

AP[®] World History Practice Exam

From the 2015 Administration

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Note: This publication shows the page numbers that appeared in the **2014–15 AP Exam Instructions** book and in the actual exam. This publication was not repaginated to begin with page 1.

Exam Instructions

The following contains instructions taken from the *2014–15 AP Exam Instructions* book.

AP® World History Exam

Regularly Scheduled Exam Date: Thursday morning, May 14, 2015

Late-Testing Exam Date: Wednesday afternoon, May 20, 2015

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
- *2014–15 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 279–280 for a seating chart template and instructions. See the *2014–15 AP Coordinator’s Manual* for exam seating requirements (pages 48–50, 88).

If you are giving the regularly scheduled exam, say:

It is Thursday morning, May 14, 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 20, 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 *2014–15 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 will be processed correctly.

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

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

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

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

Are there any questions? . . .

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. 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, or textbooks about the exam during the break. You may not make phone calls, send text messages, check email, use a social networking site, or access any electronic or communication device. Remember, you 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. . . .

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

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

Read the last statement. . . .

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

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

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

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

Read Item 4. . . .

Are there any questions? . . .

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

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

Collect the Student Packs. Then say:

Are there any questions? . . .

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

Section II begins with a recommended 10-minute reading period. You are advised to take advantage of the reading period to plan what you will write. It is designed to provide you with time to develop your responses. You may begin writing your exam responses before the 10 minutes is over. You may take notes in the orange booklet, but your responses must be written in the free-response booklet with 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.

You have 2 hours to complete Section II. 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 during the exam, raise your hand. At the top of each extra piece of paper you use, be sure to write only your AP number and the number of the question you are working on. Do not write your name. Are there any questions? . . .



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 should begin or continue writing your responses.



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

You should now move on to Part B.

After 40 minutes, say:

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

After 30 minutes, say:

There are 10 minutes remaining.

After 10 minutes, say:

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

If any students used extra paper for the free-response section, have those students staple the extra sheet(s) to the first page corresponding to that question in their exam booklets. Complete an Incident Report and include any exam booklets with extra sheets of paper in an Incident Report return envelope (see page 57 of the *AP Coordinator's Manual* for 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 correct areas of the Section II exam booklet and not in the orange booklet.

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

If you are giving the regularly scheduled exam, say:

You may not discuss 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 *2014-15 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.

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).

O. 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

P. 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
 33 A B C D E
 34 A B C D E
 35 A B C D E

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

ETS USE ONLY

Exam	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9
	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9
Exam	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9
	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 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

77 A B C D E

78 A B C D E

79 A B C D E

80 A B C D E

91 A B C D E

92 A B C D E

93 A B C D E

94 A B C D E

95 A B C D E

106 A B C D E

107 A B C D E

108 A B C D E

109 A B C D E

110 A B C D E

81 A B C D E

82 A B C D E

83 A B C D E

84 A B C D E

85 A B C D E

96 A B C D E

97 A B C D E

98 A B C D E

99 A B C D E

100 A B C D E

111 A B C D E

112 A B C D E

113 A B C D E

114 A B C D E

115 A B C D E

86 A B C D E

87 A B C D E

88 A B C D E

89 A B C D E

90 A B C D E

101 A B C D E

102 A B C D E

103 A B C D E

104 A B C D E

105 A B C D E

116 A B C D E

117 A B C D E

118 A B C D E

119 A B C D E

120 A B C D E

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.

-	.	J	I	/	/	/	/	/	/
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

-	.	J	I	/	/	/	/	/	/
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

-	.	J	I	/	/	/	/	/	/
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

-	.	J	I	/	/	/	/	/	/
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

-	.	J	I	/	/	/	/	/	/
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

-	.	J	I	/	/	/	/	/	/
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

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 B C D

132 A B C D

133 A B C D

134 A B C D

135 A B C D

136 A B C D

137 A B C D

138 A B C D

139 A B C D

140 A B C D

141 A B C D

142 A B C D



U. STUDENT SEARCH SERVICE®

Colleges and scholarship programs may request your information to inform you of educational opportunities and financial aid. Would you like us to supply your information?

Yes No
 If you don't answer and previously chose to participate in this service, we will continue providing your information.

Q. YOUR MAILING ADDRESS		STREET ADDRESS (include street number, street name, apartment number, etc.)		CITY		ZIP OR POSTAL CODE		COUNTRY CODE	
A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G
H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K
L	L	L	L	L	L	L	L	L	L
M	M	M	M	M	M	M	M	M	M
N	N	N	N	N	N	N	N	N	N
O	O	O	O	O	O	O	O	O	O
P	P	P	P	P	P	P	P	P	P
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
R	R	R	R	R	R	R	R	R	R
S	S	S	S	S	S	S	S	S	S
T	T	T	T	T	T	T	T	T	T
U	U	U	U	U	U	U	U	U	U
V	V	V	V	V	V	V	V	V	V
W	W	W	W	W	W	W	W	W	W
X	X	X	X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z

COMPLETE THIS AREA ONLY ONCE.

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.

X. ETHNICITY/RACE		Y. PARENTAL EDUCATION LEVEL		S. STUDENT IDENTIFIER (Student ID Number)	
American Indian or Alaska Native	<input type="radio"/>	Grade school	<input type="radio"/>	Country	State or Province
Asian Asian American or Pacific Islander	<input type="radio"/>	Some high school	<input type="radio"/>	City	ZIP or Postal Code
Black or African American	<input type="radio"/>	High school diploma or equivalent	<input type="radio"/>		
Mexican or Mexican American	<input type="radio"/>	Vocational or trade school	<input type="radio"/>		
Puerto Rican	<input type="radio"/>	Some college	<input type="radio"/>		
Other Hispanic, Latino or Latin American	<input type="radio"/>	Associate or two-year degree	<input type="radio"/>		
White	<input type="radio"/>	Bachelor's or four-year degree	<input type="radio"/>		
Other	<input type="radio"/>	Some graduate or professional school	<input type="radio"/>		

R. FOR STUDENTS OUTSIDE THE UNITED STATES ONLY		T. EMAIL ADDRESS	
If your address does not fit in the spaces provided in Item Q, fill in as many circles as you can, then fill in the circle in Item R and print the remainder of your address in the spaces provided.		By providing your email address, you are granting the College Board permission to use your email in accordance with the policies in the 2014-15 Bulletin for AP Students and Parents.	
Address			

Section I: Multiple-Choice Questions

This is the multiple-choice section of the 2015 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

2015

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

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.

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Form I

Form Code 4LBP4-S

93

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WORLD HISTORY

SECTION I

Time—55 minutes

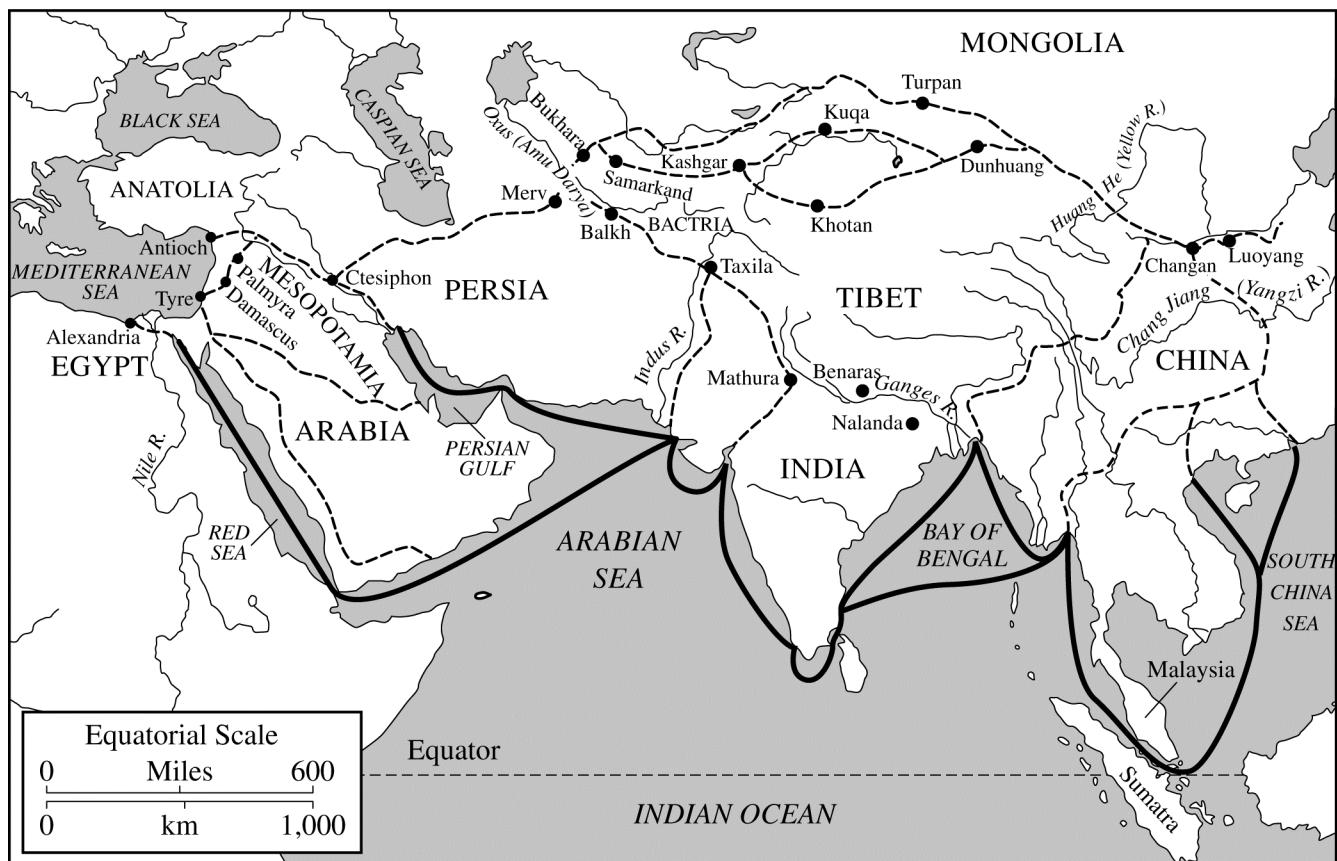
70 Questions

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. Fossil, linguistic, and genetic (DNA) evidence support which of the following hypotheses about early human migrations?
 - (A) Early humans migrated from western Africa across the Atlantic to South America.
 - (B) Central Polynesia was settled by peoples sailing from the western coast of South America.
 - (C) Homo erectus and Homo sapiens migrated out of Africa.
 - (D) Anatomically modern humans spread from their origins in western European regions.
2. The first region of the world for which there is evidence of permanent agricultural villages is
 - (A) the eastern Mediterranean
 - (B) western South America
 - (C) sub-Saharan Africa
 - (D) southeastern Asia
3. Which of the following was a major long-term effect of the Roman Empire's construction of an extensive network of roads?
 - (A) Diminished importance of Roman maritime trade in the Mediterranean
 - (B) Integration of conquered peoples and suppression of resistance to Roman rule
 - (C) Reduction in the size of the Roman army
 - (D) Increased trade with Han China

EURASIA, AROUND 100 C.E.



4. The lines on the map above illustrate which of the following?
- Spread of Hinduism
 - Spread of Christianity
 - Extent of trade routes
 - Seasonal migrations of nomads

5. Which of the following constitutes a significant continuity in Afro-Eurasian history from 600 B.C.E. to 600 C.E.?
- (A) Political fragmentation in China and the Mediterranean
(B) Reliance on bronze for farming implements and weapons
(C) The use of alphabetic systems of writing rather than ideographic symbols
(D) The subordinate social position of women in sedentary agrarian cultures
6. Which of the following was the primary method used in both Qin China and Mauryan India to maintain control of their empires?
- (A) Implementation of a centralized bureaucracy
(B) Forced conversion of subjects to a single religion
(C) Imposition of a common written language
(D) Division of the empire into smaller independent states
7. Which of the following was the most important factor in the spread of the bubonic plague in Eurasia?
- (A) The Mongol expansion from central Asia to China, eastern Europe, and the Middle East
(B) The consolidation of western European monarchies
(C) The spread of Buddhism from central Asia to China
(D) The population decline and the outbreak of peasant revolts in eastern Europe
8. The early spread of Islam outside of the Arabian Peninsula was caused primarily by
- (A) belief in Muhammad's divinity
(B) military conquest
(C) mercantile activity
(D) creation of a protected non-Muslim class
9. Which of the following was a major cause for the growth of cities throughout Afro-Eurasia from 800 C.E. to 1350 C.E.?
- (A) The spread of mercantilism
(B) The decline in epidemic diseases
(C) The rise of interregional commerce
(D) The decreasing need for agricultural workers
10. "What they [the Franks] learned from the Arabs was indispensable in their subsequent expansion. The heritage of Greek civilization was transmitted through Arab intermediaries. In medicine, astronomy, chemistry, geography, mathematics, and architecture, the [Franks] drew their knowledge from Arabic books, which they assimilated, imitated, and then surpassed. . . . In the realm of industry, the Europeans first learned and then improved upon the processes used by the Arabs in papermaking, leather-working, textiles, and the distillation of alcohol and sugar."

Amin Maalouf, *The Crusades Through Arab Eyes*, 1984

The passage above best illustrates which of the following?

- (A) Muslims' examination of their own cultural and economic decline after the Crusades
(B) The debt the Arab world owed Europe for preserving Arab scientific knowledge and cultural history
(C) The reason European industrial expertise far surpassed that of the Arab world
(D) The effects of interregional contact on the development of European culture and technology

11. In the period 600 C.E. to 1450 C.E., states in Japan, Korea, and Vietnam had which of the following in common?

- (A) All successfully excluded European merchants.
(B) All were conquered by the Mongols.
(C) All rejected both Buddhism and Christianity.
(D) All were culturally influenced by China.



Album / Art Resource, NY

12. Angkor Wat in Southeast Asia built circa 1100 C.E., shown above, reflects which of the following world historical processes?
- (A) Increased domination of East Asia and Southeast Asia by Arab powers
 - (B) The increase in the number of Chinese merchant communities in the Indian Ocean region
 - (C) The introduction of Islam across most of Asia
 - (D) Increased cross-cultural interactions in the Indian Ocean region

13. “The sons of the Turkish nobility became slaves of the Chinese people and their virgin daughters became bondmaids. The Turkish nobles abandoned their Turkish titles and received Chinese ones in their place. They submitted to the Chinese emperor, and for fifty years worked and strove on his behalf. For him they undertook expeditions toward the rising sun, and to the west as far as the Iron Gates [in Turkestan]. But to the Chinese . . . they surrendered their empire and their institutions.”

Turkish stone inscription, Inner Mongolia, after conquest by the Tang dynasty, 679 C.E.

The inscription above most likely had which of the following purposes?

- (A) To record the loss of Turkish social and political traditions
- (B) To establish the mutual economic benefits of the connection between Turks and Chinese
- (C) To warn against any resistance to the Turkish nobles
- (D) To show preference for Chinese titles and status

14. Some historians argue that the development of Islamic beliefs and practices in the seventh century reflected the influence of which of the following religions?

- (A) Christianity, Hinduism, and Zoroastrianism
- (B) Christianity, Judaism, and Zoroastrianism
- (C) Buddhism, Judaism, and Hinduism
- (D) Buddhism, Judaism, and Zoroastrianism

15. Which of the following developments best explains why many historians argue that the Song dynasty period (960–1279 C.E.) was pivotal in the development of China as an economic world power?

- (A) The widespread use of gunpowder technology in combat began during the Song period.
- (B) The invention of movable-type printing took place during the Song period.
- (C) The Neoconfucian synthesis of Confucianism, Buddhism, and Daoism was completed during the Song period.
- (D) China’s population doubled and Chinese urban centers experienced massive growth during the Song period.

16. “It is most evident that kings, queens, and other princes . . . are ordained of God, are to be obeyed and honored by their subjects; that such subjects as are disobedient or rebellious against their princes, disobey God.”

An Homily Against Disobedience and Willful Rebellion, Church of England, 1570

What could most reasonably be concluded from the sermon above?

- (A) The clergy generally appointed kings, queens, and princes.
- (B) Rulers often used religious ideas and institutions to justify their rule.
- (C) Rulers were most often chosen from members of the clergy.
- (D) The clergy believed in the separation of church and state.

17. Which of the following was a major motivation for European maritime expansion starting in the fifteenth century?
- (A) The desire to trade directly with Africans and Asians
 - (B) The desire to spread democracy
 - (C) The need for suitable land to establish settler colonies
 - (D) The need for industrial resources
18. Which of the following accurately describes a significant difference between the Ottoman and Mughal Empires in the early seventeenth century?
- (A) The Mughals practiced religious tolerance toward non-Muslim subjects, while the Ottomans did not.
 - (B) The Ottomans ruled over people who were predominately Muslim, while the Mughals did not.
 - (C) The Mughals used gunpowder weapons to expand their territory, while the Ottomans did not.
 - (D) The Ottomans made Shia Islam the official state religion, while the Mughals made Buddhism the official state religion.
19. Which of the following most encouraged the development of new cities such as Cahokia along the Mississippi River, Swahili city-states on the East African coast, Venice on the Mediterranean coast, and Hangzhou on China's coast during the period 600 C.E. to 1450 C.E.?
- (A) Decreases in regional warfare
 - (B) Intensification of regional trade
 - (C) Migration of populations from pastoral societies
 - (D) Development of mass production techniques
20. The transfer of which of the following as part of the Columbian Exchange had the greatest effect on human migration patterns before 1800 ?
- (A) Sugarcane
 - (B) Potatoes
 - (C) Cattle
 - (D) Tobacco



© Santosh Namby

21. The photograph above of a sixteenth-century Mughal mosque in India built by Akbar is an example of which of the following?
- (A) Emergence of capitalist economies
 - (B) Expansion of coercive labor systems
 - (C) Creation of a global trade network
 - (D) Cultural syncretism

22. Which of the following facilitated the creation of European empires in Africa during the late nineteenth century?
- (A) Africans' unified resistance to European intervention
(B) Europeans' desire to develop industry in Africa
(C) Europeans' use of both warfare and diplomacy
(D) Africans' widespread acceptance of European laws
23. All of the following contributed to the rise of industrialization in western Europe and North America during the nineteenth century EXCEPT
- (A) geographic distribution of coal and iron
(B) legal protection of private property
(C) improved agricultural productivity
(D) increased rights for laborers
24. “We have heard that in your own country opium is prohibited with the utmost strictness and severity—this is a strong proof that you know full well how hurtful opium is to humans. Since you do not permit it to injure your own country, you ought not to have the injurious drug transferred to another country, and above all others, not to China!”
- Qing government commissioner Lin Zexu to Queen Victoria of Great Britain, 1839
- In the passage above, Lin Zexu is asking that the British do which of the following?
- (A) Provide treatment for opium addicts in China
(B) Ban the sale of opium by British merchants in China
(C) Prevent all foreign trade from entering China
(D) End the concessions made to Britain during the Opium Wars
25. Which of the following was a major unintended effect of the publication of Charles Darwin's 1859 work *On the Origin of Species*?
- (A) It became the basis for scientific research of human development.
(B) It provided a scientific explanation of the evolution of animals and plants.
(C) It became the basis for all subsequent scientific research on species extinction.
(D) It became the basis of various theories asserting that Europeans were naturally superior to other peoples.
26. Which of the following was a major reason for the decline in India's share of the global manufacture of cotton textiles by the end of the nineteenth century?
- (A) Climate change that significantly altered the growing season
(B) Disruption of production from disputes with labor unions
(C) Competition from industrially produced British textiles
(D) Religious opposition to capitalist modes of production
27. “Again, another marked characteristic of the Anglo-Saxon is what may be called an instinct or genius for colonizing. His unequaled energy, his indomitable perseverance, and his personal independence, made him a pioneer. He excels all others in pushing his way into new countries.”
- Josiah Strong, American Protestant clergyman, essay on Anglo-Saxons, 1891

The sentiments expressed in the quotation above are most supportive of which of the following concepts?

- (A) Nationalism
(B) Imperialism
(C) Liberalism
(D) Marxism

28. Which of the following best supports the view of some world historians that the eighteenth century marked a major turning point in world history?
- (A) The beginning of European colonization of Africa
 - (B) The beginning of the Wahhabi movement of Islamic renewal in Arabia
 - (C) The beginning of European colonization of Australia and New Zealand
 - (D) The beginning of the Industrial Revolution in England
29. One important similarity between the American Revolution and the French Revolution is that they both
- (A) challenged monarchical governments
 - (B) resulted in the abolition of slavery
 - (C) resulted in the abolition of class divisions in society
 - (D) enabled women to achieve political equality with men
30. In China between 1958 and 1962, Mao Zedong's Great Leap Forward, an effort to make China an industrial power through mass collectivization of agriculture, is best understood as an example of
- (A) an attempt by China to win favor with policy makers in the United States
 - (B) a free-market policy designed to position China as a major power in a globalizing economy
 - (C) market communism in which the state increasingly cedes control to businesses run by Communist Party associates
 - (D) a communist government exerting control over the national economy
31. Which of the following best supports the contention that the First World War was the first total war?
- (A) Governments mobilized large segments of their populations and economies and targeted their opponents' military and economic capabilities.
 - (B) The militaries of all major powers used the most advanced weaponry available to them.
 - (C) All the major European powers were involved in the war.
 - (D) Many of the countries on the victorious side of the war were weakened politically by the conflict.
32. Which of the following was a significant long-term cause of the collapse of the Soviet Union during the late twentieth century?
- (A) Geopolitical rivalry between the Soviet Union and communist China
 - (B) The dismantling of the Berlin Wall and the end of restrictions on emigrating from communist countries
 - (C) The cost of the arms race between the Soviet Union and the United States
 - (D) The establishment of the Non-Aligned Movement
33. “While the dynamic force in Globalization 1.0 was countries globalizing and the dynamic force of Globalization 2.0 was companies globalizing, the dynamic force in Globalization 3.0—the thing that gives it its unique character—is the newfound power for *individuals* to collaborate and compete globally.”
- Thomas Friedman, journalist, 2005
- Which of the following contributed most to the development of the process that Friedman labels Globalization 3.0 ?
- (A) The invention of the Internet and the increased availability of personal computers
 - (B) The creation of multinational corporations and international stock markets
 - (C) The United Nations' adoption of the Universal Declaration of Human Rights
 - (D) The creation of supranational entities such as the European Union
34. Which of the following was a new type of settlement that resulted most directly from the domestication of plants and animals in the Neolithic period?
- (A) Large, densely populated cities
 - (B) Temporary shelters in caves and other naturally protected spaces
 - (C) Small villages surrounded by agricultural fields
 - (D) Trans-regional trade centers



Werner Forman / Art Resource, NY

35. The Roman sculpture above, depicting the sacking of Jerusalem by a Roman army in 70 C.E., was most likely intended for which of the following purposes?
- (A) To show the Romans' respect for the religious symbols of Judaism
 - (B) To convey the power of the Roman Empire
 - (C) To express sympathy for defeated enemies
 - (D) To portray the value of all ranks of Roman society

36. “The inhabitants of the New World were bearers of no serious new infection transferable to the European and African populations that intruded upon their territory . . . whereas the abrupt confrontation with the long array of infections that European and African populations had encountered piecemeal across some four thousand years of civilized history provoked massive demographic disaster among Amerindians.”

William McNeill, world historian, 1976

Which of the following best illustrates the argument described in the passage above?

- (A) Spanish and Portuguese plantation owners imported large numbers of African slaves to work their fields.
- (B) Amerindians were killed in large numbers by diseases such as smallpox and measles.
- (C) Some Amerindian societies prior to European contact had high population densities and large urban centers of comparable scale to those in Europe.
- (D) The Spanish system of forced labor in mines such as those in Potosí resulted in thousands of deaths among the Amerindian population.
37. Which of the following resulted from the fragmentation of the Mongol Empire following the death of Genghis Khan?
- (A) The collapse of the Byzantine Empire
- (B) The development of khanates in Central Asia
- (C) The spread of Islam into East Asia
- (D) Increased trade between Africa and Asia
38. Contact between different societies often leads to an interchange of ideas, cultural forms, and knowledge, but the degree of reciprocity varies considerably. Which of the following was probably the most one-way cultural flow?
- (A) The interactions between the Roman Empire and the Han Empire via trade on the Silk Roads
- (B) The interactions between Muslims and Christians in Muslim Spain
- (C) The interactions between Tang China and Japan
- (D) The interactions between Bantu speakers and Arabs during the establishment of trading cities on the Swahili coast

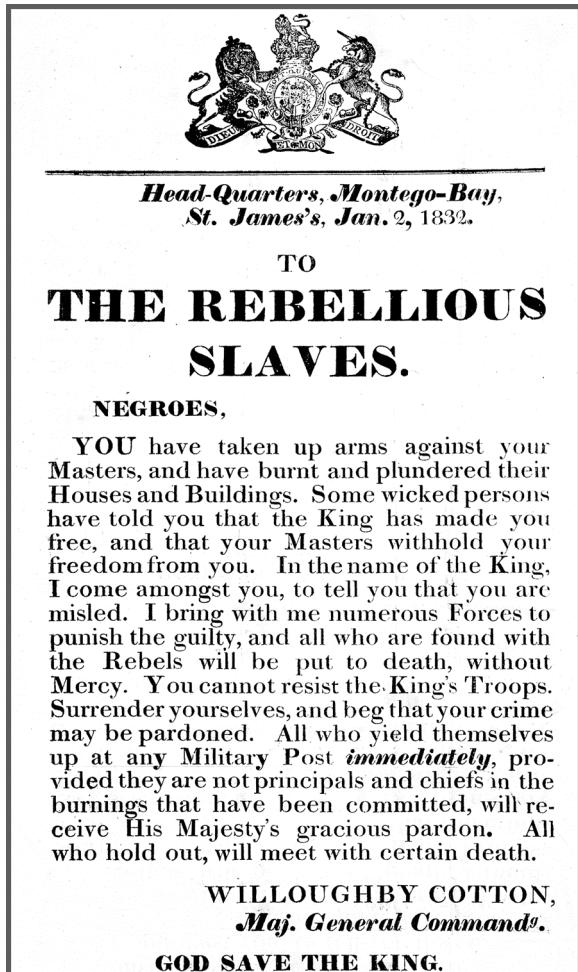
39. “Seeing that it is a girl’s destiny, on reaching womanhood, to go to a new home, and live in submission to her father-in-law and mother-in-law, it is even more incumbent upon her than it is on a boy to receive with all reverence her parents’ instructions. Should her parents, through excess of tenderness, allow her to grow up self-willed, she will infallibly show herself capricious and thus alienate his affection.”

Kaibara Ekken, Japanese author,
Greater Learning for Women, 1716

The excerpt above exemplifies the continued influence on eighteenth-century Japan of which of the following?

- (A) The Christian tradition of children respecting their parents
- (B) The Buddhist encouragement of female spirituality
- (C) The Islamic practice of women appearing modestly in public
- (D) The Confucian emphasis on filial submission
40. Which of the following was a major change in global patterns of religious beliefs and practices in the period 1450–1750 C.E.?
- (A) The emergence of syncretic religions led to an increase in polytheism.
- (B) Adherents of monotheistic religions such as Christianity and Islam increased both in number and in geographic scope as a result of conquest, trade, and missionary activities.
- (C) Intellectual movements such as the European Enlightenment weakened the authority of established religions and led to the growing popularity of atheism worldwide.
- (D) Messianic, revivalist, and fundamentalist movements came to dominate the indigenous religious traditions in Africa, Asia, and the Americas in response to Western imperialism.
41. Which of the following statements is accurate about Mesoamerican culture during the period from 400 B.C.E. to 800 C.E.?
- (A) The practice of monotheistic religions was widespread.
- (B) Monumental structures were built for rituals.
- (C) Large draft animals were domesticated for use in farming.
- (D) Extensive trade networks with Andean civilizations were created.

42. I am imperishable time;
The Creator whose face is everywhere;
Death that devours all things;
The source of all things to come
- The god Krishna speaks, *Bhagavad Gita*,
Vedic sacred text, circa fifth century
to second century B.C.E.
- The excerpt above best represents which aspect of Hinduism?
- (A) The desire to escape worldly suffering
(B) The cyclical nature of death and rebirth
(C) The belief in karma
(D) The importance of caste
43. Which of the following was the main reason that Buddhist thought had important social implications for South Asia?
- (A) It encouraged larger family size.
(B) Its followers were incorporated into the Brahman caste.
(C) It challenged hierarchies based on caste.
(D) It reinforced the idea of obedience to the emperor as a means to salvation.
44. Which of the following would best support the assertion that hierarchies based on racial classification emerged after 1500 C.E. to maintain the authority of new elite groups in the Americas?
- (A) The use of terms such as mestizo, mulatto, and creole
(B) The increasingly common use of European names in the Americas
(C) New maritime technology facilitating long-term voyages by Europeans
(D) The introduction of slavery to the Americas after the voyages of Columbus
45. Which of the following accurately describes the function of the *mit'a* system in the Inca Empire?
- (A) To gain tribute in the form of prisoners of war for ritual sacrifice
(B) To raise a mercenary army to fight the Aztec Empire and Maya city-states
(C) To compel Inca subjects to work on various state projects for a fixed term each year
(D) To replace the nuclear family as the basic social unit of Inca society
46. Which of the following was a major factor in the centralization of the Han dynasty in China?
- (A) The adoption of Mongol methods of political organization
(B) The reliance on a merit-based bureaucracy
(C) The use of Buddhist beliefs to encourage loyalty to the emperor
(D) The dependence on Daoist rituals
47. In the period 1450 to 1750, the intensification of connections between the Eastern Hemisphere and the Western Hemisphere had which of the following effects on religious practices?
- (A) Christianity became more uniform as it spread through the Americas.
(B) Buddhism spread widely in Africa.
(C) Syncretic forms of religion such as Vodun developed.
(D) Splits in Islam became less intense.
48. The Han and Roman empires exchanged goods via the
- (A) sea routes around the southern tip of Africa
(B) trans-Saharan routes
(C) Silk Roads
(D) sea-lanes across the Pacific Ocean
49. “In the year of our Lord 1315, hunger grew in the land. Entering the city we consider ‘them that are consumed with famine’ when we see the poor and needy, crushed with hunger, lying stiff and dead in the wards and streets.”
- Johannes de Trokelowe, English monk,
fourteenth century C.E.
- What most likely caused the famine described above?
- (A) The Little Ice Age
(B) Desertification
(C) The Crusades
(D) Monsoon flooding



Courtesy of The National Archives

50. Commander Cotton's reaction to the events in Jamaica, in the notice above, might best be understood in the context of which of the following?
- (A) The expansion of the trans-Atlantic slave trade across the Caribbean
 - (B) Mounting resistance to slavery in the Americas, reflected in challenges to imperial authority
 - (C) Growing profitability of plantation slavery in the Americas
 - (D) The waning influence of religious ideas and millenarianism in nationalist conflicts

51. "Eight hours' daily labour is enough for any human being, and under proper arrangements sufficient to afford an ample supply of food, raiment and shelter, or the necessaries and comforts of life, and for the remainder of his time, every person is entitled to education, recreation and sleep."

Robert Owen, British factory owner and reformer, 1833

The excerpt above emphasizes which of the following solutions to the exploitation of industrial laborers?

- (A) Radical changes to the socioeconomic structure of Europe
- (B) Abolition of the factory system and industrial wage labor
- (C) Free food, housing, and other necessities for factory workers
- (D) Sufficient wages for factory workers to live full, comfortable lives

52. Members of which of the following groups led opposition to industrialization in both Qing China and the Ottoman Empire?

- (A) Government officials
- (B) Landless peasants
- (C) Merchants
- (D) Clerics

53. Which of the following distinguishes the Meiji period from earlier periods in Japanese history?

- (A) Militarism and feudalism
- (B) Isolation and lack of foreign trade
- (C) Reform and industrialization
- (D) Democratization and manorial privilege

54. Historians consider the sixteenth and seventeenth centuries to be a time of great change in cultivation methods and in the physical landscape of Latin America.

Which of the following pairings was most responsible for these changes?

- (A) Terraces and cacao
- (B) Encomiendas and corn
- (C) Horses and potatoes
- (D) Slave labor and sugar

55. Which of the following best supports the argument that colonialism was responsible for the lack of economic development in Africa, Asia, and the Middle East in the late twentieth century?

- (A) The tendency of former colonies to export raw materials
- (B) Corruption within the governments of former colonies
- (C) The presence of impoverished groups within industrialized states
- (D) The prosperity of some newly independent states

56. Which of the following was an important continuity from the Ming dynasty to the Qing dynasty in the seventeenth century?

- (A) The ongoing assimilation of Manchu cultural traditions by the imperial elite
- (B) Maintenance of the Silk Roads to promote cultural exchanges with the Middle East
- (C) The use of the examination system and other Confucian bureaucratic practices
- (D) Financial support for maritime expeditions similar to those led by Zheng He

57. Which of the following factors contributed most to Manchu expansion in Asia during the seventeenth and eighteenth centuries?

- (A) The development of large trading companies
- (B) The adoption of Buddhist beliefs
- (C) The military alliances with western European states
- (D) The use of cannons and gunpowder

58. Which of the following societies engaged in extensive maritime trade well beyond their borders in the fifteenth century?

- (A) Mesoamericans in the Pacific Ocean
- (B) Bantu peoples in the Indian Ocean
- (C) Chinese in the Indian Ocean
- (D) Russians in the Pacific Ocean



© Douglas Schwartz/Corbis

59. Which is the most likely reason that rulers during the seventeenth century built elaborate palaces, such as the one at Versailles, France, shown above?

- (A) To demonstrate their wealth and power
- (B) To provide jobs for artists, architects, and builders
- (C) To create fortresses as a defense against invading armies
- (D) To glorify and demonstrate the power of the official state religion

60. “When one realizes the influence that the practice of physical exercises may have on the future of a country, and on the force of a whole race, one is tempted to wonder whether Greece is not likely to date a new era from the year 1896.”

Pierre de Coubertin, about the first modern Olympic games in Athens, Greece, 1896

Which of the following offers the best interpretation of the passage above?

- (A) The development of international organizations to promote world peace
- (B) The use of sports to project national and social aspirations
- (C) The growth and diffusion of popular culture globally
- (D) The influence of Social Darwinism among European elites

61. “And God gave unto the Polish kings and knights freedom, that all might be brothers, both the richest and the poorest. The king and the men of knightly rank received into their brotherhood still more people. . . . And the number of brothers became as great as a nation, and in no nation were there so many people free and calling each other brothers as in Poland.”

Adam Mickiewicz, poem, 1832, about Polish uprisings against Russia in 1830 and 1831

The passage above best reflects which of the following?

- (A) Marxist critiques of unequal distribution of wealth
- (B) Discontent with government bureaucracy
- (C) Development of nationalism
- (D) Criticism of religion’s role in public life

62. All of the following resulted from the French and Russian Revolutions EXCEPT

- (A) a loss of power for the established church
- (B) a socialist economic system
- (C) the execution of the monarch and family
- (D) the rise of a strong autocratic leader

63. Which of the following factors contributed most significantly to the contraction of the Ottoman Empire in the nineteenth century?

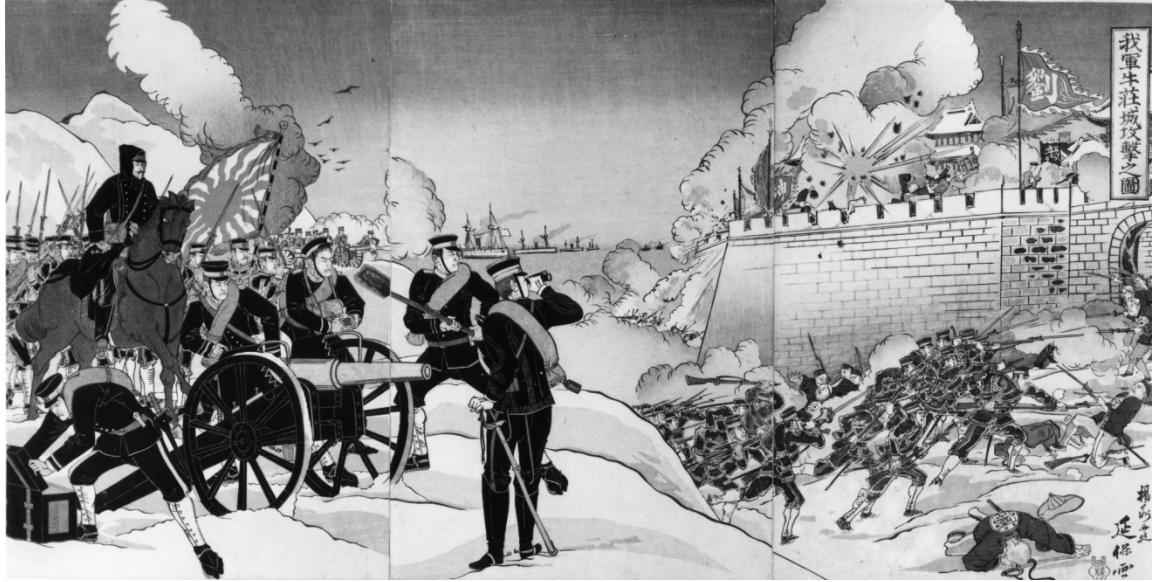
- (A) Adoption of gunpowder weaponry
- (B) The Opium Wars
- (C) The Berlin Conference of 1884 and 1885
- (D) Independence movements inspired by ethnic nationalism

64. In developed countries during the second half of the twentieth century, more effective methods of contraception contributed to which of the following?

- (A) A rise in the birth rate among affluent women
- (B) Greater control by women over their own fertility
- (C) A loss of power by women within the patriarchal family
- (D) National suffrage movements and the acquisition of voting rights

65. Which of the following was a principal cause of the Cold War?

- (A) Proxy wars in Latin America
- (B) Competition for natural resources in Africa
- (C) The nuclear arms race
- (D) Conflicting capitalist and communist ideologies



Nobuyasu, *The Japanese Army Assails Newhang*, Philadelphia Museum of Art: Gift of Mr. Peter Benoliel, 1976.

66. In the Japanese print above of the war between China and Japan (1894–1895), the artist suggests that the

- (A) Chinese were brave and honorable opponents
- (B) Japanese fought by using time-honored samurai tactics and weapons
- (C) Japanese showed their mastery of Western technology, dress, and military bearing
- (D) Chinese actively sought foreign help against the Japanese

67. The global economic downturn of the 1930s had which of the following effects on nations in Europe and North America?
- (A) International trade increased because nations lowered trade barriers.
(B) Industrialized countries became more democratic as the public sought greater input in the making of economic policy.
(C) Most imperial powers granted independence to their colonies because the costs of maintaining empires became unsustainable.
(D) Governments took a more active role in directing and regulating their economies to stimulate growth.
68. Some historians have argued that at the end of the twentieth century, many governments encouraged free-market economic policies.
- Which of the following best supports this argument?
- (A) The election of presidents who represented workers' parties in Venezuela and Brazil
(B) The creation of a legal framework for privatization of previously state-owned enterprises in China
(C) The production of oil in Iran by the government-owned National Iranian Oil Company
(D) The expansion of the federal Medicare and Medicaid programs in the United States
69. "We did not have a tractor industry. Now we have one. We did not have an automobile industry. Now we have one. In the output of electric power we were last on the list. Now we rank among the first. In the output of oil products and coal we were last on the list. Now we rank among the first. And as a result of all of this our country has been converted from an agrarian into an industrial country."
- Joseph Stalin, Soviet Union, 1933
- The economic development Stalin describes above was achieved primarily through which of the following?
- (A) Government control of the national economy
(B) Foreign investment from Western Europe
(C) Extensive trade with the United States
(D) Creation of private companies by Russian entrepreneurs
70. "The poor live their Christian faith and proclaim their hope in the midst of inhuman misery and poverty, resulting from above all the unjust social structures that favor a privileged minority."
- Gustavo Gutiérrez, Peruvian priest and founder of the liberation theology movement, 1985
- Which of the following examples best represents the philosophy of liberation theology as expressed by Gutiérrez in the passage above?
- (A) Latin American Communist leaders redistributed land to their poorest citizens.
(B) Latin American religious clergy fought for economic and social justice.
(C) Latin American churches promoted material wealth for their faithful congregants.
(D) Latin American governments guaranteed freedom of religion for their citizens.

END OF SECTION I

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

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

MAKE SURE YOU HAVE DONE THE FOLLOWING.

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

Section II: Free-Response Questions

This is the free-response section of the 2015 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

2015

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

At a Glance

Total Time

2 hours, 10 minutes

Number of Questions

3

Percent of Total Score

50%

Writing Instrument

Pen with black or dark blue ink

Reading Period**Time**

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

Writing Period**Time**

2 hours

Suggested Time

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

Weight

The questions are weighted equally.

IMPORTANT Identification Information

PLEASE PRINT WITH PEN:

1. First two letters of your last name

First letter of your first name

2. Date of birth

Month Day Year

3. Six-digit school code

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

No, I do not grant the College Board these rights

Instructions

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

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

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 4LBP4-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.

Part A
(Suggested writing time—40 minutes)
Percent of Section II score—33 1/3

Directions: The following question is based on the accompanying Documents 1-10. (The documents have been edited for the purpose of this exercise.) Write your answer on the lined pages of the Section II free-response booklet.

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

Write an essay that:

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

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

1. Using the following documents, analyze ways in which Black people sought their freedoms in the Atlantic World during the period 1550 to 1800. Identify one additional type of document and explain how it would help your analysis.

Document 1

Source: Thomas Gage, English Catholic priest, account of his stay in colonial Central America from 1625 to 1637.

What the Spaniards most fear are some two or three hundred Maroons [runaway slaves], who have fled Spanish Guatemala and their masters into these woods. The Maroons live there and bring up their children and increase daily, so that all the power of Guatemala is not able to bring them under subjection.

By their example and encouragement many slaves also shake off their misery and join with them to enjoy liberty, though it be but in the woods and mountains. Their weapons are bows and arrows which they use only to defend themselves if the Spaniards set upon them. The Spaniards have often said that the chief cause of their slaves' fleeing to those mountains is to be ready to join with the English or Hollanders if ever they land in Guatemala. The Maroons know that then they would enjoy that liberty which the Spaniards will never grant them.

Document 2

Source: Jane Eltonhead, slaveholder and widow of a wealthy planter in the Maryland colony, official statement in local court, 1656.

I discharge Francis Payne, Negro, of all debts, claims or demands whatsoever, and do this day acknowledge to have received from the said Francis Payne, Negro, the sum and quantity of 3800 pounds of tobacco. With this tobacco I received full payment of Francis Payne of Northampton, Negro, for the freedom of himself, his wife and children.

Document 3

Source: Spanish Governor and Town Council of Cartago, Costa Rica, Central America, 1676.

Having considered the various points of the petition from mulattoes*, free coloreds, and lower-class mestizos*, we see that it is in the interests of the Crown that the petitioners come together and settle so that their lives might be overseen by regular justice and they might live in Christian discipline. Until today, they have lived freely in the valleys and mountains without the justices being able to control them. And it is also the desire of the king our lord and in the interests of the security of these provinces, to have them together and ready with arms in hand, as they are today, for the defense of the province of Costa Rica against the hostilities that our enemies intend to inflict upon us. We therefore concede them the right to settle in La Puebla and the right to name and develop a town council consisting of three councilors, a mayor and a bailiff.

*pejorative term used for mixed race people in the Spanish Empire

Document 4

Source: Court Record, French Caribbean colony of Martinique, 1705.

The petition presented by Babet Binture, which was forwarded to us by said Babet who is presently in the service of a Ms. Pallu. By this petition, she seeks her liberty, claiming to have been born of a free mother and a free father. We heard the said Ms. Pallu and the said Babet who requested us to hear witnesses on both sides. We, considering the inquiries which were made since then, declare and declared, Babet and all her children free and emancipated since birth, to enjoy their freedom like other freedmen.

Document 5

Source: Venture Smith, *A Narrative of the Life and Adventures of Venture, a Native of Africa: But Resident above Sixty Years in the United States of America, Related by Himself*, discussing events in the 1750s, published in 1798.

I returned to my master and gave him what I received of my six months labor. This left only thirteen pounds and eighteen shillings to make up the full sum for my redemption. My master liberated me, saying that I might pay what was behind if I could ever make it convenient, otherwise it would be well. The amount of the money which I had paid my master towards redeeming my time, was seventy-one pounds and two shillings. The reason of my master for asking such an unreasonable price, was he said, to secure himself in case I should ever come to want. Being thirty-six years old, I left Col. Smith once for all. I had already been sold three different times, made considerable money with seemingly nothing to derive it from, been cheated out of a large sum of money, lost much by misfortunes, and paid an enormous sum for my freedom.

Document 6

Source: Slaves' petition for freedom to the Governor of Massachusetts, His Majesty's Council, and the House of Representatives, 1774.

That your petitioners apprehend, they have in common with other men, a natural right to be free, and without molestation, to enjoy such property, as they may acquire by their industry, or by any other means not detrimental to their fellow men; and that no person can have any just claim to their services unless by the laws of the land they have forfeited them, or by voluntary compact become servants; neither of which is our case; but we were dragged by the cruel hand of power, some of us from our dearest connections, and others stolen from the bosoms of tender parents and brought hither to be enslaved. Thus are we deprived of everything that has a tendency to make life even tolerable.

We are often under the necessity of obeying man, not only in omission of, but frequently in opposition to the Laws of God. So inimical is slavery to religion!

We humbly & earnestly request, that you would release us from bondage, by such other ways or means, as to your Excellency & Honours shall seem good and wise upon the whole. And your Petitioners, as in duty bound shall ever pray.

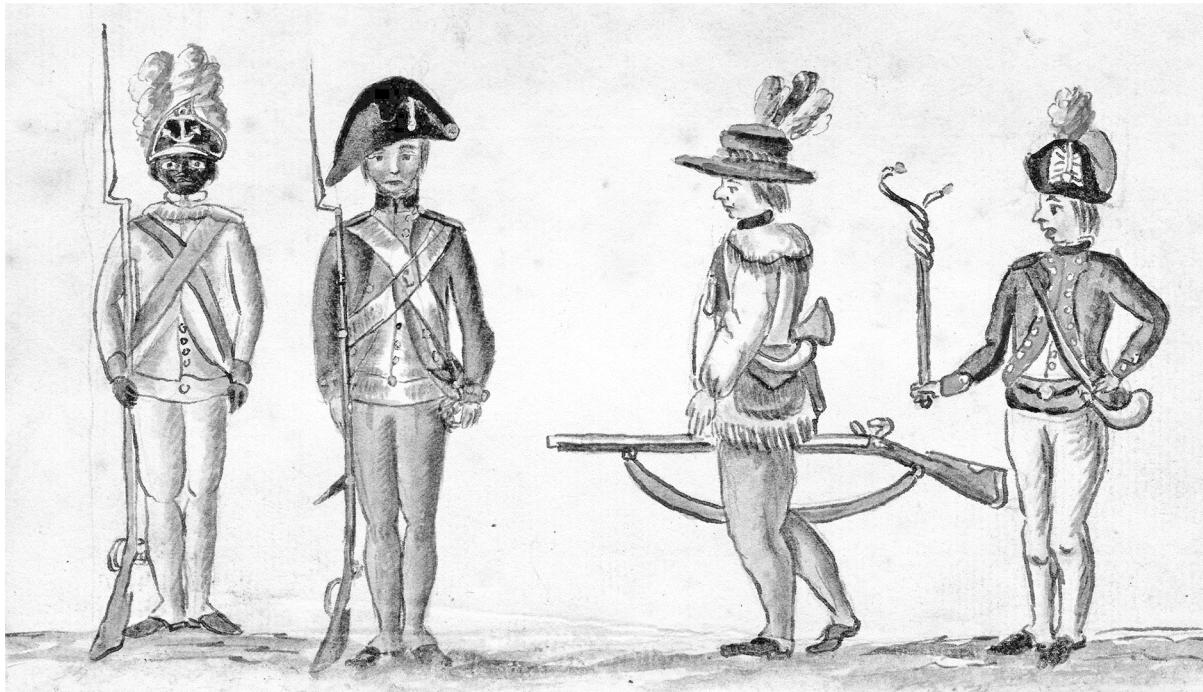
Document 7

Source: The Earl of Dunmore, British governor of Virginia, proclamation, 1775.

And I do hereby further declare free all indentured Servants, Negroes, or others who are able and willing to bear Arms if they join his Majesty's troops as soon as may be, to speedily reduce this Colony to a proper sense of its Duty.

Document 8

Source: Jean-Baptiste-Antoine DeVerger, French officer, sketch, *American foot-soldiers during the Yorktown campaign*, 1781.



Anne S. K. Brown Military Collection, Brown University Library

Document 9

Source: Toussaint L’Ouverture, leader of the slave revolt in Saint-Domingue (Haiti), letter to the French government, 1797.

Do you think that men who have been able to enjoy the blessing of liberty will calmly see it snatched away? We supported our chains only so long as we did not know any condition of life more happy than that of slavery. But today when we have left it, if we had a thousand lives we would sacrifice them all rather than be forced into slavery again. The same hand which has broken our chains will not enslave us anew. But if, to re-establish slavery in Saint-Domingue, this was done, then I declare to you it would be to attempt the impossible: we have known how to face dangers to obtain our liberty, we shall know how to brave death to maintain it.

Document 10

Source: Boston King, *Memoirs of the Life of Boston King, a Black Preacher*, 1798.

Peace was restored between America and Great Britain, which diffused universal joy among all parties, except us, who had escaped from slavery, and taken refuge in the English army; for a report prevailed at New York, that all the slaves, in number two thousand, were to be delivered up to their masters, although some of them had been three or four years among the English. This dreadful rumor filled us with inexpressible anguish and terror. The English had compassion upon us in the day of distress, and issued out a Proclamation, stating that all slaves should be free, who had taken refuge in the British lines. Soon after, ships were fitted out, and furnished with every necessary for conveying us to Nova Scotia. We safely arrived in the month of August.

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 political change and continuity in ONE of the following regions within the period specified.

East Asia from 200 C.E. to 1000 C.E.

Middle East from 600 C.E. to 1450 C.E.

THIS SPACE MAY BE USED FOR PLANNING YOUR ANSWER.

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

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

Write an essay that:

- Has a relevant thesis and supports that thesis with appropriate historical evidence.
 - Addresses all parts of the question.
 - Makes direct, relevant comparisons.
 - Analyzes relevant reasons for similarities and differences.
3. Compare the spread of epidemic diseases in the Americas in the sixteenth century with the spread of epidemic diseases in Eurasia during the fourteenth century.

THIS SPACE MAY BE USED FOR PLANNING YOUR ANSWER.

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

STOP

END OF EXAM

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

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

Multiple-Choice Answer Key

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

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

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

Free-Response Scoring Guidelines

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

AP[®] WORLD HISTORY 2015 SCORING GUIDELINES

Question 1

BASIC CORE (competence)	0-7 Points
1. Has acceptable thesis.	1 Point
<ul style="list-style-type: none">The thesis must identify SPECIFIC ways/methods in which Black people sought their freedoms in the Atlantic World during the period 1550 to 1800.The thesis must address THREE or more ways/methods in which Black people sought their freedoms.The thesis must be explicitly stated in the introduction or the specified conclusion of the essay.The thesis may appear as one sentence or multiple sentences, but must be contained within a single paragraph.A thesis that merely restates the prompt is unacceptable.The thesis CANNOT count as meaning, evidence, or grouping.	
2. Understands the basic meaning of documents.	1 Point
<ul style="list-style-type: none">Students must address ALL TEN of the documents.Students must demonstrate understanding of the basic meaning of AT LEAST NINE documents.Students may demonstrate the basic meaning of a document by grouping it in regard to specific ways/methods in which Black people sought their freedoms in the Atlantic World.Merely restating verbatim or quoting the content of the documents WITHOUT CONTEXT does not adequately demonstrate an understanding of basic meaning.	
3. Supports thesis with appropriate evidence from all or all but one document.	2 Points
For 2 points: <ul style="list-style-type: none">Specific and accurate evidence of ways/methods in which Black people sought their freedoms must be explicitly drawn from a MINIMUM OF NINE documents.A document that is simply listed does not count as using the document as evidence. For 1 point: <ul style="list-style-type: none">Specific and accurate evidence of ways/methods in which Black people sought their freedoms must be explicitly drawn from a MINIMUM OF EIGHT documents.A document that is simply listed does not count as using the document as evidence.	
4. Analyzes point of view in at least TWO documents.	1 Point
<ul style="list-style-type: none">Students must correctly analyze point of view in AT LEAST TWO documents.Point of view explains why this particular person might have this particular opinion or what feature informs the author's point of view.Students must move beyond merely identifying or describing a document's tone, and EXPLAIN a document's tone, the characteristics of the author, the intended audience, and/or how the intended outcome may have influenced the author's opinion.Students may challenge the veracity of the author's opinion or point of view, but must move beyond a mere statement that the author is "biased" by providing some plausible analysis of how or why.Mere attribution (copying or repeating information verbatim from the source line of the document) is NOT sufficient.	

AP[®] WORLD HISTORY 2015 SCORING GUIDELINES

Question 1 (continued)

- 5. Analyzes documents by grouping them in THREE ways.** **1 Point**
- Students must explicitly and correctly group the documents in THREE ways.
 - Groupings must directly relate to Black people's search for freedom in the Atlantic World.
 - An extended discussion of a minimum of two documents is necessary to constitute 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 ways/methods of Black people's search for freedom in the Atlantic World.

Subtotal **7 Points**

EXPANDED CORE (excellence) **0-2 Points**

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

Examples:

- Provides consistent discussion of ways/methods in which Black people sought their freedoms throughout the essay.
- Has a clear, analytical, and comprehensive thesis.
 - Goes well beyond the minimally acceptable thesis.
- Shows careful and insightful analysis of the documents.
 - Recognition of the historical context of the documents.
 - Recognition of the variety of ways Black people sought freedom in the Atlantic world.
 - Analyzes most or all 10 documents.
 - Addresses reasons for/results of various methods used by Black people in their search for freedom.
- Uses documents persuasively as evidence.
- Effectively analyzes point of view in most or all 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.
 - Request for additional document(s) is woven into the essay and integrated into a broader analysis.

Subtotal **2 points**

Total **9 points**

**AP® WORLD HISTORY
2015 SCORING GUIDELINES**

Question 2

BASIC CORE (competence) **0-7 Points**

1. Has acceptable thesis. **1 Point**

- The thesis accurately addresses and qualifies at least one political change **AND** one political continuity in one of the specified regions.
- 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.
- The thesis CANNOT count as meaning, evidence, or grouping.

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

For 2 points:

- The essay identifies one political change **AND** one political continuity in specified regions during the specified time period.
- Change or continuity must be true within the time period, but may not be true throughout the majority of the time period.

For 1 point:

- The essay identifies one political change **OR** one political continuity in the specified regions during the specified time period.
- Change or continuity must be true within the time period, but may not be true throughout the majority of the time period.

3. Substantiates thesis with appropriate historical evidence. **1 Point**

For 2 points:

- The essay provides a minimum of **SIX** pieces of evidence to support discussion of political changes and/or continuity within the time period.

For 1 point:

- The essay provides a minimum of **FOUR** pieces of evidence that support discussion of political changes and/or continuity in one of the specified regions within the specified time period.

**AP® WORLD HISTORY
2015 SCORING GUIDELINES**

Question 2 (continued)

- 4. Uses relevant world historical context effectively to explain change over time and/or continuity.** **1 Point**
- The essay explains how world historical context influenced political change or political continuity.
 - OR The essay explains how political change or political continuities influenced global historical processes.
 - OR The essay relates discussion of change or continuities to similar processes in other world regions and/or other historical periods.
- 5. Analyzes the process of change over time and continuity.** **1 Point**
- The essay provides a cause or an effect of a political change AND a political continuity in one of the specified regions during the specified time period.

Subtotal **7 Points**

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 comprehensively; comparisons, chronology, causation, connections, themes, interactions, content.
- Provides even and ample evidence of change and continuity.
- Analyzes both change and continuity throughout the essay.
- Provides ample world historical context.
- Provides extended analysis of change or continuity.

Subtotal **2 points**

Total **9 points**

**AP® WORLD HISTORY
2015 SCORING GUIDELINES**

Question 3

BASIC CORE (competence) **0-7 Points**

- 1. Has acceptable thesis.** **1 Point**
- The thesis must correctly address **BOTH** a valid similarity **AND** a valid difference in the spread of epidemic diseases in the Americas in the sixteenth century and Eurasia in the fourteenth century.
 - The thesis may address causes and/or consequences of the spread of epidemic diseases.
 - 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 valid similarity **AND** one valid difference in the spread of epidemic diseases in the Americas and the spread of epidemic diseases in Eurasia.
- For 1 point:**
- Identifies one valid similarity **OR** difference.
- 3. Substantiates thesis with appropriate historical evidence.** **1-2 Points**
- For 2 points:**
- Must provide at least **SIX** pieces of relevant and accurate evidence related to the spread of epidemic diseases.
 - Evidence may address causes and/or consequences of the spread of epidemic diseases.
- For 1 point:**
- Must provide at least **FOUR** pieces of relevant and accurate evidence related to the spread of epidemic diseases.
 - Evidence may address causes and/or consequences of the spread of epidemic diseases.
- 4. Makes at least one direct, relevant comparison between societies.** **1 Point**
- Makes at least **ONE** explicit and factually correct statement of similarity or difference in the spread of epidemic diseases in the Americas with the spread of epidemic diseases in Eurasia.
 - This comparison may **NOT** be the same comparison used to earn the point for similarity or difference.
 - The comparison **MAY** address causes and/or consequences of the spread of epidemic diseases.
- 5. Analyzes at least one reason for a similarity or a difference identified in a direct comparison.** **1 Point**
- Explains why there was a similarity or a difference in the spread of epidemic diseases.

Subtotal **7 Points**

**AP[®] WORLD HISTORY
2015 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). This can include exceptional exploration of: 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 the spread of disease in the two regions.
- Consistently analyzes relevant similarities and differences in the spread of epidemic diseases.
- Applies relevant knowledge of other regions or world historical processes.

Subtotal	2 points
Total	9 points

Scoring Worksheet

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

2015 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
85-120	5
72-84	4
54-71	3
34-53	2
0-33	1

AP World History

The College Board

The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of over 6,000 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success — including the SAT® and the Advanced Placement Program®. The organization also serves the education community through research and advocacy on behalf of students, educators, and schools. The College Board is committed to the principles of excellence and equity, and that commitment is embodied in all of its programs, services, activities, and concerns.