



**AP[®] ADVANCED
PLACEMENT
PROGRAM[®]**

Course
Description

WORLD HISTORY

WH

MAY 2004, MAY 2005

The College Board is a national nonprofit membership association whose mission is to prepare, inspire, and connect students to college and opportunity. Founded in 1900, the association is composed of more than 4,300 schools, colleges, universities, and other educational organizations. Each year, the College Board serves over three million students and their parents, 22,000 high schools, and 3,500 colleges through major programs and services in college admissions, guidance, assessment, financial aid, enrollment, and teaching and learning. Among its best-known programs are the SAT®, the PSAT/NMSQT®, and the Advanced Placement Program® (AP®). The College Board is committed to the principles of equity and excellence, and that commitment is embodied in all of its programs, services, activities, and concerns.

For further information, visit www.collegeboard.com

The College Board and the Advanced Placement Program encourage teachers, AP Coordinators, and school administrators to make equitable access a guiding principle for their AP programs. The College Board is committed to the principle that all students deserve an opportunity to participate in rigorous and academically challenging courses and programs. All students who are willing to accept the challenge of a rigorous academic curriculum should be considered for admission to AP courses. The Board encourages the elimination of barriers that restrict access to AP courses for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented in the AP Program. Schools should make every effort to ensure that their AP classes reflect the diversity of their student population.

For more information about equity and access in principle and practice, contact the National Office in New York.

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For the College Board's online home for AP professionals, visit AP Central at apcentral.collegeboard.com.

Dear Colleagues:

In 2002, more than one million high school students benefited from the opportunity of participating in AP[®] courses, and nearly 940,000 of them then took the challenging AP Exams. These students felt the power of learning come alive in the classroom, and many earned college credit and placement while still in high school. Behind these students were talented, hardworking teachers who collectively are the heart and soul of the AP Program.

The College Board is committed to supporting the work of AP teachers. This AP Course Description outlines the content and goals of the course, while still allowing teachers the flexibility to develop their own lesson plans and syllabi, and to bring their individual creativity to the AP classroom. To support teacher efforts, a Teacher's Guide is available for each AP subject. Moreover, AP workshops and Summer Institutes held around the globe provide stimulating professional development for more than 60,000 teachers each year. The College Board Fellows stipends provide funds to support many teachers' attendance at these Institutes. Stipends are now also available to middle school and high school teachers using Pre-AP[®] strategies.

Teachers and administrators can also visit AP Central[™], the College Board's online home for AP professionals at apcentral.collegeboard.com. Here, teachers have access to a growing set of resources, information, and tools, from textbook reviews and lesson plans to electronic discussion groups (EDGs) and the most up-to-date exam information. I invite all teachers, particularly those who are new to AP, to take advantage of these resources.

As we look to the future, the College Board's goal is to broaden access to AP while maintaining high academic standards. Reaching this goal will require a lot of hard work. We encourage you to connect students to college and opportunity by not only providing them with the challenges and rewards of rigorous academic programs like AP, but also by preparing them in the years leading up to AP.

Sincerely,

A handwritten signature in black ink, reading "Gaston Caperton". The signature is fluid and cursive, with the first name "Gaston" and last name "Caperton" clearly distinguishable.

Gaston Caperton
President
The College Board

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Welcome to the AP[®] Program

The Advanced Placement Program[®] (AP[®]) is a collaborative effort between motivated students, dedicated teachers, and committed high schools, colleges, and universities. Since its inception in 1955, the Program has allowed millions of students to take college-level courses and exams, and to earn college credit or placement while still in high school.

Most colleges and universities in the U.S., as well as colleges and universities in 21 other countries, have an AP policy granting incoming students credit, placement, or both on the basis of their AP Exam grades. Many of these institutions grant up to a full year of college credit (sophomore standing) to students who earn a sufficient number of qualifying AP grades.

Each year, an increasing number of parents, students, teachers, high schools, and colleges and universities turn to AP as a model of educational excellence.

More information about the AP Program is available at the back of this Course Description and at AP Central[™], the College Board's online home for AP professionals (apcentral.collegeboard.com). Students can find more information at the AP student site (www.collegeboard.com/apstudents).

AP Courses

Thirty-four AP courses in a wide variety of subject areas are currently available. Developed by a committee of college faculty and AP teachers, each AP course covers the breadth of information, skills, and assignments found in the corresponding college course. See page 2 for a list of the AP courses and exams that are currently offered.

AP Exams

Each AP course has a corresponding exam that participating schools worldwide administer in May. Except for Studio Art, which is a portfolio assessment, AP Exams contain multiple-choice questions and a free-response section (either essay or problem-solving).

AP Exams represent the culmination of AP courses, and are thus an integral part of the Program. As a result, many schools foster the expectation that students who enroll in an AP course will go on to take the corresponding AP Exam. Because the College Board is committed to providing

homeschooled students and students whose schools do not offer AP access to the AP Exams, it does not require students to take an AP course prior to taking an AP Exam.

AP Courses and Exams

Art

Art History
Studio Art (Drawing Portfolio)
Studio Art (2-D Design Portfolio)
Studio Art (3-D Design Portfolio)

Biology

Calculus

Calculus AB
Calculus BC

Chemistry

Computer Science

Computer Science A
Computer Science AB

Economics

Macroeconomics
Microeconomics

English

English Language and Composition
English Literature and
Composition

Environmental Science

French

French Language
French Literature

German Language

Government and Politics

Comparative Government and
Politics
United States Government and
Politics

History

European History
United States History
World History

Human Geography

Latin

Latin Literature
Latin: Vergil

Music Theory

Physics

Physics B
Physics C: Electricity and
Magnetism
Physics C: Mechanics

Psychology

Spanish

Spanish Language
Spanish Literature

Statistics

AP World History

Introduction

Shaded text indicates important new information about this subject.

The Advanced Placement Program (AP) offers a course description and examination in World History to qualified students who wish to complete studies in secondary school equivalent to an introductory college course in world history. The AP World History Examination presumes at least one year of college-level preparation, as is described in this booklet.

The inclusion of material in the course description and in the examination is not intended as an endorsement by the College Board or Educational Testing Service of the content, ideas, or values expressed in the material. The material has been selected and is periodically revised by historians who serve as members of the AP World History Development Committee. In their judgment, the material contained herein reflects the content of an introductory college course in world history. The examination is representative of such a course and therefore, is considered appropriate for the measurement of skills and knowledge in the field of introductory world history.

The Course

The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The course emphasizes relevant factual knowledge deployed in conjunction with leading interpretive issues and types of historical evidence. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage. Periodization, explicitly discussed, forms an organizing principle for dealing with change and continuity throughout the course. Specific themes provide further organization to the course, along with the consistent attention to contacts among societies that form the core of world history as a field of study.

College world history courses vary considerably in the approach used, the chronological framework chosen, the content covered, the themes selected, and the analytical skills emphasized. The material that follows describes the choices the AP World History Development Committee has made to create the course and exam. These choices themselves are compatible with a variety of college-level curricular approaches.

Beginning an AP Course in World History

The AP World History course offers motivated students and their teachers the opportunity to immerse themselves in the processes that, over time, have resulted in the knitting of the world into a tightly integrated whole. AP World History offers an approach that lets students “do history” by guiding them through the steps a historian would take in analyzing historical events and evidence worldwide. The course offers balanced global coverage with Africa, the Americas, Asia, and Europe each represented.

AP classes require additional time on the part of the teacher for preparation, individual consultation with students, and the reading of a much larger number of assignments than would normally be given to students in regular classes. Accordingly, the AP World History Development Committee strongly urges that any teacher offering such a course be assigned reduced teaching hours.

The AP Program offers teachers resources to help them begin this AP World History course. This Course Description and the *Teacher's Guide — AP World History* offer the groundwork for the course. In addition, AP Central™ (apcentral.collegeboard.com) offers information about updated materials for AP World History and the AP Program, and lists College Board-sponsored workshops devoted to AP World History. Teachers may also find resources through professional organizations of historians, including conferences, source materials and workshops. Some of these organizations are: the World History Association, the American Historical Association, and the National Council for the Social Studies. These organizations also have regional chapters.

There is an electronic discussion group for teachers interested in AP World History. Information about participating is at AP Central. Teachers may also wish to seek help and information from local college and university history departments.

Chronological Boundaries of the Course

The course will have as its chronological frame the period from approximately 8000 B.C.E.* to the present, with the period 8000 B.C.E. to 600 C.E. serving as the foundation for the balance of the course.

An outline of the periodization of the course with associated percentages for suggested course content is listed below.

Foundations: c. 8000 B.C.E. to 600 C.E.	19-20%	(7 weeks)
600 C.E. – 1450	22%	(8 weeks)
1450 – 1750	19-20%	(7 weeks)
1750 – 1914	19-20%	(7 weeks)
1914 – the present	19-20%	(7 weeks)

Themes

AP World History highlights six overarching themes that should receive approximately equal attention throughout the course beginning with the Foundations section:

1. Patterns and impacts of interaction among major societies: trade, war, diplomacy, and international organizations.
2. The relationship of change and continuity across the world history periods covered in this course.
3. Impact of technology and demography on people and the environment (population growth and decline, disease, manufacturing, migrations, agriculture, weaponry).
4. Systems of social structure and gender structure (comparing major features within and among societies and assessing change).
5. Cultural and intellectual developments and interactions among and within societies.
6. Changes in functions and structures of states and in attitudes toward states and political identities (political culture), including the emergence of the nation-state (types of political organization).

*This program uses the designation 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).

The themes serve throughout the course as unifying threads, helping students to put what is particular about each period or society into a larger framework. The themes also provide ways to make comparisons over time. The interaction of themes and periodization encourage cross-period questions such as “To what extent have civilizations maintained their cultural and political distinctiveness over the time periods the course covers”; “Compare the justification of social inequality in 1450 with that at the end of the twentieth century”; and “Select four turning points in world history since 1000 C.E. and explain why you so designated them.”

Manageable Coverage of the Time Periods

For each time period, knowledge of major developments that illustrate or link the six thematic areas and of major civilizations in Africa, the Americas, Asia, and Europe is expected. Knowledge of year-to-year political events is not required. The traditional political narrative is an inappropriate model for this course. The *Teacher’s Guide — AP World History* and supplemental materials at AP Central offer guidance about choosing textbooks that have as a primary focus world rather than western history and about how to draw selectively from textbooks. AP Central also includes other materials — teaching units, *Best Practices*, and a guide to Web resources to aid teachers in managing coverage.

Maximum Percentage Coverage of European History

Coverage of European history does not exceed 30 percent of the total course. This encourages increased coverage of topics that are important to Europe in the world and not just to Europe itself, as well as attention to areas of the world outside Europe.

Coverage of United States History

The United States is included in the course in relation to its interaction with other societies: its colonization in the seventeenth and eighteenth centuries, its revolution, and its expansion. The internal politics of the United States is not covered. Coverage of the United States is limited to appropriate comparative questions and to United States involvement in global processes. Topics that focus on the second half of the twentieth century, such as the end of the Second World War, the Cold War, and the globalization of trade and culture, cannot be assessed adequately without reference to the United States.

Habits of Mind or Skills

The AP World History course addresses habits of mind or skills in two categories: 1) those addressed by any rigorous history course, and 2) those addressed by a world history course.

Four *Habits of Mind* are in the first category:

- Constructing and evaluating arguments: using evidence to make plausible arguments.
- Using documents and other primary data: developing the skills necessary to analyze point of view, context, and bias, and to understand and interpret information.
- Developing the ability to assess issues of change and continuity over time.
- Enhancing the capacity to handle diversity of interpretations through analysis of context, bias, and frame of reference.

Three *Habits of Mind* are in the second category:

- Seeing global patterns over time and space while also acquiring the ability to connect local developments to global ones and to move through levels of generalizations from the global to the particular.
- Developing the ability to compare within and among societies, including comparing societies' reactions to global processes.
- Developing the ability to assess claims of universal standards yet remaining aware of human commonalities and differences; putting culturally diverse ideas and values in historical context, not suspending judgment but developing understanding.

Every part of the AP World History Examination assesses habits of mind as well as content. For example, in the multiple-choice section, maps, graphs, artwork, and quotations are used to judge students' ability to assess primary data, while other questions focus on evaluating arguments, handling diversity of interpretation and making comparisons among societies, drawing generalizations and understanding historical context. In the essay section of the examination, the document-based question (DBQ) focuses on assessing students' ability to construct arguments; use primary documents; analyze point of view, context and bias; and understand the global context. The remaining two essay questions focus on global patterns over time and space and comparisons within and among societies.

Summary Course Outline for World History

For each part of the course, the summary course outline and the *Teacher's Guide — AP World History* provide information about what students are expected to know. In addition, there are examples in the course outline of what is assessed and what is not assessed by the AP World History Examination.

The course begins with “Foundations,” an introduction to the course that focuses on setting the historical and geographical context. This part of the course introduces world historical patterns that form the basis for future developments. For each part of the course there is an outline of major developments that students are expected to know and be able to use in making comparisons across cultures. These developments and comparisons relate to the six overarching themes previously discussed. The ordering of the developments suggests chronology and depth of coverage. For each period after Foundations, periodization is the first major task and serves to create links and explain differences with the period just covered and with the period to come. For all periods, major interpretative issues, alternative historical frameworks, and historical debates are included.

Examples of the people, events, and terms that students are expected to know and use accurately in their work for the course and the exam appear under major developments. The comparisons or “snapshots” listed here are suggested by way of example; many other comparisons are possible and relevant. There are also selected examples of the types of information that students should know, in contrast to what they are not expected to know, for the multiple-choice section of the AP World History Examination. The list is illustrative and not exhaustive. Nor is the list meant to prohibit teachers and/or students from studying these topics.

Foundations: c. 8000 B.C.E. to 600 C.E. 7 Weeks (19-20%)

What students are expected to know:

Major Developments

1. Locating world history in the environment and time

Environment

Geography and climate: Interaction of geography and climate with the development of human society

Demography: Major population changes resulting from human and environmental factors

Time

Periodization in early human history

Nature and causes of changes associated with the time span

Continuities and breaks within the time span

Diverse Interpretations

What are the issues involved in using “civilization” as an organizing principle in world history?

What is the most common source of change: connection or diffusion versus independent invention?

2. Developing agriculture and technology

Agricultural, pastoral, and foraging societies, and their demographic characteristics (Include Africa, the Americas, and Southeast Asia.)

Emergence of agriculture and technological change

Nature of village settlements

Impact of agriculture on the environment

Introduction of key stages of metal use

3. Basic features of early civilizations in different environments: culture, state, and social structure

Mesopotamia

Egypt

Indus

Shang

Mesoamerica and Andean South America

(Students should be able to compare two of the above.)

4. Classical civilizations

Major political developments in China, India, and the Mediterranean

Social and gender structures

Major trading patterns within and among Classical civilizations; contacts with adjacent regions

Arts, sciences, and technology

5. Major belief systems

Basic features of major world belief systems prior to 600 C.E. and where each belief system applied by 600 C.E.

Polytheism

Hinduism

Judaism

Confucianism

Daoism

Buddhism

Christianity

6. Late Classical period (200 C.E. to 600 C.E.)

Collapse of empires (Han China, loss of western portion of the Roman Empire, Gupta)

Movements of peoples (Huns, Germans)

Interregional networks by 600 C.E.: Trade and religious diffusion

Major Comparisons and Snapshots

Comparisons of the major religious and philosophical systems including some underlying similarities in cementing a social hierarchy, e.g., Hinduism contrasted with Confucianism

Role of women in different belief systems — Buddhism, Christianity, Confucianism, and Hinduism

Understanding of how and why the collapse of empire was more severe in western Europe than it was in the eastern Mediterranean or in China

Compare the caste system to other systems of social inequality devised by early and classical civilizations, including slavery

Compare societies and cultures that include cities with pastoral and nomadic societies

Compare the development of traditions and institutions in major civilizations, e.g., Indian, Chinese, and Greek

Describe interregional trading systems, e.g., the Indian Ocean trade

Examples of the types of information students are expected to know contrasted with examples of those things students are not expected to know for the multiple-choice section:

Nature of the Neolithic revolution, but not characteristics of previous stone ages, e.g., Paleolithic and Mesolithic

Economic and social results of the agricultural revolution, but not specific date of the introduction of agriculture to specific societies

Nature of patriarchal systems, but not changes in family structure within a single region

Nature of early civilizations, but not necessarily specific knowledge of more than two

Importance of the introduction of bronze and iron, but not specific inventions or implements

Political heritage of classical China (emperor, bureaucracy), but not specific knowledge of dynastic transitions, e.g., from Qin to Han

Greek approaches to science and philosophy, including Aristotle, but not details about other specific philosophers

Diffusion of major religious systems, but not the specific regional forms of Buddhism or Aryan or Nestorian Christianity

600 C.E. – 1450 8 Weeks (22%)

What students are expected to know:

Major Developments

1. Questions of periodization
Nature and causes of changes in the world history framework
leading up to 600 C.E. –1450 as a period
Emergence of new empires and political systems
Continuities and breaks within the period (e.g., the impact of the
Mongols on international contacts and on specific societies)
2. The Islamic world
The rise and role of Dar al-Islam as a unifying cultural and
economic force in Eurasia and Africa
Islamic political structures, notably the caliphate
Arts, sciences, and technologies
3. Interregional networks and contacts
Development and shifts in interregional trade, technology, and
cultural exchange
Trans-Sahara trade
Indian Ocean trade
Silk routes
Missionary outreach of major religions
Contacts between major religions, e.g., Islam and Buddhism,
Christianity and Islam
Impact of the Mongol empires
4. China's internal and external expansion
The importance of the Tang and Song economic revolutions and the
initiatives of the early Ming dynasty
Chinese influence on surrounding areas and its limits
5. Developments in Europe
Restructuring of European economic, social, and political
institutions
The division of Christendom into eastern and western
Christian cultures

6. Social, cultural, economic, and political patterns in the Amerindian world
 - Maya
 - Aztec
 - Inca
7. Demographic and environmental changes
 - Impact of nomadic migrations on Afro-Eurasia and the Americas (e.g., Aztecs, Mongols, Turks, Vikings, and Arabs)
 - Migration of agricultural peoples (e.g., Bantu migrations, European peoples to east/central Europe)
 - Consequences of plague pandemics in the fourteenth century
 - Growth and role of cities
8. Diverse interpretations
 - What are the issues involved in using cultural areas rather than states as units of analysis?
 - What are the sources of change: nomadic migrations versus urban growth?
 - Was there a world economic network in this period?
 - Were there common patterns in the new opportunities available to and constraints placed on elite women in this period?

Major Comparisons and Snapshots

- Japanese and European feudalism
- Developments in political and social institutions in both eastern and western Europe
- Compare the role and function of cities in major societies
- Compare Islam and Christianity
- Gender systems and changes, such as the impact of Islam
- Aztec Empire and Inca Empire
- Compare European and sub-Saharan African contacts with the Islamic world

Examples of the types of information students are expected to know contrasted with examples of those things students are not expected to know for the multiple-choice section:

Arab caliphate, but not the transition from Umayyad to ‘Abbasid
Mamluks, but not Almohads
Feudalism, but not specific feudal monarchs such as Richard I
Manorialism, but not the three-field system
Crusading movement and its impact, but not specific crusades
Viking exploration, expansion, and impact, but not individual explorers
Mongol expansion and its impact, but not details of specific khanates
Papacy, but not particular popes
Indian Ocean trading patterns, but not Gujarati merchants

1450 – 1750 7 weeks (19-20%)

What students are expected to know:

Major Developments

1. Questions of periodization
Continuities and breaks, causes of changes from the previous period and within this period
2. Changes in trade, technology, and global interactions
3. Knowledge of major empires and other political units and social systems
Ottoman, China, Portugal, Spain, Russia, France, England, Tokugawa, Mughal, characteristics of African empires in general but knowing one (Kongo, Benin, Oyo, or Songhay) as illustrative
Gender and empire (including the role of women in households and in politics)

4. Slave systems and slave trade
5. Demographic and environmental changes: diseases, animals, new crops, and comparative population trends
6. Cultural and intellectual developments
 - Scientific Revolution and the Enlightenment
 - Comparative global causes and impacts of cultural change
 - Changes and continuities in Confucianism
 - Major developments and exchanges in the arts (e.g., Mughal)
7. Diverse interpretations
 - What are the debates about the timing and extent of European predominance in the world economy?
 - How does the world economic system of this period compare with the world economic network of the previous period?

Major Comparisons and Snapshots

- Imperial systems: European monarchy compared with a land-based Asian empire
- Coercive labor systems: slavery and other coercive labor systems in the Americas
- Comparative knowledge of empire (i.e., general empire building in Asia, Africa, and Europe)
- Compare Russia's interaction with the West with the interaction of one of the following (Ottoman Empire, China, Tokugawa Japan, Mughal India) with the West

Examples of the types of information students are expected to know contrasted with examples of those things students are not expected to know for the multiple-choice section:

Neoconfucianism, but not specific Neoconfucianists
Importance of European exploration, but not individual explorers
Characteristics of European absolutism, but not specific rulers
Reformation, but not Anabaptism or Huguenots
Ottoman conquest of Constantinople, but not the Safavid Empire
Siege of Vienna (1688-89), but not the Thirty Years' War
Slave plantation systems, but not Jamaica's specific slave system
Institution of the harem, but not Hurrem Sultan

1750 – 1914 7 Weeks (19-20%)

What students are expected to know:

Major Developments

1. Questions of periodization
Continuities and breaks, causes of changes from the previous period and within this period
2. Changes in global commerce, communications, and technology
Changes in patterns of world trade
Industrial Revolution (transformative effects on and differential timing in different societies; mutual relation of industrial and scientific developments; commonalities)
3. Demographic and environmental changes (migrations, end of the Atlantic slave trade, new birthrate patterns, food supply)
4. Changes in social and gender structure (Industrial Revolution; commercial and demographic developments; emancipation of serfs/slaves; and tension between work patterns and ideas about gender)

5. Political revolutions and independence movements; new political ideas
 - Latin American independence movements
 - Revolutions (United States, France, Haiti, Mexico, China)
 - Rise of nationalism, nation-states, and movements of political reform
 - Overlaps between nations and empires
 - Rise of democracy and its limitations: reform; women; racism
6. Rise of Western dominance (economic, political, social, cultural and artistic, patterns of expansion; imperialism and colonialism) and different cultural and political reactions (reform; resistance; rebellion; racism; nationalism)
 - Impact of changing European ideologies on colonial administrations
7. Diverse interpretations
 - What are the debates over the utility of modernization theory as a framework for interpreting events in this period and the next?
 - What are the debates about the causes of serf and slave emancipation in this period and how do these debates fit into broader comparisons of labor systems?
 - What are the debates over the nature of women's roles in this period and how do these debates apply to industrialized areas and how do they apply in colonial societies?

Major Comparisons and Snapshots

Compare the causes and early phases of the industrial revolution in western Europe and Japan

Comparative revolutions (compare two of the following: Haitian, American, French, Mexican, and Chinese)

Compare reaction to foreign domination in: the Ottoman Empire, China, India, and Japan

Comparative nationalism

Compare forms of western intervention in Latin America and in Africa

Compare the roles and conditions of women in the upper/middle classes with peasantry/working class in western Europe

Examples of the types of information students are expected to know contrasted with examples of those things students are not expected to know for the multiple-choice section:

Women's emancipation movements, but not specific suffragists

The French Revolution of 1789, but not the Revolution of 1830

Meiji Restoration, but not Iranian Constitutional Revolution

Jacobins, but not Robespierre

Causes of Latin American independence movements, but not specific protagonists

Boxer Rebellion, but not the Crimean War

Suez Canal, but not the Erie Canal

Muhammad Ali, but not Isma'il

Marxism, but not Utopian socialism

Social Darwinism, but not Herbert Spencer

1914 – Present 7 Weeks (19-20%)

What students are expected to know:

Major Developments

1. Questions of periodization
Continuities and breaks, causes of changes from the previous period and within this period

2. The World Wars, the Holocaust, the Cold War, nuclear weaponry, international organizations, and their impact on the global framework (globalization of diplomacy and conflict; global balance of power; reduction of European influence; the League of Nations, the United Nations, the Non-Aligned Nations, etc.)
3. New patterns of nationalism (the interwar years; decolonization; racism, genocide; new nationalisms, including the breakup of the Soviet Union)
4. Impact of major global economic developments (the Great Depression; technology; Pacific Rim; multinational corporations)
5. New forces of revolution and other sources of political innovations
6. Social reform and social revolution (changing gender roles; family structures; rise of feminism; peasant protest; international Marxism)
7. Globalization of science, technology, and culture
 - Developments in global cultures and regional reactions, including science and consumer culture
 - Interactions between elite and popular culture and art
 - Patterns of resistance including religious responses
8. Demographic and environmental changes (migrations; changes in birthrates and death rates; new forms of urbanization; deforestation; green/environmental movements)
9. Diverse interpretations
 - Is cultural convergence or diversity the best model for understanding increased intercultural contact in the twentieth century?
 - What are the advantages and disadvantages of using units of analysis in the twentieth century, such as the nation, the world, the West, and the Third World?

Major Comparisons and Snapshots

Patterns and results of decolonization in Africa and India
Pick two revolutions (Russian, Chinese, Cuban, Iranian) and compare their effects on the roles of women
Compare the effects of the World Wars on areas outside of Europe
Compare legacies of colonialism and patterns of economic development in two of three areas (Africa, Asia, and Latin America)
The notion of “the West” and “the East” in the context of Cold War ideology
Compare nationalist ideologies and movements in contrasting European and colonial environments
Compare the different types of independence struggles
Compare the impacts of Western consumer society on two civilizations outside of Europe
Compare high tech warfare with guerrilla warfare
Different proposals (or models) for third world economic development and the social and political consequences

Examples of the types of information students are expected to know contrasted with examples of those things students are not expected to know for the multiple-choice section:

Causes of the World Wars, but not battles in the wars
Cultural and political transformations resulting from the wars, but not French political and cultural history
Fascism, but not Mussolini’s internal policies
Feminism and gender relations, but not Simone de Beauvoir or Huda Shaarawi
The growth of international organizations, but not the history of the ILO
Colonial independence movements, but not the details of a particular struggle
The issue of genocide, but not Cambodia, Rwanda, or Kosovo
The internationalization of popular culture, but not the Beatles
Artistic Modernism, but not Dada

The Examination

The AP World History Examination is approximately three hours and five minutes long and includes both a 55-minute multiple-choice section and a 130-minute free-response section. The multiple-choice section accounts for half of the student's examination grade and the free-response section for the other half.

Question Type	Number of Questions	Timing
Multiple-choice	70 questions	55 minutes
Document-based question (DBQ)	1 question	50 minutes (includes a 10-minute reading period)
Change-over-time essay	1 question	40 minutes
Comparative essay	1 question	40 minutes

The multiple-choice section consists of 70 questions designed to measure the students' knowledge of world history from the Foundations period to the present. The examination follows the percentages given in the section Chronological Boundaries of the Course on page 5; that is, approximately 19-20% of the questions in the Foundations period, 22% in the period 600 c.e. to 1450, 19-20% in the period 1450 to 1750, 19-20% in the period 1750 to 1914, and 19-20% in the period 1914 to the present. Of course, a number of questions are cross-chronological.

In Section II, the free-response section of the examination, Part A begins with a mandatory 10-minute reading period for the document-based question. Students are required to answer the DBQ in the remaining 40 minutes. In Part B, students are asked to answer a question that deals with change over time (covering at least one of the periods in the course outline). Students will have 40 minutes to answer this question, 5 minutes of which should be spent planning and/or outlining the answer. In Part C, students are asked to answer a comparative question that will focus on broad issues in world history and deal with at least two societies. Students will have 40 minutes to answer this question, 5 minutes of which should be spent planning and/or outlining the answer. The three parts of Section II are weighted equally.

Sample Multiple-Choice Questions

The following are examples of the kinds of multiple-choice questions found on the AP World History Examination. The topics and the levels of difficulty are illustrative of the composition of the examination. Students often ask whether they should guess on the multiple-choice section. Haphazard or random guessing is unlikely to improve scores, because one-fourth of the number of questions answered incorrectly will be subtracted from the number of questions answered correctly. However, students who have some knowledge of a question and can eliminate one or more answer choices will usually find it advantageous to guess from among the remaining choices. An answer key to the multiple-choice questions can be found on page 30.

Directions: Each of the questions or incomplete statements is followed by five suggested answers or completions. Select the one that best answers the question or completes the statement.

1. Which of the following occurred as a result of the development of agriculture in societies that previously relied on hunting and gathering?
 - (A) Conditions for women improved.
 - (B) The incidence of disease declined.
 - (C) Population density increased.
 - (D) Polytheism disappeared.
 - (E) Degradation of the environment lessened.

2. Which of the following was a major reason for the rapid expansion of Islam during the seventh and the eighth centuries?
 - (A) The economic growth of the Mughal Empire
 - (B) The advanced military technology of the Islamic forces
 - (C) The political divisions within the Byzantine and other neighboring empires
 - (D) The political unity of the North African peoples
 - (E) The discovery of moveable type, which made the Qu'ran widely available

3. The Crusades launched by European Christians at the end of the eleventh century were motivated primarily by
- (A) the desire of Italian city-states to seize control of the spice trade from Arab merchants
 - (B) the desire to demonstrate Europe's new technological supremacy over Islam
 - (C) resentment toward Islamic missionaries seeking to spread their faith along the Mediterranean
 - (D) western European fears that Byzantium and the Muslim kings would launch a military attack against western Europe
 - (E) papal efforts to unite western European kings under the banner of a common faith
4. Which of the following is accurate regarding both West Africa and Latin America before 1500?
- (A) Both areas depended on the trade in gold and salt.
 - (B) Polytheism was important in both areas.
 - (C) The domestication of large animals provided the means of extensive agricultural production and transportation.
 - (D) Both areas depended on grains such as wheat and rye as major dietary components.
 - (E) Both areas developed an extensive and widely used written language.
5. Which of the following is an accurate comparison of the political systems in western Europe and China during the time period 1000–1300?
- (A) Western Europe developed multiple monarchies, while China maintained a single empire.
 - (B) Developments in the legal systems of China emphasized individual political rights, while western Europe concentrated on maritime law.
 - (C) Both societies began an aggressive policy of imperialism and territorial expansion.
 - (D) Both societies gradually evolved toward a representative democratic system.
 - (E) Both societies became increasingly fragmented politically.



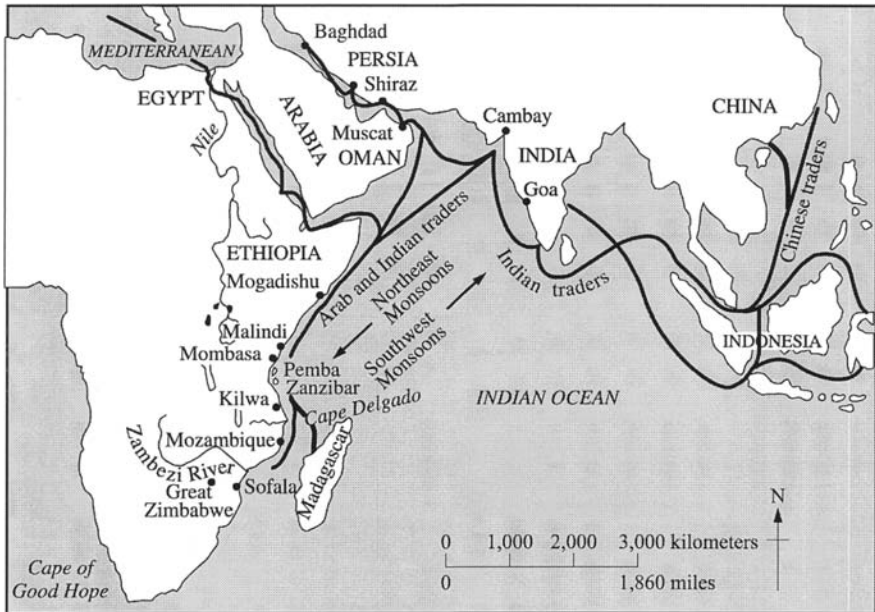
NAGA/ROBERT HARDING PICTURE LIBRARY

6. The photograph above of Angkor Wat in Cambodia is an example of
- (A) the spread of Islam to Southeast Asia
 - (B) the wealth created by the spice trade
 - (C) Japanese architecture
 - (D) Hindu influence in Southeast Asia
 - (E) The Chinese reconquest of Indochina
7. Which of the following provides the most accurate description of the Columbian Exchange?
- (A) European food to the Western Hemisphere; Western Hemisphere diseases to Europe; African population to Europe
 - (B) African livestock to the Western Hemisphere; European technology to Africa; Western Hemisphere food to Europe
 - (C) Western Hemisphere technology to Africa; African food to Europe; European population to the New World
 - (D) European technology to Africa; Western Hemisphere population to Africa; African food to the Western Hemisphere
 - (E) African population to the Western Hemisphere; Western Hemisphere food to Europe and Africa; African and European diseases to the Western Hemisphere

8. Most agricultural laborers in the Ottoman Empire were
- (A) slaves
 - (B) free peasants
 - (C) serfs
 - (D) sharecroppers
 - (E) indentured servants
9. Which of the following countries or regions led the world in the production of cotton cloth in 1700?
- (A) China
 - (B) Egypt
 - (C) West Africa
 - (D) England
 - (E) India
10. The North and South American independence movements of the late eighteenth and early nineteenth centuries shared which of the following?
- (A) Limitation of civil rights to a minority of the population
 - (B) Reliance on Christian teachings to define revolutionary demands
 - (C) Industrial economies that permitted both areas to break free of European control
 - (D) The desire of a majority of revolutionary leaders to create a politically united hemisphere
 - (E) Political instability caused by constant warfare among the new states
11. A key issue that historians have debated in explaining the reasons for nineteenth-century slave emancipations involves
- (A) the decline of export industries
 - (B) the powers of African governments
 - (C) the role of humanitarianism
 - (D) racist interpretations of the theory of evolution
 - (E) the spread of Marxism
12. Which of the following societies successfully resisted foreign penetration and domination from 1500 to 1850?
- (A) The Japanese
 - (B) The Indians
 - (C) The South Africans
 - (D) The Latin Americans
 - (E) The Chinese

13. In the early twentieth century, nationalist movements in Africa, Asia, and the Middle East were led primarily by
- (A) the urban working class
 - (B) the nobility
 - (C) labor unions
 - (D) landless peasants
 - (E) educated urban elites
14. During the 1980's and continuing into the 1990's, the governments of Argentina, Brazil, and Chile moved politically toward
- (A) communism
 - (B) totalitarianism
 - (C) corporatism
 - (D) representative democracy
 - (E) Christian socialism
15. Which of the following best describes an important difference between the theories of revolution of Mao Zedong and those of Lenin?
- (A) Lenin stressed the need for a powerful state structure.
 - (B) Lenin thought that Marx's writings were important.
 - (C) Mao claimed that Marx's early writings were less valid than Marx's later ones.
 - (D) Mao thought that communism was appropriate only for some nations and cultures.
 - (E) Mao placed emphasis on the revolutionary potential of peasants.
16. Which of the following best describes both the Roman and Han Empires?
- (A) The empires used the family as the model for state organization.
 - (B) Merchants were viewed as key to the survival of both empires.
 - (C) The cost of defending imperial frontiers led to economic and political crises.
 - (D) Emperors were "Sons of Heaven."
 - (E) New religions were successfully integrated into imperial religious ideologies.
17. Which of the following staple crops is most associated with the rise of Mesoamerican civilizations?
- (A) Manioc
 - (B) Potatoes
 - (C) Beans
 - (D) Maize
 - (E) Rice

INDIAN OCEAN TRADING NETWORKS



18. The map above demonstrates which of the following about the Indian Ocean trade from the tenth to fifteenth centuries?
 - (A) Monsoons prevented trade from taking place along the East African coast.
 - (B) Europeans were able to dominate the trade.
 - (C) Trade involved most of the regions bordering the Indian Ocean as well as China.
 - (D) The most important item traded across the Indian Ocean was silk.
 - (E) Arab and Indian traders were better traders than the Chinese.

19. In the three centuries after Columbus' voyages, most of the people who came to the Western Hemisphere originated in?
 - (A) southern Europe
 - (B) northern Europe
 - (C) western Africa
 - (D) eastern Africa
 - (E) East Asia

20. Which of the following most clearly differentiates the sixteenth century from the previous period in world history?
- (A) Establishment of nation-states in the Americas
 - (B) Extension of sugar production to the Americas
 - (C) Use of steamships
 - (D) Interest in Asian spice trade
 - (E) Existence of slave trade
21. Which of the following developments in the Western Hemisphere most directly resulted from the French Revolution?
- (A) The expansion of the slave trade in the Americas
 - (B) The extension of the plantation economy in the Caribbean
 - (C) The colonization of Brazil
 - (D) The British conquest of Quebec
 - (E) The creation of the first independent Black state in the Americas
22. All of the following factors contributed to significant growth in worldwide population between 1700 and 1800 EXCEPT
- (A) decline of epidemic disease
 - (B) introduction of American food crops
 - (C) expansion of land under cultivation
 - (D) decline in infant mortality rates
 - (E) improvement in medical care
23. Darwin's theories were interpreted by Social Darwinists to indicate that
- (A) select human groups would dominate those less fit
 - (B) European countries were more nationalistic
 - (C) non-White groups were better adapted to tropical climates
 - (D) imperialism went against the theory of natural selection
 - (E) education would lead to equality

24. “We shall not repeat the past. We shall eradicate it by restoring our rights in the Suez Canal. This money is ours. The canal is the property of Egypt.”

The quotation above by Gamel Abdel Nasser was most influenced by

- (A) Soviet communism
 - (B) Islamic thought
 - (C) nationalism
 - (D) constitutionalism
 - (E) international law
25. A significant example of the interaction among Indian, Arab, and European societies by 1200 C.E. was the transfer of knowledge of
- (A) iron and copper mining techniques
 - (B) the flying shuttle and spinning jenny
 - (C) the science of optics and lens design
 - (D) numerals and the decimal system
 - (E) gunpowder and cannons

YEAR 1997		
Country	Women per 100 Men	Percent Under Age 15 (both sexes)
Argentina	104	28
Colombia	102	34
Mexico	102	35
Peru	102	35
Iran	97	44
Iraq	97	42
Saudi Arabia	80	41
Yemen	99	48

UNITED NATIONS STATISTICS

26. The chart above proves which of the following?
- (A) The population of Latin America is greater than that of the Middle East.
 - (B) Latin America has a much older population than the Middle East does.
 - (C) The female population of the four Latin American countries listed is greater than the male population.
 - (D) In the countries of the Middle East the percentage of the population that is under 15 is in the majority.
 - (E) The percentage of population under 15 is greater in Latin America than it is in the Middle East.

Answers to Multiple-Choice Questions			
1 – C	8 – B	15 – E	22 – E
2 – C	9 – E	16 – C	23 – A
3 – E	10 – A	17 – D	24 – C
4 – B	11 – C	18 – C	25 – D
5 – A	12 – A	19 – C	26 – C
6 – D	13 – E	20 – B	
7 – E	14 – D	21 – E	

Sample Free-Response Questions

In the free-response section of the AP World History Examination, all students are asked to answer three constructed-response questions: Part A — a document-based question (DBQ); Part B — an essay question that deals specifically with change over time (covering at least one of the periods in the course outline) and is focused on large global issues such as technology, trade, culture, migrations, and biological developments; and Part C — an essay that is comparative over a wider set of issues. This question will focus on interactions of at least two societies: interacting with each other or with major themes or events.

Questions in Part B and Part C focus on issues from a world history standpoint. This means that the questions ask students to relate developments in one area or one period to broader international processes or trends, to provide comparisons to other areas or periods, and/or to offer wider definitions of phenomena. For example, students may be asked to examine Japan's decision in the seventeenth century to implement isolationism as a reflection of global patterns.

Effective answers to essay questions depend in part upon a clear understanding (and execution) of the meanings of important directive words. These are the words that indicate the way in which the material is to be presented. For example, if students only *describe* when they are asked to *compare*, or if they merely *list* causes when they have been asked to *evaluate* them, their responses will be less than satisfactory. An essay can only begin to be correct if it answers directly the question that is asked. Individual teachers can provide what AP Examinations cannot — help with the meanings and applications of some key terms like these:

1. *Analyze*: determine their component parts; examine their nature and relationship
2. *Assess/Evaluate*: judge the value or character of something; appraise; evaluate the positive and negative points; give an opinion regarding the value of; discuss the advantages and disadvantages of
3. *Compare*: examine for the purpose of noting similarities and differences
4. *Contrast*: examine in order to show dissimilarities or points of difference
5. *Describe*: give an account of; tell about; give a word picture of
6. *Discuss*: talk over; write about; consider or examine by argument or from various points of view; debate; present the different sides of
7. *Explain*: make clear or plain; make clear the causes or reasons for; make known in detail; tell the meaning of

Part A: Document-Based Essay Question (DBQ)

The primary purpose of the document-based essay question is not to test students' prior knowledge of subject matter, but rather to evaluate their ability to formulate and support an answer from documentary evidence. It is assumed students have taken the course and understand the broader world historical context. Documents are chosen on the basis of both the information they convey about the topic and the perspective that they offer on other documents used in the exercise. Thus the fullest understanding of any particular document emerges only when that document is viewed within the wider context of the entire series. Designed to test skills analogous to those of the historian at work on source materials, the document-based exercise differs from the task of actual historians mainly in the time available for analysis and the prearranged selection of the documents, which may help illuminate the specifics of the question. There is no single "correct" answer; instead, various approaches and responses are possible, depending on the students' ability to understand the documents and ultimately to judge their significance.

In writing the essay, students may find it useful to consider the following points. The document-based question is an exercise in both analysis and synthesis. It requires that students first read and analyze the documents individually and then plan and construct an appropriate response to the essay question based on their interpretation of the documentary evidence as a whole. What is desired is a unified essay that integrates analysis of documents with treatment of the topic.

Specific mention of individual documents should always occur within the framework of the overall topic, serving to substantiate and illustrate points made in the essay. It is expected that students will use all or all but one of the documents. In no case should documents simply be cited and summarized; reference to the documentary material must always be closely tied to the essay question. Evidence from the documents should be utilized both to construct and to illustrate responses. Students should cite documents by naming the author and/or by naming the document number.

There are no irrelevant or deliberately misleading documents.

Every document is related to the question and should be used by students in the preparation of their responses. Critical judgment is essential in responding to a document-based question.

Awareness of the documents' sources and their authors' points of view requires students to demonstrate the analytic skills of understanding context, bias, and frame of reference. Students should pay attention to both internal evidence (the content and tone of each document in relation to the others) and external evidence (identification of author, purpose or intended audience, and the date when each document was written).

Thus a student reading critically may group or juxtapose documents in a variety of ways (for instance, according to their ideas or points of view); suggest reasons for similarities or differences in perspective among the documents; and identify possible bias or inconsistencies within documents.

As part of the DBQ exercise, students are expected to use their analytical and historical skills in addressing the set of documents as a source. **Students will be asked to explain the need for additional documents to answer the question more completely, or they may also be asked to discuss what points of view are missing from the set of documents.**

The DBQ focuses on historical skills within a world history framework. Students need to place documents chronologically, culturally, and thematically and demonstrate knowledge of how to use and access sources, but are not expected to have particular knowledge of every document's author or topic or include knowledge outside of the documents in order to receive the highest score. The number of documents will be four to ten and of sufficient length to encourage comparisons, contrasts, and analyses. Comparative topics on the major themes will provide one of the focuses of the DBQs, including comparative questions about different societies in situations of mutual contact.

Below is the generic rubric (scoring guide) for the DBQ.

**Generic Core-Scoring Guide for AP World History
Document-Based Question**

BASIC CORE	Points	EXPANDED CORE	Points
1. Has acceptable thesis.	1	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.	0–2
2. Uses all, or all but one of the documents.	1	Examples:	
3. Understands the basic meaning of documents cited in the essay. (May misinterpret one document.)	1	<ul style="list-style-type: none">• Has a clear, analytical, and comprehensive thesis.	
4. Supports thesis with appropriate evidence from documents.	1	<ul style="list-style-type: none">• Shows careful and insightful analysis of the documents.	
5. Analyzes bias or point of view in at least two or three documents.	1	<ul style="list-style-type: none">• Uses documents persuasively as evidence.	
6. Analyzes documents by grouping them in one or two or three ways, depending on the DBQ question.	1	<ul style="list-style-type: none">• Analyzes point of view or bias in most or all documents.• Analyzes the documents in additional ways — groupings, comparisons, syntheses.	
7. Identifies one type of appropriate additional document.	1	<ul style="list-style-type: none">• Brings in relevant “out-side” historical content.• Identifies more than one type of appropriate additional document.	
Subtotal	7	Subtotal	2
TOTAL 9			

Directions: The following question is based on the accompanying Documents 1–5. (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 or all but one 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 both the sources of the documents and the authors' points of view.

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

1. Has the rise of nationalist movements and the modern nation-state broadened or restricted women's political and economic participation and social freedoms? Historians support both views.

Based on the following documents, discuss the opportunities and barriers that nationalist movements posed concerning women's rights. What additional type of document(s) would help assess the impact of nationalism on women's rights and conditions?

Document 1

Source: Manmohini Zutshi Saghal, participant in the Indian struggle for independence, *An Indian Freedom Fighter Recalls Her Life*, 1994.

In March 1922 Gandhi was arrested and sentenced to six years of imprisonment. He was released on January 12, 1924, before the expiration of his term. This earlier noncooperation movement was confined largely to men and was less extensive than the *satyagraha* [literally “truth-force,” referring to the nonviolent resistance approach developed by Gandhi] movement of 1930–32. Women were expected to participate in processions and attend all Congress meetings, however, so with mother and my two older sisters, Chandra and Janak, I used to join all such functions. I would like my readers to visualize the restricted life women led, even in a province as progressive as the Punjab. Women hardly ever ventured beyond the four walls of their homes, except to visit relatives or to attend a religious festival. My mother’s aunt always wore a shawl over her sari when she went visiting. I suppose that could be considered as a sort of Hindu *burqa* [cloak worn by secluded women] although her face was left uncovered. In that atmosphere, for the women to leave their homes and walk in a procession was a big step forward.

The present footwear, *chappals* [sandals], had just come into fashion, and women unused to walking any distance in a disciplined manner found it extremely difficult to walk in their *chappals*. The *chappals* would come off as the women walked in procession. They could not pause to put them on again and usually continued walking barefoot in the procession. Mother had two Congress volunteers walk behind the women. Their job was to pick up any odd *chappal* left behind, put it in a cloth bag, and bring it to the office of the District Congress Committee at Pari Mahal, where the procession usually terminated. The women would reclaim their footwear and then go home. This was the training period. Later, these women would come into their own and storm the citadels of the mighty British Empire.

Document 2

Source: Song Qingling, widow of Sun Yixian (Sun Yat-sen), magazine article, 1942.

Women have not only worked but fought. I know personally of an instance in which the female population of a village in the Hainan Island fought off a small Japanese landing made when their menfolk were away. They had only farm implements to fight with, and many were killed, but the enemy force was compelled to reembark. Similar happenings must have occurred in a great many places throughout the country, unheralded and unknown. As for individual cases, there is a story in almost every district of some girl who, emulating Mu Lan [the fifth-century Chinese heroine who masqueraded as a male in order to take her ill father's place as a soldier on the frontier of old], changed into men's clothing and fought in the army.

The fighting record of our women does not permit us to believe that they will ever again allow themselves to be enslaved whether by a national enemy or by social reaction at home. Only an extension of democracy, including the rights of women, can bring real victory in this war. Such a victory, won by the united efforts of the people, will leave no room for any scheme of things other than democracy.

When the victory over aggression is achieved, Chinese women will stand with the women of all countries, as those who have suffered much more than even the men in the mad revel of fascism and war that has spread throughout the world, ready and willing to see that in the future all movement shall be forward, that the earth's present frightful testing-time shall be the last of its kind.

Document 3

Source: Huda Shaarawi, Egyptian nationalist activist, leader of the Egyptian women's movement, speech at the Arab Feminist Conference, Cairo, 1944.

The woman, given by the Creator the right to vote for the successor to the prophet, is deprived of the right to vote for a deputy in a circuit or district election by a [male] being created by God. At the same time, this right is enjoyed by a man who might have less education and experience than the woman. And she is the mother who has given birth to the man and has raised him and guided him. The Sharia [Islamic law] gave her the right to education, to take part in the hijra [referring to the time of the Prophet Muhammad and his flight from Mecca to Medina], and to fight in the ranks of the warriors and has made her equal to the man in all rights and responsibilities, even in the crimes that either sex can commit. However, the man who alone distributes rights, has kept for himself the right to legislate and rule, generously turning over to his partner his own share of responsibilities and sanction without seeking her opinion about the decision. The woman today demands to regain her share of rights that have been taken away from her and gives back to the man the responsibilities and sanctions he has given her.

Document 4

Source: Teodora Ignacia Gomes, a leading party member in the African Party for the Independence of Guinea and Cape Verde, interviewed by the writer and journalist Stephanie Urdang, 1974.

If we construct a society without exploitation of man by man, then of course women will be free in that society. Our struggle for national liberation is one way of assuring the liberation of women because by doing the same work as men, or by doing work that ensures the liberation of our country, a woman will convince herself that she is able to do the same work as men. In the process, women will learn that they are able to do many things they could not have conceived of before. They will learn that in our party there are women in the highest level of leadership and that women are working in all different sectors of our lives. This is important because it convinces women that they have potential and shows men what that potential is.

Document 5

Source: Marie-Aimée Helie-Lucas, participant in the Algerian War of Independence (1954–1962) waged against French colonial rule, paper presented to the International Symposium on Women and the Military System, Siunto Baths, Finland, 1987.

So much for Fanon's [Frantz Fanon, author of *The Wretched of the Earth* and other writings on the experience of the colonized] and others' myth of the Algerian woman liberated along with her country. These liberated women were in the kitchen, they were sewing clothes (or flags?), carrying parcels, typing. Nevertheless, since there was "no humble task in the revolution" we did not dispute the roles we had. It would have been mean to question the priority of liberating the country, since independence would surely bring an end to discrimination against women. What makes me angrier in retrospect is not women's confinement but the brainwashing that did not allow us young women even to think of questioning. What makes me angrier still is to witness the replication of this situation in other struggles for independence. It angers me to see women covering the misbehavior of their fellow men and hiding, in the name of national solidarity and identity, crimes which will be perpetuated after independence.

This is the real harm which comes with liberation struggles. The overall task of women during liberation is seen as symbolic. Faced with colonization the people have to build a national identity based on their own values, traditions, religion, language and culture. Women bear the heavy burden of safeguarding this threatened identity. And this burden exacts its price.

What A Good Response Should Include

A good response to this question would first draw on the documents to outline the way in which women themselves, who were involved in nationalist movements, saw the opportunities such movements presented for women, including increased public participation (Saghal), roles in nationalist party leadership (Gomes), and even military actions (Song). These documents demonstrate the extent to which women expected these new roles would result in new opportunities in other fields after independence. Other women, however, especially in the period after independence, focused more on barriers to the full realization of women's rights. Shaarawi discusses (nationalist) male opposition to any power-sharing with women, and Helie-Lucas points to the ongoing problem of women bearing a special burden in the representation of traditional culture. A strong essay would pay attention to the timing of the documents (before or after independence), the level of female mobilization in the different accounts, and the various ways in which culture is invoked to support or to undermine women's rights.

Kinds of additional documentation that might help assess the impact of nationalism could include information on female suffrage and representation in the government, rates of literacy, and participation in the labor force, as well as how female rights are handled in official legal codes in both the pre- and post-independence period.

Part B: Change-Over-Time Essay

This essay question deals specifically with change over time (covering at least one of the periods in the course outline) and is focused on large global issues such as technology, trade, culture, migrations, and biological developments. The question may concentrate on one cultural area or several.

Students may have the opportunity to choose different cases for illustration.

The generic rubric (scoring guide) for the change-over-time essay is on the page to the right; following that, on the next two pages, are a sample change-over-time question, the directions that appear in the AP Exam booklet, and a discussion of “What a Good Response Should Include.”

**Generic Core-Scoring Guide for AP World History
Change-Over-Time Essay**

BASIC CORE Historical skills and knowledge required to show competence Points	EXPANDED CORE Historical skills and knowledge required to show excellence Points
<div>1. Has acceptable thesis. 1 (Addresses the global issues and the time period(s) specified.)</div> <div>2. Addresses all parts of the question, though not necessarily evenly or thoroughly. 2 (Addresses most parts of question.) (1)</div> <div>3. Substantiates thesis with appropriate historical evidence. 2 (Partially substantiates thesis with appropriate historical evidence.) (1)</div> <div>4. Uses historical context effectively to show change over time and/or continuities. 1</div>	<div>Expands beyond basic core 0–3 of 1–6 points. The basic core score of 6 must be achieved before a student can earn expanded core points.</div> <div>Examples:</div> <ul style="list-style-type: none"> • Has a clear, analytical, and comprehensive thesis. • Addresses all parts of the question (as relevant): global issues, chronology, causation, change, continuity, content. • Addresses all parts of the question evenly. • Provides ample historical evidence to substantiate thesis. • Provides links with relevant ideas, events, trends in an innovative way.
Subtotal 6	Subtotal 3
TOTAL 9	

The time allotted for this essay is 40 minutes, 5 minutes of which should be spent planning and/or outlining the answer.

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 historical context to show change over time and/or continuities.
2. Pick **one** of the following regions and discuss the changes and continuities in the world trading systems, 1450–present. Be sure to explain how alterations in the framework of international trade interacted with regional factors to produce the changes and continuities throughout the period.

China
Latin America
Sub-Saharan Africa
Middle East

What a Good Response Should Include

A good response to this essay question would begin by defining the trade position in approximately 1450. In China's case, this would highlight active involvement and strong productive capacity but hesitations about undue commitment, illustrated by the fifteenth-century expeditions and their end.

Then it would continue with the society's reactions to the new world economy and growing western dominance, 1450–1750. In China's case, this entails partial isolation, use of Macao to regulate, but a strong export position and imports of silver to pay for desired goods; thus, a complex mixture of change and continuity. Greater western trade advantages resulted from industrialization, creating an altered framework by the nineteenth century. The impact on China involves decisive change involving markets forced open, reduced export strength, beginning with the First Opium War and extending into the twentieth century (with growing Japanese involvement then adding to European and United States pressures).

Finally efforts to escape disadvantageous involvement occur in the twentieth century, with some weakening of western European economic strength (but complicated by the rise of Japan), new governments and government policies (often including import substitution, a key concept). In China's case, isolation and experimentation under Mao yielded to the greater opening of markets and more straightforward industrialization efforts and new competitiveness after 1978, bolstered also by opportunities to sell to the Pacific Rim. Hesitations about foreign economic involvement reflect some continuities from earlier cultural attitudes and communist political concerns. (Note: Obviously specific features and change points would vary with the society chosen, though basic features of the evolution of the international economic system would apply.)

Part C: Comparative Essay

This essay is comparative over a wide set of issues — for example, how societies handle technology, or social structure, or religion. This question focuses on developments in at least two societies: interacting with each other or with the major themes or events (e.g., culture, trade, technology, migrations).

The generic rubric (scoring guide) for the comparative essay is on the page to the right; following that, on the next two pages, are a sample comparative essay question, the directions that appear in the AP Exam booklet, and a discussion of “What a Good Response Should Include.”

**Generic Core-Scoring Guide for AP World History
Comparative Essay**

BASIC CORE Historical skills and knowledge required to show competence Points	EXPANDED CORE Historical skills and knowledge required to show excellence Points
<div> 1. Has acceptable thesis. 1 (Addresses comparison of the issues or themes specified.) </div> <div> 2. Addresses all parts of the question, though not necessarily evenly or thoroughly. 2 (Addresses most parts of question.) (1) </div> <div> 3. Substantiates thesis with appropriate historical evidence. 2 (Partially substantiates thesis with appropriate historical evidence.) (1) </div> <div> 4. Makes at least one or two relevant, direct comparisons between or among societies. 1 </div>	<div> Expands beyond basic core 0–3 of 1–6 points. The basic core score of 6 must be achieved before a student can earn expanded core points Examples: <ul style="list-style-type: none"> • 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. • Shows the ability to relate comparisons to larger global context. • Shows ability (as appropriate) to show similarities as well as differences. • Makes direct comparisons consistently between or among societies. </div>
Subtotal 6	Subtotal 3
TOTAL 9	

The time allotted for this essay is 40 minutes, 5 minutes of which should be spent planning and/or outlining the answer.

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.
3. Unfree labor systems were widely used for agricultural production in the period 1450–1750. Discuss the major similarities and differences between TWO of the following systems:

Caribbean slavery
North American slavery
West African slavery
Russian serfdom

What a Good Response Should Include

A good response may generalize that in large portions of the New World and Africa and in the whole of Russia, unfree labor systems came to play a major role in the world economy during this 300-year period. The question calls for the students to discuss the major similarities and differences between two systems.

A good answer choosing Caribbean slavery and Russian serfdom would discuss the similarities, e.g., slaves and serfs could be bought and sold; slaves and serfs both were regarded as property that could be inherited from one generation to another; and that the legal and civil rights of slaves and serfs were both severely restricted.

Students need to discuss major differences in the two systems, i.e., serfs had the right to own some land, whereas slaves could not hold land; serfs were generally enserfed wherever they were living and bound to that land, whereas slaves in the Caribbean were usually transported long distances from their original homes and could be sold away from the land they worked. Serfs, although regarded as part of one of the lowest classes in Russia, were generally viewed as having higher status than slaves had. Russian serfs were most commonly involved in grain and livestock production, while Caribbean slaves usually worked producing sugar on large plantations. Serfs were recognized and usually worked as part of family units; slaves on the other hand most commonly worked as part of labor gangs.

Students need to see that the two systems grew and developed in response to different economic and geographic conditions. Serfdom in Russia evolved out of peasant and slave systems, and serfdom's growth paralleled the rapid growth in power of the Russian state, the government's perception of critical labor shortages, its need for tax revenues, and its military manpower requirements. Slavery in the Caribbean grew primarily in response to the need for labor to staff large plantations where the native populations were small; this occurred at the same time that Europeans were gaining control of the African slave trade. Slave labor was critical for the expansion of Caribbean agricultural production and commerce.

AP[®] Program Essentials

The AP Reading

In June, the free-response sections of the exams, as well as the Studio Art portfolios, are scored by college faculty and secondary school AP teachers at the AP Reading. Thousands of readers participate, under the direction of a Chief Reader in each field. The experience offers both significant professional development and the opportunity to network with like-minded educators.

If you are an AP teacher or a college faculty member and would like to serve as a reader, you can visit AP Central for more information on how to apply. Alternatively, send an e-mail message to apreader@ets.org, or call Performance Scoring Services at 609 406-5383.

AP Grades

The readers' scores on the essay and problem-solving questions are combined with the results of the computer-scored multiple-choice questions, and the total raw scores are converted to AP's 5-point scale:

AP GRADE	QUALIFICATION
5	Extremely well qualified
4	Well qualified
3	Qualified
2	Possibly qualified
1	No recommendation

Grade Distributions

Many teachers want to compare their students' grades with the national percentiles. Grade distribution charts are available at AP Central, as is information on how the cut-off points for each AP grade are calculated. Grade distribution charts are also available on the AP student site at www.collegeboard.com/apstudents.

Earning College Credit and/or Placement

Credit, advanced placement, or both are awarded by the college or university, not the College Board or the AP Program. The best source of specific and up-to-date information about an individual institution's policy is its catalog or Web site.

Why Colleges Grant Credit and/or Placement for AP Grades

Colleges know that the AP grades of their incoming students represent a level of achievement equivalent to that of students who take the same course in the colleges' own classrooms. That equivalency is assured through several Advanced Placement Program processes:

- College faculty serve on the committees that develop the course descriptions and examinations in each AP subject.
- College faculty are responsible for standard setting and are involved in the evaluation of student responses at the AP Reading.
- AP courses and exams are updated regularly, based on both the results of curriculum surveys at up to 200 colleges and universities and the interactions of committee members with professional organizations in their discipline.
- College comparability studies are undertaken in which the performance of college students on AP Exams is compared with that of AP students to confirm that the AP grade scale of 1–5 is properly aligned with current college standards.

In addition, the College Board has commissioned studies that use a “bottom-line” approach to validating AP Exam grades by comparing the achievement of AP versus non-AP students in higher-level college courses. For example, in the 1998 Morgan and Ramist “21-College” study, AP students who were exempted from introductory courses and who completed a higher-level course in college were compared favorably, on the basis of their college grades, with students who completed the prerequisite first course in college, then took the second, higher-level course in the subject area. Such studies answer the question of greatest concern to colleges — are AP students who are exempted from introductory courses as well prepared to continue in a subject area as students who took their first course in college? To see the results of several college validity studies, go to AP Central. (The Morgan and Ramist study can be downloaded from the site in its entirety.)

Guidelines on Granting Credit and/or Placement for AP Grades

If you are an admissions administrator and need guidance on setting an AP policy for your college or university, you will find the *College and University Guide to the Advanced Placement Program* useful; see the back of this booklet for ordering information. Alternatively, contact your local College Board office, as noted on the inside back cover of this Course Description.

Finding Colleges That Accept AP Grades

In addition to contacting colleges directly for their AP policies, students and teachers can use College Search, an online resource maintained by the College Board through its Annual Survey of Colleges. College Search can be accessed via the College Board's Web site (www.collegeboard.com). It is worth remembering that policies are subject to change. Contact the college directly to get the most up-to-date information.

AP Awards

The AP Program offers a number of awards to recognize high school students who have demonstrated college-level achievement through AP courses and exams. Although there is no monetary award, in addition to an award certificate, student achievement is acknowledged on any grade report sent to colleges following the announcement of the awards. For detailed information on AP Awards, including qualification criteria, visit AP Central or contact the College Board's National Office. Students can find this information at www.collegeboard.com/apstudents.

AP Calendar

The *AP Program Guide* and the *Bulletin for AP Students and Parents* provide education professionals and students, respectively, with information on the various events associated with the AP year. Information on ordering and downloading these publications can be found at the back of this booklet.

Test Security

The entire AP Exam must be kept secure at all times. Forty-eight hours after the exam has been administered, the green and blue inserts containing the free-response questions (Section II) can be made available for teacher and student review.* **However, the multiple-choice section (Section I) MUST remain secure both before and after the exam administration.** No one other than students taking the exam can ever have access to or see the questions contained in Section 1 — this includes AP Coordinators and all teachers. The multiple-choice section must never be shared, copied in any manner, or reconstructed by teachers and students after the exam.

*The alternate form of the free-response section (used for late testing administration) is NOT released.

Selected multiple-choice questions are reused from year to year to provide an essential method of establishing high exam reliability, controlled levels of difficulty, and comparability with earlier exams. These goals can be attained only when the multiple-choice questions remain secure. This is why teachers cannot view the questions and students cannot share information about these questions with anyone following the exam administration.

To ensure that all students have an equal opportunity to demonstrate their abilities on the exam, AP Exams must be administered in a uniform manner. **It is extremely important to follow the administration schedule and all procedures outlined in detail in the most recent *AP Coordinator's Manual*.** Please note that Studio Art portfolios and their contents are not considered secure testing materials; see the *AP Coordinator's Manual* for further information. The manual also includes directions on how to deal with misconduct and other security problems. Any breach of security should be reported to Test Security immediately (call 800 353-8570, fax 609 406-9709, or e-mail treturns@ets.org).

Teacher Support

You can find the following Web resources at AP Central:

- Teachers' Resources (reviews of classroom resources).
- Institutes & Workshops (a searchable database of professional development opportunities).
- The most up-to-date and comprehensive information on AP courses, exams, and other Program resources.
- The opportunity to exchange teaching methods and materials with the international AP community using electronic discussion groups (EDGs).
- An electronic library of AP publications, including released exam questions, the *AP Coordinator's Manual*, Course Descriptions, and sample syllabi.
- Opportunities for professional involvement in the AP Program.
- Information about state and federal support for the AP Program.
- AP Program data, research, and statistics.
- FAQs about the AP Program.
- Current news and features about the AP Program, its courses and teachers.

AP teachers can also use a number of AP publications, CD-ROMs, and videos that supplement these Web resources. Please see the following pages for an overview and ordering information.

Pre-AP[®]

Pre-AP[®] is a suite of K–12 professional development resources and services to equip middle and high school teachers with the strategies and tools they need to engage their students in high-level learning, thereby ensuring that every middle and high school student has the depth and understanding of the skills, habits of mind, and concepts they need to succeed in college.

Pre-AP rests upon a profound hope and heartfelt esteem for teachers and students. Conceptually, Pre-AP is based on two important premises. The first is the expectation that all students can perform at rigorous academic levels. This expectation should be reflected in curriculum and instruction throughout the school such that all students are consistently being challenged to expand their knowledge and skills to the next level.

The second is the belief that we can prepare every student for higher intellectual engagement by starting the development of skills and acquisition of knowledge as early as possible. Addressed effectively, the middle and high school years can provide a powerful opportunity to help all students acquire the knowledge, concepts, and skills needed to engage in a higher level of learning.

Since Pre-AP teacher professional development supports explicitly the goal of college as an option for every student, it is important to have a recognized standard for college-level academic work. The Advanced Placement Program (AP) provides these standards for Pre-AP. Pre-AP teacher professional development resources reflect topics, concepts, and skills found in AP courses.

The College Board does not design, develop, or assess courses labeled “Pre-AP.” Courses labeled “Pre-AP” that inappropriately restrict access to AP and other college-level work are inconsistent with the fundamental purpose of the Pre-AP initiatives of the College Board. We encourage schools, districts, and policymakers to utilize Pre-AP professional development in a manner that ensures equitable access to rigorous academic experiences for all students.

Pre-AP Professional Development

Pre-AP professional development is administered by Pre-AP Initiatives, a unit in K–12 Professional Development, and is available through workshops and conferences coordinated by the regional offices of the College Board. Pre-AP professional development is divided into two categories:

1. **Articulation of content and pedagogy across the middle and high school years** — The emphasis of professional development in this category is aligning curriculum and improving teacher communication. The intended outcome from articulation is a coordinated program of teaching skills and concepts over several years.
2. **Classroom strategies for middle and high school teachers** — Various approaches, techniques, and ideas are emphasized in professional development in the category.

For a complete list of Pre-AP Professional Development offerings, please contact your regional office or visit AP Central at apcentral.collegeboard.com.

AP Publications and Other Resources

A number of AP resources are available to help students, parents, AP Coordinators, and high school and college faculty learn more about the AP Program and its courses and exams. To identify resources that may be of particular use to you, refer to the following key.

AP Coordinators and Administrators	A
College Faculty	C
Students and Parents	SP
Teachers	T

Ordering Information

You have several options for ordering publications:

- **Online.** Visit the College Board store at store.collegeboard.com.
- **By mail.** Send a completed order form with your payment or credit card information to: Advanced Placement Program, Dept. E-06, P. O. Box 6670, Princeton, NJ 08541-6670. If you need a copy of the order form, you can download one from AP Central.

- **By fax.** Credit card orders can be faxed to AP Order Services at 609 771-7385.
- **By phone.** Call AP Order Services at 609 771-7243, Monday through Friday, 8:00 a.m. to 9:00 p.m. ET. Have your American Express, Discover, JCB, MasterCard, or VISA information ready. This phone number is for credit card orders only.

Payment must accompany all orders not on an institutional purchase order or credit card, and checks should be made payable to the College Board. The College Board pays UPS ground rate postage (or its equivalent) on all prepaid orders; delivery generally takes two to three weeks. Please do not use P.O. Box numbers. Postage will be charged on all orders requiring billing and/or requesting a faster method of delivery.

Publications may be returned for a full refund if they are returned within 30 days of invoice. Software and videos may be exchanged within 30 days if they are opened, or returned for a full refund if they are unopened. No collect or C.O.D. shipments are accepted. Unless otherwise specified, orders will be filled with the currently available edition; prices and discounts are subject to change without notice.

In compliance with Canadian law, all AP publications delivered to Canada incur the 7 percent GST. The GST registration number is 13141 4468 RT. Some Canadian schools are exempt from paying the GST. Appropriate proof of exemption must be provided when AP publications are ordered so that tax is not applied to the billing statement.

Print

Items marked with a computer mouse icon can be downloaded for free from AP Central.



Bulletin for AP Students and Parents

SP

This bulletin provides a general description of the AP Program, including how to register for AP courses, and information on the policies and procedures related to taking the exams. It describes each AP Exam, lists the advantages of taking the exams, describes the grade reporting process, and includes the upcoming exam schedule. The *Bulletin* is available in both English and Spanish.



AP Program Guide

A

This guide takes the AP Coordinator step-by-step through the school year — from organizing an AP program, through ordering and administering the AP Exams, payment, and grade reporting. It also includes infor-

mation on teacher professional development, AP resources, and exam schedules. The *AP Program Guide* is sent automatically to all schools that register to participate in AP.

College and University Guide to the AP Program

C, A

This guide is intended to help college and university faculty and administrators understand the benefits of having a coherent, equitable AP policy. Topics included are validity of AP grades; developing and maintaining scoring standards; ensuring equivalent achievement; state legislation supporting AP; and quantitative profiles of AP students by each AP subject.

Course Descriptions

SP, T, A, C

Course Descriptions provide an outline of the AP course content, explain the kinds of skills students are expected to demonstrate in the corresponding introductory college-level course, and describe the AP Exam. They also provide sample multiple-choice questions with an answer key, as well as sample free-response questions. Note: The Course Description for AP Computer Science is available in electronic format only.

Pre-AP

A, T

This brochure describes the Pre-AP concept and the professional development opportunities available to middle school and high school teachers.

Released Exams

T

About every four to five years, on a rotating schedule, the AP Program releases a complete copy of each exam. In addition to providing the multiple-choice questions and answers, the publication describes the process of scoring the free-response questions and includes examples of students' actual responses, the scoring guidelines, and commentary that explains why the responses received the scores they did.

Teacher's Guides

T

For those about to teach an AP course for the first time, or for experienced AP teachers who would like to get some fresh ideas for the classroom, the Teacher's Guide is an excellent resource. Each Teacher's Guide contains syllabi developed by high school teachers currently teaching the

AP course and college faculty who teach the equivalent course at colleges and universities. Along with detailed course outlines and innovative teaching tips, you'll also find extensive lists of suggested teaching resources.

AP Vertical Team Guides

T, A

An AP Vertical Team (APVT) is made up of teachers from different grade levels who work together to develop and implement a sequential curriculum in a given discipline. The team's goal is to help students acquire the skills necessary for success in AP. To help teachers and administrators who are interested in establishing an APVT at their school, the College Board has published these guides: *A Guide for Advanced Placement English Vertical Teams*; *Advanced Placement Program Mathematics Vertical Teams Toolkit*; *AP Vertical Teams in Science, Social Studies, Foreign Language, Studio Art, and Music Theory: An Introduction*; *AP Vertical Teams Guide for Social Studies*; *AP Vertical Teams Guide for Fine Arts, Vol. 1: Studio Art*; *AP Vertical Teams Guide for Fine Arts, Vol. 2: Music Theory*; and *AP Vertical Teams Guide for Fine Arts, Vol. 1 and 2* (set).

Multimedia

**APCD® (home version),
(multi-network site license)**

SP, T

These CD-ROMs are available for Calculus AB, English Language, English Literature, European History, Spanish Language, and U.S. History. They each include actual AP Exams, interactive tutorials, and other features, including exam descriptions, answers to frequently asked questions, study-skill suggestions, and test-taking strategies. There is also a listing of resources for further study and a planner to help students schedule and organize their study time.

The teacher version of each CD, which can be licensed for up to 50 workstations, enables you to monitor student progress and provide individual feedback. Included is a Teacher's Manual that gives full explanations along with suggestions for utilizing the APCD in the classroom.

College Board Offices

National Office

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212 713-8066
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Middle States

Serving Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania, and Puerto Rico
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