



Practice Test 2

Completely darken bubbles with a No. 2 pencil. If you make a mistake, be sure to erase mark completely. Erase all stray marks.

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(Print) Last First

SIGNATURE: _____ DATE: ____/____/____

HOME ADDRESS: _____
(Print) Number and Street

City State Zip Code

PHONE NO.: _____

IMPORTANT: Please fill in these boxes exactly as shown on the back cover of your test book.

2. TEST FORM

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7. GENDER

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The Exam

AP[®] World History Exam

SECTION I, PART A: Multiple Choice

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

At a Glance**Time**

55 minutes

Number of Questions

55

Percent of Total Score

40%

Writing Instrument

Pencil required

Instructions

Section I, Part A of this exam contains 55 multiple-choice questions. Fill in only the ovals for numbers 1 through 55 on your answer sheet.

Indicate all of your answers to the multiple-choice questions on the answer sheet. No credit will be given for anything written in this exam booklet, but you may use the booklet for notes or scratch work. After you have decided which of the suggested answers is best, completely fill in the corresponding oval on the answer sheet. Give only one answer to each question. If you change an answer, be sure that the previous mark is erased completely. Here is a sample question and answer.

Sample Question

Chicago is a
 (A) state
 (B) city
 (C) country
 (D) continent

Sample Answer

(A) ● (C) (D)

Use your time effectively, working as quickly as you can without losing accuracy. Do not spend too much time on any one question. Go on to other questions and come back to the ones you have not answered if you have time. It is not expected that everyone will know the answers to all the multiple-choice questions.

Your total score on the multiple-choice section is based only on the number of questions answered correctly. Points are not deducted for incorrect answers or unanswered questions.

SECTION I, PART B: Short Answer

At a Glance**Time**

50 minutes

Number of Questions

4

Percent of Total Score

20%

Writing Instrument

Pen with black or dark blue ink

Instructions

Section I, Part B of this exam consists of 4 short-answer questions. Write your responses on a separate sheet of paper.

WORLD HISTORY

Section I, Part A

Time—55 minutes

55 Questions

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

Questions 1–4 refer to the excerpt below.

This ruler of Syria made me spend many years as commander of his army,
Every land to which I turned
I overcame.
I destroyed its green fields and its wells,
I captured its cattle, I took captive its inhabitants, I deprived them of their provisions,
and I slew [many] people...by my sword, my bow, my marchings, and my good devices.
Thus my excellence was in his heart; he loved me and he knew my valor;
...he set me at the head of his sons, when he saw the success of my handiwork.
There came a champion of Syria
to defy me in my tent;
a bold man without equal, for he had vanquished all his rivals.
He said, "Let Sanehat fight with me."
He thought to overcome me; he designed to take my cattle, thus being counseled by his tribe.

The Tale of Sanehat, Egyptian poem written during the Middle Kingdom, ca. 1800 B.C.E.

- Which of the following developments in early urban societies in Mesopotamia and Egypt is most directly supported by the passage?
 - The militarism of early Mesopotamian polities
 - The creation of long distance trade routes
 - The specialization of labor
 - The stratification of the population along social lines
- The text of this passage is best seen as evidence of which of the following in Egyptian society?
 - Meritocratic appointments by rulers to their bureaucracies
 - Long-distance contact between Egypt and other lands
 - The clan as the basic political unit
 - A lack of emphasis on martial ability

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3. Which of the following best describes foreign policy followed by the Egyptian New Kingdom, which existed between 1550 and 1069 B.C.E.?
- (A) A gradual withdrawal from the Nubian lands in Sudan conquered during the Middle Kingdom
 - (B) Peaceful coexistence with Libyan peoples who lived along the Mediterranean coast
 - (C) War with the successor kingdoms of Alexander the Great's empire for hegemony of the Eastern Mediterranean
 - (D) War with the Hittites over control of Syria and the Levant
4. Which of the following best describes the most common political significance of conflict between states to the rulers of early civilizations?
- (A) Victories against outsiders granted legitimacy to leaders of states.
 - (B) Victories against outsiders provided slaves whose labor sustained agricultural systems.
 - (C) Victories against outsiders demonstrated the power of divinities over other gods.
 - (D) Victories against outsiders allowed leaders of states to incorporate the elites of the subjugated into the conquering power.

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Questions 5–8 refer to the passage below.

“After the Tencteri came, in former days, the Bructeri; but the general account now is, that the Chamavi and Angrivarii entered their settlements, drove them out and utterly exterminated them with the common help of the [neighboring] tribes, either from hatred of their tyranny, or from the attractions of plunder, or from heaven’s [favorable] regard for us. It did not even grudge us the spectacle of the conflict. More than sixty thousand fell, not beneath the Roman arms and weapons, but, grander far, before our delighted eyes. May the tribes, I pray, ever retain if not love for us, at least hatred for each other; for while the destinies of empire hurry us on, fortune can give no greater boon than discord among our foes.”

Germania, Publius Cornelius Tacitus, ca. 98 C.E.

5. Which of the following conclusions about imperial treatment of “barbarian” (foreign) peoples in the period 600 B.C.E. to 600 C.E. is most directly supported by the passage?
- (A) Empires encouraged rival tribes to destroy one another to reduce threats to the state.
 - (B) Empires welcomed migrations of barbarian peoples as sources of military manpower or economic productivity.
 - (C) Empires used military force against all neighboring barbarian peoples as a means of expanding their influence.
 - (D) Empires used religion to convert barbarian peoples so that they might become friendlier to the state.
6. The views expressed in the excerpt are best seen as evidence of which of the following in Roman society?
- (A) Disgust for barbarian peoples
 - (B) Concern about barbarian attacks
 - (C) Absence of Stoicism among the aristocracy
 - (D) Maintenance of large armies
7. Which of the following contributed LEAST to the decline of the Roman Empire?
- (A) Civil wars between rivals for the throne
 - (B) Incursions of barbarian peoples into the empire
 - (C) The persistence of the senate as a body of government in the empire
 - (D) Demographic weakness on account of diseases and epidemics
8. Which of the following is a treatment of barbarian peoples by civilized societies in the period 600–1450 C.E. that is similar to the treatment of barbarian peoples by civilized societies between 600 B.C.E. and 600 C.E.?
- (A) Barbarian peoples were converted to the religions of their host societies.
 - (B) Barbarian peoples were utilized as soldiers in their host societies.
 - (C) Barbarian peoples were uniformly relegated to a servile status through the laws of their host societies.
 - (D) Barbarian peoples were often invited by their host societies to rule instead of the societies’ own ruling classes.

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Questions 9–12 refer to the map below.

Spread of Buddhism c. 500 B.C.E. to 600 C.E.



9. Which of the following was a direct result of the spread of Buddhism shown on the map?
- (A) Indian princes and kings largely ceased their support of Buddhist monasteries by 600 C.E.
- (B) Merchant activity between India and Southeast Asia increased.
- (C) Missionaries brought Buddhism outside of India via major trade routes.
- (D) Chinese emperors under the Tang Dynasty passed decrees banning Buddhist practices.
10. Which of the following led directly to the extent of Buddhist influence indicated on the map?
- (A) Invasions of Northern India by the Kushanas and Hunas
- (B) Royal edicts declared by Emperor Asoka and his successors
- (C) Japanese Imperial sponsorship of monasteries and monks
- (D) Strong trade routes linking South, Central, and East Asia
11. Which of the following contributed most to the decline of Buddhism in India after 600 C.E.?
- (A) The strengthening of the influence of the caste system across the subcontinent
- (B) The domination of Indian Ocean trade routes by Arab merchants
- (C) The lack of a well-defined role for women in Buddhist hierarchies
- (D) The rise of the Gupta Empire
12. Which of the following most inspired the emergence of Buddhism?
- (A) The strength of Indian rulers
- (B) The strict adherence to Hindu castes and their legal restrictions
- (C) The penetration of Greek philosophies into India
- (D) The strength of trade routes between India and the rest of the world

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Questions 13–17 refer to the poem below.

I walk alongside the column, ask what's going on.
 A soldier says simply: "They call up more every day.
 "Some of us were sent north to the Yellow River at age fifteen,
 And now at forty we're heading off to the garrisons in the west.
 On our first tour, the village headman had to tie our bandannas for us.
 When we came back, our hair was white, but still there's more unrest.
 The frontier garrisons run with blood, enough to fill an ocean,
 But the Martial Emperor's territorial ambitions have yet to crest.
 In the hundred districts east of the mountains, throughout the land of Han,
 There must be ten thousand villages that brambles now infest.
 Even if wives are strong enough to handle a hoe and plow,
 The crops grow every which way, the fields are all a mess.
 It's hardest for the Shanxi men, with their reputations as fighters:
 They're rounded up like dogs or chickens, every male impressed.
 "But sir, though it's good of you to ask,
 Complaining isn't part of the soldier's task.
 We can only shake our heads. Take this winter:
 The Shanxi troops were never sent home.
 The District Officers are demanding the land tax,
 But where will it come from? You can't get blood from a stone!
 I honestly think it's bad luck to bear a son now,
 It's better to have a daughter: at least she can marry
 And live with the neighbors next door.
 But a son will end up lying on some distant prairie."

Du Fu, "Ballad of the Army Carts," ca. 750 C.E.

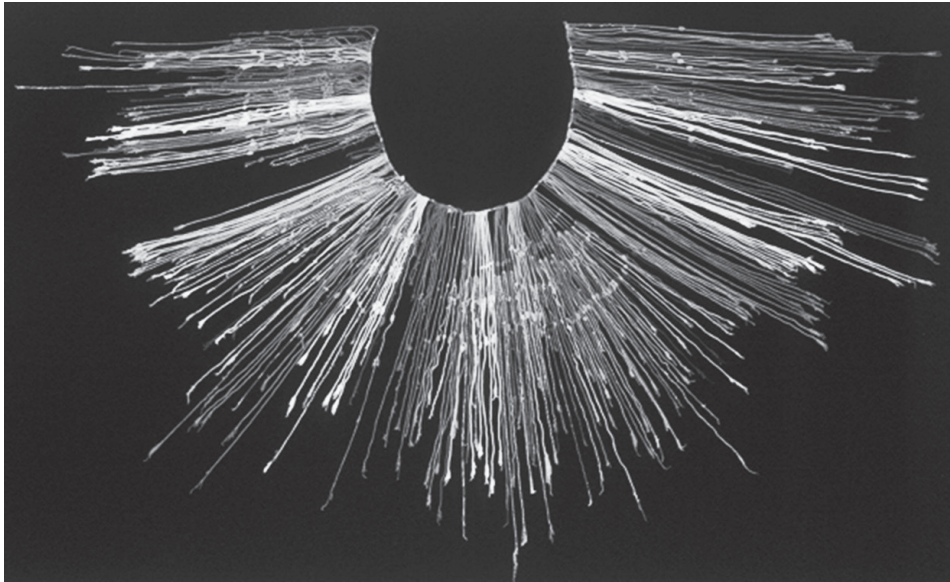
13. Which of the following does the poem provide direct evidence for in its discussion of taxation in the third stanza?
- (A) The Tang Dynasty's strong bureaucracy at the local level
 - (B) The Tang Dynasty's large, standing professional army with no need of conscription
 - (C) Relatively advanced Tang agricultural technologies
 - (D) The relatively high level of urbanization in Tang China
14. The poem provides evidence of which of the following with respect to gender relations in Tang society?
- (A) Confucian relationships between husband and wife were still strong in Tang society.
 - (B) Imperial rescripts emphasized the birth of able sons over daughters to fulfill conscription quotas.
 - (C) Agricultural work could be shared by women and men alike.
 - (D) Traditional Chinese gender relations were reversed during the reign of Empress Wu Zetian.
15. The poem provides evidence of which of the following as a major cause of later Tang decline?
- (A) Discontent among the peasantry due to oppressive taxation
 - (B) Foreign invasion of the Tang heartlands
 - (C) The spread of Buddhism and Taoism as a reaction to state-sponsored Confucianism
 - (D) An ineffective bureaucracy and poor leadership

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16. The succeeding Song dynasty differed from the Tang in that
- (A) the Song abolished the Confucian civil service exams
 - (B) the Song sponsored Buddhism to the detriment of Taoism and Confucianism
 - (C) the Song pursued a less expansive foreign policy
 - (D) the Song dynasty was originally from outside of China
17. Based on the poem and your knowledge of history, Tang relations with western nomadic peoples and frontier peoples relied on which of the following?
- (A) Adroit diplomacy and establishment of client relationships with bordering nomads
 - (B) The ability of the Tang emperor to project military power on the frontier in order to impose his will
 - (C) The permanent settlement of Han Chinese in frontier zones
 - (D) The payment of tribute to nomadic rulers

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Questions 18–20 refer to the image below.



Inca *quipu* from the Larco Museum in Lima

18. The use of the quipu in the image above best illustrates which of the following features of pre-modern civilizations?
- (A) Rulers used bureaucracies to administer their empires.
 - (B) Rulers relied on religious authority to justify their rule.
 - (C) Rulers used military force to impose their rule on other peoples.
 - (D) Rulers relied on feudal arrangements to administer their domains.
19. Ancient Mesoamerican and Andean civilizations most commonly used which of the following activities to demonstrate their religious authority?
- (A) The sponsoring of production of religious literature
 - (B) The performance of elaborate sacrifice rituals
 - (C) The creation of record keeping implements
 - (D) The sponsorship of astronomical research
20. Which of the following best describes the significance of urban centers for pre-modern civilizations?
- (A) They provided surplus manpower for armies.
 - (B) They reflected and reinforced the stratification of society along class lines.
 - (C) They were centers of trade and commercial activity.
 - (D) They were exclusively religious centers for pilgrimages.

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Questions 21–24 refer to the source below.

“Al-Zawawi also said ‘This sultan Musa told me that at a town called ZKRY he has a copper mine from which ingots are brought to BYTY. ‘There is nothing in my kingdom, Musa said, on which a duty is levied except this crude copper which is brought in. Duty is collected on this and on nothing else. We send it to the land of the pagan Sudan and sell it for two-thirds of its weight in gold, so that we sell 100 measures of this copper for 66 $\frac{2}{3}$ measures of gold.’ He also stated that there are pagan nations in his kingdom from whom he does not collect the tribute (jizya) but whom he simply employs in extracting the gold from its deposits. The gold is extracted by digging pits about a man’s height in depth and the gold is found embedded in the sides of the pits or sometimes collected at the bottom of them.”

From N. Levtzion & J.F.P. Hopkins, eds. *Corpus of Early Arabic Sources for West African History*. Cambridge University Press, 1981. Reprinted with permission of Cambridge University Press.

Al’ Umari, ca. 1300–1384

21. Based on your knowledge of world history and the passage, Mansa Musa’s assertion about the lack of duties levied on goods in his kingdom most strongly reflects which of the following about the kingdom of Mali?
- (A) Mali’s wealth came in large part from its exploitation of minerals.
 - (B) Mali’s wealth came in large part from its conquest of pagan neighbors.
 - (C) Mali’s wealth came in large part from large agricultural estates.
 - (D) Mali’s wealth came in large part from the exploitation of the slave trade.
22. Which of the following best accounts for the spread of Islam to the lands of the kingdom of Mali?
- (A) Muslim missionaries who came from Southern Africa.
 - (B) Trade contacts who came from the north across the Sahara.
 - (C) Berber armies who conquered the former kingdom of Ghana.
 - (D) Pressure from Christian Ethiopia caused the king of Mali to seek Muslim allies.
23. Which of the following inferences is most supported by the discussion of copper and gold in the passage?
- (A) Mali was able to forge advanced bronze tools from its mineral resources.
 - (B) International trade with Sub-Saharan Africa involved the exchange of mineral resources.
 - (C) The jizya could only be collected on unbelievers who had minerals to exploit.
 - (D) Mali’s relatively advanced mining technologies accounted for its mineral wealth.
24. Which of the following statements about the period 600–1450 C.E. is supported by the passage?
- (A) Religions were often spread through warfare during the period.
 - (B) International trade connections were still being developed in the period.
 - (C) Diseases spread along trade routes.
 - (D) Nomadic migrations created powerful empires during the period.

GO ON TO THE NEXT PAGE.

Questions 25–28 refer to the passage below.

“At least one of the [world’s] societies would have to somehow enormously increase its productivity [in order to achieve global hegemony]. That quantum jump would have to be made *before* the various scientific, technological, agricultural, and industrial revolutions on which our post-quantum-leap world rests. It could only be accomplished by exploiting the ecosystems, mineral resources, and human assets of whole continents outside the lands of the society making the jump. Western Europe did just that by means of its brutality and guns and, more important, by geographical and ecological luck.”

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Alfred Crosby, historian, *Ecological Imperialism*, 2004

25. Crosby’s argument in the passage is most likely a response to which of the following developments of the period 1450–1750 C.E.?
- (A) The development of direct trade links between Western Europe and India
 - (B) The beginning of the Industrial Revolution
 - (C) The colonization of North and South America by Western Europeans
 - (D) The increasing development of seafaring technologies
26. Which of the following would best support the author’s assertion regarding the “quantum jump” that would help Western Europe achieve global hegemony between 1450 and 1750 C.E.?
- (A) The colonization of the interior of Africa
 - (B) The conquest of the Aztec Empire
 - (C) The reformation of Catholic Christianity
 - (D) The isolationism of Tokugawa Japan
27. Based on your knowledge of world history, which of the following contributed LEAST to Western European global hegemony between 1450 and 1750 C.E.?
- (A) The exchange of food sources between the Americas and Europe
 - (B) Refinement of gunpowder technologies
 - (C) The development and application of steam-powered technologies
 - (D) The implementation of joint-stock companies
28. The “quantum jump” mentioned in the passage most directly contributed to which of the following developments in the period 1450–1750 C.E.?
- (A) A breakdown in trade routes through the collapse of the established state structure
 - (B) An increase in the population of the world through more plentiful supplies of food
 - (C) The spread of Chinese and Indian belief systems across the world
 - (D) An increase in social unrest

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Questions 29–33 refer to the passage below.

“Thereupon it was declared by the above-mentioned representatives of the aforesaid King and Queen of Castile, Leon, Aragon, Sicily, Granada, etc., and of the aforesaid King of Portugal and the Algarves, etc.:

[I.] That, whereas a certain controversy exists between the said lords, their constituents, as to what lands, of all those discovered in the ocean sea up to the present day, the date of this treaty, pertain to each one of the said parts respectively; therefore, for the sake of peace and concord, and for the preservation of the relationship and love of the said King of Portugal for the said King and Queen of Castile, Aragon, etc., it being the pleasure of their Highnesses, they, their said representatives, acting in their name and by virtue of their powers herein described, covenanted and agreed that a boundary or straight line be determined and drawn north and south, from pole to pole, on the said ocean sea, from the Arctic to the Antarctic pole. This boundary or line shall be drawn straight, as aforesaid, at a distance of three hundred and seventy leagues west of the Cape Verde Islands, being calculated by degrees, or by any other manner as may be considered the best and readiest, provided the distance shall be no greater than abovesaid. And all lands, both islands and mainlands, found and discovered already, or to be found and discovered hereafter, by the said King of Portugal and by his vessels on this side of the said line and bound determined as above, toward the east, in either north or south latitude, on the eastern side of the said bound provided the said bound is not crossed, shall belong to, and remain in the possession of, and pertain forever to, the said King of Portugal and his successors. And all other lands, both islands and mainlands, found or to be found hereafter, discovered or to be discovered hereafter, which have been discovered or shall be discovered by the said King and Queen of Castile, Aragon, etc., and by their vessels, on the western side of the said bound, determined as above, after having passed the said bound toward the west, in either its north or south latitude, shall belong to, and remain in the possession of, and pertain forever to, the said King and Queen of Castile, Leon, etc., and to their successors.”

Treaty of Tordesillas, 1494

29. Which of the following historical developments provides the best context for the treaty above?
- (A) European maritime exploration
 - (B) European engagement in the African slave trade
 - (C) The Scientific Revolution
 - (D) The Protestant Reformation
30. Which of the following inferences best explains the reason the King of Portugal insisted on Portuguese control of territory east of the demarcation line?
- (A) Portuguese explorers were convinced that the route to the New World was easier traveled by going east.
 - (B) The Portuguese desired to continue the crusades against the Mamelukes who controlled the Holy Land.
 - (C) The Portuguese desired control of the wealthy lands of Mexico.
 - (D) The Portuguese knew of a route to India via the Cape of Good Hope in the south of Africa.
31. Which of the following inferences best explains the reason the King and Queen of Castile and Aragon insisted on Spanish control of territory west of the demarcation line?
- (A) The Spanish desired to convert the Barbary states to Catholicism.
 - (B) The Spanish believed Portugal did not know about their discovery of the New World.
 - (C) The Spanish wanted to preserve the independence of Native states in the New World as a buffer against Portuguese expansion.
 - (D) The Spanish thought India would be harder to conquer than the New World.

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32. The treaty above provides evidence for which of the following historical developments?
- (A) Monarchs were involved in and interested in voyages of discovery.
 - (B) Joint-stock companies sponsored colonization efforts in the western and eastern hemispheres.
 - (C) Trade of guns and slaves between Europe and Sub-Saharan Africa.
 - (D) The Scientific Revolution and the discovery of heliocentricity.
33. Which of the following technologies most directly caused the treaty above to be signed?
- (A) Gunpowder weapons
 - (B) The compass
 - (C) Steel
 - (D) Germ Theory

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Questions 34–38 refer to the passage below.

“When the Portuguese go from Macao in China to Japan, they carry much white silk, gold, musk, and porcelain: and they bring from Japan nothing but silver. They have a great carrack which goes there every year and she brings from there every year about six hundred coins: and all this silver of Japan, and two hundred thousand coins more in silver which they bring yearly out of India, they employ to their great advantage in China: and they bring from there gold, musk, silk, copper, porcelains, and many other things very costly and gilded.

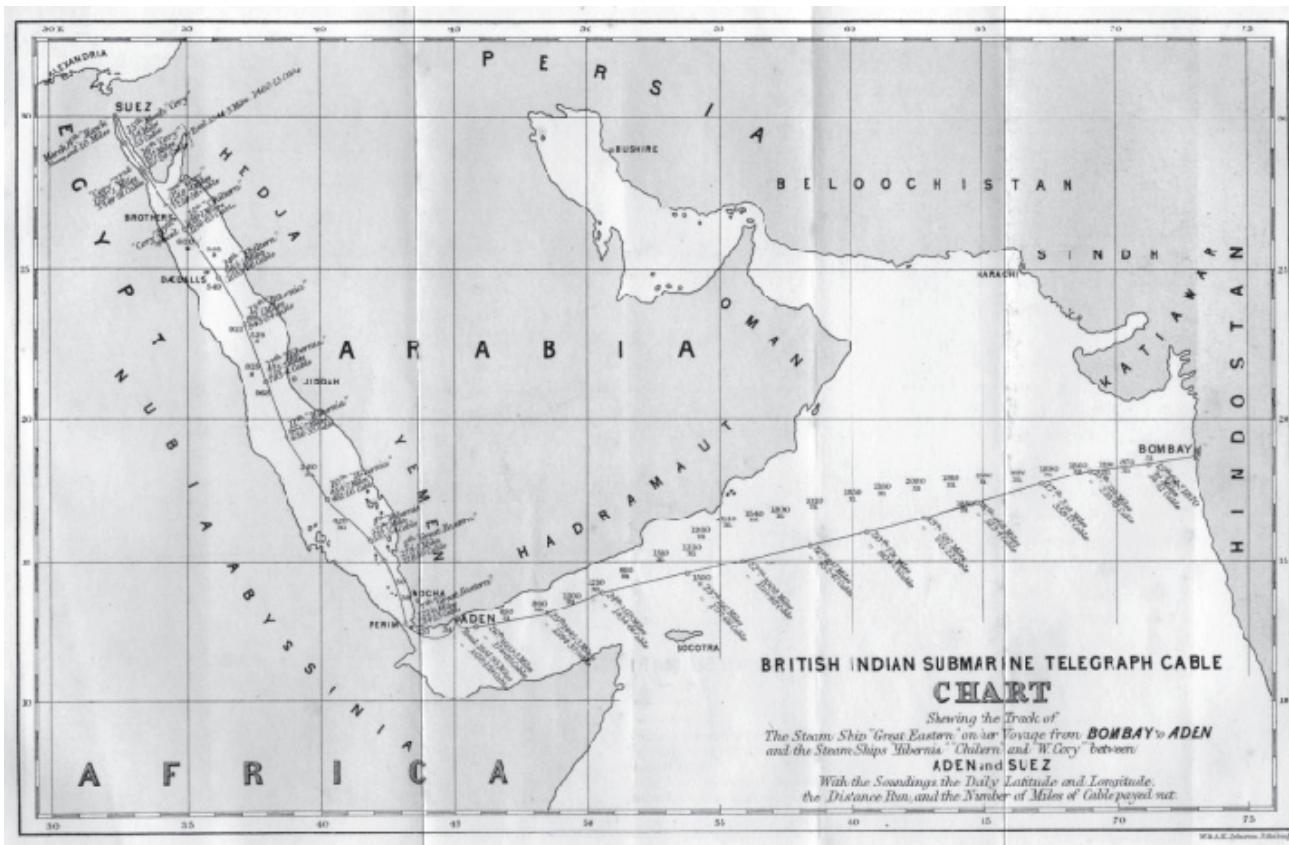
When the Portuguese come to Canton in China to traffic, they must remain there but certain days: and when they come in at the gate of the city, they must enter their names in a book, and when they go out at night they must put out their names. They may not lie in the town all night, but must lie in their boats outside of the town. And, their time expired, if any man remains there, he is imprisoned.”

Ralph Fitch, an account of his travels to the Far East, 1599 C.E.

34. The description of the route Portuguese sailors took in the first paragraph most directly supports which of the following historical developments?
- (A) Chinese merchants' domination of East Asian trade
 (B) Competition between Dutch and Portuguese traders for markets in Japan
 (C) European participation in East Asian trade patterns
 (D) Jesuit missionary work in Japan and China
35. In addition to the sources of silver mentioned in the first paragraph, the greatest volume of additional silver came to China from which of the following regions?
- (A) Central Asia
 (B) Europe
 (C) The Middle East
 (D) The New World
36. The description in the second paragraph of the procedures that Portuguese and other foreigners followed when trading in China supports which of the following inferences about trade policy in the later Ming Dynasty?
- (A) The Ming Dynasty was very supportive of and welcoming to all commercial enterprise.
 (B) The Ming Dynasty sought to regulate trade strictly to limit contact with foreigners and ease collection of taxes.
 (C) The Ming Dynasty was too busy battling pirates along its coast to pay any attention to regular merchant activity.
 (D) The Ming Dynasty only allowed Portugal to trade with China through Canton, permitting only one boat a year.
37. Which of the following developments from the period 1750–1900 C.E. most directly undid the trade patterns mentioned in the first paragraph?
- (A) The discovery of certain goods that the Chinese were interested in purchasing from European merchants
 (B) Enlightenment revolutions in Europe and the Americas
 (C) The Industrial Revolution
 (D) The colonization of Africa
38. Which of the following developments from the period 1450–1750 C.E. most directly undid the trade patterns mentioned in the first paragraph?
- (A) The eastward expansion of Russia
 (B) The Portuguese conquest of India
 (C) The establishment of the Tokugawa Shogunate
 (D) The Spanish conquest of Mexico

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Questions 39–42 refer to the map below.



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Map of British undersea telegraph cable, ca. 1870 C.E.

39. Based on the map and your knowledge of world history, which of the following likely accounts for the westernmost end of the cable in Egypt?
- The Suez Canal was a strategic outpost for communications with Europe.
 - The French garrison in Egypt needed to communicate with the British in India.
 - The Ottoman Empire demanded that the cable from India be built through Egypt.
 - The Italian investors in the undersea cable instructed that the cable go through the Italian colonies in Egypt.
40. Technologies like the telegraph cable depicted in the map above had which of the following effects on empires in the period 1750–1900 C.E.?
- Empires were slow to take up advanced communications technologies until the end of the nineteenth century and did not realize much benefit from them.
 - Empires were able to grow much larger as messages and information could travel at very rapid speeds.
 - Empires only used technology like telegraph cables for military purposes, as they were too expensive for daily public use.
 - Empires found expansion more difficult as communications technologies like the telegraph diffused quickly all over the world.

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41. Which of the following best characterizes this area of the Indian Ocean in the period 600–1450 C.E.?
- (A) Roman and Persian merchants competed with one another over the trade coming to and from India.
 - (B) Arab merchants dominated the Indian Ocean region for the entire period.
 - (C) Indian merchants founded enclaves in Persia and Egypt.
 - (D) Mongol traders facilitated the development of seaborne trade to carry the produce of Central Asia.
42. Based on your knowledge of world history and the map, which of the following best characterizes British involvement in the Indian Ocean between 1750–1900 C.E.?
- (A) The British constructed an undersea cable connecting India to Arabia to facilitate communications among the Islamic world.
 - (B) The British invested in strategic infrastructure and occupied territories in order to protect their interests in the region.
 - (C) The British dominated the entire Indian Ocean region by virtue of their powerful navy.
 - (D) The British largely left existing powers in control of their domains, content to monopolize trade in the region.

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Questions 43–46 refer to the tables below.

**MANUFACTURING AS A PERCENTAGE OF GROSS
DOMESTIC PRODUCT (GDP)**

Table 1

	Argentina	Brazil	Chile	Colombia	Mexico
1945	24.7	17.2	23.1	10.5	19.1

Table 2

	Argentina	Brazil	Chile	Colombia	Mexico
1980	24.7	30.2	22.3	18.2	24.1

43. Which of the following conclusions is best supported by the data in Table 1?
- (A) Latin American societies had to import vast quantities of industrial materials from abroad to satisfy internal demand.
- (B) Participation in World War II did not impact Latin American industrial capacity as much as it did North American.
- (C) Trade with the United States turned Latin American states into producers of raw materials.
- (D) Industrialization had not taken firm root in Latin American economies by 1945.
44. A historian researching the economic history of Latin America from 1900 to the present day would most likely find the two tables useful as a source of information about which of the following?
- (A) The successful industrialization of Latin America over the course of the twentieth century
- (B) The impact of Cold War politics on Latin American economic development
- (C) The relative effectiveness of import substitution industrialization strategies in Latin America
- (D) The spread of industrial technologies across Latin America between 1945 and 1980
45. The data presented in the two tables best support which of the following comparative comments about Latin American manufacturing between 1945 and 1980?
- (A) Argentina's economy did not grow between 1945 and 1980.
- (B) Brazil had the wealthiest economy among the countries listed in the tables by 1980.
- (C) Colombia's rate of urbanization almost doubled between 1945 and 1980.
- (D) Industrial production remained a less significant economic activity across Latin America than other economic activities.
46. Which of the following from the period 1450–1750 C.E. best explains the relatively under-industrialized nature of Latin American economies in the twentieth century?
- (A) The policies of mercantilism followed by the colonial powers
- (B) The focus on the exploitation of precious metals in Mexico and Brazil
- (C) The demographic collapse endured by the population of Latin America after the arrival of Europeans
- (D) The weakness of haciendas and other plantation-based elites in the administration of Latin America

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Questions 47–51 refer to the passage below.

“The spontaneous forces of capitalism have been steadily growing in the countryside in recent years, with new rich peasants springing up everywhere and many well-to-do middle peasants striving to become rich peasants. On the other hand, many poor peasants are still living in poverty for lack of sufficient means of production, with some in debt and others selling or renting out their land. If this tendency goes unchecked, the polarization in the countryside will inevitably be aggravated day by day. Those peasants who lose their land and those who remain in poverty will complain that we are doing nothing to save them from ruin or to help them overcome their difficulties. Nor will the well-to-do middle peasants who are heading in the capitalist direction be pleased with us, for we shall never be able to satisfy their demands unless we intend to take the capitalist road. Can the worker-peasant alliance continue to stand in these circumstances? Obviously not! There is no solution to this problem except on a new basis. And that means to bring about, step by step, the socialist transformation of the whole of agriculture simultaneously with the gradual realization of socialist industrialization and the socialist transformation of handicrafts and capitalist industry and commerce; in other words, it means to carry out co-operation and eliminate the rich-peasant economy and the individual economy in the countryside so that all the rural people will become increasingly well off together. We maintain that this is the only way to consolidate the worker-peasant alliance.”

Mao Zedong, *On the Question of Agricultural Co-operation*, 1955

47. Mao’s quotation is best understood in the context of which of the following?
- (A) Governments in communist countries implementing liberal political and economic reforms to mitigate social unrest
 - (B) Governments promoting collectivization of the land to reduce inequality between sectors of the population
 - (C) Governments promoting policies intended to hasten industrialization
 - (D) Governments promoting capitalist policies to reduce inequality between sectors of the population
48. The developments described in the speech regarding the cooperation of the peasant economy contributed most directly to which of the following global processes?
- (A) The decline of Chinese influence in Asia and globally
 - (B) The expansion of multinational corporations and globalization
 - (C) The decline of Soviet-style communism and the rise of Maoism
 - (D) The green revolution and development of more efficient agricultural techniques
49. Which of the following best explains Mao’s concept of the “socialist transformation of the whole of agriculture” in China?
- (A) Agriculture fueled industrialization in cities as excess labor flowed from the countryside to urban centers.
 - (B) Agricultural surpluses allowed the state to invest more heavily in modernizing agricultural production.
 - (C) Agricultural efficiency reduced prices of basic commodities, raising the standard of living across the whole of China.
 - (D) Agriculture was collectivized, with the result that entire communities shared fields instead of individuals owning the land as private property.

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50. Mao's view of the cooperation of peasant labor most directly reflects the influence of which of the following?
- (A) The ideals of communism as stated by Joseph Stalin
 - (B) The ideals of the Enlightenment as stated by political revolutionaries such as Maximilian Robespierre
 - (C) The ideals of classical liberalism as stated by Adam Smith
 - (D) The ideals of globalization as evidenced by multinational trade blocs such as NAFTA or the European Union
51. Which of the following later developments would most undermine the hopes expressed by Mao in the second-to-last line of the passage?
- (A) The development of Special Economic Zones along the Chinese coast brought economic growth to China.
 - (B) Political friction with the Soviet Union pushed China into the orbit of the United States during the Cold War.
 - (C) The cooperatives of peasants on the farmland and an emphasis on countryside steel production brought famine and poverty to the Chinese peasantry.
 - (D) Opposition voices in the Communist Party led by men such as Deng Xiaopeng were rooted out and silenced during the Cultural Revolution.

GO ON TO THE NEXT PAGE.

Questions 52–55 refer to the passage below.

“The struggle against neo-colonialism is not aimed at excluding the capital of the developed world from operating in less developed countries. It is aimed at preventing the financial power of the developed countries being used in such a way as to impoverish the less developed.

Non-alignment, as practiced by Ghana and many other countries, is based on co-operation with all States whether they be capitalist, socialist or have a mixed economy. Such a policy, therefore, involves foreign investment from capitalist countries, but it must be invested in accordance with a national plan drawn up by the government of the non-aligned State with its own interests in mind. The issue is not what return the foreign investor receives on his investments...The question is one of power. A State in the grip of neo-colonialism is not master of its own destiny.”

Kwame Nkrumah, *Neo-Colonialism*, 1965

52. Which of the following provides the best context for Nkrumah’s writings?
- (A) The Industrial Revolution
 - (B) Decolonization
 - (C) Regional Free Trade Associations
 - (D) Autarky
53. Which of the following is referenced by the co-operation mentioned in the second paragraph?
- (A) The competing ideologies of the Cold War
 - (B) The competing ideologies of World War II
 - (C) The competing empires of World War I
 - (D) The competing colonization companies in the Scramble for Africa
54. Which of the following would most directly result from the foreign investment from capitalist countries mentioned in the second paragraph?
- (A) The establishment of formal control over previous colonies by colonial powers
 - (B) The establishment of successful democratic regimes in targets of foreign investment
 - (C) The development of globalization and the spread of culture through consumerism
 - (D) The reduction of political instability and unrest in former colonies
55. Which of the following most inspired the national plan advanced by Nkrumah in the second paragraph?
- (A) Fascism
 - (B) Social Darwinism
 - (C) Classical liberalism
 - (D) Socialism

GO ON TO THE NEXT PAGE.

WORLD HISTORY

SECTION I, Part B

Time—50 minutes

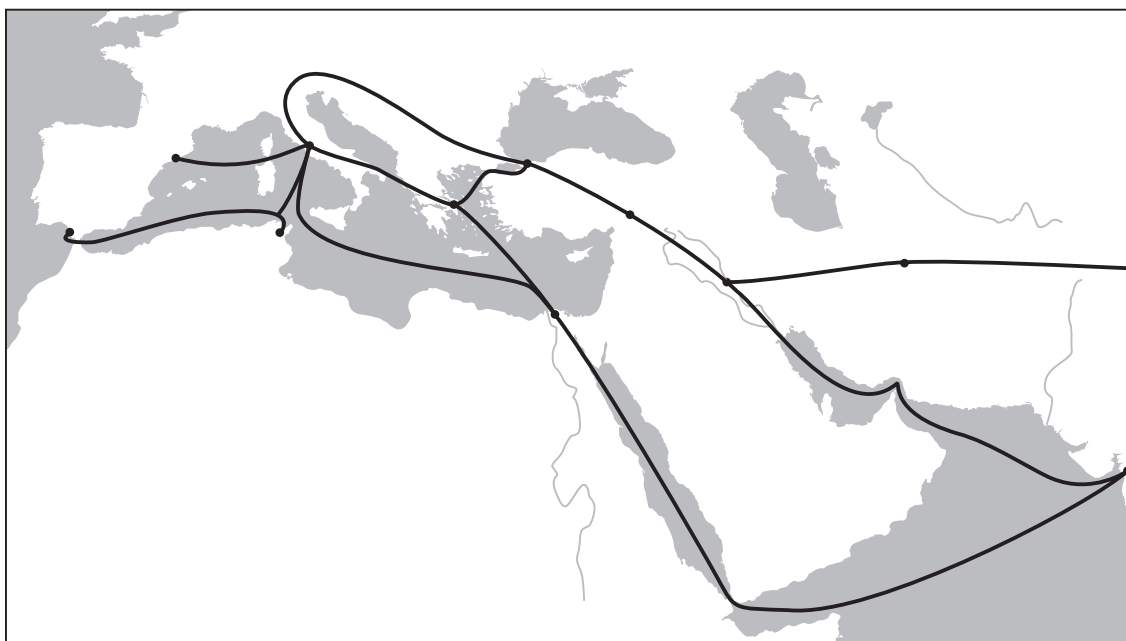
4 Questions

Directions: Read each question carefully and write your responses on a separate sheet of paper.

Use complete sentences; an outline or bulleted list alone is not acceptable. On test day, you will be able to plan your answers in the exam booklet, but only your responses in the corresponding boxes on the free-response answer sheet will be scored.

1. Use the map below and your knowledge of world history to answer all parts of the question that follows.

Major Mediterranean and Near Eastern Trade Routes 200 C.E.–600 C.E.



- a) Identify and explain TWO factors from 600 B.C.E. to 600 C.E. that account for the development of the routes shown on the map.
- b) Identify and explain ONE reason that the land-borne routes displayed on the map declined in significance between 600 C.E. and 1450 C.E.

GO ON TO THE NEXT PAGE.

2. Use your knowledge of world history to answer all parts of the question that follows.

Identify and explain **THREE** ways in which rulers legitimized or consolidated their power during the period 600 C.E. to 1450 C.E. Use specific examples from one or more states or empires.

GO ON TO THE NEXT PAGE.

3. Use the artwork below and your knowledge of world history to answer all parts of the question that follows.



Portrait of Sultan Mahmud II of the Ottoman Empire, painted after his clothing reform in 1826

- Identify and explain ONE reason Mahmud II embarked on reforms such as the clothing reform depicted above.
- Identify and explain ONE way in which the painting illustrates the creation of new cultural identities in the nineteenth century.
- Identify and explain ONE way in which Ottoman expansionism affected international relations in the period from 1520–1700.

GO ON TO THE NEXT PAGE.

4. Use the two passages below and your knowledge of world history to answer all parts of the question that follows.

Source 1:

“The voyages of Columbus in 1492 can rightly be said to have begun the discovery and settlement of the New World, as scores of European migrants settled open lands in the Americas and constructed exclaves of Europe on distant shores that lacked much sense of advanced civilization before their arrival. Their task was the settlement and development of wide open continents.”

Edgar Smith, 1995

Source 2:

“While the bounty of the New World enriched the whole world through trade and transmission once it was finally connected to the Old World in 1492, this bounty came at the cost of the blood of its inhabitants. Europeans neither ‘discovered’ nor ‘settled’ the Americas for humans had done just that for thousands of years before the arrival of the Spaniards. Instead, the Europeans conquered the Americas for God, gold, and glory.”

Rodrigo Vizcaya, 2008

- a) Identify and explain ONE piece of historical evidence that would support Smith’s interpretation of Europe’s interaction with the Americas.
- b) Identify and explain ONE piece of historical evidence that would support Vizcaya’s interpretation of Europe’s interaction with the Americas.
- c) From the two evaluations above, select the one that, in your opinion, is more accurate to the actual nature of Europe’s interaction with the Americas. Briefly explain your choice using additional evidence beyond that used to answer (a) or (b).

STOP

END OF SECTION I

IF YOU FINISH BEFORE TIME IS CALLED, YOU MAY CHECK YOUR WORK ON THIS SECTION.
DO NOT GO ON TO SECTION II UNTIL YOU ARE TOLD TO DO SO.

AP[®] World History Exam

SECTION II: Free Response

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

At a Glance

Total Time

1 hour, 30 minutes

Number of Questions

2

Percent of Total Score

40%

Writing Instrument

Pen with black or dark blue ink

Reading Period
Time

15 minutes (suggested). Use this time to read the questions and plan your answer to Question 1, the document-based question.

Writing Period
Time

1 hour, 15 minutes

**Question 1 (DBQ):
Mandatory**

Question 1 (DBQ)

Suggested Time

40 minutes

Percent of Total Score

25%

**Question 2 or 3: Choose
One Question**

Answer either Question 2 or 3

Suggested Time

35 minutes

Percent of Total Score

15%

Instructions

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

The proctor will announce the beginning and end of the reading period. You are advised to spend the 15-minute period reading the question and planning your answer to Question 1, the document-based question. If you have time, you may also read Questions 2 and 3.

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

Manage your time carefully. The proctor will announce the suggested time for each part, but you may proceed freely from one part to the next. Go on to Question 2 or 3 if you finish Question 1 early. You may review your responses if you finish before the end of the exam is announced.

After the exam, you must apply the label that corresponds to the long-essay question you answered—Question 2 or 3. For example, if you answered Question 2, apply the label [2]. Failure to do so may delay your score.

WORLD HISTORY

SECTION II

Total Time—1 hour, 30 minutes

Question 1 (Document-Based Question)

Suggested reading and writing time: 55 minutes

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

Note: You may begin writing your response before the reading period is over.**Directions:** Question 1 is based on the accompanying Documents 1–6. The documents have been edited for the purpose of this exercise.

In your response you should do the following.

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

GO ON TO THE NEXT PAGE.

Question 1: Using the following documents and your knowledge of world history, explain some of the major social and political challenges facing Latin American countries in the period from 1875 to 1950.

Document 1

Source: Painting by Thomas Somerscales, sinking of the *Esmeralda*, a Chilean wooden vessel, by the Peruvian Ironclad *Huascar* in the battle of Iquique during the War of the Pacific, 1879.



GO ON TO THE NEXT PAGE.

Document 2

Source: Maria Eugenia Echenique, Argentine feminist, *The Emancipation of Women*, 1876.

When emancipation was given to men, it was also given to women in recognition of the equality of rights, consistent with the principles of nature on which they are founded, that proclaim the identity of soul between men and women. Thus, Argentine women have been emancipated by law for a long time. The code of law that governs us authorizes a widow to defend her rights in court, just as an educated woman can in North America, and like her, we can manage the interests of our children, these rights being the basis for emancipation. What we lack is sufficient education and instruction to make use of them, instruction that North American women have; it is not just recently that we have proclaimed our freedom. To try to question or to oppose women's emancipation is to oppose something that is almost a fact, it is to attack our laws and destroy the Republic. So let the debate be there, on the true point where it should be: whether or not it is proper for women to make use of those granted rights, asking as a consequence the authorization to go to the university so as to practice those rights or make them effective.

Document 3

Source: United States Recognition of Cuba's Independence, Resolution of the U.S. Congress, April 11, 1898.

Joint Resolution for the recognition of the independence of the people of Cuba, demanding that the Government of Spain relinquish its authority and government in the Island of Cuba, and to withdraw its land and naval forces from Cuba and Cuban waters, and directing the President of the United States to use the land and naval forces of the United States to carry these resolutions into effect. Whereas, the abhorrent conditions which have existed for more than three years in the Island of Cuba, so near our own borders, have shocked the moral sense of the people of the United States, have been a disgrace to Christian civilization, culminating, as they have, in the destruction of a United States battleship, with two hundred and sixty-six of its officers and crew, while on a friendly visit in the harbor of Havana, and can not longer be endured, as has been set forth by the President of the United States in his message to Congress of April eleventh, eighteen hundred and ninety-eight, upon which the action of Congress was invited: Therefore, Resolved, by the Senate and House of Representatives of the United States of America in Congress assembled, First. That the people of the Island of Cuba are, and of right ought to be, free and independent. Second. That it is the duty of the United States to demand, and the Government of the United States does hereby demand, that the Government of Spain at once relinquish its authority and government in the Island of Cuba, and withdraw its land and naval forces from Cuba and Cuban waters. Third. That the President of the United States be, and he hereby is, directed and empowered to use the entire land and naval forces of the United States, and to call into the actual service of the United States, the militia of the several States, to such extent as may be necessary to carry these resolutions into effect. Fourth. That the United States hereby disclaims any disposition or intention to exercise sovereignty, jurisdiction, or control over said Islands except for the pacification thereof, and asserts its determination, when that is accomplished, to leave the government and control of the Island to its people. Approved, April 20, 1898.

GO ON TO THE NEXT PAGE.

Document 4

Source: Photograph of Plantation in Cuba, ca. 1900.



Document 5

Source: Pierre Denis, *The Coffee Fazenda of Brazil*, 1911.

Each *fazenda* constitutes a little isolated world, which is all but self-sufficient and from which the colonists rarely issue; the life is laborious. The coffee is planted in long regular lines in the red soil, abundantly watered by the rains, on which a constant struggle must be maintained against the invasion of noxious weeds. The weeding of the plantation is really the chief labor of the colonist. It is repeated six times a year. When the coffee ripens, towards the end of June, the picking of the crop commences. Sometimes, in a good year, the crop is not all picked until November. The great advantage enjoyed by São Paulo is that the whole crop arrives at maturity almost at the same moment. The crop may thus be harvested in its entirety at one picking... This entails a great reduction in the cost of production and of labor. At the time of picking the colonists are gathered into gangs. They confine themselves to loading the berries on carts, which other laborers drive to the *fazenda*; there the coffee is soaked, husked, dried, and selected, and then dispatched to Santos, the great export market. All these operations the colonists perform under the supervision of the manager of the *fazenda*. A bell announces the hour for going to work; another the hour of rest; another the end of the day; the laborers have no illusions of independence. What really enables the colonists to make both ends meet is the crops they have the right to raise on their own account, sometimes on allotments reserved for the purpose set apart from the coffee, and sometimes between the rows of the coffee-trees. They often think more of the clauses in their contract which relate to these crops than to those which determine their wages in currency... It even happens at times that the colonists produce more maize than they consume. They can then sell a few sacks at the nearest market, and add the price to their other resources. In this way crops which are in theory destined solely for their nourishment take on a different aspect from their point of view, yielding them a revenue which is not always to be despised.

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Document 6

Source: George M. McBride: *Haciendas from The Land Systems of Mexico*, 1923.

The Haciendas of Mexico are the most conspicuous feature of the land system of the country. They give to agricultural Mexico its distinctive cast, and, by their great size, create the impression that the entire land is divided into vast rural estates. These properties, indeed, are the only type of agricultural holding immediately visible to the traveler in many parts of Mexico, just as the *hacendado* is the only type of agriculturist whose interest reach beyond the immediate neighborhood of his home...Many of the haciendas are of very great extent; it is estimated that 300 of them contain at least 25,000 acres each...The Mexican hacienda seldom contains less than 2,500 acres—whether situated in the arid plains of the north, where land is worth little or nothing, or in the densely settled areas of the Mesa Central. The haciendas are settlements complete in themselves. Indeed, few of these estates have less than a hundred, while many of them have as many as a thousand inhabitants...Furthermore, the haciendas are all named; they appear on the maps; and they are important units of public administration, often being incorporated as *municipios*. They include all the customary accessories of an independent community, such as a church, a store, a post office, a burying ground, and sometimes a school or hospital. Workshops are maintained, not only for the repair but even for the manufacture of machinery and of the numerous implements on the estate. The permanent population consists of an *administrador*, one or more majordomos, a group of foremen, and the regular peons, together with the families of these individuals.

END OF PART A

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WORLD HISTORY

Question 2 or Question 3

Suggested writing time: 35 minutes

Directions: Choose EITHER Question 2 or Question 3.

In your response you should do the following.

- **Thesis:** Present a thesis that makes a historically defensible claim and responds to the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.
- **Application of Historical Thinking Skills:** Develop and support an argument that applies the historical thinking skill of periodization.
- **Supporting the Argument with Evidence:** Utilize specific examples of evidence to fully and effectively substantiate the stated thesis or relevant argument.
- **Synthesis:** Extend the argument by explaining the connections between the argument and ONE of the following.
 - A development in a different historical period, situation, era, or geographical area.
 - A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history).
 - A different discipline or field of inquiry (such as economics, government and politics, art history, or anthropology).

Question 2: Evaluate the extent to which the Mongol sack of Baghdad in 1258 C.E. can be considered a turning point in world history. In the development of your argument, explain what changed and what stayed the same from the period before the Mongol sack of Baghdad to the period after the Mongol sack of Baghdad.

Question 3: Evaluate the extent to which the emergence of Taoist philosophies in the fifth century B.C.E. can be considered a turning point in world history. In the development of your argument, explain what changed and what stayed the same from the period before the emergence of Taoism in the fifth century B.C.E. to the period after the emergence of Taoism in the fifth century B.C.E.

END OF EXAMINATION