

AP® World History

Practice Exam

The questions contained in this AP® World History Practice Exam are written to the content specifications of AP Exams for this subject. Taking this practice exam should provide students with an idea of their general areas of strengths and weaknesses in preparing for the actual AP Exam. Because this AP World History Practice Exam has never been administered as an operational AP Exam, statistical data are not available for calculating potential raw scores or conversions into AP grades.

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Contents

Directions for Administration	ii
Section I: Multiple-Choice Questions	1
Section II: Free-Response Questions	20
Student Answer Sheet for Multiple-Choice Section	28
Multiple-Choice Answer Key.....	29
Free-Response Scoring Guidelines.....	30

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AP® World History **Directions for Administration**

The AP World History Exam is 3 hours and 5 minutes in length and consists of a multiple-choice section and a free-response section.

- The 55-minute multiple-choice Section I contains 70 questions and accounts for 50 percent of the final grade.
- The 130-minute free-response Section II, including a mandatory 10-minute reading period, contains 3 questions and accounts for 50 percent of the final grade.

A 10-minute break should be provided after Section I is completed. Section II begins with the mandatory 10-minute reading period, provided primarily for the document-based question. During the reading period students may make notes on the exam itself but they should not be allowed to begin actually writing the essays until the reading period is over. Students may move from one essay to the next as they finish.

The actual AP Exam is administered in one session. Students will have the most realistic experience if a complete morning or afternoon is available to administer this practice exam. If a schedule does not permit one time period for the entire practice exam administration, it would be acceptable to administer Section I one day and Section II on a subsequent day.

Total scores on the multiple-choice section are based only on the number of questions answered correctly. No points are deducted for incorrect answers and no points are awarded for unanswered questions.

- The use of calculators, or any other electronic devices, is not permitted during the exam.
- It is suggested that the practice exam be completed using a pencil for Section I and a pen with black or dark blue ink for Section II to simulate an actual administration.
- Teachers will need to provide paper for the students to write their free-response answers. Teachers should provide directions to the students indicating how they wish the responses to be labeled so the teacher will be able to associate the student's response with the question the student intended to answer.
- Remember that students are not allowed to remove any materials, including scratch work, from the testing site.

Section I

Multiple-Choice Questions

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 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

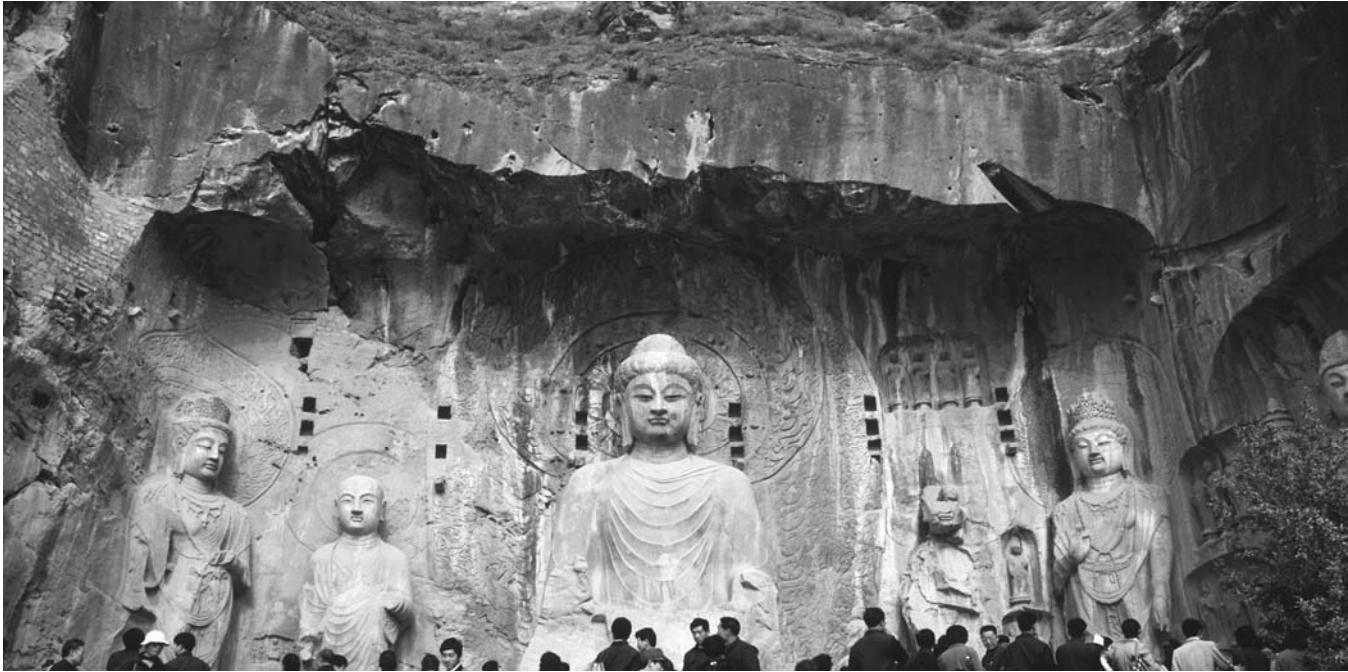
70 Questions

Directions: Each of the questions or incomplete statements below is followed by five suggested answers or completions. Select the one that is best in each case and place the letter of your choice in the corresponding box on the student 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. In most of the early agricultural societies, people had an average life expectancy of 25 years at birth but would live until 50 on average if they managed to reach age 20. These facts primarily reflect
 - (A) high rates of infant mortality
 - (B) an early age of military service
 - (C) income gaps between wealthy minorities and impoverished masses
 - (D) lack of mass education
 - (E) the availability of medicines for adult diseases
2. Which of the following is an important legacy of the Phoenicians?
 - (A) Their monotheistic beliefs inspired Judeo-Christian religion.
 - (B) Their establishment of a centralized bureaucratic state influenced the political structure of the Persian Empire.
 - (C) Their development of an alphabetic writing system was adapted by the Greeks.
 - (D) Their system of legal codification was adopted in its entirety by the Romans.
 - (E) Their army and navy defeated Alexander the Great.
3. Which of the following was an important factor that helped the eastern Roman Empire (Byzantium) survive while the western Roman Empire collapsed?
 - (A) Its status as the headquarters of Roman Catholic Christianity gave it a social unity that helped it resist invaders.
 - (B) It had a loyal army, a skilled bureaucracy, and great reserves of wealth based on agriculture.
 - (C) It followed an expansionist foreign policy to conquer northern European lands held by the Germanic tribes.
 - (D) It could rely on its defensive alliance with the Persian Empire for protection against European invaders.
 - (E) It was not an attractive target for conquest because it was isolated from trade routes and had little wealth.

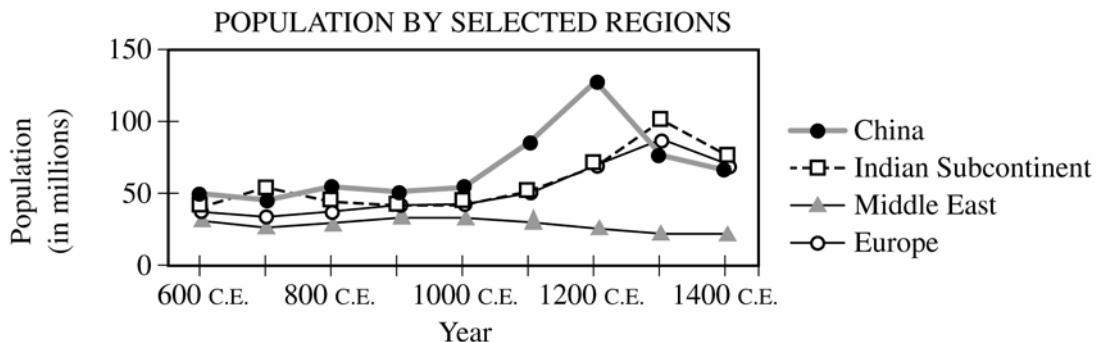
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4. The sixth-century C.E. statue complex shown above, found in China, is an example of
- (A) religious conflict
 - (B) reverence for ancestors
 - (C) the wealth and power of the emperor
 - (D) cross-cultural interaction
 - (E) destruction by nomadic invaders
-
5. “If a [noble] man puts out the eye of another [noble] man, his eye shall be put out.
“If he breaks another [noble] man’s bone, his bone shall be broken.
“If he puts out the eye of a [commoner] or breaks the bone of a [commoner], he shall pay one [silver] mina.
“If he puts out the eye of a man’s slave or breaks the bone of a man’s slave, he shall pay one-half of its value.”
- The excerpt above from the Code of Hammurabi illustrates which of the following about Babylonian society?
- (A) It made provision for the economic well-being of all classes.
 - (B) It supported gender equality.
 - (C) It moved away from reliance on corporal punishment.
 - (D) It was marked by social inequalities.
 - (E) The king was regarded as blessed by divine forces.
6. Which of the following correctly lists the countries to which Buddhism spread from India, in chronological order from earliest to latest?
- (A) Korea, Japan, Cambodia
 - (B) Vietnam, China, Japan
 - (C) China, Korea, Japan
 - (D) China, Japan, Cambodia
 - (E) Thailand, Korea, China
7. Which of the following contributed significantly to the fall of both the western Roman and the Han empires?
- (A) The destruction of overland trade routes
 - (B) A series of devastating floods and earthquakes
 - (C) New military technologies
 - (D) The expansion of Buddhism
 - (E) Invasions by borderland peoples

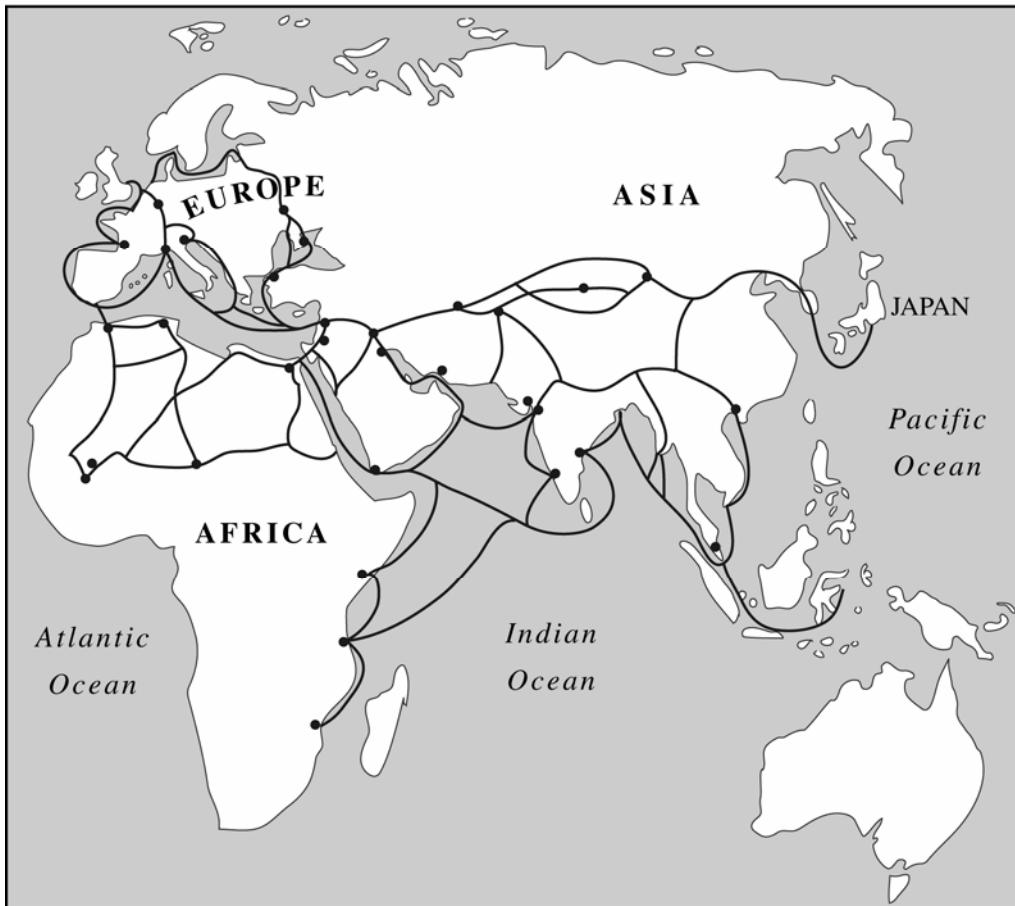
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8. The graph above shows the effect of which of the following?
- The fall of the Roman Empire on population growth
 - The Agricultural Revolution on food supplies
 - Plague on the populations of Asia and Europe
 - The fall of the Byzantine Empire on population growth
 - The European discovery of the Americas on food production
-
9. Which of the following most accurately describes the political structure of the Maya from 600 C.E. to 900 C.E.?
- Numerous independent, warring city-states
 - A highly centralized, aggressively expansionist empire
 - Several weak vassal kingdoms under Aztec domination
 - Numerous small coastal villages dependent upon maritime trade
 - Sparsely populated religious administrative centers
10. Which of the following describes a major effect of Bantu migrations?
- A single common religion in sub-Saharan Africa
 - The diffusion of irrigation techniques to East Africa
 - Cultural commonalities in sub-Saharan Africa
 - The introduction of banana cultivation to the Sahel
 - The political interaction between Bantu-speaking peoples and Indian sailors
11. The adoption of Neoconfucianism by the Ming dynasty during the fourteenth century was primarily motivated by the
- rejection of traditional Chinese thinkers
 - need for competent government administrators
 - desire to continue Mongol practices in China
 - arrival of Jesuit missionaries in China
 - goal of becoming a sea-based empire
12. Which of the following contributed most to the initial formation of political states by the Muscovite Russians and the Ottoman Turks?
- Schisms in Christianity and Islam
 - Advances in naval technology
 - The rise and fall of the Mongolian khanates
 - The military conquests of Timur
 - The growth of Afro-Eurasian trade

13. The Byzantine Empire achieved which of the following?
- (A) The introduction of Benedictine monasticism to Ireland
 - (B) The conversion of many Slavic peoples to Christianity
 - (C) The unification of Christians under the pope of Rome
 - (D) The conquest of both Nubia and Ethiopia
 - (E) The legal toleration of religious minorities
14. The rise of the Mongol Empire contributed to all the following EXCEPT
- (A) the spread of Christianity
 - (B) an empire that extended across parts of Europe and Asia
 - (C) an unsuccessful attempt to conquer Japan
 - (D) the spread of the plague
 - (E) the growth of trade across Central Asia
15. Islamic and Chinese empires in the postclassical period (700 C.E.–1200 C.E.) shared which of the following characteristics?
- (A) An imperial bureaucracy based on an examination system
 - (B) The abolition of slavery
 - (C) Battles over control of religious sites
 - (D) Extensive urbanization and maritime trade
 - (E) Strict monogamy for uncontested succession
16. Which of the following is the most important effect of Islamic expansion on the civilization of medieval Europe?
- (A) The influence of Indian architecture on Gothic cathedrals
 - (B) The development of theocracies in the Holy Roman Empire
 - (C) The conversion of large areas of southern Italy to Islam
 - (D) The transmittal of Greek and Arab learning
 - (E) The promotion of religious reform movements in the Catholic Church
17. After the sixth century C.E., Byzantine emperors maintained political unity primarily by
- (A) easing control of the Mediterranean provinces
 - (B) making dynastic marriages and diplomatic alliances
 - (C) hiring mercenary Christian armies to fight invaders from East Asia
 - (D) applying greater pressure on Muslim Africa
 - (E) sharing political power with the large merchant class
18. The largest decline in percentage of global population in history occurred as a result of the
- (A) Black Death in Europe
 - (B) global flu pandemic of 1918–1919
 - (C) spread of AIDS in sub-Saharan Africa in the twentieth century
 - (D) spread of syphilis in Renaissance Europe
 - (E) epidemics in sixteenth-century Mesoamerica

MAJOR AFRO-EURASIAN LONG-DISTANCE TRADE ROUTES
(circa 1500 C.E.)



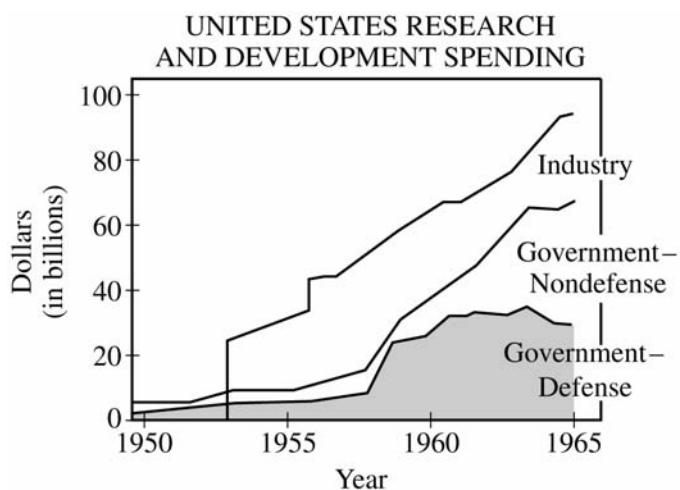
19. Which of the following about Afro-Eurasian trade is supported by the map above?
- (A) The Indian Ocean trading system bypassed the Middle East.
 - (B) Japan had substantial direct trade with Africa.
 - (C) The Delhi Sultanate relied primarily on sea routes to participate in the silk trade across Asia.
 - (D) The Islamic empires of West Africa maintained close commercial ties with eastern Europe.
 - (E) The Ottoman Empire was central to the major trading routes.

GO ON TO THE NEXT PAGE.

20. In the period between 1600 and 1700, the principal product in the Atlantic trade was
- (A) pitch
 - (B) sugar
 - (C) tobacco
 - (D) cotton
 - (E) gold
21. The introduction of the Incan staple crop of potatoes outside South America led to
- (A) a decrease in China's production of rice
 - (B) the replacement of corn in the North American Indian diet
 - (C) an increase in Andean potato production as an export cash crop
 - (D) the migration of Mediterranean peoples to the Andes
 - (E) an increase in northern Europe's population
22. Which of the following statements about the Manchus after the mid-1600s is accurate?
- (A) They lived in a highly urbanized society in Manchuria.
 - (B) They rejected Confucianism and its rules.
 - (C) They founded the long-lasting Qing dynasty in China.
 - (D) They concentrated on creating an independent and productive peasant class.
 - (E) They focused on domestic Manchu affairs and did not attempt to expand their territory.
23. Mughal leader Babur's main goal in conquering India was to
- (A) build an extensive empire
 - (B) win converts for his own dream of a universal religion
 - (C) act as a champion of Shi'ite Islam
 - (D) be recognized as leading a *jihad*
 - (E) bring Indian holy sites under Hindu control
24. The first Industrial Revolution in Great Britain was initially based on which of the following?
- (A) Rubber
 - (B) Textiles
 - (C) Steel rails
 - (D) Electricity
 - (E) Chemicals
25. The wars of independence in Latin America in the early nineteenth century resulted in which of the following?
- (A) Rapid industrialization in the region
 - (B) Gender equality
 - (C) Racial equality
 - (D) Few changes in social structure
 - (E) The rise of monarchies
26. "The yellow and white races which are to be found on the globe have been endowed by nature with intelligence and fighting capacity. They are fundamentally incapable of giving way to each other. Hence, glowering and poised for a fight, they have engaged in battle in the world of evolution, the great arena where strength and intelligence have clashed since earliest times, the great theater where for so long natural selection and progress have been played out."
- The quotation above by an early twentieth-century Chinese revolutionary illustrates the influence of
- (A) Social Darwinism
 - (B) communism
 - (C) National Socialism
 - (D) anarchism
 - (E) Bushido

27. Which of the following pairs of countries ended coerced labor in the decade of the 1860s?
- (A) France and China
 - (B) Brazil and Great Britain
 - (C) Russia and the United States
 - (D) Germany and Japan
 - (E) Australia and Mexico
28. Which of the following contributed most to the growth of nationalism in the period 1750 to 1914 ?
- (A) The spread of social welfare legislation
 - (B) Advances in scientific knowledge
 - (C) The pressure of rapid population growth
 - (D) European imperialism
 - (E) The rise of authoritarian rulers
29. Which of the following nations was the most attractive military model for nineteenth-century Japanese and Ottoman government officials?
- (A) Mexico
 - (B) Great Britain
 - (C) France
 - (D) The German Empire
 - (E) The United States
30. One of the main goals of the Mexican Revolution (1910–1920) was to
- (A) expel Europeans from Mexico
 - (B) close the border with the United States
 - (C) cooperate with the Catholic Church to institute social reforms
 - (D) end the unequal system of land ownership
 - (E) attract United States investment in oil exploration
31. Which of the following arose out of dissatisfaction with the treaties ending the First World War?
- (A) The Indian National Congress
 - (B) The Boxer Rebellion
 - (C) The May Fourth Movement
 - (D) The Meiji Restoration
 - (E) The Russo-Japanese War
32. Which of the following was a major goal of Mao Zedong's Great Leap Forward in 1958 ?
- (A) Village-based industrialization
 - (B) Expansion of literacy
 - (C) Export of communism
 - (D) Eradication of political opposition
 - (E) Encouragement of population growth

GO ON TO THE NEXT PAGE.



33. Which of the following world events best explains the trend in the late 1950s shown on the graph above?
- (A) The communist victory in China
 - (B) The French loss of Indochina
 - (C) The Soviet launch of Sputnik
 - (D) The Soviet invasion of Afghanistan
 - (E) Egypt's attempt to nationalize the Suez Canal
-
34. The phenomenon of hyperurbanization in twentieth-century Latin America was caused primarily by
- (A) the increased number of meat packing plants
 - (B) the lack of free public schooling
 - (C) industrialization and rural exodus
 - (D) drastic weather conditions and global warming
 - (E) religious intolerance
35. Which of the following was a major reason for massive labor migrations to economically developed countries in the twentieth century?
- (A) Labor shortages in developing countries
 - (B) Labor shortages in manufacturing
 - (C) Rising birth rates worldwide
 - (D) Rising birth rates in developed countries
 - (E) Falling birth rates in developed countries

36. Which of the following were characteristics of most early civilizations?
- (A) Cave dwellings and stone tools
 - (B) Animal herds and portable houses
 - (C) Large standing armies and elected governments
 - (D) Urban centers, growing populations, and writing systems
 - (E) Caravan trade, underground cities, and large ships
37. Which of the following helps explain the location and architecture of buildings in major Mayan cities such as Tikal?
- (A) Astronomical considerations and observations
 - (B) Avoidance of swampy and uneven land
 - (C) Protection from surrounding invaders
 - (D) The dense tropical jungles and rain forests
 - (E) Extensive coastal trade
38. The Silk Roads allowed products to move between which of the following pairs of empires?
- (A) The Roman and Incan
 - (B) The Han and Spanish
 - (C) The Roman and Han
 - (D) The Incan and Aztec
 - (E) The Mali and Byzantine
39. Confucius argued that
- (A) Chinese society should be structured on a strictly egalitarian basis
 - (B) individuals can best develop their potential if isolated from the rest of society
 - (C) men are fundamentally competitive and should be concerned primarily with individual achievement
 - (D) the ideal form of government is a hereditary aristocracy
 - (E) education is essential to becoming a refined gentleman
40. Which of the following contributed most to the decline of both the Roman and ‘Abbasid empires?’
- (A) The rapid expansion of Christianity
 - (B) The division of governmental administration by ethnic groups
 - (C) Nomadic invasions by the Mongols
 - (D) Increased competition from rival sea powers
 - (E) Growing reliance on mercenary armies
41. The development and spread of Christianity and Buddhism had all of the following in common EXCEPT
- (A) both were outgrowths of other religions
 - (B) both were aided in their spread by the trade networks
 - (C) the founders of both presented themselves as divine
 - (D) both developed monastic orders
 - (E) both venerated people of high spiritual merit
42. Which of the following is a similarity between the Incan and the Aztec empires?
- (A) Both destroyed prior civilizations in their drive to conquer new territory.
 - (B) Both used innovative techniques to dramatically increase agricultural production.
 - (C) Both held merchants as the second highest class, just below priests.
 - (D) Both used their political dominance to suppress the existing religious practices of conquered peoples.
 - (E) Both were descended from the Maya peoples.

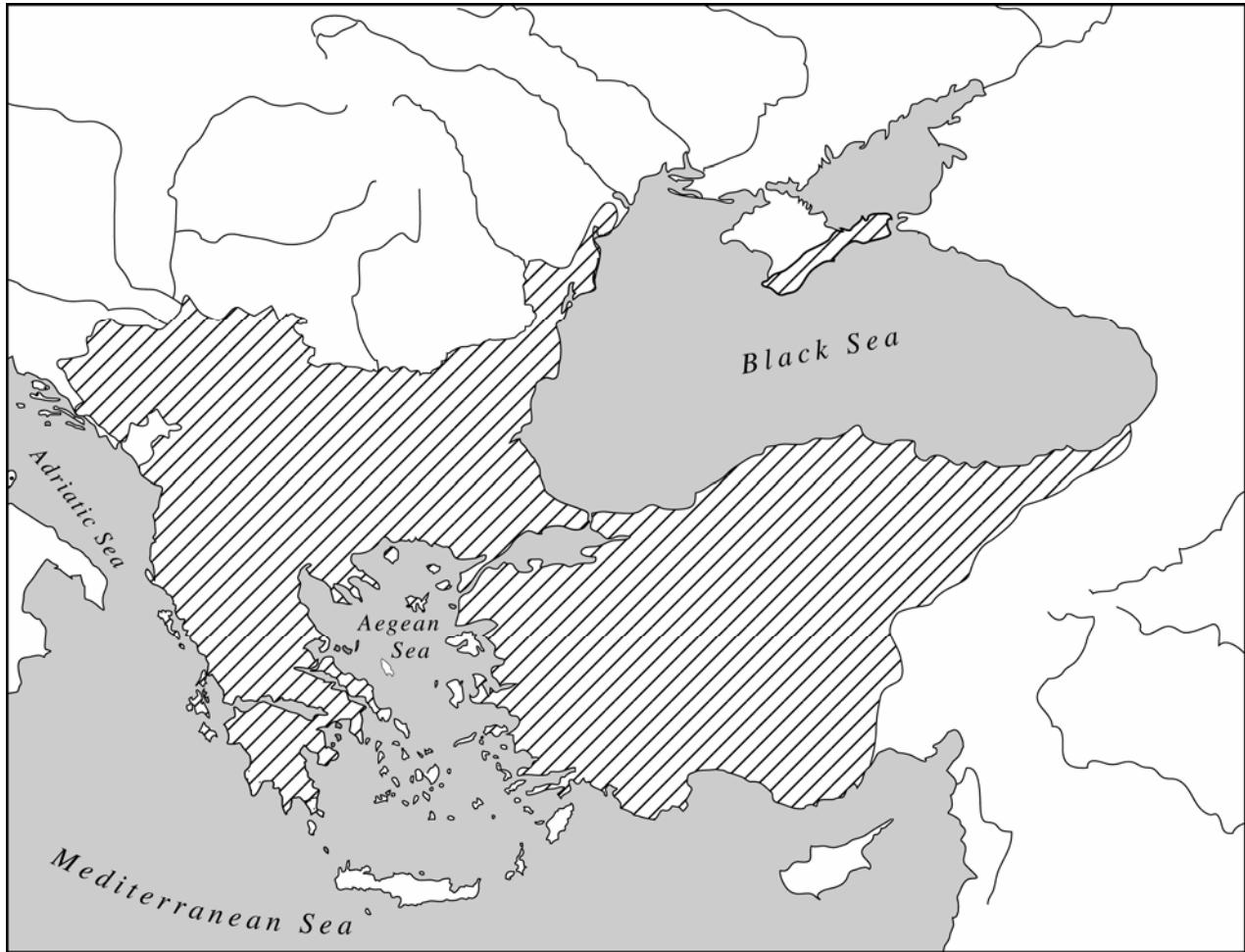


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43. The building shown above is an example of
- (A) the integration of Roman and Mughal styles
 - (B) military defense efforts in the Middle East
 - (C) the diverse architecture of fifteenth-century North America
 - (D) the polytheistic activity of early Bedouin society
 - (E) Islamic adaptation to local culture and conditions

44. A key similarity between western European and West African leaders in the period 1000–1450 was their
- (A) adoption of scholarship from Muslim civilizations
 - (B) desire to abolish the slave trade
 - (C) growing awareness of Chinese technology
 - (D) dependence on women to organize long-distance trade
 - (E) reliance on examination systems to choose advisors
45. In the period from 900 C.E. to 1450 C.E., which of the following is true of sub-Saharan Africa's commercial economy?
- (A) Egyptian merchants controlled most of the long-distance trade of sub-Saharan Africa.
 - (B) Sub-Saharan Africa's chief imports were cowrie shells.
 - (C) Sub-Saharan Africa exported gold to the Middle East and Europe.
 - (D) The Sahara Desert prevented sub-Saharan traders from participating in long-distance trade.
 - (E) The Mali–Great Zimbabwe trade route dominated the economy of sub-Saharan Africa.
46. France lost most of its holdings in India, while England gained territory in North America. These events were results of the
- (A) Seven Years' War (1756–1763)
 - (B) Napoleonic Wars (1799–1815)
 - (C) First World War (1914–1918)
 - (D) Second World War (1939–1945)
 - (E) Cold War (1946–1991)
47. Which of the following governments sent expeditions to explore North America, Alaska, and the Hawaiian islands in the late eighteenth and early nineteenth centuries?
- (A) Qing China
 - (B) Tokugawa Japan
 - (C) Tsarist Russia
 - (D) Choson Korea
 - (E) Jeffersonian United States

GO ON TO THE NEXT PAGE.



48. The shaded land area on the map above shows the extent of which of the following empires in the early sixteenth century?

- (A) The Byzantine Empire
- (B) The Mughal Empire
- (C) The Mamluk Empire
- (D) The Ottoman Empire
- (E) The Roman Empire

GO ON TO THE NEXT PAGE.

49. The term “Columbian Exchange” refers primarily to
- (A) the biological exchanges between the Eastern and Western Hemispheres
 - (B) the trade in gold from the Caribbean to Africa
 - (C) European raw materials brought to the Caribbean for trade
 - (D) the rewards that Spanish monarchs promised Columbus
 - (E) agreements between Spain and Portugal over territorial claims in the Western Hemisphere
50. The Mughal Empire and the Ottoman Empire shared which of the following characteristics?
- (A) Both empires were able to expand without meeting strong resistance.
 - (B) Both empires formally restricted foreign trade.
 - (C) Both empires were ruled by a single religious official.
 - (D) Both empires were religiously and culturally diverse.
 - (E) Neither empire supported public works.
51. The growth of Islam in West Africa before 1450 was largely the result of the
- (A) influence of Muslim traders from the north involved in the trans-Saharan trade
 - (B) multiple conquests by Arab armies from North Africa
 - (C) lack of any powerful sub-Saharan states able to resist Muslim influences
 - (D) grassroots movement among poor Muslims who demanded that the ruling and commercial classes respect their religion
 - (E) reaction to the violence associated with the Atlantic slave trade
52. As global trade expanded in the sixteenth and seventeenth centuries, which of the following economies exported more than it imported, thus absorbing a large amount of the world’s silver?
- (A) China
 - (B) Japan
 - (C) Ethiopia
 - (D) Spain
 - (E) Portugal
53. From 1500 to 1750, the Americas had sustained economic interactions with which of the following?
- (A) Europe only
 - (B) Africa only
 - (C) Europe and East Asia only
 - (D) Europe, Africa, and the Middle East
 - (E) Europe, Africa, and East Asia
54. Which of the following was characteristic of absolute monarchies in Europe during the seventeenth and eighteenth centuries?
- (A) The hereditary aristocracy used its traditional powers and privileges to control politics and the monarch.
 - (B) Legislative, judicial, and executive power was substantially under the control of the monarch.
 - (C) Mercantilist control of the economy was eliminated and replaced by free enterprise.
 - (D) Colonial empires declined, and wars of independence increased.
 - (E) Constitutional law emerged, placing strict limitations on central authority.

DESTINATION OF AFRICAN SLAVES
1451-1870

Destination	Estimated Number of Slaves
British North America	399,000
Spanish America	1,552,100
British Caribbean	1,665,000
French Caribbean	1,600,200
Dutch Caribbean	500,000
Danish Caribbean	28,000
Brazil	3,646,800
Europe	175,000

55. Which of the following best explains the data on slavery above?
- (A) Most slaves were brought to British North America to work in silver and gold mines.
 - (B) Indentured servants replaced slaves in Caribbean economies by 1800.
 - (C) Most slaves were brought to work on tropical plantations.
 - (D) Most slaves brought to Europe were employed as soldiers.
 - (E) Danish colonists relied more on indentured servants than on slaves to meet their labor needs.
-
56. An important reason for China's rapid population increase in the seventeenth and eighteenth centuries was
- (A) the introduction of new crops from the Americas
 - (B) the end of the bubonic plague in Asia
 - (C) the widespread adoption of the European three-field system
 - (D) a series of government decrees mandating large families
 - (E) unprecedented immigration from the Mughal and Ottoman empires
57. Which of the following is true of both the American and the Haitian Revolutions?
- (A) They began as slave revolts.
 - (B) They were led by wealthy landowners.
 - (C) They created constitutions that granted legal equality to all citizens.
 - (D) Napoleon prevented both revolutions from coming to completion.
 - (E) Foreign troops were not a factor in either revolution.

GO ON TO THE NEXT PAGE.

58. Which of the following best describes how nineteenth-century European industrialization affected European women's lives?
- (A) Most women gained access to higher education.
(B) As the century progressed, a smaller and smaller percentage of women married.
(C) Married women found it increasingly difficult to combine wage work and family responsibilities.
(D) By the late nineteenth century, women gained the right to vote in most European countries.
(E) Women came to dominate the agricultural workforce as men moved to cities to take industrial jobs.
59. After the Meiji Restoration of 1868, Japan changed its policy toward contact with the outside world by
- (A) welcoming foreign bankers but discouraging Japanese citizens from visiting other countries
(B) forming an alliance with China in order to resist Western encroachment
(C) adopting a defensive foreign policy in East Asia
(D) seeking Western industrial expertise and equipment
(E) expelling foreign missionaries and traders
60. Which of the following linked Great Britain, India, and China in the nineteenth century?
- (A) Silk
(B) Coffee
(C) Opium
(D) Tobacco
(E) Sugar
61. Twentieth-century consumerism differed from that of the nineteenth century, in part, because of
- (A) the vertical integration of industries
(B) the increased purchasing power of migrant laborers
(C) the rise of professional advertising
(D) increased emphasis on domesticity
(E) decreased leisure time
62. “Although many people might think it crazy, the development model of the global economy has a marked relation to gender. . . . Women in every household are suffering every day as a result of impoverished economies, and those who are exposed to the effects of foreign debt are women. . . . The adoption of austerity measures means a curtailment of the state’s commitment to social services. . . . Women keep the smallest portion of the meager family income, [giving] everything to their children and [wage-earning] adults. As a result malnutrition among women is increasing at an alarming rate.”

—Gladys Acosta, Peruvian feminist

Which of the following statements reflects the main idea expressed in the excerpt above?

- (A) Women use too many luxury goods.
(B) Basic commodity prices are a small part of family income.
(C) Malnutrition results from increases in the prices of luxury goods.
(D) Foreign debt results in higher prices for basic commodities, which affects women most.
(E) Since women keep the smallest portion of the family income, they are least affected by foreign debt.

63. The development of Mohandas Gandhi's political philosophy was shaped by his
- (A) high regard for Winston Churchill
 - (B) study of Mao Zedong's writings
 - (C) meetings with conscientious objectors during the First World War
 - (D) experience with racial discrimination in South Africa
 - (E) admiration of Soviet methods of rapid industrialization
64. The main reason for the founding of the European Community (later the European Union) was to
- (A) form a closer alliance with the United States
 - (B) provide a nuclear deterrent to Soviet expansionism
 - (C) move Europe into the Soviet Union's sphere of influence
 - (D) coordinate European efforts to establish new overseas colonies
 - (E) facilitate trade and economic development within Europe
65. The 1960s were a time of student demonstrations and social unrest in all of the following countries EXCEPT
- (A) France
 - (B) the United States
 - (C) the Soviet Union
 - (D) Indonesia
 - (E) Mexico
66. Political stability in sub-Saharan Africa after 1960 was often hindered by
- (A) persistent attempts at reconquest by former colonial rulers
 - (B) the growth of supranational organizations such as the African National Congress
 - (C) the spread of apartheid from South Africa to other countries in the region
 - (D) the rise of militant religious movements
 - (E) internal ethnic and tribal conflicts as a result of arbitrary colonial boundaries
67. Ho Chi Minh (1890–1969), Jomo Kenyatta (1894–1978), and Kwame Nkrumah (1909–1972) had which of the following in common?
- (A) Defense of capitalism
 - (B) Support for free-trade systems
 - (C) Dismissal of Western science
 - (D) Rejection of violent revolution
 - (E) Opposition to colonial rule
68. Late-nineteenth-century Japanese industrialization differed from late-eighteenth-century British industrialization in that Japan's industrialization
- (A) was not based on fossil-fuel power
 - (B) was sponsored by the state
 - (C) centered on exporting agricultural goods
 - (D) used women in early factories
 - (E) decreased the standard of living for many urban workers

69. Which of the following statements is true about the world at the end of the twentieth century?
- (A) The standard of living in the least economically developed countries of the world rapidly approached that of the most developed countries.
 - (B) The pace and intensity of international contacts accelerated as a result of transportation and communication breakthroughs.
 - (C) The world economy was redefined as the West permanently established its industrial dominance over East Asia.
 - (D) The world balance of power was reversed as the West no longer had a military advantage over non-Western countries.
 - (E) World religions were in decline as the spread of science and secularism intensified.
70. Which of the following best explains why myths are useful historically?
- (A) They clarify how ancient technology worked.
 - (B) They analyze how great heroes created the first societies.
 - (C) They provide insights into the values and traditions of their societies.
 - (D) They give reasons for the decisions made in military campaigns.
 - (E) They give detailed plans showing how ancient leaders achieved power.

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.

Section II

Free-Response Questions

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.)

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

Write an essay that:

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

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

1. Using the following documents, analyze the effects of the Cuban Revolution on women's lives and gender relations in Cuba in the period from 1959 to 1990. Identify an additional type of document and explain how it would help analyze the effects of the revolution.

Historical Background: Cuban revolutionary Fidel Castro assumed power after overthrowing the dictatorship of Fulgencio Batista in January 1959. Castro then began a radical restructuring of Cuban society along socialist lines.

GO ON TO THE NEXT PAGE.

Document 1

Source: Ofelia Dominguez Navarro, female Cuban socialist feminist, autobiography, reflecting on pre-revolutionary conditions, 1971.

A son was freed from paternal authority when he reached the age of majority, but both the mother and the daughters of the family had to tolerate that male authority as long as they lived with the father or the husband. Article 154 of the Spanish Civil Code states that the father exercises *patria potestad* [patriarchal power]. In spite of the military orders imposed by the United States occupiers in 1898-1902, the different laws passed by the Republic, and the new Constitution, the lower status of women, with the fluctuations imposed by time, remained in place. These conditions prevailed until 1959.

Document 2

Source: Yolanda Ferrer, female politician, General Secretary of the Federation of Cuban Women, speech, 2003.

In 1960, the Ana Betancourt School for Peasant Women was created. Over a few years' time, 14,000 young women from the countryside, including the most remote areas, came to Havana to learn basic job skills. The program included sewing, reading, and writing, and basic health and hygiene such as eliminating body parasites and fixing teeth. On Mother's Day parents coming to Havana to visit their daughters attending the school could barely recognize them because of the changes in their skills, confidence, and health.

In addition, the Schools to Upgrade Skills for Domestic Workers gave women training in skills that would enable them to break out of household work. As a result, Black women, formerly domestic servants, were for the first time hired as bank workers, a job from which they had previously been excluded.

Document 3

Source: Male Cuban revolutionary sympathizer, interview in Cuba with United States anthropologist, published in 1969.

I'm against women's liberation. Most of the older generation is also. The Revolution gave women a lot more freedom by giving them jobs, so now they don't depend so much on their husbands. I think that's not right. I expect my wife to stay home and look after the house. She has plenty to do here. She owes herself to me and the children.

Document 4

Source: Genoveva Hernández Díaz, age 17, teenage daughter of a Cuban revolutionary, interview in 1970.

Before the Revolution, women didn't have nearly as many opportunities as they do now. If they didn't sell themselves to some boss or some dictator, they didn't have a chance. The only other opportunity was to be a servant, scrubbing floors or taking in laundry. But now women are independent, free. A woman can work in the daytime, and if she wants to study, she can go to night school. Who ever studied before the Revolution? What money did they have to study with? What facilities for study were there?

There are a lot of older women who think women's liberation is terrible because women go around in the street like men and do men's work. But when *they* were young they sat in a chair all day doing embroidery or playing the piano or taking classes on this and that subject or stuffing themselves with food while waiting for their sweethearts to come and visit them. Those women never learned anything useful to themselves or to the Revolution. They regard liberation as a kind of hell. I, on the contrary, think it's a good thing because now women are equal to men.

Document 5

Source: Fidel Castro, Cuban president, speech to the Federation of Cuban Women, 1974.

There continues to be a certain discrimination against women. It is very real, and the Revolution is fighting it. It undoubtedly will be a long struggle. Women's full equality does not yet exist.

Document 6

Source: Alina Fernández in her memoir *Castro's Daughter: An Exile's Memoir of Cuba*, published in the United States, 1997.

In 1978, I asked for maternity leave [from medical school] and received instead a resolution whereby I had been expelled for having abandoned my field of study.

Motherhood and ration books are irreconcilable enemies. My infant daughter didn't even have a mattress when I got home, because I couldn't get one at the hardware store without a hospital certificate stating that she had been born alive. Our monthly ration of laundry soap was not enough for the inexhaustible pile of dirty diapers; nor was the fifteen yards of absorbent fabric enough to make the number of diapers needed.

There had been no water at home since the minister of transportation had a swimming pool built in his garden a few blocks down. And bananas, pumpkins, and taro roots, the traditional baby foods, existed only in our memory.

Document 7

Source: Cuban mother, interviewed by a United States journalist in Cuba, 1980.

Now, in Cuba, there is a Family Code* that guarantees the equal rights of women in their homes. Everything is not different in a single day, but it has made a difference for us all. The day-care centers also help us develop our careers. My daughters are students in the public schools. The little one goes to a day school. My older daughter is a student at a five-day-a-week boarding school in the countryside.

*Adopted by the Cuban government in 1975

Document 8

Source: Data collected by the United Nations and other international organizations from 1953 to 1982.

DEVELOPMENT INDICATORS FOR SELECTED LATIN AMERICAN NATIONS

Year	1953				1982			
	Illiteracy		*EAP		Illiteracy		EAP	
	Male	Female	Male	Female	Male	Female	Male	Female
Costa Rica	21%	22%	58%	9%	7%	7%	54%	21%
Cuba	26%	21%	57%	12%	4%	4%	54%	31%
Dominican Republic	56%	58%	65%	12%	32%	31%	48%	20%

*EAP = Economically Active Population (income-earning population)

Document 9

Source: Communist Party of Cuba, 1975-1986.

FEMALE PARTICIPATION IN POLITICS IN CUBA 1975-1986 (in percent)

Time Period	1975-1976	1984-1986
Communist Party members	13	22
Communist Party, local leaders	3	24
Communist Party, national leaders	6	13
Young Communists, members	29	41
Young Communists, local leaders	22	48
Young Communists, national leaders	10	20

Document 10

Source: Vilma Espín, female scientist, president of the Federation of Cuban Women and longtime member of the Cuban Communist Party's Central Committee, speech, 1989.

It cannot be denied that women have successfully burst into the economic life of our country. At present, 39 percent of the total labor force in the civil state economy is female, compared to 25 percent in 1974, and in some areas, like the city of Havana, the figure is 45 percent.

However, we have not yet seen the same progress on men's participation in the sphere of family life, in the fulfillment of their responsibilities as fathers and co-participants in the establishment and development of the family. Spouses with the same degree of work commitments do not yet shoulder an equal burden.

In many working families, women still bear the full responsibility for the education and formation of their children, as well as the organization of the household and household chores. This gives rise to the extremely unfair "double work shift" that exhausts women.

END OF PART A

GO ON TO THE NEXT PAGE.

**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. Describe the continuities and changes in trading patterns of West Africa with the Mediterranean region (600–1450) OR of East Africa with the Indian Ocean basin (1450–1750) and assess the effects of the continuities and changes that you describe.

THIS SPACE MAY BE USED FOR PLANNING YOUR ANSWER.

GO ON TO THE NEXT PAGE.

**WORLD HISTORY
SECTION II**

Part C

(Suggested planning and writing time—40 minutes)

Percent of Section II score—33 1/3

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

Write an essay that:

- Has a relevant thesis and supports that thesis with appropriate historical evidence.
 - Addresses all parts of the question.
 - Makes direct, relevant comparisons.
 - Analyzes relevant reasons for similarities and differences.
3. Compare the diffusion of Buddhism from its origin to the sixth century C.E. with the diffusion of Christianity from its origin to the sixth century C.E. Be sure to include similarities and differences in how each religion gained followers as it diffused.

THIS SPACE MAY BE USED FOR PLANNING YOUR ANSWER.

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

STOP

END OF EXAM

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

No.	Answer
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No.	Answer
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No.	Answer
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AP® World History
Multiple-Choice Answer Key

No.	Correct Answer
1	A
2	C
3	B
4	D
5	D
6	C
7	E
8	C
9	A
10	C
11	B
12	C
13	B
14	A
15	D
16	D
17	B
18	E
19	E
20	B
21	E
22	C
23	A
24	B
25	D
26	A
27	C
28	D
29	D
30	D

No.	Correct Answer
31	C
32	A
33	C
34	C
35	E
36	D
37	A
38	C
39	E
40	E
41	C
42	B
43	E
44	A
45	C
46	A
47	C
48	D
49	A
50	D
51	A
52	A
53	E
54	B
55	C
56	A
57	C
58	C
59	D
60	C

No.	Correct Answer
61	C
62	D
63	D
64	E
65	C
66	E
67	E
68	B
69	B
70	C

AP® World History
Free-Response Scoring Guidelines

Question 1—Document-Based Question

BASIC CORE (competence)	0–7 Points
1. Has acceptable thesis. <ul style="list-style-type: none">• The thesis must include effects of the Cuban Revolution on both women’s lives and gender relations in the period from 1959 to 1990.• The thesis must be explicitly stated in the introduction or the conclusion of the essay.• The thesis may appear as one sentence or as multiple sentences.• A thesis that is split among multiple paragraphs, or merely restates the prompt, is unacceptable. For example, “The Cuban Revolution had many effects on women’s lives and gender relations” would not be acceptable. The effects must be qualified in some fashion.	1 Point
2. Understands the basic meaning of documents. (May misinterpret one document.) <ul style="list-style-type: none">• Students must address <u>all ten</u> documents in their essays.• Students must demonstrate understanding of the basic meaning of at least <u>nine</u> documents.• Listing the documents separately or as a group does not adequately demonstrate an understanding of basic meaning.• Merely quoting from the document does not demonstrate basic understanding.	1 Point
3. Supports thesis with appropriate evidence from all or all but one document. For 2 points: <ul style="list-style-type: none">• Evidence must be drawn from <u>at least nine</u> documents <u>and</u> must address the question. For 1 point: <ul style="list-style-type: none">• Evidence must be drawn from <u>eight</u> documents <u>and</u> must address the question.	2 Points
4. Analyzes point of view in at least two documents. <ul style="list-style-type: none">• Students must correctly <u>analyze</u> point of view in at least <u>two</u> documents.<ul style="list-style-type: none">○ Point of view explains why a particular person might have this particular opinion <u>or</u> what particular feature informs the author’s point of view.○ Students must move beyond mere description of that individual by considering <u>and</u> explaining the tone, the characteristics of the author, the intended audience, and/or how the intended outcome may have influenced the author’s opinion.○ Mere attribution is not sufficient. Attribution is copying or repeating information verbatim from the source line of the document.	1 Point
5. Analyzes documents by grouping them in two or three ways depending on the question. <ul style="list-style-type: none">• Students must explicitly address the question by grouping the documents in <u>three</u> appropriate ways. Some examples of groupings include: men, women, political leaders, public documents, interviews, positive view of changes, negative view of changes, more changes needed. The analysis must involve an explanation of how the grouping explains the effects on or viewpoints of women’s lives and/or gender relations.	1 Point

AP® World History
Free-Response Scoring Guidelines

Question 1—Document-Based Question (continued)

6. Identifies and explains the need for one appropriate additional type of document or source. 1 Point

- Students must identify an appropriate additional type of document or source and explain how the document or source will contribute to an analysis of the effects on women's lives and/or gender relations.

Some potential additional types of documents:

- Additional documents by men—to explore the variety of male reactions to changes. Are there male reactions that are positive/negative from ordinary citizens in addition to Document 3? This would add to an understanding of the effects—particularly on gender relations.
- Additional documents from non-Cuban sources—to explore how those outside of Cuba analyze the effects. Are there substantial differences between Cuban documents and non-Cuban documents, in terms of views of the effects or in terms of data collected? Differences may highlight documents that are inaccurate or propagandistic in purpose.
- Documents with additional data about the economic effects on women's lives. Do men and women make equivalent salaries for equivalent work? How do men and women fare economically after separation or divorce?

Subtotal 7 Points

EXPANDED CORE (excellence) 0–2 Points

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

Examples:

- Has a clear, analytical, and comprehensive thesis.
- Shows careful and insightful analysis of the documents.
 - Recognition of the historical context of the documents.
 - Analysis of all ten documents.
- Uses documents persuasively as evidence.
- Analyzes point of view in most or all documents.
 - Thoughtful analysis of author's background, intended audience, or historical context.
- Analyzes the documents in additional ways—groupings, comparisons, syntheses.
 - Inclusion of groupings beyond the three required.
 - Additional analysis of subgroups within a larger grouping.
- Brings in relevant “outside” historical content.
- Explains why additional types of documents or sources are needed.
 - Identification of more than one appropriate additional type of document.
 - Sophisticated explanation for the additional document.
 - Requests for additional documents woven into the essay and integrated into a broader analysis.
- Has a clear and comprehensive conclusion that brings argument into a meaningful perspective. (Cannot be used if conclusion is used for the thesis point.)

Subtotal 2 Points

TOTAL 9 Points

AP® World History
Free-Response Scoring Guidelines

Question 2—Continuity/Change Over Time

BASIC CORE (competence)	0–7 Points
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1. Has acceptable thesis.

- The thesis must correctly specify both continuity(ies) and change(s) in African trading patterns during the specified time period and assess the effects of the changes.
- The thesis must be explicitly stated in the introduction or the conclusion of the essay.
- The effects of changes may be in the African region or the trading region or global.
- A thesis that is split among multiple paragraphs, or merely restates the prompt, is unacceptable.
- The thesis sentence(s) cannot be counted for credit in any other basic core category.
- The thesis may concentrate on only one continuity and only one change and may provide a general assessment of effects or a single effect.
- The thesis may appear as one sentence or as multiple sentences.

1 Point

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

2 Points

For 2 points:

- The essay provides an accurate description of both continuity and change in African trading patterns within the time period specified and evaluates at least one effect of each.

For 1 point:

- The essay provides an accurate description of either continuity or change in African trading patterns within the time period specified and evaluates its effects.

3. Substantiates thesis with appropriate historical evidence.

2 Points

For 2 points:

- The essay provides four pieces of accurate evidence of continuity AND change in trading patterns.
 - Evidence for continuity and change must be concrete and relate to the specific African region or trading region.
 - At least one piece of evidence must be about continuity AND one about change.

For 1 point:

- Provides three pieces of accurate evidence of change AND/OR continuity.
 - Evidence for continuity and/or change must be concrete and related to the specific African region or trading region.

4. Uses relevant world historical context effectively to explain continuity and/or change over time.

1 Point

- Relates an appropriate global or transregional process to a continuity OR a change in African trading patterns with the trading region.
 - For example, introduction of Islam to West/East Africa and its effects on trading patterns, the effect of European exploration on trading patterns in East Africa, the rise of the Mughal Empire and East African trade, the continued prominence of the salt–gold trade in West African–Mediterranean trade.
 - This global or transregional process may be outside the specified time period.

5. Analyzes the process of continuity and/or change over time.

1 Point

- Evaluates or accounts for a change in trading patterns and its effect(s) in the African region or the trading region.

Subtotal

7 Points

AP® World History
Free-Response Scoring Guidelines

Question 2—Continuity/Change Over Time (continued)

EXPANDED CORE (excellence)

0–2 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.
- Analyzes both change and continuity.
- Provides even and ample evidence of continuity and change in African trading patterns.
- Provides even and ample evidence of the effects of continuities and changes.
- Addresses both broad world historical patterns and specific global historical developments in discussing global context.
- Provides a sophisticated analysis of the entire time period.

Subtotal

2 Points

TOTAL

9 Points

AP® World History
Free-Response Scoring Guidelines

Question 3—Comparative

BASIC CORE (competence)	0–7 Points
1. Has acceptable thesis. <ul style="list-style-type: none">• The thesis correctly addresses at least one similarity <u>and</u> at least one difference in the diffusion of Buddhism and Christianity from their origins to the sixth century C.E.• The thesis must be accurate for both religions in the specified periods.• The thesis must be explicitly stated in the introduction or the conclusion of the essay.• The thesis may appear as one sentence or as multiple sentences.• A thesis that is split among multiple paragraphs, or merely restates the prompt, is unacceptable.• The thesis sentence(s) cannot be counted for credit in any other basic core category.	1 Point
2. Addresses all parts of the question, though not necessarily evenly or thoroughly. For 2 points: <ul style="list-style-type: none">• <u>Both</u> the diffusion of Buddhism and Christianity <u>and</u> how both religions gained new followers.• Students may use different terminology. For 1 point: <ul style="list-style-type: none">• <u>Either</u> diffusion of Buddhism or Christianity <u>and</u> how that religion gained new followers. OR• The diffusion of both religions <u>or</u> how both religions gained new followers.	2 Points
3. Substantiates thesis with appropriate historical evidence. For 2 points: <ul style="list-style-type: none">• Provides at least four pieces of specific evidence for the diffusion of Buddhism and Christianity with at least one piece from each religion and at least one piece of evidence must refer to how both religions gained new followers.• Evidence must be appropriate to the specified time period. For 1 point: <ul style="list-style-type: none">• Provides three pieces of specific evidence for the diffusion and how Buddhism and Christianity gained new followers with at least one piece from each religion.• Evidence must be appropriate for the specified time period.	2 Points
4. Makes at least one relevant, direct comparison between or among religions. <ul style="list-style-type: none">• Makes at least one explicit, relevant comparison about the diffusion of Buddhism and Christianity <u>or</u> how both religions gained new followers.• The direct comparison must be distinct from the thesis statement.• The comparison must be in the specified time frame.	1 Point
5. Analyzes at least one relevant reason for a similarity or difference between Buddhism and Christianity in terms of their diffusion and/or how they gained new followers. <ul style="list-style-type: none">• May be an expansion of core point 2 or 4.• The causes or reasons must be clearly explained.• Typical sentence might be: “Missionary activity was essential for the diffusion of both Buddhism and Christianity, but the spread of Christianity initially depended much more on the travels and teachings of a single devotee (Paul), while the initial diffusion of Buddhism was more closely connected to merchant activities.”	1 Point
Subtotal	7 Points

AP® World History
Free-Response Scoring Guidelines

Question 3—Comparative (continued)

EXPANDED CORE (excellence)

0–2 Points

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

Examples:

- Has a clear, analytical, and comprehensive thesis.
- Addresses all parts of the question (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 comparisons consistently between the diffusion of the two religions and/or between how both religions gained new followers.
- Consistently analyzes the causes and effects of relevant similarities and differences.

Subtotal

2 Points

TOTAL

9 Points