

# AP<sup>®</sup> World History Practice Exam

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From the 2016 Administration

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Note: This publication shows the page numbers that appeared in the **2015–16 AP Exam Instructions** book and in the actual exam. This publication was not repaginated to begin with page 1.

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## Exam Instructions

The following contains instructions taken from  
the *2015–16 AP Exam Instructions* book.

# AP® World History Exam

Regularly Scheduled Exam Date: Thursday morning, May 12, 2016

Late-Testing Exam Date: Wednesday afternoon, May 18, 2016

Section I Total Time: 55 min. Section II Total Time: 2 hr. 10 min.

**Section I Total Time:** 55 minutes

**Number of Questions:** 70\*

**Percent of Total Score:** 50%

**Writing Instrument:** Pencil required

*\*The number of questions may vary slightly depending on the form of the exam.*

**Section II Total Time:** 2 hours 10 minutes

**Number of Questions:** 3 required essays (DBQ, continuity/change-over-time essay, and comparative essay)

*(10-minute reading period, 120-minute writing period)*

**Percent of Total Score:** 50%

**Writing Instrument:** Pen with black or dark blue ink

## What Proctors Need to Bring to This Exam

- Exam packets
- Answer sheets
- AP Student Packs
- *2015–16 AP Coordinator’s Manual*
- This book — *AP Exam Instructions*
- AP Exam Seating Chart template(s)
- School Code and Home-School/Self-Study Codes
- Pencil sharpener
- Container for students’ electronic devices (if needed)
- Extra No. 2 pencils with erasers
- Extra pens with black or dark blue ink
- Lined paper
- Stapler
- Watch
- Signs for the door to the testing room
  - “Exam in Progress”
  - “Cell phones are prohibited in the testing room”

## SECTION I: Multiple Choice

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

Make sure you begin the exam at the designated time. Remember, you must complete a seating chart for this exam. See pages 305–306 for a seating chart template and instructions. See the *2015–16 AP Coordinator’s Manual* for exam seating requirements (pages 49–52).

If you are giving the regularly scheduled exam, say:

**It is Thursday morning, May 12, and you will be taking the AP World History Exam.**

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

**It is Wednesday afternoon, May 18, and you will be taking the AP World History Exam.**

**In a moment, you will open the packet that contains your exam materials. By opening this packet, you agree to all of the AP Program’s policies and procedures outlined in the *2015-16 Bulletin for AP Students and Parents*. You may now remove the shrinkwrap from your exam packet and take out the Section I booklet, but do not open the booklet or the shrinkwrapped Section II materials. Put the white seals aside. . . .**

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

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

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

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

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

**Turn to the back cover of your exam booklet and read it completely. Look up when you have finished. . . .**

**Are there any questions? . . .**

**You will now take the multiple-choice portion of the exam. You should have in front of you the multiple-choice booklet and your answer sheet. Open your answer sheet to page 2. You may never discuss these specific multiple-choice questions at any time in any form with anyone, including your teacher and other students. If you disclose these questions through any means, your AP Exam score will be canceled.**

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

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

 Note Start Time here \_\_\_\_\_. Note Stop Time here \_\_\_\_\_. Check that students are marking their answers in pencil on their answer sheets and that they are not looking at their shrinkwrapped Section II materials. After 45 minutes, say:

**There are 10 minutes remaining.**

After 10 minutes, say:

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

Collect an answer sheet from each student. Check that each answer sheet has an AP number label and an AP Exam label. After all answer sheets have been collected, say:

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

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

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

**Please listen carefully to these instructions before we take a 10-minute break. All items you placed under your chair at the beginning of this exam must stay there, and you are not permitted to open or access them in any way. Leave your shrinkwrapped Section II packet on your desk during the break. You are not allowed to consult teachers, other students, notes, or textbooks during the break. You may not make phone calls, send text messages, check email, use a social networking site, or access any electronic or communication device. Remember, you may never discuss the multiple-choice questions at any time in any form with anyone, including your teacher and other students. If you disclose these questions through any means, your AP Exam score will be canceled. Are there any questions? . . .**



**You may begin your break. Testing will resume at \_\_\_\_\_.**

## **SECTION II: Free Response**

After the break, say:

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

**You may now remove the shrinkwrap from the Section II packet, but do not open either the Section II exam booklet or the orange Section II: Free Response, Questions and Documents booklet until you are told to do so. . . .**

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

**Now take an AP number label from your Student Pack and place it on the shaded box. If you don’t have any AP number labels, write your AP number in the box. Look up when you have finished. . . .**

**Read the last statement. . . .**

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

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

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

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

**Read Item 4. . . .**

**Are there any questions? . . .**

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

**Read the information on the back cover of the exam booklet. Do not open the booklet until you are told to do so. Look up when you have finished. . . .**

Collect the Student Packs. Then say:

**Are there any questions? . . .**

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

**The total Section II time is 2 hours and 10 minutes. This includes a 10-minute reading period. The reading period is designed to provide you with time to develop thoughtful, well-organized responses. You are advised to spend the 10-minute period reading the question and planning your answer to Part A, Question 1, the document-based question (DBQ). If you have time, you may also read the questions in Parts B and C. You may begin writing your exam responses before the reading period is over. You may make notes in the orange booklet, but your responses must be written in the free-response booklet using a pen with black or dark blue ink. Write the number of the question you are working on in the box at the top of each page in the free-response booklet.**

**The suggested writing time for Part A is 40 minutes. After 40 minutes, you will be advised to move on to Part B and then 40 minutes later to move on to Part C.**

**If you need more paper to complete your responses, raise your hand. At the top of each extra sheet of paper you use, be sure to write only:**

- your AP number, and**
- the question number you are working on.**

**You may now open the orange booklet and exam booklet and begin the 10-minute reading period.**



Note Start Time here \_\_\_\_\_. Note Stop Time here \_\_\_\_\_. Check that students are writing any notes in the orange booklet. After 10 minutes, say:

**The reading period is over. You have 2 hours remaining to complete Section II.**



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

**You should now move on to Part B.**

After 40 minutes, say:

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

After 30 minutes, say:

**There are 10 minutes remaining.**

After 10 minutes, say:

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

If any students used extra paper for a question in the free-response section, have those students staple the extra sheet(s) to the first page corresponding to that question in their exam booklets. Complete an Incident Report. A single Incident Report may be completed for multiple students per exam subject per administration (regular or late testing) as long as all of the required information is provided. Include all exam booklets with extra sheets of paper in an Incident Report return envelope (see page 60 of the *2015-16 AP Coordinator's Manual* for complete details). Then say:

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

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

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

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

If you are giving the regularly scheduled exam, say:

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

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

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

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

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

Then say:

**You are now dismissed.**

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

- Fill in the appropriate section number circle in order to access a separate AP Instructional Planning Report (for regularly scheduled exams only) or subject score roster at the class section or teacher level. See "Post-Exam Activities" in the *2015-16 AP Coordinator's Manual*.
- Check your list of students who are eligible for fee reductions and fill in the appropriate circle on their registration answer sheets.

Be sure to give the completed seating chart to the AP Coordinator. Schools must retain seating charts for at least six months (unless the state or district requires that they be retained for a longer period of time). Schools should not return any seating charts in their exam shipments unless they are required as part of an Incident Report.

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

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## **Student Answer Sheet for the Multiple-Choice Section**

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



COMPLETE THIS AREA AT EACH EXAM (IF APPLICABLE).

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

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

- 4 A B C D E F G H I  
 5 A B C D E F G H I  
 6 A B C D E F G H I

- 7 A B C D E F G H I  
 8 A B C D E F G H I  
 9 A B C D E F G H I

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

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

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

Yes

No

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

Yes

No

**QUESTIONS 1–75**

Indicate your answers to the exam questions in this section (pages 2 and 3). Mark only one response per question for Questions 1 through 120. If a question has only four answer options, do not mark option E. Answers written in the multiple-choice booklet will not be scored.

COMPLETE MARK

EXAMPLES OF INCOMPLETE MARKS



You must use a No. 2 pencil and marks must be complete. Do not use a mechanical pencil. It is very important that you fill in the entire circle darkly and completely. If you change your response, erase as completely as possible. Incomplete marks or erasures may affect your score.

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

- 26 A B C D E  
 27 A B C D E  
 28 A B C D E  
 29 A B C D E  
 30 A B C D E  
 31 A B C D E  
 32 A B C D E  
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 34 A B C D E  
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 46 A B C D E  
 47 A B C D E  
 48 A B C D E  
 49 A B C D E  
 50 A B C D E

- 51 A B C D E  
 52 A B C D E  
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 69 A B C D E  
 70 A B C D E  
 71 A B C D E  
 72 A B C D E  
 73 A B C D E  
 74 A B C D E  
 75 A B C D E

**ETS USE ONLY**

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

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



DO NOT WRITE IN THIS AREA

## QUESTIONS 76–120

**Be sure each mark is dark and completely fills the circle. If a question has only four answer options, do not mark option E.**

- |    |                     |     |                     |     |                     |
|----|---------------------|-----|---------------------|-----|---------------------|
| 76 | (A) (B) (C) (D) (E) | 91  | (A) (B) (C) (D) (E) | 106 | (A) (B) (C) (D) (E) |
| 77 | (A) (B) (C) (D) (E) | 92  | (A) (B) (C) (D) (E) | 107 | (A) (B) (C) (D) (E) |
| 78 | (A) (B) (C) (D) (E) | 93  | (A) (B) (C) (D) (E) | 108 | (A) (B) (C) (D) (E) |
| 79 | (A) (B) (C) (D) (E) | 94  | (A) (B) (C) (D) (E) | 109 | (A) (B) (C) (D) (E) |
| 80 | (A) (B) (C) (D) (E) | 95  | (A) (B) (C) (D) (E) | 110 | (A) (B) (C) (D) (E) |
| 81 | (A) (B) (C) (D) (E) | 96  | (A) (B) (C) (D) (E) | 111 | (A) (B) (C) (D) (E) |
| 82 | (A) (B) (C) (D) (E) | 97  | (A) (B) (C) (D) (E) | 112 | (A) (B) (C) (D) (E) |
| 83 | (A) (B) (C) (D) (E) | 98  | (A) (B) (C) (D) (E) | 113 | (A) (B) (C) (D) (E) |
| 84 | (A) (B) (C) (D) (E) | 99  | (A) (B) (C) (D) (E) | 114 | (A) (B) (C) (D) (E) |
| 85 | (A) (B) (C) (D) (E) | 100 | (A) (B) (C) (D) (E) | 115 | (A) (B) (C) (D) (E) |
| 86 | (A) (B) (C) (D) (E) | 101 | (A) (B) (C) (D) (E) | 116 | (A) (B) (C) (D) (E) |
| 87 | (A) (B) (C) (D) (E) | 102 | (A) (B) (C) (D) (E) | 117 | (A) (B) (C) (D) (E) |
| 88 | (A) (B) (C) (D) (E) | 103 | (A) (B) (C) (D) (E) | 118 | (A) (B) (C) (D) (E) |
| 89 | (A) (B) (C) (D) (E) | 104 | (A) (B) (C) (D) (E) | 119 | (A) (B) (C) (D) (E) |
| 90 | (A) (B) (C) (D) (E) | 105 | (A) (B) (C) (D) (E) | 120 | (A) (B) (C) (D) (E) |

## QUESTIONS 121–126

## For Students Taking AP Biology

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

## QUESTIONS 131–142

## For Students Taking AP Physics 1 or AP Physics 2

**Mark two responses per question. You will receive credit only if both correct responses are selected.**

- |     |                                      |                                      |                           |                           |     |                           |                                      |                           |                           |     |                           |                                      |                           |                           |
|-----|--------------------------------------|--------------------------------------|---------------------------|---------------------------|-----|---------------------------|--------------------------------------|---------------------------|---------------------------|-----|---------------------------|--------------------------------------|---------------------------|---------------------------|
| 131 | (A) <input type="radio"/>            | (B) <input checked="" type="radio"/> | (C) <input type="radio"/> | (D) <input type="radio"/> | 135 | (A) <input type="radio"/> | (B) <input checked="" type="radio"/> | (C) <input type="radio"/> | (D) <input type="radio"/> | 139 | (A) <input type="radio"/> | (B) <input checked="" type="radio"/> | (C) <input type="radio"/> | (D) <input type="radio"/> |
| 132 | (A) <input checked="" type="radio"/> | (B) <input type="radio"/>            | (C) <input type="radio"/> | (D) <input type="radio"/> | 136 | (A) <input type="radio"/> | (B) <input checked="" type="radio"/> | (C) <input type="radio"/> | (D) <input type="radio"/> | 140 | (A) <input type="radio"/> | (B) <input checked="" type="radio"/> | (C) <input type="radio"/> | (D) <input type="radio"/> |
| 133 | (A) <input type="radio"/>            | (B) <input checked="" type="radio"/> | (C) <input type="radio"/> | (D) <input type="radio"/> | 137 | (A) <input type="radio"/> | (B) <input checked="" type="radio"/> | (C) <input type="radio"/> | (D) <input type="radio"/> | 141 | (A) <input type="radio"/> | (B) <input checked="" type="radio"/> | (C) <input type="radio"/> | (D) <input type="radio"/> |
| 134 | (A) <input checked="" type="radio"/> | (B) <input type="radio"/>            | (C) <input type="radio"/> | (D) <input type="radio"/> | 138 | (A) <input type="radio"/> | (B) <input checked="" type="radio"/> | (C) <input type="radio"/> | (D) <input type="radio"/> | 142 | (A) <input type="radio"/> | (B) <input checked="" type="radio"/> | (C) <input type="radio"/> | (D) <input type="radio"/> |



**COMPLETE THIS AREA ONLY ONCE.**

**R. YOUR MAILING ADDRESS** Use the address abbreviations from your AP Student Pack. Fill in only one circle per column. Indicate a space in your address by leaving a blank box; do not grid that column.  
STREET ADDRESS (include street number, street name, apartment number, etc.)

<b>V. SEX</b>	
<input type="radio"/> Female	<input type="radio"/> Male

<b>W. WHICH LANGUAGE DO YOU KNOW BEST?</b>	
<input type="radio"/> English	<input type="radio"/> English and another language about the same
<input type="radio"/> Another language	

**X. RACIALETHNIC GROUP**

Please answer both questions about Hispanic origin and about race. For the following questions about your identity, Hispanic origins are not races.

(You may mark all that apply.)

<b>a. Are you of Hispanic, Latino, or Spanish origin?</b>	
<input type="radio"/> No, not of Hispanic, Latino, or Spanish origin	<input type="radio"/> Asian (including Indian subcontinent and Philippines origin)
<input type="radio"/> Yes, Cuban	<input type="radio"/> Black or African American (including Africa and Afro-Caribbean origin)
<input type="radio"/> Yes, Mexican	<input type="radio"/> Native Hawaiian or other Pacific Islander
<input type="radio"/> Yes, Puerto Rican	<input type="radio"/> White (including Middle Eastern origin)
<input type="radio"/> Yes, another Hispanic, Latino, or Spanish origin	

**Y. PARENTAL EDUCATION LEVEL**

In the first column, indicate the highest level of education of one parent/guardian, and indicate whether this is your mother/female guardian or father/male guardian. Then, if applicable, indicate the highest level of education of your other parent/guardian in the second column, and indicate whether this is your mother/female guardian or father/male guardian.

<b>Mother or female guardian</b>	
<input type="radio"/> Grade school	<input type="radio"/> Some high school
<input type="radio"/> High school diploma or equivalent	<input type="radio"/> Associate or two-year degree
<input type="radio"/> Vocational or trade school	<input type="radio"/> Bachelor's or four-year degree
<input type="radio"/> Some college	<input type="radio"/> Some graduate or professional school
<input type="radio"/> Graduate or professional degree	

**T. STUDENT IDENTIFIER (Student ID Number)**

City \_\_\_\_\_  
State or Province \_\_\_\_\_  
Country \_\_\_\_\_  
ZIP or Postal Code \_\_\_\_\_

If your address does not fit in the spaces provided in Item R, fill in as many circles as you can, then fill in the circle in Item S and print the remainder of your address in the spaces provided.

**S. FOR STUDENTS OUTSIDE THE UNITED STATES ONLY**

City

State or Province

Country

ZIP or Postal Code

By providing your email address, you are granting the College Board permission to use your email in accordance with the policies in the 2015-16 Bulletin for AP Students and Parents.

**U. EMAIL ADDRESS**  
Address \_\_\_\_\_

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## Section I: Multiple-Choice Questions

This is the multiple-choice section of the 2016 AP exam.  
It includes cover material and other administrative instructions  
to help familiarize students with the mechanics of the exam.  
(Note that future exams may differ in look from the following content.)

# AP® World History Exam

## SECTION I: Multiple Choice

2016

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

### At a Glance

**Total Time**

55 minutes

**Number of Questions**

70

**Percent of Total Score**

50%

**Writing Instrument**

Pencil required

### Instructions

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

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

Sample Question    Sample Answer

- Chicago is a                       (A) state                       (B) city                       (C) country                       (D) continent                       (E)

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.

**Form I**

**Form Code 4MBP4-S**

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# WORLD HISTORY

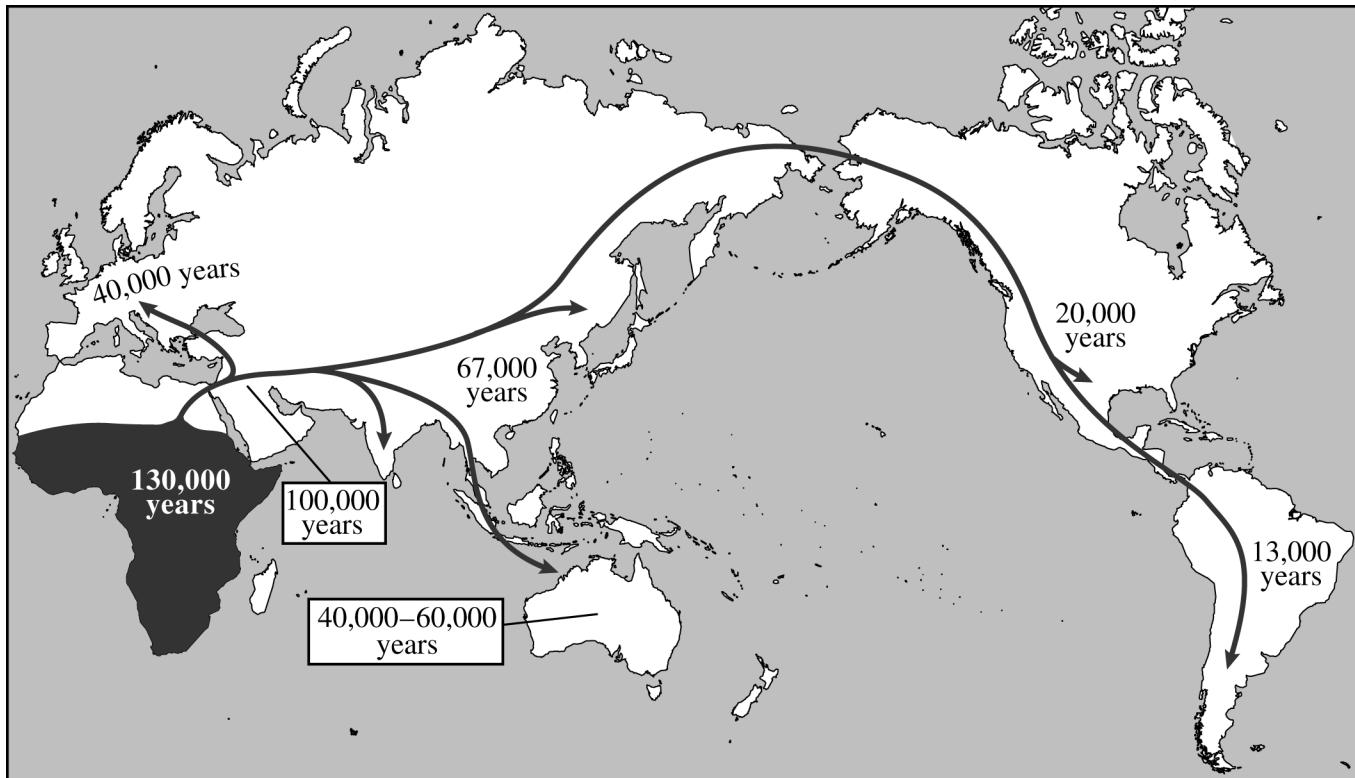
## SECTION I

Time—55 minutes

70 Questions

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

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



1. The map above best illustrates which of the following regarding early human migration?
  - (A) The capacity of early humans for toolmaking
  - (B) The use of rivers by early humans for long-distance travel
  - (C) The ability of early humans to adapt to varying climates and conditions
  - (D) The cohesiveness of groups of early humans

2. Which of the following developed later than the others?
- (A) Agriculture
  - (B) Burial rituals
  - (C) Writing
  - (D) Art
3. Which of the following best describes an important difference between Han China and the Roman Empire?
- (A) Only the Roman Empire built an extensive transportation system.
  - (B) Han China did not rely on slave labor as heavily as the Romans did.
  - (C) Han China relied more heavily on trade than the Romans did.
  - (D) Only Han China was able to successfully defend its borders from outside invasions.
4. “When one is cold, he does not demand the most comfortable and warmest garments; when one is starving, he does not wait for the tastiest morsels. When the belly is famished and gets no food, when the skin is chilled and has no clothing to cover it, then the most compassionate father cannot provide even for his own child. How then can the ruler keep the allegiance of his people? An enlightened ruler, realizing this, will encourage his people in agriculture, lighten the poll tax and other levies, increase his store of supplies and fill his granaries in preparation for flood and drought. Therefore he can keep and care for his people. The people may then be led by the ruler.”

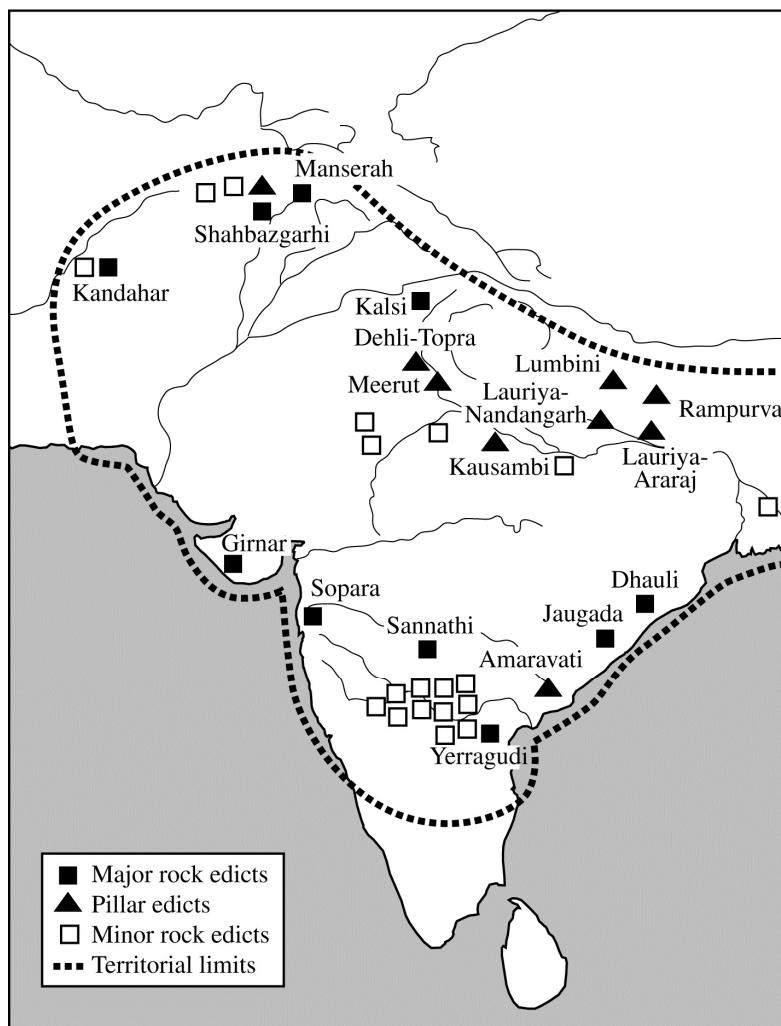
Chao Cuo, secretary  
to the Han emperor, 178 B.C.E.

The passage above best supports which of the following conclusions about Chinese rulers during the Han period?

- (A) They imposed heavy taxes in order to provide people with grain during famines.
- (B) They denied themselves luxuries in order to keep taxes low.
- (C) They were expected to live up to a set of ethical standards for just leadership.
- (D) They had important ritual roles as teachers and farmers.

5. Which of the following was a significant change in religious beliefs and practices in Afro-Eurasia during the period 600 B.C.E. to 600 C.E.?
- (A) The development of ancestor veneration
  - (B) The personification of natural forces as gods and goddesses
  - (C) The reliance on shamanic healers to access altered states of consciousness
  - (D) The establishment of monastic communities
6. Which of the following best explains why Gupta rulers were able to unify much of South Asia but did not achieve lasting political stability?
- (A) Monsoons that regularly flooded the region, causing poverty and disorder
  - (B) Constant civil wars between Hindus and Buddhists
  - (C) The spread of Christianity that rivaled Hinduism
  - (D) The invasion of nomadic Huns from Central Asia

### EDICTS OF ASHOKA



7. The map above supports which of the following about the reign of Mauryan emperor Ashoka (circa 268–232 B.C.E.) ?
- Ashoka's influence was greatest in southern India.
  - Ashoka sought to assert his influence by publicizing his laws.
  - Ashoka's influence was limited to India's largest cities and towns.
  - Ashoka restricted trade to river routes.

8. Which of the following most helped expanding states in Eurasia maintain their military power in the period between 600 B.C.E. and 600 C.E.?
- (A) New bronze weapons that made their armies more powerful than those of their enemies  
(B) Policies of religious tolerance that kept subject peoples from rebelling  
(C) Investment in roads, canals, or fortifications that enabled state control of peripheral areas  
(D) Low levels of taxation combined with many public services that kept citizens content
9. The increased food production accompanying the introduction of Champa rice into China from Vietnam during the eleventh century best illustrates which of the following?
- (A) The reliance of China on food imports  
(B) The importance of Vietnam to the world economy  
(C) The stimulation of agriculture by technological innovation  
(D) The influence of China on neighboring societies
10. Which of the following was the most important factor in the spread of Islam in Southeast Asia in the period circa 1250–1500 C.E.?
- (A) The religious zeal of Muslim soldiers willing to die to spread Islam  
(B) The activities of Muslim traders and Sufi missionaries  
(C) The relative lack of interest in Islam among Hindus and Buddhists  
(D) Muslim rulers' policy of toleration of all religions practiced in their realms
11. Historians who argue that there was substantial global integration by the end of the thirteenth century would most likely cite which of the following as evidence to support their claims?
- (A) The political unification of large territories under imperial rule in the Mediterranean and East Asia  
(B) The widening and deepening of exchange networks linking Afro-Eurasia after the Mongol conquests  
(C) The spread of global capitalism from Europe to Africa and Southeast Asia  
(D) The creation of a new Atlantic trade system based on plantation economies in the Caribbean and the Americas
12. Which of the following best represents a significant change in labor organization from 600 C.E. to 1450 C.E.?
- (A) Governments enforced military conscription when faced with external threats.  
(B) Enslavement of captured soldiers began throughout Afro-Eurasia.  
(C) Government institutions imposed labor taxes on free peasant populations.  
(D) Serfdom arose as an alternative form of coerced labor in parts of Europe and East Asia.
13. Which of the following was an important change in Afro-Eurasia from 700 C.E. to 1000 C.E.?
- (A) The Black Death spread along trade routes, reducing populations and disrupting states and empires.  
(B) Islam expanded through military conquest, merchant activity, and missionary efforts.  
(C) Cotton and silk replaced gold and salt as the most important commodities exchanged along trans-Saharan trade networks.  
(D) The Silk Roads ceased to be an important source of trade and cross-cultural exchange.



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14. Which of the following conclusions about early Islamic architecture is best supported by the eighth-century mosque shown above?
- (A) Use of new building materials
  - (B) Development of new construction technologies
  - (C) Adoption of some Greco-Roman architectural features
  - (D) Fusion of Mesopotamian and Egyptian architectural styles
15. Which of the following most directly contributed to the decline of Eurasian urban populations during the fourteenth century?
- (A) Climate change
  - (B) Epidemic disease
  - (C) Religious wars
  - (D) Regional migration
16. Which of the following processes contributed to the emergence of syncretic and new religions in both the Eastern and Western Hemispheres during the sixteenth century?
- (A) Increases in global interactions
  - (B) Resurgence of religious piety
  - (C) Rejection of indigenous traditions
  - (D) Adoption of local religions by colonizers

17. From 1400 to 1750, Eurasian rulers sponsored the arts primarily for which of the following reasons?
- (A) To display power and legitimize their rule
  - (B) To spend excess money collected in taxes
  - (C) To encourage tourism and pilgrimages
  - (D) To increase employment opportunities for struggling artists
18. Which of the following represents a significant change in Africa between 1450 C.E. and 1750 C.E.?
- (A) Bantu-speaking people spread iron metallurgy to East and Central Africa.
  - (B) Europeans established settler colonies in East and Central Africa.
  - (C) Most enslaved Africans were transported across the Atlantic instead of the Sahara.
  - (D) Islam was introduced and widely adopted in North Africa.
19. Which of the following statements is true of Latin American independence movements in the nineteenth century?
- (A) Slaves led a majority of the armed revolts.
  - (B) Creole elites led most revolts against colonial rule.
  - (C) The United States provided military and financial support to all the revolts.
  - (D) The revolts led to the elimination of racial discrimination throughout Latin America.

20. Which of the following was a major change in transregional trade patterns from 1500 to 1700 ?
- (A) Japanese fleets gained control over most Pacific Ocean trade routes.
  - (B) European manufactured goods came to dominate trans-Saharan trade.
  - (C) Europeans created joint stock companies to engage in overseas trade.
  - (D) Silk Road trade routes came under the control of Mongol rulers.
21. A historian researching international migration patterns of the nineteenth century would find which of the following sources most useful?
- (A) Census records from New York and Buenos Aires detailing the birthplaces of individuals
  - (B) The diary of a German coal miner who emigrated to Canada
  - (C) Letters from an East Asian migrant to the Caribbean to his family back home
  - (D) A British factory's invoices and its shipping and tax records
22. Social Darwinism was used to justify which of the following during the nineteenth century?
- (A) Latin American independence movements
  - (B) Domestic reforms in Meiji Japan
  - (C) British colonization of India
  - (D) Russian utilization of coerced peasant labor
23. In the mid-twentieth century, the presence of Chinese and Japanese populations in North America and of South Asian populations in the Caribbean and South Africa is best explained by which of the following?
- (A) Trade networks of the seventeenth and eighteenth centuries
  - (B) European and United States imperial conquests of the seventeenth and eighteenth centuries
  - (C) Labor migrations during the nineteenth century
  - (D) Refugees fleeing warfare and repressive regimes during the twentieth century
24. “Nobody has one exclusive sphere of activity but each can become accomplished in any branch he wishes, society regulates the general production and thus makes it possible for me to do one thing today and another tomorrow, to hunt in the morning, fish in the afternoon, raise cattle in the evening, [and] criticize after dinner.”
- Karl Marx, German philosopher,  
describing his view of life in  
a communist society, 1846
- Marx’s statement in the passage above is best understood in the context of which of the following responses to the development and spread of global capitalism in the nineteenth century?
- (A) A movement to gain higher wages and shorter hours for workers
  - (B) A movement to articulate an alternative vision of society
  - (C) A movement to convince workers that global capitalism would ultimately benefit them
  - (D) A movement to celebrate the productive capacity of global capitalism

Article XI The Emperor has the supreme command of the Army and Navy.

Article XIII The Emperor declares war, makes peace, and concludes treaties.

Japan's 1889 constitution

Article IX Aspiring sincerely to an international peace based on justice and order, the Japanese people forever renounce war . . . and the threat or use of force as a means of settling international disputes.

In order to accomplish the aim of the preceding paragraph, land, sea, and air forces . . . will never be maintained.

Japan's 1947 constitution

25. The differences in the passages above are most likely a result of which of the following?
- (A) Ideological struggles between communist and capitalist political parties
  - (B) The Japanese emperor's acceptance of Enlightenment ideals
  - (C) Demilitarization imposed by the United States after the Second World War
  - (D) The persistence of mass antiwar protests in Japan

26. "Whereas we, the undersigned kings and chiefs of Fanti, have unanimously resolved and agreed upon the articles hereinafter named.

"Article 1—That we form ourselves into a Committee with the view of effecting unity of purpose and of action between the kings and chiefs of the Fanti territory.

"Article 12—That the Representative Assembly of the Fanti Confederation shall have the power of preparing laws, ordinances, bills, etc."

Excerpt, Constitution of the Fanti Confederation,  
West Africa, 1871

Which of the following best describes the excerpt above?

- (A) A liberal nationalist response to colonialism
- (B) A Marxist-influenced call to revolution
- (C) An appeal to European imperial powers to end the slave trade
- (D) A rejection of traditional religious practice as a means of industrialization

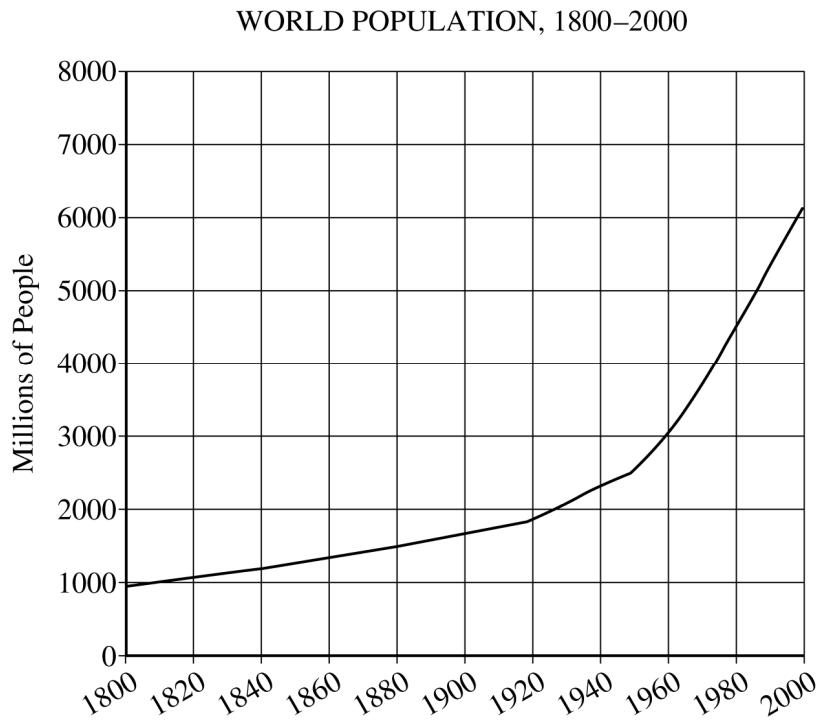
27. In what way did the Haitian Revolution differ from the French Revolution?
- (A) The French Revolution was inspired by Enlightenment ideas while the Haitian Revolution was not.
  - (B) The Haitian Revolution began because of unfair taxation by the French king.
  - (C) The leaders of the Haitian Revolution came from a different social class than did the leaders of the French Revolution.
  - (D) The leaders of the French Revolution wanted religious freedom while the leaders of the Haitian Revolution wanted equal representation.

Top Five Causes of Death in Low- and High-Income Countries, 2008		
	Cause of Death	Percent of Deaths
Low-income countries	Respiratory infections	11.3%
	Diarrheal diseases	8.2%
	HIV/AIDS	7.8%
	Heart disease	6.1%
	Malaria	5.2%
High-income countries	Heart disease	15.6%
	Stroke	8.7%
	Trachea and lung cancers	5.9%
	Alzheimer's disease and dementia	4.1%
	Respiratory infections	3.8%

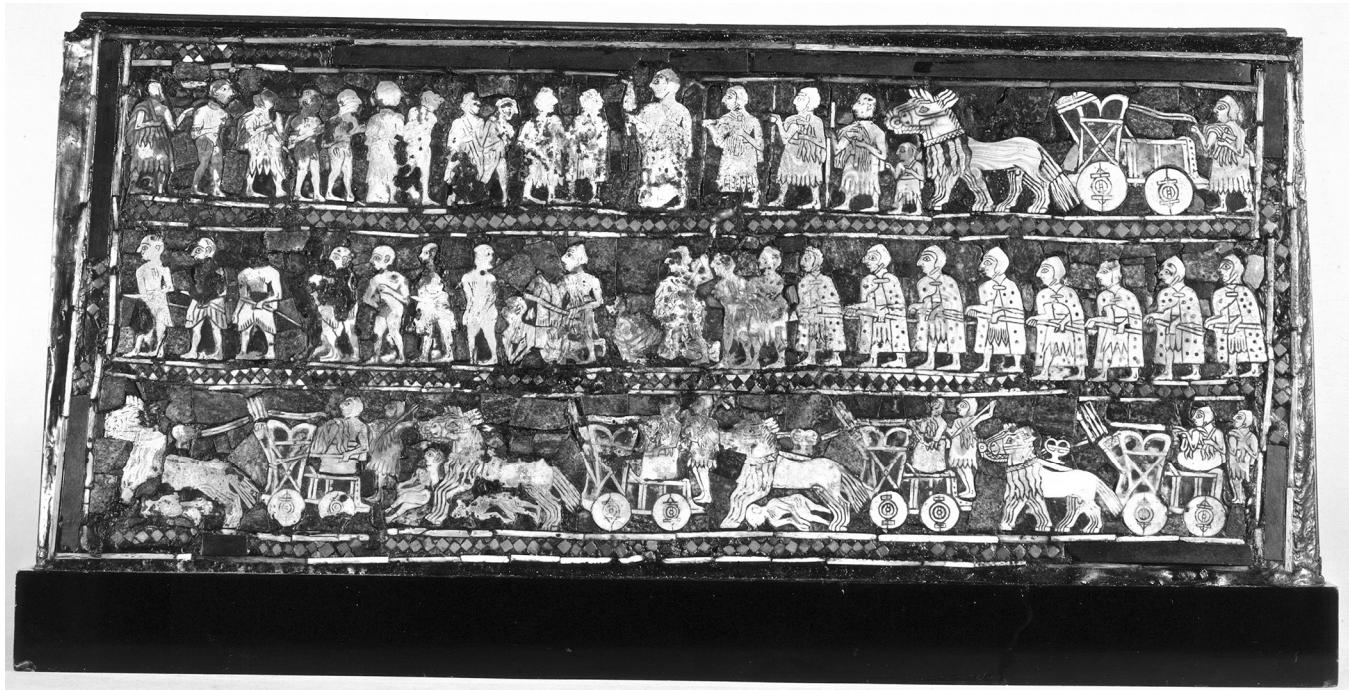
28. Which of the following best explains the differences in the major causes of death experienced by high-income countries versus low-income countries during the early twenty-first century?

- (A) Prevalence of cancer causing pollutants in high-income countries
- (B) Acceptance of contraception in high-income countries
- (C) Greater access to long-term medical care in low-income countries
- (D) Changing lifestyle habits and greater longevity in high-income countries

29. Which of the following was the most direct consequence of the widespread availability of a reliable birth control pill during the twentieth century?
- (A) An increased participation of women in the workforce
  - (B) An increased percentage of men occupying political office
  - (C) An increased percentage of men primarily responsible for work within the household
  - (D) An increased infant mortality rate
30. All of the following were policies pursued by both the United States and the Soviet Union during the Cold War EXCEPT
- (A) reliance on military alliances for national security
  - (B) promotion of proxy wars in other states
  - (C) centralized planning of the national economy
  - (D) development of massive nuclear arsenals



31. Which of the following contributed most to the demographic changes shown on the graph above?
- Eradication of epidemic diseases in South Asia
  - Decreasing level of civilian casualties during military conflicts
  - Diffusion of Green Revolution technology
  - Increasing fertility rates in western Europe



The Print Collector / Alamy

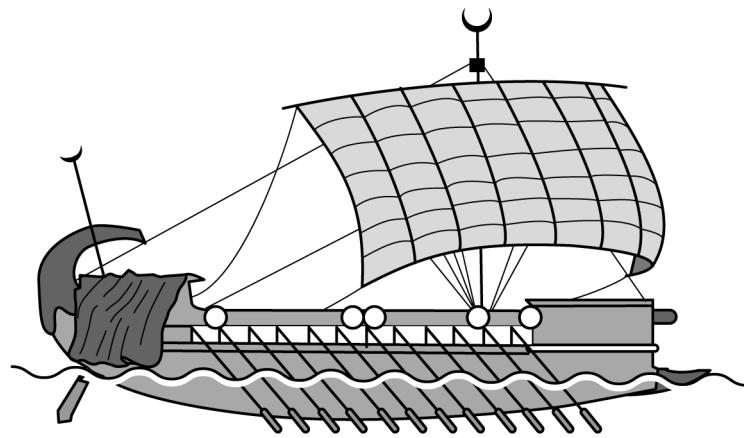
32. The Sumerian image shown above, dating to 2500 B.C.E., best depicts which of the following?

- (A) The wealth and power of Sumerian priests
- (B) The dominance of the city of Ur over all of Mesopotamia and the eastern Mediterranean
- (C) The variety of rare metals found in Mesopotamia
- (D) The adoption of new modes of transportation and warfare developed by pastoralists

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33. Which of the following contributed significantly to the growth of long-distance trade in Afro-Eurasia from 200 B.C.E. to 600 C.E.?

- (A) Improved technologies for pack animals, such as the saddle
- (B) The domestication of the llama
- (C) The spread of Islam by Muslim merchants and missionaries
- (D) A decline in epidemic diseases, such as smallpox



34. Phoenician ships, represented above, were primarily used for trade, settlement, and warfare in which of the following areas?
- (A) The Yellow Sea
  - (B) The Indian Ocean
  - (C) The Mediterranean Sea
  - (D) The Tigris and Euphrates Rivers

35. Which of the following best reflects the use of diplomacy by an empire during the period 600 B.C.E. to 600 C.E.?
- (A) The conquest of the Carthaginian Empire by the Roman Republic  
(B) The creation of written laws by the Babylonian ruler Hammurabi  
(C) The exchange of tribute between Han China and neighboring states  
(D) The unification of China by Qin emperor Shi Huangdi
36. Which of the following accurately compares Hinduism and Buddhism in the period before 1000 C.E.?
- (A) Both supported the caste system, but only Hinduism allowed interaction between castes.  
(B) Both originated in India, but Buddhism spread to more other regions of Asia than did Hinduism.  
(C) Both were founded by the same person, but only Hinduism evolved to include many different gods.  
(D) Both believed in reincarnation, but only Buddhism believed in a never-ending cycle of life.
37. Malian Emperor Mansa Musa's pilgrimage to Mecca in 1324 can best be understood in the context of which of the following?
- (A) The expansion of Islam throughout Afro-Eurasia  
(B) The development of new transportation technologies  
(C) The diffusion of African culture to the Middle East  
(D) The territorial expansion of West African empires
38. Which of the following is an accurate comparison of the Byzantine and Tang Empires?
- (A) Both ruled using traditional sources of power and administrative innovations.  
(B) The ruling families of both empires traced their ancestry back to Central Asian nomads.  
(C) Only the Tang Empire relied on its military to maintain political control.  
(D) Only the Byzantine Empire had to spend considerable resources to protect its borders.

39. Which of the following best describes a difference between the Silk Roads and the Indian Ocean trade network from 500 C.E. to 1000 C.E.?
- (A) Transit along the Silk Roads was more dependent on technological innovations, while Indian Ocean transit depended little on new technologies.
- (B) The Silk Roads were safer due to protective political centers, while Indian Ocean routes were often threatened by piracy.
- (C) The Silk Roads were largely limited to luxury goods, while Indian Ocean routes could carry bulk goods.
- (D) The Silk Roads were much more efficient and cheaper for transit, while shipping costs for Indian Ocean routes were high.
40. A historian researching the effects of the Crusades on the diffusion of technology would probably find which of the following sources most useful?
- (A) European crusaders' accounts of Islamic religious practices
- (B) Muslim accounts of European royal marriages
- (C) Monks' translations of Arabic mathematics texts brought from conquered territories
- (D) Birth records from villages along the routes used by the Crusaders
41. Which of the following is an example of forced labor for the state during the period 600 C.E. to 1450 C.E.?
- (A) Europeans selling themselves as indentured servants
- (B) The *mit'a* system of Andean cultures
- (C) African families using slaves as domestic servants
- (D) Tax farming of the Mongol Empire
42. Which of the following factors helps explain the rise of urban centers and the increase in trade in Afro-Eurasia during the second half of the thirteenth century?
- (A) The increase in all forms of coerced labor to build housing
- (B) The decline of the Mongol khanates across Asia
- (C) The reopening of Indian Ocean trade networks by Chinese explorers
- (D) The availability of safe and reliable transport along land-based trade routes

43. Abbasid reliance on Persian bureaucrats and the introduction of Confucianism to Japanese political institutions both illustrate which of the following processes?
- (A) The integration of conquered peoples into existing social and political structures  
(B) The synthesis of foreign political traditions in the formation of new states  
(C) The influence of complex semireligious philosophies  
(D) The diffusion of cultural ideals as trading networks grew in complexity
44. The agriculture and labor systems that the Portuguese developed on the Atlantic island of Madeira in the 1450s were implemented in which of the following places a century later?
- (A) Nova Scotia for cod fishing  
(B) Falkland Islands for sheep herding  
(C) Hawaii for pineapple cultivation  
(D) Brazil for sugar production
45. Which of the following was an important continuity in the global economy from 1500 C.E. to 1700 C.E.?
- (A) Muslim merchants controlled most major trade routes.  
(B) Asian societies produced most of the world's manufactured goods.  
(C) Most goods were exchanged using overland trade routes.  
(D) Reliance on coerced labor systems declined.
46. Which of the following best supports the conclusion that after 1450 C.E. interactions between the hemispheres created syncretic systems of religious belief?
- (A) Amerindian groups in the American Southwest converted to Catholicism after Spanish missionaries arrived.  
(B) A Peruvian native wrote a letter to the king of Spain asking for his protection from Spanish diseases.  
(C) Northern Mexican peasants referred to the Christian saint Mary as Tonantzin, which was the name of a local deity.  
(D) An eighteenth-century African American poet and slave remembered little of her native religion, despite having been born in Senegal.

47. “The state of monarchy is the supremest thing upon earth; for kings are not only God’s lieutenants upon earth, and sit upon God’s throne, but even by God himself are called gods. In the Scriptures kings are called gods, and so their power after a certain relation compared to the divine power.”

King James I, speech to Parliament, England, 1610

The passage above is best understood in the context of which of the following?

- (A) European monarchs’ continued use of religion to legitimize political authority
- (B) The influence of Islamic political thought on Europe after the Crusades
- (C) The establishment of theocracies throughout Eurasia
- (D) The differential treatment of Protestants and Catholics in England

48. Which of the following was a method rulers in Eurasia used to legitimize and consolidate their power during the period 1450 C.E. to 1750 C.E.?

- (A) Developing professional militaries
- (B) Promoting free trade
- (C) Adopting the religious practices of minority groups
- (D) Enacting reforms to decrease economic and social inequalities

49. During the seventeenth century, one of the reasons Africans participated in the Atlantic slave trade was

- (A) the demand for weapons among African elites
- (B) bribery of African leaders by Caribbean plantation owners
- (C) the desire of African leaders to dominate the Atlantic trade network
- (D) the ambition of African leaders to gain a foothold in the Americas

50. Which of the following describes a major cause of the expansion of the Ottoman Empire in the fifteenth and sixteenth centuries?
- (A) The Ottoman Empire successfully pursued mercantilist economic policies.
  - (B) Ottoman citizens unified by their recent conversion to Islam were strongly motivated to conquer.
  - (C) Exploitation of artillery and small arms gave the Ottomans advantages over many of their political rivals.
  - (D) The decentralized federalism of the Ottoman Empire encouraged competition and technological innovation.
51. Which of the following best supports the argument that the last three decades of the nineteenth century were a turning point in world history?
- (A) Significant increases in demand for fossil fuels for industrial uses
  - (B) Transition from use of coal and steam to nuclear power
  - (C) Worldwide transition from polytheism to monotheism
  - (D) Significant increases in agricultural productivity due to Green Revolution technology
52. Which of the following was the main factor leading to the fall of Japan's Tokugawa shogunate and the rise of the Meiji government?
- (A) Pressure from an increasingly powerful China
  - (B) Large-scale radical peasant rebellion
  - (C) Economic instability and hyperinflation
  - (D) Pressure from Western powers
53. Which of the following was a major factor that contributed to changes in family dynamics in both Great Britain and Japan during the late nineteenth and early twentieth centuries?
- (A) The migration of male indentured laborers to the Americas
  - (B) The increased number of women in the workforce
  - (C) The rapid rise in the number of children working in large factories
  - (D) The large number of women elected to political office

54. Which of the following statements is true of global migration patterns during the nineteenth century?
- (A) Most migrants rejected their culture in favor of total assimilation.
  - (B) Migrants increasingly relocated from rural areas to cities.
  - (C) Most migrants traveled seasonally as agricultural laborers.
  - (D) Migrants were primarily women seeking employment as factory workers.
55. Which of the following most directly led to the start of the First World War?
- (A) European powers meeting in Berlin in 1884 and 1885 to divide Africa into colonies
  - (B) Nationalist competition among industrialized powers for resources
  - (C) Japanese imperialist expansion into Korea and China
  - (D) Political tensions between communist and capitalist states
56. Which of the following is a similarity between European and Asian immigrants to the Americas during the nineteenth century?
- (A) Both were attracted by employment opportunities.
  - (B) Both rejected the cultural traditions of their homelands.
  - (C) Both were mostly from the upper and middle classes.
  - (D) Both were exclusively from minority communities in their home countries.
57. Industrialization in Russia during the nineteenth century most closely resembled industrialization in which of the following regions?
- (A) The United States during the American Revolution
  - (B) South America during the wars for independence from Spain
  - (C) Japan during the Meiji Restoration
  - (D) China during the Communist Revolution

58. “The [Qing] government sponsored a number of projects designed to bolster the navy. The idea was to adopt Western technology but not the values and philosophies that produced it—China would learn from the West, equal it, and then surpass it.”

Haiwang Yuan, editor, historian,  
*This is China: The First 5,000 Years*, 2010

The philosophy behind the late-nineteenth-century Chinese policy mentioned above was part of which of the following?

- (A) The increase in millenarian movements in the nineteenth century
  - (B) The Chinese government’s embrace of procolonial policies
  - (C) The Chinese government’s attempt to reform the economy through self-strengthening
  - (D) The increasing popularity of Communist thought in China
59. Which of the following describes the most important cause of the demographic changes associated with the Columbian Exchange?
- (A) The spread of New World diseases to Afro-Eurasia and environmental damage in the Americas
  - (B) The introduction of New World food crops to Afro-Eurasia and the spread of epidemic diseases to the Americas
  - (C) Environmental degradation in Afro-Eurasia and the spread of Afro-Eurasian food crops to the Americas
  - (D) European settlement in the Americas and the forced migration of Native Americans to Afro-Eurasia

**Questions 60-61 refer to the excerpt below.**

“Americans today . . . who live within the Spanish system occupy a position in society no better than that of serfs destined for labor, or at best they have no more status than that of mere consumers. Yet even this status is surrounded with galling restrictions, such as being forbidden to grow European crops, . . . or to establish factories of a type the Peninsula itself does not possess. To this add the exclusive trading privileges, even in articles of prime necessity, and the barriers between American provinces, designed to prevent all exchange of trade, traffic, and understanding. In short, do you wish to know what our future held?—simply the cultivation of fields . . . cattle raising . . . hunting wild game . . . mining gold.”

Simón Bolívar, *Letter from Jamaica*, 1815

60. In the excerpt, Bolívar expresses which of the following?

- (A) Concern about the lack of restrictions on capital investments
- (B) Outrage at the effects of mercantilist policies
- (C) Disgust with the extravagant spending of socialist governments
- (D) Rebellion against the restrictions of feudalism

61. Bolívar’s reaction to Spanish policies in the Americas is best understood in the context of which of the following?

- (A) Efforts by intellectuals to critique the role that religion played in public life
- (B) Attempts by Enlightenment thinkers to influence resistance to existing political authority
- (C) Desire of suffragists to expand the franchise to women and the poor
- (D) Plans by abolitionists to force the passage of laws ending chattel slavery and indentured servitude

62. Which of the following was an important effect of the petroleum revolution from 1880 to 1920 ?
- (A) Air and water quality improved.
  - (B) Deforestation eased.
  - (C) Industrial production increased.
  - (D) Wartime casualties decreased.
63. “Chicken Tikka Massala is now a true British national dish, not only because it is the most popular, but because it is a perfect illustration of the way Britain absorbs and adapts external influences. Chicken Tikka is an Indian dish. The Massala sauce was added to satisfy the desire of British people to have their meat served in gravy.”
- Robin Cook, British Foreign Secretary,  
speech, 2001
- The development of the British cuisine described in the excerpted speech above is best seen as an example of which of the following?
- (A) The effects of migration by former colonial subjects to imperial metropoles
  - (B) The spread of culture through new communication technology
  - (C) The global spread of western popular and consumer culture
  - (D) The resistance to immigration by nativist groups
64. In the mid-twentieth century, which of the following was a similarity between the approaches of China and the Soviet Union in managing their respective economies?
- (A) Insistence on the participation of industrial workers in planning their economies
  - (B) Recognition of the independence of satellite states in developing their economies
  - (C) Building popular support for their regimes by slowing the pace of industrialization
  - (D) Direct intervention in their economies to speed the process of industrialization
65. The partition of British India in 1947 created the new Muslim state of Pakistan and the predominantly Hindu state of India. The immediate result of the drawing of new geographic boundaries was
- (A) a lasting nuclear nonproliferation pact between the newly created states
  - (B) religious and ethnic violence that led to mass migrations and massacres
  - (C) a peaceful transition to independence along the lines that Mohandas Gandhi, the nationalist and advocate of nonviolence, had envisioned
  - (D) the peaceful annexation of Kashmir, a predominantly Muslim state, by Pakistan

66. "Individually, the independent states of Africa, some of them potentially rich, others poor, can do little for their people. Together, by mutual help, they can achieve much."

Kwame Nkrumah, president of Ghana,  
speech, 1961

The speech above by Nkrumah is best understood in the context of which of the following?

- (A) Twentieth-century transnational movements attempting to unite people across national boundaries
- (B) Competition between Cold War powers to influence the development of newly independent states
- (C) African and Latin American anti-colonial movements motivated by Enlightenment ideology
- (D) International economic institutions attempting to spread free market economics in the developing world

67. Which of the following contributed significantly to the decline of both the Qing and the Ottoman Empires?

- (A) Widespread revolts by factory workers and labor unions
- (B) Collapse of domestic stock and bond markets
- (C) Attempts by the Soviet Union to spread world communism
- (D) Internal conflict with ethnic and religious minorities

68. After which event did the United States and the Soviet Union emerge as superpowers with respect to the rest of the world?

- (A) The United States Civil War
- (B) The promulgation of the Monroe Doctrine
- (C) The First World War
- (D) The Second World War

69. Which of the following was the major long-term political effect of the Great Depression?
- (A) Governments began to take a more active role in economic life.  
(B) Labor unions in industrialized states dominated political life.  
(C) Philanthropic organizations provided relief for disadvantaged children.  
(D) Governments created policies to restrict international trade.
70. In 1949, NATO was established so that Western leaders could counter
- (A) the perceived threat that the Soviet Union and its allies would spread communism  
(B) free-market advocates in the United States and Great Britain  
(C) the decolonization of Africa and nationalization of Western industry there  
(D) the growing power of developing countries in the United Nations

**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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**MAKE SURE YOU HAVE DONE THE FOLLOWING.**

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

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## Section II: Free-Response Questions

This is the free-response section of the 2016 AP exam.  
It includes cover material and other administrative instructions  
to help familiarize students with the mechanics of the exam.  
(Note that future exams may differ in look from the following content.)

# AP® World History Exam

## SECTION II: Free Response

2016

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

### At a Glance

**Total Time**  
2 hours, 10 minutes

**Number of Questions**  
3

**Percent of Total Score**  
50%

**Weight**  
The questions are weighted equally.

**Writing Instrument**  
Pen with black or dark blue ink

### Part A (DBQ)

**Suggested Reading and Writing Time**  
50 minutes

**Reading Period**  
10 minutes. Use this time to read Part A and to plan your answer. You may begin writing your response before the reading period is over.

**Suggested Writing Time**  
40 minutes

### Part B and Part C

**Time**  
1 hour, 20 minutes

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

### 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

Year

- Month Day Year

3. Six-digit school code

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

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

### Instructions

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

The proctor will announce the beginning and end of the reading period. You are advised to spend the 10-minute period reading the question and planning your answer to Part A, Question 1, the document-based question (DBQ). If you have time, you may also read the questions in Parts B and C. You may begin writing your response before the reading period is over.

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

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

Form I

Form Code 4MBP4-S

## **WORLD HISTORY SECTION II**

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

**Total Time—2 hours, 10 minutes**

**Part A (Document-Based Question)**

**Suggested reading and writing time: 50 minutes**

**Percent of Section II score—33 1/3**

It is suggested that you spend 10 minutes reading the documents and 40 minutes writing your response.

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

**Directions:** The following question is based on the accompanying Documents 1-9. (The documents have been edited for the purpose of this exercise.) Write your answer on the lined pages of the Section II free-response booklet.

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

Write an essay that:

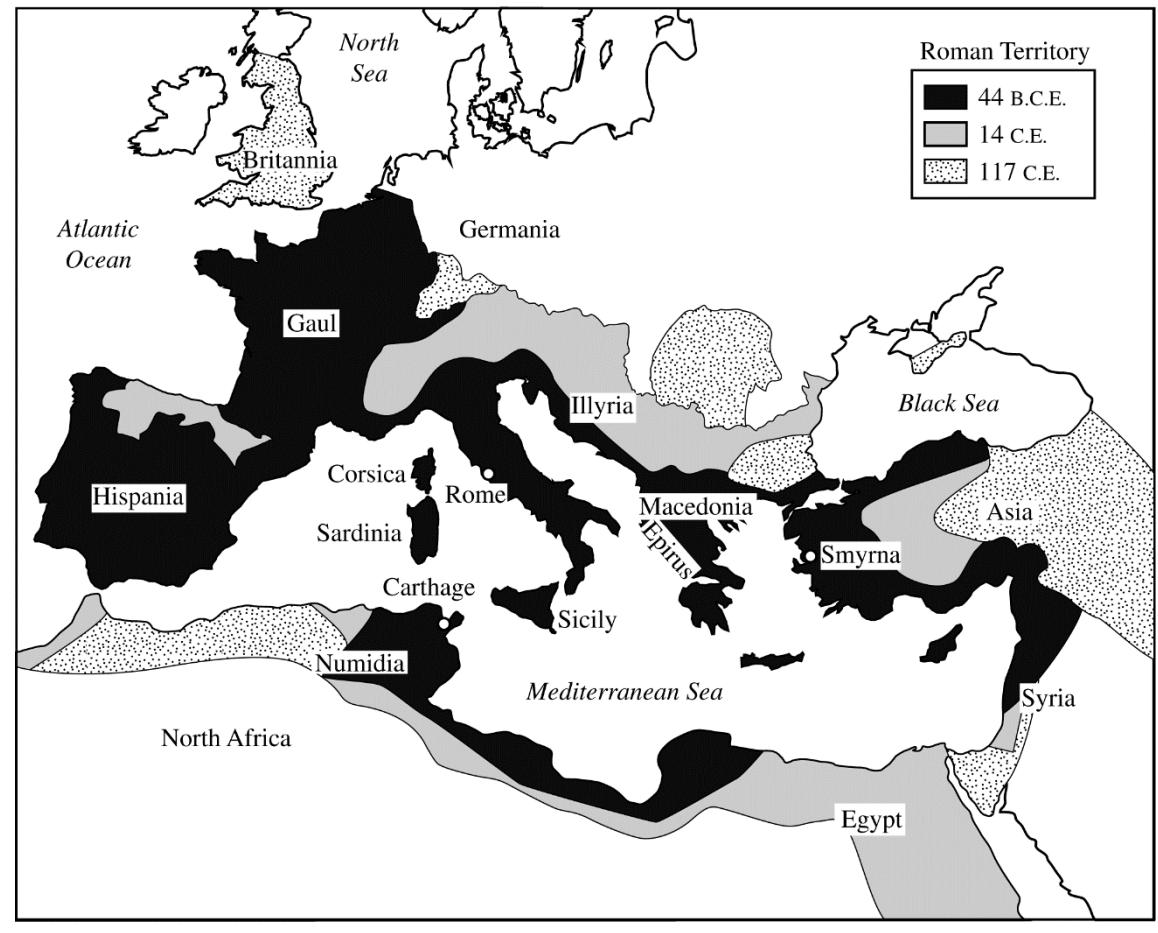
- Has a relevant thesis and supports that thesis with evidence from the documents.
- Uses all of the documents.
- Analyzes the documents by grouping them in as many appropriate ways as possible. Does not simply summarize the documents individually.
- Takes into account the sources of the documents and analyzes the authors' points of view.
- Identifies and explains the need for at least one additional type of document.

You may refer to relevant historical information not mentioned in the documents.

1. Using the following documents, analyze the effects of Roman expansion on Roman society in the period from 200 B.C.E. to 200 C.E. Your response may include social, economic, and political effects.

### Historical Background:

ROMAN EXPANSION FROM FIRST CENTURY B.C.E. TO SECOND CENTURY C.E.



CHRONOLOGY OF ROMAN EXPANSION

509 B.C.E.	Founding of the Roman Republic
264 B.C.E.	Conquest of most of the Italian Peninsula completed
264–146 B.C.E.	Conquest of Carthage and its territories in North Africa and western Mediterranean islands
150–70 B.C.E.	Slave revolts
44 B.C.E.	Assassination of Julius Caesar (appointed perpetual dictator in 46 B.C.E.)
44–31 B.C.E.	Civil wars won by Octavian (later named Augustus)
31 B.C.E.–14 C.E.	Control of most of the Mediterranean region and imperial rule by Augustus
27 B.C.E.–180 C.E.	<i>Pax Romana</i> or Roman peace in the Mediterranean region under Roman rule

## Document 1

Source: Cato the Elder, Roman senator, *On Agriculture*, second century B.C.E.

In the past, praise of a worthy man took this form: “good husband, good farmer”; one so praised was thought to have received the greatest commendation.

Moreover, it was from among the farming class that the sturdiest men and keenest soldiers came, and whatever wealth they gained was the most blameless of all, the most secure, and the least provocative of envy, and the men engaged in this pursuit were the most loyal citizens.

## Document 2

Source: Appian, Greek historian, second century C.E., *Roman History*, describing events in the Roman Empire circa 200 B.C.E.

As the Romans subdued the Italian peoples in war, the wealthy took possession of the greater part of the farmlands and came to cultivate vast estates. They purchased slaves as agricultural laborers and herdsmen, since free Romans could be drawn from their farms into the army. Thus certain powerful men became extremely rich and the class of slaves multiplied throughout the country, while the Italian people were oppressed by poverty, taxes, and military service.

## Document 3

Source: Livy, Roman historian, *History of Rome*, first century B.C.E., describing the capture of the Greek region of Epirus by the Romans in 167 B.C.E.

Early in the morning all the gold and silver had been brought together, and in the fourth hour the signal was given for the soldiers to sack the cities. So great was the plunder that 400 *denarii*\* were appointed to each cavalryman and 200 to each foot soldier, and 150,000 human beings were led away into slavery. Then the walls of the plundered cities were razed; these cities numbered about seventy. The plunder was sold, and the soldiers’ shares paid out of the proceeds.

\* Roman silver coin

## Document 4

Source: Plutarch, Greek biographer, *Life of Tiberius Gracchus*, first century C.E., describing a speech attributed to Tiberius Gracchus, Roman politician and statesman, circa 133 B.C.E.

Gracchus would tell his listeners, “The men who fight and die for our country enjoy the common air and light and nothing else. It is their lot to wander with their wives and children, houseless and homeless, over the face of the earth. And when our generals appeal to their soldiers before a battle to defend their ancestors’ tombs and their temples against the enemy, their words are a lie and a mockery, for not a man in their audience possesses a family altar, not one out of all those Romans owns an ancestral tomb. The truth is that they fight and die to protect the wealth and luxury of others. They are called the masters of the world, but they do not possess a single piece of earth which is truly their own.”

### Document 5

Source: Diodorus of Sicily, Greek historian, *The Library of History*, first century B.C.E., describing the slave war in Sicily circa 135 B.C.E.

Never before had there been such a great uprising of slaves as then arose in Sicily.\* The whole island seemed to fall into the hands of fugitive slaves.

These events struck the majority of the people on the island by surprise, but to those who could judge these events realistically, they did not seem to happen without good reason. Because of the excessive success and wealth of those who were taking profits from this exceedingly prosperous island, they became arrogant and mistreated their slaves. Since the mistreatment of the slaves was so great, when the first opportunity presented itself, there was a sudden violent outburst of hatred on the part of the slaves. The result was that, without any communication between themselves, tens of thousands of slaves joined forces to kill their masters. Almost the identical thing happened in the Roman provinces in Asia at the same time.

\* Important grain-producing region

### Document 6

Paulus Orosius, Christian priest, theologian, and historian, *Seven Books of History Against the Pagans*, fifth century C.E., describing the slave war in Sicily circa 135 B.C.E.

In addition, the contagion of the slave war in Sicily infected many provinces far and wide. For in Sicily, the consul\* Piso captured the town of Mamertium, where he killed eight thousand fugitives, but those whom he was able to capture, he crucified. When Rupilius, the consul who succeeded him, regained by war the two cities that were the strongest places of refuge for fugitive slaves, more than twenty thousand slaves are reported to have been slaughtered at that time.

Undoubtedly, the masters would have perished had they not met the haughty and arrogant slaves with the sword. But during the battles, the victors lost as many as the conquered.

\* Senior government and military official

### Document 7

Source: Varro, Roman scholar, *On Landed Estates*, first century B.C.E.

It was not without reason that those great men, our ancestors, put the Romans who lived in the country ahead of those who lived in the city. Our ancestors thought that those who settled in town were lazier than those who dwelt in the country.

These days, practically all the heads of families have sneaked within the walls of the city, abandoning the sickle and the plow, and would rather busy their hands in the theater and in the circus than in the grain fields and the vineyards. We hire men to bring from Africa and Sardinia the slave-produced grain with which to fill our stomachs.

### Document 8

Source: Florus, Roman historian, *Epitome of Roman History*, second century C.E.

Indeed, it would have been better for the Roman people to have been content with Sicily and Africa, or even to have been without these and to have held dominion only over their own land in Italy, than to increase to such greatness that they were ruined by their own strength. For what else produced those outbursts of domestic strife but excessive prosperity? The resources and wealth thus acquired spoiled the morals of the age and ruined the state, which was engulfed in its own vices as in a common sewer.

### Document 9

Source: Marble relief, Roman soldier with collared slaves, found in Smyrna in present-day Turkey, circa 200 C.E.



© Ashmolean Museum, University of Oxford

**END OF PART A**

**WORLD HISTORY**  
**SECTION II**  
**Part B**  
**(Suggested planning and writing time—40 minutes)**  
**Percent of Section II score—33 1/3**

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

Write an essay that:

- Has a relevant thesis and supports that thesis with appropriate historical evidence.
  - Addresses all parts of the question.
  - Uses world historical context to show continuities and changes over time.
  - Analyzes the process of continuity and change over time.
2. Analyze continuities and changes in nationalism between circa 1850 and 1990.  
Support your analysis with specific examples from at least TWO world regions.

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THIS SPACE MAY BE USED FOR PLANNING YOUR ANSWER.

**WORLD HISTORY**  
**SECTION II**  
**Part C**  
**(Suggested planning and writing time—40 minutes)**  
**Percent of Section II score—33 1/3**

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

Write an essay that:

- Has a relevant thesis and supports that thesis with appropriate historical evidence.
  - Addresses all parts of the question.
  - Makes direct, relevant comparisons.
  - Analyzes relevant reasons for similarities and differences.
3. Analyze similarities and differences in the expansion of TWO of the following imperial states from 1450 to 1750.

Ottoman

Russian

Spanish

---

THIS SPACE MAY BE USED FOR PLANNING YOUR ANSWER.

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

**STOP**

**END OF EXAM**

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

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

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## **Multiple-Choice Answer Key**

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

**Answer Key for AP World History  
Practice Exam, Section I**

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

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## **Free-Response Scoring Guidelines**

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

# AP<sup>®</sup> WORLD HISTORY 2016 SCORING GUIDELINES

## Question 1-Document Based Question

Using the following documents, analyze the effects of Roman expansion on Roman society in the period from 200 B.C.E. to 200 C.E. Your response may include social, economic and political effects.

**BASIC CORE** (competence)**0-7 Points****1. Has acceptable thesis.****1 Point**

Thesis must identify and address at least two impacts of Roman imperial expansion on Roman society in the period from 200 B.C.E. to 200 C.E.

- The thesis must be explicitly stated in the introduction or the conclusion.
- The thesis may appear as one or multiple sentences.
- A thesis split among multiple paragraphs is not acceptable.
- Thesis cannot merely restate the prompt.
- The thesis CANNOT count as meaning, evidence, or grouping.
- The thesis must be plausibly drawn from the documents.
- Social, economic and/or political effects of Roman expansion are acceptable.

**2. Understands the basic meaning of the documents.****1 Point**

- Students must address all nine of the documents.
- Students must demonstrate an understanding of the basic meaning of at least eight documents.
- Students may demonstrate the basic meaning of a document by grouping it in regard to specific relationships between Roman expansion and economic and social effects
- Merely restating verbatim or quoting the content of the documents without context does not adequately demonstrate an understanding of basic meaning.

**3. Supports the thesis with appropriate evidence from a minimum of eight documents****2 Points****For 2 points:**

- Specific and accurate evidence of how imperial expansion affected Roman politics, society and/or the economy or document is used as evidence to support a correct grouping
- Must be explicitly drawn from a minimum of 8 documents.
- A document that is simply listed cannot count as using the document as evidence.
- Students must do more than restate the information in the documents.

**For 1 point:**

- Specific and accurate evidence of how imperial expansion affected Roman politics, society and/or the economy.
- Must be explicitly drawn from a minimum of 7 documents.
- A document that is simply listed does not count as using the document as evidence.

**AP® WORLD HISTORY  
2016 SCORING GUIDELINES**

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

- 4. Analyzes point of view in at least two documents** **1 Point**  
Students must correctly analyze point of view in at least two documents.
- Point of view explains why this individual might have this opinion or what feature informs the author's point of view.
  - Students must move beyond mere description by explaining a document's tone, the characteristics of the author, the intended audience, or how the intended outcome may have influenced the author's opinion (or some combination of these).
  - Students may challenge the veracity of the author's opinion or point of view, but they must move beyond a mere statement that the author is "biased" by providing some plausible analysis of how or why.
  - Mere attribution is not sufficient. Attribution is copying or repeating information verbatim from the source line of the document.
- 5. Analyzes documents by grouping them in three ways.** **1 Point**  
  - Students must explicitly and correctly group the documents in three ways.
  - Groups cannot be based on attribution.
  - A minimum of two documents (used appropriately) constitutes a group or subgroup.

**6. Identifies and explains the need for one type of appropriate additional document or source.** **1 Point**  
  - Students must identify an appropriate additional document, source, or voice and explain how or why the document or source will contribute to analysis of the impact of imperial expansion upon Roman politics, society and/or the economy or is used as evidence to support a correct grouping

**Subtotal** **7 Points**

# **AP<sup>®</sup> WORLD HISTORY 2016 SCORING GUIDELINES**

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

### **EXPANDED CORE** (excellence)

**0-2 Points**

Expands beyond basic core of 1-7 points. A basic core score of 7 points must be achieved before earning points in the expanded core area.

### **Examples:**

- Provides consistent discussion of the relationship between Roman expansion and its impacts on the economy and society.
- Has a clear, analytical, and comprehensive thesis.
  - Goes well beyond the minimally acceptable thesis.
- Shows careful and insightful analysis of most documents.
  - Recognizes the historical context of the documents.
  - Explains corroboration and links between documents.
- Uses documents persuasively as evidence.
- Analyzes point of view in more than the required number of documents.
  - Provides thoughtful analysis of author’s background, intended audience, tone, or historical context.
- Includes appropriate groupings beyond the three required.
- Brings in accurate and relevant “outside” historical context.
- Explains why additional types of document(s) or sources are needed.
  - Identifies more than one type of appropriate additional document.
  - Provides a sophisticated explanation of why the additional document will contribute to analysis of a relationship.
  - Request for additional document(s) is woven into the essay and integrated into a broader analysis.

**Subtotal**

**2 Points**

**TOTAL**

**9 Points**

# AP<sup>®</sup> WORLD HISTORY 2016 SCORING GUIDELINES

## Question 2

**Question 2:** Analyze continuities and changes in nationalism between circa 1850 and 1990. Support your analysis with specific examples from at least TWO world regions.

**BASIC CORE** (competence)**0-7 Points****1. Has acceptable thesis****1 Point**

- The thesis accurately addresses and qualifies at least one continuity and at least one change in nationalism between circa 1850 and 1990.
- The thesis must be explicitly stated in the introduction or specified conclusion of the essay.
- The thesis may appear as one sentence or as multiple consecutive sentences.
- A thesis that is split among multiple paragraphs, or merely restates the prompt, is unacceptable.
- The thesis may **not** be counted for credit in any other category.

**2. Addresses all parts of the question, though not necessarily evenly or thoroughly.****2 Points****For 2 points:**

- The essay addresses one change **and** one continuity in nationalism during the specified period.
- May not necessarily relate to the majority of the time period.

**For 1 point:**

- The essay addresses one change **or** one continuity in nationalism during the specified time period.
- May not necessarily relate to the majority of the time period.

**3. Substantiates thesis with appropriate historical evidence.****2 Points****For 2 points:**

- The essay provides a minimum of **7** pieces of evidence related to at least **two** world regions to support discussion of changes and continuity in nationalism during the specified time period.

**For 1 point:**

- The essay provides a minimum of **4** pieces of evidence related to at least **one** world region to support discussion of change **and/or** continuity in nationalism during the specified time period.

**AP<sup>®</sup> WORLD HISTORY  
2016 SCORING GUIDELINES**

**Question 2 (continued)**

<b>4. Uses relevant world historical context effectively to explain change over time and/or continuity.</b>	<b>1 Point</b>
<ul style="list-style-type: none"><li>The essay explains how change or continuity in nationalism influenced global historical processes</li><li><b>OR</b> explains how global historical processes influenced change or continuity in nationalism</li><li><b>OR</b> connects discussion of change or continuity in nationalism to similar processes in other world regions and/or other historical periods</li></ul>	
<b>5. Analyzes the process of continuity and change over time.</b>	<b>1 Point</b>
<ul style="list-style-type: none"><li>The essay analyzes a continuity and change over time in nationalism during the time period.</li></ul>	
<b>Subtotal</b>	<b>7 Points</b>
<b>EXPANDED CORE</b> (excellence) Expands beyond basic core of 1-7 points. A student must earn <b>7 points</b> in the basic core area before earning points in the expanded core area.	<b>0-2 Points</b>
<b>Examples:</b> <ul style="list-style-type: none"><li>Has a clear, analytical, and comprehensive thesis.</li><li>Addresses all parts of the question thoroughly (as relevant): comparisons, chronology, causation, connections, themes, interaction, content.</li><li>Provides even and ample evidence of change and continuity.</li><li>Analyzes both change and continuity throughout the essay.</li><li>Provides ample world historical context.</li></ul>	
<b>Subtotal</b>	<b>2 Points</b>
<b>TOTAL</b>	<b>9 Points</b>

**AP® WORLD HISTORY  
2016 SCORING GUIDELINES**

**Question 3**

**Question 3:** Analyze similarities and differences in the expansion of TWO of the following imperial states from 1450-1750.

Ottoman  
Russian  
Spanish

**BASIC CORE** (competence)

**0-7 Points**

**1. Has acceptable thesis.**

**1 Point**

- The thesis must include **BOTH** a similarity **AND** a difference in the expansion of the two specified imperial states in the period 1450 C.E. to 1750 C.E.
- The thesis must be explicitly stated in the introduction or the specified conclusion of the essay.
- The thesis may appear as one sentence or as multiple sentences.
- A thesis that is split among multiple paragraphs or merely restates the prompt is unacceptable.
- The thesis **CANNOT** count for any other point.

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

**1-2 Points**

**For 2 points:**

- Identifies at least one similarity **AND** at least one difference in expansion during the specified time period.

**For 1 point:**

- Identifies one similarity **OR** one difference in expansion during the specified time period.

**3. Substantiates thesis with appropriate historical evidence.**

**1-2 Points**

**For 2 points:**

- Must provide at least **5** pieces of relevant and accurate evidence related to expansion during the specified time period.
- Essay must provide evidence from at least **two** of the specified states.

**For 1 point:**

- Must provide at least **3** pieces of relevant and accurate evidence related to expansion during the specified time period.
- Essay must provide evidence from at least **one** of the specified states.

**4. Makes at least one direct, relevant comparison between the imperial states**

**1 Point**

- Provides an additional difference **OR** similarity in expansion beyond that stated for Core Point 2.

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

**1 Point**

**Subtotal**

**7 Points**

**AP<sup>®</sup> WORLD HISTORY  
2016 SCORING GUIDELINES**

**Question 3 (continued)**

**EXPANDED CORE** (excellence)

**0-2 Points**

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

**Examples:**

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

**Subtotal**

**2 Points**

**TOTAL**

**9 Points**

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## **Scoring Worksheet**

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

## 2016 AP World History Scoring Worksheet

### Section I: Multiple Choice

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

### Section II: Free Response

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

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

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

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

### Composite Score

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

AP Score Conversion Chart  
World History

Composite Score Range	AP Score
84-120	5
71-83	4
51-70	3
33-50	2
0-32	1

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## **Question Descriptors and Performance Data**

The following contains tables showing the content assessed, the correct answer, and how AP students performed on each question.

# 2016 AP World History

## Question Descriptors and Performance Data

### Multiple-Choice Questions

Question	Key Concept	Historical Thinking Skill	Key	% Correct
1	1.1 I B	Use Of Evidence	C	67
2	1.1 I C 1.3 III C	Continuity And Change	C	63
3	2.2 III B	Comparison	B	61
4	2.1 II B	Contextualization	C	60
5	2.1 IV A 2.1 IV B	Continuity And Change	D	55
6	2.3 III B	Causation	D	51
7	2.1 II A	Historical Argumentation  Contextualization	B	48
8	2.2 II B	Causation	C	40
9	3.1 IV A 3.3 I A	Contextualization	C	60
10	3.1 III B 3.1 III D	Causation	B	71
11	3.1 I A	Historical Argumentation	B	53
12	3.3 III A 3.3 III C	Continuity And Change	D	70
13	3.1 III A	Continuity And Change	B	51
14	3.1 III D	Causation   Use Of Evidence	C	80
15	3.1 IV B	Causation	B	82
16	4.1 IV D	Causation	A	75
17	4.3 I A	Causation   Contextualization	A	76
18	4.2 I B 4.2 I C	Continuity And Change	C	56
19	4.2 II A	Causation	B	59
20	4.1 IV C	Continuity And Change	C	59
21	5.4 I B	Historical Argumentation   Use Of Evidence	A	56
22	5.2 III	Contextualization	C	64
23	5.4 III 6.2 III	Contextualization	C	50
24	5.1 V A	Contextualization   Use Of Evidence	B	55
25	6.2 IV C 6.2 V A 6.2 V D	Causation   Contextualization   Interpretation	C	67
26	5.3 III D	Contextualization   Use Of Evidence	A	73
27	5.3 III A 5.3 III B 5.3 III C 5.3 III D	Comparison	C	53
28	6.1 III A	Contextualization	D	65
29	6.1 III B 6.3 III B	Causation	A	74
30	6.2 IV C 6.2 IV D	Comparison	C	45
31	6.1 I C	Causation	C	39
32	1.3 II D	Use Of Evidence   Contextualization	D	69
33	2.3 II A	Continuity And Change	A	72
34	2.3 I A	Contextualization   Use Of Evidence	C	69
35	2.2 II B	Contextualization	C	40
36	2.1 I B 2.1 II B	Comparison	B	74
37	3.1 III A	Contextualization	A	74
38	3.2 I A	Comparison   Continuity And Change	A	71

# 2016 AP World History

## Question Descriptors and Performance Data

Question	Key Concept	Historical Thinking Skill	Key	% Correct
39	2.3 I A 3.1 I A	Comparison	C	59
40	3.2 II	Use Of Evidence	C	71
41	3.3 III C	Contextualization	B	47
42	3.3 II B	Causation	D	63
43	3.2 I C	Comparison	B	32
44	4.2 I C	Comparison	D	83
45	4.2 I C 4.2 I D	Continuity And Change	B	37
46	4.1 IV D	Use Of Evidence   Continuity And Change	C	50
47	4.3 I B	Use Of Evidence	A	84
48	4.3 I A 4.3 I B 4.3 I C 4.3 I D	Causation	A	42
49	4.2 I B	Causation	A	52
50	4.3 II B	Causation	C	43
51	5.4 III B 5.4 III C	Periodization	A	48
52	5.2 II A	Causation   Interpretation	D	38
53	5.1 VI B	Causation  Comparison	B	62
54	5.4 II A 5.4 II B 5.4 II C	Continuity And Change	B	75
55	6.2 IV B	Causation	B	52
56	5.4 II A	Comparison	A	76
57	5.1 V C	Comparison	C	41
58	5.1 V C 5.3 III F	Contextualization  Interpretation	C	72
59	4.1 I	Causation   Continuity And Change	B	76
60	5.3 I D	Use Of Evidence	B	53
61	5.3 I D	Contextualization	B	58
62	5.1 I A 6.1 I E	Causation	C	84
63	6.2 III B	Causation   Contextualization	A	33
64	6.3 I A	Comparison  Periodization	D	68
65	6.2 III A	Causation	B	66
66	6.2 II C	Contextualization	A	64
67	6.2 I A	Causation   Comparison	D	65
68	6.2 IV C	Continuity And Change	D	69
69	6.3 I B	Causation	A	74
70	6.2 IV D	Contextualization	A	73

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## Question Descriptors and Performance Data

### Document Based Question

Question	Key Concepts	Historical Thinking Skills	Mean Score
1	2.2 I   2.2 II   2.2 III   2.2 IV	Targeted Skill: Causation	2.70

### Long Essay Questions

Question	Key Concepts	Historical Thinking Skills	Mean Score
2	5.2 II   5.3 II   5.3 III   6.2 I   6.2 II   6.2 III   6.2 IV	Targeted Skill: Continuity and Change	2.00
3	4.2 I   4.3 I   4.3 II   4.3 III	Targeted Skill: Comparison	2.74

# AP World History

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