

2017 AP[®] WORLD HISTORY FREE-RESPONSE QUESTIONS

WORLD HISTORY

SECTION II

Total Time—1 hour, 30 minutes

Question 1 (Document-Based Question)

Suggested reading and writing time: 55 minutes

It is suggested that you spend 15 minutes reading the documents and 40 minutes writing your response.

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

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

In your response you should do the following.

- **Thesis:** Present a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.
- **Argument Development:** Develop and support a cohesive argument that recognizes and accounts for historical complexity by explicitly illustrating relationships among historical evidence such as contradiction, corroboration, and/or qualification.
- **Use of the Documents:** Utilize the content of at least six of the documents to support the stated thesis or a relevant argument.
- **Sourcing the Documents:** Explain the significance of the author's point of view, author's purpose, historical context, and/or audience for at least four documents.
- **Contextualization:** Situate the argument by explaining the broader historical events, developments, or processes immediately relevant to the question.
- **Outside Evidence:** Provide an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument.
- **Synthesis:** Extend the argument by explaining the connections between the argument and ONE of the following.
 - A development in a different historical period, situation, era, or geographical area.
 - A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history).
 - A different discipline or field of inquiry (such as economics, government and politics, art history, or anthropology).

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1. Evaluate the extent to which religious responses to wealth accumulation in Eurasia in the period circa 600 B.C.E. to 1500 C.E. differed from state responses to wealth accumulation.

Document 1

Source: *The Chronicle of Zuo*, one of the earliest Chinese historical works, composed during the Warring States period, circa 350 B.C.E.

An ambassador from another [Chinese] state desired a jade ring that belonged to a merchant who resided in the Chinese state of Lu. So the ambassador begged Zi Chan, a Lu official, to have the ring confiscated from the merchant and given to him. Zi Chan, however, refused, saying, “One of our ancient rulers made a pact with the merchants in our state, to last through all generations. The pact said, ‘If you do not revolt against me [the ruler], I will not violently interfere with your commerce. I will not beg or take anything from you, and you may have your profitable markets, precious things, and substance, without my taking any knowledge of them.’ Through this attested covenant, our rulers and the merchants who live in our territory have preserved their mutual relations down to the present day. If you get the jade and lose a friendly state, wouldn’t that be a mistake?”

The ambassador then changed his mind, saying, “I presumed in my stupidity to ask for the jade, which would have occasioned such a calamity. Let me now withdraw my request.”

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Document 2

Source: Chanakya, advisor to the first Mauryan emperor, *Arthashastra*, economic and political treatise, circa 250 B.C.E.

The Superintendent of Commerce shall monitor demand and the changing prices of various kinds of merchandise, both domestically produced and brought from other countries. He shall also determine the time suitable for the distribution, purchase, and sale of various kinds of merchandise. He shall avoid setting prices that allow for such large profits for merchants as to harm the people.

All those who sell merchandise shall submit to the Superintendent their sale reports, saying “this much has been sold and this much remains”; they shall also hand over their weights and measures for inspection.

The Superintendent of Commerce shall fix prices to allow a profit of five percent for local commodities and ten percent on foreign produce. Merchants who inflate the price even half a penny more than that shall be punished with a fine.

Document 3

Source: Marcus Tullius Cicero, Roman statesman and philosopher, *An Essay about Duties*, circa 50 B.C.E.

We generally accept as true the following statements about trade and occupations, in regard to which are suitable for gentlemen and which are vulgar. First, those occupations are condemned, which bring upon you peoples’ hatred, such as tax collecting and moneylending. Also vulgar and unsuitable for gentlemen are the occupations of all hired workmen whom we pay for their labor, not for their artistic skills. Also to be considered vulgar are retail merchants, who buy from wholesale merchants and immediately turn around and resell; for they would not make a profit unless they lied a lot. Of all the occupations from which profit is accrued, none is better than agriculture, none more profitable, none more delightful, none more suitable to a free man. . . .

When Cato [a Roman statesman well-known for his moral integrity] was asked what was the best form of property ownership he replied, “Raising livestock with great success.” And after that? “Raising livestock with little success.” And third? “Raising crops.” And when the person asking the questions said, “What about moneylending?” Cato replied, “What about murder?”

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Document 4

Source: Gerontius, Christian monk, *The Life of Melania the Younger*, a saint's biography composed circa 450 C.E.

The blessed Melania [383–438 C.E.] and her husband Pinian both came from foremost [Roman] families of senatorial rank. But they resolved to abandon their frivolous and worldly mode of life and experience an angelic, heavenly purpose. They left the great city of Rome and went to their suburban estate, where they devoted themselves to the practice of the virtues. They knew that it was impossible for them to offer pure worship to God unless they made themselves enemies to the confusions of a wealthy life. . . .

[Melania described their estate in the following manner:] “It was an extraordinary piece of property and in it stood a bath that surpassed any other in worldly splendor. The estate had a total of sixty-two settlements within its borders, with four hundred slaves. But I knew that it was the Devil who set before me those multicolored marbles, the villa, and all that inestimable revenue.”

So the blessed ones fearlessly gave away all their possessions, which were enough for the entire world. They established monasteries of monks and nuns, furnishing each place with a sufficient amount of gold. They presented their numerous expensive silk clothes at the altars of churches and made many other offerings to God.

Document 5

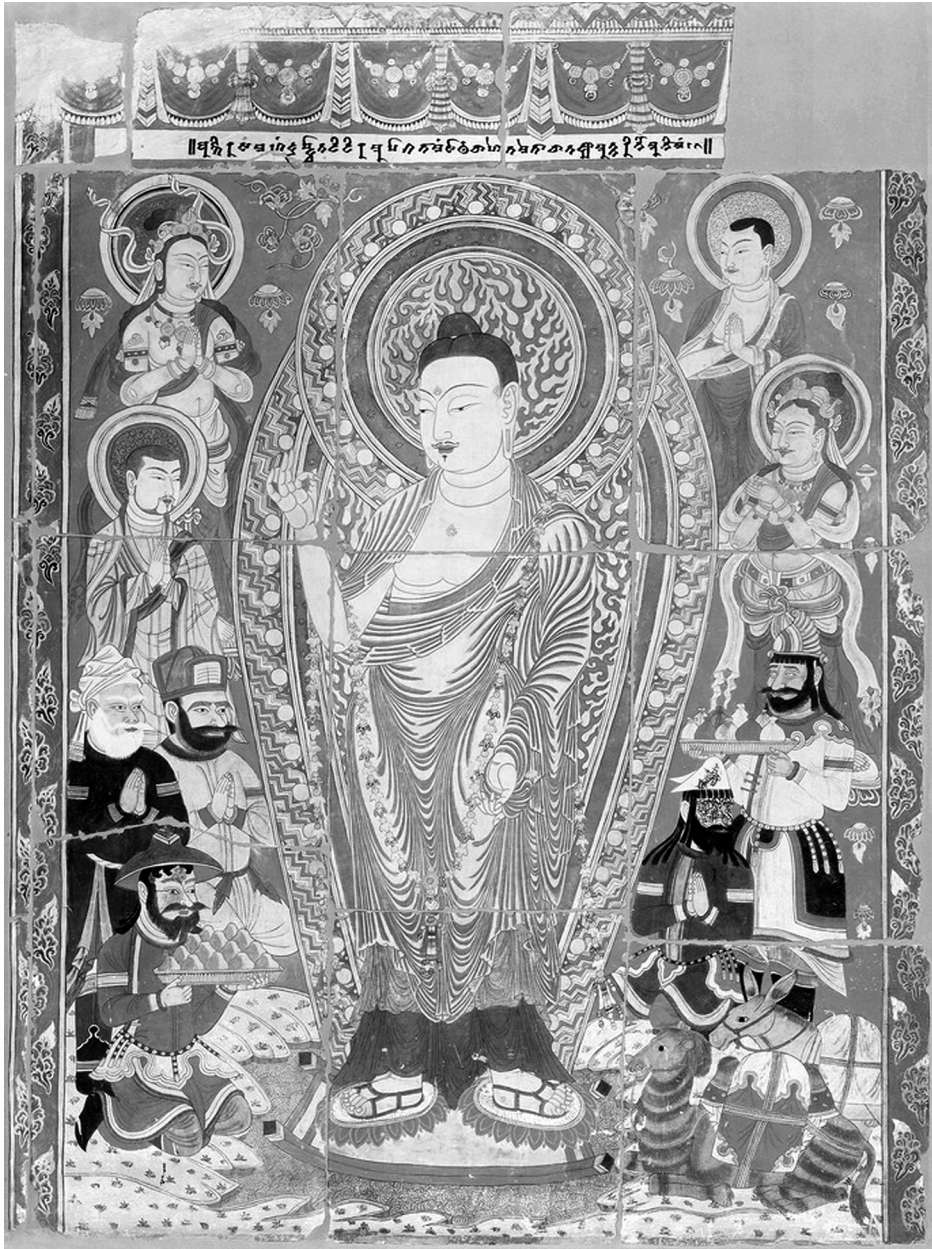
Source: *The Qur'an*, the holy book of Islam

O you who believe! Spend on others out of the good things you may have acquired, and out of that which God brings forth for you from the earth; and choose not for your charity things that you yourselves would not want or accept without averting your eyes in disdain. Satan threatens you with the prospect of poverty and bids you to be stingy, but God is infinite, all-knowing, granting wisdom unto whom He wills. Whatever you may spend on others, or vow to spend, God knows it; and those who do wrong by withholding charity shall have no one to comfort them. If you do deeds of charity openly, it is well, but if you bestow it upon the needy in secret, it will be even better for you, and it will atone for some of your bad deeds.

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Document 6

Source: Painting from the Buddhist cave temples at Bezeklik, Central Asia, circa 800 C.E. The painting shows the Buddha and bodhisattvas* blessing Central Asian traders bearing gifts for the Bezeklik temples.



China: Bezeklik Thousand Buddha Caves, Turfan, Xinjiang: Pranidhi scene / Pictures from History / Bridgeman Images

* Buddhist holy figures

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Document 7

Source: Ganapatideva, ruler of the South Indian Kakatiya state, edict, circa 1245 C.E.

By the glorious king Ganapatideva the following edict assuring safety has been granted to sea traders starting for and arriving from all continents, islands, foreign countries, and cities:

Formerly kings used to take away by force the whole cargo—elephants, horses, gems, etc.—carried by ships and vessels which, after they had started from one country to another, were attacked by storms and wrecked ashore.

But We, out of mercy, for the sake of glory and merit, hereby pledge to leave everything except the fixed duty to those who have incurred the great risk of a sea-voyage with the thought that wealth is more valuable than even life.

The rate of this duty is one thirtieth on all exports and imports.

END OF DOCUMENTS FOR QUESTION 1

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Question 2 or Question 3

Suggested writing time: 35 minutes

Directions: Choose EITHER question 2 or question 3.

In your response you should do the following.

- **Thesis:** Present a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.
 - **Application of Historical Thinking Skills:** Develop and support an argument that applies historical thinking skills as directed by the question.
 - **Supporting the Argument with Evidence:** Utilize specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument.
 - **Synthesis:** Extend the argument by explaining the connections between the argument and one of the following.
 - A development in a different historical period, situation, era, or geographical area.
 - A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history).
 - A different discipline or field of inquiry (such as economics, government and politics, art history, or anthropology).
2. Describe and explain a significant continuity and a significant change in labor migration in the period 1450–1750 C.E. (*Historical thinking skill: Continuity and Change*)
3. Describe and explain a significant continuity and a significant change in the global balance of political power in the period 1900 C.E. to the present. (*Historical thinking skill: Continuity and Change*)

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

STOP

END OF EXAM

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Question 1 — Document-Based Question

Maximum Possible Points: 7

“Evaluate the extent to which religious responses to wealth accumulation in Eurasia in the period circa 600 B.C.E. to 1500 C.E. differed from state responses to wealth accumulation.”

Points	Scoring Criteria	Notes
A: Thesis and Argument Development 0-2	<p>Thesis: Presents a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion. (1 point)</p>	<ul style="list-style-type: none"> Acceptable thesis statements must EXPLICITLY address a difference between at least one aspect of religious responses and at least one aspect of state responses to wealth accumulation in Eurasia during the period circa 600 B.C.E. to 1500 C.E. <p><i>Commonly seen examples might include:</i></p> <ul style="list-style-type: none"> Religious and state responses to wealth accumulation differ in that religious responses encouraged the rejection of wealth to obtain salvation or create harmony, while state responses were to regulate the accumulation of wealth through administrative functions or state sponsored hierarchies. States responded to wealth accumulation by creating bureaucracies and laws that protected trade. This differed from religious responses which encouraged the wealthy to redistribute wealth and strengthen the religious organization.
	<p>Argument Development: Develops and supports a cohesive argument that recognizes and accounts for historical complexity by explicitly illustrating relationships among historical evidence such as contradiction, corroboration, and/or qualification. (1 point)</p>	<ul style="list-style-type: none"> Students earn the point by noting that there are a variety of state and religious responses to wealth accumulation, while also corroborating the thesis statement or overarching argument consistently and cohesively throughout the essay with multiple pieces of evidence.

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Question 1 — Document-based Question (continued)

B: Document Analysis 0-2	<p>Document Analysis (Content): Utilizes the content of at least six of the documents to support the stated thesis or a relevant argument. (1 point)</p>	<p><i>See document summaries for details.</i></p> <ul style="list-style-type: none"> • Doc. 1: <i>The Chronicle of Zuo</i>, ca. 350 B.C.E. • Doc. 2: Chanakya, <i>Arthashastra</i>, ca. 250 B.C.E. • Doc. 3: Cicero, <i>Essay about Duties</i>, ca. 50 B.C.E. • Doc. 4: Gerontius, <i>Life of Melania</i>, ca. 450 C.E. • Doc. 5: <i>The Qur'an</i> • Doc. 6: Bezeklik Buddhist painting, ca. 800 C.E. • Doc. 7: Ganapatideva, edict, ca. 1245 C.E. <p><i>Commonly seen examples might include:</i></p> <ul style="list-style-type: none"> • <u>Content (Doc. 1)</u>: The Chronicle of Zuo allowed Chinese merchants to accumulate as much wealth as possible so long as they didn't try to topple the ruler. • <u>Sourcing (Doc. 1)</u>: It makes sense that Doc. 1 would allow merchants to gain a lot of wealth in an attempt to preserve the political power of the ruler. The climate of fear at this tumultuous time likely caused the government to be more accepting of rich traders. • <u>Content (Doc. 4)</u>: The life of Melania the Younger shows that Christianity encouraged successful merchants to give away their wealth to the needy and to monasteries, as was done by this saint. • <u>Sourcing (Doc. 4)</u>: Because the purpose of the biography was to tell a positive story about the life of Melania, Doc. 4 likely exaggerated the amount of wealth given away by the saint.
	<p>Document Analysis (Sourcing): Explains the significance of the author's point of view, author's purpose, historical context, and/or audience for at least four documents. (1 point)</p>	
C: Using Evidence Beyond the Documents 0-2	<p>Contextualization: Situates the argument by explaining the broader historical events, developments, or processes immediately relevant to the question. (1 point)</p>	<p>This point can be earned by explaining historical events, developments, or processes that occur before, during, or continue after the time frame of the question.</p> <p><i>Commonly seen examples might include:</i></p> <ul style="list-style-type: none"> • The rise of empires and the development of imperial administrations. • The rise and spread of religions; foundational beliefs regarding salvation and living “the good life” of major religious traditions. • The growth of interregional trading networks across Afro-Eurasia and corresponding rise in the economic and social prominence of merchants.

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Question 1 — Document-Based Question (continued)

	<p>Evidence beyond the Documents: Provides an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument. (1 point)</p>	<p><i>Commonly seen examples might include:</i></p> <ul style="list-style-type: none"> • Other rulers or empires that promoted commerce (e.g., Mongols, Ming) • Other communities that were involved in commercial activity (e.g., Jews, Sogdians) • Other examples of religious traditions that either championed or expressed doubts about wealth accumulation (e.g., Greek belief systems, or Hindu, or Christian asceticism)
D: Synthesis 0-1	<p>Synthesis: Extends the argument by explaining the connection between the argument and either a development in a</p> <ul style="list-style-type: none"> • different historical period • geographical area • course theme and/or approach that is not the focus of the essay, or • a different discipline. (1 point) 	<p><i>Commonly seen examples might include:</i></p> <ul style="list-style-type: none"> • Different period (e.g., Protestant views on wealth and economic success) • Different region (e.g., Aztec or Inca policies such as road building or the <i>pochteca</i> system) • Different theme (e.g., analysis of environmental factors that suggests that in some regions commerce was the predominant occupation, and argues that religions and states in such regions adapted to that situation) • Different discipline (e.g., a sociological approach to argue that both religions and states were concerned about the economic inequalities and social upheaval that unrestricted commercial wealth might bring)
<p>If response is completely blank, enter - - for all four score categories A, B, C, and D.</p>		

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Question 1 — Document-Based Question (continued)

Document Summaries

Document	Content	Sourcing
1. <i>The Chronicle of Zuo</i> , ca. 350 B.C.E.	<ul style="list-style-type: none"> A Chinese state official refuses the request of an ambassador from another Chinese state to confiscate merchant property and claims that his state does not interfere in the commercial activities of merchants so long as they are loyal to the ruler. 	<ul style="list-style-type: none"> The chronicle relates the viewpoints of a state official (POV) Historical chronicle that would have primarily been read by government officials (audience) Diplomacy and competition between Chinese states during the Warring States period (context)
2. Chanakya, <i>Arthashastra</i> , ca. 250 B.C.E.	<ul style="list-style-type: none"> Advocates for regulating commercial activity within the Mauryan Empire by ordering the fixing of prices and government supervision of merchants and their goods. 	<ul style="list-style-type: none"> Government official concerned about unregulated commerce (POV) Treatise aimed at rulers and other members of the government elite (audience) Wants to establish government supervision of merchants to ensure social stability within the empire and to ensure proper taxation (purpose)
3. Cicero, <i>Essay about Duties</i> , ca. 50 B.C.E.	<ul style="list-style-type: none"> Promotes agriculture as the best and most moral occupation while arguing that the occupations of merchants and moneylenders are “vulgar” and unsuitable for gentlemen. 	<ul style="list-style-type: none"> Member of the Roman elite advocating for maintaining the traditional agrarian foundations of the Roman state (POV) Members of the Roman elite (audience) Political turmoil during the late Republican period, growth of interregional and transregional trade and growing profits for merchants (context)
4. Gerontius, <i>Life of Melania</i> , ca. 450 C.E.	<ul style="list-style-type: none"> Relates the story of how an early Christian saint and her husband, both of whom came from wealthy Roman families, relinquished their wealth and donated most of it to the church because they realized that wealth comes from the devil. 	<ul style="list-style-type: none"> Monk using a story about an early Christian saint to advocate for the renunciation of wealth and for donating wealth to the church (POV) Other monks, clergy, and Christian elites (audience) Early development of Christianity, growth of monasticism (context)
5. <i>The Qur’an</i>	<ul style="list-style-type: none"> States that some accumulated wealth should be given as charity for those less fortunate. Assures believers that if they fulfil this duty God will provide for them. 	<ul style="list-style-type: none"> The Muslim community (audience) Early development and spread of Islam (context) To establish guidance for the Muslim community about using wealth to help others (purpose)

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Question 1 — Document-Based Question (continued)

<p>6. Bezeklik Buddhist painting, ca. 800 C.E.</p>	<ul style="list-style-type: none"> Shows the Buddha and four bodhisattvas blessing the merchants who bring gifts for the temples. While the Buddha and the bodhisattvas are portrayed as having Chinese features, the merchants are portrayed as having Central and/or West Asian features. 	<ul style="list-style-type: none"> Buddhist community in Central Asia along the Silk Roads (POV) Other Buddhists and merchants along the Silk Roads (audience) Increasing overland trade along the Silk Roads, spread and development of Buddhism (context) Illustrate that the Buddha and bodhisattvas approved of commercial activities and that merchants should donate gifts to the Buddhist temples (purpose)
<p>7. Ganapatideva, edict, ca. 1245 C.E.</p>	<ul style="list-style-type: none"> Edict pronouncing that royal officials will only take a percentage tax on shipwrecked goods instead of the entire cargo. The king proclaims his support for the sea traders arriving in Kakatiya from everywhere. 	<ul style="list-style-type: none"> Ruler attempting to patronize merchants and thereby increase commerce in his realm (purpose/POV) State officials and merchants (audience) Growth of interregional trade in the Indian Ocean, growth of luxury goods trade (context)