



# SAMPLE QUESTIONS

## for the Redesigned AP World History Course (as of August 2017)

**IMPORTANT NOTE: IMPORTANT NOTE:** These exams are written for teacher use in the classroom only and will NOT be sold to anyone who is not an AP History teacher. For the benefit of all teachers in the AP World History community who use these exams for assessments with their students, please DO NOT post any of the material in this exam on any website or encourage any student to do so. We can all benefit from this resource if we work together to maintain test security.

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# WORLD HISTORY

## SAMPLE QUESTIONS

### SECTION I, Part A

Time – 55 minutes

55 Questions

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

Source materials have been edited for the purpose of this exercise.

#### [Period 2: c. 600 BCE to c. 600 CE]

Questions 1-3 refer to the passages below.

Seventh Major Rock Edict

*“The Beloved of the Gods, the king of Piyadassi, wishes that all [religious] sect may dwell in all places, for all seek self-control and purity of mind. But men have varying desires and varying passions. They will either practice all that is requires or else only a part. But even he who is generous, yet has not self-control, purity of mind, gratitude, and firm faith, is regarded as mean.”*

Twelfth Major Rock Edict

*“The Beloved of the Gods, the king Piyadassi, honors all sects and both ascetics and laymen, with gifts and various forms of recognition. But the Beloved of the Gods do not consider gifts or honor to be as important as the advancement of the essential doctrine of all sects. ... On each occasion one should honor another man’s sect, .... Therefore, concord\* is to be commanded, so that men may hear one another’s principles and obey them. This is the desire of the Beloved of the Gods, that all sects should be well-informed, and should teach that which is good, ...”*

\*harmony between people or groups

--India, c. 269-232 BCE

1. The Mauryan emperor Ashoka posted these edicts in response to which of the following situations?
  - (A) The promotion of a balanced and peaceful life as preached by Daoists
  - (B) The violence he witnessed due to Vedic beliefs and rituals
  - (C) The social harmony he witnessed due to Confucian ideas and rituals
  - (D) The promotion of monotheism due to the Jewish diaspora
2. Similar to Persia, the passages provide evidence that the Mauryan emperor Ashoka
  - (A) used monasteries to promote one religious tradition over another
  - (B) relied on local soldiers and religious leaders to maintain peace
  - (C) emphasized diplomacy through legal systems in order to project power
  - (D) emphasized public performance of religious rituals to promote trade

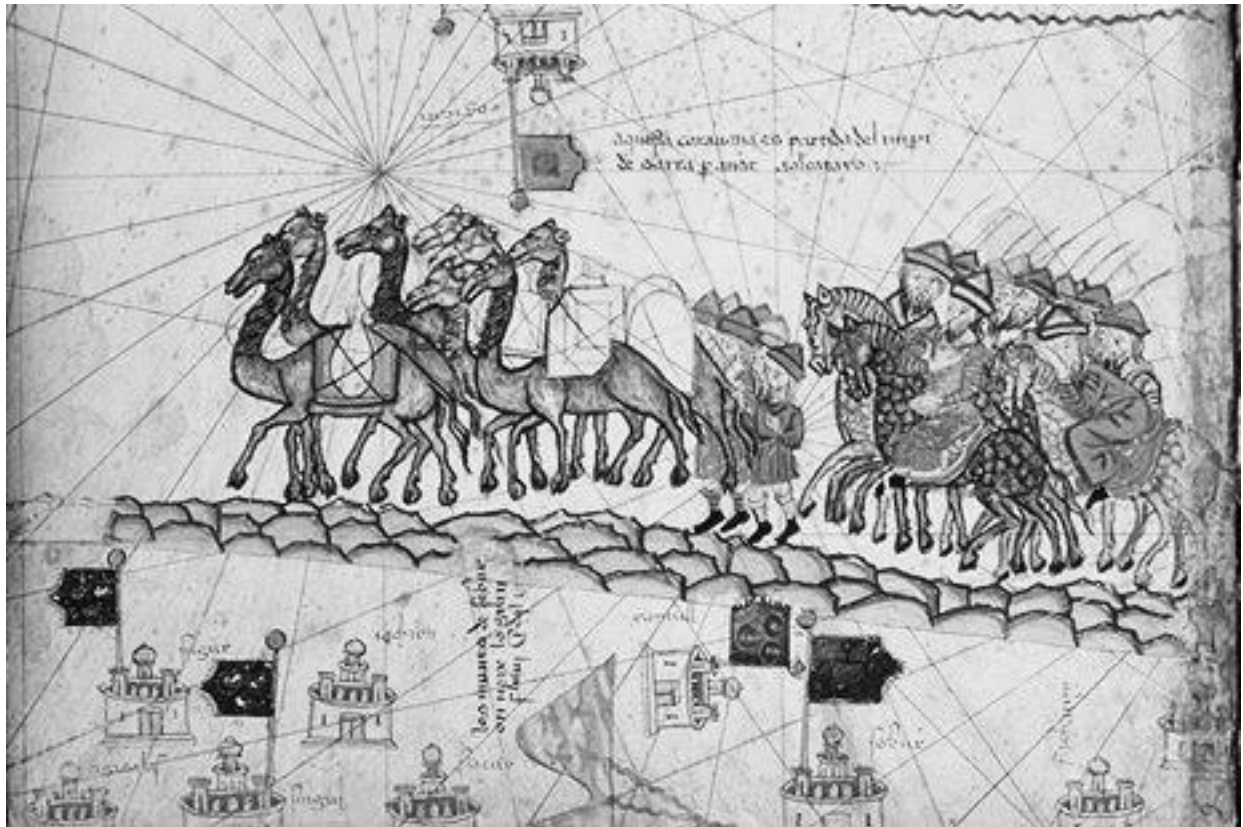
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3. Which of the following is an effect of the passages above?
- (A) The spread of Buddhism through the efforts of missionaries and merchants
  - (B) The spread of Hinduism through the creation of educational institutions
  - (C) The spread of Mauryan legal traditions through diasporic communities
  - (D) The spread of Christianity through soldiers settling in regions after military conquests

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**[Period 2: c. 600 BCE to c. 600 CE]**

Questions 4 - 6 refer to the image below.



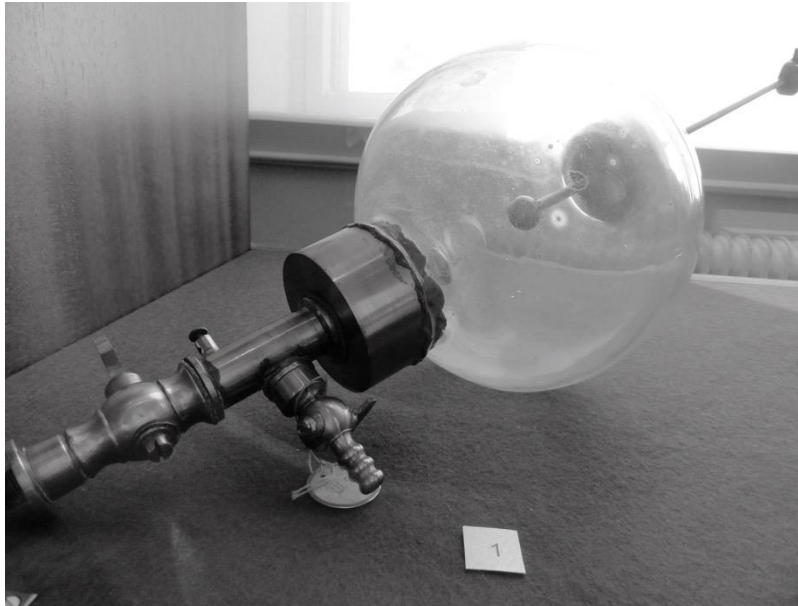
“On the Silk Road,” by Cresques Abraham, Atlas Catalan, c. 1380

4. Which of the following innovations encouraged interregional trade depicted in the image?
  - (A) The creation of caravanserais
  - (B) Introduction of the astrolabe
  - (C) Introduction of the compass
  - (D) Use of exotic animals for transportation
5. The Silk Road as shown by the image above is evidence of which larger trend of the Post-Classical era?
  - (A) Creation of imperial road systems
  - (B) Increased use of animals for transportation
  - (C) Geographical expansion of existing trade networks
  - (D) Expansion of militaries to protect merchants
6. Which of the following is a short-term effect of the long-distance trade practices depicted in the image?
  - (A) The growth of powerful new trading cities such as Hangzhou
  - (B) New forms of credit and monetization such as bills of exchange
  - (C) The decline of powerful empires such as the Mongols
  - (D) A shift to more maritime trade routes such as the Indian Ocean

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**Period 5: c. 1750 to c. 1900**

Questions 7 - 9 refer to the image below.



Incandescent bulb, circa late 19<sup>th</sup> century, Finland

7. By the late 19<sup>th</sup> century, the image above was characteristic of which of the following larger trends?
  - (A) The Scientific Revolution
  - (B) The Computer Revolution
  - (C) The Second Agricultural Revolution
  - (D) The Second Industrial Revolution
8. Which of the following factors led to the development of the incandescent bulb?
  - (A) New methods in the production of resources such as steel and chemicals
  - (B) An increased need for raw materials such as rubber
  - (C) Exploitation of new sources of energy such as fossil fuels
  - (D) Less specialization of labor due to the factory system
9. Which of the following was an immediate effect in the late nineteenth century of the growth and commercialization of inventions like those depicted in image?
  - (A) The increased economic independence of industrialized countries such as Japan
  - (B) The development of extensive mining centers, including copper in Mexico
  - (C) A decrease of steam-powered industrial production with the introduction of electricity
  - (D) An increase in the production of manufactured goods in countries such as Egypt

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**END OF PART A**  
**IF YOU FINISH BEFORE TIME IS CALLED, YOU MAY**  
**CHECK YOUR WORK ON PART A.**  
**DO NOT GO ON TO PART B UNTIL YOU ARE TOLD TO DO SO.**

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## World History Sample Questions

### Answer Key with Curriculum and Exam Description (CED) References and Skills

	<u>Key</u>	<u>Key Concepts</u>	<u>Skills</u>
1.	B	2.1.II.A	Causation
2.	C	2.2.II.A	Comparison
3.	A	2.1.II.A	Causation
4.	A	3.1.I	Causation
5.	C	2.1.II.A	Contextualization
6.	A	3.1.IA	Causation
7.	D	5.1.IE	Contextualization
8.	A	5.1.IE	Causation
9.	B	5.1.II.D	Causation



## World History Redesigned Sample Questions

### Answer Key with Explanations

1. **(B)** Ashoka converted to Buddhism from Hinduism after he witnessed the horror of the carnage at the Battle of Kalinga. Once he became emperor, he applied Buddhist beliefs to his legal codes and posted the laws throughout South Asia on stone pillars.
2. **(C)** Emperors in the Classical period used diplomacy as one tool to build their power and unify their states. An example of this in addition to Ashoka's policy of religious toleration noted in both Rock Edict Seven and Rock Edict Twelve, was the religious toleration of Cyrus the Great of the Achaemenid Persian Empire. Rome also used diplomacy by allowing conquered peoples to keep most of their own traditions and customs, and Alexander encouraged soldiers to marry local wives and settle in the area and also to respect local traditions and customs.
3. **(A)** In addition to Ashoka's Rock and Pillar Edicts, his support for the building of educational institutions and the stability he provided with his bureaucracy and government based on Buddhist principles encouraged Buddhism to spread. Furthermore, Buddhist merchants and missionaries diffused the ideas through interactions to the east and into China.
4. **(A)** Caravanserai, or inns, for travelers were set up along the Silk Roads to facilitate the land-based trade in the Post-Classical period. The image illustrates land-based trade by the mode of transportation (horses and camels). The astrolabe and compass were utilized mostly for maritime trade. Camels and horses are not exotic, and they were domesticated during the Classical period.
5. **(C)** The image shows a variety of cities through the number of building and flags noting the extensive amount of trade. Also, this image was found in the "Atlas Catalan" which produced in Spain, a state not physically on the Silk Roads.
6. **(A)** See explanation for question 5. Moreover, the rise of new cities due to expansion of existing trade routes was a main characteristic of the Post-Classical period. Forms of credit and monetization were causes for this growth. The Mongols gained power through control of the Silk Roads.
7. **(D)** While the Second Industrial Revolution continued to expand on the First Industrial Revolution's use of steam power and advances in machinery, it introduced new innovations after 1850 that expanded industrialism such as the use of chemicals, the production of steel and the application of electricity after 1850.
8. **(A)** See explanation for question 7.
9. **(B)** Mining increased with the development of the Second Industrial Revolution. Because of increased demand for rare metals used in the production of finished goods or machinery, mining operations for silver, copper, and gold increased along with the quest for other raw materials.

## SHORT ANSWER QUESTIONS (SAQs)

**Directions:** Read each question carefully. Answer all parts of every question. Use complete sentences; an outline or bulleted list alone is not acceptable. Sources have been edited for the purposes of this exercise.

“Originally, Ch’in [Qin] was a small feudal state in the western part of China. Until the early years..., it was still rather backward, and was looked upon by the various eastern states as a ‘barbarian’ country. Later, Ch’in carried out...political reforms, implemented the Legalist line and, as a consequence, rapidly became strong and prosperous...[he] was an outstanding statesman...Within a short period of time he unified the six states and established the first centralized feudal state.

...To be sure, as the political power of the newly rising landlord class, the Ch’in dynasty, beside performing the revolutionary function of assailing the restoration forces of the slave owners, also oppressed and exploited the peasants, and there was from the very beginning an irreconcilable class contradiction between it and the peasantry. However, this kind of contradiction between the newly rising landlord class and the restoration forces of the slave owners was more violent, and there was a real danger that the...slave owners might overthrow and usurp the political power of the landlord class...

Without exception, reactionary Confucian scholars through the ages have cursed Ch’in...through gritted teeth for...’burning the books and burying Confucian scholars alive...Any given culture...is a reflection of the politics and economics of a given society, and in turn it has a tremendous influence and effect upon that society’s politics and economics.’ After Ch’in...unified the whole country...there was an urgent need to establish a culture adapted to it so to secure the predominant position...of the newly rising landlord class...”

T’ang Hsiao-wen, Chinese scholar, 1975

1. Use the passage above to answer (a), (b), and (c)
  - a) Provide ONE piece of evidence that supports Hsiao-wen’s contention in the passage regarding the development of the Chinese Empire in the period circa 220 B.C.E and 220 C.E.
  - b) Provide ANOTHER piece of evidence that supports Hsiao-wen’s contention in the passage regarding the development of the Chinese Empire in the period circa 220 B.C.E and 220 C.E.
  - c) Provide ONE piece of evidence that refutes Hsiao-wen’s contention in the passage regarding the development of the Qin dynasty.
2. Answer (a), (b), and (c)
  - a) Describe ONE way in which changes in agriculture in the Americas led to changes in labor systems in the period 1492-1750.
  - b) Describe a DIFFERENT way in which changes in agriculture in the Americas led to changes in labor systems in the period 1492-1750.
  - c) Explain ONE social effect of the changes in agriculture and labor systems in the Americas in the period 1492-1750.

**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.**

**WORLD HISTORY REDESIGNED EXAM SAMPLE QUESTIONS**  
**Short Answer Questions (SAQs)—Course and Exam Description (CED)**  
**References and Skills**

	<u>Key Concepts</u>	<u>Learning Objectives</u>	<u>Skill</u>
1.	2.2.I, 2.2.II	SB-1, SB-2, SB-4	Analyzing Evidence
2.	4.2.II, 4.2.III	ECON-5, ECON-6, SOC-2, SOC-8	Continuity and Change over Time

## LONG ESSAY QUESTIONS (LEQS)

Suggested writing time: 40 minutes

**Directions:** Choose ONE of the following four questions.

In your response you should do the following:

- **Thesis:** Present a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.
  - **Application of Historical Thinking Skills:** Develop and support an argument that applies the historical thinking skill of causation.
  - **Supporting the Argument with Evidence:** Utilize specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument.
  - **Synthesis:** Extend the argument by explaining the connections between the argument and ONE of the following.
    - A development in a different historical period, situation, era, or geographic 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).
1. Evaluate the extent to which the connections between the Eastern and Western Hemispheres transformed the world's economy in the sixteenth and seventeenth centuries. (Continuity and Change)
  2. Evaluate the most significant factor that led to the development and spread of global capitalism in the period circa 1750 to 1900. (Causation)

WHEN YOU FINISH WRITING, CHECK YOUR WORK IF TIME PERMITS

**WORLD HISTORY REDESIGNED EXAM**  
**LONG ESSAY QUESTIONS (LEQs) CED References and Skills**

	<u>Key Concepts</u>	<u>Learning Objectives</u>	<u>Skills</u>
LEQ 1.	4.1.V, 4.1.VI	CUL-2, ENV-5, ENV-8, ECON-12, SOC-7, SOC-8	Continuity and Change
LEQ 2.	5.1.V	CUL-3, ECON-9	Causation

## WORLD HISTORY DBQ

**Suggested Time – 1 hour**

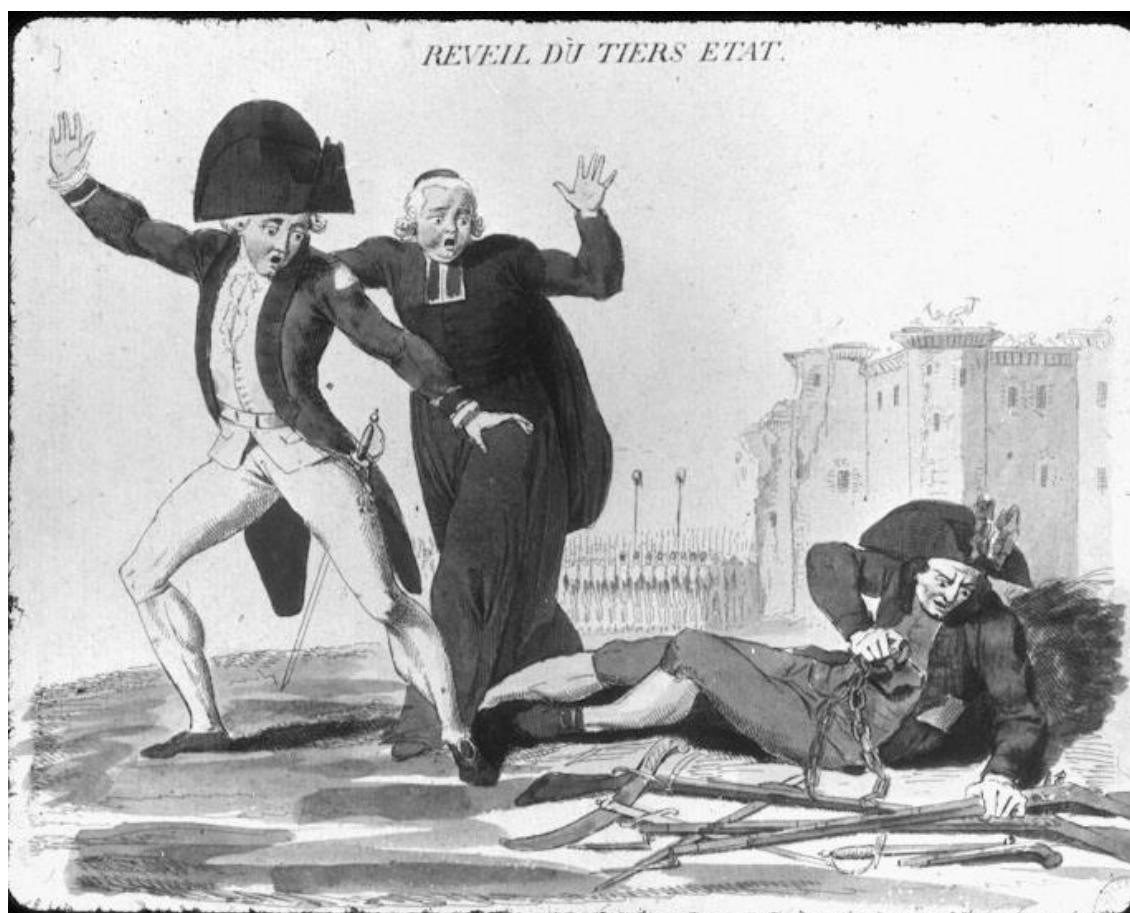
**[Note: the DBQ below covers material for Period 2. The updated curriculum framework as of August 2017 states that DBQs will not cover Periods 1 or 2 for the 2018 exam administration and beyond.]**

**Directions:** Question 1 is based on the accompanying documents 1-7. The documents have been edited for the purpose of this exercise. This question is designed to test your ability to apply several historical thinking skills simultaneously including historical argumentation, use of relevant historical evidence and contextualization. Your response should be based on your analysis of the documents and your knowledge of the topic.

- 1. Evaluate the extent to which Enlightenment thought affected reformist and revolutionary movements during the period 1750-1914.**

Document 1

Source: The Third Estate Awakens, 1789





## Document 2

**Source: The Saint-Dominique Constitution of 1801**

**Article 3:** There cannot exist slaves on this territory, servitude is therein forever abolished. All men are born, live and die free and French.

**Article 4:** All men regardless of color, are eligible to all employment.

**Article 5:** There shall exist no distinction other than those based on virtue and talent...The law is the same for all whether in punishment or protection.

**Article 6:** The catholic, apostolic, roman faith shall be the only publicly professed faith.

**Article 10:** Divorce shall not take place in the colony.

**Article 28.** The Constitution nominates the citizen Toussaint-Louverture Chief General of the army of Saint-Domingue, and, in consideration for important services rendered to the colony, in the most critical circumstances of the revolution, and upon the wishes of the grateful inhabitants, he is entrusted the direction thereof for the remainder of his glorious life.

**Article 30.** In order to strengthen the tranquility that the colony owes to steadfastness, activity, indefatigable zeal and rare virtues of the General Toussaint-Louverture, and in sign of the unlimited trust of the inhabitants of Saint-Domingue, the Constitution attribute exclusively to this general the right to designate the citizen who, in the unfortunate event of the general's death, shall immediately replace him...

## Document 3

**Source: The Brazilian Constitution of 1824**

Article 1. THE EMPIRE of Brazil is the Political Association of all Brazilian Citizens. They form a free and independent Nation which does not admit with any other bond of union or federation that opposes their Independence.

Article 2. Its territory is divided into Provinces in the form in which it is at present, which may be subdivided, as well as to ask for the good of the State.

Article 3. Its Government is Monarchical Hereditary, Constitutional, and Representative.

Article 4. Dynastia Imperante is that of Dom Pedro I current Emperor, and Perpetual Defender of Brazil.

Article 5. The Roman Catholic Apostolic Religion will continue to be the Religion of the Empire. All other Religions will be allowed with their domestic worship, or privately in houses intended for this purpose, without any exterior form of the Temple.

#### Document 4

**Source: Karl Marx, *Communist Manifesto*, 1848**

“We have seen above that the first step in the revolution by the working class is to raise the proletariat to the position of ruling class to win the battle of democracy. The proletariat will use its political supremacy to wrest, by degree, all capital from the bourgeoisie, to centralize all instruments of production in the hands of the state, i.e., of the proletariat organized as the ruling class; and to increase the total productive forces as rapidly as possible. These measures will, of course, be different in different countries. Nevertheless, in most advanced countries, the following will be pretty generally applicable.

1. Abolition of property in land and application of all rents of land to public purposes.
2. A heavy progressive or graduated income tax.
3. Abolition of all rights of inheritance.
4. Confiscation of the property of all emigrants and rebels.
5. Centralization of credit in the banks of the state, by means of a national bank with state capital and an exclusive monopoly.
6. Centralization of the means of communication and transport in the hands of the state.
7. Extension of factories and instruments of production owned by the state; the bringing into cultivation of waste lands, and the improvement of the soil generally in accordance with a common plan.
8. Equal obligation of all to work. Establishment of industrial armies, especially for agriculture.
9. Combination of agriculture with manufacturing industries; gradual abolition of all the distinction between town and country by a more equable distribution of the populace over the country.
10. Free education for all children in public schools. Abolition of children’s factory labor in its present form. Combination of education with industrial production, etc.

In place of the old bourgeois society, with its classes and class antagonisms, we shall have an association in which the free development of each is the condition for the free development of all.”

## Document 5

**Source:** Alexander II, *Declaration Emancipating the Serfs*, 1861

*“Summoned to the throne of our ancestors by Divine Providence and the sacred law of heredity, we have promised ourselves with heartfelt sincerity to extend our affection and imperial solicitude to all our faithful subjects, whatever their rank or condition, from the soldier who nobly bears arms in the defense of his country to the humble artisan who faithfully carries on his industry; from the functionary who occupies a high office in the State to the laborer whose plow furrows the fields.*

*As we consider the various classes of which the State is composed, we are convinced that the laws of our empire which have wisely provided for the upper and middle classes, and have fixed with precision their rights and obligations, have not reached the same degree of success in relation to the peasants bound to the soil, who, either through ancient laws or custom, have been hereditarily subjected to the authority of the landlords. Indeed, the rights of landowners over their serfs have hitherto been very extensive and very imperfectly defined by the laws, which have been supplemented by tradition, custom, and the good will of the landlords.*

*This system has at best established patriarchal relations based upon the fairness and benevolence of the landowners and an affectionate docility on the part of the peasants but as manners have lost their simplicity, the paternal ties between the landlords and the peasants have been weakened. Furthermore, as the seigniorial authority falls into the hands of those exclusively intent on their own selfish advantage, those relations of mutual good will have tended to give way and open the door to arbitrariness, burdensome to the peasants and hostile to their prosperity. This has served to develop in them an indifference to all progress.”*

## Document 6

**Source:** Liang Qichao, *Chinese reformer, Observations on a Trip to America, 1902-1905*

*The weaknesses of the Chinese people can be listed as follows:*

- 1. Our character is that of clansmen rather than citizens...*
- 2. We have a village mentality and not a national mentality.*
- 3. We can only accept despotism and cannot enjoy freedom.*

*When I look at the societies of the world, none is so disorderly as the Chinese community in San Francisco. Why? The answer is freedom. The characters of the Chinese in China is not superior to those of San Francisco, but at home they are governed by officials and restrained by fathers and elder brothers. Now, freedom, constitutionalism, and republicanism mean government by the majority, but the overwhelming majority are like those of San Francisco. If we were to adopt a democratic system of government now, it would be nothing less than committing national suicide.*

## Document 7

**Source: The Young Turks: *Proclamation for the Ottoman Empire, 1908***

“The basis for the Constitution will be respect for the predominance of the national will. One of the consequences of this principle will be to require without delay the responsibility of the minister before the Chamber, and, consequently, to consider the minister as having resigned, when he does not have a majority of the votes of the Chamber.

Provided that the number of senators does not exceed one-third the number of deputies, the Senate will be named as follows: one-third by the Sultan and two-thirds by the nation, and the term of senators will be of limited duration.

It will be demanded that all Ottoman subjects having completed their twentieth year, regardless of whether they possess property or fortune, shall have the right to vote. Those who have lost their civil rights will naturally be deprived of this right.

It will be demanded that the right freely to constitute political groups be inserted in a precise fashion in the constitutional charter, in order that Article 1 of the Constitution of 1293 A.H. [Anno Hegira] be respected.

The Turkish tongue will remain the official state language. Official correspondence and discussion will take place in Turkish.

Every citizen will enjoy complete liberty and equality, regardless of nationality or religion, and be submitted to the same obligations. All Ottomans, being equal before the law as regards rights and duties relative to the State, are eligible for government posts, according to their individual capacity and their education. Non-Muslims will be equally liable to the military law.

The free exercise of the religious privileges which have been accorded to different nationalities will remain intact.

The reorganization and distribution of the State forces, on land as well as on sea, will be undertaken in accordance with the political and geographical situation of the country, taking into account the integrity of the other European powers.

Provided that the property rights of landholders are not infringed upon (for such rights must be respected and must remain intact, according to law), it will be proposed that peasants be permitted to acquire land, and they will be accorded means to borrow money at a moderate rate.

Education will be free. Every Ottoman citizen, within the limits of the prescriptions of the Constitution, may operate a private school in accordance with the special laws.”

**END OF DOCUMENTS**

# SAMPLE DBQ

## CED References and Skills

**Key Concepts**

5.3.I  
5.3.II  
5.3.III  
5.3.IV

**Learning Objectives**

CUL-3  
SB-4  
SB-7  
SOC-7

**Skills**

Primary Targeted Skill: Continuity and Change

Additional Skills:  
Argumentation  
Analyzing Evidence  
Contextualization  
Synthesis