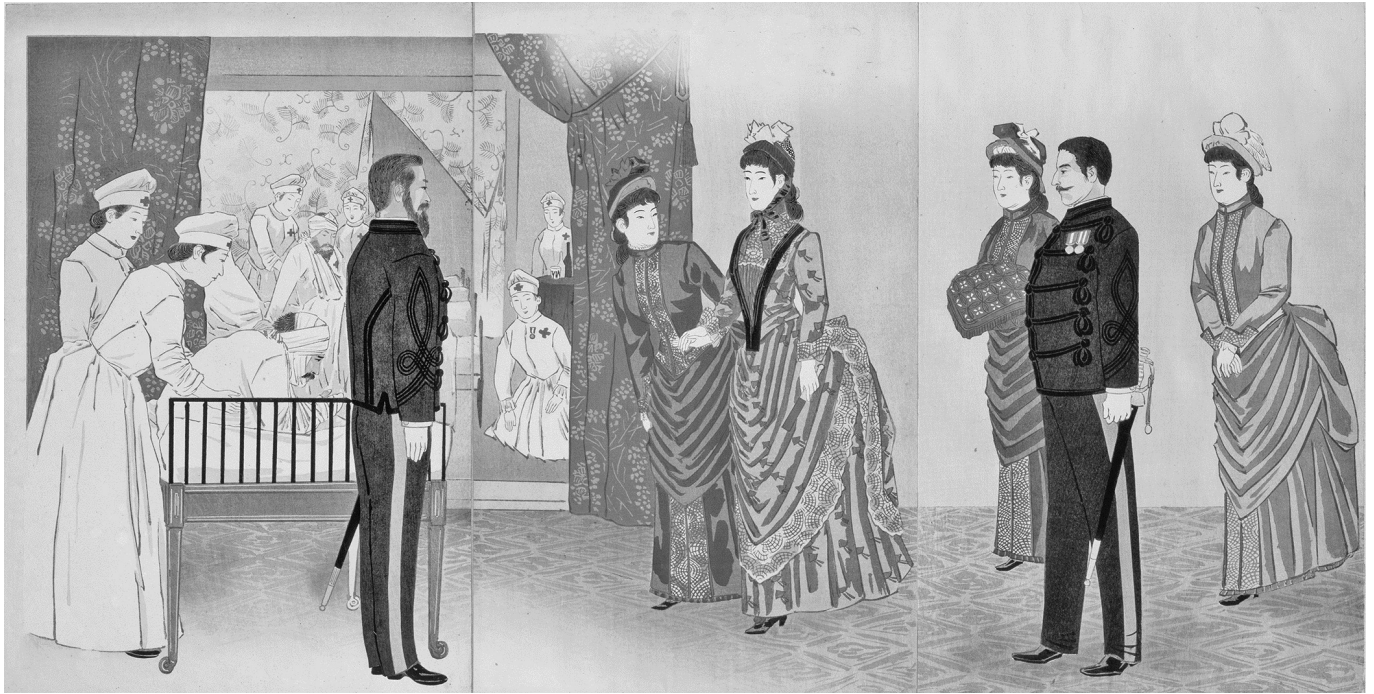
18. In the period 1500 to 1750, the population of the Portuguese colony of Brazil grew rapidly and became predominantly African. Which of the following best explains these demographic changes?
- (A) The adoption of indigenous food crops by African migrants
 - (B) Portuguese loss of colonial holdings in the Indian Ocean
 - (C) The rapid natural increase of Brazil's early slave population
 - (D) The increase in global demand for cash crops such as sugar
19. Which of the following is a similarity between the Ottoman and Chinese governments during the period 1450–1750 ?
- (A) The dominance of the imperial government by a landed aristocracy
 - (B) The creation of overseas colonial holdings
 - (C) Heavy reliance on overseas trade for government revenues
 - (D) An extensive governmental bureaucracy
20. Which of the following accurately describes the effect of the spread of Christianity among most Amerindian societies after 1500 C.E.?
- (A) Christianity completely supplanted Amerindian religious beliefs and practices shortly after the conquest.
 - (B) Amerindians maintained local customs by combining indigenous beliefs with elements of Christianity.
 - (C) Amerindians' resistance to Christianity resulted in widespread European conversions to indigenous religions.
 - (D) Amerindian religious beliefs and practices were respected by Europeans who considered them equal to Christian beliefs and practices.
21. Which of the following was a major environmental effect of the European establishment of plantation agriculture in the Americas during the seventeenth and eighteenth centuries?
- (A) Global warming, caused by the burning of large areas of forest
 - (B) Widespread deforestation and depletion of soil nutrients
 - (C) Depletion of groundwater supplies caused by excessive irrigation in agricultural areas
 - (D) Increases in the populations of major indigenous animal species

22. Which of the following was a major long-term effect of Vasco da Gama's voyage to India in the late 1490s?
- (A) It led to the integration of European merchants into the Indian Ocean economy.
 - (B) It brought about the complete destruction of Muslim-controlled trade routes in the Indian Ocean.
 - (C) It spurred the Mughal Empire to invest resources in becoming a major naval power.
 - (D) It catalyzed the adoption of new European naval technology by states throughout the Indian Ocean basin.
23. A historian researching factors that contributed to the rise of industrial production in the eighteenth and nineteenth centuries would find which of the following types of sources most helpful?
- (A) Records of labor and trade union meetings
 - (B) A tally of political speeches in favor of versus those opposed to colonial expansion
 - (C) Data on migration of rural populations to urban areas
 - (D) Data on prices of luxury goods



Neil Setchfield / The Art Archive at Art Resource, NY

24. The building in Ho Chi Minh City, Vietnam, shown above, is an example of which of the following concepts?
- (A) Syncretism
 - (B) Iconoclasm
 - (C) Isolationism
 - (D) Cultural diffusion



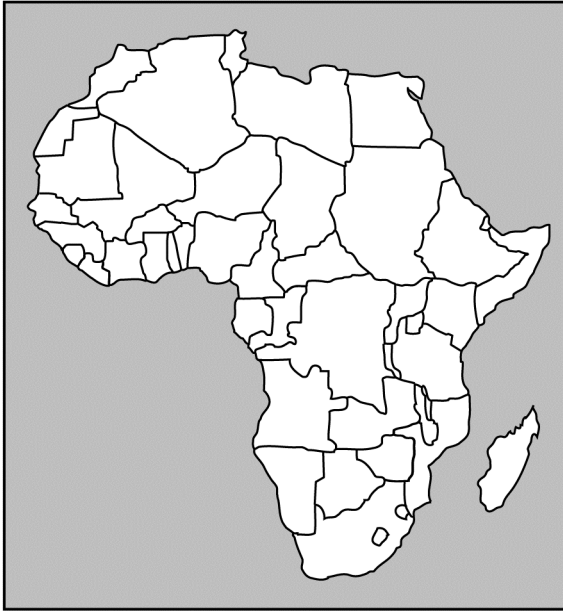
Réunion des Musées Nationaux / Art Resource, NY

25. The image from Japan during the Meiji Restoration best exemplifies which of the following processes?

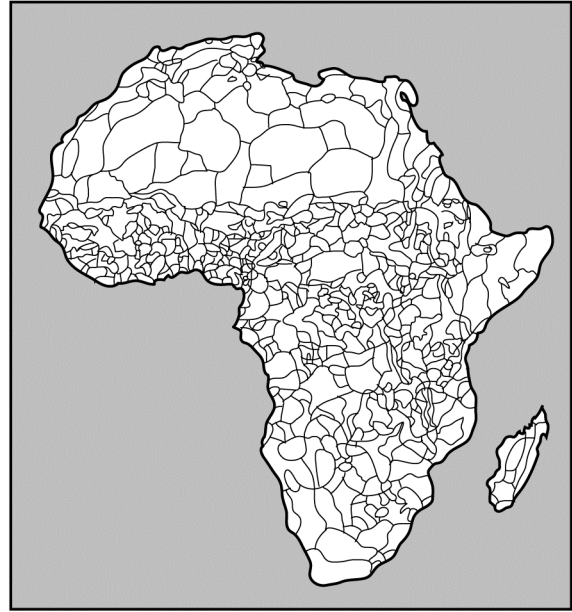
- (A) Attempts by conservative members of society to maintain indigenous traditions
- (B) Cultural changes accompanying greater contact with the United States
- (C) Greater freedom for women resulting from democratization
- (D) Increased emphasis on international cooperation as a result of the lowering of trade barriers

26. Japan's industrialization during the Meiji period and the Soviet Union's industrialization during the 1920s and 1930s had which of the following characteristics in common?
- (A) Industrialization in both countries was achieved largely through state direction rather than through private initiative.
 - (B) Both governments aimed to maintain women's inferior status while continuing to work on making economic progress.
 - (C) Foreign investment capital financed both industrialization programs.
 - (D) The working classes of both countries began to rebel against poor working conditions and to join political parties.
27. Which of the following describes an accurate similarity between the Qing and Russian empires in the eighteenth and nineteenth centuries?
- (A) Both relied heavily on maritime trade as a source of material goods.
 - (B) Both successfully resisted pressure from industrialized powers.
 - (C) Both were heavily influenced by the intellectual work of Jesuit missionaries.
 - (D) Both had vast territories with peoples of various ethnicities and languages.
28. Which of the following scientific concepts had the greatest role in providing a justification for imperialism in the late nineteenth and early twentieth centuries?
- (A) Louis Pasteur's germ theory of disease
 - (B) Charles Darwin's theory of evolution
 - (C) Albert Einstein's theory of relativity
 - (D) Marie Curie's theory of radioactivity
29. Which of the following contributed the most to the growth of the movement to abolish slavery in the Atlantic world?
- (A) Increased availability of Asian indentured labor
 - (B) The adaptation of Enlightenment ideas challenging established social hierarchies
 - (C) The efforts of industrialists to create a more flexible workforce
 - (D) A decline in the number of enslaved persons being taken from Africa

POLITICAL BOUNDARIES IN
POSTCOLONIAL AFRICA



ETHNOLINGUISTIC BOUNDARIES IN
POSTCOLONIAL AFRICA



30. The maps of Africa above best explain which of the following about African history in the twentieth century?
- (A) Why Islam has continued to spread in sub-Saharan Africa following decolonization
 - (B) Why most African states achieved independence within a few years of one another
 - (C) Why some former colonial powers have continued to intervene in the internal affairs of their former colonies after independence
 - (D) Why African state-building efforts have been hindered by the persistence of political boundaries inherited from the colonial era

-
31. Which of the following was the most immediate cause of global economic integration in the late twentieth and early twenty-first century?
- (A) Increased dependence on cheap oil from the Middle East
 - (B) Population growth in the developing world
 - (C) Decreases in the cost of long-distance communication and transportation
 - (D) Regulation of air and water pollution in the developed world



Courtesy of the Melville J. Herskovits Library of African Studies/Northwestern University

32. The photograph above of German East African troops best illustrates which of the following historical processes during the First World War?
- (A) The increasing inclusion of non-Europeans in European conflicts
 - (B) The undermining of European claims to moral superiority as a result of the destructiveness of the First World War
 - (C) The development of African nationalism as a consequence of Africans' involvement in European wars
 - (D) The gradual extension of self-rule to Europe's African colonies in the face of anticolonial protests by Africans

33. After the abdication of the last Qing emperor in China in 1912, the new republican government adopted a new national flag (the so-called five-races-together-in-harmony flag) in which five stripes represented the five main ethnic groups: the Han Chinese, the Manchus, the Tibetans, the Uighurs, and the Mongols.

The adoption of the new flag is an example of which of the following processes?

- (A) Governmental efforts of new states to undo the tolerant ethnic and religious policies of their imperial predecessors in order to promote greater uniformity
- (B) Governmental efforts of new states to reduce their political and economic dependence on former colonial powers
- (C) Efforts by authoritarian governments to mobilize all segments of society for a conflict with foreign powers
- (D) Governmental efforts of multinational states to promote a new nationalist identity that would help prevent the emergence of ethnic separatism

34. “The immense majority of Mexico’s villages and citizens own only the ground on which they stand. They suffer the horrors of poverty without being able to better their social status . . . or without being able to dedicate themselves to industry or agriculture due to the fact that the lands, woods, and water are monopolized by the few.”

Emiliano Zapata, *Plan of Ayala*, 1911

The opinion expressed in the passage above is most consistent with which of the following?

- (A) Privatizing Mexico’s water and mineral resources
- (B) Guaranteeing workers’ rights to organize and go on strike
- (C) Redistributing one-third of the land controlled by large landholders to landless peasants
- (D) Abrogating all contracts giving foreign nationals ownership of Mexican land

35. “Total war was no longer a rational option for enemies armed with nuclear weapons. If they were to fight each other, they could only do so in limited wars or through nonnuclear client states. Ironically, then, weapons of total destruction may have rendered total war between major powers obsolete in the late twentieth century.”

Merry Wiesner-Hanks, world historian, 2004

Which of the following occurrences during the Cold War best supports the main contention of the passage above?

- (A) Both the United States and the Soviet Union actively sought ways to neutralize each other’s nuclear missiles.
- (B) Both the United States and the Soviet Union armed and supported rival countries and factions in Africa, Asia, and Latin America.
- (C) A large movement protesting the nuclear arms buildup developed in Western Europe and the United States.
- (D) Several nonaligned countries sought to obtain nuclear weapons technology.

36. “If anyone steals from a temple or the court, he shall be put to death, and also the one who receives the stolen thing from him shall be put to death.

“If anyone buys from the son or the slave of another man, without witnesses or a contract, silver or gold, . . . he is considered a thief and shall be put to death.”

Code of Hammurabi, Babylon, circa 1780 B.C.E.

The laws cited above are evidence of which of the following in Babylonian society?

- (A) Reliance on divine intervention to resolve legal disputes
- (B) Social and economic equality
- (C) The protection of property
- (D) Regularized coinage of precious metals

37. A historian researching the timeline of the spread of iron metallurgy in sub-Saharan Africa would find which of the following sources most useful?

- (A) Bantu-language oral histories transmitted through generations
- (B) Archaeological evidence of early forges and smelting operations
- (C) European travelers' accounts from the eighteenth and nineteenth centuries describing African industrial practices
- (D) North African Muslim merchants' account books detailing purchases of iron tools

38. "Romantic glorifications of Greece create the impression that the Greeks sought rational solutions . . . actually, far from being devoted to the risks of rationality, the vast majority of the Greeks sought always the safe haven of superstition and the comfort of magic charms."

Finley Hooper,
historian of ancient Greece, 1967

"I do not believe that the 'Sacred Disease' [epilepsy] is any more divine or sacred than any other disease, but, on the contrary, I believe it has specific demonstrable characteristics and a definite cause."

Hippocrates of Kos, Greek physician,
circa 350 B.C.E.

The passage by Hippocrates weakens Hooper's claim in the first passage by

- (A) suggesting that medicine was a thriving discipline in ancient Greece
- (B) expressing a mistrust for supernatural causes of medical conditions
- (C) seeking to understand a disease that does not have an obvious external cause
- (D) implying that Greek physicians did not have effective treatments for some diseases

39. The establishment of communities of nuns in both Christian and Buddhist societies by 600 C.E. had which of the following major consequences?

- (A) Social and legal restrictions on the lives of women outside Buddhist and Christian convents increased.
- (B) Nuns were able to exercise power within their communities more extensively than in their respective societies.
- (C) In both religions, the definition of what counted as a holy life became broader, and it became easier for laypeople to attain holiness.
- (D) The doctrine of both religions shifted toward an emphasis on salvation.

40. "Augustus seduced the army with bonuses, and his cheap food policy was successful bait for civilians. Indeed, he attracted everybody's goodwill by the enjoyable gift of peace. Then he gradually pushed ahead and absorbed the functions of the senate, the officials, and even the law. Opposition did not exist. War or judicial murder had disposed of all men of spirit."

Tacitus, Roman historian, circa 100 C.E.,
commenting on the reign of
Augustus Caesar (27 B.C.E.–14 C.E.),
first emperor of Rome

In the excerpt above, Tacitus' main purpose is to point out that

- (A) there was a great deal of political upheaval during the reign of Augustus
- (B) Roman citizens continued to remain loyal to the ideals of the Republic during the reign of Augustus
- (C) Augustus used the peace and prosperity of his reign to enact sweeping political changes
- (D) Augustus was an exceptional figure, without parallel in Roman history

41. Some historians maintain that a transition between two major periods in world history most likely occurred around 500 C.E.; others maintain that this transition occurred around 600 C.E.

These two groups of historians are most likely to disagree about the relative importance of which of the following?

- (A) The emergence of the classical Maya civilization
- (B) The role of technological change in world history periodization
- (C) The decline of polytheism in the Mediterranean and the Middle East after the fifth century C.E.
- (D) The fall of the western Roman Empire

Questions 42-43 are based on the following passage.

“‘I cannot make a tree grow or flourish’ [said the gardener]. . . . ‘All I do is avoid hindering a tree’s growth—I have no power to make it grow.’

‘Would it be possible to apply this philosophy of yours to the art of government?’ asked the questioner.

‘My only art is the growing of trees,’ said [the gardener]. ‘Government is not my business.’”

Liu Zongyuan, Chinese scholar-official,
circa 800 C.E.

42. The ideas expressed in the passage were most strongly influenced by which of the following?

- (A) Buddhism
- (B) Confucianism
- (C) Daoism
- (D) Environmentalism

43. A historian of Tang China (618–907 C.E.) would probably find the passage by Liu Zongyuan most useful as a source of information about which of the following?

- (A) Levels of taxation
- (B) The main cause of peasant unrest
- (C) Ideas about proper governance
- (D) Agricultural techniques

-
44. A historian of ancient Greece would probably find Athenian dramas to be most useful as a source of information about which of the following aspects of Greek society?

- (A) Life expectancies in ancient Greece
- (B) Greek religious beliefs and moral values
- (C) Military tactics of ancient Greek armies
- (D) Agricultural productivity in ancient Greece

Questions 45-46 are based on the following passage.

“The evil-disposed in these districts [of England] began to rise, saying, they were too severely oppressed; that at the beginning of the world there were no slaves, and that no one ought to be treated as such. . . . This they would not longer bear, but had determined to be free, and if they labored for their lords, they wanted to be paid for it. A crazy priest in the county of Kent, called John Ball, who for his absurd preaching, had been thrice confined in prison, inflamed those ideas. He would say: ‘Are we not all descended from the same parents, Adam and Eve? and what can the lords show, or what reasons give, why they should be more the masters than ourselves?’ ”

Jean Froissart, account of
a peasant revolt in England, 1381

45. The description of the peasant revolt best supports which of the following conclusions?
- (A) Peasants were hostile to the idea of wage labor.
 - (B) Peasants used religious beliefs to justify their resistance.
 - (C) Peasant demands for equality were supported by the highest levels of religious leaders.
 - (D) Peasant revolts were more frequent in England than elsewhere in this period.
46. The point of view of the author can best be described as
- (A) sympathetic to the peasants
 - (B) hostile to the peasants
 - (C) indifferent to the peasants’ grievances
 - (D) sympathetic to the leaders of the revolt



© Carl & Ann Purcell/CORBIS

47. The photograph above shows a fourteenth century C.E. mosque in the city of Xi'an, central China. This image most clearly supports which of the following conclusions about the spread of Islam?
- (A) Early Muslim communities in China adopted local architectural styles for their religious buildings.
 - (B) Political instability in fourteenth-century China encouraged the spread of Islam.
 - (C) Islam spread to China before Buddhism did.
 - (D) Early Muslim communities in China disguised their mosques as Confucian academies.

48. “The commercial area of the capital extends from the old Qing River market to the Southern Commons and to the city border on the north. . . . Some famous fabric stores sell exquisite brocade fabric and fine silk, which are unsurpassed elsewhere in the country. . . . Most other cities can only boast of one special product; what makes the capital unique is that it gathers goods from all places. Furthermore, because of the large population and the busy commercial traffic, there is a demand for everything.”

Description of Hangzhou, capital of the southern Song dynasty, circa 1235 C.E.

Which of the following assertions in the description of Hangzhou above would be most difficult to verify?

- (A) That Hangzhou had a large population
 - (B) That the merchandise sold in Hangzhou was of higher quality than that sold in other Chinese cities
 - (C) That the merchants of Hangzhou imported goods from many other places
 - (D) That Hangzhou had a large market district
49. Which of the following was the major contributing factor to the spread of the plague to Cairo, Beijing, and Florence in the fourteenth century?
- (A) Indian Ocean trade routes connecting South Asia to China, Southeast Asia, and Europe
 - (B) Trade along the Mongol road system across Central Asia
 - (C) The collapse of the Abbasid caliphate
 - (D) African trade routes connecting sub-Saharan Africa with Asia and Europe

50. Some world historians have argued that the growth of European influence in the period 1450–1750 was due in large part to non-European inventions. The history of which of the following technological developments best supports this contention?

- (A) The compass
- (B) Silk weaving
- (C) Steam power
- (D) The stirrup

51. “In countries where there is a great scarcity of money, all other saleable goods, and even the labor of men, are given for less money than [in countries] where money is abundant. Thus we see by experience that in France (where money is scarcer than in Spain) bread, wine, cloth, and labor, are worth much less. And even in Spain, in [recent] times when money was scarcer than it is now, saleable goods and labor were given for much less.”

Martín de Azpilcueta Navarro,
Spanish scholar, treatise, 1556

Navarro’s economic observations expressed in the passage above are best understood in the context of which of the following?

- (A) The Spanish-Portuguese colonial rivalry in the Atlantic
- (B) The influx of silver from the Americas into the Spanish economy
- (C) The practice of governments devaluing their currencies by reducing the proportion of precious metals in their coins
- (D) The beginning of large-scale importation of silver by China from Spanish mines in the Americas

MUSLIM AREAS IN SOUTHEAST ASIA, 1650 C.E.



52. Which of the following factors best explains the distribution of Muslim populations shown on the map above?
- (A) Religious pilgrimages
 - (B) Merchant activity
 - (C) Imperialism
 - (D) Forced migration



Johann H. Addicks

53. The photograph above of the Süleymaniye mosque in Istanbul exemplifies which of the following historical processes?
- (A) The interaction of humans and the environment
 - (B) The synthesis of established cultural traditions and new traditions
 - (C) Competition between traditional elites and the wealthy urban class for control of cultural traditions
 - (D) The spread of missionary religions over global trade networks

54. • Letters written by Franciscan friars
• Pictorial records of the Mexica
• Statues produced by local artists in New Spain
• Histories written in Spanish and Nahuatl

A historian examining Mesoamerica in the sixteenth century would best utilize the sources above to analyze which of the following topics?

- (A) The process of introducing the *encomienda* system
(B) How Christian ideas were communicated to and understood by Amerindians
(C) Conflicts between the Jesuits and the Franciscans
(D) The extent of the decline of the Amerindian population

55. “Spirits of Moctezuma, Cuauhtémoc and other Aztec heroes, as once you celebrated that feast before being slaughtered by the treacherous sword of the Spanish conquistadors, so now celebrate this happy moment in which your sons have united to avenge the crimes and outrages committed against you, and to free themselves from the claws of [Spanish] tyranny and fanaticism. To the 12th of August 1521—the day that the chains of our serfdom were fastened—there now succeeds the 14th of September 1813—when these chains are broken forever.”

José María Morelos, Mexican revolutionary, speech, 1813

Judging from the excerpt above, which of the following was the main purpose of Morelos’ speech?

- (A) To outline a plan for the long-term development of the new Mexican state
(B) To oppose the claims of Mexican Creoles seeking to play a leading role in the new state
(C) To offer a vision of Mexican history that could be used as a basis for nation building
(D) To suggest that the establishment of the Mexican nation-state was proof of the superiority of the Aztecs

56. Which of the following regions was LEAST affected by the expansion of European trade networks in the period 1450 C.E. to 1750 C.E.?

- (A) The Atlantic basin
(B) The Mediterranean basin
(C) The Indian Ocean
(D) Oceania

57. Some historians have argued that the Haitian Revolution (1791–1804) marks the beginning of the process of decolonization that culminated in the dissolution of European colonial empires after the Second World War. Historians who take this position are likely to place the greatest emphasis on the importance of which of the following in the decolonization process?

- (A) The role of the desire for natural rights in independence movements
(B) The role of European powers in encouraging revolts in each other’s colonies as part of imperial rivalries
(C) The role of economic liberalization in undermining the rationale for colonial empires
(D) The role of indigenous economic patterns in fostering anticolonial movements

58. Which of the following contributed the most to the Ottoman Empire’s successful expansion in Europe and the Middle East in the period from 1450 to 1600 ?

- (A) The Ottomans’ use of revenues from transoceanic trade to build a powerful army
(B) The Ottomans’ use of nomadic tribes as cavalry troops
(C) The Ottomans’ adoption of the latest gunpowder and artillery technology
(D) The Ottomans’ exploitation of Muslim desire to avenge the Crusades

59. “Americans today . . . who live within the Spanish system occupy a position in society no better than that of serfs destined for labor, or at best they have no more status than that of mere consumers. Yet even this status is surrounded with galling restrictions, such as being forbidden to grow European crops, or to store products which are royal monopolies, or to establish factories of a type the Peninsula itself does not possess. To this add the exclusive trading privileges, even in articles of prime necessity, and the barriers between American provinces, designed to prevent all exchange of trade, traffic, and understanding.”

Simón Bolívar, *Jamaica Letter*, 1815

The quotation above best supports which of the following conclusions about the author’s motives for resistance to Spanish colonial rule in Latin America?

- (A) Bolívar opposed the use of Native Americans and Africans as forced laborers in Latin America.
- (B) Bolívar rejected Spanish mercantilist policies that restricted free trade in Latin America.
- (C) Bolívar was alarmed by the excessive consumerism in the Spanish empire.
- (D) Bolívar hoped to undo the effects of the Columbian exchange.



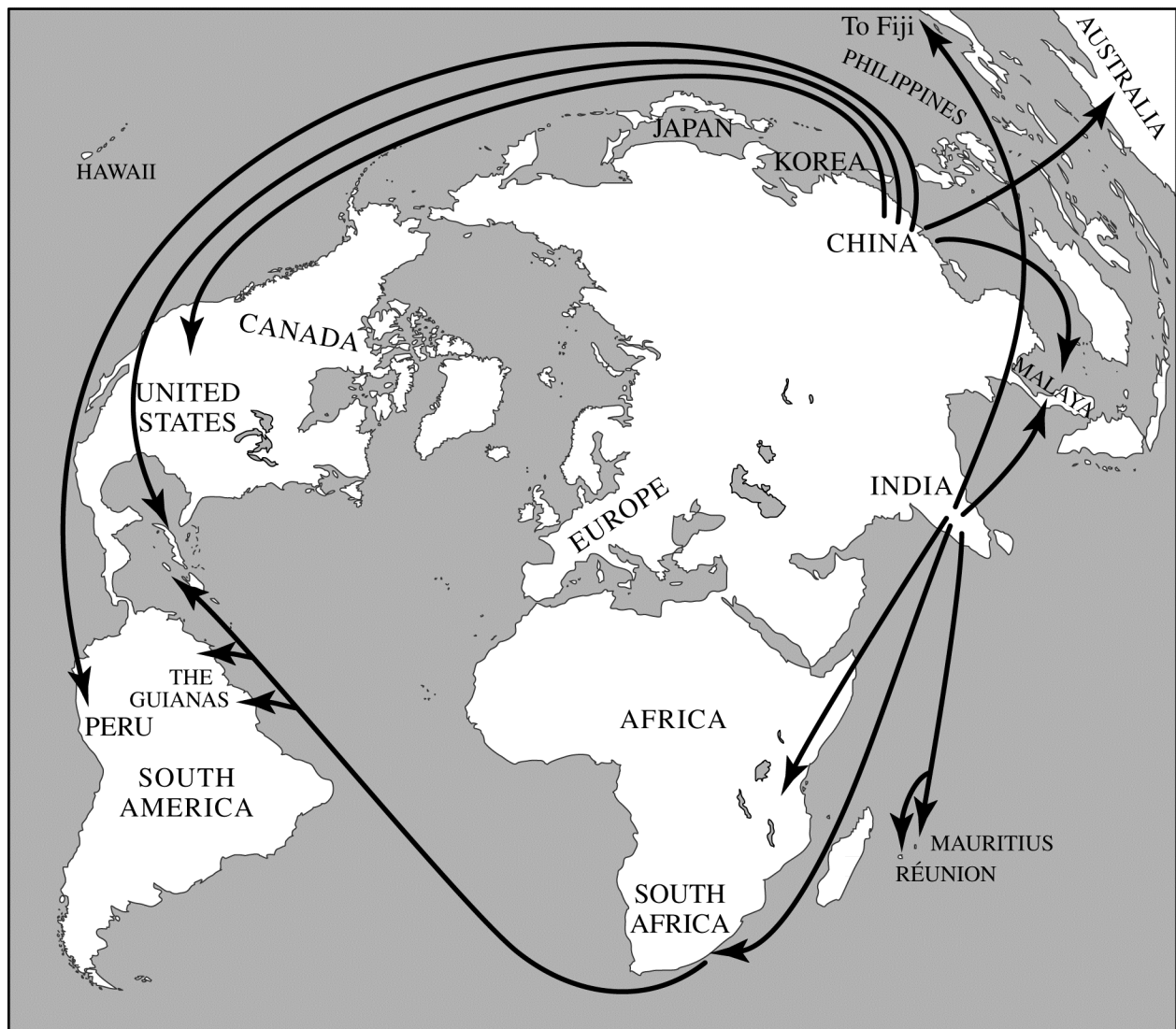
60. (Translation: “Woman proletarian, master aviation technology! Enroll in the technical schools and universities of the civil aviation fleet!”)

A historian would find the 1931 Soviet poster above most useful in studying which of the following?

- (A) The proportion of women to men working in technically skilled professions in the Soviet Union
- (B) The effects of the introduction of commercial aviation on the Soviet economy
- (C) The official propaganda of gender equality in the Soviet Union
- (D) The degree of advancement of Soviet aviation technology relative to noncommunist countries

61. Adoption of which of the following power sources has contributed the most to increasing the energy available to humans?
- (A) Draft animals
 - (B) Wind power
 - (C) Fossil fuels
 - (D) Nuclear power
62. By 1830 revolutions in the Atlantic world resulted in which of the following changes?
- (A) The political independence of colonies in both North and South America
 - (B) The emancipation of slaves everywhere in the Atlantic world
 - (C) Political and economic domination of the Western Hemisphere by the United States
 - (D) The creation of a politically unified South America
63. Which of the following factors contributed most to women gaining the right to vote in industrialized countries between 1914 and 1950 ?
- (A) In the First and Second World Wars, women made highly visible contributions to the war effort.
 - (B) The birth rate declined significantly.
 - (C) Women's life expectancies increased at a faster rate than did the life expectancies of men.
 - (D) New psychological research discredited earlier theories of a link between gender and intelligence.

NINETEENTH-CENTURY EMIGRATION FROM CHINA AND INDIA



64. Which of the following best explains all of the migration movements shown on the map above?
- (A) Large labor surpluses in India and China, due to the success of British and Qing agricultural reforms
 - (B) The end of the slave trade in the Americas and the intensification of European colonial expansion in Africa
 - (C) Labor shortages in plantation agriculture, the mineral extraction industry, and transportation projects
 - (D) The end of revolutions in the Americas and the establishment of the American republics

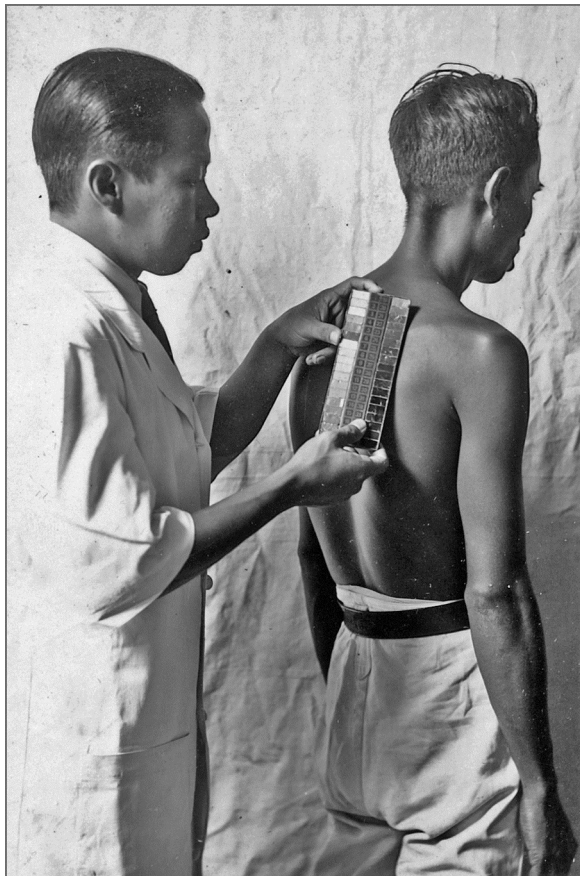
65. "The proletariat [working class] grows together with the growth of capitalism. But the day when power goes over into the hands of the proletariat depends immediately not on the level of the productive forces, but on a series of subjective factors: tradition, initiative, readiness for struggle. In a country which is economically more backward, the proletariat can come to power sooner than in an advanced capitalist country."

Leon Trotsky, Russian communist leader,
article, 1906

Which of the following best represents the purpose of Trotsky's statement in the passage above?

- (A) To argue that Russia is ripe for a socialist revolution, despite being less industrialized than other European countries
 - (B) To question the applicability of Marxist class categories outside of western Europe
 - (C) To demonstrate that historical change is ultimately driven by individuals, rather than by large impersonal processes
 - (D) To assert that the phase of proletarian dictatorship is a necessary prerequisite to a successful socialist revolution
66. Which of the following was a major effect of the globalization of the world economy during the last decade of the twentieth and the first decade of the twenty-first century?
- (A) The growth of central economic planning in former communist countries
 - (B) A decrease in global migration by people searching for better economic opportunities
 - (C) An overall narrowing of the income gap worldwide
 - (D) Rapid economic growth in many countries that lowered trade barriers and increased their participation in global trade

67. A historian researching the motives of the perpetrators of the Holocaust would find which of the following sources most useful?
- (A) Letters and publications written by Nazi leaders before the Second World War
 - (B) The diary of Anne Frank, written by a Jewish girl who lived in hiding from the Nazis during the Second World War
 - (C) Reports of Adolf Hitler's Beer Hall Putsch, his 1923 attempt to take over the German government
 - (D) Field reports from American, British, and Russian generals published after the Second World War
68. Which of the following was the most immediate effect of the collapse of the communist regime in the Soviet Union?
- (A) United States involvement in wars in Iraq and Afghanistan
 - (B) The Chinese communist government's institution of market-reform policies
 - (C) The end of the Cold War
 - (D) The expansion of the European Union to include countries in Eastern Europe



Courtesy of the KITLV/Royal Netherlands Institute of Southeast Asian and Caribbean Studies

69. The photo above, showing skin-tone evaluation performed on an Indonesian inmate in a Dutch colonial prison in 1933, most clearly exemplifies which of the following?

- (A) Improvements in medical care
- (B) Restrictions of educational opportunities for colonial subjects
- (C) Local resistance to colonial rule
- (D) Influence of scientific theories on race

70. “Recent years have seen a dramatic shift to the left in the politics of Latin America. This shift . . . has given rise to renewed interest in Che Guevara’s ideals of Pan-American unity, anti-imperialism, and humanist socialism. The rather remarkable change in direction of the region’s politics has occurred largely in response to the [unpopularity] of the neoliberal agenda of ‘free-market’ and ‘free-trade’ capitalism pursued by the United States Government, the International Monetary Fund, the World Bank, and most of the governments of the region.”

Richard L. Harris, *Death of a Revolutionary: Che Guevara’s Last Mission*, 2000

Which of the following best describes the main argument that Harris is making in the passage above?

- (A) Academic interest in Guevara’s career and personality has led to renewed interest in his ideas among the general public.
- (B) The failure of the international community to provide effective economic assistance to Latin America has fueled interest in Guevara’s ideas.
- (C) Governments in Latin America have shifted to the left in their attempts to adhere to the requirements of the World Bank and other international institutions.
- (D) Neoliberal governments in Latin America have reinterpreted Guevara’s ideas to align with their policies.

END OF SECTION I

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

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

MAKE SURE YOU HAVE DONE THE FOLLOWING.

- **PLACED YOUR AP NUMBER LABEL ON YOUR ANSWER SHEET**
- **WRITTEN AND GRIDDED YOUR AP NUMBER CORRECTLY ON YOUR ANSWER SHEET**
- **TAKEN THE AP EXAM LABEL FROM THE FRONT OF THIS BOOKLET AND PLACED IT ON YOUR ANSWER SHEET**

Section II: Free-Response Questions

This is the free-response section of the 2013 AP exam. It includes cover material and other administrative instructions to help familiarize students with the mechanics of the exam. (Note that future exams may differ in look from the following content.)

AP[®] World History Exam

SECTION II: Free Response

2013

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

At a Glance

Total Time

2 hours, 10 minutes

Number of Questions

3

Percent of Total Score

50%

Writing Instrument

Pen with black or dark blue ink

Reading Period

Time

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

Writing Period

Time

2 hours

Suggested Time

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

Weight

The questions are weighted equally.

IMPORTANT Identification Information

PLEASE PRINT WITH PEN:

1. First two letters of your last name

First letter of your first name

2. Date of birth

Month Day Year

3. Six-digit school code

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

No, I do not grant the College Board these rights. ☐

Instructions

The questions for Section II are printed in the orange Questions and Documents booklet. You may use that booklet to organize your answers and for scratch work, but you must write your answers in this Section II: Free Response booklet. No credit will be given for any work written in the Questions and Documents booklet.

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

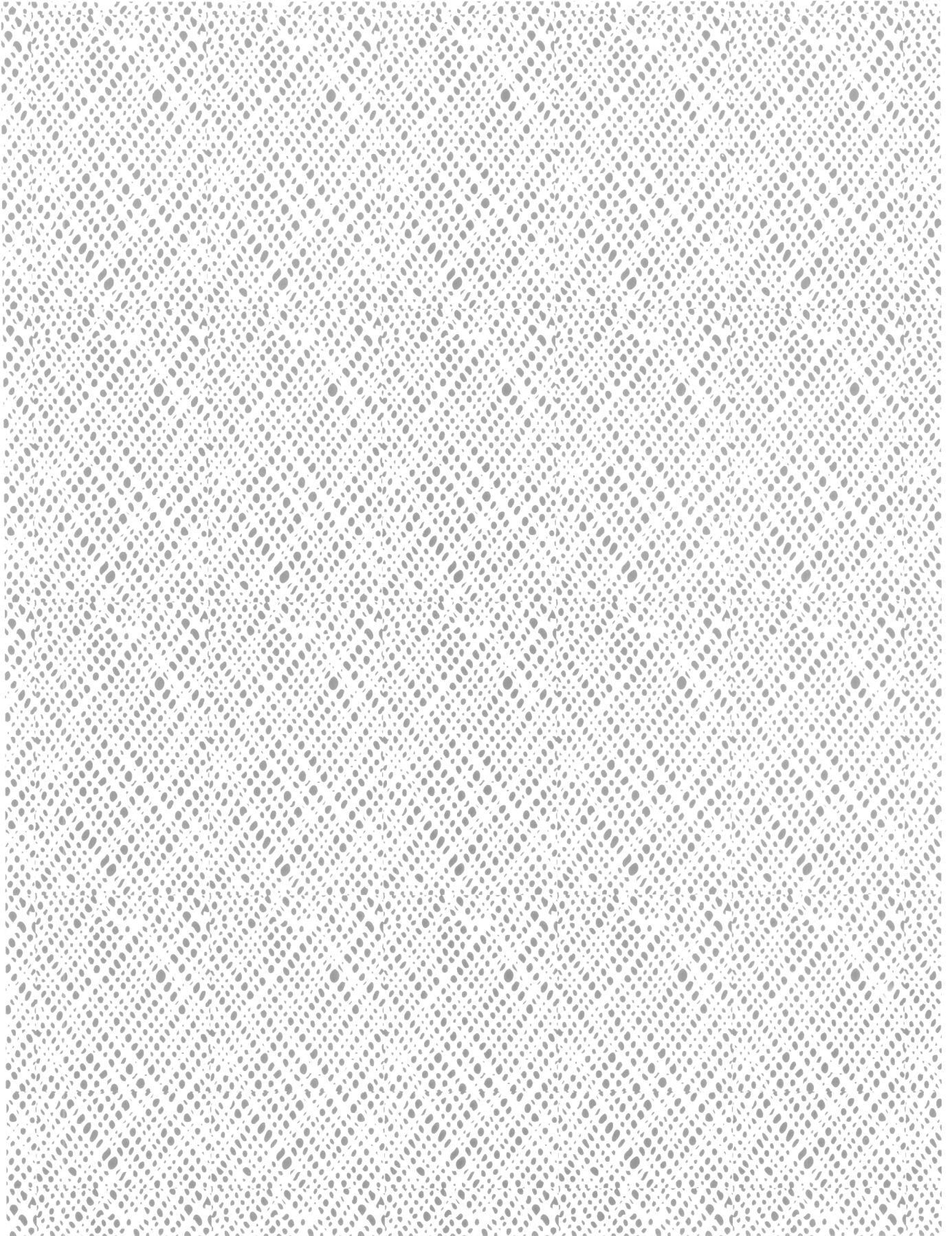
Section II of this exam requires answers in essay form. Write clearly and legibly. In the box at the top of each page, write the number of the question you are answering as it is numbered in the Questions and Documents booklet. Begin each answer on a new page. Do not skip lines. Cross out any errors you make; crossed-out work will not be scored.

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

Form I

Form Code 4JBP4-S

93



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 $\frac{1}{3}$

Directions: The following question is based on the accompanying Documents 1-8. (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:

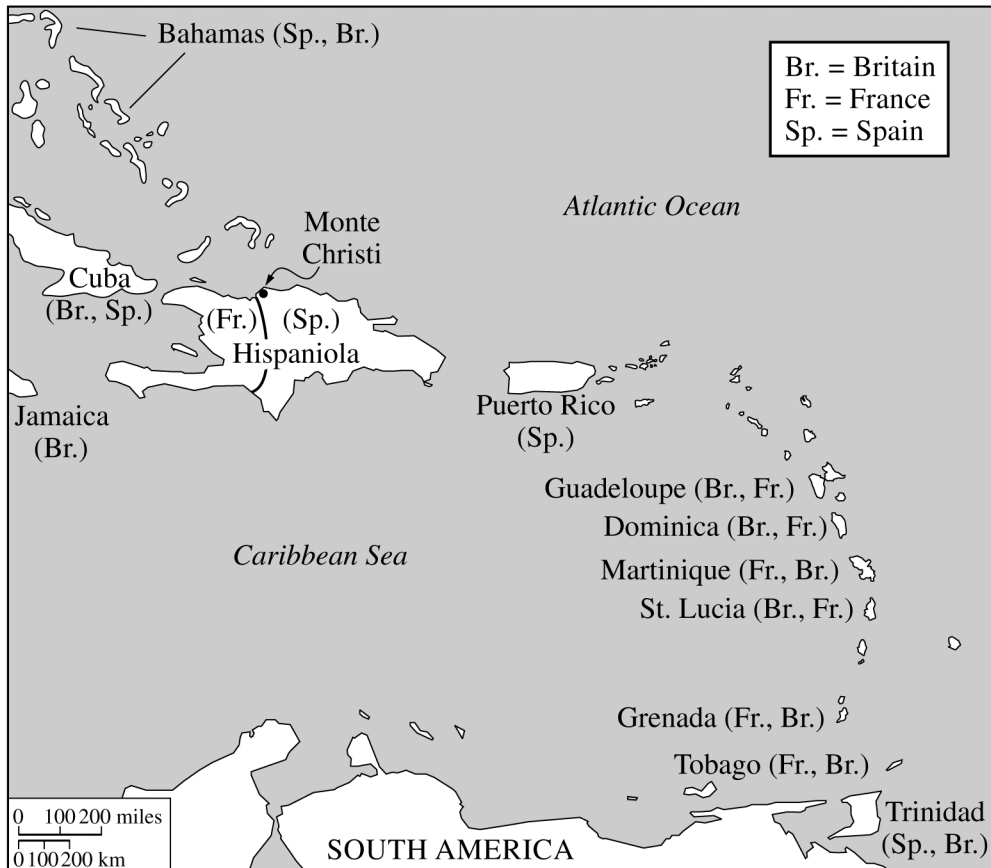
- Has a relevant thesis and supports that thesis with evidence from the documents.
- Uses all of the documents.
- Analyzes the documents by grouping them in as many appropriate ways as possible. Does not simply summarize the documents individually.
- Takes into account the sources of the documents and 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. Analyze the multiple causes of and various responses to smuggling activities in the Caribbean region during the late eighteenth century. Identify one additional kind of document and explain briefly how it would help your analysis of the causes and responses.

Historical Background: The British, French, and Spanish governments all had legal policies that prohibited trade between islands that belonged to different countries. These laws also required that the island plantations send all of their produce to Europe in the colonizer's own ships. Many islands, like Dominica, changed hands several times during the late eighteenth century. See map for details.

SELECTED CARIBBEAN ISLANDS AND EUROPEAN COLONIZERS
1760–1800



Document 1

Source: William Taggart, a British sailor traveling from Rhode Island to the Caribbean, testifying at his smuggling trial, April 1760.

The Masters of the English Ships, upon their Arrival at the Spanish Port of Monte Christi go onto shore and report to the Governor there. They record the arrival of their ships, and then pay the governor ten pieces of eight.* When they leave Monte Christi, they get from him a Spanish Certificate of Clearance for the Sugars, Molasses, and other Merchandise, which they take with them. The Governor requires them to pay him one piece of eight for Every Hogshead of Molasses that they take. No Sugars, Molasses, Rum, or Indigo are produced in Monte Christi. It has only about 100 relatively poor families. Therefore, all the sugar that the English buy at Monte Christi must come in small rowboats from neighboring French Settlements on Hispaniola. Just during the time of my visit to Monte Christi, I saw maybe 100 large English ships in the port, waiting to load French Sugars and Molasses.

*Spanish silver coins

Document 2

Source: Richard Tyrell, a British admiral stationed in the Caribbean, letter to Philip Stephens, secretary of the British Navy, June 1764.

When I entered the port in Dominica, the English merchants and inhabitants complained to me that they could not sell any Goods, which they had imported from Britain, because there were so many French goods that were smuggled in daily from the French Islands. The French merchants of Dominica could sell these French goods much cheaper than the English could possibly sell the British products. When I went into the shops in Dominica, they were indeed all stocked with French products. They must have clandestinely been brought to Dominica. The English merchants begged me to put a stop to this infamous trade, because it hurt their ability to make money and get ahead.

I also learned that the French people who live in Dominica never buy English goods when they can buy French products. I ordered my Captains to proceed on shore and to seize all of the French goods that they could find on the Island. Having said that, however, the French are so numerous in Dominica and Grenada that the Navy cannot guarantee even the safety of the English Planters in case of a war with France.

Document 3

Source: Roger Hope Elletson, an agent paid to represent the Jamaican planters to the British government, letter to the Earl of Shelburne, May 1767.

The Practice of receiving and detaining runaway and smuggled slaves in the time of peace by the Spanish Government must be immediately stopped. The Court of Spain must give positive orders to return the slaves to their proper owners. It is impossible for the most careful diligence to prevent these escapes. Property this precarious can have no real value. As a result the owners of the plantations must soon be ruined.

Document 4

Source: Dominica governor John Orde's orders given to British customs officers, March 1786.

The Governor orders that in future the following Regulations be strictly followed:

- No Foreign Merchant Ship may communicate with the Shore without first getting the Governor's permission;
- All Foreign Merchant Ships near the Shore are expected to have their National Flags flying;
- Foreign Merchant Ships that want to land passengers or obtain refreshments may land near the Fort, in order to obtain the Permission of the Governor;
- No Foreign Merchant Ship may take off any person, or persons, without legal permission, on pain of prosecution;
- No Foreign Boats can land in the Night, except in cases of greatest emergency.

Crews of any Ship acting contrary to these rules and regulations will have their Ship seized and will be prosecuted to the law's fullest extent.

Document 5

Source: Dominica governor John Orde's response to the British secretary of state's questionnaire, 1788.

Question: What trade does your Colony have with any foreign colonies? What commodities do the people in your colony send to or receive from foreign colonies?

Answer: The French Caribbean Colonies have more population than the English islands. As a result, government expenses are less for each individual in the French islands. But the French are nonetheless behind the English colonies in their economic development. For example, the quality of French Caribbean brown sugar is so much inferior to the English that the average price paid to the French planter is about 80 percent of the price paid to the English planter. In addition, French shipping to Europe costs more than British shipping to Europe because French law requires larger crews. This encourages the French to smuggle sugar into the English islands, and have it exported to Europe as English sugar, which increases the French profits—at British expense.

Document 6

Source: A proclamation from British lieutenant governor Thomas Bruce of Dominica, April 1790.

Between Eight and Nine O'clock at night of Saturday the 27th March, 1790, the Public Peace and Civil Government of this Colony was interrupted and broken in a most daring and outrageous manner by a riotous Assembly of men and women. The crowd tarred and feathered, beat, and otherwise inhumanly treated John Blair. Mr. Blair was suspected to have given information to some of the Officers of His Majesty's Customs about the unlawful importation of prohibited Goods into this Colony. My Government offers a reward of £100 for information on the Mob's composition.

Document 7

Source: Paid announcement, local newspaper, Bahamas, 1790.

Bartholomew Redmon, a smuggler from a British colony in the Bahamas, has regularly removed slaves from our colony. He has done so without the consent of either the slaves, or, more importantly, their owners. Redmon has taken the slaves to some ports of Hispaniola and nearby islands. There he has sold them as if they were his own property. He is now in Hispaniola illegally loading his ship with Brandy and other French and Spanish goods for Bahamian residents. Be wary of his past behavior when he arrives to sell these goods.

Document 8

Source: George Lipscomb, English physician and travel writer, 1799.

We met several females, whose appearance was so grotesque and extraordinary that I could not imagine in what manner they had contrived to alter their natural shapes so completely; till, upon enquiry, we found that they were smugglers of Caribbean rum; which they were at that time conveying from their ship at Plymouth, England, by means of leather bags fastened to their petticoats; and indeed they were so heavily laden that it was with great apparent difficulty that they waddled along.

END OF PART A

WORLD HISTORY

SECTION II

Part B

(Suggested planning and writing time—40 minutes)

Percent of Section II score—33 $\frac{1}{3}$

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

Write an essay that:

- Has a relevant thesis and supports that thesis with appropriate historical evidence.
 - Addresses all parts of the question.
 - Uses world historical context to show continuities and changes over time.
 - Analyzes the process of continuity and change over time.
2. Analyze continuities and changes in the ways rulers and religious authorities used art and architecture before 600 C.E.

THIS SPACE MAY BE USED FOR PLANNING YOUR ANSWER.

WORLD HISTORY

SECTION II

Part C

(Suggested planning and writing time—40 minutes)

Percent of Section II score—33 1/3

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

Write an essay that:

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

3. Analyze similarities and differences in gender roles and family relations during the period circa 1850 to 2000 in TWO of the following areas.

East Asia

Sub-Saharan Africa

Western Europe

THIS SPACE MAY BE USED FOR PLANNING YOUR ANSWER.

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

STOP

END OF EXAM

THE FOLLOWING INSTRUCTIONS APPLY TO THE COVERS OF THE SECTION II BOOKLET.

- **MAKE SURE YOU HAVE COMPLETED THE IDENTIFICATION INFORMATION AS REQUESTED ON THE FRONT AND BACK COVERS OF THE SECTION II BOOKLET.**
- **CHECK TO SEE THAT YOUR AP NUMBER LABEL APPEARS IN THE BOX(ES) ON THE COVER(S).**
- **MAKE SURE YOU HAVE USED THE SAME SET OF AP NUMBER LABELS ON ALL AP EXAMS YOU HAVE TAKEN THIS YEAR.**

Multiple-Choice Answer Key

The following contains the answers to the multiple-choice questions in this exam.

Answer Key for AP World History Practice Exam, Section I

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

Free-Response Scoring Guidelines

The following contains the scoring guidelines
for the free-response questions in this exam.

AP[®] WORLD HISTORY

2013 SCORING GUIDELINES

Question 1

Analyze the multiple causes of and various responses to smuggling activities in the Caribbean region during the late eighteenth century. Identify one additional kind of document and explain briefly how it would help your analysis of the causes and responses.

BASIC CORE (competence)

0–7 Points

1. Has acceptable thesis.

1 Point

- The thesis must address at least three causes and responses to smuggling activities in the Caribbean in the late eighteenth century.
 - Students must have at least one cause and at least one response.
- The thesis must be stated explicitly in the introduction or the conclusion of the essay.
- The thesis may appear as one sentence or multiple contiguous sentences.
- A thesis that merely restates the prompt is unacceptable.
- The thesis cannot be counted for credit in any other category.

2. Understands the basic meaning of documents.

1 Point

- Students must address all eight documents.
- Students must demonstrate understanding of the basic meaning of at least seven documents.
- Merely restating verbatim or quoting the content of the documents without context does not adequately demonstrate an understanding of basic meaning.

3. Supports thesis with appropriate evidence from all or all but one document.
For 2 points:

2 Points

- Specific and accurate evidence of causes or responses to smuggling activities in the Caribbean region must be explicitly drawn from a minimum of seven documents.
- Specific evidence of one cause and one response (drawn from a minimum of two documents) must be used.
- Each document must be addressed individually.

For 1 point:

- Specific and accurate evidence of causes or responses to smuggling activities in the Caribbean region must be explicitly drawn from a minimum of four documents.
- Specific evidence of one cause and one response (drawn from a minimum of two documents) must be used.
- Each document must be addressed individually.

4. Analyzes point of view in at least two documents.

1 Point

- Point of view explains why this particular person might have this particular opinion, or what particular feature informs the author's point of view.
- Students can move beyond mere description by considering and explaining a document's tone, the characteristics of the author, the intended audience, and/or how the intended outcome may have influenced the author's opinion.
- Students may challenge the veracity of the author's opinion or point of view, but should move beyond a mere statement that the author is "biased" by providing some plausible explanation.
- Mere attribution is not sufficient. Attribution is copying or repeating information verbatim from the source line of the document.

AP[®] WORLD HISTORY

2013 SCORING GUIDELINES

Question 1 (continued)

5. Analyzes documents by grouping them in three ways. 1 Point

- Students should explicitly and correctly group the documents in at least three ways. All groups must address causes of or responses to smuggling.
- A minimum of two documents (used appropriately) constitutes a group.

6. Identifies and explains the need for one type of appropriate additional document or source. 1 Point

- Students should identify an appropriate additional document or type of source and explain how the document or source contributes to analysis of causes of or responses to smuggling activities in the Caribbean region during the late eighteenth century.

Subtotal 7 Points

EXPANDED CORE (excellence) 0–2 Points

Expands beyond basic core of 1-7 points. The basic core score of **7** must be achieved before a student can earn expanded core points.

Examples:

- Provides consistent discussion of causes of and various responses to smuggling activities in the Caribbean region during the eighteenth century throughout the essay.
- Provides more than two causes and two responses.
- Has a clear, analytical, and comprehensive thesis.
 - Goes well beyond the minimally acceptable thesis.
- Shows careful and insightful analysis of the documents.
 - Recognition of the historical context of the documents.
 - Recognition of the change/continuity in the relationship
 - Explains corroboration and links between documents.
- Uses documents persuasively as evidence.
- Analyzes point of view in most or all documents.
 - Provides thoughtful analysis of author's background, intended audience, tone, or historical context.
- Includes groupings beyond the three required.
- Brings in accurate and relevant outside historical context.
- Explains why more than one additional type of document or source is needed.
 - Provides a sophisticated explanation of why the additional document will contribute to analysis.
 - Request for additional document(s) is woven into the essay and integrated into a broader analysis.

Subtotal 2 points

Total 9 points

AP[®] WORLD HISTORY

2013 SCORING GUIDELINES

Question 2

Analyze continuities and changes in the ways rulers and religious authorities used art and architecture before 600 CE.

BASIC CORE (competence)

0–7 Points

1. Has acceptable thesis.

1 Point

- The thesis accurately addresses and qualifies change and continuity in the ways rulers or religious authorities used art or architecture before c. 600 C.E.
- The thesis must be explicitly stated in the introduction or conclusion of the essay.
- The thesis may appear as one sentence or as multiple, contiguous sentences.
- The thesis cannot be counted for credit in any other category.
- The thesis can focus on one specific region or state.
- The thesis does not have to contain specific dates but must be accurate within the time period of the question.

2. Addresses all parts of the question, though not necessarily evenly or thoroughly. **2 Point**

- The essay addresses both change and continuity in the ways rulers or religious authorities used art or architecture within the time period.
- Continuities only need to span several centuries.

3. Substantiates thesis with appropriate historical evidence.

2 Points

For 2 points:

The essay provides a minimum of six pieces of accurate evidence that support discussion of the ways rulers or religious authorities used art or architecture that relate to the time period.

For 1 point:

The essay provides a minimum of three pieces of accurate evidence that support discussion of the ways rulers or religious authorities used art or architecture that relate to the time period.

4. Uses relevant world historical context effectively to explain continuity and change over time.

1 Point

The essay accurately references larger global processes, themes, or comparisons in the ways rulers or religious authorities used art or architecture.

5. Analyzes the process of continuity and/or change over time.

1 Point

- The essay analyzes the *causes* of continuity and/or change that relate to the ways rulers or religious authorities used art or architecture in within the time period.
- Analysis must be more than a discrete statement of evidence.

6. Identifies and explains the need for one type of appropriate additional document or source.

1 Point

- Students should identify an appropriate additional document or type of source and explain how the document or source contributes to analysis of causes of or responses to smuggling activities in the Caribbean region during the late eighteenth century.

Subtotal

7 Points

AP[®] WORLD HISTORY

2013 SCORING GUIDELINES

Question 2 (continued)

EXPANDED CORE (excellence)

0–2 Points

Expands beyond basic core of 1–7 points. A student **must** earn **7 points** in the basic core area before earning points in the expanded core area.

Examples:

- Has a clear, analytical, and comprehensive thesis.
- Analyzes all issues of the question (as relevant): global context, chronology, causation, change, continuity, effects, content.
- Provides ample historical evidence to substantiate thesis.

Provides links with relevant ideas, events, trends in an innovative way.

Subtotal

2 points

Total

9 points

AP[®] WORLD HISTORY

2013 SCORING GUIDELINES

Question 3

Analyze the similarities and differences in gender roles and family relations during the period circa 1850 to 2000 in TWO of the following areas. -- East Asia, Sub-Saharan Africa, Western Europe.

BASIC CORE (competence)

0–7 Points

1. Has acceptable thesis.

1 Point

- The thesis must address and qualify both a valid **similarity** and a valid **difference** in the gender roles or family relations during the period 1850 to 2000.
- The thesis must address two of the three listed areas (East Asia, Sub-Saharan Africa, Western Europe).
- The thesis must be explicitly stated in the introduction or conclusion of the essay.
- The thesis may appear as one sentence or as multiple contiguous sentences.
- The thesis may not be counted for credit in any other category.

2. Addresses all parts of the question, though not necessarily evenly or thoroughly.

2 Point

For 2 points:

Addresses at least one similarity **AND** one difference in gender roles or family relations within two regions c.1850-c.2000.

For 1 point:

Addresses at least one valid similarity **OR** one valid difference in gender roles or family relations within two regions c.1850-c.2000.

3. Substantiates thesis with appropriate historical evidence.

2 Points

For 2 points:

Provides a total of **six** pieces of relevant and accurate evidence related to gender roles or family relations during the period c.1850-c.2000.

For 1 point:

Provides a total of **four** pieces of relevant and accurate evidence related to gender roles or family relations during the period c.1850-c.2000.

4. Makes at least one direct, relevant comparison between/among regions.

1 Point

Makes at least one explicit statement of similarity or difference between two regions' gender roles or family relations during the period c.1850-c.2000.

5. Analyzes at least one reason for a similarity or a difference identified in a direct comparison

1 Point

Explains why a similarity or difference occurs between regions in either gender roles or family relations.

Subtotal

7 Points

AP[®] WORLD HISTORY

2013 SCORING GUIDELINES

Question 3 (continued)

EXPANDED CORE (excellence)

0–2 Points

Expands beyond basic core of 1–7 points. The basic core score of **7** must be achieved before a student can earn expanded core points.

Examples:

- Has a clear, analytical, and comprehensive thesis.
- Addresses all parts of the question thoroughly (as relevant): comparisons, chronology, causation, connections, themes, interactions, content.
- Provides ample historical evidence to substantiate thesis.
- Relates comparisons to larger global context.
- Makes several direct, relevant comparisons between regions.
- Consistently analyzes relevant similarities and differences in gender roles and family relations
- Applies relevant knowledge of other regions or world historical processes.

Subtotal

2 points

Total

9 points

Scoring Worksheet

The following provides a worksheet and conversion table
used for calculating a composite score of the exam.

2013 AP World History Scoring Worksheet

Section I: Multiple Choice

$$\frac{\text{Number Correct}}{\text{(out of 70)}} \times 0.8571 = \frac{\text{Weighted Section I Score}}{\text{(Do not round)}}$$

Section II: Free Response

$$\text{Question 1 } \frac{\text{_____}}{\text{(out of 9)}} \times 2.2222 = \frac{\text{_____}}{\text{(Do not round)}}$$

$$\text{Question 2 } \frac{\text{_____}}{\text{(out of 9)}} \times 2.2222 = \frac{\text{_____}}{\text{(Do not round)}}$$

$$\text{Question 3 } \frac{\text{_____}}{\text{(out of 9)}} \times 2.2222 = \frac{\text{_____}}{\text{(Do not round)}}$$

$$\text{Sum} = \frac{\text{Weighted Section II Score}}{\text{(Do not round)}}$$

Composite Score

$$\frac{\text{Weighted Section I Score}}{\text{_____}} + \frac{\text{Weighted Section II Score}}{\text{_____}} = \frac{\text{Composite Score}}{\text{(Round to nearest whole number)}}$$

AP Score Conversion Chart
World History

Composite Score Range	AP Score
78-120	5
64-77	4
48-63	3
32-47	2
0-31	1

AP World History

The College Board

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