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# **AP World History**

## **Practice Exam and Notes**

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## About the College Board

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

## AP® Equity and Access Policy

The College Board strongly encourages educators to make equitable access a guiding principle for their AP® programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented. Schools should make every effort to ensure their AP classes reflect the diversity of their student population. The College Board also believes that all students should have access to academically challenging course work before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.

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# Introduction

AP World History is designed to be the equivalent of a two-semester introductory college or university world history course. In AP World History students investigate significant events, individuals, developments, and processes in six historical periods from approximately 8000 B.C.E. to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course provides five themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures.

Part I of this publication is the AP World History Practice Exam. This will mirror the look and feel of an actual AP Exam, including instructions and sample questions. However, these exam items have never been administered in an operational exam, and, therefore, statistical analysis is **not** available. The purpose of this section is to provide educators with sample exam questions that accurately reflect the composition/design of the exam and to offer these questions in a way that gives teachers the opportunity to test their students in an exam situation that closely resembles the actual exam administration.

**Important:** Final instructions for every AP Exam are published in the *AP Exam Instructions* book. Please reference that publication, which is posted at [www.collegeboard.org/apexaminstructions](http://www.collegeboard.org/apexaminstructions) in March and included in schools' exam shipments, for the final instructions and format of this AP Exam.

Part II is the Notes on the AP World History Practice Exam. This section offers detailed explanations of how each question in the practice exam links back to the AP World History course framework in order to provide a clear link between curriculum and assessment. The multiple-choice rationales explain the correct answer and incorrect options. Scoring information is provided for all of the free-response sections, including short-answer questions, the document-based question, and long essay questions.

## How AP Courses and Exams Are Developed

AP courses and exams are designed by committees of college faculty and expert AP teachers who ensure that each AP course and exam reflects and assesses college-level expectations. AP Development Committees define the scope and expectations of the course, articulating through a course framework what students should know and be able to do upon completion of the AP course. Their work is informed by data collected from a range of colleges and universities to ensure that AP coursework reflects current scholarship and advances in the discipline.

The AP Development Committees are also responsible for drawing clear and well-articulated connections between the AP course and AP Exam—work that includes designing and approving exam specifications and exam questions. The AP Exam development process is a multiyear endeavor; all AP Exams undergo extensive review, revision, piloting, and analysis to ensure that questions are high quality and fair and that there is an appropriate spread of difficulty across the questions.

Throughout AP course and exam development, the College Board gathers feedback from various stakeholders in both secondary schools and higher education institutions. This feedback is carefully considered to ensure that AP courses and exams are able to provide students with a college-level learning experience and the opportunity to demonstrate their qualifications for advanced placement upon college entrance.

## How AP Exams Are Scored

The exam scoring process, like the course and exam development process, relies on the expertise of both AP teachers and college faculty. While multiple-choice questions are scored by machine, the free-response questions, and, as applicable, through-course performance assessments, are scored by thousands of college faculty and expert AP teachers at the annual AP Reading.

AP Exam Readers are thoroughly trained, and their work is monitored throughout the Reading for fairness and consistency. In each subject, a highly respected college faculty member fills the role of Chief Reader, who, with the help of AP Readers in leadership positions, maintains the accuracy of the scoring standards. Scores on the free-response questions and performance assessments are weighted and combined with the results of the computer-scored multiple-choice questions, and this raw score is converted into a composite AP exam score of 5, 4, 3, 2, or 1.

The score-setting process is both precise and labor intensive, involving numerous psychometric analyses of the results of a specific AP Exam in a specific year and of the particular group of students who took that exam. Additionally, to ensure alignment with college-level standards, part of the score-setting process involves comparing the performance of AP students with the performance of students enrolled in comparable courses in colleges throughout the United States. In general, the AP composite score points are set so that the lowest raw score needed to earn an AP score of 5 is equivalent to the average score among college students earning grades of A in the college course. Similarly, AP Exam scores of 4 are equivalent to college grades of A–, B+, and B. AP Exam scores of 3 are equivalent to college grades of B–, C+, and C.

## **Using and Interpreting AP Scores**

College faculty are involved in every aspect of AP, from course and exam development to scoring and standards alignment. These faculty members ensure that the courses and exams meet colleges' expectations for content taught in comparable college courses. Based on outcomes research and program evaluation, the American Council on Education (ACE) and the Advanced Placement Program recommend that colleges grant credit and/or placement to students with AP Exam scores of 3 and higher. The AP score of 3 is equivalent to grades of B–, C+, and C in the equivalent college course. However, colleges and universities set their own AP credit, advanced standing, and course placement policies based on their unique needs and objectives.

<b>AP Score</b>	<b>Recommendation</b>
5	Extremely well qualified
4	Well qualified
3	Qualified
2	Possibly qualified
1	No recommendation

## **Additional Resources**

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

# Practice Exam

## Exam Content and Format

The 2017 AP World History Exam is 3 hours and 15 minutes long. There are two sections:

- Section I is 1 hour, 35 minutes and consists of 55 multiple-choice questions, accounting for 40 percent of the final score, and three short-answer questions, accounting for 20 percent of the final score. Two short-answer questions are mandatory and students can choose which of the remaining two short-answer questions they respond to.
- Section II is 1 hour, 40 minutes and consists of one document-based question and three long essay questions, accounting for 40 percent of the final score. Students can choose which of the three long essay questions they respond to. Students are given a 15-minute reading period and recommended time of 45 minutes of writing time for the document-based question and 40 minutes for the long essay question, but students are not forced to move from the document-based question to the long essay question.

## Administering the Practice Exam

This section contains instructions for administering the AP World History Practice Exam. You may wish to use these instructions to create an exam situation that resembles an actual administration. If so, read the indented, boldface directions to the students; all other instructions are for administering the exam and need not be read aloud. Before beginning testing, have all exam materials ready for distribution. These include test booklets and answer sheets. (Reminder: Final instructions for every AP Exam are published in the AP Exam Instructions book.)

### **SECTION I, Part A: Multiple-Choice Questions**

When you are ready to begin Section I, Part A, say:

**Section I, Part A is the multiple-choice portion of the exam. Mark all of your responses on your answer sheet, one response per question. If you need to erase, do so carefully and completely. Your score on the multiple-choice section will be based solely on the number of questions answered correctly.**

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

Note Start Time here \_\_\_\_\_. Note Stop Time here \_\_\_\_\_. After 55 minutes, say:

**Stop working. I will now collect your multiple-choice answer sheet.**

### **SECTION I, Part B: Short-Answer Questions**

When you are ready to begin Section I, Part B, say:

**Section I, Part B is the short-answer portion of the exam. Write your answers in the corresponding boxes on the lined pages designated for short-answer responses. Answer Question 1 and Question 2 and either Question 3 or Question 4. Use a pen with black or dark blue ink.**

**You have 40 minutes for this part. Begin.**

Note Start Time here \_\_\_\_\_. Note Stop Time here \_\_\_\_\_. After 40 minutes, say:

**Stop working. I will now collect your Section I booklet and your short-answer responses.**

There is a 10-minute break between Sections I and II.

### **SECTION II: Free-Response Questions**

After the break, say:

**Section II is the free-response portion of the exam. Answer Question 1, the Document-Based Question, and your choice of either Long Essay Question 2, Question 3, or Question 4.**

**You have 1 hour and 40 minutes to complete Section II. Section II begins with a 15-minute reading period. The reading period is designed to provide you with time to develop your responses. During the reading period you are advised to read Question 1 (the Document-Based Question) and plan your answer. If you have time, you may also read Long Essay Questions 2, 3, and 4. You may begin writing your responses before the reading period is over. You may use any blank space of the page the questions or documents are printed on to organize your answers and for scratch work, but you must write your answers on the lined pages provided for the free-response questions. Make sure that you circle the number of the question you are answering on that page.**

**The suggested writing time for Question 1 is 45 minutes. After 45 minutes, you will be advised to go on to the next question. Questions 2, 3, and 4 are weighted equally; you won't get extra credit for answering the question that may seem more difficult. Choose the question for which you are better prepared.**

Note Start Time here\_\_\_\_\_ . Note Stop Time here\_\_\_\_\_ . After 15 minutes, say:

**The reading period is over. You should begin or continue writing your responses.**

Note Start Time here\_\_\_\_\_ . Note Stop Time here\_\_\_\_\_ . After 45 minutes, say:

**It is recommended that you now move on to the next question.  
Remember to answer either Question 2, Question 3, or Question 4. Do not answer more than one Long Essay Question.**

After 30 minutes, say:

**There are 10 minutes remaining.**

After 10 minutes, say:

**Stop working and close your exam booklet. Put your exam booklet on your desk, face up. Remain in your seat, without talking, while the exam materials are collected.**

Collect a Section II booklet from each student and check that each student wrote his or her answers on the lined pages corresponding to each question. Then say:

**The exam is over. I will now collect your materials.**

Name: \_\_\_\_\_

**AP® World History  
Answer Sheet  
for Multiple-Choice Section**

No.	Answer
1	
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No.	Answer
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# AP® World History Exam

## SECTION I, Part A: Multiple Choice

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

### At a Glance

<b>Time</b>	55 minutes
<b>Number of Questions</b>	55
<b>Percent of Total Score</b>	40%
<b>Writing Instrument</b>	Pencil required

### Instructions

Section I, Part A of this exam contains 55 multiple-choice questions. Indicate all of your answers to the multiple-choice questions on the multiple-choice 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.

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 I, Part B: Short Answer

### At a Glance

<b>Time</b>	40 minutes
<b>Number of Questions</b>	3
<b>Percent of Total Score</b>	20%
<b>Writing Instrument</b>	Pen with black or dark blue ink
<b>Questions 1 and 2</b>	Mandatory
<b>Question 3 or 4</b>	Choose One Question

### Instructions

For Section I, Part B of this exam, answer Question 1 and Question 2 and either Question 3 or Question 4. Write your responses in the corresponding boxes on the short-answer response sheets. You must write your response to each question on the lined page designated for that response. Each response is expected to fit within its designated page. Fill in the circle on the Section I, Part B: Short-Answer Response page indicating whether you answered Question 3 or Question 4.

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, Part A**  
**Time — 55 minutes**  
**55 Questions**

**Directions:** Each of the questions or incomplete statements is followed by four suggested answers or completions. Select the one that is best in each case and then enter the appropriate letter in the corresponding space on the answer sheet.

Source materials have been edited for the purpose of this exercise.

**GO ON TO THE NEXT PAGE.**

Questions 1 - 3 refer to the two images below.

Image 1

**WALL RELIEF FROM A PALACE BUILT FOR ASSYRIAN KING ASHURBANIPAL (668–627 B.C.E.), MESOPOTAMIA**

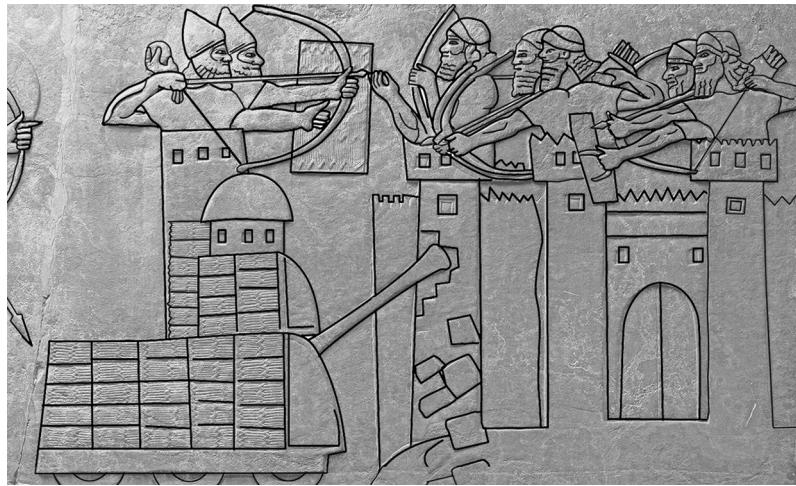


Werner Forman Archive / Bridgeman Images

*The relief shows a scene from the vicinity of the Assyrian capital, Nineveh, including irrigation canals surrounded by vegetation.*

Image 2

**WALL RELIEF FROM A PALACE BUILT FOR ASSYRIAN KING ASHURBANIPAL (668–627 B.C.E.), MESOPOTAMIA**



British Museum, London, UK / De Agostini Picture Library / Bridgeman Images

*The relief shows Assyrian soldiers besieging an enemy city using a movable siege tower, bronze shields, and composite bows.*

**GO ON TO THE NEXT PAGE.**

1. The adaptations to life in a river-valley environment depicted in Image 1 can best be characterized as
  - (A) only used by the ancient Assyrian civilization and not by others
  - (B) common to most ancient Afro-Eurasian civilizations
  - (C) universal among all ancient civilizations in Afro-Eurasia and the Americas
  - (D) used by ancient Mesopotamian and ancient Egyptian civilizations but not by others
2. The scene depicted in Image 2 can be used as evidence of all of the following EXCEPT the
  - (A) development of urban planning and design
  - (B) linkages between military and political power
  - (C) negative environmental impact of ancient military conflicts
  - (D) impact of technological change on the transformation of warfare
3. In addition to the broad themes reflected in the two images, most rulers of ancient civilizations also used which of the following as a source of political legitimacy?
  - (A) The consent of the governed
  - (B) The assertion of links to divine power
  - (C) The ability to protect religious minorities
  - (D) The enforcement of monotheism

**GO ON TO THE NEXT PAGE.**

**Questions 4 - 6 refer to the following two excerpts from Roman historian Livy's *History of Rome from the Founding of the City*, written in the first century B.C.E.**

**Introduction [Book 1]**

"The events of the past have come to us in the form of old tales with more of the charm of poetry than of sound historical record, and such traditions I propose neither to affirm nor refute. I hope my passion for Rome's past has not impaired my judgment; for I do honestly believe that no country has ever been greater or purer than ours or richer in good citizens and noble deeds."

**The Liberation of Greece [Book 33]**

"After Rome had defeated the Greek kingdom of Macedon [in 197 B.C.E.], a herald was sent to the all-Greek Isthmian Games, where he read out the following decree: 'The Roman Senate and General Quintius, having conquered King Philip and the Macedonians, declare to be free, independent, and subject to their own laws all the Greek states which have hitherto been subject to the King of Macedon.' When the herald's voice was heard there was rejoicing among the multitude of Greeks. Then such a storm of applause began that it was easily apparent that a throng of good men values nothing more highly than liberty. Nor did the rejoicing end there, but was renewed for many days in thoughts and expressions of gratitude: here was one people in the world—the Romans—who would fight for others' liberties at its own cost, to its own peril, and with its own toil, ready to cross the sea so that there might be no unjust empire anywhere and everywhere justice, right, and law might prevail."

**GO ON TO THE NEXT PAGE.**

4. Livy's attitude toward the Roman state is best used as evidence of which of the following?
- (A) Rigid social hierarchies prevented all but the most limited forms of social mobility in the Roman Empire.
  - (B) A desire to emulate Greek cultural and political models led to a widespread underappreciation of Roman culture.
  - (C) Among elite men, a career in the Roman military was generally considered an inferior option to a career in civil service.
  - (D) The loyalty and self-confidence of members of the educated elite strengthened the Roman Empire.
5. The events described in the second excerpt are best understood in the context of which of the following broader processes in the period 600 B.C.E. to 600 C.E.?
- (A) Creation of imperial bureaucracies
  - (B) Expanding trade networks
  - (C) Imperial territorial expansion
  - (D) Transregional cultural diffusion
6. Which of the following sources would be most useful in evaluating the accuracy of Livy's account of the reaction to Quinctius' decree at the 197 B.C.E. Isthmian Games?
- (A) An account by another Roman historian writing around the same date as Livy
  - (B) An account by another Roman historian writing close to 197 B.C.E.
  - (C) An account by a Greek historian writing around the same date as Livy
  - (D) An account by a Greek historian writing close to 197 B.C.E.

**GO ON TO THE NEXT PAGE.**

**Questions 7 - 10 refer to the passage below.**

"Let me describe the whole of the voyage from Egypt to India, now that reliable knowledge of it is for the first time accessible. It is an important subject, in view of the fact that India absorbs at least 50 million *sestertii*\* of our empire's wealth each year. Moreover, the merchandise that we import from India is always sold here for at least 100 times its actual value.

The voyage to India starts in Alexandria [in Egypt]. Going south along the Nile to the town of Keft is 309 miles and takes 12 days when the midsummer trade winds are blowing. From Keft the journey to the Red Sea is made with camels, stations being placed at intervals for the purpose of watering. Traveling by sea begins at midsummer, and it takes about 30 days to reach the Arabian port of Cana.

The most advantageous way of sailing to India is to set out from Cana. From that port it is a 40-day voyage, if the southwest monsoon wind is blowing, to the first trading station in India. Travelers set sail from India on the return voyage at the beginning of December, or before January 13, making it possible to return home in the same year. They set sail from India with the southeast winds and, after entering the Red Sea, continue the voyage with a southwest or south wind."

\* Roman coins

Pliny the Elder, Roman historian, *Natural History*, 77 C.E.

7. Which of the following best explains the conduct of trade as described in the passage?
  - (A) Technological innovations and advanced knowledge of sailing conditions stimulated Indian Ocean trade.
  - (B) Trans-Saharan caravan routes were key elements in Mediterranean trade.
  - (C) Trade on the Silk Roads encouraged the spread of Buddhism.
  - (D) Domesticated pack animals were the primary means of transporting goods.
8. In the first paragraph, Pliny's overall assessment of Roman trade with India is best used as evidence of which of the following?
  - (A) Because they lacked currency of their own, Indian rulers needed to use Roman *sestertii* when conducting trade.
  - (B) Some Roman thinkers contested the claim that promoting long-distance trade strengthened the Roman Empire.
  - (C) Roman imperial officials attempted to recruit naval officers from local populations.
  - (D) Keft was the primary center of trade in the Roman Empire.

**GO ON TO THE NEXT PAGE.**

9. Which of the following best explains the high price of Indian goods in the Roman Empire as described in the first paragraph?

- (A) The goods in question were luxury goods.
- (B) The goods in question were extremely common in India.
- (C) The goods in question were staple goods.
- (D) The goods in question were often resold by Mongol middlemen.

10. Which of the following most invigorated commercial contact along the Indian Ocean trade networks after the fall of the Western Roman Empire?

- (A) The rise of the Gupta Empire
- (B) The expansion of the Islamic caliphates
- (C) The fall of the Parthian Empire
- (D) The rise of the Kushan Empire

**GO ON TO THE NEXT PAGE.**

Questions 11 - 13 refer to the table below.

ENERGY USE BY HUMAN SOCIETIES IN THOUSANDS OF CALORIES PER DAY,  
AVERAGE PER PERSON, BASED ON ESTIMATED GLOBAL POPULATION

Year	On Obtaining or Producing Food (including animal feed)	On Home and Commerce	On Industry and Agricultural Infrastructure	On Transportation	Total per Capita
10,000 B.C.E.	3	2			5
3000 B.C.E.	4	4	4		12
1000 C.E.	6	12	7	1	26
1850 C.E.	7	32	24	14	77
2000 C.E.	10	66	91	63	230

Source: adapted from David Christian, *Maps of Time: An Introduction to Big History*, University of California Press, 2004. p. 141

11. Which of the following best explains the change in energy consumption in the time period from 3000 B.C.E. to 1000 C.E.?
- (A) The development of new technologies for utilizing pack animals for transportation
- (B) The spread of crops as a result of the Columbian Exchange
- (C) The increased mobilization of resources and labor by expanding states and empires
- (D) The spread of disease pathogens along trade routes
12. Which of the following best explains the change in energy consumption in the time period from 1000 to 1850 C.E.?
- (A) The increasing mechanization of labor as a result of industrialization
- (B) The development of command economies during the second industrial revolution
- (C) The expansion of coerced labor in the Americas
- (D) The global intensification of peasant labor
13. Which of the following best explains the change in energy consumption in the time period from 1850 to 2000 C.E.?
- (A) Medical innovations that extended human life expectancy
- (B) Breakthroughs in agricultural production as a result of the Green Revolution
- (C) New methods of communication, such as radio and the Internet
- (D) New technologies that enhanced production through the use of petroleum and nuclear power

GO ON TO THE NEXT PAGE.

**Questions 14 - 16 refer to the poem below.**

“Unconscious of its violent power, the moth flies into a flame.  
The unwary fish through ignorance bites the baited hook.  
And likewise we, men who perceive the tangled net of ruin  
Which the passions cast, do not avoid it.

O beneficent Shiva,\* behold a solitary man  
Free from desire, tranquil  
Drinking from his hands, wearing the sky as his clothing.  
When shall I master the way to overcome what my fate has in store for me?

If one wins wealth that satisfies all desire, what then?  
If one’s foot stands on the head of defeated foes, what then?  
If honored men are drawn to you by the force of your riches, what then?  
If man’s physical body were to endure forever, what then?”

Bhartrihari, Indian poet, *Satakatrayam*, excerpt from a poetry collection written in Sanskrit, circa fifth century C.E.

\*a Hindu god

14. The sentiments expressed in the poem best illustrate which of the following aspects of Hinduism?
- (A) Its tradition of animal sacrifice to appease the gods
  - (B) Its role in shaping the development of India’s caste system
  - (C) Its use in lending legitimacy to India’s Mauryan dynasty rulers
  - (D) Its reverence for individuals pursuing a lifestyle that rejects materialism
15. Ideas such as those expressed in the poem would have been most readily endorsed by adherents of which of the following?
- (A) Greco-Roman polytheism
  - (B) Legalism
  - (C) Confucianism
  - (D) Buddhism
16. Which of the following contributed most directly to the reestablishment of Hinduism as the dominant religious system in South Asia in the period circa 300–500 C.E.?
- (A) The spread of Buddhism to Central Asia and Sri Lanka
  - (B) The policies of the rulers of the Gupta Empire
  - (C) The Muslim conquest of northern India
  - (D) The practices of diasporic merchant communities

**GO ON TO THE NEXT PAGE.**

**Questions 17 - 20 refer to the passage below.**

"I journeyed to the country of the Uighur Turks on relay horses which their ruler sent me and I was traveling as fast as I could. I journeyed twenty days in steppes where there were springs and grass but no villages or towns, only the men of the horse relay service living in tents. And after that I traveled another twenty days among villages. The people living there were all Turks, and among them were fire-worshippers professing the Zoroastrian religion as well as polytheists. After all these days I arrived at the king's town. The king of the Uighurs is related by marriage to the king of China, and the latter is sending him yearly 500,000 loads of silk.

On the road to the Uighur Khanate, I passed through the Muslim city of Samarkand. I was told that God had granted victory to the ruler of Samarkand over the king of China. The king of Samarkand defeated the king of China and killed many of his companions. The Muslims took enormous plunder and captured some people whose children fabricate in Samarkand good paper and various kinds of arms and implements. These are produced only in Samarkand."

Tamim al-Muttawwi'i, Muslim traveler from the Abbasid Caliphate, account  
of his journey in Central Asia, ninth century C.E.

17. As described in the first paragraph, China's relationship with the Uighurs is a continuity of which of the following policies during the Han dynasty?
- (A) The building of the Great Wall of China as a defensive measure against nomadic incursions
  - (B) The incorporation of nomadic populations into the military
  - (C) The use of a tribute system to maintain security along the frontier
  - (D) The development of maritime trade routes
18. As described in the second paragraph, the economic activity in Samarkand is best seen as evidence of which of the following?
- (A) Increased agricultural productivity as a result of technological developments
  - (B) Urban revival due to climate changes between 800 and 1300 C.E.
  - (C) Technological and cultural transfers between states
  - (D) The increased use of coerced labor in Central Asia

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19. The passage is best used as evidence for which of the following developments in Central Asia after the founding of the Islamic caliphates?
- (A) The spread of Islam into China
  - (B) The expansion of communication and trade networks in Central Asia
  - (C) The development of new overland transportation technologies
  - (D) The decline of Zoroastrianism among Central Asian peoples
20. Al-Muttawwi'i's journey to the Uighurs was most likely part of which of the following processes?
- (A) The decline of Buddhism in Central Asia
  - (B) The increasing influence of Islam in Central Asia
  - (C) The diffusion of literary traditions by long-distance travelers
  - (D) The military expansion of the Tang dynasty

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**Questions 21 and 22 refer to the passage below.**

“Our translation proceeded in the following way: Abraham Ibn Daud [a Jewish scholar born in Muslim Spain] took the text and read aloud the Arabic words one at a time, while Archdeacon Domingo Gundisalvo [a Christian scholar] wrote down the Latin equivalent to each of these words as he heard them.”

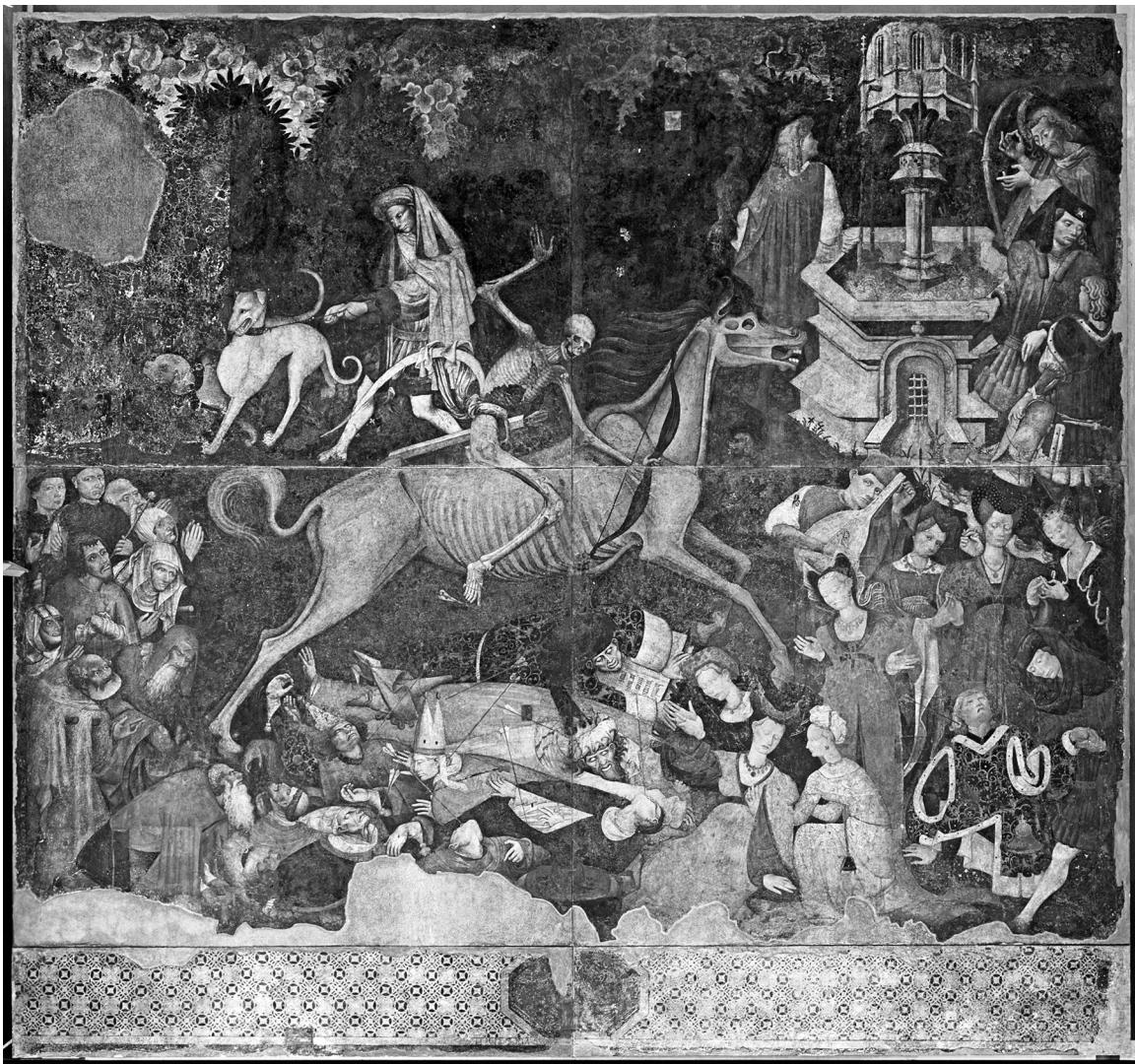
Introductory note in the Latin translation of a treatise by eleventh-century Muslim philosopher Ibn Sina. The translation was produced in Christian-controlled Spain, circa 1150.

21. The activities described in the passage exemplify which of the following cross-cultural interactions in the period 600–1450 C.E.?
- (A) The creation of syncretic religious traditions
  - (B) The establishment of diasporic merchant communities
  - (C) The development of a scientific method based on experimentation
  - (D) The diffusion of scientific and philosophical knowledge
22. The involvement of Ibn Daud in the activities described in the passage most directly reflects which of the following developments in the period 600–1450 C.E.?
- (A) Religious persecution forced members of minority groups to migrate to regions where their rights were guaranteed.
  - (B) Cross-cultural interaction led to the creation of new languages.
  - (C) Migrations and commercial contacts led to the spread of linguistic and literary traditions.
  - (D) The religious doctrines of Islam incorporated elements of the beliefs and practices of other monotheistic religious groups.

**GO ON TO THE NEXT PAGE.**

Questions 23 - 25 refer to the image below.

THE TRIUMPH OF DEATH, ANONYMOUS PAINTING FROM FIFTEENTH-CENTURY SICILY



Scala/Art Resource, NY

*The figures in the foreground represent the clergy, nobility, and townspeople.*

**GO ON TO THE NEXT PAGE.**

23. The scene depicted in the painting is best understood in the context of which of the following wider Afro-Eurasian developments?
- (A) The collapse of papal authority  
(B) The diffusion of artistic traditions  
(C) The spread of epidemic diseases  
(D) The revival of classical architecture
24. Developments such as the one depicted in the painting most directly contributed to which of the following?
- (A) The decline of patriarchy across Afro-Eurasia  
(B) The decline of many urban areas  
(C) A decrease in technological and scientific innovation  
(D) A decrease in military conflicts
25. Developments such as the one depicted in the painting most directly contributed to which of the following in Afro-Eurasia in the fourteenth and fifteenth centuries?
- (A) Creation of diasporic merchant communities  
(B) Peasant revolts against taxation and coercive labor systems  
(C) An increase of religious tolerance  
(D) An expansion of Mongol power

**GO ON TO THE NEXT PAGE.**

**Questions 26 - 28 refer to the passage below.**

“Seeing how vile and despicable the idol was, we went outside to ask why they cared about so crude and ungainly a thing. But they, astounded at our daring, defended the honor of their god and said that he was Pachacamac, the Maker of the World, who healed their infirmities. According to what we were able to learn, the devil appeared to their priests in that hut and spoke with them, and they entered there with petitions and offerings from the entire kingdom of Atahualpa, just as Moors and Turks go to the house in Mecca. Seeing the evil of what was there and the blindness of all those people, we gathered together their leaders and enlightened them. And in the presence of all, the hut was opened and torn down and with much solemnity a tall cross was raised over the seat which for so long the devil had claimed as his own.”

Miguel de Estete, Spanish mercenary soldier, account of an expedition to Peru, 1533

26. Which of the following long-term changes in the period circa 1550–1700 best demonstrates that the actions described by de Estete in the passage failed to fully achieve their goals?
- (A) The development of a global economy based on Spanish exports of Andean silver
  - (B) American foods becoming staple crops in Eurasia
  - (C) The emergence of syncretic religious practices in the Americas
  - (D) The growing Spanish dependence on coerced labor in the Americas
27. The Spanish actions described in the passage differed from European attempts to promote Christianity in South and East Asia in the period 1450–1750 in that
- (A) in South and East Asia, Europeans relied on established minority groups for help in spreading Christianity
  - (B) in South and East Asia, Europeans were unable to subjugate politically the powerful existing states
  - (C) in South and East Asia, Europeans encountered strong local resistance and mass revolts against their attempts to establish political and cultural uniformity
  - (D) in South and East Asia, Europeans became too closely involved in local sectarian conflicts to be able to effectively promote Christianity

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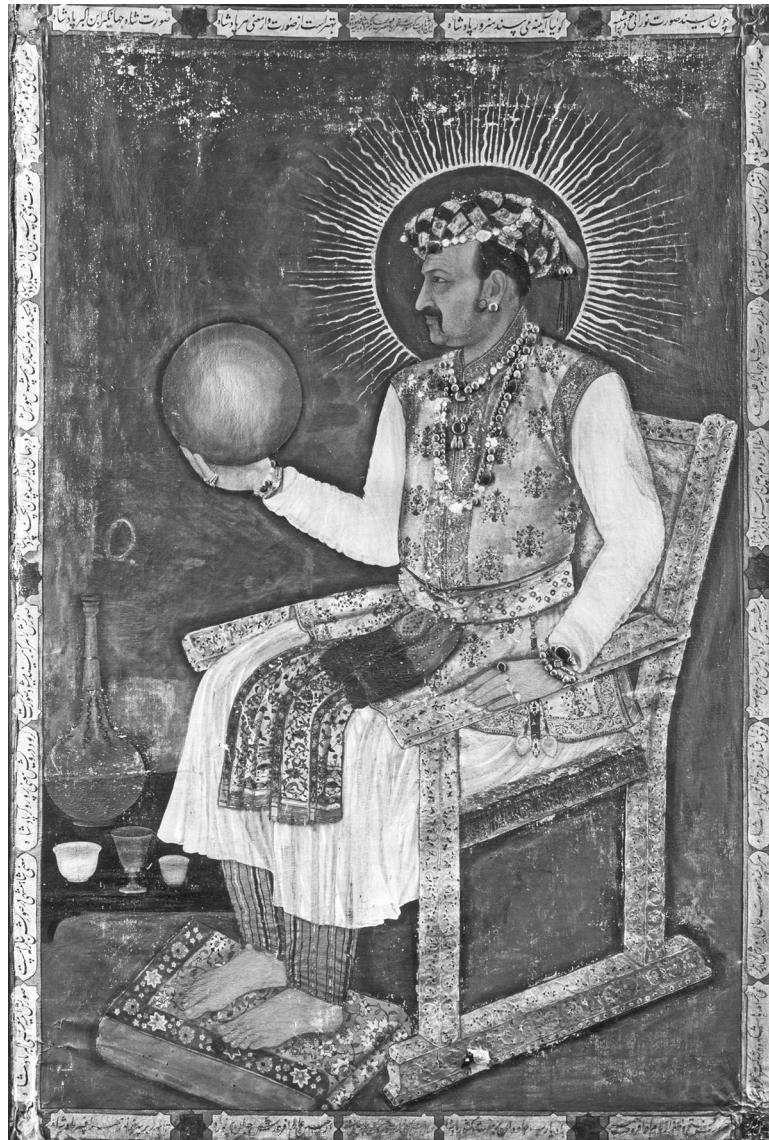
28. Which of the following would be most useful in establishing the reliability of de Estete's depiction of the events in the passage?
- (A) An account by another Spanish conquistador who was also present
  - (B) An account by an Inca who was also present
  - (C) An account by another European of a similar event
  - (D) An account by a Spanish official in Madrid reporting the event

**GO ON TO THE NEXT PAGE.**

Questions 29 - 31 refer to the following two images.

Image 1

**MUGHAL EMPEROR JAHANGIR HOLDING A GLOBE, SOUTH ASIA, 1617**



Courtesy of Sotheby's Picture Library

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Image 2

**MUGHAL EMPEROR JAHANGIR HOLDING A PICTURE OF THE VIRGIN MARY, SOUTH ASIA, 1620**



Jahangir holding a picture of the Madonna, inscribed in Persian: Jahangir Shah, Mughal, 1620 (detail of 57393) / National Museum of India, New Delhi, India / Bridgeman Images

**GO ON TO THE NEXT PAGE.**

29. The portrait of Emperor Jahangir in Image 1 was most likely a symbolic representation of which of the following?
- (A) The Mughal Empire’s scientific achievements  
(B) The expanding power of the Mughal Empire  
(C) The extended travels of Emperor Jahangir to Eurasian pilgrimage sites  
(D) The Mughal Empire’s control of global trade networks
30. The portrait of Emperor Jahangir in Image 2 is best seen as evidence of which of the following?
- (A) The Mughals’ toleration of different religious traditions within their state  
(B) Indian artisans producing artistic works for export markets  
(C) The increased sponsorship of artists by new economic elites  
(D) Jahangir’s creation of a syncretic belief system incorporating Christianity and Islam
31. Which of the following was the most likely purpose of the portraits of the emperor?
- (A) To demonstrate the Mughal Empire’s conversion to Islam  
(B) To honor the continued influence of Hellenistic art forms in India  
(C) To represent the Mughal belief in the emperor’s divinity  
(D) To glorify his rule through the sponsorship of artworks

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**Questions 32 - 34 refer to the passage below.**

“When we were in Canton, a port in southern China, we came across a woman who cried out in Portuguese ‘Our Father, who art in Heaven, hallowed be thy name.’ And because she could speak no more of our language, she very earnestly asked us in Chinese to tell her whether we were Christians. We replied that we were, and for proof we repeated all the rest of the Lord’s Prayer which she had left unsaid. Being assured that we were Christians, she pulled us aside, and weeping said to us, ‘Come along, Christians from the other end of the world, with your true sister in the faith of Jesus Christ.’

Furthermore, she told us that she was named Inez de Leyria, and her father was a great ambassador from Portugal to the Emperor of China. The ambassador married her mother, a Chinese woman, and made her a Christian. Along with her, many were converted to the faith of Christ.

During the five days we remained in her house, we made them a little book in Chinese, containing many good prayers.”

Account of Fernão Mendes Pinto, Portuguese explorer and merchant, circa  
1540 C.E.

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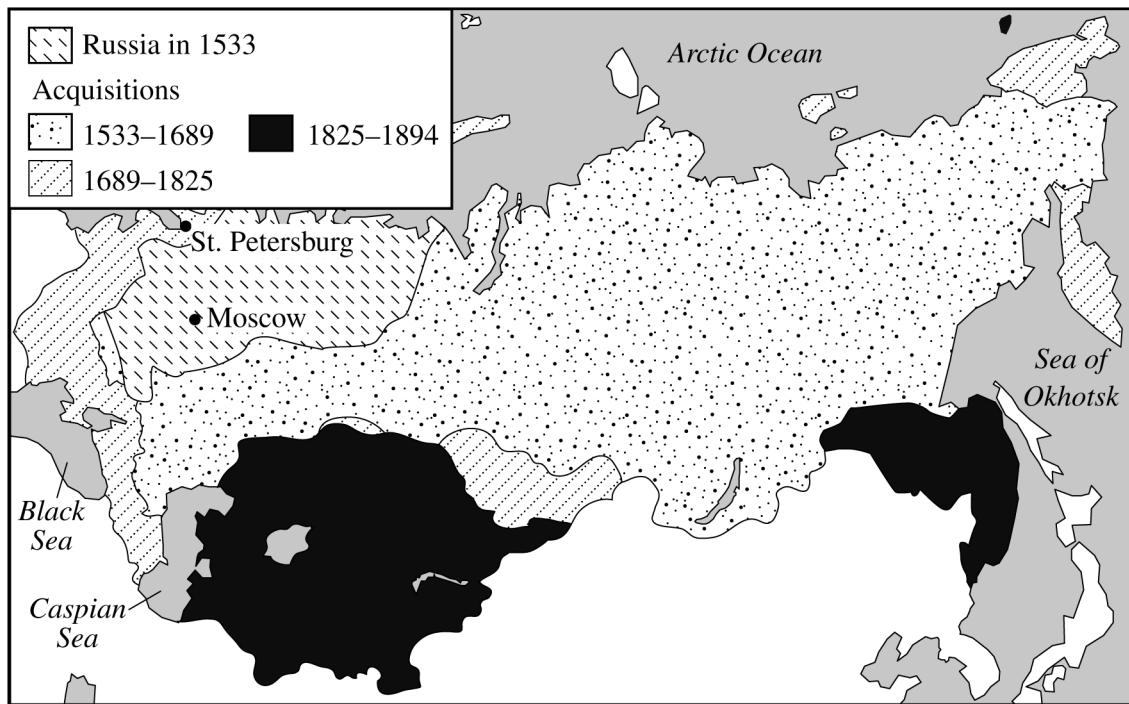
32. The activities of Inez de Leyria’s father as described in the passage best support which of the following conclusions about the period 1450–1750 C.E.?
- (A) The intensification of commercial and diplomatic activity across Eurasia was accompanied by increased missionary activity.
- (B) The arrival of Nestorian Christians along the Silk Roads introduced European missionaries to China.
- (C) Russian expansion in Asia encouraged Christian missionary activity in China.
- (D) The intensification of regional patterns of trade in the Indian Ocean spurred Chinese merchants to convert to Christianity.
33. The Portuguese presence in southern China as described in the passage was most directly enabled by which of the following?
- (A) The declining role of Muslim and Jewish merchants in transporting goods within Asia
- (B) Technological developments in cartography and navigation
- (C) Improvements in silver-mining technology
- (D) The creation of laissez-faire state policies
34. The ability of Portuguese merchants and explorers to communicate with the local population of Canton was most likely an effect of which of the following?
- (A) Mandarin had replaced Cantonese as the primary spoken language in southern China.
- (B) Migrations and commercial contacts led to the use of printing in southern China.
- (C) Portuguese merchants had established trading posts in southern China.
- (D) Portuguese had replaced Arabic and Persian as the language of trade in southern China.

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Questions 35 - 38 refer to the following two maps.

Map 1

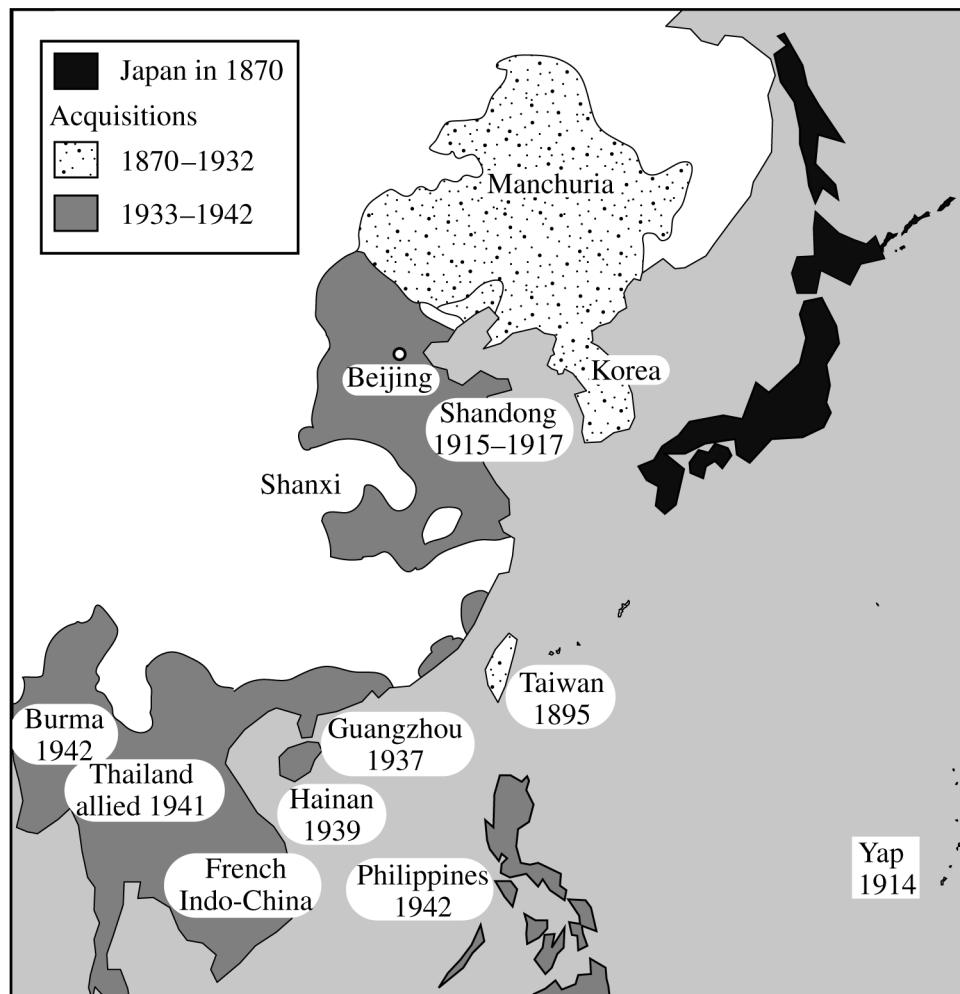
GROWTH OF THE RUSSIAN EMPIRE, 1533–1894



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Map 2

GROWTH OF THE JAPANESE EMPIRE, 1870–1942



GO ON TO THE NEXT PAGE.

35. Which of the following empires in the period 1450–1750 engaged in a type of territorial expansion most similar to that depicted in Map 1?
- (A) The Spanish Empire  
(B) The Portuguese Empire  
(C) The British Empire  
(D) The Mughal Empire
36. During the nineteenth century, which of the following engaged in a territorial expansion most similar to the one depicted in Map 1?
- (A) Qajar Iran  
(B) The Ottoman Empire  
(C) The United States  
(D) The Holy Roman Empire
37. The developments depicted in Map 2 most directly emerged from which of the following developments in the late nineteenth and early twentieth centuries?
- (A) European economic imperialism in Qing China  
(B) Government-sponsored industrialization as part of the Meiji reforms  
(C) American and European influence over Tokugawa Japan  
(D) Increasing questions about political authority and growing nationalism
38. The primary rationale for Japan’s territorial acquisitions in Southeast Asia during the period 1933–1942, as reflected in Map 2, was most similar to the primary rationale for which of the following?
- (A) The Ottoman Empire’s conquest of the Middle East and North Africa  
(B) France’s conquests in central and southern Europe under Napoleon  
(C) The British East India Company’s takeover of other European states’ colonial possessions in India  
(D) The Qing dynasty’s expansion into Central Asia

**GO ON TO THE NEXT PAGE.**

**Questions 39 - 41 refer to the passage below.**

"I have longed to make the acquaintance of a 'modern girl,' that proud, independent girl who has all my sympathy! I do not belong to the Indian world, but to that of my sisters who are struggling forward in the distant West. If the laws of my land permitted it, I would be like the new woman in Europe; but age-long traditions that cannot be broken hold us back. Someday those traditions will loosen and let us go, but it may be three, four generations after us. Oh, you do not know what it is to love this young, new age with heart and soul, and yet to be bound hand and foot, chained by all the laws, customs, and conventions of one's land. All our institutions are directly opposed to the progress for which I so long for the sake of our people. Day and night I wonder by what means our ancient traditions could be overcome. But it was not the voices alone which reached me from that distant, bright, new-born Europe, which made me long for a change in existing conditions for women. Even in my childhood, the word 'emancipation' enchanted my ears and awakened in me an ever-growing longing for freedom and independence—a longing to stand alone."

Raden Adjeng Kartini, Javanese noblewoman in Dutch Indonesia, letter to a friend, Java, 1899

39. Based on the letter, Kartini's views were most similar to the views espoused by members of which of the following movements?
- (A) The socialist movement
  - (B) The early feminist movement
  - (C) The abolitionist movement
  - (D) The anti-imperialist movement
40. Which of the following best explains Kartini's familiarity with the ideas regarding social roles that she discusses in her letter?
- (A) The expansion of public education systems as governments increasingly centralized
  - (B) The spread of Enlightenment thought as empires consolidated control over their territories
  - (C) The development of new mass media technologies such as radio
  - (D) The increasing overseas migration of Asians as laborers in European colonies
41. Kartini's goals were most clearly advanced by which of the following during the early twentieth century?
- (A) Nationalist rebellions against imperial rule
  - (B) The spread of neoliberal economic policies
  - (C) New institutions of global cooperation and governance
  - (D) New concepts of rights and citizenship

**GO ON TO THE NEXT PAGE.**

**Questions 42 - 45 refer to the passage below.**

“The Australian nation is another case of a great civilization supplanting a lower race unable to make full use of the land and its resources. The struggle means suffering, intense suffering, while it is in progress; but that struggle and that suffering have been the stages by which the White man has reached his present stage of development, and they account for the fact that he no longer lives in caves and feeds on roots and nuts. This dependence of progress on the survival of the fitter race, terribly harsh as it may seem to some of you, gives the struggle for existence its redeeming features; it is the fiery crucible out of which comes the finer metal.”

Karl Pearson, British mathematics professor, *National Life from the Standpoint of Science*, 1900

42. Pearson’s argument in the passage is most clearly representative of which of the following ideologies?
- (A) Free-market capitalism
  - (B) Marxism
  - (C) Mercantilism
  - (D) Social Darwinism
43. In the late 1800s, attitudes such as the one expressed in the passage had contributed most directly to which of the following?
- (A) European states’ competition to acquire overseas colonies
  - (B) The abolitionist movement to end slavery
  - (C) The creation of industrialized economies in Europe
  - (D) Efforts by European missionaries to convert non-Europeans to Christianity for their spiritual salvation
44. The founding of “the Australian nation,” as alluded to in the passage, was part of which of the following processes?
- (A) The creation of mercantilist empires to extract natural resources
  - (B) European states’ establishment of settler colonies
  - (C) European companies’ establishment of overseas trading posts
  - (D) Japan’s creation of its own empire in Asia
45. Based on the passage, the author would most likely have agreed with which of the following statements?
- (A) Britain’s founding of Australia followed God’s command to convert non-Whites.
  - (B) All peoples of the world have the right to determine their own government.
  - (C) Britain had contributed to human progress by taking over new colonies in Africa.
  - (D) Nations go to war with each other mainly to gain precious metals.

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**Questions 46 - 49 refer to the passage below.**

"By the 1930s, many Europeans were ready to leave behind the liberal, democratic order created after 1918 by Britain, France, and the United States for a more authoritarian future. What they did not bargain for was the brutal reality of Nazi imperialism and the denial of all national aspirations apart from German ones. . . . No experience was more crucial to the development of Europe in the twentieth century. As both Hitler and Stalin were well aware, the Second World War involved something far more profound than a series of military engagements and diplomatic negotiations; it was a struggle for the social and political future of the continent itself. And such was the shock of being subjected to a regime of unprecedented and unremitting violence that in the space of eight years a sea-change took place in Europeans' political and social attitudes, and they rediscovered the virtues of democracy. . . .

Hitler's war aimed at the complete racial reconstitution of Europe. There were no historical parallels for such a project. In Europe, neither Napoleon nor the Habsburgs had aimed at gaining such exclusive domination. In its violence and racism, Nazi imperialism drew more from European precedents in Asia, Africa, and—especially—the Americas. 'When we eat wheat from Canada,' remarked Hitler one evening during the war, 'we don't think about the despoiled Indians.' On another occasion he described the Ukraine as [Germany's] 'new Indian Empire.' But if Europeans would have resented being ruled as the British ruled India, they were shocked at being submitted to an experience closer to that inflicted upon the native populations of the Americas."

Mark Mazower, British historian, *Dark Continent: Europe's Twentieth Century*, 2000

46. Mazower's interpretation in the passage is most clearly informed by which of the following?
- (A) Social Darwinism
  - (B) Marxist critiques of capitalism
  - (C) Postcolonial critiques of imperialism
  - (D) Romantic nationalism
47. Which of the following post-1945 processes in Western Europe was most directly inspired by the "sea-change" in Europeans' political and social attitudes described by Mazower in the last sentence of the first paragraph?
- (A) The expanding educational and occupational opportunities for women
  - (B) The continued decline of religiosity and church attendance
  - (C) The rise of extremist right-wing anti-immigrant political movements
  - (D) The initial steps toward European economic and political integration

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48. Based on the passage, it can be inferred that Mazower might also support which of the following assertions?
- (A) The industrial capacity of the United States doomed Hitler's project for a Nazi-dominated Europe to failure from the start.
  - (B) The Nazis' rigidly ideological approach to empire building prevented them from consolidating their control of continental Europe.
  - (C) Ordinary Germans' revulsion at the genocidal policies of the Nazi Party as the Second World War progressed would have resulted in a revolution in Germany even if Hitler had won the military conflict.
  - (D) Stalin's modernization policies would have enabled the Soviet Union to defeat Nazi Germany regardless of Hitler's policies.
49. Which of the following was the most important factor behind Europeans' readiness to embrace authoritarian political systems in the 1930s?
- (A) Dissatisfaction with the welfare state
  - (B) Admiration for the economic achievement of the Soviet Union under Stalin
  - (C) The economic crisis caused by the Great Depression
  - (D) Resentment of United States mass culture and consumer society

**GO ON TO THE NEXT PAGE.**

**Questions 50 - 52 refer to the passage below.**

"I belong to those scientists who consider that the drying up of the Aral Sea is far more advantageous than preserving it. First, in its zone, good fertile land will be obtained. . . . Cultivation of cotton alone will pay for the existing Aral Sea, with all its fisheries, shipping, and other industries. Second, the disappearance of the Sea will not affect the region's landscapes."

A. Babayev, president of Soviet Turkmenistan's Academy of Sciences, late 1950s

50. Which of the following best describes the cause of the developments described in the passage?
- (A) Soviet efforts to modernize their economy through government control
  - (B) Soviet reaction to the economic crisis of the Great Depression
  - (C) Protests against the environmental effects of economic development
  - (D) Scientific breakthroughs in transportation and communication
51. Which of the following best explains why the Soviet Union was willing to undertake projects such as the one discussed in the passage?
- (A) The need to suppress armed resistance to Soviet rule in Central Asia
  - (B) The mass migration of Turkmens and other Central Asians to Soviet Russia
  - (C) Soviet embrace of economic liberalization and free-market principles
  - (D) Pressure resulting from the need to keep pace with Western economic development during the Cold War
52. Which of the following was the most direct result of the attitude toward the environment reflected in the passage?
- (A) A push for new varieties of food crops resulting in the Green Revolution
  - (B) Desertification and increased competition for natural resources
  - (C) Implementation of government-led land collectivization policies
  - (D) A rise in Cold War tensions between the Soviet Union and neighboring countries

**GO ON TO THE NEXT PAGE.**

Questions 53 - 55 refer to the following two images.

Image 1

**BRITISH GRAFFITI ARTIST BANKSY, SALE ENDS TODAY, PAINTING, CIRCA 2010**



Rebecca Sapp / Contributor

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Image 2

**BRITISH GRAFFITI ARTIST BANKSY, *I HATE MONDAYS*, PAINTING, CIRCA 2010**



Banksy, *I Hate Mondays*, 2009

53. Which of the following twentieth-century processes contributed most directly to the adoption of the system of cultural values to which Banksy alludes in Image 1?
- (A) The expansion of European empires led to the expansion of market economies worldwide.
  - (B) Greater industrial productivity and new technologies led to increased availability of consumer goods.
  - (C) Cold War rivalries led to ideological and economic competition between the Soviet Union and the United States.
  - (D) The continued volatility of economic cycles led many governments to enact social welfare legislation for their citizens.
54. Artists such as Banksy would most likely argue that the conditions in Africa alluded to in Image 2 are in large part the result of which of the following?
- (A) African governments directing economic development in the aftermath of decolonization
  - (B) African countries lacking the natural resources to support sustained economic growth
  - (C) International economic organizations imposing free-market reforms on African states
  - (D) Regional trade organizations advancing the interests of large African states at the expense of smaller African states

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55. Based on the images, Banksy's work best illustrates which of the following?
- (A) The trend in modern art toward experimentation with abstract techniques and styles
  - (B) The spread of social protests against the inequalities of global economic integration
  - (C) The attainment of greater economic and political equality for women worldwide
  - (D) The expansion of educational opportunities in developing African, Asian, and Latin American countries

**GO ON TO THE NEXT PAGE.**

**END OF PART A**

**IF YOU FINISH BEFORE TIME IS CALLED,  
YOU MAY CHECK YOUR WORK ON PART A.**

**DO NOT GO ON TO PART B UNTIL YOU ARE TOLD TO DO SO.**

**WORLD HISTORY**

**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.

**Use the passage below to answer all parts of the question that follows.**

“Nomads, the historical record shows, can evade, resist, stop, sustain, exploit, destabilize, and destroy empires. They can also build enduring empires of their own, but only if they modify the essence of their being and become less nomadic. Their institutions, like their very way of life, tend to be fluid and short-lived, and they lack such classic elements of empires as state structure and surplus-generating agriculture. Indeed, to preserve their might, nearly all nomadic empires developed over time more fixed institutions of governance and production that required at least seasonal sedentarism. So too did the Comanches, although this may seem implausible at first sight. . . .

At the dawn of the eighteenth century, the Comanche were a small tribe of hunter-gatherers living in the rugged canyonlands on the far northern frontier of the Spanish kingdom of New Mexico. . . . It was here, at the advancing edge of the world’s largest empire, that the Comanches launched an explosive expansion. They purchased and plundered horses from New Mexico, reinvented themselves as mounted fighters, and reenvisioned their place in the world. . . . as a hegemonic people who grew increasingly powerful and prosperous at the expense of the surrounding societies, Indian and Euro-American alike. Gradually, a momentous shift took shape. In the Southwest, European imperialism not only stalled in the face of indigenous resistance; it was eclipsed by indigenous imperialism.”

Pekka Hämäläinen, historian, *The Comanche Empire*, 2008

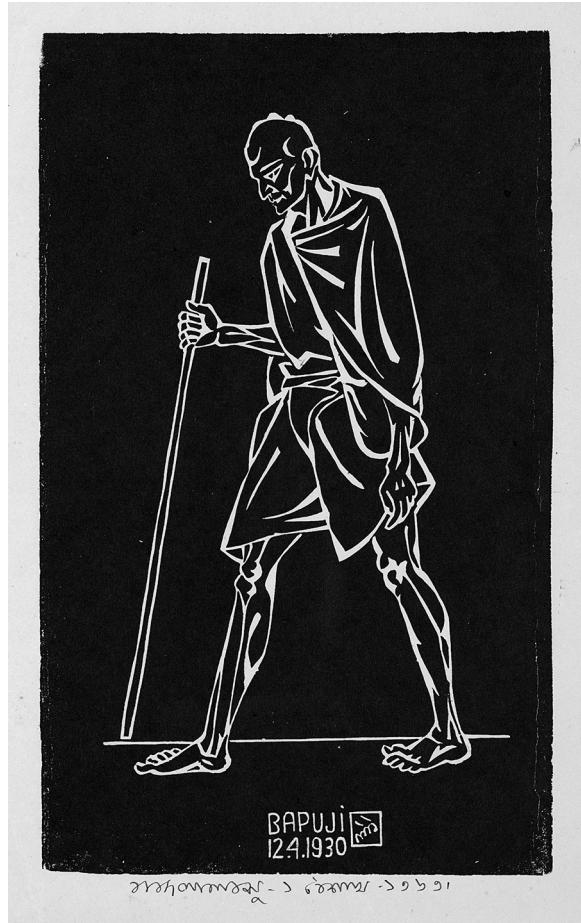
1. a) Identify ONE way in which the author challenges commonly held assumptions about the Americas in the age of European colonialism.
- b) Explain ONE example of a society other than the Comanche that made the type of transition described by the author in the first paragraph.
- c) Explain ONE example of a nomadic empire other than the Comanche that successfully confronted an established state or states in world history.

**GO ON TO THE NEXT PAGE.**

Use the following two images to answer all parts of the question that follows.

Image 1

NANDALAL BOSE, INDIAN ARTIST, BAPUJI (FATHER), LINOCUT PRINT, 1930



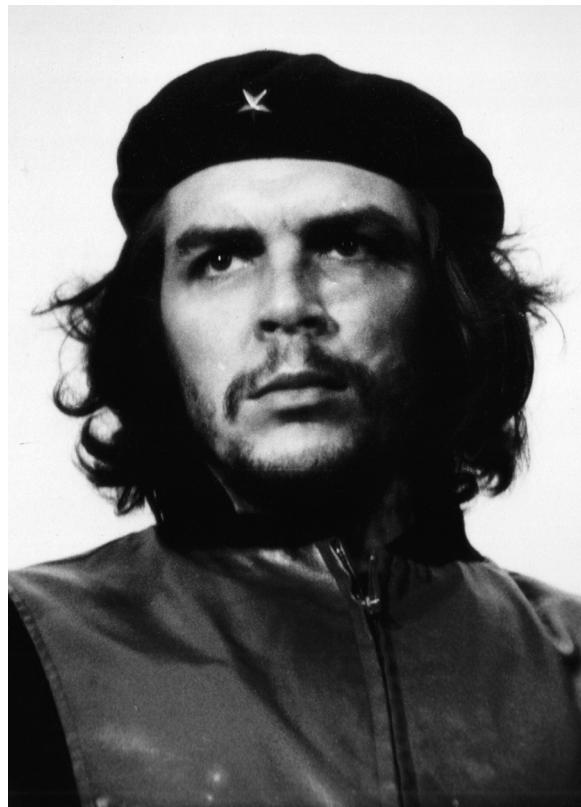
Bapuji, 1930 (linocut), Bose, Nandalal (1883–1966) / Private Collection / Photo © Christie's Images / Bridgeman Images

The print shows Mohandas Gandhi at the Dandi Salt March, one of the landmark events in Gandhi's campaign of nonviolent resistance to British colonial rule in India.

GO ON TO THE NEXT PAGE.

Image 2

**ALBERTO DIAZ GUTIERREZ KORDA, CUBAN PHOTOGRAPHER, GUERRILLERO HEROICO [THE HEROIC GUERRILLA FIGHTER], PHOTOGRAPH, 1960**



Banque d'Images, ADAGP / Art Resource, NY © 2015 Artists Rights Society (ARS), New York / ADAGP, Paris

*The photograph shows Latin American Marxist revolutionary Ernesto [Che] Guevara.*

2. a) Identify ONE common historical process in the twentieth century that is reflected in both images.
- b) Explain ONE difference in the tactics individuals such as Gandhi and Che Guevara (or the groups they represent) adopted to achieve their political goals.
- c) Explain ONE way in which images such as these can be seen as an example of the political uses of art in the twentieth century.

**GO ON TO THE NEXT PAGE.**

### **Question 3 or 4**

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

**Answer all parts of the question that follows.**

3. a) Identify ONE way in which the spread of Buddhism in the period before 1450 C.E. illustrates a continuity in patterns of cultural diffusion.
- b) Explain ONE way in which the spread of Buddhism changed other Asian religious traditions in the period before 1450 C.E.
- c) Explain ONE way in which Buddhism changed as it spread across Asia.

**Answer all parts of the question that follows.**

4. a) Identify ONE way in which Enlightenment ideas changed political thought in Europe in the period after 1750.
- b) Explain ONE way in which Enlightenment ideas represent a continuity with previous patterns of social thought in global history.
- c) Explain ONE way in which Enlightenment ideas influenced political ideologies in Latin America, Asia, or Africa in the period circa 1800–2000.

**GO ON TO THE NEXT PAGE.**

**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.**

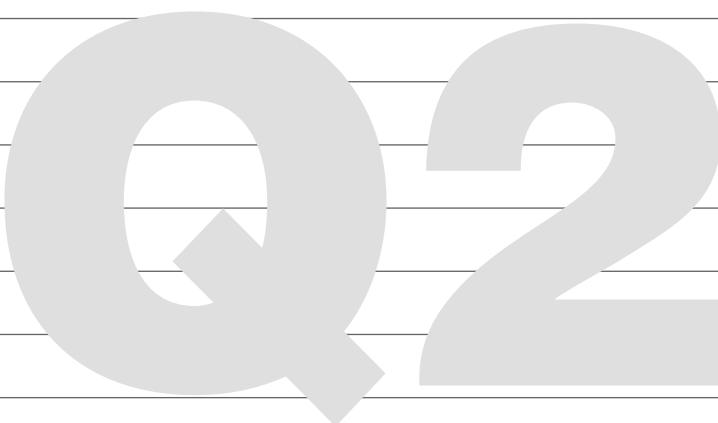
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**Write your answer to SHORT-ANSWER QUESTION 1 on this page only. Do NOT write outside the box.**

**Q1**

**End of response area for Q1**

**Write your answer to SHORT-ANSWER QUESTION 2 on this page only. Do NOT write outside the box.**



**End of response area for Q2**

**Important:** After you have completed your response to either Question 3 or Question 4, completely fill in the circle that corresponds to the question you answered.

**Question 3      Question 4**

**Write your answer to SHORT-ANSWER QUESTION 3 or 4 on this page only. Do NOT write outside the box.**

**Q3**

**or**

**Q4**

**End of response area for Question 3 or Question 4**

# AP® World History Exam

## SECTION II: Free Response

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

### At a Glance

**Total Time**

1 hour and 40 minutes

**Number of Questions**

2

**Percent of Total Score**

40%

**Writing Instrument**

Pen with black or dark blue ink

**Question 1 (DBQ): Mandatory****Suggested Reading and Writing Time**

1 hour

**Reading Period**

15 minutes. Use this time to read Question 1 and to plan your answer. You may begin writing your response before the reading period is over.

**Suggested Writing Time**

45 minutes

**Percent of Total Score**

25%

**Question 2, 3, or 4: Choose One Question**

Answer Question 2, Question 3, or Question 4

**Suggested Writing Time**

40 minutes

**Percent of Total Score**

15%

### 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

<input type="text"/>				
Month	Day	Year		

3. Six-digit school code

<input type="text"/>					
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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 this booklet. You may use the pages on which the questions and documents are printed to organize your answers and for scratch work, but you must write your answers on the lined pages provided after the questions. No credit will be given for any work written on the pages on which the questions and documents are printed.

The proctor will announce the beginning and end of the reading period. You are advised to spend the 15-minute period reading the question and planning your answer to Question 1, the document-based question (DBQ). If you have time, you may also read Questions 2, 3, and 4. You may begin writing your responses before the reading period is over.

Section II of this exam requires answers in essay form. Write clearly and legibly. Circle the number of the question you are answering at the top of each page in this 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 Question 2, 3, or 4 if you finish Question 1 early. You may review your responses if you finish before the end of the exam is announced.

**WORLD HISTORY**  
**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 six 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 three documents, explain how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

**GO ON TO THE NEXT PAGE.**

1. Evaluate the extent to which Christianity changed societies in Latin America in the period 1500–1800.

### **Document 1**

Source: Record of the confession of Domingos Fernandes Nobre, a Brazilian man of mixed European-Amerindian ancestry, at his Inquisition trial, Brazil, 1592.

The defendant, Domingos Fernandes Nobre, confessed that twenty years ago he went to the wilderness of Porto Seguro, Brazil, in the company of others to search for gold, and there he practiced the customs of the heathens, staining his legs with paint. He also confessed that sixteen years ago he was ordered to go to the region of Paraíba, as captain of a company to bring natives as slaves downriver to be settled and, while being there, he painted his body in the heathen way and danced and sang and played musical instruments with the heathens in their way.

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## Document 2

Source: Felipe Guaman Poma de Ayala, Christian descendant of Inca nobles, two pages from *The First New Chronicle and Good Government*, an illustrated history of South America that Poma de Ayala sent to the King of Spain, circa 1615.

The page on the left shows Vari Viracocha Runa and Vari Viracocha Uarni, a mythical first couple of humans created by the Inca god Viracocha. The page on the right shows Adam and Eve, the first couple of humans in the Bible.



Gianni Dagli Orti/ The Art Archive at Art Resource, NY/ Werner Forman/ Art Resource, NY

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### **Document 3**

Source: Jacinto de la Serna, Catholic priest and religious scholar, manuscript written to aid priests working among the Amerindian population of Mexico, 1656.

It is true that those first priests worked admirably, zealous to teach these poor ones [the Amerindians]. But for all this, the natives did not leave behind their deception and blindness, especially those who were very distant from the main towns where the priests worked. Scattered in remote villages, the doctrine and teaching did not reach them as was necessary. It was in those places that the Devil hit the hardest, and it is from there that the principal teachers of idolatry continue to spill their venom and persuade the people not to forget the ways of their ancestors. And when they perform their idolatries, it is with such stealth and so hidden that they avoid discovery.

To better conceal their deception, they mix their idolatrous ceremonies with good, holy things, joining light with darkness, venerating Christ our Lord, his Holy Mother, and the saints (whom some believe to be gods), together with their idols. They even perform the holy sacraments while at the same time making sacrifices to fire, sacrificing hens and animals, spilling cactus liquor in the church, offering their idols food and drink, attributing to them any sickness that afflicts them, and asking their favors and assistance in all matters. They also venerate the mountains of the Sierra Nevada and the volcano of Toluca, where they go regularly to make sacrifices because it was there that they had their ancient temples.

### **Document 4**

Source: Fabián de Vargas, Native American from the town of Betaza, near Oaxaca, Mexico, witness testimony in a court case concerning religious ceremonies being performed in Betaza, 1703.

During the communal idolatries, the town's [Native American] elders sacrifice two or three deer and many turkeys and dogs. They confess with the town's [Native American] heathen priests before making the sacrifices, bringing each heathen priest a payment determined beforehand by the town council, and all the town's religious figures.

When the sacrifice is over, everyone comes to the place where the ceremony was performed and gets on their knees. After making those sacrifices, the town officials purchase some candles from the money that was paid to them to hold the sacrifice, and place them on the altars at the church, and then they order people to sing a Christian devotional song. A large feather that usually adorns the images of Our Lady is taken from the church to the site of the sacrifices, and the person who officiates at the sacrifices and sings diabolical songs wears the feather on his head while performing the ceremonies. During the sacrifices, they post guards in various places, so they may give a warning if they see a Spaniard or any suspicious person from out of town.

**GO ON TO THE NEXT PAGE.**

### **Document 5**

Source: Testimony of Captain Diogo de Carvalho in the Inquisition trial of Luzia Pinta, a free Black woman from Angola, resident in Rio de Janeiro, Brazil, 1741.

I saw Luzia at the home of João Peixoto. There was a small altar with a canopy, and she had a curved knife in her hand, and was wearing a large ribbon tied on her head with the ends thrown backward in the style of an angel. And singing there with her were two other Black women, also from Angola, and an African man playing a small tambourine. And after two hours of playing and singing, Luzia became as if out of her mind, speaking things that no one understood. Many people who had come there to be cured were lying down on the floor, and she stepped over them various times. On these occasions it was said that she had the winds of divination, and she said that God told her on these occasions what she was to do. She also cured the wife of João do Valle. I also heard that many times she had been called to go to other towns to cure people.

### **Document 6**

Source: Saint Benedict of Palermo holding the infant Jesus, a statue from the Church of Our Lady of the Rosary of the Black People, Salvador, Brazil, circa 1750.

Benedict of Palermo was a saint of African ancestry who lived in Italy in the sixteenth century. The Church of Our Lady of the Rosary of the Black People in Salvador was built by a religious brotherhood of enslaved and free African Brazilians.



Iconotec / Alamy

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### **Document 7**

Source: Félix de Azara, visiting emissary from the King of Spain, writing about the Jesuit-run Guaraní\* missions in Paraguay, eighteenth century.

All were baptized and knew how to say their prayers, which all the boys and unmarried girls had to recite in a chorus near the entrance of the church at dawn. Yet those who are familiar with the place assert that there was little true religion among the Indians. This is not strange, in view of the fact that the Indians themselves say that there were few Jesuits capable of preaching the gospel in Guaraní. As a partial remedy for this deficiency, the Jesuits had certain clever Indians learn a few sermons, which they preached in the town square after some festival or tournament; I have heard some of these, and they contained a good deal of nonsense which the speaker drew out of his head. . . .

\*Amerindian ethnic group indigenous to Paraguay

**END OF DOCUMENTS FOR QUESTION 1**

**GO ON TO THE NEXT PAGE.**

**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 specific and relevant examples of evidence.
  - Use historical reasoning (e.g., comparison, causation, continuity or change over time) to frame or structure an argument that addresses the prompt.
  - Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.
2. In the period 600 B.C.E.–600 C.E., the growth of early states and empires led to the development of complex systems of governance.
- Develop an argument that evaluates how one or more expanding states or empires governed their territories.
3. In the period 600–1450 C.E., new states and empires demonstrated continuity, innovation, and diversity as they developed in various regions such as the Mediterranean, the Middle East, and East Asia.
- Develop an argument that evaluates how one or more new states or empires established their authority in this time period.
4. In the period 1900–2001, challenges to the existing political order led to military conflicts around the world.
- Develop an argument that evaluates how challenges to the existing political order led to one or more global or regional military conflicts.

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

**GO ON TO THE NEXT PAGE.**

**STOP**

**END OF EXAM**

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# Notes on the Practice Exam

## Introduction

This section provides a description of how the questions in the AP Practice Exam correspond to the components of the course framework included in the *AP World History Course and Exam Description*. For each of the questions in the AP Practice Exam, the key concepts, learning objectives, and primary practice or skill from the course framework are indicated.

In addition, the multiple-choice and free-response questions include the following features:

- For multiple-choice questions, the correct response is indicated with a justification for why it is correct. There are additional explanations that address why the other responses are incorrect.
- Free-response questions include scoring guidelines that explain how students can use knowledge learned in the AP World History course to answer the questions.

The AP World History Exam is 3 hours and 15 minutes long and includes both a 1 hour and 35 minute multiple-choice and short-answer section (Section I) and a 1 hour and 40 minute free-response section (Section II). Each section is divided into two parts, as shown in the table on the following page. Student performance on these four parts will be compiled and weighted to determine an AP Exam score.

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

### Time Management

Students need to learn to budget their time so that they can complete all parts of the exam. Students will not be able to move on to Part B of Section I until the 55 minutes of Part A are completed and their responses to the multiple-choice questions are collected. Time management is especially critical with regard to Section II, which consists of two essay questions. Students are given a 15-minute reading period and recommended time of 45 minutes of writing time for the document-based question and 40 minutes for the long essay question, but students are not forced to move from the document-based question to the long essay question. Students often benefit from taking a practice exam under timed conditions prior to the actual administration.

## Multiple-Choice Questions

Section I, Part A of the AP World History Exam consists of 55 multiple-choice questions that are organized into sets of between two to five questions each. The questions in each set ask students to respond to a primary or secondary source, such as written texts, images, charts, graphs, or maps, reflecting the types of material that historians use in studying the past. Multiple-choice questions assess students' ability to reason about this source material **in tandem with** their knowledge of content required by the course. The possible answers for a multiple-choice question reflect the level of detail present in the required historical developments found in the concept outline for the course. While a set may focus on one particular period of world history, the individual questions within that set may ask students to make connections to thematically linked developments in other periods. Multiple-choice questions may address content from all six periods.

## Course Framework Alignment and Rationales

### Question 1

Main Practice/Skill Assessed	Learning Objectives	Key Concepts
Comparison	ENV-1 Explain how different types of societies have adapted to and affected their environments.	1.3.I
(A)	This option is incorrect. Most ancient river-valley societies depended upon the irrigated agriculture depicted in the image.	
(B)	<b>This option is correct.</b> Most ancient Afro-Eurasian civilizations adapted to life in river-valley environments by developing irrigation systems, such as those shown in the image.	
(C)	This option is incorrect. Not all Afro-Eurasian and American civilizations depended upon the development of irrigated agriculture.	
(D)	This option is incorrect. Ancient Mesopotamian and ancient Egyptian civilizations relied on irrigated agriculture, but so did many other societies in river-valley environments.	

Question 2

Main Practice/Skill Assessed	Learning Objectives	Key Concepts
Analyzing Primary Sources	ENV-5 Evaluate the extent to which the development of diverse technologies, industrialization, transportation methods, and exchange and communication networks have affected the environment over time.	1.2.I.C
(A)	This option is incorrect. The scene depicted in Image 2 directly illustrates the importance of military defense and the building of protective walls to the planning of most ancient cities.	
(B)	This option is incorrect. The inclusion of the wall relief depicting Assyrian forces attacking a city in the Assyrian royal palace directly illustrates how Assyrian rulers linked military and political power.	
(C)	<b>This option is correct.</b> While military assaults on ancient cities, such as the one depicted in the wall relief, were certainly destructive, the wall relief does not directly illustrate any negative effects on the environment.	
(D)	This option is incorrect. The wall relief directly illustrates the use of siege towers and battering rams to attack a walled city and, therefore, could be used as evidence of how technological change and development transformed warfare.	

Question 3

Main Practice/Skill Assessed	Learning Objectives	Key Concepts
Contextualization	SB-1 Explain how different forms of governance have been constructed and maintained over time.	1.3.II.A
(A)	This option is incorrect. Ancient rulers did not claim to rule by the consent of the governed, a concept that developed largely as a result of eighteenth-century Enlightenment political philosophy.	
(B)	<b>This option is correct.</b> Rulers in most ancient civilizations asserted that their authority derived from divine sources.	
(C)	This option is incorrect. Ancient rulers did not claim that their protection of religious minorities was a source of political legitimacy.	
(D)	This option is incorrect. Most ancient rulers governed populations that followed polytheistic belief systems.	

Question 4

Main Practice/Skill Assessed	Learning Objectives	Key Concepts
Analyzing Primary Sources	<b>SB-3</b> Explain how and why economic, social, cultural, and geographical factors have influenced the processes of state building, expansion, and dissolution.	2.2.II.A
(A)	This option is incorrect. Livy does not provide any indication about social mobility in the Roman Empire in this passage.	
(B)	This option is incorrect. While Greek culture greatly influenced the development of Roman political institutions and culture, Livy praises Roman values and culture in the passage and does not mention or allude to any desire of Romans to emulate Greek culture and political models.	
(C)	This option is incorrect. Livy does not indicate that Roman elites thought of a civil service career as being more beneficial than a career in the military in the passage.	
(D)	<b>This option is correct.</b> The passage directly illustrates that Livy, an educated Roman, strongly believed in the virtues and values of the Roman state and society. Livy's account of the Roman conquest of Greece indicates that his feelings were shared among the Roman military and political elite and that a sense of Roman virtue contributed to encouraging Roman expansion in the Mediterranean.	

Question 5

Main Practice/Skill Assessed	Learning Objectives	Key Concepts
Contextualization	<b>SB-2</b> Explain how and why different functions and institutions of governance have changed over time.	2.2.I
(A)	This option is incorrect. Although Livy mentions the Roman Senate in the passage, the Roman conquest of Greece in the second century B.C.E. occurred long after the development of a Roman imperial bureaucracy.	
(B)	This option is incorrect. Extensive trade networks in the Mediterranean developed long before the Roman conquest of Greece in the second century B.C.E.	
(C)	<b>This option is correct.</b> Livy's description of the Roman conquest of Greece is most directly understood in the context of Roman expansion in the eastern Mediterranean.	
(D)	This option is incorrect. While cultural diffusion resulted from Rome's expansion into the eastern Mediterranean, cultural diffusion did not lead to the Roman conquest of Greece that Livy describes in the passage.	

Question 6

Main Practice/Skill Assessed	Learning Objectives	Key Concepts
Analyzing Primary Sources	<b>SB-3</b> Explain how and why economic, social, cultural, and geographical factors have influenced the processes of state building, expansion, and dissolution.	2.2.II.B
(A)	This option is incorrect. An account by another Roman historian writing around the same date as Livy could be somewhat useful for evaluating the accuracy of Livy's account. It would not be the most useful, however, since it would have been written well after the Roman conquest of Greece and would be likely to convey similar attitudes to those expressed by Livy.	
(B)	This option is incorrect. An account by another Roman historian writing close to 197 B.C.E. could be useful for evaluating the accuracy of Livy's account because it is closer to the date of the conquest and might be more factually accurate. It would not be the most useful, however, since such a source would be likely to exhibit cultural biases similar to those expressed in Livy's account.	
(C)	This option is incorrect. An account by a Greek historian writing around the same date as Livy would be useful because it would likely illustrate a different cultural perspective about the Roman conquest. It would not be the most useful, however, since it would have been written well after 197 B.C.E.	
(D)	<b>This option is correct.</b> An account written by a Greek historian writing at the same time as the Roman conquest of Greece would be most helpful in evaluating Livy's description of the Greek citizenry's reaction to the Senate and Quintius' decree.	

Question 7

Main Practice/Skill Assessed	Learning Objectives	Key Concepts
Contextualization	ECON-7 Explain how local, regional, and global economic systems and exchange networks have influenced and impacted each other over time.	2.3.II.B
(A)	<b>This option is correct.</b> Pliny's account directly describes how knowledge of the monsoon winds was critical for conducting trade in the Indian Ocean. The expansion of Indian Ocean commerce in this period relied on such knowledge and the use of more technologically sophisticated sailing ships such as the <i>dhow</i> .	
(B)	(B) This option is incorrect. While trans-Saharan caravan routes were important to Mediterranean trade, Pliny's account describes Indian Ocean trade networks.	
(C)	(C) This option is incorrect. While trade along the Silk Road networks encouraged the spread of Buddhism, Pliny's account does not discuss the overland networks or Buddhism.	
(D)	(D) This option is incorrect. Domesticated pack animals were important to overland trade in the ancient world, but Pliny's account describes maritime trade.	

Question 8

Main Practice/Skill Assessed	Learning Objectives	Key Concepts
Analyzing Primary Sources	SB-6 Explain the political and economic interactions between states and non-state actors over time.	2.2.II.B
(A)	(A) This option is incorrect. The outflow of <i>sestertii</i> to India described in Pliny's account is not evidence of India's lack of currency but an indicator of greater Roman demand for Indian trade goods.	
(B)	<b>This option is correct.</b> Pliny's statements that Roman trade with India drains the empire of 50 million <i>sestertii</i> each year and that Indian goods sell for a much higher value in the Roman Empire than they are worth in India indicate that Pliny felt that the trade was detrimental to the Empire, and illustrate that not all educated Romans supported long-distance trade.	
(C)	(C) This option is incorrect. Pliny's account describes the commercial significance of Indian Ocean trade and hints at the participation of the local population in that trade but does not mention Roman naval actions in the Indian Ocean or the recruitment of the local population into the Roman navy.	
(D)	(D) This option is incorrect. While Pliny's account hints that Keft had some importance as a commercial center for Roman trade in the Indian Ocean region, Pliny provides no indication that Keft was the primary center of trade in the Roman Empire.	

Question 9

Main Practice/Skill Assessed	Learning Objectives	Key Concepts
Contextualization	ECON-7 Explain how local, regional, and global economic systems and exchange networks have influenced and impacted each other over time.	2.3.I.A
(A)	<b>This option is correct.</b> India was a source of luxury goods such as spices, textiles, and other handcrafted goods that were highly valued in other regions, including the Roman Empire. High demand and high transportation costs contributed the most to making these goods expensive.	
(B)	This option is incorrect. While Indian luxury trade goods that were sold to foreign merchants were relatively less scarce in India than in other countries, they were not extremely common.	
(C)	This option is incorrect. Staple goods such as food and clothing were low-cost items and were not typically desired commodities in long-distance trade.	
(D)	This option is incorrect. Although the activities of middlemen increased the cost of long-distance commerce and the value of goods, the Mongols had not yet emerged as prominent actors in Eurasia and were in any case not involved in maritime trade.	

Question 10

Main Practice/Skill Assessed	Learning Objectives	Key Concepts
Continuity and Change Over Time	SB-3 Explain how and why economic, social, cultural, and geographical factors have influenced the processes of state building, expansion, and dissolution.	3.1.I.E
(A)	This option is incorrect. The Gupta Empire began to decline around the same time as the Western Roman Empire collapsed.	
(B)	<b>This option is correct.</b> The establishment of the Umayyad and Abbasid caliphates linked together the overland Silk Road, Indian Ocean, Mediterranean, and trans-Saharan trade circuits, which spurred increased commercial activity across Afro-Eurasia and invigorated the Indian Ocean trade networks.	
(C)	This option is incorrect. The Parthian Empire collapsed in the mid third century C.E.	
(D)	This option is incorrect. The Kushan Empire collapsed in the late fourth century C.E., roughly one hundred years before the fall of the Western Roman Empire.	

Question 11

Main Practice/Skill Assessed	Learning Objectives	Key Concepts
Continuity and Change Over Time	<b>ENV-3</b> Evaluate the extent to which migration, population, and urbanization affected the environment over time. <b>SB-3</b> Explain how and why economic, social, cultural, and geographical factors have influenced the processes of state building, expansion, and dissolution.	2.2.II.A
(A)	This option is incorrect. While the development of harnesses, stirrups, and saddles led to an increased use of pack animals for transportation in the period from 3000 B.C.E. to 1000 C.E., the chart indicates that caloric usage on transportation only increased slightly in the period. A slight increase in caloric usage on transportation would not sufficiently explain the total increased energy consumption in the period.	
(B)	This option is incorrect. The spread of crops resulting from the Columbian Exchange dated from the period after 1450 C.E. and would not explain increased energy consumption between 3000 B.C.E. and 1000 C.E.	
(C)	<b>This option is correct.</b> The chart indicates that significant increases in energy use for food production, domestic and commercial activity, and industrial production and agricultural infrastructure occurred in the period from 3000 B.C.E. to 1000 C.E. The energy consumption needed to construct irrigation systems, support growing populations of non-agricultural laborers, and meet the tax and tribute demands of expanding states and empires best explains the significant increase in human energy usage in the period.	
(D)	This option is incorrect. While this period saw an increase in the spread of disease pathogens along trade routes, this development would most likely decrease rather than increase energy usage because there would be fewer people.	

Question 12

Main Practice/Skill Assessed	Learning Objectives	Key Concepts
Continuity and Change Over Time	ECON-3 Explain how different modes and locations of production and commerce have developed and changed over time.	5.1.I.B
(A)	<b>This option is correct.</b> The chart indicates that increases in energy consumption in the period from 1000 to 1850 c.e. were greatest in the transportation, industrial, and consumer sectors. These increases illustrate the importance by 1850 of growing mechanization of labor and industrialization, as well as the development of new forms of transportation, such as the railroad.	
(B)	This option is incorrect. The second industrial revolution began after 1850 and did not result in the development of command economies.	
(C)	This option is incorrect. The expansion of coerced labor in the Americas occurred during this period, but it only partially explains the increased energy usage shown in the chart for the period 1000 to 1850 c.e. While coerced labor on plantations in the Americas could partially explain increases in agriculture and domestic and commercial activity, it would not have produced the largest increases in any of the categories shown on the chart.	
(D)	This option is incorrect. While the period between 1000 and 1850 c.e. did experience an intensification of peasant labor, most of the increase in energy consumption evident in the chart resulted from industrial and commercial demand rather than from food production.	

Question 13

Main Practice/Skill Assessed	Learning Objectives	Key Concepts
Continuity and Change Over Time	ECON-7 Explain how local, regional, and global economic systems and exchange networks have influenced and impacted each other over time.	6.1.I.D
(A)	This option is incorrect. Medical innovations and longer life expectancy contributed to global population growth, but they only indirectly resulted in greater energy consumption.	
(B)	This option is incorrect. Green Revolution technologies and their resulting increases in agricultural production contributed to greater energy consumption but not to the degree that petroleum-based technologies and products did.	
(C)	This option is incorrect. New methods of communication, such as the radio and the Internet, had little impact on global energy consumption.	
(D)	<b>This option is correct.</b> After 1850, new technologies that relied on petroleum or nuclear power significantly increased global energy consumption.	

Question 14

Main Practice/Skill Assessed	Learning Objectives	Key Concepts
Contextualization	<b>CUL-2</b> Explain how religions, belief systems, philosophies, and ideologies affected political, economic and social developments over time.	2.1.I.B 2.1.III
(A)	This option is incorrect. While ancient Vedic religious practices employed animal sacrifice as a feature of worship, Hindus in the fifth century C.E. emphasized less concrete and more philosophical forms of ritual practice. And, animal sacrifice is not illustrated in the poem.	
(B)	This option is incorrect. Bhartrihari's poem does not directly reference India's caste divisions.	
(C)	This option is incorrect. Even though many of the Mauryan dynasty rulers used Hindu beliefs to demonstrate their legitimacy and retained Hindu Brahmins in their courts, the dynasty ended in 185 B.C.E.	
(D)	<b>This option is correct.</b> The passage celebrates the rejection of worldly pursuits and desires and embraces ascetic practices associated with Hinduism in an attempt to achieve spiritual liberation.	

Question 15

Main Practice/Skill Assessed	Learning Objectives	Key Concepts
Comparison	<b>CUL-1</b> Explain how religions, belief systems, philosophies, and ideologies originated, developed, and spread as a result of expanding communication and exchange networks.	2.1.II.A
(A)	This option is incorrect. With a few exceptions, Greco-Roman polytheism did not endorse or valorize the idea of rejecting the material world and pursuing an ascetic lifestyle.	
(B)	This option is incorrect. Legalism emphasized the responsibility of individuals to be obedient to consistent and well-enforced regulations rather than the rejection of social controls and material rewards.	
(C)	This option is incorrect. Confucianism stressed fulfilling one's social obligations to the family and the state, while this passage idealizes solitude in the pursuit of personal liberation.	
(D)	<b>This option is correct.</b> Like Bhartrihari, Buddhism emphasized that human suffering arises from personal desires and attachments. According to Buddhists, Enlightenment is achieved only when attachments to material riches, power, sexual desire, and familial obligations are relinquished.	

Question 16

Main Practice/Skill Assessed	Learning Objectives	Key Concepts
Causation	<b>SB-2</b> Explain how and why different functions and institutions of governance have changed over time.	2.2.II.A
(A)	This option is incorrect. The spread of Buddhism to Central Asia and Sri Lanka long before 300 c.e. had little relationship to the later dominance of Hinduism in South Asia.	
(B)	<b>This option is correct.</b> The founder of the Gupta dynasty, Chandra Gupta I, and his grandson, Chandra Gupta II, are both remembered as patrons of Hindu temple construction and Hindu art and literature. Gupta support of the Brahmin caste and promotion of Hinduism secured the dynasty's legitimacy and reestablished Hinduism as the dominant religious system in South Asia.	
(C)	This option is incorrect. Muslim conquests in South Asia did not begin until the eighth century and would not explain why Hinduism became the dominant religion in South Asia.	
(D)	This option is incorrect. Hinduism is a religion native to South Asia and was spread elsewhere through the migration of diasporic merchant communities.	

Question 17

Main Practice/Skill Assessed	Learning Objectives	Key Concepts
Continuity and Change over Time	<b>SB-6</b> Explain the political and economic interactions between states and non-state actors over time.	2.2.II.B
(A)	This option is incorrect. Al-Muttawwi's account does not mention the Great Wall or other defensive military measures taken by the Chinese to defend against nomadic incursions.	
(B)	This option is incorrect. Al-Muttawwi's account does not mention the incorporation of nomadic populations into the Chinese military.	
(C)	<b>This option is correct.</b> Under the tribute system, Chinese dynasties received recognition of their political superiority in exchange for providing nomadic groups with extensive gifts to prevent raids along the frontiers. Al-Muttawwi's reference to the Chinese annual payment of 500,000 loads of silk to the Uighurs was similar to earlier payments in silk made by the Han dynasty to the Xiongnu and other nomadic populations along its northern and western borders.	
(D)	This option is incorrect. Al-Muttawwi's account refers to overland travel along the steppe routes between the lands of the Abbasid Caliphate and China.	

Question 18

Main Practice/Skill Assessed	Learning Objectives	Key Concepts
Analyzing Primary Sources	<b>CUL-6</b> Explain how expanding exchange networks shaped the emergence of various forms of transregional culture, including music, literature and visual art.	3.2.II
(A)	This option is incorrect. Al-Muttawwi'i's account does not mention technologies or increased agricultural productivity resulting from technology.	
(B)	This option is incorrect. While Al-Muttawwi'i's account alludes indirectly to Samarkand's prosperity, it does not refer to climate change.	
(C)	<b>This option is correct.</b> Al-Muttawwi'i's account identifies the transfer of a number of technological capabilities, specifically paper production, from China to the Muslim population in Samarkand.	
(D)	This option is incorrect. Though Al-Muttawwi'i's account references "the capture of some people whose children fabricate in Samarkand good paper," these artisans were not enslaved persons and, therefore, the passage does not provide evidence of the increased use of coerced labor in Central Asia.	

Question 19

Main Practice/Skill Assessed	Learning Objectives	Key Concepts
Analyzing Primary Sources	<b>ECON-7</b> Explain how local, regional, and global economic systems and exchange networks have influenced and impacted each other over time.	3.1.I.E
(A)	This option is incorrect. It is not clear from Al-Muttawwi'i's account that Islam was adopted in China.	
(B)	<b>This option is correct.</b> The journey of Al-Muttawwi'i from the Abbasid Caliphate to Central Asia illustrates how the expansion of Muslim rule in Central Asia increased communication between regions and incorporated Central Asia into an expanding trade and communication network.	
(C)	This option is incorrect. While Al-Muttawwi'i's account mentions the use of relay horses to speed up communication, this technique had been widely used in the region for centuries.	
(D)	This option is incorrect. Al-Muttawwi'i's account refers to the presence of Zoroastrianism in Central Asia but makes no reference to the decline of Zoroastrianism among Central Asian peoples.	

Question 20

Main Practice/Skill Assessed	Learning Objectives	Key Concepts
Contextualization	<b>CUL-2</b> Explain how religions, belief systems, philosophies, and ideologies affected political, economic and social developments over time.	3.1.III.A 3.1.III.D
(A)	This option is incorrect. Buddhism continued to flourish in many regions of Central Asia.	
(B)	<b>This option is correct.</b> With the expansion of the Umayyad and Abbasid caliphates into the region during the seventh and eighth centuries C.E., Islam's influence in Central Asia grew.	
(C)	This option is incorrect. There is no evidence that al-Muttawwi'i's journey across Central Asia had any influence on the diffusion of literary traditions outside of the Islamic world.	
(D)	This option is incorrect. The defeat of the “king of China” by the “ruler of Samarkand” cited in the second paragraph likely refers to the Battle of Talas (751 C.E.) at which Tang China’s westward expansion was halted by a combined army of Abbasid soldiers and local Turkic nomads allied with the Abbasids.	

Question 21

Main Practice/Skill Assessed	Learning Objectives	Key Concepts
Contextualization	<b>CUL-1</b> Explain how religions, belief systems, philosophies, and ideologies originated, developed, and spread as a result of expanding communication and exchange networks.	3.1.III.D
(A)	This option is incorrect. While the passage illustrates cross-cultural interaction between Jewish, Christian, and Muslim populations in Spain around 1150 C.E., there is no evidence in this passage of any change in the religious beliefs or practices of any of the three populations as a result of the activities described in the passage.	
(B)	This option is incorrect. While Iberian Jews such as Ibrahim Ibn Daud were descendants of a diasporic merchant community, the passage provides no evidence about the establishment of such communities.	
(C)	This option is incorrect. The development of a scientific method based on experimentation is not illustrated in the passage and would only clearly develop after the Scientific Revolution of the sixteenth and seventeenth centuries.	
(D)	<b>This option is correct.</b> Ibn Sina was a Persian Muslim philosopher whose commentaries on Aristotelian philosophy had significant influence on Muslim, Christian, and Jewish communities around the Mediterranean. This translation of his work from Arabic to Latin represented one phase in the diffusion of Ibn Sina's work (and of Aristotelian philosophy) from the Islamic world to medieval Europe.	

Question 22

Main Practice/Skill Assessed	Learning Objectives	Key Concepts
Contextualization	<p><b>ENV-3</b> Evaluate the extent to which migration, population, and urbanization affected the environment over time.</p> <p><b>CUL-6</b> Explain how expanding exchange networks shaped the emergence of various forms of transregional culture, including music, literature, and visual art.</p>	3.1.II.C 3.1.III.D
(A)	This option is incorrect. Ibn Daud, who was born in Córdoba in Muslim Spain where Jews and Christians had rights guaranteed by Islamic law, traveled to Christian-controlled Toledo, which had been under Christian rule since 1085 and where legal protections granted to Jews and Muslims could be more easily rescinded.	
(B)	This option is incorrect. Arabic and Latin long pre-dated the cross-cultural interaction described in this passage.	
(C)	<b>This option is correct.</b> Migration and trade interactions throughout the twelfth-century Mediterranean contributed to the transmission of scientific and philosophical treatises written in Arabic and Persian from the Islamic world to western Europe.	
(D)	This option is incorrect. Although Islam borrowed extensively from other monotheistic religions such as Judaism and Christianity, Ibn Daud's translating activities do not illustrate that process.	

Question 23

Main Practice/Skill Assessed	Learning Objectives	Key Concepts
Contextualization	ENV-2 Explain how environmental factors, disease, and technology affected patterns of human migration and settlement over time.	3.1.IV
(A)	This option is incorrect. Although the bubonic plague and other developments in the fourteenth and fifteenth centuries weakened the prestige of the papacy and the Church, the plague did not occur during a period when papal authority was collapsing.	
(B)	This option is incorrect. The spread of Renaissance artistic styles in the fourteenth and fifteenth centuries was largely confined to western Europe and is not the most direct context for understanding the spread of the bubonic plague across Afro-Eurasia.	
(C)	<b>This option is correct.</b> This painting reflects fears generated by the spread of the bubonic plague, which probably originated in China. The disease spread across Afro-Eurasia along trade routes and reached western Europe in 1347.	
(D)	This option is incorrect. While European architects in the fifteenth century were influenced by classical architecture, this painting does not reflect that influence.	

Question 24

Main Practice/Skill Assessed	Learning Objectives	Key Concepts
Causation	ENV-2 Explain how environmental factors, disease, and technology affected patterns of human migration and settlement over time.	3.3.II.A
(A)	This option is incorrect. The spread of the bubonic plague did not lead to an appreciable decline in patriarchal social norms across Afro-Eurasia.	
(B)	<b>This option is correct.</b> Urban centers across Afro-Eurasia were often the areas most devastated by the spread of epidemic diseases in the fourteenth and fifteenth centuries.	
(C)	This option is incorrect. In many world regions, most notably western Europe, demographic declines associated with the spread of epidemic diseases triggered periods of technological and scientific innovation.	
(D)	This option is incorrect. The spread of epidemic diseases in the fourteenth and fifteenth centuries did not lead to a decrease in military conflicts.	

Question 25

Main Practice/Skill Assessed	Learning Objectives	Key Concepts
Causation	<b>SB-4</b> Explain how and why internal and external political factors have influenced the process of state building, expansion, and dissolution.	3.3.III.C
(A)	This option is incorrect. Although the spread of the bubonic plague in Afro-Eurasia contributed to migrations, significant diasporic merchant communities did not emerge as a result of the spread of this disease.	
(B)	<b>This option is correct.</b> The spread of the bubonic plague across western Europe devastated the estates of manorial lords, who imposed various restrictions on peasant movements and increased manorial obligations and taxes. These actions led to peasant revolts in France and England during the mid and late fourteenth century. In addition to natural disasters and famine, the effects of the bubonic plague also contributed to the Red Turban Rebellion in China that lasted from 1351 to 1368.	
(C)	This option is incorrect. The spread of epidemic diseases increased religious anxieties and often contributed to growing xenophobia and hostility towards other faiths, as was evidenced by the persecution of Jewish communities in western Europe during the fourteenth century.	
(D)	This option is incorrect. The expansion of the Mongol Empire was not a result of the spread of the bubonic plague.	

Question 26

Main Practice/Skill Assessed	Learning Objectives	Key Concepts
Continuity and Change over Time	<b>CUL-1</b> Explain how religions, belief systems, philosophies, and ideologies originated, developed, and spread as a result of expanding communication and exchange networks.	4.1.VI
(A)	This option is incorrect. Andean silver became an important factor contributing to the development of the global economy in the sixteenth century, but de Estete's account describes religious rather than economic developments resulting from cross-cultural interaction between the Spanish and Amerindian populations.	
(B)	This option is incorrect. American food crops became staples across Eurasia, but de Estete's account describes religious interactions between Spanish and Amerindian populations.	
(C)	<b>This option is correct.</b> Although the Spanish and Portuguese succeeded in imposing Roman Catholicism as the official religion in their American colonies and the Native American population did convert to Christianity, many Native American religious traditions were partly preserved in the syncretic beliefs and practices that emerged in the Americas after the European conquest.	
(D)	This option is incorrect. While religious conversion provided one justification for the establishment of coercive labor practices in the Americas, de Estete's account describes the interaction between Spanish Catholics and Amerindian religious practices.	

Question 27

Main Practice/Skill Assessed	Learning Objectives	Key Concepts
Comparison	<b>SB-1</b> Explain how different forms of governance have been constructed and maintained over time.	4.3.II.B
(A)	This option is incorrect. Europeans such as the Portuguese, Spanish, and Dutch did not rely on minority groups to spread Christianity in South and East Asia, instead entrusting the task to European missionaries and preachers.	
(B)	<b>This option is correct.</b> While the Spanish, Portuguese, and other Europeans were able to conquer extensive territory in the Americas, they were unable to challenge powerful states in Asia such as the Ottoman Empire, the Mughal Empire, and the Ming and Qing dynasties of China until after 1750.	
(C)	This option is incorrect. Europeans did not try to establish cultural uniformity in South and East Asia.	
(D)	This option is incorrect. Europeans did not become involved in sectarian conflicts in South and East Asia in the period 1450–1750.	

Question 28

Main Practice/Skill Assessed	Learning Objectives	Key Concepts
Analyzing Primary Sources	<b>CUL-2</b> Explain how religions, belief systems, philosophies, and ideologies affected political, economic and social developments over time.	4.1.VII
(A)	This option is incorrect. An account by a Spanish conquistador also present would be an additional primary source but would likely reflect a similar view of the events as that of Miguel de Estete.	
(B)	<b>This option is correct.</b> An account by an Inca who was also present would be important in attempting to establish the reliability of de Estete's characterization of the events described in the passage because it would present the Native American perspective on Spanish actions.	
(C)	This option is incorrect. Although an account by another European of a similar event would offer a useful comparative perspective, it would not be most useful in establishing the reliability of de Estete's account of events because it would still provide a European perspective.	
(D)	This option is incorrect. Although a Spanish official in Madrid's report might add context to de Estete's account, it would be less helpful in assessing de Estete's reliability because it would not be an eyewitness account and would still provide a Spanish cultural perspective.	

Question 29

Main Practice/Skill Assessed	Learning Objectives	Key Concepts
Contextualization	<b>CUL-6</b> Explain how expanding exchange networks shaped the emergence of various forms of transregional culture, including music, literature and visual art.	4.1.VII
(A)	This option is incorrect. Although the first centuries of Mughal rule in South Asia included important scientific and technical developments, the image of Jahangir holding a globe is not a symbolic representation of these developments.	
(B)	<b>This option is correct.</b> The image of the Mughal emperor Jahangir, whose name in Persian means “holder of the world,” holding a globe is a symbolic representation of the growing power and territorial expansion of the Mughal Empire.	
(C)	This option is incorrect. Emperor Jahangir did not travel extensively to pilgrimage sites in Eurasia.	
(D)	This option is incorrect. South Asian influence over global trade networks was reduced during the Mughal period as European maritime powers assumed a greater role in Indian Ocean trade.	

Question 30

Main Practice/Skill Assessed	Learning Objectives	Key Concepts
Analyzing Primary Sources	<b>CUL-2</b> Explain how religions, belief systems, philosophies, and ideologies affected political, economic and social developments over time.	4.3.I.B
(A)	<b>This option is correct.</b> The portrait of Jahangir holding a picture of the Virgin Mary directly illustrates the emperor's continuation of his father Akbar's tradition of encouraging religious tolerance of religious traditions in the Mughal Empire.	
(B)	This option is incorrect. While Indian artisans produced decorated products for export markets, it is unlikely that this image was produced for export.	
(C)	This option is incorrect. The image of a Mughal emperor holding a picture of Mary does not provide evidence of the sponsorship of artists by new economic elites, since the Mughal rulers were the apex of the political aristocracy in Muslim-ruled South Asia.	
(D)	This option is incorrect. Jahangir was a devout Sunni Muslim and orthodox in his Islamic beliefs and practices. Additionally, Mary is highly revered among Muslims- and, therefore, holding a picture of her would not illustrate an adoption of Christian beliefs and practices.	

Question 31

Main Practice/Skill Assessed	Learning Objectives	Key Concepts
Analyzing Primary Sources	<b>CUL-5</b> Explain how the arts are shaped by and reflect innovation, adaptation, and creativity of specific societies over time.	4.3.I.A
(A)	This option is incorrect. The Mughal rulers had long been devoted to Islam and these portraits did not commemorate the earlier conversion of Mughal rulers.	
(B)	This option is incorrect. Neither the image of Mary nor the entire portrait reflects Hellenistic influence.	
(C)	This option is incorrect. As devout Muslims and committed monotheists, Mughal rulers would never have countenanced a belief in their own or other rulers' divinity.	
(D)	<b>This option is correct.</b> Mughal rulers often sponsored works of art and architecture to illustrate their power and glorify their rule.	

Question 32

Main Practice/Skill Assessed	Learning Objectives	Key Concepts
Analyzing Primary Sources	<b>CUL-2</b> Explain how religions, belief systems, philosophies, and ideologies affected political, economic and social developments over time.	4.1.VI
(A)	<b>This option is correct.</b> The Portuguese in the sixteenth century were among the first European nations to become involved in Indian Ocean and East Asian trade networks. European diplomats and merchants in the Indian Ocean region often supported missionary activity for the purpose of spreading Christianity in the region as well.	
(B)	This option is incorrect. Nestorian Christianity, which followed quite different liturgical practices than the Roman Catholicism practiced by the Portuguese, entered China in the mid-seventh century and, therefore, long pre-dated the arrival of the Portuguese and other Europeans.	
(C)	This option is incorrect. Russian expansion in the sixteenth century did not reach China or reach far into Asia. In addition, most Russian Christians were Orthodox rather than Roman Catholic.	
(D)	This option is incorrect. While regional trade in the Indian Ocean intensified in the sixteenth century with the arrival of Europeans and while Christianity spread as a result of Europeans' arrival, most Chinese merchants saw little advantage in adopting Christianity.	

Question 33

Main Practice/Skill Assessed	Learning Objectives	Key Concepts
Causation	ECON-7 Explain how local, regional, and global economic systems and exchange networks have influenced and impacted each other over time.	4.1.II
(A)	This option is incorrect. Muslim and Jewish merchants continued to dominate commercial activity in the Indian Ocean region long after the arrival of Europeans like the Portuguese, Spanish, and Dutch to the area.	
(B)	<b>This option is correct.</b> Portuguese leadership in the development of navigation technologies and cartography gave the small nation an opportunity to establish a maritime commercial influence that extended around the globe. Technologies such as the caravel, astrolabe, and improved maps and nautical charts called <i>portolanos</i> were important to early Portuguese maritime expansion.	
(C)	This option is incorrect. Although demand for silver would be an important factor in intensifying commercial activity between European powers and China, the Spanish rather than the Portuguese predominated in the circulation of silver in the Pacific and Atlantic Ocean trade circuits.	
(D)	This option is incorrect. Portugal, like most European maritime powers, pursued mercantilist economic policies that established state-sponsored monopolies to control trade rather than to rely on free-market principles.	

Question 34

Main Practice/Skill Assessed	Learning Objectives	Key Concepts
Causation	ECON-7 Explain how local, regional, and global economic systems and exchange networks have influenced and impacted each other over time.	4.1.III.A
(A)	This option is incorrect. While Mandarin predominated throughout much of northern China, Cantonese remained the dominant spoken language in the commercial ports of southern China and in the Chinese merchant communities in Malaysia and Southeast Asia.	
(B)	This option is incorrect. Woodblock printing long pre-dated the arrival of European traders and diplomats in southern China and played little role in communication between Chinese populations and European merchants.	
(C)	<b>This option is correct.</b> In the sixteenth century, Portuguese sea captains had established forts and trading posts in a number of southern Chinese port towns, including Canton (modern Guangzhou) and Macao. Interactions in such trading posts had resulted in a limited number of Portuguese merchants and missionaries acquiring the language skills to communicate with the local Chinese population.	
(D)	This option is incorrect. Arabic and Persian were not the predominant languages of trade in southern China, and Portuguese never replaced Arabic and Persian as commercial languages in the Indian Ocean trade circuit.	

Question 35

Main Practice/Skill Assessed	Learning Objectives	Key Concepts
Comparison	<b>SB-2</b> Explain how and why different functions and institutions of governance have changed over time.	4.3.II.B
(A)	This option is incorrect. During the period 1450 to 1750, the Spanish Empire primarily engaged in maritime expansion in the Atlantic and Pacific regions.	
(B)	This option is incorrect. During the period 1450 to 1750, the Portuguese established a largely maritime empire composed of trading posts, naval outposts, and some larger territories in South America, Africa, and the Indian Ocean region.	
(C)	This option is incorrect. During the period 1450 to 1750, the British Empire primarily engaged in maritime expansion in the Caribbean and Indian Ocean, with some overland expansion in North America and India.	
(D)	<b>This option is correct.</b> Like the Russian Empire, the Mughal Empire engaged in significant overland expansion, extending its rule across large swaths of territory in India and Central Asia during the period 1450 to 1750.	

Question 36

Main Practice/Skill Assessed	Learning Objectives	Key Concepts
Comparison	<b>SB-2</b> Explain how and why different functions and institutions of governance have changed over time.	5.2.II.B
(A)	This option is incorrect. During the nineteenth century Qajar Iran declined in size following a series of defeats to an expanding Russian Empire.	
(B)	This option is incorrect. The Ottoman Empire during the nineteenth century experienced a period of territorial contraction.	
(C)	<b>This option is correct.</b> The United States in the nineteenth century engaged in extensive overland expansion into western North America.	
(D)	This option is incorrect. The French Emperor Napoleon Bonaparte abolished the Holy Roman Empire in 1806.	

Question 37

Main Practice/Skill Assessed	Learning Objectives	Key Concepts
Causation	SB-3 Explain how and why economic, social, cultural, and geographical factors have influenced the processes of state building, expansion, and dissolution.	5.1.V.C 5.2.II.A
(A)	This option is incorrect. While European economic imperialism weakened Qing China in the nineteenth and early twentieth centuries, the success of Japanese imperialism in China was a more direct consequence of Japan's own industrialization.	
(B)	<b>This option is correct.</b> The Meiji Reforms of the late nineteenth century established Japan as a military and industrial rival of European powers. Japanese imperial expansion in East Asia between 1870 and 1942 directly resulted from that industrialization.	
(C)	This option is incorrect. Although United States and European influence over Tokugawa Japan encouraged reformers to overthrow the Shogunate, reestablish direct imperial rule, and institute a series of military and economic reforms, such influence was not the most direct reason for Japanese imperial expansion.	
(D)	This option is incorrect. Questions about political authority and nationalism were not issues that divided Japan between 1870 and 1942 and did not facilitate Japanese imperial expansion.	

Question 38

Main Practice/Skill Assessed	Learning Objectives	Key Concepts
Comparison	SB-1 Explain how different forms of governance have been constructed and maintained over time.	5.2.I.B
(A)	This option is incorrect. While resource acquisition was one rationale for the Ottoman Empire's expansion into North Africa and the Middle East, the principal rationale was to defeat or destroy the rival Mamluk and Safavid empires.	
(B)	This option is incorrect. Napoleon's primary goal in extending French rule into central and southern Europe was to defeat his Austrian and Prussian rivals.	
(C)	<b>This option is correct.</b> Like Japanese expansion in Southeast Asia, the primary rationale for the British East India Company's establishment of trading posts in India was to acquire greater resources and control regional trade.	
(D)	This option is incorrect. The Qing dynasty's primary goal in expanding its rule into Central Asia was to eliminate the threat of nomadic groups such as the Mongols and acquire direct control over Central Asian trade routes.	

Question 39

Main Practice/Skill Assessed	Learning Objectives	Key Concepts
Comparison	<b>CUL-2</b> Explain how religions, belief systems, philosophies, and ideologies affected political, economic and social developments over time.	5.3.IV.B
(A)	This option is incorrect. The socialist movement in the late nineteenth century was devoted to empowering the working classes and did not emphasize women's independence or emancipation.	
(B)	<b>This option is correct.</b> Kartini's desire to achieve emancipation from ancient patriarchal traditions is most similar to the goal of European women in the late nineteenth century, who were demanding such rights as suffrage, access to education, and greater independence from the marital authority of their husbands.	
(C)	This option is incorrect. Although Kartini expresses a desire for "emancipation," she does not reference the abolitionist movement, which by 1899 had largely accomplished its objectives.	
(D)	This option is incorrect. While anti-imperialist movements existed in 1899, Kartini expresses a desire for independence as a woman rather than independence for her homeland.	

Question 40

Main Practice/Skill Assessed	Learning Objectives	Key Concepts
Contextualization	<b>SOC-3</b> Evaluate the extent to which legal systems, colonialism, nationalism, and independence movements have sustained or challenged class, gender, and racial hierarchies over time.	5.2.I.A 5.3.I.C
(A)	This option is incorrect. The Dutch in colonial Indonesia had not begun to reform Indonesian education or to introduce a public education system in the colony in the late nineteenth century.	
(B)	<b>This option is correct.</b> During the last decades of the nineteenth century, European colonial expansion resulted in the spread of liberal ideals derived from Enlightenment thought.	
(C)	This option is incorrect. The radio and other mass media technologies had little effect on global attitudes about gender before the early twentieth century.	
(D)	This option is incorrect. Although Asian laborers were employed in European colonies in the aftermath of the end of the slave trade, such workers' experiences would likely have had little influence on a Javanese noblewoman's ideas about women's social roles.	

Question 41

Main Practice/Skill Assessed	Learning Objectives	Key Concepts
Causation	SOC-2 Evaluate the extent to which different ideologies, philosophies, and religions affected social hierarchies.	6.3.III
(A)	This option is incorrect. While anticolonial independence movements occasionally resulted in changed ideas of gender relations, nationalist movements just as often reinforced and celebrated traditional gender roles as a counter to Western social influences.	
(B)	This option is incorrect. Neoliberal economic policies have tended to reinforce rather than undermine traditional gender roles.	
(C)	This option is incorrect. Although organizations like the United Nations and other institutions of global cooperation and governance have sometimes encouraged the expansion of women's rights and opportunities, these efforts have been sporadic and made ineffective by the minimal authority that such institutions have over state governments.	
(D)	<b>This option is correct.</b> The global growth of the women's movement in the late twentieth century, expanding access to education for women, better health care and family-planning opportunities, and the increasing ability of women to obtain political and economic power have most greatly advanced the "emancipation" that Kartini sought in the passage.	

Question 42

Main Practice/Skill Assessed	Learning Objectives	Key Concepts
Contextualization	SOC-5 Explain how social categories, roles, and practices have been maintained or challenged over time.	5.2.III
(A)	This option is incorrect. While the ideas about the nature of competition that Pearson expressed in the passage were often used to justify free-market capitalism, the ideas themselves are most clearly representative of Social Darwinism.	
(B)	This option is incorrect. While Pearson emphasizes that progress results from competitive struggle, Marx emphasized the role of class struggle rather than racial competition as the driving force in historical development.	
(C)	This option is incorrect. Mercantilism, a collection of economic theories that predominated in western Europe before the nineteenth century, encouraged competition between nations in the pursuit of favorable trade balances but did not use racial theories to justify such competition.	
(D)	<b>This option is correct.</b> Social Darwinists argued that societies are subject to the laws of natural selection and characterized by a struggle for existence in which only the fittest survive. The theory legitimized the creation of racial hierarchies and policies of imperialist expansionism.	

Question 43

Main Practice/Skill Assessed	Learning Objectives	Key Concepts
Causation	SOC-5 Explain how social categories, roles, and practices have been maintained or challenged over time.	5.2.III
(A)	<b>This option is correct.</b> The attitudes expressed in the passage justified European subjugation of so-called inferior races in Africa and Asia as akin to a Darwinian competition for survival.	
(B)	This option is incorrect. Abolitionists objected to the ideas expressed by Pearson.	
(C)	This option is incorrect. While many late-nineteenth-century entrepreneurs would have agreed with Pearson, industrialization did not result from the ideas of Social Darwinism.	
(D)	This option is incorrect. While conversion of non-Christians was often a rationale given to legitimize European colonization, Social Darwinism provided a secular justification for European dominance over what were considered inferior races.	

Question 44

Main Practice/Skill Assessed	Learning Objectives	Key Concepts
Contextualization	SB-3 Explain how and why economic, social, cultural, and geographical factors have influenced the processes of state building, expansion, and dissolution.	5.2.I.D
(A)	This option is incorrect. Australia was not founded for the purpose of resources extraction but as a settler colony.	
(B)	<b>This option is correct.</b> Australia was established as a British settler colony in 1788.	
(C)	This option is incorrect. Although the Dutch explored northern Australia in the seventeenth century, neither the Dutch East India Company nor other European merchant companies established trading posts.	
(D)	This option is incorrect. Japan never conquered Australia.	

Question 45

Main Practice/Skill Assessed	Learning Objectives	Key Concepts
Analyzing Primary Sources	CUL-2 Explain how religions, belief systems, philosophies, and ideologies affected political, economic and social developments over time.	5.2.III
(A)	This option is incorrect. Pearson does not express a desire to convert non-Whites to Christianity.	
(B)	This option is incorrect. Pearson and other Social Darwinists did not believe that non-Europeans should obtain self-government until they had been sufficiently “civilized” by Europeans.	
(C)	<b>This option is correct.</b> Pearson’s arguments in the passage indicate that he and other Social Darwinists would agree that human progress results from the subjugation of weaker and inferior populations by the stronger and, therefore, Britain’s creation of a colonial empire in Africa would result in the improvement of the human species.	
(D)	This option is incorrect. This statement reflects mercantilist assumptions that a nation’s wealth is measured by its supply of gold and silver and is not reflected in Pearson’s arguments in the passage.	

Question 46

Main Practice/Skill Assessed	Learning Objectives	Key Concepts
Analyzing Secondary Sources	SOC-2 Evaluate the extent to which different ideologies, philosophies, and religions affected social hierarchies.	6.3.III
(A)	This option is incorrect. Mazower’s critique of Nazi imperialism is not informed by Social Darwinist ideas that European states such as Nazi Germany were engaged in a “civilizing” mission against “inferior” peoples.	
(B)	This option is incorrect. While Mazower situates the rise of authoritarian regimes in the failure of liberal, democratic institutions after 1918, he does not accept the Marxist contention that the violence of the twentieth century resulted from class struggle.	
(C)	<b>This option is correct.</b> Mazower observes that Hitler’s objective was a “complete racial reconstitution” of Europe with precedents in the European colonization of Asia, Africa, and the Americas. Mazower directly equates the genocidal violence of Nazi Germany with imperialistic policies that had long been features of the European project of colonization.	
(D)	This option is incorrect. Whereas Romantic Nationalism glorified imperial expansion, Mazower clearly believes that Nazi expansion had completely negative consequences.	

Question 47

Main Practice/Skill Assessed	Learning Objectives	Key Concepts
Continuity and Change Over Time	<b>SB-2</b> Explain how and why different functions and institutions of governance have changed over time. <b>ECON-2</b> Explain the causes and effects of economic strategies of different types of communities, states, and empires.	6.3.II.B
(A)	This option is incorrect. While educational and occupational opportunities for women increased following the Second World War, this development was less a sea-change resulting from the violence of the middle decade of the twentieth century than a continuity with incremental improvements for women that pre-dated the war.	
(B)	This option is incorrect. Church attendance and religious observance in Europe had been in decline for decades before 1945 as Europeans increasingly were influenced by Enlightenment secularism and scientific reasoning.	
(C)	This option is incorrect. Mazower observes that Europeans had learned from the experience of Nazi violence and racism that such extremist right-wing and anti-immigrant political movements had little place in postwar Europe.	
(D)	<b>This option is correct.</b> To counteract Europe's history of militant nationalism and state competition, Europeans began to develop institutions that encouraged economic and political integration. The creation of the European Coal and Steel Community in 1951 began the process of economic and political integration that would eventually result in the creation of the European Union.	

Question 48

Main Practice/Skill Assessed	Learning Objectives	Key Concepts
Analyzing Secondary Sources	<b>SB-3</b> Explain how and why economic, social, cultural, and geographical factors have influenced the processes of state building, expansion, and dissolution.	6.2.IV.A
(A)	This option is incorrect. Mazower does not discuss or allude to the reasons why Nazi Germany was defeated during the Second World War.	
(B)	<b>This option is correct.</b> Mazower argues that Nazi violence appalled Europeans and convinced Germany's enemies that the Second World War "was a struggle for the social and political future of the continent itself."	
(C)	This option is incorrect. Mazower does not refer or allude to internal objections to the Nazi's genocidal policies in Germany.	
(D)	This option is incorrect. While Mazower mentions that Stalin's Soviet Union and Hitler's Germany opposed each other, he does not refer or allude to Stalin's economic policies inside the Soviet Union.	

Question 49

Main Practice/Skill Assessed	Learning Objectives	Key Concepts
Causation	<b>SB-4</b> Explain how and why internal and external political factors have influenced the process of state building, expansion, and dissolution.  <b>ECON-2</b> Explain the causes and effects of economic strategies of different types of communities, states, and empires.	6.2.IV.B
(A)	This option is incorrect. The welfare state in Europe was insufficiently developed in the 1930s to warrant widespread dissatisfaction.	
(B)	This option is incorrect. While accelerated industrialization in Stalin's Soviet Union attracted some admiration in Europe, it was not a significant factor behind the embrace of authoritarian regimes.	
(C)	<b>This option is correct.</b> High rates of unemployment in the 1930s resulting from the Great Depression and the failure of liberal democracies to address the economic crisis convinced many Europeans to support the authoritarian programs of Fascist parties and the Nazis.	
(D)	This option is incorrect. While some resentment of United States mass culture and consumerism was evident in the 1920s, it was not a significant reason why Europeans increasingly embraced authoritarian political parties.	

Question 50

Main Practice/Skill Assessed	Learning Objectives	Key Concepts
Causation	<b>SB-1</b> Explain how different forms of governance have been constructed and maintained over time. <b>ECON-2</b> Explain the causes and effects of economic strategies of different types of communities, states, and empires.	6.3.I.A
(A)	<b>This option is correct.</b> Soviet centralized economic planning emphasized industrial and agricultural development over the preservation of the environment, leading to the creation of Soviet irrigation projects in Central Asia that helped shrink the Aral Sea to less than ten percent of its original size.	
(B)	This option is incorrect. The Aral Sea diversion project was only begun in the 1960s, well after the Great Depression.	
(C)	This option is incorrect. Soviet authorities in the 1950s and 1960s did not permit the development of an environmental movement able to protest against pro-growth economic policies.	
(D)	This option is incorrect. Any scientific breakthroughs in transportation and communication had little effect on water levels in the Aral Sea.	

Question 51

Main Practice/Skill Assessed	Learning Objectives	Key Concepts
Causation	<b>ECON-2</b> Explain the causes and effects of economic strategies of different types of communities, states, and empires.	6.2.IV.C
(A)	This option is incorrect. While ethnic and religious dissent in Central Asia concerned Soviet leaders, armed resistance against Soviet rule in the region was nonexistent.	
(B)	This option is incorrect. Any Turkmen migration to the Soviet republics in Central Asia was not significant enough to influence the economic plans of Soviet authorities.	
(C)	This option is incorrect. Soviet experimentation with economic liberalization and free-market principles was introduced in the late 1980s under Mikhail Gorbachev.	
(D)	<b>This option is correct.</b> During the Cold War, the Soviet Union embarked on what was called the Great Plan for the Transformation of Nature in an effort to raise Soviet agricultural production and generate sufficient economic growth to compete with the United States and Western Europe.	

Question 52

Main Practice/Skill Assessed	Learning Objectives	Key Concepts
Causation	ENV-4 Explain how environmental factors have shaped the development of diverse technologies, industrialization, transportation methods, and exchange and communication networks.	6.2.II.A
(A)	This option is incorrect. The introduction of Green Revolution crop improvements and farming techniques was minimal in the Soviet Union.	
(B)	<b>This option is correct.</b> Soviet disregard for preserving the Aral Sea led to the implementation of extensive irrigation projects that resulted in the drying up of the Aral Sea, desertification, soil deterioration, a decimated fishing industry, and climatic volatility.	
(C)	This option is incorrect. Soviet-era agricultural collectivization long pre-dated the plans for diverting the waters of Central Asian rivers to cotton-growing collectives.	
(D)	This option is incorrect. Soviet economic plans for the Aral Sea region had little impact on relations between the Soviet Union and its neighbors.	

Question 53

Main Practice/Skill Assessed	Learning Objectives	Key Concepts
Causation	ECON-7 Explain how local, regional, and global economic systems and exchange networks have influenced and impacted each other over time.	6.3.I.D
(A)	This option is incorrect. European colonial empires were not the primary cause for a growing global culture of consumerism, as this culture mostly developed in the later twentieth century when those empires had declined.	
(B)	<b>This option is correct.</b> During the twentieth century and especially after the end of the Cold War, global industrial productivity increases made available a wider range of consumer items and new forms of communication encouraged the development of a worldwide consumer marketplace.	
(C)	This option is incorrect. While United States companies supported the adoption of a global consumer culture, rivalry with the Soviet Union was not a primary motivating factor.	
(D)	This option is incorrect. Social welfare legislation would not encourage consumerism.	

Question 54

Main Practice/Skill Assessed	Learning Objectives	Key Concepts
Analyzing Primary Sources	<b>SB-6</b> Explain the political and economic interactions between states and non-state actors over time.  <b>ECON-7</b> Explain how local, regional, and global economic systems and exchange networks have influenced and impacted each other over time.	6.3.II.B
(A)	This option is incorrect. Banksy is criticizing the effects of capitalist globalization on developing regions in the image, not government economic regulation by African states.	
(B)	This option is incorrect. Despite the bleak landscape portrayed in Banksy's image, Banksy would have known that Africa has extensive natural resources.	
(C)	<b>This option is correct.</b> The target of Banksy's criticism is capitalist globalization imposed on African societies by Western-backed international organizations that demand free-market reforms in exchange for providing economic assistance. Many believe that such reforms have exacerbated rather than alleviated poverty in developing nations.	
(D)	This option is incorrect. While regional trade organizations were formed in post-Cold War Africa, these associations had comparatively little effect on African economies that were still largely dependent upon economic ties with former colonial powers or with the United States.	

Question 55

Main Practice/Skill Assessed	Learning Objectives	Key Concepts
Contextualization	<b>ECON-3</b> Explain how different modes and locations of production and commerce have developed and changed over time.	6.3.II.C
(A)	This option is incorrect. Neither image illustrates the development of abstract art.	
(B)	<b>This option is correct.</b> The images illustrate Banksy's social commentary on the inequalities of globalization.	
(C)	This option is incorrect. The images do not illustrate how women have attained greater economic and political equality.	
(D)	This option is incorrect. The images do not illustrate greater educational opportunities in Latin America, Asia, or Africa.	

## Answers to Multiple-Choice Questions

1 – B	18 – C	35 – D	52 – B
2 – C	19 – B	36 – C	53 – B
3 – B	20 – B	37 – B	54 – C
4 – D	21 – D	38 – C	55 – B
5 – C	22 – C	39 – B	
6 – D	23 – C	40 – B	
7 – A	24 – B	41 – D	
8 – B	25 – B	42 – D	
9 – A	26 – C	43 – A	
10 – B	27 – B	44 – B	
11 – C	28 – B	45 – C	
12 – A	29 – B	46 – C	
13 – D	30 – A	47 – D	
14 – D	31 – D	48 – B	
15 – D	32 – A	49 – C	
16 – B	33 – B	50 – A	
17 – C	34 – C	51 – D	

## Short-Answer Questions

Section I, Part B of the AP World History Exam consists of three short-answer questions. Students are required to answer the first and second questions, and choose to answer either the third or the fourth question.

- The first question primarily assesses the skill of **analyzing secondary sources**, asking students to respond in writing to a historian’s argument. This question addresses content from periods 3–6 of the course.
- The second question primarily assesses either the skill of **comparison** or **continuity and change over time**, and asks students to respond in writing to a primary source written text or to visual sources such as images, charts, or maps. This question also addresses content from periods 3–6 of the course.
- Students choose to answer either the third **or** the fourth short-answer question, which deal with periods 1–3 **or** 4–6 respectively. These questions ask students to respond in writing to general propositions about world history, and they primarily assess the same skill, either **comparison** or **continuity and change over time**; neither of them will primarily assess the same skill as the second short-answer question.

Each short-answer question asks students to describe examples of historical evidence relevant to the question; these examples can be drawn from the concept outline or from other examples explored in depth during classroom instruction.

Short-Answer Questions	Primary Practice or Skill Assessed	Source Type	Periods Assessed
<b>Students are required to answer short-answer question 1 AND short-answer question 2</b>			
1	Analyzing Secondary Sources	Secondary source	Periods 3–6
2	Comparison or Continuity and Change over Time	Primary source text or visual source	Periods 3–6
<b>Students select short-answer question 3 OR short-answer question 4</b>			
3	Comparison or Continuity and Change over Time (Different skill from short-answer question 2)	No stimulus	Periods 1–3
4			Periods 4–6

## Course Framework Alignment for Short-Answer Question 1

Main Practice/Skill Assessed	Learning Objectives	Key Concepts
Analyzing Secondary Sources Contextualization	<b>SB-1</b> Explain how different forms of governance have been constructed and maintained over time. <b>SB-2</b> Explain how and why different functions and institutions of governance have changed over time. <b>SB-3</b> Explain how and why economic, social, cultural, and geographical factors have influenced the processes of state building, expansion, and dissolution.	4.3.II

### Scoring Guidelines for Short-Answer Question 1

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

“Nomads, the historical record shows, can evade, resist, stop, sustain, exploit, destabilize, and destroy empires. They can also build enduring empires of their own, but only if they modify the essence of their being and become less nomadic. Their institutions, like their very way of life, tend to be fluid and short-lived, and they lack such classic elements of empires as state structure and surplus-generating agriculture. Indeed, to preserve their might, nearly all nomadic empires developed over time more fixed institutions of governance and production that required at least seasonal sedentarism. So too did the Comanches, although this may seem implausible at first sight. . . .

At the dawn of the eighteenth century, the Comanche were a small tribe of hunter-gatherers living in the rugged canyonlands on the far northern frontier of the Spanish kingdom of New Mexico. . . . It was here, at the advancing edge of the world’s largest empire, that the Comanches launched an explosive expansion. They purchased and plundered horses from New Mexico, reinvented themselves as mounted fighters, and reenvisioned their place in the world. . . . as a hegemonic people who grew increasingly powerful and prosperous at the expense of the surrounding societies, Indian and Euro-American alike. Gradually, a momentous shift took shape. In the Southwest, European imperialism not only stalled in the face of indigenous resistance; it was eclipsed by indigenous imperialism.”

Pekka Hämäläinen, historian, *The Comanche Empire*, 2008

- Identify ONE way in which the author challenges commonly held assumptions about the Americas in the age of European colonialism.
- Explain ONE example of a society other than the Comanche that made the type of transition described by the author in the first paragraph.
- Explain ONE example of a nomadic empire other than the Comanche that successfully confronted an established state or states in world history.

## **Scoring Guide**

### **0–3 points**

Score 3

Response accomplishes all three tasks set by the question.

Score 2

Response accomplishes two of the tasks set by the question.

Score 1

Response accomplishes one of the tasks set by the question.

Score 0

Response accomplishes none of the tasks set by the question.

Score NR

Is completely blank

## **Question-Specific Scoring Guide**

- ONE point for identifying one way in which the author challenges commonly held assumptions about the Americas in the age of European colonialism
- ONE point for explaining one example of a society other than the Comanche that made the type of transition described by the author in the first paragraph
- ONE point for explaining one example of a nomadic empire other than the Comanche that successfully confronted an established state or states in world history

## **Scoring Notes**

### **Examples of responses to part (a) that would earn credit:**

- By analyzing how the Comanche expanded their power across the American Southwest, the author challenges the notion that Native Americans adhered strictly to their traditional ways of life without adapting to the changing circumstances introduced by European powers in the Americas.
- The author challenges the idea that the Europeans were the only empire builders in the Americas by illustrating how the Comanche extended their power and influence into Spanish territory.
- The author challenges the assumption that European power was unstoppable. The Comanche provided more than effective resistance as mounted fighters and threatened Euro-American holdings.

**Examples of responses to part (b) that would earn credit:**

- The nomadic Arabs converted to Islam in the seventh century C.E., and conquered much of the Eastern Roman (Byzantine) and Persian empires. The Arabs settled in urban areas, created new garrison cities, and adopted the institutions and methods of government of the Romans and Persians.
- Nomadic Turkic peoples, including the Ghaznavids, the Seljuqs, and the Ottomans, established empires that ruled over parts of southeastern Europe, the Middle East, Central Asia, and the Indian subcontinent and adopted and spread Persian methods of government to strengthen their rule.
- The Mongols built a vast empire across Afro-Eurasia and adopted and adapted existing state structures in the process.
- Various nomadic groups, including the Khitan, the Jurchen, and the Manchu, conquered all or parts of China and adopted or adapted Chinese systems of government to facilitate their rule.

**Examples of responses to part (c) that would earn credit:**

- The Arabs confronted the Persian and Byzantine empires and established a caliphate over the conquered territories.
- Various nomadic Turkic peoples confronted established states such as the Abbasid Caliphate, the Byzantine Empire, and Indian principalities to establish their empires.
- The Mongols conquered the Song dynasty in China, Muslim states in Central Asia and the Middle East, and Rus' principalities in eastern Europe in establishing their empire.
- Various nomadic groups, including the Khitans, the Jurchens, and the Manchus, confronted the Song and Ming dynasties to establish their rule over all or parts of China.

## Course Framework Alignment for Short-Answer Question 2

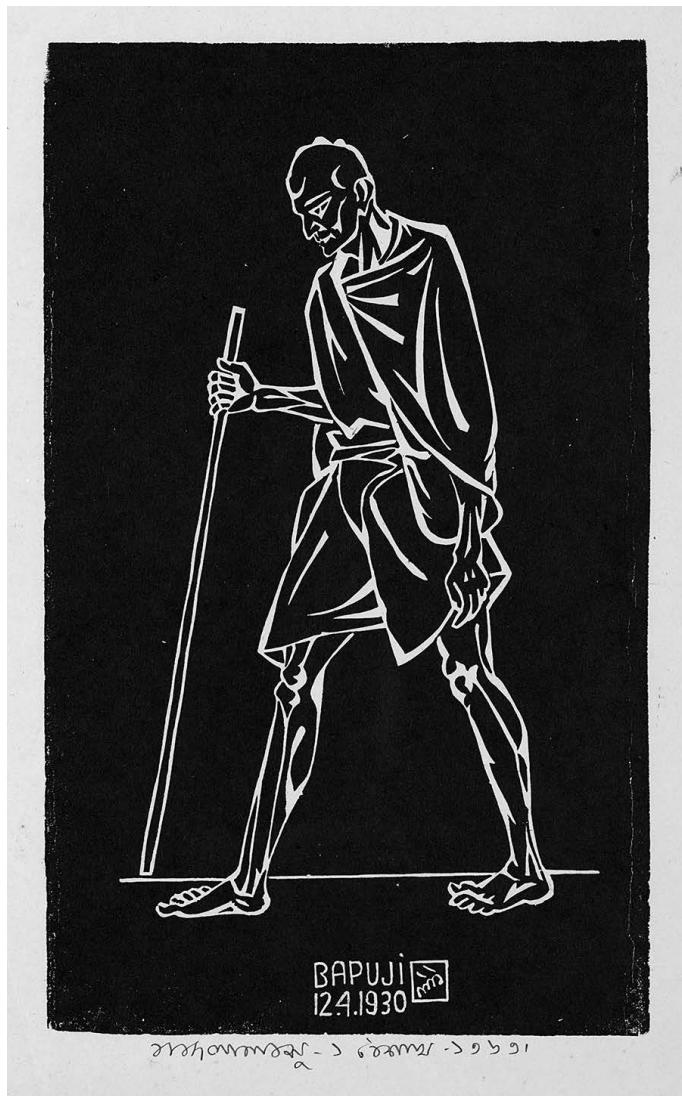
Main Practice/Skill Assessed	Learning Objectives	Key Concepts
Comparison Contextualization	<p><b>SB-1</b> Explain how different forms of governance have been constructed and maintained over time.</p> <p><b>SB-3</b> Explain how and why economic, social, cultural, and geographical factors have influenced the processes of state building, expansion, and dissolution.</p> <p><b>SB-4</b> Explain how and why internal and external political factors have influenced the process of state building, expansion, and dissolution.</p> <p><b>SOC-2</b> Evaluate the extent to which different ideologies, philosophies, and religions affected social hierarchies.</p> <p><b>SOC-3</b> Evaluate the extent to which legal systems, colonialism, nationalism, and independence movements have sustained or challenged class, gender, and racial hierarchies over time.</p> <p><b>SOC-6</b> Explain how political, economic, cultural, and demographic factors have affected social structures over time.</p>	6.2.II 6.2.IV 6.2.V 6.3.III

## Scoring Guidelines for Short-Answer Question 2

Use the following two images to answer all parts of the question that follows.

### Image 1

NANDALAL BOSE, INDIAN ARTIST, BAPUJI [FATHER], LINOCUT PRINT,  
1930

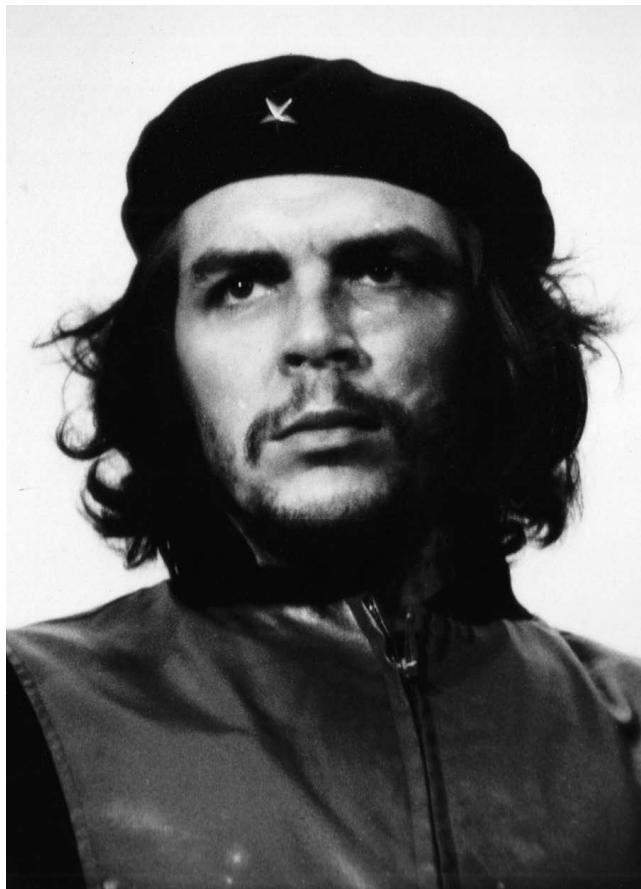


Bapuji, 1930 (linocut), Bose, Nandalal (1883–1966) / Private Collection / Photo © Christie's Images / Bridgeman Images

*The print shows Mohandas Gandhi at the Dandi Salt March, one of the landmark events in Gandhi's campaign of nonviolent resistance to British colonial rule in India.*

Image 2

**ALBERTO DIAZ GUTIERREZ KORDA, CUBAN PHOTOGRAPHER,  
GUERRILLERO HEROICO [THE HEROIC GUERRILLA FIGHTER],  
PHOTOGRAPH, 1960**



Banque d'Images, ADAGP / Art Resource, NY © 2015 Artists Rights Society (ARS), New York / ADAGP, Paris

*The photograph shows Latin American Marxist revolutionary Ernesto [Che] Guevara.*

- a) Identify ONE common historical process in the twentieth century that is reflected in both images.
- b) Explain ONE difference in the tactics individuals such as Gandhi and Che Guevara (or the groups they represent) adopted to achieve their political goals.
- c) Explain ONE way in which images such as these can be seen as an example of the political uses of art in the twentieth century.

## **Scoring Guide**

### **0–3 points**

Score 3

Response accomplishes all three tasks set by the question.

Score 2

Response accomplishes two of the tasks set by the question.

Score 1

Response accomplishes one of the tasks set by the question.

Score 0

Response accomplishes none of the tasks set by the question.

Score NR

Is completely blank

## **Question-Specific Scoring Guide**

- ONE point for identifying one common historical process in the twentieth century that is reflected in both images
- ONE point for explaining one difference in the tactics individuals such as Gandhi and Che Guevara (or the groups they represent) adopted to achieve their political goals
- ONE point for explaining one way in which images such as these can be seen as an example of the political uses of art in the twentieth century

## **Scoring Notes**

### **Examples of responses to part (a) that would earn credit:**

- Both images reflect attempts to achieve national self-determination. Mohandas Gandhi led the movement for India's independence from Great Britain, and Che Guevara sought to overthrow United States-dominated governments in Latin America.
- Both images reflect increasing challenges to the Western-dominated global political order, as Gandhi sought to end British domination in India and Guevara sought to free Latin America of United States influence.
- Both images reflect anticolonial movements that protested against Western economic domination and advocated for more equitable distribution of wealth.

**Examples of responses to part (b) that would earn credit:**

- While both Mohandas Gandhi and Che Guevara wanted to end foreign influence in their respective states, Gandhi sought to retain popular support among India's social classes and religious groups by advocating a traditional view of society in which women were subservient to men, whereas Guevara and other communist guerilla movements sought popular support by advocating economic and gender equality.
- Gandhi employed economic pressure and nonviolence to influence change in British India, while Guevara used and promoted violent guerilla warfare as the best means to overthrow United States-backed regimes in Latin America.
- Gandhi emphasized Indian nationalism and acquired broad support among India's social classes, while Guevara based his rhetoric on Marxism and appealed to the lower classes in Latin America.

**Examples of responses to part (c) that would earn credit:**

- Art allows political leaders to reach largely illiterate populations and thereby widen their base of support.
- The depiction of revolutionary leaders as self-sacrificing participants in the struggle against foreign domination were meant to inspire a sense of nationalism and loyalty to the leader and the cause.
- The image of Che Guevara in a military uniform with eyes focused ahead serves as a call to fight reminiscent of political propaganda used during the First and Second World Wars.

### Course Framework Alignment for Short-Answer Question 3

Main Practice/Skill Assessed	Learning Objectives	Key Concepts
Continuity and Change Causation	<p><b>CUL-1</b> Explain how religions, belief systems, philosophies, and ideologies originated, developed, and spread as a result of expanding communication and exchange networks.</p> <p><b>CUL-2</b> Explain how religions, belief systems, philosophies, and ideologies affected political, economic, and social developments over time.</p> <p><b>CUL-3</b> Explain how cross-cultural interactions resulted in the diffusion of culture, technologies and scientific knowledge.</p> <p><b>CUL-6</b> Explain how expanding exchange networks shaped the emergence of various forms of transregional culture, including music, literature, and visual art.</p> <p><b>SB-3</b> Explain how and why economic, social, cultural, and geographical factors have influenced the processes of state building, expansion, and dissolution.</p> <p><b>ECON-1</b> Explain how technology shaped economic production and globalization over time.</p> <p><b>ECON-6</b> Explain how economic systems and the development of ideologies, values, and institutions have influenced each other.</p> <p><b>SOC-2</b> Evaluate the extent to which different ideologies, philosophies, and religions affected social hierarchies.</p>	2.1.II 2.3.III 3.1.I 3.1.III 3.2.I

## **Scoring Guidelines for Short-Answer Question 3**

**Answer all parts of the question that follows.**

- a) Identify ONE way in which the spread of Buddhism in the period before 1450 C.E., illustrates a continuity in patterns of cultural diffusion.
- b) Explain ONE way in which the spread of Buddhism changed other Asian religious traditions in the period before 1450 C.E.
- c) Explain ONE way in which Buddhism changed as it spread across Asia.

### **Scoring Guide**

#### **0–3 points**

Score 3

Response accomplishes all three tasks set by the question.

Score 2

Response accomplishes two of the tasks set by the question.

Score 1

Response accomplishes one of the tasks set by the question.

Score 0

Response accomplishes none of the tasks set by the question.

Score NR

Is completely blank

### **Question-Specific Scoring Guide**

- ONE point for identifying one way in which the spread of Buddhism in the period before 1450 C.E., illustrates a continuity in patterns of cultural diffusion
- ONE point for explaining one way in which the spread of Buddhism changed other Asian religious traditions in the period before 1450 C.E.
- ONE point for explaining one way in which Buddhism changed as it spread across Asia

### **Scoring Notes**

#### **Examples of responses to part (a) that would earn credit:**

- As with Christianity, Islam, and Manichaeism, missionaries played a vital role in spreading Buddhism in Afro-Eurasia in the period before 1450 C.E.
- Merchants and commercial activity played a vital role in spreading Buddhism in Afro-Eurasia in the period before 1450 C.E., as they did in spreading other cultural traditions such as Christianity and Islam.
- Patronage from rulers like the Mauryan emperor Ashoka encouraged the spread of Buddhist ideas and institutions in Afro-Eurasia in the period before 1450 C.E., which is consistent with the spread of other cultural traditions such as Christianity, Islam, and Confucianism.

- The ability of Buddhism to adapt to cultural environments outside of South Asia by adopting the ideas of other cultural traditions such as Daoism and Shinto played a vital role in spreading Buddhism in Afro-Eurasia in the period before 1450 c.e. The ability to adapt to new cultural environments and adopt the ideas of other cultural traditions was also important in the spread of other cultural traditions such as Christianity, Islam, and Manichaeism.

**Examples of responses to part (b) that would earn credit:**

- In response to the spread of Buddhism in China, Daoists adopted monastic institutions and Buddhist doctrines, such as the doctrine of emptiness.
- Confucianism in China changed partly in response to Buddhism, as is evident in the emergence of Neoconfucianism, which adopted many Buddhist ideas.
- Buddhist ideas of spiritual liberation, ascetic practices, and moral behavior influenced Hindu thought and practice, as is evidenced in the Hindu texts Ramayana and the Mahabharata and the emergence of Yogic schools.
- The spread of Buddhism in Japan influenced Shinto ideas about traditional divine spirits (*kami*), who became variously envisioned as supernatural beings trapped in the cycle of rebirth, bodhisattvas, or direct embodiments of the Buddha.
- The spread of Buddhist ideas and institutions in Afro-Eurasia influenced the development of the syncretic religion of Manichaeism, which spread to China, Central Asia, the Middle East, North Africa, and Europe.

**Examples of responses to part (c) that would earn credit:**

- As Buddhism spread across Afro-Eurasia, numerous new schools developed, including Chan (China) and Zen (Japan) and the Tantric Vajrayana school that became popular in Himalayan regions and Mongolia.
- As Buddhism spread into different regions, it often adopted the ideas of other religions. In China, for example, Buddhists equated the concept of the Dao with the Buddha nature and adopted Daoist ideas about the relationship between humans and the natural world.
- The spread of Buddhism into areas settled by Greek colonists in the northern Indian subcontinent and parts of Central Asia between circa 200 b.c.e., and 200 c.e., led to Greek influences on Buddhist art and philosophy.

## Course Framework Alignment for Short-Answer Question 4

Main Practice/Skill Assessed	Learning Objectives	Key Concepts
Continuity and Change Causation	<p><b>CUL-1</b> Explain how religions, belief systems, philosophies, and ideologies originated, developed, and spread as a result of expanding communication and exchange networks.</p> <p><b>CUL-2</b> Explain how religions, belief systems, philosophies, and ideologies affected political, economic, and social developments over time.</p> <p><b>CUL-4</b> Explain how technological and scientific innovations affected religions, belief systems, philosophies, and ideologies over time.</p> <p><b>SB-3</b> Explain how and why economic, social, cultural, and geographical factors have influenced the processes of state building, expansion, and dissolution.</p> <p><b>SB-4</b> Explain how and why internal and external political factors have influenced the process of state building, expansion, and dissolution.</p> <p><b>SOC-2</b> Evaluate the extent to which different ideologies, philosophies, and religions affected social hierarchies.</p> <p><b>SOC-3</b> Evaluate the extent to which legal systems, colonialism, nationalism, and independence movements have sustained or challenged class, gender, and racial hierarchies over time.</p>	5.2.III 5.3.I 5.3.II 5.3.III 5.3.IV 6.2.II

## **Scoring Guidelines for Short-Answer Question 4**

**Answer all parts of the question that follows.**

- a) Identify ONE way in which Enlightenment ideas changed political thought in Europe in the period after 1750.
- b) Explain ONE way in which Enlightenment ideas represent a continuity with previous patterns of social thought in global history.
- c) Explain ONE way in which Enlightenment ideas influenced political ideologies in Latin America, Asia, or Africa in the period circa 1800–2000.

### **Scoring Guide**

#### **0–3 points**

Score 3

Response accomplishes all three tasks set by the question.

Score 2

Response accomplishes two of the tasks set by the question.

Score 1

Response accomplishes one of the tasks set by the question.

Score 0

Response accomplishes none of the tasks set by the question.

Score NR

Is completely blank

### **Question-Specific Scoring Guide**

- ONE point for identifying one way in which Enlightenment ideas changed political thought in Europe in the period after 1750
- ONE point for explaining one way in which Enlightenment ideas represent a continuity with previous patterns of social thought in global history
- ONE point for explaining one way in which Enlightenment ideas influenced political ideologies in Latin America, Asia, or Africa in the period circa 1800–2000

### **Scoring Notes**

#### **Examples of responses to part (a) that would earn credit:**

- Enlightenment thinkers such as John Locke and Montesquieu challenged the concepts of divine-right monarchy by arguing that a government's mandate derived not from God but from the consent of the governed.
- Enlightenment ideas of liberty, natural rights, and equality influenced demands for increased participation in political life among all social groups and led to revolutions and suffrage movements.
- Enlightenment philosophers' emphasis on reason diminished the importance of religion in state politics.

- Enlightenment theories of the social contract stated that governments could be replaced if they failed to protect their citizens' natural rights. Revolutionaries in France used these ideas to advocate for the violent overthrow of the Bourbon monarchy in the late eighteenth century.
- In France, Enlightenment ideas contributed to the development of nationalist identities and ideologies that spread across Europe during and after the Napoleonic Wars.

**Examples of responses to part (b) that would earn credit:**

- Although Enlightenment philosophers advocated greater social equality, many continued to view women as socially inferior and denied them many political, economic, and social rights. Indeed, women did not receive the right to vote in Europe until the early twentieth century.
- The greatest proponents of Enlightenment ideas were among the commercial and propertied classes, who continued to view the nonpropertied classes as social inferiors and often restricted their ability to participate in political life until the latter half of the nineteenth century.
- Most Enlightenment thinkers continued to view colonial peoples as inferior to Europeans, and Enlightenment principles were often used to justify European colonial expansion in Africa and Asia.

**Examples of responses to part (c) that would earn credit:**

- Anticolonial movements in Latin America, Asia, and Africa in the nineteenth and twentieth centuries often cited Enlightenment ideas of liberty, equality, and natural rights to garner public and international support for ending European rule.
- Nationalist movements in Latin America, Asia, and Africa often used Enlightenment ideas of communal fraternity to advocate for their goals.
- Prodemocracy groups in Latin America, Asia, and Africa in the twentieth century often cite Enlightenment ideas of equality and natural rights to achieve their goals.

## Free-Response Section

Section II is the free-response part of the exam. This section contains two types of free-response questions—a document-based question and a long essay question—and students will have a total of 1 hour and 40 minutes to complete them both.

Section II, Part A of the AP Exam consists of the document-based question—an essay question that measures students' ability to develop and support an argument using historical source material as evidence. The question focuses on periods 3–6 of the course. The seven documents included in the document-based question may include charts, graphs, cartoons, and pictures, as well as written materials of varying length. These are chosen to illustrate interactions and complexities about the historical topic that is the subject of the question. In their responses, students should develop an argument about the question and utilize the documents to support this argument. Students should also explain elements of the authorship of the documents that affect their historical significance, such as point of view, purpose, historical situation, and/or audience. The document-based question also requires students to relate the documents to a historical period or theme and, thus, to focus on major periods and issues. For this reason, other knowledge about the topic being assessed, beyond the specific focus of the documents, is important and must be incorporated into students' essays to earn the highest scores.

Section II, Part B of the AP Exam consists of a choice among three long essay questions about major topics from different time spans of the course.

- Students choose one of the three long essay questions, which deal with periods 1–2, periods 3–4, and periods 5–6 of the course, respectively.
- The three question options all address the same theme and assess the same reasoning skill.

In order to receive the highest scores, students must develop an argument and support it with an analysis of specific, relevant historical evidence of their choosing. Long essay questions ask about large-scale topics specifically mentioned in the concept outline, but they are framed to allow students to provide in-depth discussion of specific examples drawn from the concept outline or from classroom instruction.

## Scoring Guidelines and Notes for Document-Based Question 1

### Course Framework Alignment

Main Practice/Skill Assessed	Learning Objectives	Key Concepts
Primary Targeted Skill: Continuity and Change Over Time  Additional Skills: Argument Development Analyzing Primary Sources Contextualization	<p><b>CUL-1</b> Explain how religions, belief systems, philosophies, and ideologies originated, developed, and spread as a result of expanding communication and exchange networks.</p> <p><b>CUL-2</b> Explain how religions, belief systems, philosophies, and ideologies affected political, economic, and social developments over time.</p> <p><b>CUL-6</b> Explain how expanding exchange networks shaped the emergence of various forms of transregional culture, including music, literature, and visual art.</p> <p><b>SOC-1</b> Explain how distinctions based on kinship, ethnicity, class, gender, and race influenced the development and transformations of social hierarchies.</p> <p><b>SOC-2</b> Evaluate the extent to which different ideologies, philosophies, and religions affected social hierarchies.</p> <p><b>SOC-3</b> Evaluate the extent to which legal systems, colonialism, nationalism, and independence movements have sustained or challenged class, gender, and racial hierarchies over time.</p> <p><b>SOC-4</b> Explain how the development of specialized labor systems interacted with the development of social hierarchies.</p>	4.1.VI 4.1.VII 4.2.III 4.3.I 5.3.I

## Scoring Guidelines

Evaluate the extent to which Christianity changed societies in Latin America in the period 1500–1800.

Maximum Possible Points: 7

Points	Rubric	Notes
A: Thesis/Claim (0-1)	<p>Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning. (1 point)</p> <p><i>To earn this point, the thesis must make a claim that responds to the prompt rather than restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.</i></p>	<p>The thesis statement must have some explanatory element or some specificity regarding the extent to which Christianity changed societies in Latin America in the period 1500–1800.</p>
B: Contextualization (0-1)	<p>Describes a broader historical context relevant to the prompt. (1 point)</p> <p><i>To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or reference.</i></p>	<p>To earn the point, the essay must accurately describe a context relevant to how Christianity affected Latin American societies in the period 1500–1800.</p> <p><i>Examples of context include the following, with appropriate elaboration:</i></p> <ul style="list-style-type: none"><li>• The creation and expansion of the Spanish and/or Portuguese colonial empire</li><li>• The Atlantic System</li><li>• The Protestant Reformation and the wars of religion in Europe</li><li>• Christian proselytizing efforts in Africa and/or Asia</li></ul>

Points	Rubric	Notes
C: Evidence (0–3)	<p><b>Evidence from the Documents:</b> Uses the content of at least <b>three</b> documents to address the <b>topic</b> of the prompt.</p> <p>(1 point)</p> <p><i>To earn two points, the response must accurately describe—rather than simply quote—the content from at least six documents. In addition, the response must use the content from the documents to support an argument in response to the prompt.</i></p> <p><b>OR</b></p> <p>Supports an <b>argument</b> in response to the prompt using at least <b>six</b> documents.</p> <p>(2 points)</p> <p><i>To earn this point, the evidence must be described and must be more than a phrase or reference. This additional piece of evidence must be different from the evidence used to earn the point for contextualization.</i></p>	<p><i>See document summaries page for details.</i></p> <ul style="list-style-type: none"> <li>• Document 1: Fernandes Nobre, Inquisition trial confession (1592)</li> <li>• Document 2: Poma de Ayala, illustrations from <i>The First New Chronicle</i> (1615)</li> <li>• Document 3: De la Serna, letter to priests (1656)</li> <li>• Document 4: Vargas, court testimony (1703)</li> <li>• Document 5: Carvalho, Inquisition trial testimony (1741)</li> <li>• Document 6: Statue of Saint Benedict of Palermo in Salvador, Brazil (1750)</li> <li>• Document 7: Azara, description of Guarani missions (eighteenth century)</li> </ul>
	<p><b>Evidence Beyond the Documents:</b> Uses at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.</p> <p>(1 point)</p> <p><i>To earn this point, the evidence must be described and must be more than a phrase or reference. This additional piece of evidence must be different from the evidence used to earn the point for contextualization.</i></p>	<p>Typically, statements credited as <b>contextualization</b> will be more general statements that place an argument or a significant portion of it in a broader context. Statements credited as <b>supporting evidence from outside the documents</b> will typically be more specific details that function as support for a particular point made in an argument, analogous to the function of evidence drawn from the documents.</p>

Points	Rubric	Notes
	<p><b>Sourcing:</b> For at least <b>three</b> documents, explains how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.</p> <p>(1 point)</p> <p><i>To earn this point, the response must explain how or why—rather than simply identifying—the document's point of view, purpose, historical situation, or audience is relevant to an argument about the prompt for each of the three documents sourced.</i></p>	<p><i>See document summaries page for examples of possible explanations of the relevance of sourcing.</i></p>
<b>D: Analysis and Reasoning (0–2)</b>	<p><b>Complexity:</b> Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.</p> <p>(1 point)</p> <p><i>A response may demonstrate a complex understanding in a variety of ways, such as the following.</i></p> <ul style="list-style-type: none"> <li>• <i>Explaining a nuance of an issue by analyzing multiple variables</i></li> <li>• <i>Explaining both similarities and differences, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects</i></li> <li>• <i>Explaining relevant and insightful connections within and across periods</i></li> </ul>	<p><i>Demonstrating a complex understanding of this prompt might include the following:</i></p> <ul style="list-style-type: none"> <li>• Explaining the nuance of an issue by analyzing multiple variables, such as how the experience of the Christian re-conquest of Iberian Peninsula and the expulsions of Jews and Muslims from Spain and Portugal influenced the use of the Inquisition in the Americas, as illustrated in the documents</li> <li>• Explaining relevant and insightful connections within and across periods, such as comparing the spread of Christianity in Latin America to the spread of Islam in North Africa or South/Southeast Asia</li> <li>• Confirming the validity of an argument by corroborating multiple perspectives, such as explaining how different documents corroborate an argument in spite of the differing perspectives of the authors</li> </ul>

Points	Rubric	Notes
<b>D: Analysis and Reasoning (0–2)</b> <i>(Continued)</i>	<ul style="list-style-type: none"> <li>• <i>Confirming the validity of an argument by corroborating multiple perspectives across themes</i></li> <li>• <i>Qualifying or modifying an argument by considering diverse or alternative views or evidence</i></li> </ul> <p><i>This understanding must be part of the argument, not merely a phrase or reference.</i></p>	<ul style="list-style-type: none"> <li>• Qualifying or modifying an argument by considering diverse or alternative views or evidence, such as pointing out that some Christian priests and missionaries attempted to protect native communities from abuse by colonial officials or worked to record and preserve Native American languages, texts, or cultural traditions.</li> </ul>

If response is completely blank, enter -- for all four score categories: A, B, C, and D

## Document Summaries and Possible Sourcing

Document	Summary of Content	Response explains the relevance of point of view, purpose, situation, and/or audience by elaborating on examples such as the following
1. Fernandes Nobre, Inquisition trial confession, 1592	<ul style="list-style-type: none"> <li>Domingos Fernandes Nobre, a Brazilian mestizo, confesses to having practiced customs of “heathens,” such as painting his body, dancing, singing, and playing musical instruments with Native Americans while on two trips into the interior of Brazil searching for gold and slaves.</li> </ul>	<ul style="list-style-type: none"> <li>Domingos Fernandes Nobre was a mestizo with ties to both European and native cultures, which may have led him to be more accepting of heterodox religious practices. (POV)</li> <li>Nobre’s confession was presented before a court that represents the Catholic Church, which is trying to suppress indigenous religious beliefs. Because it is a court record, the testimony is focused on the defendant’s confession and on documenting details of the “crime,” rather than on his motives for engaging in native religious practices. (audience)</li> </ul>
2. Poma de Ayala, illustrations from <i>The First New Chronicle</i> , 1615	<ul style="list-style-type: none"> <li>Guaman Poma de Ayala, a noble Inca convert to Christianity, included two illustrations in the history of South America he sent to the Spanish monarch. The first illustration shows the Inca mythical first humans created by the god Viracocha, working the land using a traditional Andean agricultural tool. The second illustration shows a very similar drawing of Adam and Eve, dressed in similar clothing and working the land using an identical tool.</li> </ul>	<ul style="list-style-type: none"> <li>Poma de Ayala’s history was written for the King of Spain and, by extension, for Spanish colonial officials in Peru. By choosing to portray native Inca religion as compatible with and indeed similar to Christianity, Poma de Ayala may have hoped to convince colonial authorities to adopt a policy of greater toleration of indigenous culture. (audience)</li> <li>In the aftermath of the Spanish conquest of the Inca Empire, many members of the former Inca imperial elite sought to assert their position in colonial society by serving as political or social intermediaries between the Spanish colonial authorities and the local population. (historical situation)</li> </ul>
3. De la Serna, letter to priests, 1656	<ul style="list-style-type: none"> <li>Jacinto de la Serna warns priests working in Mexico that the local Native American population remains mired in “deception and blindness” in matters of religion, largely out of reach of missionary efforts in their remote villages, continuing to practice native religions, and concealing their practices from the authorities by blending them with elements of Christian religious ritual.</li> </ul>	<ul style="list-style-type: none"> <li>As a Catholic priest and religious scholar, de la Serna viewed the natives from a position of authority and believes there is a bright line separating “correct” and “incorrect” religious practices, leading him to condemn the ceremonies he described as the work of the devil. (POV)</li> <li>De la Serna’s manuscript was intended to serve as practical advice to priests in Mexico, describing to them the challenges they would encounter in their work. As such, de la Serna’s manuscript is likely to present accurately the heterodox religious practices of Native Americans, in a way that an official document or a Church publication might not. (purpose)</li> </ul>

Document	Summary of Content	Response explains the relevance of point of view, purpose, situation, and/or audience by elaborating on examples such as the following
4. Vargas, court testimony, 1703	<ul style="list-style-type: none"> <li>Fabián de Vargas, a Native American from the town of Betaza, describes in court testimony how Native American “heathen” priests and town officials lead the townspeople in performing religious ceremonies combining elements of Native American religions and Christian worship, while hiding from Spanish colonial officials and other outsiders.</li> </ul>	<ul style="list-style-type: none"> <li>Although it can be inferred from the document that Vargas was a participant in the ceremonies he described, his position as a witness, rather than a defendant in the court case, means that he was trying to distance himself from the behavior of his townsmen, for example, by calling the songs “diabolical” and by emphasizing the conspiratorial nature of the rituals. (POV)</li> <li>In contrast to the major population centers of colonial Mexico, where immigrants from Spain were concentrated, most of the countryside remained almost exclusively populated by Native Americans and mestizos. This physical separation allowed the local people to preserve their culture outside the effective reach of colonial authorities, as evidenced from Vargas’ testimony that by placing guards around Betaza, the people of the town could ensure that no Spaniards saw them perform their religious rituals. (historical situation)</li> </ul>
5. Carvalho, Inquisition trial testimony, 1741	<ul style="list-style-type: none"> <li>The author, who may be inferred based on the use of the title “Captain” to have belonged to the higher classes in early Brazilian society, describes how three women and one man from Angola conduct a healing ritual for a relatively large audience, some of whom had come there to be cured. Carvalho also states that Luzia Pinta, the woman leading the ceremony, was well-known in the area for her skills as a religious healer.</li> </ul>	<ul style="list-style-type: none"> <li>Although Carvalho’s use of the title “Captain” suggests that he belonged to the Brazilian colonial elite and was likely either born in Portugal or was of Portuguese descent, he was present at the ceremony he describes, and seems to affirm that Luzia had true healing powers. This may indicate that the syncretic religious beliefs and practices of African-Brazilians were influential across racial and class lines. (POV)</li> <li>The trial of Luzia can be seen in the context of (male) religious leaders being suspicious of the alleged heterodox religious practices of women, or claiming that women were especially prone to demonic possession and the practice of witchcraft. (historical situation)</li> </ul>

Document	Summary of Content	Response explains the relevance of point of view, purpose, situation, and/or audience by elaborating on examples such as the following
6. Statue of Saint Benedict of Palermo in Salvador, Brazil, 1750	<ul style="list-style-type: none"> <li>The statue, located in a church built by a confraternity of enslaved and free African Brazilians living in the city of Salvador, shows Saint Benedict of Palermo, a sixteenth-century Christian religious figure of African descent, holding the infant Jesus. The saint is shown wearing a dark friar's habit.</li> </ul>	<ul style="list-style-type: none"> <li>The statue was installed in a church built by a communal religious organization of African-Brazilians in the city of Salvador. The fact that such an organization existed and that it sponsored the building of a church for its own members indicates the adoption of and devotion to the Christian religion by African slaves brought to Brazil or by their descendants. (POV)</li> <li>The choice to place a statue of a Black saint in such a venue shows that Africans and people of African ancestry in eighteenth-century Brazil sought to affirm their religious identity by pointing to the notable contributions that Africans had made to the development and spread of Christianity. (purpose)</li> </ul>
7. Azara, description of Guaraní missions, eighteenth century	<ul style="list-style-type: none"> <li>Félix de Azara, a visiting emissary for the king of Spain, observes that the Jesuit missions in Paraguay had only had token success in converting the Guaraní people of Paraguay to Christianity. Azara reports that, largely because of the language barrier between the Jesuits and the Guaraní, the natives had only learned to say a few prayers but “there was little true religion” among them. The few Guaraní whom the Jesuits have trained to say sermons do so incorrectly, adding “a good deal of nonsense.”</li> </ul>	<ul style="list-style-type: none"> <li>Azara, a member of the Spanish elite representing the Crown, clearly views the Guaraní of Paraguay through the prism of European cultural and perhaps racial superiority. His portrayal of the Guaraní mechanically learning Christian prayers and sermons they did not understand suggests that he is skeptical of their intellectual abilities. (POV)</li> <li>Azara’s report can be understood in the context of Spanish efforts to maintain control over the colonies, including the addition of viceroys and royal courts (<i>audiencias</i>) to administer and oversee distant lands in the Americas. In the case of the Jesuit missions in Paraguay, the problem of central control became particularly acute as the Spanish colonial government tried to rein in the practically independent Jesuit missions. (historical situation)</li> </ul>

## Scoring Notes

Introductory notes:

Except where otherwise noted, each point of these rubrics is earned independently, e.g., a student could earn a point for evidence without earning a point for thesis/claim.

- **Accuracy:** The components of these rubrics require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam essays should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.

**Note: Student samples are quoted verbatim and may contain grammatical errors.**

### A. Thesis/Claim (0–1 points)

Responses earn one point by responding to the prompt with a historically defensible thesis/claim that establishes a line of reasoning (1 point). To earn this point, the thesis must make a claim that responds to the prompt rather than simply restating or rephrasing the prompt.

Note: A credited presentation of the thesis need NOT describe the entire course of the argument developed in the body of the essay. However, it must suggest at least one main line of argument development or establish the analytic categories of the argument.

#### Examples of acceptable theses:

- “The arrival of Christianity in the Americas significantly changed indigenous societies because it attracted converts and forced many people to continue to practice their indigenous beliefs in secret.” (*The thesis responds to the prompt with an evaluative claim that establishes a line of reasoning*)
- “The arrival of Christianity in the Americas significantly changed indigenous societies in Latin America because it led to the development of syncretic cultures.” (*The thesis responds to the prompt with an evaluative claim that establishes a line of reasoning*)
- “Christianity greatly changed Latin American societies because European political authorities were willing to use repression to try and suppress all aspects of indigenous culture.” (*The thesis responds to the prompt with an evaluative claim that establishes a line of reasoning*)

#### Example of unacceptable theses:

- “The arrival of Christianity changed Latin American societies significantly.” (*The response merely indicates a position of argument without providing a line of reasoning to support that argument. If this statement was immediately followed by another sentence suggesting a valid reason for taking this position, then the two sentences taken together could receive credit.*)

- “The arrival of Christianity changed Latin American societies because the Inquisition eliminated all native religious beliefs.” (*The response does not make a historically defensible claim and misinterprets the documents.*)

## B. Contextualization (0–1 points)

Responses earn a point for contextualization by describing a broader historical context relevant to the prompt (1 point). To earn this point, the response must accurately and explicitly connect the context of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or reference.

To earn the point, the essay must accurately describe a context relevant to the arrival of Christianity in Latin America and its effects on Latin American societies.

**Examples of context might include the following, with appropriate elaboration:**

- The Columbian Exchange and the “Great Dying”
- The trans-Atlantic slave trade
- The creation of European global empires
- The role of the Catholic Church in sanctioning and encouraging conversion efforts in the Americas
- The Spanish Inquisition’s actions against *conversos* and *moriscos* following the expulsion of Jews and Muslims from Spain
- The debates in Europe (especially in Spain) regarding the legal and religious status of American peoples
- The threat of Protestantism to Habsburg domains in Europe

**Example of acceptable contextualization:**

- “The methods that the Spanish used to coerce the Native Americans to relinquish their cultural traditions largely mirror the techniques used in Spain to pressure Jews and Muslims who had nominally converted to Christianity but still practiced their religion in secret.” (*The statement relates broader events and developments to the topic of the extent to which Christianity changed Latin American societies.*)

**Example of unacceptable contextualization:**

- “In the sixteenth century, the Spanish Habsburgs were fighting a number of wars against France, England, and the Dutch.” (*Though potentially relevant, the statement does not explicitly connect the context with the topic of the prompt and therefore is not sufficient on its own to earn the contextualization point.*)

## C. Evidence (0–3 points)

### a) Document Content—Addressing the Topic

In order to achieve the **first point**, the response must use the content of at least **three** documents to address the **topic** of the prompt (1 point). To earn this point, the response must accurately describe—rather than simply quote or paraphrase—the content from at least three of the documents to address the

topic of the extent to which the arrival of Christianity changed Latin American societies in the period 1500–1800.

**Example of describing the content of a document:**

- (Document 3) “The Catholic priest Jacinto de la Serna describes how Amerindians continue to practice their ancient religious traditions while simultaneously venerating Jesus and Mary, thereby ‘joining light with darkness.’” (*The response describes the content of a document accurately, but does not explicitly tie the description to an argument in response to the prompt.*)

OR

**b) Document Content—Supporting an Argument**

In order to achieve the second point, the response needs to support an **argument** in response to the prompt by accurately using the content of at least six documents (2 points). To earn the two points, the response must accurately describe the document’s content; it cannot earn a point by merely quoting or paraphrasing the documents with no connection to the topic of the prompt.

**Example of supporting an argument using the content of a document:**

- (Document 4): “Fabián de Vargas’ court testimony, which described how many native peoples continued to practice animal sacrifice and other traditional rituals while also adopting Christian practices, illustrates that the most significant change that Christianity introduced in Latin American societies was the emergence of syncretic religions.” (*The response connects the contents of the document to an argument about the extent to which Christianity changed Latin American societies.*)

**c) Evidence Beyond the Documents**

The response must use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument that addresses how Christianity changed Latin American societies (1 point). To earn this point, the evidence must be described and must be more than a phrase or reference.

This additional piece of evidence must be different from the evidence used to earn the point for contextualization. Typically, statements credited as **contextualization** will be more general statements that place an argument or a significant portion of it in a broader context. Statements credited as **supporting evidence from outside the documents** will typically be more specific details that function as support for a particular point made in an argument, analogous to the function of evidence drawn from the documents.

**Example of acceptable use of an additional piece of specific historical evidence:**

- “Spanish efforts to bind the native peoples of Mexico to the Christian faith were helped significantly by the emergence of the cult of the Virgin of Guadalupe. According to the story, the Virgin Mary appeared to a Native American man from Mexico, Juan Diego, soon after the Spanish conquest. The Church quickly endorsed the story of the Virgin of Guadalupe, realizing how important it could be in the process of winning the natives’ hearts and minds.”

## D. Analysis and Reasoning (0–2 points)

### a) Document Sourcing

For at least **three** documents, the response explains how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument that addresses the prompt (1 point). To earn this point, the response must explain how or why—rather than simply identifying—the document's point of view, purpose, historical situation, or audience is relevant to an argument addressing the prompt for each of the three documents sourced.

**Example of an acceptable explanation of the relevance of the document's point of view to an argument:**

- (Document 7): “Azara’s opinions about the Native Americans and their religious practices reflect his upbringing in a European country that believed its form of Christianity was “pure” or orthodox. Accordingly, Azara believed that the form of Christianity practiced by the Guarani was not a “true religion” and sounded dismissive of the efforts of the Jesuits to instruct the Indians in the Gospel.” (*The explanation provides sourcing regarding the author’s point-of-view that is relevant to an argument addressing the topic of Christianity and cultural change in colonial Latin American societies.*)

**Example of an acceptable explanation of the relevance of the document's purpose to an argument:**

- (Document 1): “Like many people accused of idolatry by the Inquisition, Fernandes Nobre’s best chance of avoiding harsh punishment may have been to admit all charges and to show repentance of his actions, whether they were real or not. Accordingly, his confession may be more of a reflection of the authorities’ fears that contact with Native Americans would lead some people in the colonies to ‘go native’ and abandon their Christian religious beliefs.” (*The explanation provides sourcing regarding the purpose of the document that is relevant to an argument addressing the topic of Christianity and cultural change in colonial Latin American societies.*)

**Example of an acceptable explanation of the relevance of the historical situation of a document:**

- (Document 6): “The creation of the statue is a long-term result of the African slave trade and the racial and cultural hierarchies in American societies that the slave trade produced. The forced migration of African slaves to harvest cash crops in the Americas, especially in Brazil, resulted in the emergence of colonial societies that were stratified along racial and ethnic lines, so that even those Africans who managed to obtain their freedom were still expected to socialize and pray mostly with other Africans, in their own church.” (*The explanation provides sourcing regarding the historical situation of the document relevant to an argument addressing the topic of Christianity and cultural change in colonial Latin American societies.*)

**Example of an acceptable explanation of the relevance of the audience to an argument:**

- (Document 2): “Poma de Ayala’s *Chronicle* was intended for the king of Spain and, most likely, other members of the political elites in Spain and in South America. The *Chronicle*’s purpose explains why Poma de Ayala wanted to show how the introduction of Christianity merely reframed and refined, rather than abolished, native cultural traditions.” (*The explanation provides sourcing regarding the audience of the document relevant to an argument addressing the topic of Christianity and cultural change in colonial Latin American societies*)

**b) Demonstrating Complex Understanding**

The response demonstrates a complex understanding of the extent to which Christianity changed Latin American societies in the period 1500–1800, using evidence to corroborate, qualify, or modify an argument that addresses the question (1 point).

A response may demonstrate a complex understanding in a variety of ways, such as the following:

- Explaining the nuance of an issue by analyzing multiple variables, such as the influence of political coercion from colonial authorities, the continued importance of native elders in spiritual matters, and the introduction of African slaves in affecting varying degrees of change in Latin American societies
- Explaining relevant and insightful connections within and across periods, such as comparing the influence of Christianity in changing Latin American societies to the effect of Islam in changing societies in the Middle East and Central Asia between the seventh and fifteenth centuries
- Confirming the validity of an argument by corroborating multiple perspectives, such as explaining how different documents corroborate an argument in spite of the differing perspectives of the authors
- Qualifying or modifying an argument by considering diverse or alternative views or evidence, such as pointing out the limits of Christianity’s ability to change Native American societies even while arguing that the introduction of Christianity led to significant change

A complex understanding must be demonstrated as part of the argument, not merely a phrase or reference.

**Examples of demonstrating complex understanding:**

- To support a nuanced argument that religious syncretism was the most important effect of the spread of Christianity in Latin America, the response uses the direct evidence of syncretic beliefs and practices from Documents 2, 3, and 4, and then corroborates that evidence with a discussion of Document 7 to argue that the practical challenges of having limited numbers of European priests meant the Native Americans were frequently left to interpret Christian teachings within the framework of their own religious traditions, leading to syncretism.

- The response presents an argument that recognizes complexity by pointing out that even though the Spanish were fairly successful in spreading Christian ideas through coercion and missionaries and prompting widespread conversion, they were limited in their ability to enforce orthodox doctrine and eliminate indigenous religious beliefs.
- The response qualifies or modifies an argument claiming that Christianity only superficially changed the religious beliefs of Latin American societies by pointing out that the cultural biases of Spaniards such as Jacinto de la Serna and Félix de Azara possibly encouraged them to overlook how deeply Christian practices and beliefs had become embedded in indigenous communities, even if religious practices in those communities seemed heterodox to the Spaniards.

## Scoring Guidelines and Notes for Long Essay Question 2

### Course Framework Alignment

Main Practice/Skill Assessed	Learning Objectives	Key Concepts
Primary Targeted Skill: Causation  Additional Skills: Argument Development Contextualization	<p><b>ENV-1</b> Explain how different types of societies have adapted to and affected their environments.</p> <p><b>SB-1</b> Explain how different forms of governance have been constructed and maintained over time.</p> <p><b>SB-2</b> Explain how and why different functions and institutions of governance have changed over time.</p> <p><b>SB-3</b> Explain how and why economic, social, cultural, and geographical factors have influenced the processes of state building, expansion, and dissolution.</p> <p><b>SB-4</b> Explain how and why internal and external political factors have influenced the process of state building, expansion, and dissolution.</p> <p><b>SB-5</b> Explain how societies with states and state-less societies interacted over time.</p> <p><b>SB-6</b> Explain the political and economic interactions between states and non-state actors over time.</p> <p><b>ECON-2</b> Explain the causes and effects of economic strategies of different types of communities, states, and empires.</p>	2.2

## Scoring Guidelines

In the period 600 B.C.E.–600 C.E., the growth of early states and empires led to the development of complex systems of governance.

Develop an argument that evaluates how one or more expanding states or empires governed their territories.

Maximum Possible Points: 6

Points	Rubric	Notes
A: Thesis/Claim (0–1)	<p><b>Thesis/Claim:</b> Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning. (1 point)</p> <p><i>To earn this point, the thesis must make a claim that responds to the prompt, rather than merely restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.</i></p>	<p>The thesis statement and the essay may address only one state or empire. The thesis statement must have some explanatory element or some specificity regarding how one or more expanding states or empires governed their territories.</p> <p><i>Examples might include the following:</i></p> <ul style="list-style-type: none"><li>• “Expanding states and empires in Afro-Eurasia, such as the Roman Empire, used professional armies, complex bureaucracies, and religion to govern their territories.”</li><li>• “Many expanding states and empires, including the Achaemenid Persian Empire, primarily relied on military coercion and the cooption of local elites to govern their territories.”</li></ul>
B: Contextualization (0–1)	<p><b>Contextualization:</b> Describes a broader historical context relevant to the prompt. (1 point)</p> <p><i>To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or a reference.</i></p>	<p>To earn this point, the essay must accurately describe a context relevant to how expanding states or empires governed their territories.</p> <p><i>Examples of context might include the following, with appropriate elaboration:</i></p> <ul style="list-style-type: none"><li>• States and empires concentrating power in the hands of elites</li><li>• Religious traditions spreading across Afro-Eurasia and states and empires adopting them to justify their rule</li><li>• States and empires incorporating multiple ethnic and cultural groups into their structures of power</li></ul>

Points	Rubric	Notes
<b>C: Evidence (0–2)</b>	<p><b>Evidence:</b> Provides specific examples of evidence relevant to the <b>topic</b> of the prompt. (1 point)</p> <p><i>To earn the first point, the response must identify specific historical examples of evidence relevant to the topic of the prompt.</i></p> <p><b>OR</b></p> <p><b>Supports an Argument:</b> Supports an <b>argument</b> in response to the prompt using specific and relevant examples of evidence. (2 points)</p> <p><i>To earn the second point, the response must use specific historical evidence to support an argument in response to the prompt.</i></p>	<p><i>Examples of evidence used might include the following:</i></p> <ul style="list-style-type: none"> <li>• The Roman Republic's establishment of government institutions such as the patrician Senate and the plebeian tribunes</li> <li>• The Persian Achaemenid Empire appointing governors (<i>satraps</i>) to administer provinces</li> <li>• The Han dynasty of China creating a centralized bureaucracy, such as by appointing imperial ministers to oversee specific governmental affairs like justice or finance</li> </ul>

Points	Rubric	Notes
<p><b>D: Analysis and Reasoning (0–2)</b></p>	<p><b>Historical Reasoning:</b> Uses historical reasoning (e.g., comparison, causation, continuity and change over time) to frame or structure an argument that addresses the prompt.</p> <p>(1 point)</p> <p><i>To earn the first point, the response must demonstrate the use of historical reasoning to frame or structure an argument.</i></p> <p><b>OR</b></p> <p><b>Complexity:</b> Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.</p> <p>(2 points)</p> <p><i>To earn the second point, the response must demonstrate a complex understanding. This can be accomplished in a variety of ways, such as the following.</i></p> <ul style="list-style-type: none"> <li>• <i>Explaining a nuance of an issue by analyzing multiple variables</i></li> <li>• <i>Explaining multiple causes or explaining both causes and effects</i></li> <li>• <i>Explaining relevant and insightful connections within and across periods</i></li> </ul>	<p>To earn the first point, the response must demonstrate the use of historical reasoning to frame or structure an argument as to how expanding states and empires governed their territories in the period 600 B.C.E.–600 C.E., although the reasoning might be uneven or imbalanced.</p> <p><i>Examples of using historical reasoning might include:</i></p> <ul style="list-style-type: none"> <li>• The ways in which some imperial states developed complex administrative structures to extract and distribute revenues from local populations to fund continued expansion</li> <li>• The ways in which expanding imperial states developed economic policies and engaged in long-distance trade to support their territorial expansion</li> </ul> <p><b>OR</b></p> <p><i>The response must demonstrate a complex understanding of how expanding states and empires governed their territories in the period 600 B.C.E.–600 C.E.</i></p> <p><i>Demonstrating a complex understanding of the prompt might include the following:</i></p> <ul style="list-style-type: none"> <li>• Explaining the nuance of an issue by analyzing similarities and differences in methods of governance between or within various states and empires</li> <li>• Qualifying or modifying an argument by considering how imperial expansion often led to the weakening or collapse of complex systems of governance, which could threaten imperial rule</li> </ul>

Points	Rubric	Notes
<b>D: Analysis and Reasoning (0–2) <i>(Continued)</i></b>	<ul style="list-style-type: none"> <li>• <i>Confirming the validity of an argument by corroborating multiple perspectives across themes</i></li> <li>• <i>Qualifying or modifying an argument by considering diverse or alternative views or evidence</i></li> </ul> <p><i>This understanding must be part of the argument, not merely a phrase or reference.</i></p>	<ul style="list-style-type: none"> <li>• Corroborating an argument by illustrating how similar challenges faced by two or more states or empires led to the development of similar systems of governance</li> </ul>

If response is completely blank, enter -- for all four score categories: A, B, C, and D

## Scoring Notes

Introductory notes:

- Except where otherwise noted, each point of these rubrics is earned independently, e.g., a student could earn a point for evidence without earning a point for thesis/claim.
- **Accuracy:** The components of these rubrics require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam essays should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.

### A. Thesis/Claim (0–1 points)

Responses earn **one** point by responding to the prompt with a historically defensible thesis or claim about how one or more expanding states or empires governed their territories (1 point). To earn this point, the thesis must make a claim that responds to the prompt rather than simply restating or rephrasing the prompt or the introductory statement. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.

#### Examples of acceptable theses:

- “Although local elites retained considerable power across Afro-Eurasia, rulers of expanding states such as the Roman Empire centralized their authority by creating complex systems of administration and taxation and developing powerful armies.” (*responds to the prompt with a claim that establishes a line of reasoning*)
- “The emergence of more complex political and administrative structures in the period 600 B.C.E.–600 C.E. was the most important development that allowed states such as the Han dynasty to govern their expanding territories.” (*responds to the prompt with a claim that establishes a line of reasoning*)

#### Example of unacceptable theses:

- “Expanding states and empires used many different methods to govern their territories.” (*does not provide sufficient specificity or explanation to establish a line of reasoning about how one or more expanding states or empires governed their territories*)
- “Most expanding states and empires, including the Gupta Empire, adopted monotheistic religions to control their populations and govern their territories in the period 600 B.C.E.–600 C.E..” (*not a historically defensible claim*)

## **B. Contextualization (0–1 points)**

Responses earn one point by describing a broader historical context relevant to the prompt (1 point). To earn this point, the response must relate the topic of the prompt to historical events, developments, or processes that occur before, during, or continue after the time frame of the development of states and empires in the period 600 B.C.E.–600 C.E. This point is not awarded for merely a phrase or a reference.

To earn the point, the essay must accurately describe a broader context relevant to how expanding states and empires governed their territories in the period 600 B.C.E.–600 C.E.

**Examples might include the following, with appropriate elaboration:**

- The existence of patriarchal social structures across the world determining political hierarchies and systems
- States and empires in the period before circa 600 B.C.E., such as the Babylonian, Egyptian, and Assyrian empires, providing models of governance for states and empires in the period 600 B.C.E.–600 C.E.
- Structures and systems of governance from states and empires in the period 600 B.C.E.–600 C.E. having a lasting influence on later states such as the Byzantine Empire, the Islamic caliphates, and the Tang dynasty

## **C. Evidence (0–2 points)**

- a) Responses earn **one** point by providing at least **two** specific examples of evidence relevant to the **topic** of the prompt. Responses can earn this point without earning the point for thesis/claim. To earn this point, the response must identify specific historical examples of evidence relevant to the topic of how expanding states and empires governed their territories in the period 600 B.C.E.–600 C.E. These examples of evidence must be different from the information used to earn the point for contextualization.

Typically, statements credited as **contextualization** will be more general statements that place an argument or a significant portion of an argument in a broader context. Statements credited as **evidence** will typically be more specific information.

**Examples of evidence used might include the following:**

- The Roman Empire's use of provincial administrations to supervise conquered local populations and incorporate them into the Roman military forces
- The Qin dynasty's creation of a standardized writing system to facilitate imperial administration and forge greater social and cultural cohesion
- The Greek city-state of Athens creating a democratic system of governance

**OR**

- b) Responses earn **two** points if they support an **argument** in response to the prompt using specific and relevant examples of evidence. To earn two points, the response must use specific historical evidence to support an argument regarding how expanding states and empires governed their territories in the period 600 B.C.E.–600 C.E.

**D. Analysis and Reasoning (0–2 points)**

**a) Historical Reasoning**

Responses earn **one** point by using historical reasoning to frame or structure an argument that addresses how states and empires governed their territories in the period 600 B.C.E.–600 C.E. To earn this point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced.

**Examples of using historical reasoning might include the following:**

- Imperial states creating professional armies to facilitate imperial expansion and suppress internal dissent and rebellion
- States and empires relying on forced labor to provide agricultural production, thereby allowing free-born male citizens to engage in military campaigns of conquest

**OR**

**b) Responses earn **two** points by demonstrating a complex understanding of how expanding states and empires governed their territories in the period 600 B.C.E.–600 C.E., using evidence to corroborate, qualify, or modify an argument that addresses the question. To earn the two points, the response must demonstrate a complex understanding.**

Demonstrating complex understanding can be accomplished in a variety of ways:

- Explaining the nuance of an issue by noting that even though expanding states and empires often created complex systems of governance to facilitate expansion, those systems could often weaken the state, such as when some Han dynasty generals used provincial governments to organize and fund challenges to the state
- Qualifying or modifying an argument about the increasing extent of state centralization by considering diverse or alternative views or evidence, such as pointing out that the Han dynasty's system of government was not nearly as centralized as some scholars claim because many male members of the imperial family received their own semi-autonomous districts
- Corroborating an argument about the limitations to state centralization in multicultural and multiethnic states and empires by pointing out that the Roman Empire and the Persian Achaemenid Empire granted wide autonomy to local communities, often allowing them to retain many of their traditional laws and customs and frequently allowing local leaders to remain in power

## Scoring Guidelines and Notes for Long Essay Question 3

### Course Framework Alignment

Main Practice/Skill Assessed	Learning Objectives	Key Concepts
Primary Targeted Skill: Causation  Additional Skills: Argument Development Contextualization	<p><b>SB-1</b> Explain how different forms of governance have been constructed and maintained over time.</p> <p><b>SB-2</b> Explain how and why different functions and institutions of governance have changed over time.</p> <p><b>SB-3</b> Explain how and why economic, social, cultural, and geographical factors have influenced the processes of state building, expansion, and dissolution.</p> <p><b>SB-4</b> Explain how and why internal and external political factors have influenced the process of state building, expansion, and dissolution.</p> <p><b>SB-5</b> Explain how societies with states and state-less societies interacted over time.</p> <p><b>SB-6</b> Explain the political and economic interactions between states and non-state actors over time.</p> <p><b>ECON-2</b> Explain the causes and effects of economic strategies of different types of communities, states, and empires.</p> <p><b>ECON-7</b> Explain how local, regional, and global economic systems and exchange networks have influenced and impacted each other over time.</p>	3.2

## Scoring Guidelines

In the period 600–1450 C.E., new states and empires demonstrated continuity, innovation, and diversity as they developed in various regions such as the Mediterranean, the Middle East, and East Asia.

Develop an argument that evaluates how one or more new states or empires established their authority in this time period.

Maximum Possible Points: 6

Points	Rubric	Notes
A: Thesis/Claim (0–1)	<p><b>Thesis/Claim:</b> Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning. (1 point)</p> <p><i>To earn this point, the thesis must make a claim that responds to the prompt, rather than merely restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.</i></p>	<p>The thesis statement and the essay may address only one state or empire. The thesis statement must have some explanatory element or some specificity regarding how at least one state established its authority in the period 600–1450 C.E.</p> <p><i>Examples might include the following:</i></p> <ul style="list-style-type: none"><li>“During the period 600–1450 C.E. new states like the Tang and Song dynasties in China combined traditional sources of authority like Confucianism and patriarchy with political innovations, such as the civil service examination system, to establish their authority.”</li><li>“The Arab caliphates expanded and established their authority by building on previously existing Persian or Byzantine state structures and adding their own religious authority through the spread of Islam.”</li></ul>

Points	Rubric	Notes
<b>B: Contextualization (0-1)</b>	<p><b>Contextualization:</b> Describes a broader historical context relevant to the prompt. (1 point)</p> <p><i>To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or a reference.</i></p>	<p>To earn this point, the essay must accurately describe a context relevant to how states or empires established their authority in the period 600–1450 C.E.</p> <p><i>Examples of context might include the following, with appropriate elaboration:</i></p> <ul style="list-style-type: none"> <li>• The decline of ancient empires like Rome and the Han dynasty</li> <li>• The Arab conquest of territories formerly ruled by Byzantines, Persians, and others</li> <li>• The development of new feudal political structures in Europe and Japan</li> <li>• New states established across much of Eurasia through conquests by nomadic peoples such as the Arabs, Turks, and Mongols</li> </ul>
<b>C: Evidence (0-2)</b>	<p><b>Evidence:</b> Provides specific examples of evidence relevant to the <b>topic</b> of the prompt. (1 point)</p> <p><i>To earn the first point, the response must identify specific historical examples of evidence relevant to the topic of the prompt.</i></p> <p><b>OR</b></p> <p><b>Supports an Argument:</b> Supports an <b>argument</b> in response to the prompt using specific and relevant examples of evidence (2 points)</p> <p><i>To earn the second point, the response must use specific historical evidence to support an argument in response to the prompt.</i></p>	<p><i>Examples of evidence used might include the following:</i></p> <ul style="list-style-type: none"> <li>• The Song dynasty adopted the examination system to select bureaucrats for the civil service.</li> <li>• In Japan the Kamakura Shogunate established a samurai-dominated feudal system to govern.</li> <li>• The Byzantine emperors utilized both Roman institutions and the Christian church to maintain their authority.</li> </ul>

Points	Rubric	Notes
<b>D: Analysis and Reasoning (0–2)</b>	<p><b>Historical Reasoning:</b> Uses historical reasoning (e.g., comparison, causation, continuity and change over time) to frame or structure an argument that addresses the prompt.</p> <p>(1 point)</p> <p><i>To earn the first point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced.</i></p> <p><b>OR</b></p> <p><b>Complexity:</b> Demonstrates a complex understanding of the historical development that is the focus of prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.</p> <p>(2 points)</p> <p><i>To earn the second point, the response must demonstrate a complex understanding. This can be accomplished in a variety of ways, such as the following.</i></p> <ul style="list-style-type: none"> <li>• <i>Explaining a nuance of an issue by analyzing multiple variables</i></li> <li>• <i>Explaining multiple causes or explaining both causes and effects</i></li> <li>• <i>Explaining relevant and insightful connections within and across periods</i></li> </ul>	<p>To earn the first point, the response must demonstrate the use of historical reasoning to frame or structure an argument regarding how states or empires established their authority in the period 600–1450 C.E., although the reasoning might be uneven or imbalanced.</p> <p><i>Examples of using historical reasoning might include:</i></p> <ul style="list-style-type: none"> <li>• Explaining how imperial states utilized both local traditions and foreign innovations to establish their authority</li> <li>• Explaining continuities and changes in political structures as new states established and expanded their authority</li> </ul> <p><b>OR</b></p> <p>To earn the second point, the response must demonstrate a complex understanding of how states or empires established their authority in the period 600–1450 C.E.</p> <p><i>Demonstrating a complex understanding might include the following:</i></p> <ul style="list-style-type: none"> <li>• Explaining the nuance of an issue by analyzing both continuity and change in political structures between the Sasanian Persian Empire and the Arab caliphates</li> <li>• Qualifying or modifying an argument by considering diverse or alternative views or evidence that acknowledge other potential arguments related to political authority, e.g., qualifying or modifying an argument about the similarities between Byzantine and Umayyad political institutions by acknowledging the uniqueness of the new institution of the caliphate</li> </ul>

Points	Rubric	Notes
<b>D: Analysis and Reasoning (0–2)</b> <i>(Continued)</i>	<ul style="list-style-type: none"> <li>• <i>Confirming the validity of an argument by corroborating multiple perspectives across themes</i></li> <li>• <i>Qualifying or modifying an argument by considering diverse or alternative views or evidence</i></li> </ul> <p><i>This understanding must be part of the argument, not merely a phrase or reference.</i></p>	<ul style="list-style-type: none"> <li>• Explaining similarities and/or differences in how two or more specific states or empires established their authority in the period 600–1450 C.E.</li> </ul>

If response is completely blank, enter - - for all four score categories: A, B, C, and D

## Scoring Notes

Introductory notes:

- Except where otherwise noted, each point of these rubrics is earned independently, e.g., a student could earn a point for evidence without earning a point for thesis/claim.
- **Accuracy:** The components of these rubrics require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam essays should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.

### A. Thesis/Claim (0–1 points)

Responses earn **one** point by responding to the prompt with a historically defensible thesis or claim about how at least one state established its authority in the period 600–1450 C.E. (1 point). To earn this point, the thesis must make a claim that responds to the prompt rather than simply restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.

#### Examples of acceptable theses:

- “The Byzantine Empire continued to use many of the political institutions of the Roman Empire but, unlike the early Roman Empire, the Byzantine emperors used Christianity as a major source of authority in the period from 600 to 1450 C.E.” (*responds to the prompt with a claim that establishes a line of reasoning*)
- “The Mongol Empire established its authority through overwhelming military superiority built on the skills and united power of Central Asian nomads.” (*responds to the prompt with a claim that establishes a line of reasoning*)

#### Example of unacceptable theses:

- “During the period from 600 to 1450 C.E., states and empires used a mixture of old and new techniques to establish their authority.” (*does not address at least one state or empire nor any specific techniques to establish their rule*)
- “The Delhi Sultanate in India mainly used the caste system and Hinduism to establish and maintain its power.” (*not a historically defensible claim*)

### B. Contextualization (0–1 points)

Responses earn **one** point by describing a broader historical context relevant to the prompt (1 point). To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the period from 600 to 1450 C.E. This point is not awarded for merely a phrase or a reference.

To earn the point, the essay must accurately describe a context relevant to how states or empires established their authority in the period 600–1450 C.E.

**Examples might include the following, with appropriate elaboration:**

- The migration and conquests of Arabs, Turks, and Mongols across Eurasia
- The spread of Indian and Chinese philosophical and political ideas to Southeast Asia
- The flourishing of networks of city-states in the Maya region of Central America

**C. Evidence (0–2 points)**

- a) Responses earn **one** point by providing at least **two** specific examples of evidence relevant to the **topic** of the prompt (1 point). Responses can earn this point without earning the point for thesis/claim. To earn this point, the response must identify specific historical examples of evidence relevant to how states or empires established their authority in the period 600–1450 C.E.

These examples of evidence must be different from the information used to earn the point for contextualization. Typically, statements credited as **contextualization** will be more general statements that place an argument or a significant portion of an argument on a broader context. Statements credited as **evidence** will typically be more specific information.

**Examples of evidence used might include the following:**

- In Pagan and Borobudur in Southeast Asia, rulers used Sanskrit titles like “*devaraja*” (god-king) and built massive Hindu-Buddhist monuments to demonstrate their legitimacy.
- The spread of new maritime technologies, such as new designs in Portuguese ships and Ming treasure fleet vessels, helped maintain and expand their power.
- After the initial Mongol invasions, Mongol rulers supported long-distance trade, which increased economic prosperity and solidified their rule.

**OR**

- b) Responses earn **two** points if they support an **argument** in response to the prompt using specific and relevant examples of evidence (2 points). To earn two points, the response must use specific historical evidence to support an argument relevant to how states or empires established their authority in the period 600–1450 C.E.

**D. Analysis and Reasoning (0–2 points)**

**a) Historical Reasoning**

Responses earn **one** point by using historical reasoning to frame or structure an argument that addresses how states or empires established their authority in the period 600–1450 C.E. To earn this point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced.

**Examples of using historical reasoning might include:**

- Explaining how imperial states utilized both local traditions and foreign innovations to establish their authority
- Explaining how states and empires used religious or cultural traditions to legitimize state authority

**OR**

**b) Complexity**

Responses earn **two** points by demonstrating a complex understanding of how states or empires established their authority in the period 600–1450 C.E., using evidence to corroborate, qualify, or modify an argument that addresses the question (2 points). To earn the two points, the response must demonstrate a complex understanding.

Demonstrating complex understanding can be accomplished in a variety of ways:

- Explaining the nuance of an issue by noting that political power in the period was mostly vested in states and empires and by noting that there were other entities such as the Catholic Church that attempted to claim or consolidate political authority by calling and organizing the Crusades or claiming the right to excommunicate or crown rulers
- Qualifying or modifying an argument about the importance of using religion to strengthen state authority by noting that in some cases religions could be used to weaken state power, such as with the emergence of Shi'ism in the Islamic world or in the case of religious rebellions against the Mongols in China (e.g., the Red Turban Rebellion)
- Explaining similarities and/or differences in how specific states or empires established their authority in the period 600–1450 C.E.

## Scoring Guidelines and Notes for Long Essay Question 4

### Course Framework Alignment

Main Practice/Skill Assessed	Learning Objectives	Key Concepts
Primary Targeted Skill: Causation  Additional Skills: Argument Development Contextualization	<p><b>CUL-2</b> Explain how religions, belief systems, philosophies, and ideologies affected political, economic, and social developments over time.</p> <p><b>SB-3</b> Explain how and why economic, social, cultural, and geographical factors have influenced the processes of state building, expansion, and dissolution.</p> <p><b>SB-4</b> Explain how and why internal and external political factors have influenced the process of state building, expansion, and dissolution.</p> <p><b>SB-6</b> Explain the political and economic interactions between states and non-state actors over time.</p> <p><b>ECON-6</b> Explain how economic systems and the development of ideologies, values, and institutions have influenced each other.</p> <p><b>SOC-2</b> Evaluate the extent to which different ideologies, philosophies, and religions affected social hierarchies.</p> <p><b>SOC-3</b> Evaluate the extent to which legal systems, colonialism, nationalism, and independence movements have sustained or challenged class, gender, and racial hierarchies over time.</p>	6.2

## Scoring Guidelines

In the period 1900–2001, challenges to the existing political order led to military conflicts around the world.

Develop an argument that evaluates how challenges to the existing political order led to one or more global or regional military conflicts.

Maximum Possible Points: 6

Points	Rubric	Notes
A: Thesis/Claim (0-1)	<p><b>Thesis/Claim:</b> Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning. (1 point)</p> <p><i>To earn this point, the thesis must make a claim that responds to the prompt, rather than merely restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.</i></p>	<p>The thesis statement and the essay may address only one military conflict.</p> <p>The thesis statement must have some explanatory element or some specificity regarding how challenges to the existing political order during the period 1900–2001 led to at least one global or regional military conflict.</p> <p><i>Examples might include the following:</i></p> <ul style="list-style-type: none"><li>• “In the 1920s and 1930s, the rise of extreme nationalist governments in countries such as Germany and Japan challenged the international system established at the end of the First World War. This challenge directly led to the outbreak of the Second World War.”</li><li>• “The spread of national liberation or independence movements in many parts of Asia and Africa posed a challenge to the established European colonial empires. After 1945, this process of decolonization led to a number of regional conflicts, for example those in Algeria and Vietnam.”</li><li>• “The invention of nuclear weapons in the 1940s dramatically changed the global balance of power and led to the United States and the Soviet Union becoming the two superpowers. This led to a massive nuclear arms race and a number of regional military conflicts (if not outright wars), for example the Berlin blockade and the Cuban missile crisis.”</li></ul>

Points	Rubric	Notes
B: Contextualization (0–1)	<p><b>Contextualization:</b> Describes a broader historical context relevant to the prompt.            (1 point)</p> <p><i>To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or a reference.</i></p>	<p>To earn this point, the essay must accurately describe a context relevant to the way in which challenges to the existing political order can lead to global or regional military conflicts.</p> <p><i>Examples of context might include the following, with appropriate elaboration:</i></p> <ul style="list-style-type: none"> <li>• The role of the concept of balance of power in maintaining the political status quo during the nineteenth century</li> <li>• Examples of twentieth-century political ideologies that were disruptive to the international political order, e.g., Marxism's notion of global workers' revolution, Nazism's notion of <i>Lebensraum</i>, etc.</li> </ul>
C: Evidence (0–2)	<p><b>Evidence:</b> Provides specific examples of evidence relevant to the <b>topic</b> of the prompt.            (1 point)</p> <p><i>To earn the first point, the response must identify specific historical examples of evidence relevant to the topic of the prompt.</i></p> <p><b>OR</b></p> <p><b>Supports an Argument:</b> Supports an <b>argument</b> in response to the prompt using specific and relevant examples of evidence            (2 points)</p> <p><i>To earn the second point, the response must use specific historical evidence to support an argument in response to the prompt.</i></p>	<p><i>Examples of evidence used might include the following:</i></p> <ul style="list-style-type: none"> <li>• Serbian nationalists, unhappy with the treatment of Serbs within Austria-Hungary, assassinated the heir to the Austrian throne, setting in motion the events that led to the outbreak of the First World War.</li> <li>• The Indian independence movement, led by Gandhi, launched nonviolent civil disobedience actions such as the Quit India movement, which eventually convinced the British to grant India independence, a process that was accompanied by large-scale conflict and violence.</li> <li>• With the help of the Soviet Union, Afghan communists overthrew the established government of Afghanistan in the 1970s. In response, the United States started supporting an anticommunist guerilla movement (the <i>mujahideen</i>), which led to a Soviet invasion, a prolonged regional war, and the lasting destabilization of Afghanistan.</li> </ul>

Points	Rubric	Notes
D: Analysis and Reasoning (0–2)	<p><b>Historical Reasoning:</b> Uses historical reasoning (e.g., comparison, causation, continuity and change over time) to frame or structure an argument that addresses the prompt.</p> <p>(1 point)</p> <p><i>To earn the first point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced.</i></p> <p><b>OR</b></p> <p><b>Complexity:</b> Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.</p> <p>(2 points)</p> <p><i>To earn the second point, the response must demonstrate a complex understanding. This can be accomplished in a variety of ways, such as the following.</i></p> <ul style="list-style-type: none"> <li>• <i>Explaining a nuance of an issue by analyzing multiple variables</i></li> <li>• <i>Explaining multiple causes or explaining both causes and effects</i></li> <li>• <i>Explaining relevant and insightful connections within and across periods</i></li> </ul>	<p>To earn the first point, the response must demonstrate the use of historical reasoning to frame or structure an argument regarding how challenges to the existing political order during the period 1900–2001 led to global or regional military conflicts. The reasoning might be uneven or imbalanced.</p> <p><i>Examples of using historical reasoning might include:</i></p> <ul style="list-style-type: none"> <li>• An outline of the different types of challenges to the political order in the twentieth century, e.g., military challenges, ideological challenges, economic challenges, social challenges</li> <li>• Explanation of the relationship between the status quo and historical change over time, e.g., how disruptions to an existing political order might lead to the establishment of a new political order through military conflict</li> </ul> <p><b>OR</b></p> <p>To earn the second point, the response must demonstrate a complex understanding of how challenges to the existing political order during the period 1900–2001 led to global or regional military conflicts. A complex understanding can be demonstrated in a variety of ways, such as the following:</p> <ul style="list-style-type: none"> <li>• Explaining the nuance of an issue by analyzing the way in which challenges to the existing political order during the period 1900–2001 could lead to both “hot” wars and to military, political, or economic buildups, tensions, or standoffs that did not result in direct armed confrontation but could be just as disruptive to the political order as actual wars</li> </ul>

Points	Rubric	Notes
D: Analysis and Reasoning (0–2) <i>(Continued)</i>	<ul style="list-style-type: none"> <li>• <i>Confirming the validity of an argument by corroborating multiple perspectives across themes</i></li> <li>• <i>Qualifying or modifying an argument by considering diverse or alternative views or evidence</i></li> </ul> <p><i>This understanding must be part of the argument, not merely a phrase or reference.</i></p>	<ul style="list-style-type: none"> <li>• Qualifying or modifying an argument about challenges to the political order leading to military conflict by noting that some significant alterations of the political order did not lead to violent conflict but to peaceful change, e.g., decolonization in many parts of Africa and the relatively peaceful political reorganization of Eastern Europe after the fall of communism</li> <li>• Explaining similarities and or differences in how challenges to the existing political order led to military conflicts during one or more sub-periods within the twentieth century, e.g., before 1914 versus 1918–1939, or 1918–1939 versus 1945–1989, etc.</li> </ul>

If response is completely blank, enter -- for all four score categories: A, B, C, and D

## Scoring Notes

Introductory notes:

- Except where otherwise noted, each point of these rubrics is earned independently, e.g., a student could earn a point for evidence without earning a point for thesis/claim.
- **Accuracy:** The components of these rubrics require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam essays should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.

### A. Thesis/Claim (0–1 points)

Responses earn **one** point by responding to the prompt with a historically defensible thesis or claim about how challenges to the existing political order during the period 1900–2001 led to at least one global or regional military conflict (1 point). To earn this point, the thesis must make a claim that responds to the prompt rather than simply restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.

#### Examples of acceptable theses:

- “The coming to power of Hitler’s Nazi Party in Germany in the 1930s was an example of a challenge to the existing political order that eventually led to a global military conflict (the Second World War) because of Hitler’s desire to expand Germany’s borders to cover all territories in which Germans lived.” (*responds to the prompt with a claim that establishes a line of reasoning*)
- “The fall of the Berlin Wall and the subsequent collapse of the Communist bloc and the Soviet Union represented a major challenge to the established political order of the Cold War period. In many places, the resulting political changes were peaceful, but the collapse of communism did result in some regional wars, such as the wars in Yugoslavia.” (*responds to the prompt with a claim that establishes a line of reasoning*)

#### Examples of unacceptable theses:

- During the period 1900–2001, one of the main factors that led to military conflicts was nationalism.” (*does not address at least one specific global or regional conflict during the time period*)
- “In the late twentieth century, global warming caused by human actions severely disrupted the existing political order by leading to numerous military conflicts over land and other natural resources—for example, the Iran-Iraq War.” (*not a historically defensible claim*)

## **B. Contextualization (0–1 points)**

Responses earn **one** point by describing a broader historical context relevant to the prompt (1 point). To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, occur during, or continue after the period from 1900 to 2001. This point is not awarded for merely a phrase or a reference.

To earn the point, the essay must accurately describe a context relevant to the way in which challenges to the existing political order led to global or regional military conflicts.

**Examples might include the following, with appropriate elaboration:**

- Twentieth-century attempts to establish systems of international cooperation to safeguard the political order (such as the League of Nations and the United Nations)
- The political order of the late nineteenth century, characterized by a European-dominated system of alliances designed to preserve a balance between the Great Powers of Europe, collapsed during the First World War.
- The growing popularity of nationalism and the dissolution of older multiethnic empires into often rival nation-states increased international tensions.

## **C. Evidence (0–2 points)**

- a) Responses earn **one** point by providing at least **two** specific examples of evidence relevant to the **topic** of the prompt (1 point). Responses can earn this point without earning the point for thesis/claim. To earn this point, the response must identify specific historical examples of evidence relevant to how challenges to the existing political order during the period 1900–2001 led to at least one global or regional military conflict.

These examples of evidence must be different from the information used to earn the point for contextualization. Typically, statements credited as **contextualization** will be more general statements that place an argument or a significant portion of an argument on a broader context. Statements credited as **evidence** will typically be more specific information.

**Examples of evidence used might include the following:**

- After the success of the Bolshevik Revolution in 1917, the former Russian Empire was thrown into chaos as the new Communist government tried to consolidate its power and defeat its counterrevolutionary enemies (known as the “Whites”).
- In the former Belgian Congo, the Soviet Union supported the post-independence government of socialist Patrice Lumumba, while the United States and Belgium supported various antisocialist regional and military groups, which led to a long and bloody regional conflict.
- The wars in Yugoslavia began as the Slovenes and Croats declared independence from the Serb-dominated Yugoslav central government.

**OR**

- b)** Responses earn **two** points if they support an **argument** in response to the prompt using specific and relevant examples of evidence (2 points). To earn this point, the response must use specific historical evidence to support an argument relevant to how challenges to the existing political order during the period 1900–2001 led to at least one global or regional military conflict.

**D. Analysis and Reasoning (0–2 points)**

**a) Historical Reasoning**

Responses earn **one** point by using historical reasoning to frame or structure an argument that addresses how challenges to the existing political order during the period 1900–2001 led to global or regional military conflicts. To earn this point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced.

**Examples of using historical reasoning might include:**

- Explaining how individuals, groups, or states that feel marginalized in any given political system might seek to reshape the system, possibly through violent means
- Explaining how the global political order changed because of military conflict over the course of the twentieth century

**OR**

**b) Complexity**

Responses earn **two** points by demonstrating a complex understanding of how challenges to the existing political order during the period 1900–2001 led to global or regional military conflicts, using evidence to corroborate, qualify, or modify an argument that addresses the question (2 points). To earn the two points, the response must demonstrate a complex understanding.

Demonstrating complex understanding can be accomplished in a variety of ways:

- Explaining the nuance of an issue by arguing that in some cases the factors destabilizing the established political order and leading to military conflict have been built into the structure of the existing political order itself—for example, the Versailles settlement’s humiliating treatment of Germany created a feeling among Germans of being unjustly blamed and punished for the First World War, a resentment that the Nazis skillfully exploited.
- Qualifying or modifying an argument about the connection between challenges to the political order and military conflict by noting that some of the most significant restructurings of the global political order in the late twentieth century have been the result of economic and ideological conflicts, rather than of military conflicts. For example, the collapse of the Soviet Union was to a large extent the result of the failure of the Soviet communist economic system, and the economic reforms in China under Deng Xiaoping (which significantly reshaped the global balance of power) were the result of a realization that China needed to adopt a capitalist economic system if it wanted to preserve its political system.

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