

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

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From the 2014 Administration

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Note: This publication shows the page numbers that appeared in the **2013–14 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 *2013–14 AP Exam Instructions* book.

# AP® World History Exam

Regularly Scheduled Exam Date: Thursday morning, May 15, 2014

Late-Testing Exam Date: Wednesday afternoon, May 21, 2014

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

## What Proctors Need to Bring to This Exam

- Exam packets
- Answer sheets
- AP Student Packs
- *2013-14 AP Coordinator's Manual*
- This book — *AP Exam Instructions*
- School Code and Home-School/Self-Study Codes
- Pencil sharpener
- Extra No. 2 pencils with erasers
- Extra pens with black or dark blue ink
- Lined paper
- Stapler
- Watch
- Signs for the door to the testing room
  - “Exam in Progress”
  - “Cell phones are prohibited in the testing room”

## SECTION I: Multiple Choice

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

Make sure you begin the exam at the designated time.

*If you are giving the regularly scheduled exam, say:*

**It is Thursday morning, May 15, 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 21, 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 *2013-14 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? . . .**

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

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

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

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



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

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

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

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

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

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

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

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



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

## SECTION II: Free Response

After the break, say:

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

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

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

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

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

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

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

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

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

**Read Item 4. . . .**

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

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

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

Collect the Student Packs. Then say:

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

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

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

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

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

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

**You may begin.**

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

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

After 40 minutes, say:

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

After 30 minutes, say:

**There are 10 minutes remaining.**

After 10 minutes, say:

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

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

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

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

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

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

*If you are giving the regularly scheduled exam, say:*

**You may not discuss or share these specific free-response questions with anyone unless they are released on the College Board website in about two days. Your AP score results will be 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 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 should be put in secure storage until they are returned to the AP Program after your school's last administration. Before storing materials, check the "School Use Only" section on page 1 of the answer sheet and:

- Fill in the appropriate section number circle in order to access a separate AP Instructional Planning Report (for regularly scheduled exams only) or subject score roster at the class section or teacher level. See "Post-Exam Activities" in the *2013-14 AP Coordinator's Manual*.
- Check your list of students who are eligible for fee reductions and fill in the appropriate circle on their registration answer sheets.

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

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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)

**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. 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

26  A  B  C  D  E

51  A  B  C  D  E

2  A  B  C  D  E

27  A  B  C  D  E

52  A  B  C  D  E

3  A  B  C  D  E

28  A  B  C  D  E

53  A  B  C  D  E

4  A  B  C  D  E

29  A  B  C  D  E

54  A  B  C  D  E

5  A  B  C  D  E

30  A  B  C  D  E

55  A  B  C  D  E

6  A  B  C  D  E

31  A  B  C  D  E

56  A  B  C  D  E

7  A  B  C  D  E

32  A  B  C  D  E

57  A  B  C  D  E

8  A  B  C  D  E

33  A  B  C  D  E

58  A  B  C  D  E

9  A  B  C  D  E

34  A  B  C  D  E

59  A  B  C  D  E

10  A  B  C  D  E

35  A  B  C  D  E

60  A  B  C  D  E

11  A  B  C  D  E

36  A  B  C  D  E

61  A  B  C  D  E

12  A  B  C  D  E

37  A  B  C  D  E

62  A  B  C  D  E

13  A  B  C  D  E

38  A  B  C  D  E

63  A  B  C  D  E

14  A  B  C  D  E

39  A  B  C  D  E

64  A  B  C  D  E

15  A  B  C  D  E

40  A  B  C  D  E

65  A  B  C  D  E

16  A  B  C  D  E

41  A  B  C  D  E

66  A  B  C  D  E

17  A  B  C  D  E

42  A  B  C  D  E

67  A  B  C  D  E

18  A  B  C  D  E

43  A  B  C  D  E

68  A  B  C  D  E

19  A  B  C  D  E

44  A  B  C  D  E

69  A  B  C  D  E

20  A  B  C  D  E

45  A  B  C  D  E

70  A  B  C  D  E

21  A  B  C  D  E

46  A  B  C  D  E

71  A  B  C  D  E

22  A  B  C  D  E

47  A  B  C  D  E

72  A  B  C  D  E

23  A  B  C  D  E

48  A  B  C  D  E

73  A  B  C  D  E

24  A  B  C  D  E

49  A  B  C  D  E

74  A  B  C  D  E

25  A  B  C  D  E

50  A  B  C  D  E

75  A  B  C  D  E



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) |

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.**

ETS USE ONLY

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

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



**COMPLETE THIS AREA ONLY ONCE.**

**Q. 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.)

CITY

ZIP OR POSTAL CODE

COUNTRY CODE

A

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## Section I: Multiple-Choice Questions

This is the multiple-choice section of the 2014 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

2014

**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.

Form I

Form Code 4IBP9-S3

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

## WORLD HISTORY

### SECTION I

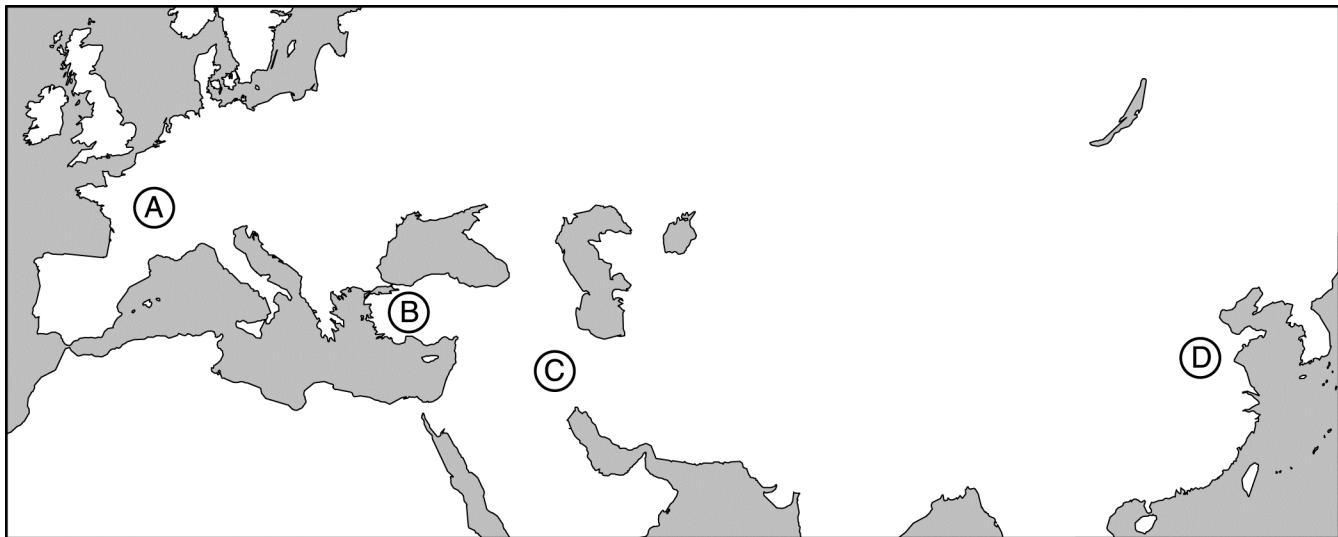
**Time—55 minutes**

**70 Questions**

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

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

1. Which of the following was the most significant development of the Neolithic Revolution?
  - (A) Improved human nutrition resulting from enhanced hunting skills
  - (B) Dramatically altered weapons and warfare caused by the use of bronze technology
  - (C) The adoption of settled agriculture that allowed more densely populated societies
  - (D) Major advances in human brain function
2. By 1200 C.E. improved agricultural technology had spread throughout much of sub-Saharan Africa primarily through the
  - (A) development of oxen immune to diseases carried by the tsetse fly
  - (B) discovery of gold that provided a means of exchange among groups
  - (C) expansion of the Sahara Desert, which forced Berber peoples to move south
  - (D) migration of Bantu-speaking peoples with their knowledge of ironworking
3. Early Buddhism and early Christianity were similar in which of the following ways?
  - (A) Both incorporated the existing economic and social stratification of South Asia and the Middle East, respectively.
  - (B) Both were receptive to male and female converts.
  - (C) Neither sought members from the lower classes.
  - (D) Neither supported the establishment of religious communities apart from society.
4. Between 200 B.C.E. and 1450 C.E., the Silk Roads linked which of the following?
  - (A) The Indian Ocean and the Atlantic Ocean
  - (B) North Africa and western Europe
  - (C) East Asia and the Mediterranean Sea
  - (D) The Pacific Ocean and the Caribbean Sea



5. Which region on the map above had increasingly decentralized government in the period 500 to 1000 C.E.?
- (A) A
  - (B) B
  - (C) C
  - (D) D

6. “Women leave their families to marry, and the husband is the master of the household they marry into. . . . The husband is to be firm, the wife soft; conjugal affections follow from this. While at home, the two of you should treat each other with the formality and reserve of a guest. Listen carefully to and obey whatever your husband tells you. If he does something wrong, gently correct him. Don’t be like those women who not only do not correct their husbands but actually lead them into indecent ways.”

Wife of a Tang dynasty official

The excerpt above best illustrates which of the following attributes of Confucianism?

- (A) The equality of all members of the family
  - (B) The power of wives over their husbands outside the home
  - (C) The virtues and duties of family members
  - (D) The legitimacy of selling women to worthy families
7. Many historians believe the transition from hunting and gathering to agriculture led to societies that were more
- (A) isolated
  - (B) egalitarian
  - (C) patriarchal
  - (D) dispersed
8. Which of the following processes is associated with the spread of Buddhism into Southeast Asia between 200 B.C.E. and 1000 C.E.?
- (A) Growth of a Buddhist warrior class
  - (B) Rise of animism
  - (C) Transformation of Buddhism after contact with local beliefs
  - (D) Opposition from Christian monastic orders

### CHINESE POPULATION 600–1200 C.E.

Year	Population
600	45 million
800	50 million
1000	60 million
1127	100 million
1200	115 million

9. Which of the following best explains the changes in China’s population shown in the table above?
- (A) Immigration to China increased due to religious persecution of Buddhists in India and Southeast Asia.
  - (B) Agricultural output increased as a result of the use of the new crop strains, iron plows, and expanded irrigation.
  - (C) Less warfare with neighboring states and nomadic peoples also meant fewer casualties in wars and a population increase.
  - (D) The Confucian emphasis on the importance of family led many Chinese to have more children.
10. Which of the following was most responsible for the initial spread of Islam to West Africa?
- (A) Soldiers who fought on behalf of the Abbasid caliphate
  - (B) Officials in Sudanese empires
  - (C) Merchants on the trans-Saharan trade routes
  - (D) Muslims fleeing persecution on the Iberian peninsula

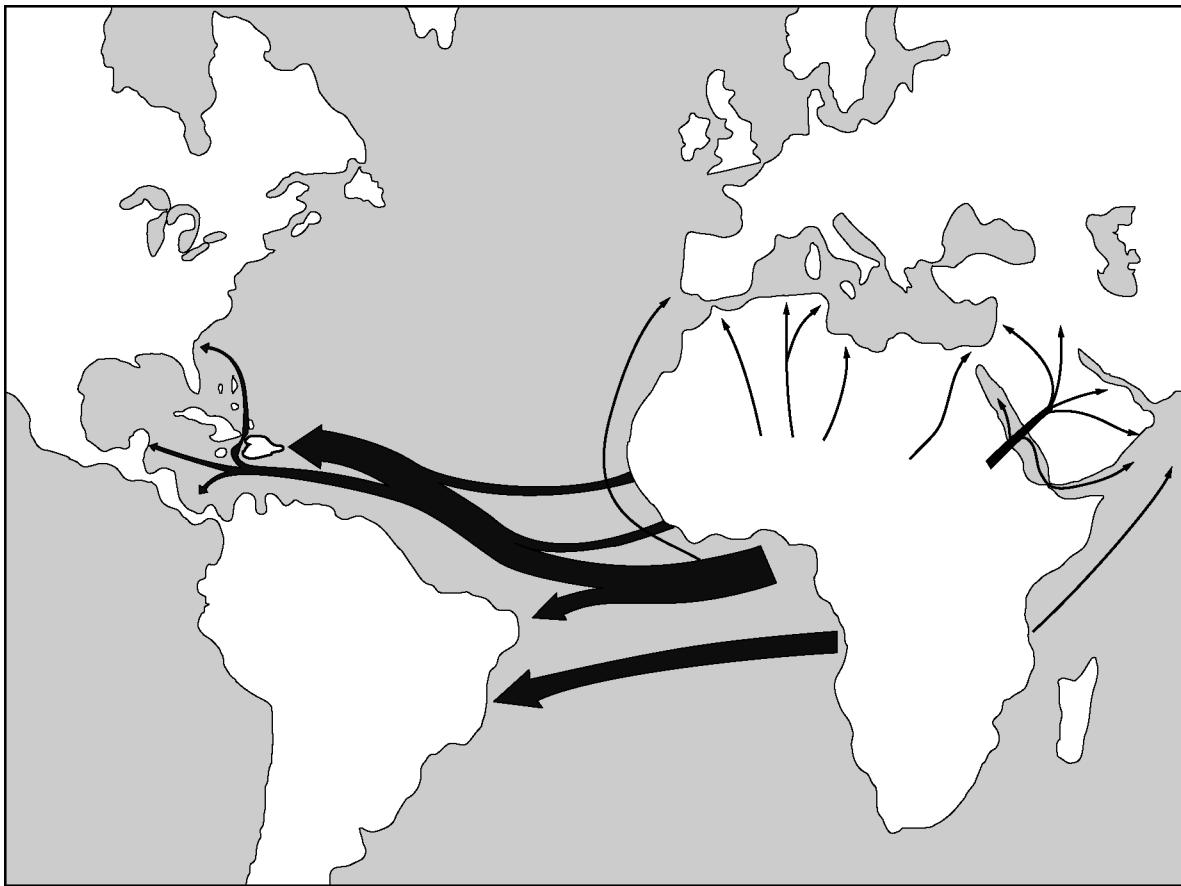
11. During the thirteenth and fourteenth centuries, territories under Mongol control benefited from which of the following?
- (A) Widespread adoption of Confucian family hierarchies
  - (B) Trade that facilitated the spread of Christianity throughout the Indian Ocean region
  - (C) Trade that tied several distinct regional networks together
  - (D) Widespread adoption of Buddhist religious practices
12. As Islam spread between 1200 and 1600, it affected gender relations in which of the following ways?
- (A) Women were no longer allowed to be small-scale traders.
  - (B) Polygamy became widespread.
  - (C) Women became fully equal to men in terms of the right to divorce.
  - (D) Existing local customs regarding marriage and the role of women blended with Islamic models.
- 



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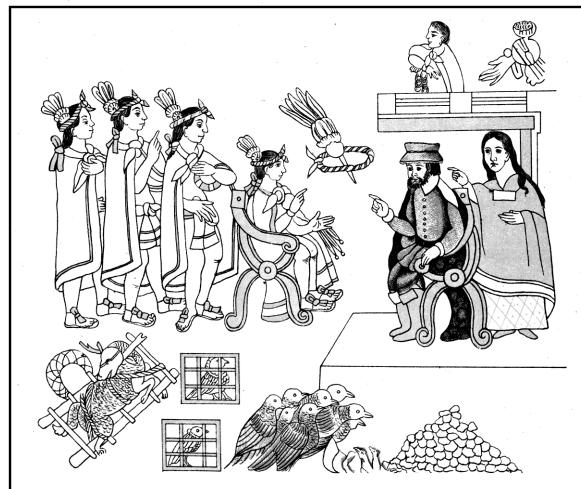
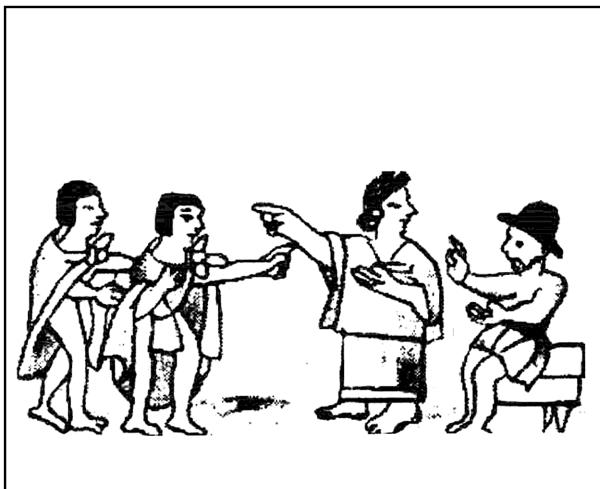
13. The ninth-century monument pictured above, located on the island of Java in present-day Indonesia, best exemplifies which of the following historical processes?
- (A) The conflict between secular and religious principles of government
  - (B) The spread of universalizing religions beyond their places of origin
  - (C) The rejection of universal religions by rulers wishing to protect local religious practices
  - (D) The growth of popular religion

14. The Little Ice Age, which lasted from 1300 to 1850 C.E., likely had the strongest effect on which of the following?
- (A) The fall of the Aztec civilization  
(B) The Protestant Reformation  
(C) The severity of the Black Death  
(D) The Ottoman conquest of Constantinople
15. Which of the following would best support the conclusion that the Columbian Exchange involved more profound consequences than did earlier biological exchanges in world history?
- (A) Previous exchanges did not involve societies at radically different levels of technological development.  
(B) Previous exchanges did not involve the world's two hemispheres.  
(C) The Columbian Exchange involved the peaceful transfer of animals, plants, and diseases.  
(D) The Columbian Exchange was accompanied by the spread of missionary religions.
16. In the period 900 to 1500 C.E., the Ottomans and the Aztecs were similar in that both peoples were
- (A) isolated from the major Eurasian trade routes  
(B) nomadic groups that migrated to already settled regions and conquered them  
(C) politically unified by the adoption of a monotheistic religion  
(D) able to dominate other societies with large horse-mounted armies
17. Which of the following provides the best evidence of the extent of the migrations of Bantu peoples?
- (A) Similarities of languages  
(B) Similarities of political structures  
(C) Continuity of religious organizations  
(D) Archaeological remains of religious buildings
18. During the period 1450 to 1750, which of the following commodities was most responsible for transforming the global economy?
- (A) Salt  
(B) Tea  
(C) Opium  
(D) Silver
19. Which of the following best supports the conclusion that Japan borrowed extensively from Tang and Song China?
- (A) Japan had established a decentralized power structure under a shogun by the eleventh century C.E.  
(B) Warriors or samurai gained substantial power and social status in Japan.  
(C) Societal relations in Japan were based on Confucian principles of hierarchy.  
(D) The Shinto religion continued to exert a strong influence on Japanese culture.



20. The map above illustrates which of the following?
- (A) The most frequent destinations for African emigrants of the twentieth century
  - (B) Predominant areas of origin and destinations of African slaves in the fifteenth through nineteenth centuries
  - (C) Proportional flows of African agricultural commodities during the nineteenth century
  - (D) Winds and water currents that affected trans-Atlantic and trans-Saharan trade
- 
21. The beginning of the Industrial Revolution in Great Britain was most influenced by which of the following factors?
- (A) The amount and location of British petroleum reserves
  - (B) The location and large number of British coal deposits
  - (C) The aggressive promotion of industrialization by George III
  - (D) The spread of cotton cultivation in southern England

Questions 22-23 are based on the images below, which were created by indigenous artists and depict the first meeting between Moctezuma and Cortés, with Doña Marina as the interpreter.



Courtesy of The Bancroft Library  
University of California, Berkeley

22. What similar view of Doña Marina is portrayed in both images?

- (A) She is portrayed as a heroine.
- (B) She is portrayed as a victim.
- (C) She is portrayed as a collaborator with the Aztec elite.
- (D) She is portrayed as an essential part of the negotiations.

23. The images above best provide evidence of which of the following consequences of colonial expansion in the period 1450 to 1750 ?

- (A) The extension of regional trading networks and the consolidation of centralized power
- (B) The spread of new food crops and the development of syncretic forms of religion
- (C) The restructuring of the family and the growth of the plantation economy
- (D) The transfer of wealth to new elites and the development of new gender roles

24. The Meiji reforms in Japan resulted in

- (A) the strengthening of the power of regional lords at the expense of the emperor
- (B) a shift of power away from regional lords and to the emperor
- (C) the Tokugawa shogunate's adoption of a unified civil code
- (D) the overthrow of the imperial system for a democratic republic

25. Which of the following accurately compares religious developments in India and China in the period 1450–1750 C.E.?
- (A) Indigenous religions slowly disappeared in both China and India.
  - (B) Chinese elites tended to practice a religion different from that of commoners, whereas Indian elites tended to practice the same religion as that of commoners.
  - (C) Chinese religious traditions spread into India more than Indian religious traditions spread into China.
  - (D) Both India and China had growing Muslim populations.
26. “Liberty and justice consist of restoring all that belongs to others; thus, the only limits on the exercise of the natural rights of woman are perpetual male tyranny; these limits are to be reformed by the laws of nature and reason.”
- Olympe de Gouges, French feminist,  
*Declaration of the Rights of Woman  
and of the Female Citizen*, 1791
- The passage above is an example of which of the following processes occurring in the eighteenth century?
- (A) The emergence of nationalism
  - (B) The formation of separatist movements
  - (C) The application of Enlightenment ideas
  - (D) The growth of empirical science
27. Many historians have argued that by the late nineteenth century the industrialized nations of Europe had achieved global economic dominance more through force and coercion than through the superiority of their industrial products. Which of the following nineteenth-century developments would best support this contention?
- (A) The growth of industrial production in North America
  - (B) The growth of South American agricultural exports
  - (C) The abolition of slavery in the Americas
  - (D) The decline of the Indian textile industry’s share of global manufacturing
28. Which of the following was a common characteristic of the major revolutions that occurred in Russia, China, and Mexico in the early twentieth century?
- (A) Nationalism and socialism helped shape all three revolutions.
  - (B) Foreign powers played an important role in each revolution’s initial success.
  - (C) The upper class of each society led the movement that resulted in revolution.
  - (D) Each revolution failed after a short period of violent civil war.
29. Which of the following was a major long-term effect of the global economic depression of the 1930s?
- (A) Governments began to take a more active role in their economies.
  - (B) Global warming was accelerated by increased burning of fossil fuels.
  - (C) Land-based empires such as the Ottoman Empire became stronger.
  - (D) Individuals such as Gandhi developed the practice of nonviolence.
30. Which of the following is a significant result of the late-eighteenth- and early-nineteenth-century revolutions in both Europe and the Americas?
- (A) The theory of divine right monarchy dominated intellectual discourse in both Europe and the Americas.
  - (B) People throughout Europe and the Americas rejected the concept of popular sovereignty.
  - (C) Nation-states emerged as the principal form of political organization in both Europe and the Americas.
  - (D) Philosophical liberalism as a force in political life declined throughout Europe and the Americas.
31. Which of the following was the most significant factor that prevented many African states from achieving political stability in the decades after their independence?
- (A) Continued military intervention by former colonizing powers
  - (B) Ethnic and religious conflicts caused by the inclusion of rival groups within the same borders
  - (C) Lack of exploitable natural resources
  - (D) Frequent attempts by the larger states to conquer their smaller neighbors

32. Which of the following was a significant effect of Western imperialism in the twentieth century?
- (A) The decline of migrations to industrialized countries
  - (B) The development of nationalism among colonized peoples
  - (C) The conservation of the environment in colonized areas
  - (D) The systematic deterioration in public health conditions
33. The Cold War rivalry between the United States and the Soviet Union during the second half of the twentieth century was characterized by competition primarily over
- (A) religion and culture
  - (B) the distribution of natural resources
  - (C) ideology and economic structure
  - (D) control of key trade routes

34. “The gods opened their mouths and said to Marduk, their lord: ‘Now, O lord, you who have caused our deliverance, what shall be our homage to you? Let us build a shrine that shall be a chamber for our nightly rest; let us repose in it! Let us build a throne, a recess for your abode! On the day that we arrive we shall repose in it.’ When Marduk heard this, brightly glowed his features, like the day: ‘Construct Babylon, whose building you have requested. Let its brickwork be fashioned. You shall name it The Sanctuary.’ ”

*Enuma Elish*, Babylonian creation myth,  
second millennium, B.C.E.

The text above was primarily intended to

- (A) provide a defense of Babylonian polytheism against monotheistic religions
- (B) argue for the equal importance of the various gods in the Babylonian religion
- (C) assert a special relationship between the city of Babylon and its gods
- (D) describe the role of humanity as servants of the gods



© DeA Picture Library / Art Resource, NY

35. The Roman aqueduct in France (pictured above) best exemplifies which of the following phenomena in world history?
- (A) Cultural borrowing
  - (B) Religious syncretism
  - (C) Technological diffusion
  - (D) Intellectual imperialism

36. Which of the following describes an important distinction between the core beliefs of Confucianism and Daoism as developed in the period 600 B.C.E. to 600 C.E.?
- (A) Confucianism emphasized the search for enlightenment, but Daoism centered on the material world.
- (B) Confucianism focused on social cohesion, but Daoism centered on the human connection to nature.
- (C) Confucianism was polytheistic, but Daoism was monotheistic.
- (D) Confucianism advocated belief in reincarnation, but Daoism advocated belief in Nirvana.
37. A historian researching the trans-Atlantic slave trade in the period 1600–1800 would find which of the following sources most useful for determining patterns in the points of origin, the destinations, and the numbers of slaves involved in the trade?
- (A) Census and tax records of European settlers in the Americas
- (B) Legal regulations pertaining to enslaved and freed Africans in British colonies
- (C) Records of the cargoes of Spanish and British ships in the trans-Atlantic trade
- (D) Pamphlets published by antislavery societies
38. Which of the following was an important similarity between the role of religion in the Maya city-states in the period 300–600 C.E. and the role of religion in the Roman state in the period 400 B.C.E.–400 C.E.?
- (A) The governments of both used forced conversion to ensure the loyalty of subject peoples.
- (B) The governments of both were tolerant of all forms of religion practiced within their borders.
- (C) The governments of both focused on vigorous religious education of the youth to ensure subordination of their citizens.
- (D) The governments of both used religious practices in order to legitimize their authority.
39. Which of the following best supports the assertion that the trade routes of the period before 600 C.E. created a network of exchange that connected major Afro-Eurasian civilizations?
- (A) Dynastic marriages between the ruling families of Hellenistic kingdoms in western Asia
- (B) Roman burial sites with artifacts of Egyptian glass, Indian jewelry and spices, and Chinese silks
- (C) The exclusion of Mesoamerican and Andean cultures in the trading activities of Afro-Eurasia
- (D) Superior astronomical and maritime navigational technologies of Indian traders
40. Which of the following statements is accurate about the Mongols during the 1200s and 1300s?
- (A) The Mongols suppressed Islamic and Buddhist religious practices.
- (B) The Mongols facilitated the diffusion of many Chinese inventions.
- (C) The Mongols led successful naval invasions of Japan.
- (D) The Mongols conquered Constantinople.
41. “Migration of man and his maladies is the chief cause of epidemics. And when migration takes place, those creatures who have been in isolation longest suffer most, for their genetic material has been least tempered by the variety of world diseases. Among the major subdivisions of the species *Homo sapiens*, the American Indian probably had the dangerous privilege of the longest isolation from the rest of mankind.”

Alfred Crosby, world historian, 1967

Which of the following best describes Alfred Crosby’s argument in the passage above?

- (A) Various Amerindian groups did not have contact with each other before 1492.
- (B) Amerindians’ long isolation from the rest of the world had placed them at a biological disadvantage.
- (C) The genetic makeup of the native population of the Americas remained unchanged until 1492.
- (D) By 1492 Amerindians generally had migrated for shorter distances than had other groups.

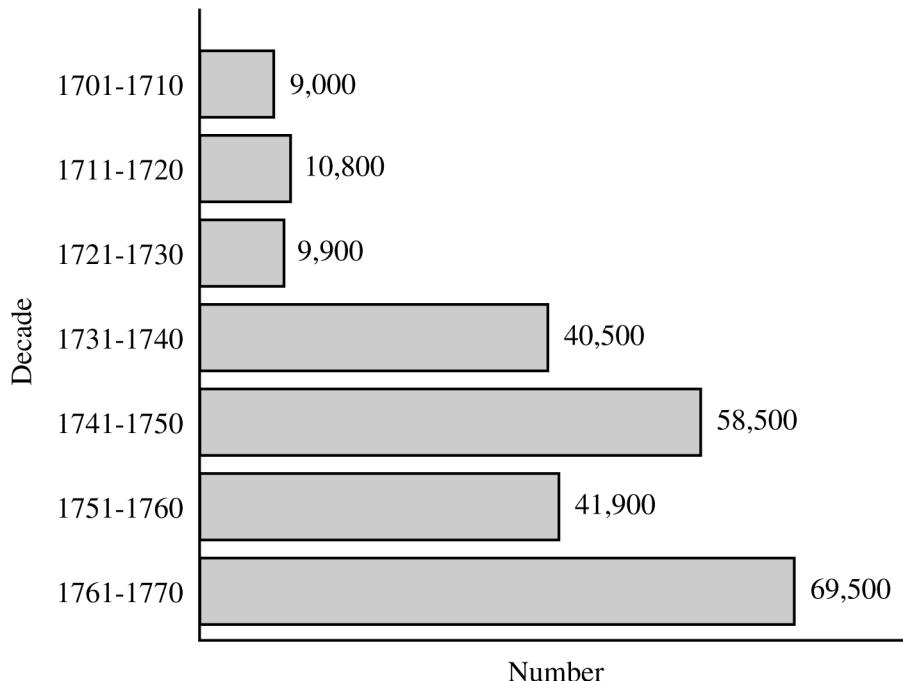
42. Which of the following best describes the relationship that the Chinese and Aztec empires had with their respective peripheral states during the fifteenth century C.E.?
- (A) Both empires used military force to severely limit the sovereignty of their peripheral states.
- (B) Both empires welcomed the diffusion of cultural traditions from their peripheral states to their core territories.
- (C) Both empires established tributary relationships with their peripheral states.
- (D) Both empires actively sought to assimilate the citizens of their peripheral states into their respective core cultures.
43. Which of the following best exemplifies mercantilism as it was practiced in the Atlantic trading system by 1750 ?
- (A) The belief of colonists in the Americas that free trade was desirable
- (B) Colonial government policies in Europe that prevented the private accumulation of precious metals
- (C) International agreements by European governments to protect the freedom of the seas
- (D) The protection of European merchant companies by their respective governments
44. Ibn Battuta traveled widely across the Middle East, South Asia, Southeast Asia, and Africa in the fourteenth century. His travels serve as evidence for the
- (A) unifying influence of Islam
- (B) excellent condition of roads in Africa and Asia
- (C) political unity of Africa and Asia
- (D) widespread use of paper money
45. In the period 600 C.E.–1450 C.E., Africa's Swahili coast was a major part of which trading system?
- (A) The Atlantic world
- (B) The Indian Ocean network
- (C) The trans-Saharan trade
- (D) The Silk Roads
46. “[N]o teaching is more harmful than Buddhism. In breaking the laws of the country and injuring the people, none can surpass Buddhism. . . Now there are at present so many monks and nuns that to count them is impossible. They all depend on farming for their food, and upon silk-worms for their clothing! The public monasteries and temples, as well as private chapels and shrines, are innumerable; all of them are so gigantic and imposing that they vie with the Imperial Palace in splendor!”

Edict of the Chinese emperor Tang Wuzong, 845 C.E.

The opinion expressed in the passage above is most consistent with which of the following policies in the late Tang period?

- (A) Ending the equal-field system of distributing land
- (B) Diplomatic contacts with the Muslim states of Central Asia
- (C) Closure and seizure of monasteries and temples
- (D) Reform of the imperial examination system

NUMBER OF AFRICANS TRANSPORTED TO BRITISH NORTH AMERICA AS SLAVES



47. Which of the following is best concluded about slavery in British North America from the graph above and knowledge of the period?
- (A) The increase in the number of slaves reflected a probable increase in the demand for plantation laborers.
  - (B) The American Revolution abolished slavery in the former British North American colonies.
  - (C) By 1770, the number of slaves in British North America surpassed the number of slaves in Spanish America.
  - (D) By 1770, slaves outnumbered immigrants in British North America.

48. Which of the following resulted from Europe's expansion overseas in the eighteenth and nineteenth centuries?
- (A) Europe's population size and industrial productivity declined.
  - (B) European countries acquired colonies and dominated world trade.
  - (C) The number of workers needed for European factories declined.
  - (D) Mechanized agriculture spread worldwide.
49. Which of the following was the key factor in the start of Latin American independence?
- (A) Slave uprisings
  - (B) Creole grievances about their lack of political authority
  - (C) The end of the Napoleonic Wars
  - (D) Enlightenment ideas about religious tolerance
50. Which of the following was the most important factor in the development of new long-distance maritime commercial patterns in the seventeenth and eighteenth centuries?
- (A) The decline of the Mediterranean trade networks in the aftermath of the Ottoman conquest of Constantinople
  - (B) The emergence of North America as a major grain exporting center
  - (C) The abandonment of mercantilist policies in favor of free trade by most European nations
  - (D) The European settlement and exploitation of natural resources in the Americas
51. In the nineteenth and early twentieth centuries, Social Darwinists made which of the following arguments?
- (A) All people should be treated equally.
  - (B) Human evolution had reached the point where competition was no longer necessary.
  - (C) Theories of natural selection could be applied to nations, races, and social classes.
  - (D) Interracial marriage should be encouraged.
52. All of the following resulted from the growth of the Atlantic slave trade in Africa EXCEPT
- (A) the shift in trade focus from Saharan routes to the coast
  - (B) destabilization of local African societies
  - (C) the exclusion of Africa from the emerging global market
  - (D) increased violence through widespread use of firearms
53. Between 1450 and 1750, empires such as the Ottoman and Chinese shared which of the following?
- (A) Dependence on trade as the main basis for the economy
  - (B) An elite fighting force made up primarily of slaves
  - (C) The use of a large bureaucracy to support the government
  - (D) Continual military campaigns against European armies
54. Many forced and free migrants practiced the religious beliefs of their homelands as a way of adapting to unfamiliar experiences and environments in their destination societies.
- Which of the following processes best supports the historical argument above?
- (A) African slaves in the Americas integrating African beliefs into their practice of Christianity
  - (B) Japanese elites of the Tokugawa period encouraging the spread of Buddhism to promote cultural cohesion
  - (C) Chinese migrant laborers in the United States converting to Christianity in order to better fit into the dominant culture
  - (D) The indigenous rulers of Islamic states in Southeast Asia adapting aspects of Islam to local cultural and religious traditions



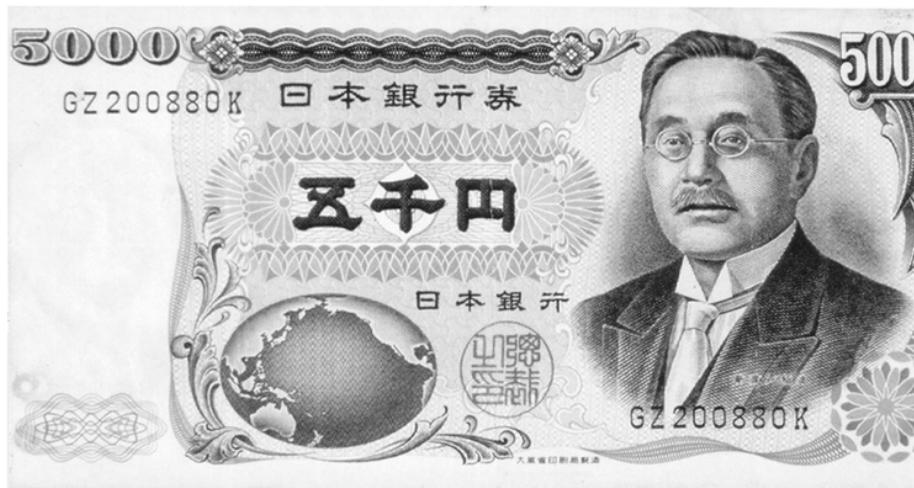
55. Women won the right to vote primarily as a result of the women's rights movement, but other factors were also important. Which of the following best helps explain the pattern in the bar graph above?
- The rise of organized labor and socialist parties
  - The collapse of the Russian and Austro-Hungarian empires
  - The world wars and decolonization
  - The Great Depression and the Cold War
- 

56. “We can no longer be content with writing only the history of the victorious elites, or with detailing the subjugation of dominated ethnic groups . . . We thus need to uncover the history of ‘the people without a history.’”

Eric Wolf, anthropologist, 1982

Research on which of the following subjects would be the best example of the approach described in the excerpt above?

- The decision of the Ming emperor to send Zheng He on voyages to the Indian Ocean
- The lives of Amerindians engaged in the North American fur trade
- The motivations for conversion to Islam in Spain after the Muslim conquest
- The economics of the transatlantic slave trade



57. Based on an analysis of the Japanese currency used during the Meiji period (1868–1912) shown above, which of the following is the primary message conveyed by the engraving?

- (A) The Japanese government considered its geographical proximity to China to be of primary importance.
- (B) The Japanese government focused its expansionist policy on Australia and New Zealand.
- (C) The Japanese government saw itself as a major Pacific power.
- (D) The Japanese government was eager to develop trade ties with the United States.

58. Which of the following best explains the general increase in the living standards of industrial workers between 1800 and 1914 ?
- (A) Deficit-spending policies by governments in major industrial states  
(B) The implementation of strong protective tariffs  
(C) The increased supply of inexpensive consumer goods  
(D) Implementation of utopian socialist ideas in the organization of factory labor
59. Western-led military alliance systems such as NATO that emerged during the Cold War period sought to
- (A) prevent the spread of communism  
(B) encourage a foreign policy independent of the United States and the Soviet Union  
(C) create democratic governments worldwide  
(D) share nuclear technology with nonaligned nations
60. Which of the following factors contributed most to the increase of world population in the period 1750 to 1900 C.E.?
- (A) A decline in the frequency and deadliness of warfare  
(B) Improvements in agricultural productivity and food distribution  
(C) Improvements in rural health care  
(D) A rapid increase in birth rates throughout the globe
61. In the period from 1750 to 1850, which of the following political ideologies was gaining increasing influence in western Europe and parts of the Atlantic world?
- (A) Liberalism  
(B) Absolutism  
(C) Fascism  
(D) Communism
62. In order to achieve victory in China and Vietnam, Asian communists such as Mao Zedong and Ho Chi Minh did which of the following?
- (A) Relied on the leadership of educated urban elites and factory workers.  
(B) Retained key elements of Confucianism while deposing the traditional elites.  
(C) Gained the support of fascists in the Second World War to defeat local enemies.  
(D) Adapted their revolutionary theories to reflect the major concerns of the peasants.
63. Which of the following most accurately describes the interactions between China and Europe in the nineteenth century?
- (A) China became isolated politically in part because of its suppression of pro-Western Chinese dissidents.  
(B) China effectively lost its economic independence to Europe as a result of military losses to European forces.  
(C) China became a major exporter of manufactured goods to Europe.  
(D) China and Europe were forced into an uneasy alliance to reverse Japanese imperial expansion in northern China.

64. “Lenin used severe methods only in the most necessary cases, when the exploiting classes were still in existence and were vigorously opposing the revolution. . . . Stalin, on the other hand, used extreme methods and mass repressions at a time when the revolution was already victorious, when the Soviet state was strengthened, when the exploiting classes were already liquidated, and when our party was politically consolidated and had strengthened itself both numerically and ideologically.”

Nikita Khrushchev, Soviet leader, 1956

The passage best exemplifies which of the following historical developments?

- (A) Khrushchev’s attempt to distance his rule from Stalinist atrocities
- (B) Khrushchev’s defense of communism as an alternative to free-market capitalism
- (C) The Soviet Union’s deployment of ballistic missiles to Cuba
- (D) The diplomatic split between Communist China and the Soviet Union

65. “I gave the people to understand that neither Turkey nor the handful of men Turkey possesses could be placed at the disposal of the Caliph [leader of the Muslims] so that he might fulfill the mission attributed to him, namely to found a State comprising the whole of Islam. . . . The people of the new Turkey have no reason to think of anything else but their own existence and their own welfare. Turkey has nothing more to give away to others.”

Mustafa Kemal, president of Turkey,  
speech to a party congress, 1927

In the excerpt above, Mustafa Kemal is most clearly supporting which of the following?

- (A) Fundamentalism
- (B) Totalitarianism
- (C) Marxism
- (D) Nationalism

**Questions 66-67 are based on the following passage.**

“Every denial of justice, every beating by the police, every demand of [colonial] workers that is drowned in blood, every scandal that is hushed up, every punitive expedition . . . brings home to us the value of our old societies. They were communal societies, never societies of the many for the few. They were societies that were not only pre-capitalist, but also *anti-capitalist*. They were democratic societies, always. They were cooperative societies, fraternal societies. I make a systematic defense of the societies destroyed by imperialism.”

Aimé Césaire, Afro-Caribbean intellectual,  
*Discourse on Colonialism*, 1953

66. Césaire’s statement above was most likely made in response to

- (A) the growing superpower influence in Africa and Asia during the Cold War
- (B) the success of the Indian independence movement
- (C) European colonizers’ claim that their rule had improved life in the colonies
- (D) leaders of the decolonization movement arguing for the adoption of parliamentary democracy after achieving independence

67. Césaire’s interpretation of the nature of precolonial societies is most directly influenced by which of the following?

- (A) The capitalist principle that markets will self-regulate
- (B) The Marxist idea that early societies were classless
- (C) The Social Darwinist concept of the survival of the fittest
- (D) The totalitarian concept of the primacy of group interests over individual interests

68. Which of the following is characteristic of the Green Revolution of the 1960s through the 1980s?
- (A) It restored tropical forests destroyed by slash-and-burn agriculture.  
(B) It prevented oil exploration in the natural habitats of endangered species.  
(C) It sought to limit the use of nuclear energy.  
(D) It used new technologies to increase agricultural yields in developing regions.
69. The relocation of Hindus and Sikhs from Pakistan to India and Muslims from India to Pakistan between 1945 and 1955 reflects which of the following world historical processes?
- (A) The migration of former colonial subjects to imperial metropoles  
(B) Population resettlement caused by redrawing former colonial borders  
(C) The development of ethnic enclaves as these migrants moved for work  
(D) The seasonal migration patterns associated with temporary work
70. “At school the teachers say it is our patriotic duty to stop using foreign words. I didn’t know what they meant by this at first, but now I see it—you must no longer say ‘*adieu*’ [‘farewell’] because that is French. It is in order to say ‘*lebwohl*’ [‘farewell’ in German] instead. We also have bought a little tin box in which we’ll put some small change every time we slip up and use a foreign word. The contents of this little war savings box will go towards buying knitting wool. We must now knit woollen things for the soldiers.”

Diary of a twelve-year-old German girl, August 1914

The passage above best exemplifies which of the following processes shortly after the outbreak of the First World War?

- (A) The increasingly authoritarian methods used by European teachers  
(B) The strengthening of nationalist sentiment throughout Europe  
(C) The emergence of a pan-European antiwar movement  
(D) The key role European women played in sustaining the war effort

#### 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 2014 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

2014

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

### At a Glance

**Total Time**  
2 hours, 10 minutes

**Number of Questions**  
3

**Percent of Total Score**  
50%

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

### Reading Period

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

### Writing Period

**Time**  
2 hours

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

**Weight**  
The questions are weighted equally.

### IMPORTANT Identification Information

PLEASE PRINT WITH PEN:

1. First two letters of your last name

First letter of your first name

2. Date of birth

Month Day Year

3. Six-digit school code

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

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

### Instructions

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

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

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

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

Form I

Form Code 4IBP9-S3

## **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. Analyze similarities and differences in land reforms resulting from the Mexican and Russian revolutions. Identify an additional type of document and briefly explain how it would contribute to your analysis of land reform in Mexico and Russia.

Historical Background: Prior to the Mexican Revolution in 1910 and the Russian Revolution in 1917, most agricultural land was held in large estates by a small group of wealthy landowners.

## Document 1

Source: Emiliano Zapata, main leader of the peasant rebellion, written public manifesto, Mexico, 1911.

We demand that the fields, timber, and water, which the landlords and political bosses have held illegally, should now go to the pueblos,\* or back to the citizens, who originally held the titles to these resources. The pueblo dwellers will immediately take possession of the property that their oppressors have stolen, and if necessary, the pueblos may use force. The current possessors of these resources, who consider themselves as having a legal right to them, will have a chance to present their cases before special courts after the revolution is completed.

Those landlords and political bosses who oppose this plan will have their property taken over immediately by the government. Two-thirds of the property's value will go for pensions for widows and orphans of those peasants who will have died in the current struggle.

\*Communal villages

## **Document 2**

Source: Venustiano Carranza, landowner and major political leader, letter to Emiliano Zapata, Mexico, 1914.

The owners of large estates have legal rights. It is not possible to take away their property and give it to those who do not have legal title to the property. This land redistribution business is absurd. Tell me which estates you now have control of and wish to redistribute that do not indeed legally belong to someone else.

## **Document 3**

Source: Resolution adopted by the All-Russian Congress of Peasants' Deputies, Russia, 1917.

The All-Russian Congress of Peasants' Deputies announces to the entire Russian peasantry that from this point forward all the work in preparation for land reform will pass into the hands of the working people themselves. The work of land reform will be based on the following principles: The transfer, without compensation, of all lands now belonging to the state, monasteries, churches, and private individuals to the nation for free and fair use by agricultural workers.

Firmly believing in the growing strength, organization, and intelligence of the toiling peasantry, the All-Russian Congress of Peasants' Delegates is deeply convinced that private ownership of farmland, forests, waterpower, and mineral resources must be abolished.

#### **Document 4**

Source: Article 27 of the Mexican Constitution of 1917.

The ownership of lands and waters rests with the nation, which has the right to transmit private property to private persons.

Private property shall not be taken without compensation, except for reasons of public utility, and then only by fairly compensating landowners for their property.

The nation shall have at all times the right to impose on private property such limitations as the public interest may demand as well as the right to regulate the development of natural resources in order to conserve them and to equitably distribute the public wealth. For this purpose, all necessary measures shall be taken to divide large landed estates; to develop small landed holdings; to establish new communal farms of agricultural workers with such lands and waters as may be needed by them. Private property acquired for these purposes shall be considered as taken in the public interest.

### Document 5

Source: Mexican President Emilio Portes Gil (1928–1930), recalling remarks he made in a conversation with General Plutarco Elías Calles, Mexico, 1928.

Look General,\* I am going to have to give up more of my land than you did because within three or four months I fear we are going to have another revolution here in Mexico. I have to demonstrate to the peasants that I am just as revolutionary as you. Part of the army is ready to rebel against me; I am going to need the support of the peasants if this happens.

\*formerly president of Mexico (1924–1928)

## Document 6

Source: Joseph Stalin, Secretary-General of the Soviet Communist Party (1922–1953, totalitarian ruler), speech delivered at the Conference of Marxist Students of the Agrarian Question, Russia, 1929.

As you have seen, we now have the material base that will enable us to substitute the output of the collective farms\* for kulak\*\* output. That is why our offensive against the kulaks is now meeting with undeniable success. This is also why the offensive against the kulaks must be carried out, and why we have recently passed from the policy of restricting the exploitative tendencies of the kulaks to simply *eliminating the kulaks as a class*.

Now we are able to break the kulaks. The seizure of the kulaks' properties is an integral part of the plan to form and develop collective farms.

There is another question that needs to be answered. Should the kulaks later be permitted to join the collective farms? My answer is, of course not, for the kulaks are sworn enemies of the collective farm movement.

\*Large state-owned farms operated by workers who received wages

\*\*Independent peasant farmer

## Document 7

Source: Charter of a Russian agricultural collective, approved by the Soviet Communist Party, Russia, 1935.

### *Aims and Purposes*

The toiling peasants of the village voluntarily band together into an agricultural collective in order to establish, with common means of production and with organized common labor, to insure complete victory over the kulaks, over all the exploiters and enemies of the toilers, over want and ignorance, over the backwardness of small individual farms, to create higher productivity of labor and, by this means, to insure the well-being of the members.

The path of collective farming, the path of socialism, is the only right path for the toiling peasants.

The members of the collectives take on themselves the obligation to strengthen their work honestly, to distribute the collective farm income according to the amount of work done, to guard the common property, to take care of the collective farm property, to keep the tractors and machinery in good order, to tend the horses carefully, and to execute the tasks imposed by the workers' and peasants' government in order to make their Bolshevik collective farms and all of their members prosperous.

### **Document 8**

Source: Statistics gathered by the Mexican Department of Agriculture, 1960.

#### **Cumulative Percentage of Land Redistributed to Peasants and Collective Farms, 1910–1960**

<u>1910</u>	<u>1930</u>	<u>1940</u>	<u>1960</u>
5%	13.4%	47.4%	50%

### **Document 9**

Source: *State Economy of the U.S.S.R.*, Soviet government publication, 1959.

#### **Russian Agricultural Land Collectivization, 1927–1937**

	<u>1927</u>	<u>1929</u>	<u>1932</u>	<u>1937</u>
Agricultural land in Collectives	NA	4.9%	77.7%	99.1%

## **Document 10**

Source: Anna R., 14-year-old member of a kulak family, interviewed in 1993 for *Memories of the Dispossessed*, published 1998.

In 1928, I just started to notice people disappearing: first one, then another, and another. My parents didn't join the commune, remaining independent farmers. First they had a massive tax to pay; it was so high they were quite unable to pay it. After that, activists from the commune descended on us, breaking all the locks on the barns and clearing us out of all our corn. Next time they came to inventory our property. They noted it all down and carried it off. We were woken up in the night in early spring, 1929; we were told, 'You're going for good.' At dawn they lined several families up in the Rural Council building and then sent us off into the unknown.

**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 the beliefs and practices of ONE of the religions listed below from its beginnings to 1450.

Buddhism

Christianity

Islam

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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 effects of imperialism in TWO of the following regions during the period 1750 to 1900.

Africa

East Asia

The Middle East

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THIS SPACE MAY BE USED FOR PLANNING YOUR ANSWER.

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

Write in the box the number of the question you are answering on this page as it is designated in the exam.

**ANSWER**

**ANSWER**

Write in the box the number of the question you are answering on this page as it is designated in the exam.

Write in the box the number of the question you are answering on this page as it is designated in the exam.

**ANSWER**

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**ANSWER**

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**ANSWER**

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**ANSWER**

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Write in the box the number of the question you are answering on this page as it is designated in the exam.

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**ANSWER**

**ANSWER**

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**ANSWER**

**ANSWER**

Write in the box the number of the question you are answering on this page as it is designated in the exam.

Write in the box the number of the question you are answering on this page as it is designated in the exam.

**ANSWER**

**ANSWER**

Write in the box the number of the question you are answering on this page as it is designated in the exam.

**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(ES) ON THE COVER(S).**
- **MAKE SURE YOU HAVE USED THE SAME SET OF AP NUMBER LABELS ON ALL AP EXAMS YOU HAVE TAKEN THIS YEAR.**

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

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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  
2014 SCORING GUIDELINES**

**Question 1**

<b>BASIC CORE</b> (competence)	<b>0–7 Points</b>
<b>1. Has acceptable thesis.</b>	<b>1 Point</b>
<ul style="list-style-type: none"><li>The thesis must explicitly state at least <b>one</b> similarity <u>or</u> <b>one</b> difference in land reforms resulting from <u>both</u> the Mexican and Russian Revolutions as evidenced in the documents.</li><li>The thesis must be explicitly stated in the introduction or conclusion of the essay.</li><li>The thesis may appear as one sentence or as multiple sentences.</li><li>A thesis that is split among multiple paragraphs is unacceptable.</li><li>A thesis that merely restates the prompt is unacceptable.</li><li>The thesis CANNOT count as meaning, evidence, or grouping.</li></ul>	
<b>2. Understands the basic meaning of documents. (May misinterpret one)</b>	<b>1 Point</b>
<ul style="list-style-type: none"><li>Students must address <u>all ten</u> of the documents.</li><li>Student must demonstrate understanding of the basic meaning of <u>at least nine</u> documents.</li><li>Context can demonstrate understanding.<ul style="list-style-type: none"><li>Explicit, correct grouping does demonstrate understanding.</li><li>Merely restating verbatim or quoting the content of the documents does not demonstrate understanding.</li></ul></li></ul>	
<b>3. Supports thesis with appropriate evidence from all or all but one document.</b>	<b>2 Points</b>
<b>For 2 Points:</b> <ul style="list-style-type: none"><li>Specific and accurate evidence comparing land reforms must be <u>explicitly</u> drawn from a minimum of <u>nine</u> documents.</li><li>Evidence must be used to demonstrate at least one direct similarity <u>and</u> one difference between the land reforms.</li><li>A document that is simply listed does not count as using the document as evidence.</li></ul>	
<b>For 1 Point:</b> <ul style="list-style-type: none"><li>Specific and accurate evidence comparing land reforms must be explicitly drawn from a minimum of <u>eight</u> documents.</li><li>Evidence may demonstrate a similarity <u>or</u> a difference between the land reforms.</li><li>A document that is simply listed does not count as using the document as evidence.</li></ul>	
<b>4. Analyzes point of view in at least two documents.</b>	<b>1 Point</b>
<ul style="list-style-type: none"><li>Students must correctly analyze point of view in <u>at least two</u> documents.</li><li>Point of view explains why this particular person might have this particular opinion or what particular feature informs the author's point of view or tone.</li><li>Students must move beyond mere description by explaining how the characteristics of the author, the intended audience, and/or the intended outcome may have influenced the author's opinion.</li><li>Students may challenge the veracity of the author's point of view, but must move beyond a mere statement that the author is 'biased' by providing some plausible analysis.</li><li>Mere attribution is not sufficient. Attribution is copying or repeating information verbatim from the source line of the document.</li></ul>	

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2014 SCORING GUIDELINES**

**Question 1 (continued)**

- 5. Analyzes documents by grouping them in two ways.** **1 Point**
- Groupings must address with coherence a direct comparison between the land reforms in **both** Mexico and Russia. Examples of such groupings might include:
    - Similarities: goal of redistribution from wealthy to poor, peasant productivity, etc.
    - Differences: attitudes toward reform, level of coercion, success in land reform, etc.
  - Students must explicitly and correctly group the documents in at least two ways.
  - A minimum of two documents (used appropriately) constitutes a group or subgroup.
  - Students may not receive credit for both the larger group and the subgroups within it.
- 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 the document or source will contribute to analysis or comparison of land reforms.

**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:**

- Provides more than one similarity and difference.
- 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.
  - Analyzes all ten documents.
  - Explains corroboration and links between documents.
- Uses documents persuasively as evidence
- Analyzes point of view in most or all documents
  - Thoughtful analysis of author's background, intended audience, tone, or historical context.
- Inclusion of groupings beyond the two required.
- Brings in accurate "outside" historical content.
- 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 is necessary.
  - Request for additional document is woven into the essay and integrated into a broader analysis.

**Subtotal** **2 Points**

**Total** **9 Points**

**AP® WORLD HISTORY  
2014 SCORING GUIDELINES**

**Question 2**

<b>BASIC CORE</b> (competence)	<b>0–7 Points</b>
<b>1. Has acceptable thesis.</b>	<b>1 Point</b>
<ul style="list-style-type: none"><li>The thesis must include <u>both</u> a specific similarity <u>and</u> a specific difference in the <b>effects</b> of imperialism in <u>two</u> of the regions.</li><li>The thesis must be explicitly stated in the introduction or conclusion of the essay.</li><li>The thesis may appear as one sentence or as multiple consecutive sentences.</li><li>A thesis that is split among multiple paragraphs is unacceptable.</li><li>A thesis that merely restates the prompt is unacceptable.</li><li>If the thesis is repeated/restated in the conclusion it may count for credit beyond the thesis.</li><li>The thesis may NOT count for addressing the question or direct comparison.</li></ul>	
<b>2. Addresses all parts of the question, though not necessarily evenly or thoroughly.</b>	<b>2 Points</b>
<b>For 2 Points:</b>	
<ul style="list-style-type: none"><li>Essay addresses <u>at least</u> one specific similarity <u>and</u> one specific difference in the <b>effects</b> of imperialism in <u>two</u> regions within the time period.</li><li>Essay discusses <b>effects</b> of imperialism in <u>two</u> regions but not necessarily evenly.</li></ul>	
<b>For 1 Point:</b>	
<ul style="list-style-type: none"><li>Essay addresses <u>at least</u> one specific similarity <u>or</u> one specific difference in the <b>effects</b> of imperialism in <u>two</u> regions within the time period.</li><li>Essay discusses <b>effects</b> of imperialism in <u>two</u> regions but not necessarily evenly.</li></ul>	
<b>3. Substantiates thesis with appropriate historical evidence.</b>	<b>2 Points</b>
<b>For 2 Points:</b>	
<ul style="list-style-type: none"><li>Essay provides a minimum of <u>four</u> pieces of accurate and relevant evidence <b>within the time period</b>.</li><li>Essay includes at least <u>two</u> pieces of evidence from each region.</li><li>Evidence must specifically address the <b>effects</b> of imperialism.</li></ul>	
<b>For 1 Point:</b>	
<ul style="list-style-type: none"><li>Essay provides a minimum of <u>three</u> pieces of accurate and relevant evidence <b>within the time period</b>.</li><li>Essay includes at least <u>one</u> piece of evidence from each region.</li><li>Evidence must specifically address the <b>effects</b> of imperialism.</li></ul>	

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2014 SCORING GUIDELINES**

**Question 2 (continued)**

- |  |                |
|--|----------------|
| <b>4. Makes at least one direct, relevant comparison between the regions.</b>                            | <b>1 Point</b> |
| • The comparison must be made somewhere other than the thesis.   |                |
| • The comparison must be a different one than the one(s) used to address a similarity and a difference.  |                |
| • The comparison may discuss <u>either</u> a similarity <u>or</u> a difference.                          |                |
| <b>5. Analyzes at least one reason for a similarity or difference identified in a direct comparison.</b> | <b>1 Point</b> |
| • Explains the effects of imperialism identified in a similarity or difference.                          |                |

**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:**

- 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 regions.
- Consistently analyzes relevant similarities and differences
- Applies relevant knowledge of other regions or world historical processes.
- Recognizes nuances within effects/ regions.

**Subtotal** **2 Points**

**Total** **9 Points**

**AP® WORLD HISTORY  
2014 SCORING GUIDELINES**

**Question 3**

<b>BASIC CORE</b> (competence)	<b>0–7 Points</b>
<b>1. Has acceptable thesis.</b>	<b>1 Point</b>
<ul style="list-style-type: none"><li>The thesis must include <u>both</u> a specific similarity <u>and</u> a specific difference in the <b>effects</b> of imperialism in <u>two</u> of the regions.</li><li>The thesis must be explicitly stated in the introduction or conclusion of the essay.</li><li>The thesis may appear as one sentence or as multiple consecutive sentences.</li><li>A thesis that is split among multiple paragraphs is unacceptable.</li><li>A thesis that merely restates the prompt is unacceptable.</li><li>If the thesis is repeated/restated in the conclusion it may count for credit beyond the thesis.</li><li>The thesis may NOT count for addressing the question or direct comparison.</li></ul>	
<b>2. Addresses all parts of the question, though not necessarily evenly or thoroughly.</b>	<b>2 Points</b>
<b>For 2 Points:</b>	
<ul style="list-style-type: none"><li>Essay addresses <u>at least</u> one specific similarity <u>and</u> one specific difference in the <b>effects</b> of imperialism in <u>two</u> regions within the time period.</li><li>Essay discusses <b>effects</b> of imperialism in <u>two</u> regions but not necessarily evenly.</li></ul>	
<b>For 1 Point:</b>	
<ul style="list-style-type: none"><li>Essay addresses <u>at least</u> one specific similarity <u>or</u> one specific difference in the <b>effects</b> of imperialism in <u>two</u> regions within the time period.</li><li>Essay discusses <b>effects</b> of imperialism in <u>two</u> regions but not necessarily evenly.</li></ul>	
<b>3. Substantiates thesis with appropriate historical evidence.</b>	<b>2 Points</b>
<b>For 2 Points:</b>	
<ul style="list-style-type: none"><li>Essay provides a minimum of <u>four</u> pieces of accurate and relevant evidence <b>within the time period</b>.</li><li>Essay includes at least <u>two</u> pieces of evidence from each region.</li><li>Evidence must specifically address the <b>effects</b> of imperialism.</li></ul>	
<b>For 1 Point:</b>	
<ul style="list-style-type: none"><li>Essay provides a minimum of <u>three</u> pieces of accurate and relevant evidence <b>within the time period</b>.</li><li>Essay includes at least <u>one</u> piece of evidence from each region.</li><li>Evidence must specifically address the <b>effects</b> of imperialism.</li></ul>	
<b>4. Makes at least one direct, relevant comparison between the regions.</b>	<b>1 Point</b>
<ul style="list-style-type: none"><li>The comparison must be made somewhere other than the thesis.</li><li>The comparison must be a different one than the one(s) used to address a similarity and a difference.</li><li>The comparison may discuss <u>either</u> a similarity <u>or</u> a difference.</li></ul>	
<b>5. Analyzes at least one reason for a similarity or difference identified in a direct comparison.</b>	<b>1 Point</b>
<ul style="list-style-type: none"><li>Explains the effects of imperialism identified in a similarity or difference.</li></ul>	
<b>Subtotal</b>	<b>7 Points</b>

**AP<sup>®</sup> WORLD HISTORY  
2014 SCORING GUIDELINES**

**Question 3 (continued)**

<b>EXPANDED CORE</b> (excellence)	<b>0-2 Points</b>
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Expands beyond basic core of 1–7 points. The basic core score of 7 must be achieved before a student can earn expanded core points.

**Examples:**

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

<b>Subtotal</b>	<b>2 Points</b>
<b>Total</b>	<b>9 Points</b>

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## **Scoring Worksheet**

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

## 2014 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  
United States History

Composite Score Range	AP Score
85-120	5
68-84	4
52-67	3
35-51	2
0-34	1

# AP World History

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## **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.