

# Practice Test 4

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

1. YOUR NAME: \_\_\_\_\_  
(Print) Last First M.I.

SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_/\_\_\_\_/\_\_\_\_

HOME ADDRESS: \_\_\_\_\_  
(Print) Number and Street

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City State Zip Code

PHONE NO.: \_\_\_\_\_

5. YOUR NAME

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

2. TEST FORM

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3. TEST CODE				4. REGISTRATION NUMBER								
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4	E	N	4	4	4	4	4	4	4	4	4	4
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6. DATE OF BIRTH

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7. GENDER

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## The Exam

AP<sup>®</sup> 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 1–2 refer to the painting below.



Dong Qichang, *In the Silence*, ca. 1602

**GO ON TO THE NEXT PAGE.**

1. This image is best associated with which religious tradition?
  - (A) Confucianism
  - (B) Hinduism
  - (C) Taoism
  - (D) Buddhism
  
2. As evidenced by the painting, Dong Qichang, along with other artists of the Ming Dynasty, attempted to create art that did which of the following?
  - (A) Excluded references to humans, in lieu of a focus on nature
  - (B) Recaptured the traditions of Chinese culture
  - (C) Borrowed extensively from South Asian cultures
  - (D) Celebrated the Mongol influence

**GO ON TO THE NEXT PAGE.**

Questions 3–6 refer to the table below.

**Major Plagues of the Roman and Byzantine Empires**

Plague	Years	Peak Rate of Mortality	Nature of Disease
Antonine Plague	165–80 C.E.	2,000 per day	smallpox
Cyprian Plague	251–66 C.E.	5,000 per day	measles or smallpox
Justinian Plague	541–42 C.E.	5,000–10,000 per day	bubonic plague

- Which of the following policies would modern historians most directly blame for the spike in disease outbreak beginning with the Antonine Plague?
  - Religious persecution of Christians and Jews
  - The cessation of *Pax Romana*
  - Diocletian's division of the Roman Empire
  - Increased taxation on the urban class
- Which of the following was an important continuity underlying the outbreaks listed in the table?
  - The spread of plagues used as a form of warfare
  - Surprising disease outbreaks in cities that were largely shut off from the outside world
  - The resilience of large empires despite disease outbreaks
  - The spread of disease in highly populated trade cities
- The data in the table best supports which of the following conclusions?
  - Bubonic plague led to most deaths in plagues of the first millennium C.E.
  - Constantinople was particularly vulnerable to bubonic plague.
  - Plagues most severely affected the countryside.
  - The Byzantine Empire dealt with more plagues than did the Roman Empire.
- The Cyprian Plague differed from the Justinian Plague in which of the following ways?
  - Christians were persecuted after being blamed for the Cyprian Plague.
  - The Cyprian Plague was largely a Byzantine problem.
  - The Cyprian Plague was deadlier.
  - Authorities quickly neutralized the Cyprian Plague.

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Questions 7–9 refer to the image below.



James P. Blair/National Geographic Creative

Photograph of the ruins of Mohenjo-Daro, an ancient city

7. Modern historians would argue that Mohenjo-Daro indicates the presence of
- (A) universities
  - (B) tombs
  - (C) sports and recreation
  - (D) central government
8. The raw material to form this city primarily originated around the
- (A) Deccan Plateau
  - (B) Indus River
  - (C) Thar Desert
  - (D) Himalaya Mountains
9. Based on your knowledge of world history, Mohenjo-Daro had contact with what other ancient civilization?
- (A) Mesopotamia
  - (B) Egypt
  - (C) Shang
  - (D) Bantu

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**Questions 10–14 refer to the following letter.**

“My little homestead in the city, which I recently insured for £2,000 would no doubt have shared the common fate, as the insurance companies will not make good that which is destroyed by the Queen’s enemies. And although I have a farm of 50 acres close to the town, no doubt the crops and premises would have been destroyed. In fact, this has already partly been the case, and I am now suing the Government for damages done by a contingent of 1,500 natives that have recently encamped not many hundred yards from the place, who have done much damage all around.”

Letter from a British citizen to his sister during the Anglo-Zulu War, South Africa, 1879

10. Incidents such as those described by the author of the letter were used by the British government to do which of the following?
- (A) Issue a casus belli to go to war with the Kingdom of Zulu
  - (B) Tax the Zulu kingdom to cover damages attributed to them
  - (C) Sever its responsibility to protect citizens who chose to live in South Africa
  - (D) Liberate the Zulus from British colonialism
11. Which of the following reasons explains why European citizens moved in large numbers to Zulu lands in 1867?
- (A) The British crown offered incentives to those who would establish homesteads in the unsettled lands of South Africa.
  - (B) The Zulu created attractive trade ports along the Indian Ocean.
  - (C) The Berlin Conference clarified boundaries, thus making it logistically sound for Europeans to move to the African colonies.
  - (D) A diamond rush ensued following the discovery of diamonds on Zulu lands.
12. Which of the following was a direct effect of the expanding British presence in South Africa in the late nineteenth century?
- (A) South Africa became the most economically successful of all the British colonies.
  - (B) Great Britain was penalized at the Berlin Conference with a loss of land.
  - (C) The British engaged in a war with South African decedents of the Dutch.
  - (D) British settlers created an independent nation.
13. A historian researching nineteenth-century conflicts in South Africa would most likely find this letter a useful source for information about which of the following?
- (A) The diffusion of cultural practices throughout South Africa
  - (B) Economic boons present in British colonies
  - (C) Daily challenges of Afrikaners during the colonial period
  - (D) Unforeseen consequences of British imperialism
14. The inclusion of the author’s pending litigation with the British government serves to do which of the following?
- (A) Highlight the extent of the author’s property losses
  - (B) Express his opposition to the ongoing war
  - (C) Belittle British officials
  - (D) Place blame on both his home country as well as the Zulus

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Questions 15–18 refer to the image below.



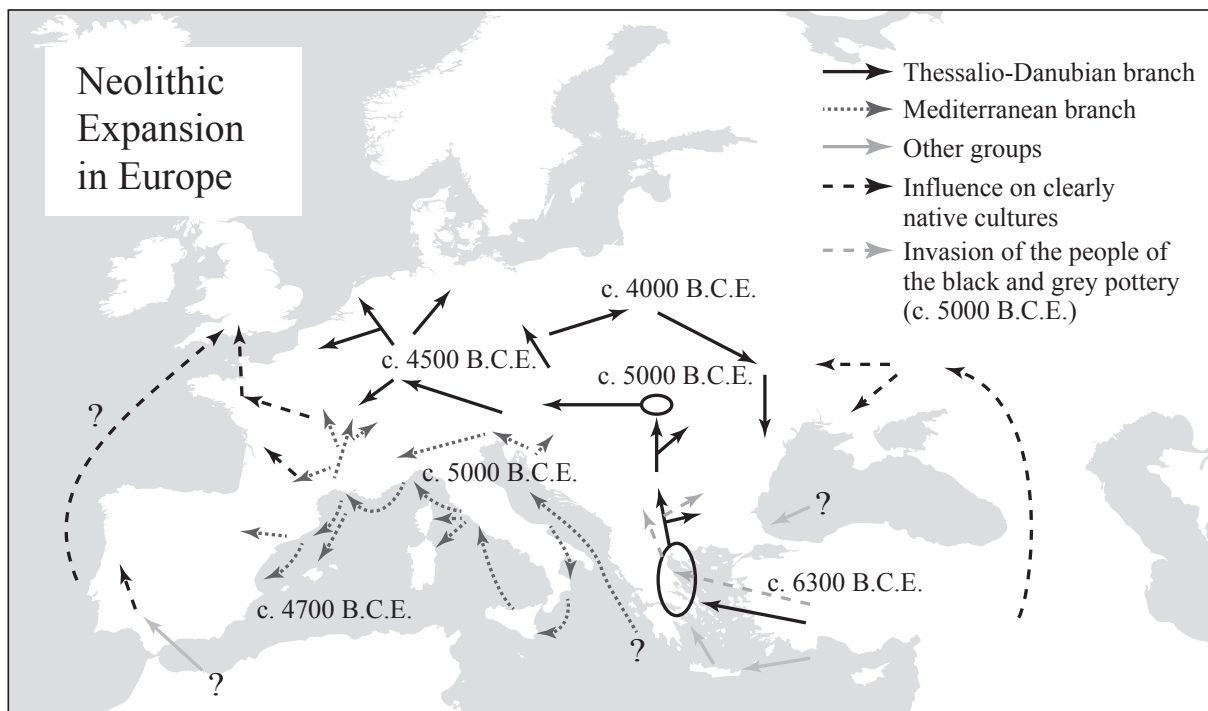
Image courtesy of ChinesePosters.net.

“Brave the wind and the waves; everything has remarkable abilities.”  
Chinese poster, 1958

15. Which economic philosopher most influenced the message of this poster?
- (A) John Stuart Mill  
(B) Adam Smith  
(C) Karl Marx  
(D) David Ricardo
16. Which of the following is NOT a result of the Great Leap Forward's outcomes?
- (A) China strengthened its alliance with the Soviet Union.  
(B) The Cultural Revolution was initiated.  
(C) The Chinese adopted elements of capitalism.  
(D) The Chinese changed their focus to military matters.
17. In what way was the Great Leap Forward different from the Soviet Union's Five Year Plan?
- (A) The Great Leap Forward focused only on industrial production, while the Five Year Plan also took on agricultural production.  
(B) Unlike the Soviet Union, China was unable to successfully industrialize during this period.  
(C) Mao utilized a process of collectivization in his plan, a technique eschewed by Stalin.  
(D) Historians attribute mass starvation to the Great Leap Forward, but do not see similar consequences to the Five Year Plan.
18. The images on the poster best reflect which of the following ambitions of the People's Republic of China?
- (A) To cut off ties with the non-communist world  
(B) To have all citizens contribute to China's industrialization  
(C) To launch the Cultural Revolution  
(D) To form a friendlier alliance with Taiwan

**GO ON TO THE NEXT PAGE.**

Questions 19–20 refer to the map below.



19. Which of the following is NOT a consequence of the Mediterranean and the Thessalio-Danubian branches establishing settlements?
- (A) The groups began to use animals for labor.  
 (B) Settlers were able to manipulate metals.  
 (C) Wars became more frequent.  
 (D) Settlers had difficulty providing enough food.
20. The map would support which of the following conclusions?
- (A) The Mediterranean branch represents a more successful seafaring people than does the Thessalio-Danubian branch.  
 (B) The people of the black and gray pottery staged invasions as far as Scandinavia.  
 (C) The Thessalio-Danubian branch had a significant impact on what would become the British Isles.  
 (D) By 5000 B.C.E., both the Mediterranean branch and the Thessalio-Danubian branch had settled into sedentary societies.

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Questions 21–24 refer to the passage below, which discusses the policies of the Mughal (Mogul) Empire.

“In Northern India the existence of separate States at this period is usually little more than a question of words. A zamindar who paid revenue to the Mogul was clearly in a position of dependence, and if he wished to establish a claim to sovereignty, the first step was to refuse, or omit to pay revenue. Such an omission might, however, arise from various other causes, and it is probable that in Rajputana, Central India, and Chota Nagpur there were numerous chiefs and tribes occupying what constitutional lawyers would regard as an anomalous position, sometimes paying the stipulated revenue, sometimes in open rebellion, and sometimes enjoying practical independence because the Mogul authorities found it inconvenient to undertake active measures of coercion.”

W.H. Moreland, *India at the Death of Akbar*, 1920

21. Which of the following characteristics most accurately defines the “zamindar[s]” mentioned in the text?
- (A) Muslim landowners
  - (B) Buddhist peasants
  - (C) Sikh nobility
  - (D) Hindu aristocrats
22. Zamindars had an ability “to establish a claim to sovereignty” largely due to the Mughal Empire’s policy of
- (A) religious toleration
  - (B) universal taxation
  - (C) martial law
  - (D) suffrage
23. Moreland’s description of revenue collection in the Mughal Empire is best seen as evidence for which of the following generalizations?
- (A) Only people of certain religions were required to pay revenue to the empire.
  - (B) Geographical differences may have influenced which groups pay taxes.
  - (C) Revenue collection was the only source of funds by which the Mughal Empire operated.
  - (D) The case of Rajputana was a typical one in the Mughal Empire.
24. The changes experienced by the zamindars under the Mughal throne are most similar to those faced by
- (A) feudal lords under the Holy Roman Empire
  - (B) Russian peasants under the Romanovs
  - (C) Qing warriors under the Manchu Dynasty
  - (D) the daimyo under Emperor Tokugawa

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Questions 25–28 refer to the journal entry below, chronicling the author’s travels.

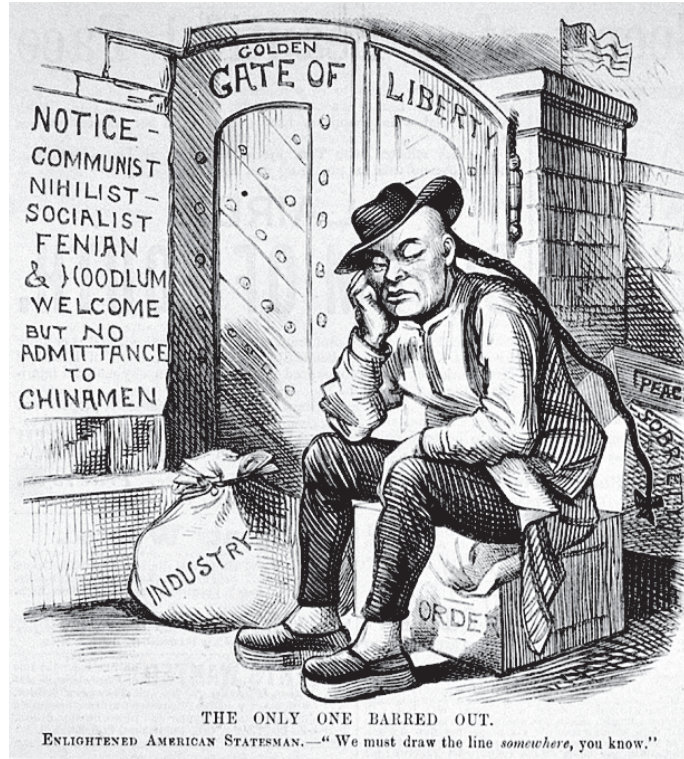
“I travelled thence to ‘Aden, the port of Yemen, on the coast of the ocean. It is surrounded by mountains and can be approached from one side only; it has no crops, trees, or water, but has reservoirs in which rainwater is collected. The Arabs often cut off the inhabitants from their supply of drinking-water until they buy them off with money and pieces of cloth. It is an exceedingly hot place. It is the port of the Indians, and to it come large vessels from Kinbayat [Cambay], Kawlam [Quilon], Calicut and many other Malabar ports [on the south-west coast of India]. There are Indian merchants living there, as well as Egyptian merchants. Its inhabitants are all either merchants, porters, or fishermen. Some of the merchants are immensely rich, so rich that sometimes a single merchant is sole owner of a large ship with all it contains, and this is a subject of ostentation and rivalry amongst them. In spite of that they are pious, humble, upright, and generous in character, treat strangers well, give liberally to devotees, and pay in full the tithes due to God.”

Ibn Battuta, ca. 1325–1354 C.E.

25. Which of the following led directly to the development of the economic system described in the journal?
- (A) Military campaigns
  - (B) Meteorological phenomena
  - (C) Competition with European trade networks
  - (D) The presence of highly developed port cities
26. The views expressed in this journal passage are best seen as evidence of which of the following concerning medieval Islamic societies?
- (A) The absence of religious orthodoxy
  - (B) Hostility toward outsiders
  - (C) Limited economic opportunities
  - (D) The supremacy of piety
27. The tone of the journal best reflects which of the following developments in the Indian Ocean trade network?
- (A) The ability of commerce to foster cultural diffusion
  - (B) The superiority of Arabian port cities
  - (C) The increasing difficulty caused by language barriers
  - (D) The overproduction of cash crops
28. Ibn Battuta’s experiences were LEAST similar to the experiences of which of the following?
- (A) Zheng He
  - (B) Marco Polo
  - (C) Lorenzo de Medici
  - (D) Xuanzang

**GO ON TO THE NEXT PAGE.**

Questions 29–32 refer to the American political cartoon below.



THE ONLY ONE BARRED OUT. Enlightened American Statesman.  
—“We must draw the line *somewhere*, you know.”

Frank Leslie's illustrated newspaper, 1882

29. The conflict addressed in the cartoon is best understood in the context of which of the following?
- (A) The imperial interests of the United States
  - (B) A dramatic increase in migration
  - (C) A stagnation in global trade
  - (D) The burgeoning human rights movement
30. Which late-nineteenth/early-twentieth century policy is most similar to the one depicted in the cartoon?
- (A) Open Door Policy
  - (B) White Australia Policy
  - (C) Meiji Restoration
  - (D) Russification
31. For which reason does the cartoonist imply that the United States discriminated against Chinese immigrants?
- (A) Fear of overpopulation
  - (B) Concerns about Communism
  - (C) To avoid competition in the labor market
  - (D) Revenge for the Boxer uprising
32. Which of the following would the cartoonist argue is an undesirable characteristic in a migrant coming to the United States?
- (A) Temperance
  - (B) Racial designation
  - (C) Industriousness
  - (D) Political radicalism

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Questions 33–35 refer to the passage below.

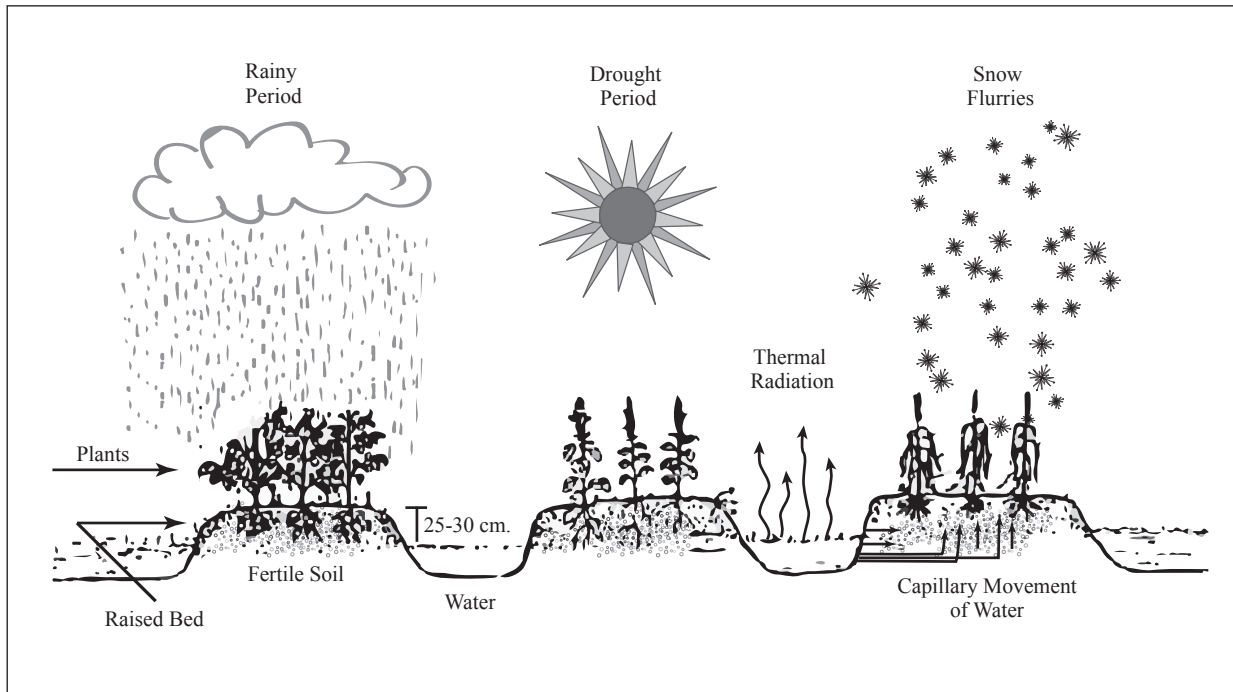
“Indeed, as both the fatwas of distinguished [scholars] who base their opinion on reason and tradition alike and the consensus of the Sunni community agree that the ancient obligation of extirpation, extermination, and expulsion of evil innovation must be the aim of our exalted aspiration, for “Religious zeal is a victory for the Faith of God the Beneficent”; then, in accordance with the words of the Prophet (Peace upon him!) “Whosoever introduces evil innovation into our order must be expelled” and “Whosoever does aught against our order must be expelled,” action has become necessary and exigent...”

Letter from Ottoman Sultan Selim I to Safavid Shah Ismail I, 1514

33. The letter from Selim I is most clearly an example of which of the following?
- (A) The maintenance of military supremacy at all costs
  - (B) Expanding tensions between religious sects
  - (C) Factors that brought about the collapse of the Ottoman Empire
  - (D) Peacemaking efforts among the Islamic empires
34. The Safavids drew the ire of Islamic empires such as the Ottoman and the Mughal Empires primarily because the Safavids
- (A) were an expansionist empire geographically located between two other expansionists
  - (B) rejected the central tenets of Islam
  - (C) enslaved Christians, and turned them into Safavid fighters
  - (D) Ismail proclaimed himself to be a Caliph
35. The empire founded by Ismail I can be best characterized by which religious tradition?
- (A) Sufi
  - (B) Sikh
  - (C) Sunni
  - (D) Shi'a

**GO ON TO THE NEXT PAGE.**

Questions 36–38 refer to the following image depicting a fourth-century agricultural technique.



Waru Waru, a raised-bed irrigation system, ca. fourth century B.C.E.

36. Which of the following innovations is LEAST similar to the system depicted in the diagram?
- (A) Chinampas  
 (B) Three-field system  
 (C) The horse collar  
 (D) Tributary system
37. Which of the following best explains why human labor took on a greater importance to Andean civilizations than it did in other parts of the world?
- (A) There were not many large enough animals to use as beasts of burden.  
 (B) Those who could not demonstrate adequate human labor were sacrificed in bloody rituals.  
 (C) The land was not particularly fertile and therefore required greater efforts to create conditions for crops to grow.  
 (D) Labor was seen as a great offering to the sun god.
38. Which of the following was NOT a function of Waru Waru?
- (A) Keeping crops safe from animals  
 (B) Retaining moisture for crops  
 (C) Allowing for more efficient trade  
 (D) Minimizing erosion

GO ON TO THE NEXT PAGE.

Questions 39–43 refer to the passage below.

“The greatest contribution that Africa can make to the peace of the world is to avoid all the dangers inherent in disunity, by creating a political union which will also by its success, stand as an example to a divided world. A Union of African states will project more effectively the African personality. It will command respect from a world that has regard only for size and influence. The scant attention paid to African opposition to the French atomic tests in the Sahara, and the ignominious spectacle of the U.N. in the Congo quibbling about constitutional niceties while the Republic was tottering into anarchy, are evidence of the callous disregard of African Independence by the Great Powers.”

Kwame Nkrumah, Ghanaian leader, 1961

39. Which of the following explains why Nkrumah feels Africa must “avoid all the dangers inherent in disunity”?
- (A) African nations will not achieve independence without unity.
  - (B) Disunity is what originally led many African nations into disarray.
  - (C) The African continent has already experienced its share of civil wars.
  - (D) The world community sees power as a function of size and influence.
40. Based on the speech, the French saw Africa as which of the following?
- (A) A collection of republics tottering into anarchy
  - (B) A resource for enhancing French power in the Cold War
  - (C) Important due to the Sahara’s natural resources
  - (D) A strong political union
41. The passage is most clearly an example of which of the following?
- (A) Responses to failed unification attempts in Africa
  - (B) A plea for the United Nations to intervene in Africa
  - (C) A proposal to increase the standing of Africa in the modern world
  - (D) Ardent opposition to the influence of capitalism in Africa
42. The inclusion of the Congo in Nkrumah’s argument is intended to do which of the following?
- (A) Demonstrate the possibility of African unity
  - (B) Give an example of how African nations are neglected by the world powers
  - (C) Present an illustration of how the development of a constitution brings order to nations
  - (D) Blame European powers for the difficulties experienced in Africa
43. Nkrumah’s argument in the passage most clearly supports which of the following ideologies?
- (A) Pan-Africanism
  - (B) Communism
  - (C) African socialism
  - (D) Neocolonialism

**GO ON TO THE NEXT PAGE.**



Questions 44–47 refer to the passage below.

“The real grievance of the worker is the insecurity of his existence; he is not sure that he will always have work, he is not sure that he will always be healthy, and he foresees that he will one day be old and unfit to work. If he falls into poverty, even if only through a prolonged illness, he is then completely helpless, left to his own devices, and society does not currently recognize any real obligation towards him beyond the usual help for the poor, even if he has been working all the time ever so faithfully and diligently. The usual help for the poor, however, leaves a lot to be desired, especially in large cities, where it is very much worse than in the country.”

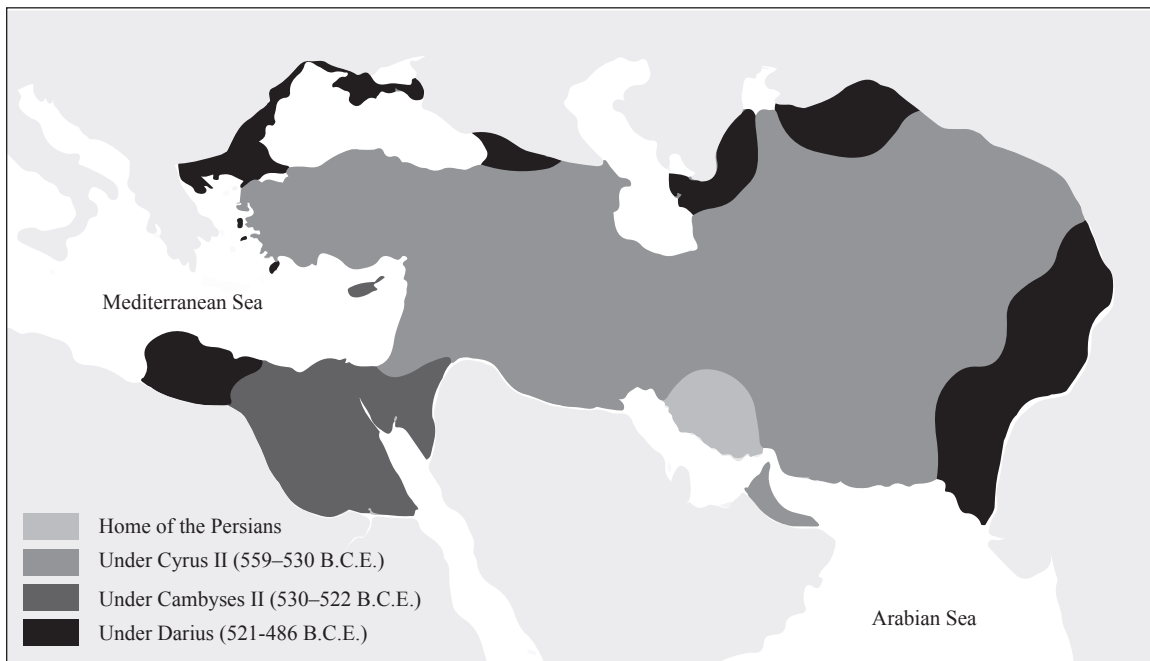
Otto von Bismarck, 1884

44. This speech led to the creation of laws that did which of the following?
- (A) Limited work hours in factories
  - (B) Established public health care and pensions
  - (C) Displaced citizens in the overpopulated city to the countryside
  - (D) Forced early retirement for aging workers
45. Otto von Bismarck likely made this speech in reaction to which of the following issues?
- (A) Social acceptance of child labor
  - (B) Declining life expectancy in Germany
  - (C) Criticisms of German trade tariffs
  - (D) Negative effects attributed to industrial capitalism
46. How would twentieth-century economist John Maynard Keynes suggest that society address Otto von Bismarck’s evaluation of workers in Germany?
- (A) Keynes would recommend government intervention in order to maintain aggregate demand.
  - (B) Keynes would suggest helping elderly workers, but claim that the government should not intervene in most circumstances.
  - (C) Keynes would caution against government intervention in personal economic matters.
  - (D) Keynes would advocate doing nothing because he felt poverty in rural areas was actually more severe than it was in cities.
47. The long-term effects of Otto von Bismarck’s speech include which of the following?
- (A) Development of socialized programs throughout much of Europe
  - (B) Disunity of the German states
  - (C) Communist overhaul of the eastern parts of Germany
  - (D) A decrease in German economic output

**GO ON TO THE NEXT PAGE.**

Questions 48–50 refer to the map below.

Spread of Achaemenid Empire, ca. 6th Century B.C.E.



48. Which of the following conclusions about the period 600 B.C.E. to 400 B.C.E. is most directly supported by the map?
- (A) The significant contributions of Cyrus II derived from his battles in Egypt.
  - (B) Cambyses focused his military campaigns on the land near the Hindu Kush.
  - (C) The Persians spread their empire outward from their home on the Arabian Peninsula.
  - (D) Darius I brought the Achaemenid Empire into direct conflict with Greek city-states more than his predecessors did.
49. Which empire was most similar to the Achaemenid Empire in its ambition to unify competing states over the course of generations of rulers via a process of centralization?
- (A) Phoenicia
  - (B) Han Dynasty
  - (C) Gupta Dynasty
  - (D) Zhou Dynasty
50. Which of the following was an important direct effect on Central Asia to derive from the expansion of the Achaemenid Empire?
- (A) Expansive trade routes were established.
  - (B) A common religion was required of all citizens.
  - (C) East Asian languages and religions became influential.
  - (D) Cross-cultural commerce became stagnant.

**GO ON TO THE NEXT PAGE.**

Questions 51–55 refer to the lyrics below.

Oh, shame on you, poor Winter King!  
 What’s this that you have done?  
 Is ‘t not a very naughty thing  
 To snatch the kaiser’s crown?  
 Now you will have to stay away  
 Alike from Rhine and Prague,  
 And more than that-shame and dismay  
 Your days and nights will plague.

Right well you knew, and all the world,  
 Right well they know this thing,  
 That Ferdinand alone can be  
 Bohemia’s lawful king.  
 So come, dear Fritz, rouse up and go  
 To Ferdinand, your king,  
 And beg him graciously to show  
 Full pardon for your sin.

“Poor Winter King,” seventeenth-century song

51. Based on the song, the Winter King did which of the following?
- (A) Gave over his crown to King Ferdinand
  - (B) Successfully defended his land from the Holy Roman Empire
  - (C) Rebelled against King Ferdinand
  - (D) Claimed the lands of Bohemia for the Catholic Church
52. Which of the following events inspired the composition of this song?
- (A) Peace of Augsburg
  - (B) War of Spanish Succession
  - (C) Edict of Nantes
  - (D) Thirty Years’ War
53. The narrator of the song would most likely identify as which of the following?
- (A) Roman Catholic
  - (B) Eastern Orthodox
  - (C) Protestant
  - (D) Muslim
54. Which of the following best explains why the narrator mentions “Rhine and Prague”?
- (A) They are destinations for the Winter King’s planned pilgrimage.
  - (B) These are lands that the Winter King lost in battle.
  - (C) Because these were strongholds of the Holy Roman Empire, the narrator warns the Winter King to stay away.
  - (D) They are significant military posts within the borders of the Holy Roman Empire.
55. Which of the following is an important underlying issue in this song?
- (A) Rules of royal succession
  - (B) Religious conflict
  - (C) Military stalemate
  - (D) Social class conflicts

**GO ON TO THE NEXT PAGE.**

## WORLD HISTORY

## SECTION I, Part B

Time—50 minutes

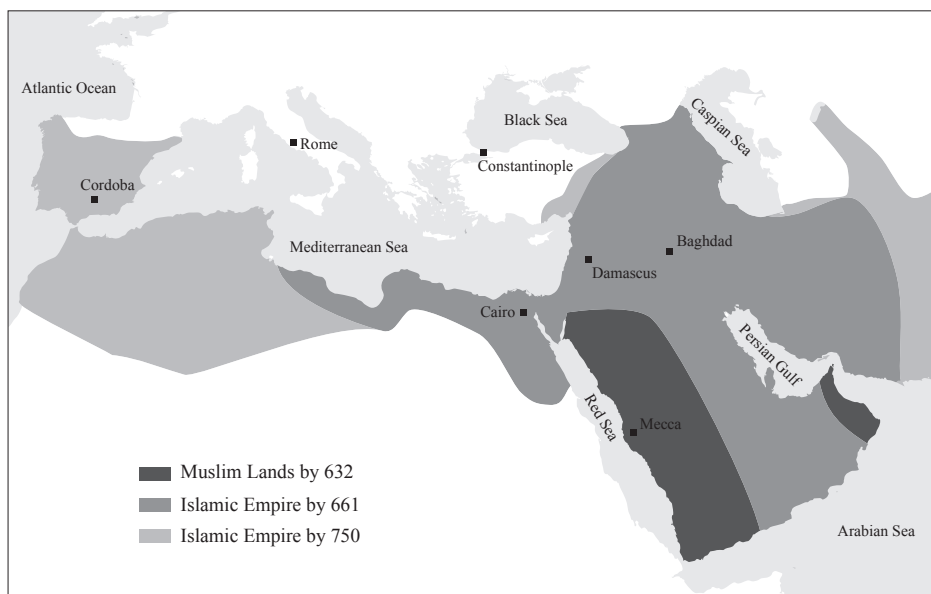
## 4 Questions

**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.

**Expansion of the Umayyad Caliphate, ca. 7th–8th Century C.E.**



- a) Identify and explain TWO ways that the expansion of the Umayyad Caliphate changed a particular region or regions.  
 b) Identify and explain ONE reason that the Umayyad Caliphate experienced a decline.

**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 improved transportation technology led to cultural diffusion during the period 600 C.E. to 1450 C.E. Use specific examples from one or more civilizations.

**GO ON TO THE NEXT PAGE.**

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

“The fact that we can release atomic energy ushers in a new era in man’s understanding of nature’s forces. Atomic energy may in the future supplement the power that now comes from coal, oil, and falling water, but at present it cannot be produced on a basis to compete with them commercially. Before that comes there must be a long period of intensive research. It has never been the habit of the scientists of this country or the policy of this government to withhold from the world scientific knowledge. Normally, therefore, everything about the work with atomic energy would be made public.

But under the present circumstances it is not intended to divulge the technical processes of production or all the military applications. Pending further examination of possible methods of protecting us and the rest of the world from the danger of sudden destruction.”

President Harry Truman, speech informing American citizens that an atomic weapon had been used against Japan, August 6, 1945

- a) Identify and explain ONE way that the speech reflects the complexity of atomic technology.
- b) Identify and explain TWO ways in which the development of this weapon impacted international relations following the Second World War.

**GO ON TO THE NEXT PAGE.**

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



Phillip Veit, *Germania*, 1848

- Identify and explain ONE symbol in the painting that represents German nationalism.
- Identify and explain ONE factor that brought about nationalist fervor in Germany.
- Select a nationalist movement (besides that of Germany), state its primary goal, and explain whether, in your opinion, it succeeded in its goal. Briefly explain your choice using evidence.

**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<sup>®</sup> 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 . 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 1–5. 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 four 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 three 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, discuss the barriers women have faced for more equal treatment in modern society. Consider the goals and methods of such campaigns.

**Document 1**

Source: Anna Manning Comfort, *The Public* 2, 1899.

*Home Burdens of Uncle Sam*

“Take up the white man’s burden” –

The Negro, once our slave!

Boast lightly of his freedom,

This problem still is grave.

We scoff and shoot and lynch him,

And yet, because he’s black,

We shove him out of office

And crowd him off the track.

“Take up the white man’s burden” –

Yes, one of them is sex.

Enslaved are your brave women,

No ballot, while you tax!

Your labors and your conflicts,

Columbia’s daughters share,

Yet still denied the franchise,

Quick give! be just! deal fair!

**GO ON TO THE NEXT PAGE.**

## Document 2

Source: From the *Women's Charter*, adopted at the Founding Conference of the Federation of South African Women, Johannesburg, 1954.

This organisation is formed for the purpose of uniting women in common action for the removal of all political, legal, economic, and social disabilities. We shall strive for women to obtain:

1. The right to vote and to be elected to all State bodies, without restriction or discrimination.
2. The right to full opportunities for employment with equal pay and possibilities of promotion in all spheres of work.
3. Equal rights with men in relation to property, marriage and children, and for the removal of all laws and customs that deny women such equal rights.
4. For the development of every child through free compulsory education for all; for the protection of mother and child through maternity homes, welfare clinics, crèches and nursery schools, in countryside and towns; through proper homes for all, and through the provision of water, light, transport, sanitation, and other amenities of modern civilisation.
5. For the removal of all laws that restrict free movement, that prevent or hinder the right of free association and activity in democratic organizations, and the right to participate in the work of these organisations.
6. To build and strengthen women's sections in the National Liberatory movements, the organisation of women in trade unions, and through the peoples' varied organisation.
7. To cooperate with all other organisations that have similar aims in South Africa as well as throughout the world.
8. To strive for permanent peace throughout the world.

## Document 3

Source: *The Plight of Women's Work in the Early Industrial Revolution in England and Wales*, evidence taken by Children's Employment Commission, 1841.

Miss — has been for several years in the dress-making business. The common hours of business are from 8 A.M. 'til 11. P.M. in the winters; in the summer from 6 or half past 6 A.M. 'til 12 at night. During the fashionable season, that is from April 'til the later end of July, it frequently happens that the ordinary hours are greatly exceeded; if there is a drawing room or grand fete, or mourning to be made, it often happens that the work goes on for 20 hours out of the 24, occasionally all night. . . . The general result of the long hours and sedentary occupation is to impair seriously and very frequently to destroy the health of the young women. The digestion especially suffers, and also the lungs: pain to the side is very common, and the hands and feet die away from want of circulation and exercise.

Miss — is sure that there are some thousands of young women employed in the business in London and in the country. If one vacancy were to occur now there would be 20 applicants for it. Thinks that no men could endure the work enforced from the dress-makers.

**GO ON TO THE NEXT PAGE.**

## Document 4

Source: Aung San Suu Kyi, Nobel Prize Laureate, excerpts from keynote address at APC Conference, 1995.

For millennia women have dedicated themselves almost exclusively to the task of nurturing, protecting, and caring for the young and old, striving for the conditions of peace that favour life as a whole. To this can be added the fact that, to the best of my knowledge, no war was ever started by women. But it is women and children who have always suffered most in situations of conflict. Now that we are gaining control of the primary historical role imposed on us of sustaining life in the context of the home and family, it is time to apply in the arena of the world the wisdom and experience thus gained in activities of peace over so many thousands of years. The education and empowerment of women throughout the world cannot fail to result in a more caring, tolerant, just, and peaceful life for all.

## Document 5

Source: Raja Rammohan Roy, *A Second Conference Between an Advocate for, and an Opponent of the Practice of Burning Widows Alive*, 1820.

Advocate:

I alluded. . . to the real reason for our anxiety to persuade widows to follow their husbands, and for our endeavors to burn them pressed down with ropes: viz., that women are by nature of inferior understanding, without resolution, unworthy of trust, subject to passions, And void of virtuous knowledge; they, according to the precepts of the Sastra, are not allowed to marry again after the demise of their husbands, and consequently despair at once of all worldly pleasure; hence it is evident, that death to these unfortunate widows is preferable to existence; for the great difficulty which a widow may experience by living a purely ascetic life, as prescribed by the Sastras, is obvious; may bring disgrace upon her paternal and maternal relations, and those that may be connected with her husband. Under these circumstances, we instruct them from their early life in the idea of the beatitude of their relations, both by birth and marriage, and their reputation in this world. From this many of them, on the death of their husbands, become desirous of accompanying them; but to remove every chance of their trying to escape from the blazing fire, in the burning them we first tie them down to the pile.

END OF PART A

GO ON TO THE NEXT PAGE.

## 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 continuity/change over time.
- **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 emergence of religions and philosophies in the sixth and fifth centuries B.C.E. transformed Asian culture. In the development of your argument, explain what changed and what stayed the same from the period before the emergence of the new religions and philosophies in the sixth and fifth centuries B.C.E. to the period after the emergence of these religions and philosophies in the sixth and fifth centuries B.C.E.

**Question 3:** Evaluate the extent to which the emergence of Enlightenment philosophies in the seventeenth century C.E. transformed European culture. In the development of your argument, explain what changed and what stayed the same from the period before the emergence of Enlightenment philosophy in the seventeenth century C.E. to the period after the emergence of Enlightenment philosophy in the seventeenth century C.E.

END OF EXAMINATION