

**2024**



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# **AP® World History: Modern**

## **Free-Response Questions Set 1**

**WORLD HISTORY: MODERN**

**SECTION I, Part B**

**Time—40 minutes**

**Directions:** Answer Question 1 and Question 2. Answer either Question 3 or Question 4.

Write your responses in the Section I, Part B: Short-Answer Response booklet. You must write your response to each question on the lined page designated for that response. Each response is expected to fit within the space provided.

In your responses, be sure to address all parts of the questions you answer. Use complete sentences; an outline or bulleted list alone is not acceptable. You may plan your answers in this exam booklet, but no credit will be given for notes written in this booklet.

“Under the Mughals, Hindus and Muslims interacted in economics, politics, social life, the arts, and culture. Through migration and conversion, the Muslim population of India grew from about 400,000 in 1200, . . . to 12.8 million in 1535, to perhaps 50 million by 1800. Muslim scholars and Sufi religious mystics and saints migrated to India from Iran, Turkey, and Central Asia. Some came in search of government jobs, others for new cultural opportunities, to study, or to spread their own beliefs. Some of the best poets immigrated from Persia.

Similarly, imperial court painters, who produced masterpieces in the Persian and Mughal miniature styles, interacted with painters of the Rajput schools in local Hindu courts across north India, resulting in artistic innovations in both. On the level of mystical belief and experience, an astonishing syncretism emerged between Hindus and Muslims, especially in the poetry of Kabir [died circa 1520] and of Guru Nanak (1469–1538), the originator of the Sikh religion. Mystics in the two communities, Hindu *bhakti* (devotional) worshippers and Muslim Sufis, frequently had warm personal relations and often attracted followers from each others’ communities.”

Howard Spodek and Michele Langford Louro, United States historians,  
article published in a scholarly journal, 2007

1. Using the excerpt, respond to **parts a, b, and c.**

- a. Identify ONE claim that the authors make in the **first paragraph**.
- b. Identify ONE piece of evidence that the authors use to support their claims about cultural interactions between Hindus and Muslims as described in the **second paragraph**.
- c. Explain ONE reason why Mughal rulers in the period circa 1450–1750 would have encouraged the interactions described in the passage.

**Election Poster for the German National Socialist Party, 1932**

The German text in the poster reads, “Men! Women! Millions of men without work; millions of children without futures. Save the German family—vote for Adolf Hitler.”



Album/ Alamy Stock Photo

2. Using the image, respond to **parts a, b, and c.**

- Identify ONE likely political purpose of the image.
- Explain ONE way the image illustrates the economic situation of the period after the First World War.
- Explain ONE way the rise of the German National Socialist Party led to the Second World War.

**Question 3 or 4**

**Directions:** Answer **either** Question 3 **or** Question 4.

3. Respond to **parts a, b, and c.**

- a. Identify ONE method Europeans used to expand their empires in the Americas in the period circa 1450–1750.
- b. Explain ONE way European colonialism affected Indigenous peoples in the Americas in the period circa 1450–1750.
- c. Explain ONE way European interactions with non-European peoples in the Americas contributed to the development of a global economy in the period circa 1450–1750.

4. Respond to **parts a, b, and c.**

- a. Identify ONE way Asians **resisted** Western imperialism in the period circa 1800–1914.
- b. Explain ONE way European imperialism changed the cultures of peoples in Asia in the period circa 1800–1914.
- c. Explain ONE way European imperialism in Asia contributed to changes in the global economy in the period circa 1800–1914.

**END OF SECTION I**

**WORLD HISTORY: MODERN**

**SECTION II**

**Total Time—1 hour and 40 minutes**

**Question 1 (Document-Based Question)**

**Suggested reading and writing time: 1 hour**

**It is suggested that you spend 15 minutes reading the documents and 45 minutes writing your response.**

**Note: You may begin writing your response before the reading period is over.**

**Directions:** Question 1 is based on the accompanying documents. The documents have been edited for the purpose of this exercise.

In your response you should do the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using at least four documents.
- Use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- For at least two documents, explain how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Demonstrate a complex understanding of a historical development related to the prompt through sophisticated argumentation and/or effective use of evidence.

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**Begin your response to this question at the top of a new page in the separate Free Response booklet and fill in the appropriate circle at the top of each page to indicate the question number.**

- Evaluate the extent to which communist rule transformed Soviet and/or Chinese societies in the period circa 1930–1990.

**Document 1**

**Source:** S. M. Prokhorov, Soviet artist, *Students from a Workers' School*, poster for public display, 1928



*Workers' schools were Soviet adult-learning institutions that offered evening classes to factory workers to prepare them to enroll in state-run universities.*

**Document 2**

**Source:** Ya. I. Drobinskiy, member of the Soviet Communist Party, memoirs of his political detention and trial in the 1930s, recorded by a Soviet journalist during the de-Stalinization campaign of the late 1950s but never published

“One of the inmates in our large holding cell was an elderly peasant from a collective farm (kolkhoz). We gathered that his son was being held in another holding cell and they were trying to make the son testify against his father. The old man kept saving crumbs from his daily bread ration to give to his son when they saw each other. The son must have eventually succumbed to the beatings and signed a document saying that the father was trying to convince him to kill the kolkhoz director. The old man denied the accusation, and no matter how hard they tried, they couldn’t convince him to admit his ‘guilt.’ He was summoned to a joint interrogation with the son and went in determined to defend himself and tell the truth. But when he saw his tortured son, with the bruises from the beatings clearly visible, something inside him broke and he told the investigator: ‘It’s true, all of it, I confess, whatever my Ilyushka told you, don’t doubt it, everything is true,’ and he immediately signed the confession they had prepared for him.

A few days later, when he next saw his son on the way to the court chambers, the old man somehow managed to get away momentarily from his guards and gave his Ilyushka the fistful of crumbs he had collected for him. And then the son broke down, fell on his knees, and started crying, ‘Forgive me, papa, forgive me, I betrayed you, forgive me.’ The old man started mumbling something, patted his son on the head, told him it was OK. The guards didn’t know what to do; their emotions overwhelmed them. Even the judges of the tribunal, who had seen it all, were shaken to their core.”

**Document 3**

**Source:** Alexandra Kollontai, Russian Marxist and politician, essay titled “The Soviet Woman—a Full and Equal Citizen of Her Country,” published in 1946

“In opening up to women access to every sphere of creative activity, our state has simultaneously ensured all the conditions necessary for her to fulfill her natural obligation—that of being a mother bringing up her children and being a homemaker.

From the very beginning, Soviet law recognized that motherhood is not a private matter, but the social duty of the equal woman citizen. This fact is set in the Constitution. The Soviet Union has solved one of the most important and complex of problems: how to make active use of female labor in any area without this harming motherhood.

The Soviet state provides increasing assistance to mothers. Women receive state financial benefits and maternity leave with pay before and after the birth of the child, and their job is kept open for them until they return from leave. Large and one-parent families receive state financial benefits to help them provide for and bring up their children. In 1945 the state paid out more than two billion rubles [Soviet currency] in such benefits.”

**Document 4**

**Source:** Article describing a “contention meeting,”<sup>1</sup> published in *Shenyang Daily*, a regional Chinese newspaper, 1957

“Chang Po-sheng, head of the propaganda department of the Communist Youth League at Shenyang University, and Huan Chen-lu, editor of the university newspaper, gave a joint speech at the meeting. The central problem they brought up was ‘how to abolish the absolute leadership of the Party.’

Huang Chen-lu said: ‘Before the Communist revolution, the Party enjoyed high prestige, because its connection to the people was close and strong. But since the founding of the People’s Republic [ 1949], the Party has made itself superior to the people. More and more persons with impure motives are joining the Party because it has become the easiest way to acquire power, influence, and money.’

Chang Po-sheng added: ‘Outwardly, we have democratic elections, but actually the Party exercises dictatorship and the few top leaders in the Party’s Political Bureau exercise absolute power. As for freedom of assembly, association, and publication, these are just things written in the Constitution, and the Party has shown that the Constitution is just a scrap of paper that it does not need to observe. Citizens only have the right to become the Party’s obedient subjects. The Party has become the emperor of China—a sacred body that all must obey.’”

<sup>1</sup> “Contention meetings” were Communist Party–organized mass gatherings during a brief period in 1956–1957 in which Chinese citizens were encouraged to openly express their criticisms of the Communist Party and its leaders.

**Document 5**

**Source:** General Office of the Central Committee of the Chinese Communist Party, summary report regarding food shortages, Beijing, China, 1958

“Anhui Province: A total of 1.3 million people are without food supplies. Famine has forced more than 3,000 people to leave their homes.

Hebei Province: Over 474,000 families took part in a number of food riots recently. In many villages, people have almost no food left. It is quite common for entire families to become beggars.

Shandong Province: Over 670,000 people have had their food surplus completely cut off, and over 150,000 people have been forced to flee and become beggars.

Yunnan Province: In a small number of poorer collectives, there have been quite a few food-related riots. The causes of these food-related riots are various. First of all, local communist officials failed to discover the real food situation in crisis areas. Some officials were afraid of making mistakes or being accused of disloyalty to the Party; they therefore refused to believe complaints about shortages. Second, the provision plans for some areas have fallen short, and after riots occurred, the local officials failed to pay close attention to grain markets.”

**Document 6**

**Source:** Xia Ping, Chinese woman member of the Communist Party, “Make Energetic Efforts to Train Women Cadres,” article published in the political magazine *Hongqi (Red Banner)*, 1973

“Some of our men comrades are still not able to deal with women correctly. They claim that women’s ‘family complications’—by which they mean our domestic roles—make it very difficult to promote women at work.

For thousands of years the basic guiding thought of the feudal landlords in China and their capitalist servants was to treat women as slaves, to put them in the kitchen, to burden them with heavy household chores, and to deprive them of the rights to participate in social life and political activities. When the socialist revolution took place, one of the most important priorities of the working class was to liberate women from this domestic slavery. It is undeniable that the establishment of the socialist system has in fact been liberating to Chinese women, the great majority of whom now participate in the productive labor of our nation. However, due to the persistence of old ideas and anti-women prejudice, the problem of household duties and chores has not been completely solved. To solve this problem, it is necessary to promote the practice that men and women must share household chores.

We also need to pay attention to some specific practices that hold women down. We should oppose early marriage and promote late marriage. It is essential that we continue to do a good job in providing social welfare facilities, such as health clinics, nurseries, and kindergartens.

**Document 7**

**Source:** Richard Kosolapov, Soviet journalist, former editor in chief of the Communist Party’s journal *Komunist*, article in *Pravda*, the largest Soviet newspaper, 1983

“In our society today, there have been some discussions about moving toward greater acceptance of ‘private ownership’ and ‘private enterprise.’ These discussions are clearly unfounded, and they can be dangerous. We have all seen how easy it is for uncommunist-like behaviors and ideas to spring up spontaneously among us when we let our collectivist spirit grow weak or when the Party doesn’t work hard on fostering a healthy social and educational climate. All sorts of bribe takers, thieves, grifters, and parasites stand ready to steal the fruits of others’ labor. Their ‘entrepreneurship’ is nothing but a desire to pocket the loose kopek (penny) of the honest Soviet citizens. Such people are especially dangerous because they, like moths, eat holes in the fabric of socialist economic and social relations and try to draw others into their selfishly individualistic, anti-collectivist worldview.

These advocates of more private ownership, materialism, and consumerism are enemies of the socialist state, and the struggle against them must be uncompromising. Maintaining full central control over both production and consumption is of utmost importance for strengthening the organic wholeness of our system. Socialist society is a working society, not a consumer society.”

**END OF DOCUMENTS FOR QUESTION 1**

**Question 2, 3, or 4 (Long Essay)**

**Suggested writing time: 40 minutes**

**Directions:** Answer Question 2 or Question 3 or Question 4.

In your response you should do the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using at least two pieces of specific and relevant evidence.
- Use historical reasoning (e.g., comparison, causation, continuity or change over time) to frame or structure an argument that addresses the prompt.
- Demonstrate a complex understanding of a historical development related to the prompt through sophisticated argumentation and/or effective use of evidence.

2. In the period circa 1200–1750, networks of exchange led to the spread of religions, cultures, ideas, and traditions in many parts of Afro-Eurasia.

Develop an argument that evaluates the extent to which exchange networks contributed to social or cultural change in Afro-Eurasia during this period.

3. In the period circa 1750–1900, societies across the globe were affected by new technologies that transformed methods of production.

Develop an argument that evaluates the extent to which the growth of industrialization led to economic or social change during this period.

4. In the twentieth century, technological advances in communication, transportation, medicine, agriculture, and other fields shaped human development and interactions with both intended and unintended consequences.

Develop an argument that evaluates the extent to which new technologies improved the lives of individuals during this period.

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**Begin your response to this question at the top of a new page in the separate Free Response booklet and fill in the appropriate circle at the top of each page to indicate the question number.**

**STOP**

**END OF EXAM**