



SAMPLE QUESTIONS

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# AP<sup>®</sup> World History Exam

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AP World History Curriculum Framework

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# Introduction

These sample exam questions were originally included in the *AP World History Curriculum Framework*, published in fall 2014. The *AP World History Course and Exam Description*, which is out now, includes that curriculum framework, along with a new, unique set of exam questions. Because we want teachers to have access to all available questions that support the new exam, we are making those from the fall 2014 curriculum framework available in this supplementary document.

The sample exam questions illustrate the relationship between the curriculum framework and the redesigned AP World History Exam, and they serve as examples of the types of questions that appear on the exam.

Each question is followed by the main learning objectives and key concepts it addresses. For multiple-choice and short-answer questions, the historical thinking skills they address are also provided. A question may partially address other learning objectives, skills, or key concepts, but only the primary ones are listed.

For multiple-choice questions, an answer key is provided. A description of what good responses will include appears at the end of each section for the short-answer questions, document-based questions, and long essay questions.

## Section I: Multiple-Choice Questions

As demonstrated in the following examples, question sets will be organized around two to five questions that focus on a primary source, secondary source, or historical issue.

**Set 1:** This set of tablet inscriptions focuses on commercial exchange and social stratification in Mesopotamia during the second millennium B.C.E. The accompanying questions require student understanding of Mesopotamian economic and social development. Students must analyze the sources as evidence and within a historical context.

**Questions 1 to 3 refer to the passages below.**

“You said, ‘I will give good copper to Gimil-Sin.’ That is what you said, but you have not done so; you offered bad copper to my messenger saying ‘Take it or leave it.’ Who am I that you should treat me so? Are we not both gentlemen?”

Tablet inscription of a message from a customer to a copper merchant, Ur, Mesopotamia, circa 1800 B.C.E.

“A merchant will loan to his business partners approximately 3 pounds of silver, for an expedition to the Arabian peninsula to buy there copper. . . . After safe termination of the voyage, the merchant loaning the silver will not recognize commercial losses; the debtors have agreed to satisfy him with four *mina* of copper for each weight of silver, roughly 500 pounds of copper total, as a just price.”

Tablet inscription, Ur, Mesopotamia, circa 1800 B.C.E.

1. The interactions described in the inscriptions are best understood in the context of which of the following?
  - (A) The desertification of the Middle East
  - (B) The development of trade networks
  - (C) Growing patriarchy in agricultural societies
  - (D) Government regulation of commercial activities

Learning Objective	Historical Thinking Skill	Key Concept in the Curriculum Framework
ECON-12 Evaluate how and to what extent networks of exchange have expanded, contracted, or changed over time.	Contextualization	1.3 III E

2. The tone of the first inscription best reflects which of the following developments in early urban societies?
- (A) The mobilization of surplus labor
- (B) The militarism of Mesopotamian city-states
- (C) The appeal to religion as a source of authority
- (D) The stratification of social groups

Learning Objective	Historical Thinking Skills	Key Concept in the Curriculum Framework
<b>SOC-2</b> Assess how the development of specialized labor systems interacted with the development of social hierarchies.	Analyzing Evidence Contextualization	1.3 III F

3. The two tablets best support which of the following conclusions?
- (A) Mesopotamian society had highly developed legal codes.
- (B) Mesopotamian society had little trade with other regions.
- (C) Mesopotamians benefited from pastoral nomadic technologies.
- (D) Mesopotamians developed systems to record commercial transactions.

Learning Objective	Historical Thinking Skills	Key Concept in the Curriculum Framework
<b>ECON-11</b> Explain how the development of financial instruments and techniques facilitated economic exchanges.	Argumentation Contextualization	1.3 III B

**Set 2:** This set of questions, based upon the *Arthashastra*, focuses on the relationship between religion and governance, gender, and social organization in Mauryan India. To analyze this South Asian legal and political treatise, students must apply the skills of **patterns of continuity and change over time** and **historical argumentation**.

**Questions 4 to 7 refer to the excerpt below.**

“Marriage precedes all other duties of life. The different kinds of marriage are:

the giving in marriage of a bride well-adorned [with a dowry] . . .

the giving in marriage of a bride [in exchange] for a couple of cows

the giving in marriage of a bride to a priest

the voluntary union of a maiden and her lover

the giving in marriage of a bride after receiving plenty of wealth from the groom’s family

the abduction of a bride by a suitor

Of these, the first three are ancestral customs of old and are valid on their being approved of by the father [of the bride]. The rest are to be sanctioned by both the father and the mother. . . . Any kind of marriage [that meets the above conditions] is approvable. . . .

Sons begotten by men of higher caste and women of lower caste are called *anuloma* and are considered to be of mixed caste.

Sons begotten by men of lower caste and women of higher caste are called *pratiloma* and originate on account of kings violating all norms of proper behavior.”

*Arthashastra*, a legal and political treatise produced for Chandragupta, a Hindu ruler of the Mauryan dynasty in India, circa 300 B.C.E.

4. Compared to the regulations in the excerpt, Buddhist practices concerning gender roles in the period 600 B.C.E. to 600 C.E. differed in that they
- (A) rejected the validity of marriage as an institution
  - (B) offered women and men the possibility of monastic life as an alternative to marriage
  - (C) gave the bride’s mother, rather than the father, the primary role in making marriage decisions
  - (D) asserted that only marriages based on the free choice of both spouses were valid

Learning Objectives	Historical Thinking Skill	Key Concept in the Curriculum Framework
<p><b>CUL-1</b> Compare the origins, principal beliefs, and practices of the major world religions and belief systems.</p> <p><b>SOC-5</b> Analyze ways in which religious beliefs and practices have sustained or challenged class, gender, and racial ideologies.</p>	Comparison	2.1 III

5. Which of the following conclusions about the period 600 B.C.E. to 600 C.E. is most directly supported by the passage?
- (A) The emergence of new religious traditions often challenged long-standing social norms.
  - (B) Religious traditions were unaffected by the rapidly changing social norms of the period.
  - (C) The codification of religious traditions reinforced existing social norms.
  - (D) Religious traditions and social norms were transformed by cross-cultural interactions.

Learning Objectives	Historical Thinking Skill	Key Concepts in the Curriculum Framework
<p><b>CUL-4</b> Analyze the ways in which religious and secular belief systems affected political, economic, and social institutions.</p> <p><b>SOC-5</b> Analyze ways in which religious beliefs and practices have sustained or challenged class, gender, and racial ideologies.</p>	Argumentation	<p>1.3 III D</p> <p>2.1 I B</p>

6. The views expressed in the excerpt are best seen as evidence of which of the following in Mauryan society?
- (A) The persistence of patriarchy
  - (B) The absence of inter-caste marriages
  - (C) The social acceptance of children born out of wedlock
  - (D) The rulers' lax enforcement of religious doctrine

Learning Objective	Historical Thinking Skills	Key Concept in the Curriculum Framework
<p><b>SOC-1</b> Analyze the development, continuities, and changes in gender hierarchies, including patriarchy.</p>	<p>Continuity and Change</p> <p>Contextualization</p>	2.2 III D



7. Which of the following changes to Mauryan religious policy occurred under Chandragupta's grandson, Emperor Ashoka?
- (A) The emergence of a syncretic Indo-Greek system of religious belief
  - (B) The secularization of the Mauryan state
  - (C) The promotion of Buddhist teachings through edicts by the ruler
  - (D) The establishment of Islam as the dominant religion of northern India

Learning Objectives	Historical Thinking Skill	Key Concept in the Curriculum Framework
<p><b>CUL-4</b> Analyze the ways in which religious and secular belief systems affected political, economic, and social institutions.</p> <p><b>SB-2</b> Analyze how the functions and institutions of governments have changed over time.</p>	Continuity and Change	2.1 II A

**Set 3:** These tables present data about two buried caches of coins, providing evidence of the extent of networks of exchange, monetization, and communication in Postclassical Eurasia. The accompanying questions require students to analyze the quantitative archaeological data with an emphasis on comparison between Tang China and Viking England.

Questions 8 to 10 refer to the following descriptions of the contents of two buried caches of coins, found at archaeological sites in China and England, respectively.

**TABLE 1: ORIGIN OF THE COINS IN A CACHE FROM CIRCA 750 C.E.,  
FOUND NEAR XI'AN, CENTRAL CHINA**

Origin of the Coins	Date of the Coins	Number of Coins
Chinese: pre-dating the Tang dynasty	circa 500 B.C.E.–550 C.E.	19
Chinese: Early Tang dynasty	circa 600–750 C.E.	451
Non-Chinese: Sassanian dynasty, Persia	circa 600 C.E.	1
Non-Chinese: Byzantine Empire	circa 600 C.E.	1
Non-Chinese: city of Turfan, Central Asia	circa 650 C.E.	1
Non-Chinese: Japan, Nara period	circa 710 C.E.	5
TOTAL		478

**TABLE 2: ORIGINS OF THE COINS IN A VIKING CACHE FROM CIRCA 900 C.E.,  
FOUND IN NORTHWESTERN ENGLAND**

Origin of the Coins	Number of Coins
English: Viking kingdoms in northern England	approximately 5,000
English: Anglo-Saxon kingdoms in southern England	approximately 1,000
Non-English: Carolingian Frankish Empire	approximately 1,000
Non-English: Viking states in Scandinavia	approximately 50
Non-English: Abbasid Caliphate	approximately 50
Non-English: Papacy and Northern Italian states	approximately 20
Non-English: Byzantine Empire	1
TOTAL	approximately 7,200

8. Which of the following conclusions is best supported by the data in [Table 1](#)?
- (A) The Tang emperors' legitimacy continued to be challenged in many parts of China, even as their prestige outside China grew.
- (B) The great majority of economic transactions in Tang China continued to be carried out through barter.
- (C) Long-distance trade resulted in the establishment of new cities and diasporic merchant communities.
- (D) Long-distance trade routes were active during the early Tang period, even as most trade in China remained local.

Learning Objective	Historical Thinking Skills	Key Concept in the Curriculum Framework
<b>ECON-12</b> Evaluate how and to what extent networks of exchange have expanded, contracted, or changed over time.	Analyzing Evidence Continuity and Change	3.1   A

9. A historian researching the economic history of Eurasia in the period circa 600–1450 C.E. would most likely find the two tables useful as a source of information about which of the following?
- (A) The diffusion of cultural traditions along Eurasian trade routes
- (B) The spread of technological innovations across regions in Eurasia
- (C) The geographic extent of the monetization of Eurasian economies
- (D) The extent to which government economic policies in Eurasia in the period 600–1450 represented a continuity of earlier policies

Learning Objectives	Historical Thinking Skills	Key Concept in the Curriculum Framework
<b>SB-1</b> Compare how rulers constructed and maintained different forms of governance. <b>ECON-11</b> Explain how the development of financial instruments and techniques facilitated economic exchanges.	Analyzing Evidence Comparison	3.1   C

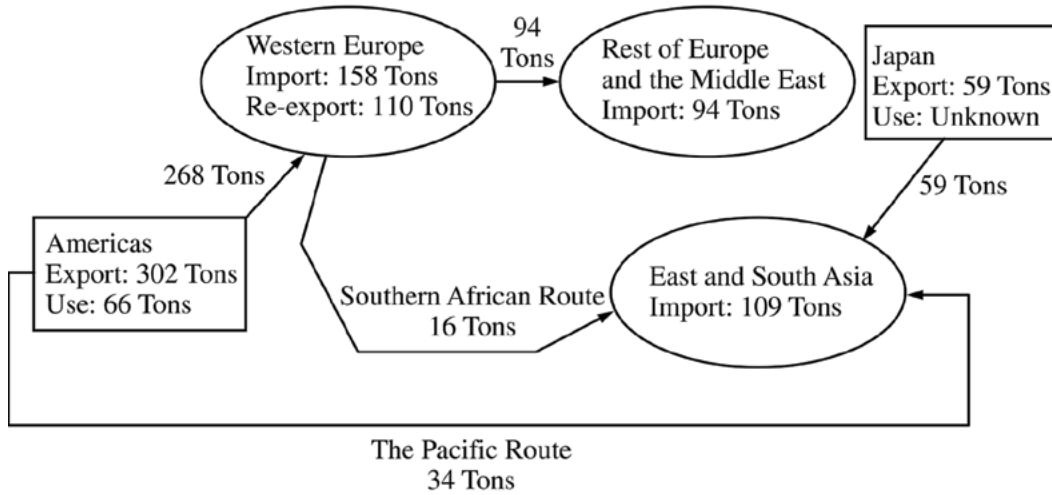
10. The data presented in the two tables best support which of the following comparative statements about Tang China and Viking England?
- (A) Elites in Tang China were less wealthy than elites in Viking England.
  - (B) Merchants stood at the top of the social hierarchies in both Tang China and Viking England.
  - (C) Tang coins typically had larger nominal values than coins in Viking England.
  - (D) Coinage was seen as a useful means of storing value in both Tang China and Viking England.

Learning Objective	Historical Thinking Skills	Key Concept in the Curriculum Framework
<b>ECON-11</b> Explain how the development of financial instruments and techniques facilitated economic exchanges.	Argumentation Comparison	3.1 I

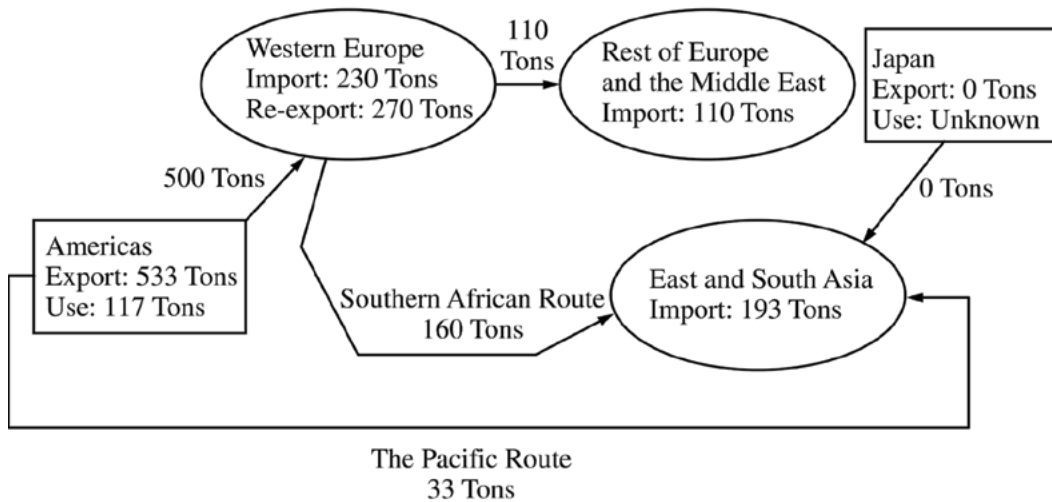
**Set 4:** These diagrams represent the global flow of silver in the seventeenth and eighteenth centuries. In the following questions, students are required not only to compare these silver flows, but also to identify the causes and effects of changing patterns of global silver circulation.

Questions 11 to 14 refer to the two diagrams below.

WORLD SILVER FLOWS, 1600–1650 C.E., METRIC TONS PER YEAR (average)



WORLD SILVER FLOWS, 1725–1750 C.E., METRIC TONS PER YEAR (average)



Source: Ronald Findlay and Kevin H. O'Rourke, *Power and Plenty: Trade, War, and the World Economy in the Second Millennium*, Princeton University Press, 2007, p. 218.

11. Which of the following economic conditions was most important in creating the global trade network illustrated by the two diagrams?
- (A) American demand for labor and African supply of slaves
  - (B) Japanese supply of silver and Middle Eastern demand for spices
  - (C) Western European demand for industrial raw materials and American and South Asian supply of cash crops
  - (D) Chinese and Indian demand for precious metals and European demand for Asian textiles and luxury goods

Learning Objective	Historical Thinking Skill	Key Concept in the Curriculum Framework
<b>ECON-12</b> Evaluate how and to what extent networks of exchange have expanded, contracted, or changed over time.	Causation	4.1 IV B

12. In the eighteenth century, which of the following contributed most directly to the change in the volume of silver trade on the Southern African route?
- (A) The development of new types of ships, such as the caravel and the carrack
  - (B) The expanded activities of chartered and joint-stock companies
  - (C) The conversion of the rulers of the West African Kingdom of Kongo to Christianity
  - (D) The discovery of gold and diamonds in southern Africa

Learning Objective	Historical Thinking Skill	Key Concept in the Curriculum Framework
<b>ECON-11</b> Explain how the development of financial instruments and techniques facilitated economic exchanges.	Causation	4.1 IV C

13. Which of the following was an important direct effect on Europe of the processes reflected in the diagrams?
- (A) The independence movements in Spanish and Portuguese colonies
  - (B) The industrialization of parts of England, France, and Germany
  - (C) The intensification of state rivalries over control of trade routes, leading to colonial wars
  - (D) Religious conflicts between Catholics and Protestants

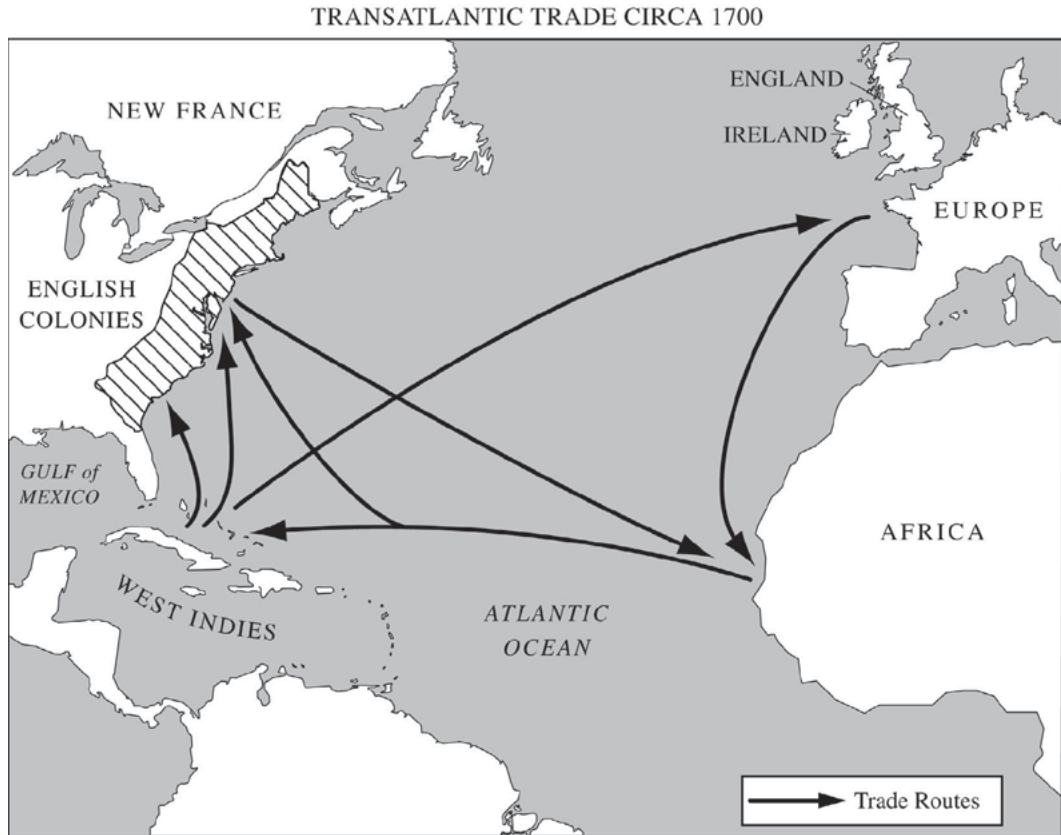
Learning Objectives	Historical Thinking Skill	Key Concept in the Curriculum Framework
<p><b>SB-3</b> Analyze how state formation and expansion were influenced by various forms of economic organization, such as agrarian, pastoral, mercantile, and industrial production.</p> <p><b>SB-9</b> Assess how and why commercial exchanges have influenced the processes of state building, expansion, and dissolution.</p>	Causation	4.3 III

14. Which of the following was an important continuity underlying the trade interactions illustrated by the two diagrams?
- (A) The resilience of the Chinese economy, despite the dynastic change from Ming to Qing
  - (B) The industrial and commercial supremacy of Great Britain in western Europe
  - (C) The widespread acceptance of the principles of free trade by most European and Asian governments
  - (D) The ongoing expansion of Middle Eastern Muslim empires, such as the Ottoman and the Safavid

Learning Objective	Historical Thinking Skill	Key Concept in the Curriculum Framework
<p><b>SB-9</b> Assess how and why commercial exchanges have influenced the processes of state building, expansion, and dissolution.</p>	Continuity and Change	4.1 I 4.1 IV

**Set 5:** This map shows some of the trade routes and networks established in the Atlantic by 1700. The accompanying questions require student understanding of the establishment and changing nature of these trade routes over time.

Questions 15 to 17 refer to the map below.



15. Which of the following was a direct result of the trade pattern shown on the map?
- (A) English colonies in North America developed methods of industrial production.
  - (B) The production of cash crops in North America and the Caribbean increased.
  - (C) Trade between states in sub-Saharan Africa and the Middle East decreased.
  - (D) Territories in sub-Saharan Africa were colonized by European nations.

Learning Objective	Historical Thinking Skill	Key Concept in the Curriculum Framework
ECON-12 Evaluate how and to what extent networks of exchange have expanded, contracted, or changed over time.	Causation	4.1 V B



16. Which of the following led directly to the structure of the trade system shown on the map?

- (A) Laissez-faire capitalism
- (B) Mercantilist economic practices
- (C) The *encomienda* labor system
- (D) Development of trading alliances among Maya city-states

Learning Objectives	Historical Thinking Skill	Key Concept in the Curriculum Framework
<p><b>ECON-3</b> Compare the economic strategies of different types of states and empires.</p> <p><b>ECON-11</b> Explain how the development of financial instruments and techniques facilitated economic exchanges.</p>	Causation	4.1 IV C

17. Which of the following contributed most to the disruption of the trade network shown on the map during the nineteenth century?

- (A) The increase in European immigrants to the Americas
- (B) The spread of Enlightenment ideals in the Americas
- (C) The increasing demand for American silver in China
- (D) The development of maritime transportation technology

Learning Objective	Historical Thinking Skill	Key Concept in the Curriculum Framework
<p><b>SB-7</b> Assess how and why internal conflicts, such as revolts and revolutions, have influenced the process of state building, expansion, and dissolution.</p>	Causation	5.3 III B

**Set 6:** This set of questions — centered on the speech in Oakland, California, by South Asian activist Har Dayal — explores the global spread of new ideologies that challenged the class, gender, and racial conventions of capitalist society.

**Questions 18 to 21 refer to the passage below.**

“First, solidarity. Labor must think in terms of the whole world. . . . Should one nation acquire freedom, the rich of another nation will crush it. . . . For moral and practical reasons the labor movement must be universal.

Second, a complete ideal. We want not only economic emancipation, but moral and intellectual emancipation as well. . . .No man will lay down his life for a partial ideal.

Third, good workers and leaders. The rich and respectable cannot lead us. . . . We will have two kinds of leaders. First, the ascetics who have renounced riches and respectability for the love of the working man . . . These will be difficult to find, for such renunciations are scarce and such intellects are few. Secondly, we must have the sons of toil themselves, who must take up their own cross and lead their brothers on.

Fourth, cooperation between the labor movement and the women’s movement. The workers and women are two enslaved classes and must fight their battles together.

Fifth, constructive educational system. We want central labor colleges where our young men can be taught, not by money, but by men. . . .

Sixth, a feeling of actual brotherhood. The poor must love the poor. The shame of labor is that the poor must accept charity from the rich. We are not so poor but we can care for our own poor. . . . We must stand together.”

Har Dayal, South Asian political activist, speech to the Industrial Workers of the World (IWW) meeting, Oakland, California, 1912

18. The speech by Har Dayal is most clearly an example of which of the following?
- (A) The push by some groups to maintain preindustrial forms of economic production
  - (B) Responses to increased millennial religious beliefs as a result of the Industrial Revolution
  - (C) Government reforms to mitigate the effects of industrial capitalism
  - (D) Groups forming to advocate for alternatives to capitalist society

Learning Objectives	Historical Thinking Skill	Key Concept in the Curriculum Framework
<p><b>CUL-3</b> Explain how major philosophies and ideologies developed and spread as a result of expanding communication and exchange networks.</p> <p><b>ECON-7</b> Analyze the causes and effects of labor reform movements, including the abolition of slavery.</p>	Contextualization	5.1 V A

19. Based on the speech, the IWW was an example of which of the following?
- (A) Organizations dedicated to the spread of Enlightenment justifications for resistance to political authority
  - (B) Organizations opposed to the continued use of indentured labor in the industrial economy
  - (C) Organizations dedicated to uniting groups with common economic interests in different regions
  - (D) Organizations dedicated to protection of ethnic migrants in industrial cities

Learning Objectives	Historical Thinking Skill	Key Concept in the Curriculum Framework
<p><b>CUL-3</b> Explain how major philosophies and ideologies developed and spread as a result of expanding communication and exchange networks.</p> <p><b>SOC-7</b> Analyze the ways in which colonialism, nationalism, and independence movements have sustained or challenged class, gender, and racial ideologies.</p>	Contextualization	6.2 II C

20. Which of the following best explains why Har Dayal saw a link between the struggles of women and workers?
- (A) Because of migration, women in colonized societies were taking on economic roles formerly occupied by men.
  - (B) Women were largely excluded from full participation in political life in industrial societies before the First World War.
  - (C) The development of more effective means of birth control gave working-class women more control over their economic lives.
  - (D) Warfare in the twentieth century increasingly drew in women for industrial production and support roles.

Learning Objective	Historical Thinking Skill	Key Concept in the Curriculum Framework
<p><b>SOC-2</b> Assess how the development of specialized labor systems interacted with the development of social hierarchies.</p>	Contextualization	5.3 IV B

21. Har Dayal's argument in the passage most clearly supports which of the following ideologies?

- (A) Imperialism
- (B) Socialism
- (C) Fascism
- (D) Free market capitalism

Learning Objectives	Historical Thinking Skill	Key Concept in the Curriculum Framework
<p><b>ECON-7</b> Analyze the causes and effects of labor reform movements, including the abolition of slavery.</p> <p><b>ECON-9</b> Compare the ways in which economic philosophies influenced economic policies and behaviors.</p>	<p>Comparison</p> <p>Contextualization</p>	<p>6.2 II D</p>

**Set 7:** The questions accompanying this recipe from the 1930s require that students understand British motivations and measures to promote imperial unity in response to rising nationalism. Students must also demonstrate causal analysis to explain the origins of the ingredients in the recipe.

**Questions 22 to 24 refer to the recipe below.**

Ingredients for “Empire Christmas Pudding”

1 lb. of sultana raisins	.....	Australia
1 lb. of dried currants	.....	Australia
1 lb. of seedless raisins	.....	South Africa
6 oz. of minced apple	.....	Canada
1 lb. of bread crumbs	.....	United Kingdom
1 lb. of beef suet	.....	New Zealand
6 oz. of candied orange peel	.....	South Africa
8 oz. of flour	.....	United Kingdom
4 eggs	.....	Irish Free State
1/2 pinch of ground cinnamon	.....	Ceylon
1/2 pinch of ground cloves	.....	Zanzibar
1/2 pinch of ground nutmeg	.....	Singapore
1 pinch of pudding spice	.....	India
1 tbsp. of brandy	.....	Cyprus
2 tbsp. of rum from cane sugar	.....	Jamaica
1 pint of old beer	.....	England

Recipe published in British newspapers by the Empire Marketing Board of Great Britain, 1930s. The recipe was created by King George VI’s chef.

22. Which of the following best explains the motivation behind the Empire Marketing Board's publication of the Empire Christmas Pudding recipe?
- (A) To promote innovations of the Green Revolution
  - (B) To promote imperial unity in response to rising nationalism
  - (C) To promote free market economic plans
  - (D) To promote Christian values in the context of Soviet expansion

Learning Objectives	Historical Thinking Skills	Key Concept in the Curriculum Framework
<p><b>SB-2</b> Analyze how the functions and institutions of governments have changed over time.</p> <p><b>SB-9</b> Assess how and why commercial exchanges have influenced the processes of state building, expansion, and dissolution.</p>	<p>Causation</p> <p>Contextualization</p>	<p>6.2 II A</p>

23. The inclusion of rum from Jamaica in the recipe is a consequence of which of the following?
- (A) The development of a plantation economy based on coerced and semicoerced labor
  - (B) The transfer of American crops to Europe as a result of the Columbian Exchange
  - (C) The migration of Caribbean peoples to England
  - (D) The intensification of free peasant agriculture in the Caribbean

Learning Objectives	Historical Thinking Skill	Key Concepts in the Curriculum Framework
<p><b>ECON-5</b> Compare forms of labor organization, including families and labor specialization within and across different societies.</p> <p><b>ECON-6</b> Compare the causes and effects of different forms of coerced labor systems.</p>	<p>Causation</p>	<p>4.2 II C</p> <p>4.2 II D</p>

24. Demand for Asian spices drove which of the following in the sixteenth and seventeenth centuries?

- (A) The widespread use of convict labor in agriculture
- (B) The development of industrial manufacturing processes
- (C) The expansion of the Manchu Empire in East Asia
- (D) The establishment of European trading-post empires

Learning Objectives	Historical Thinking Skill	Key Concept in the Curriculum Framework
<p><b>SB-9</b> Assess how and why commercial exchanges have influenced the processes of state building, expansion, and dissolution.</p> <p><b>ECON-3</b> Compare the economic strategies of different types of states and empires.</p>	Causation	4.3 II A

**Set 8:** In this secondary source, historian J.R. McNeill makes an argument about the significance of, and human agency in, environmental change in the 20th century. The questions that follow require student understanding of human environmental interactions in the 20th century. Students must also be able to interpret the arguments made in this secondary source.

Questions 25 to 27 refer to the passage below.

“In the pages that follow I aim to persuade you of several related propositions. First, that the twentieth century was unusual for the intensity of environmental change and the centrality of human effort in provoking it. Second, that this ecological peculiarity is the unintended consequence of social, political, economic and intellectual preferences and patterns. Third, that our patterns of thought, behavior, production, and consumption are adapted to our current circumstances: the current climate, the twentieth century’s abundance of cheap energy and cheap fresh water, rapid population growth, and yet more rapid economic growth. Fourth, that these preferences and patterns are not easily adaptable should our circumstances change.”

J.R. McNeill, historian, *Something New Under the Sun: An Environmental History of the Twentieth-Century World*, 2000

25. McNeill’s argument in the passage is most likely a response to which of the following developments of the twentieth century?
- (A) The emergence of the Green Revolution
  - (B) The end of the Cold War
  - (C) The increasing consumption of natural resources in industrial states
  - (D) The increasing government regulation of industrial pollution after the Second World War

Learning Objective	Historical Thinking Skills	Key Concept in the Curriculum Framework
ENV-9 Analyze the environmental causes and effects of industrialization.	Contextualization Interpretation	6.1 II A



26. Which of the following would best support the author’s assertion regarding the “unusual” nature of the twentieth century?
- (A) The use of coal as fuel for industrial production
  - (B) The effects of the release of greenhouse gases on the climate
  - (C) The use of nuclear power to generate electricity
  - (D) The higher incidence of lifestyle-related diseases such as diabetes and obesity

Learning Objective	Historical Thinking Skills	Key Concept in the Curriculum Framework
<b>ENV-9</b> Analyze the environmental causes and effects of industrialization.	Argumentation Analyzing Evidence	6.1 II B

27. Based on your knowledge of world history, which of the following contributed LEAST to environmental changes in the twentieth century?
- (A) The growth of regional trading blocs in the late twentieth century
  - (B) Development of heavy industry by communist governments in the Soviet Union and China
  - (C) Increased population growth as a result of scientific breakthroughs
  - (D) The globalization of consumer culture

Learning Objective	Historical Thinking Skill	Key Concept in the Curriculum Framework
<b>ENV-3</b> Explain the environmental advantages and disadvantages of major migration, communication, and exchange networks.	Causation	6.3 II B

**Answers to Multiple-Choice Questions**

1 – B	10 – D	19 – C
2 – D	11 – D	20 – B
3 – D	12 – B	21 – B
4 – B	13 – C	22 – B
5 – C	14 – A	23 – A
6 – A	15 – B	24 – D
7 – C	16 – B	25 – C
8 – D	17 – B	26 – B
9 – C	18 – D	27 – A

## Section II: Short-Answer Questions

The following questions are meant to illustrate the types of questions that might appear in this section of the exam. Note that the short-answer questions do not require students to develop and support a thesis statement.

**Question 1:** This question asks students to analyze the significance of crosscultural exchange and diffusion prior to 600 C.E. Students must both challenge and substantiate the interpretation of historian Philip Curtin with evidence from the time period.

**Question 1 refers to the passage below.**

“Trade and exchange across cultural lines have played a crucial role in human history, being perhaps the most important external stimuli to change. . . . External stimulation has been the most important single source of change and development in art, science, and technology. Perhaps this goes without saying, since no human group could invent by itself more than a small part of its cultural and technical heritage.”

Philip Curtin, historian, *Cross-Cultural Trade in World History*, 1984

1. Answer parts a and b.
  - a) Identify and explain ONE change or development prior to 600 C.E. that would support the author’s assertion in the passage above.
  - b) Identify and explain TWO changes or developments prior to 600 C.E. that would challenge the author’s assertion in the passage above.

Learning Objectives	Historical Thinking Skill	Key Concepts in the Curriculum Framework
<p><b>ENV-1</b> Explain how early humans used tools and technologies to establish communities.</p> <p><b>ENV-6</b> Explain how people used technology to overcome geographic barriers to migration over time.</p> <p><b>ECON-10</b> Analyze the roles of pastoralists, traders, and travelers in the diffusion of crops, animals, commodities, and technologies.</p> <p><b>ECON-12</b> Evaluate how and to what extent networks of exchange have expanded, contracted, or changed over time.</p>	Interpretation	<p>1.2 I</p> <p>1.2 II</p> <p>1.3 II</p> <p>1.3 III</p> <p>2.3 II</p> <p>2.3 III</p>

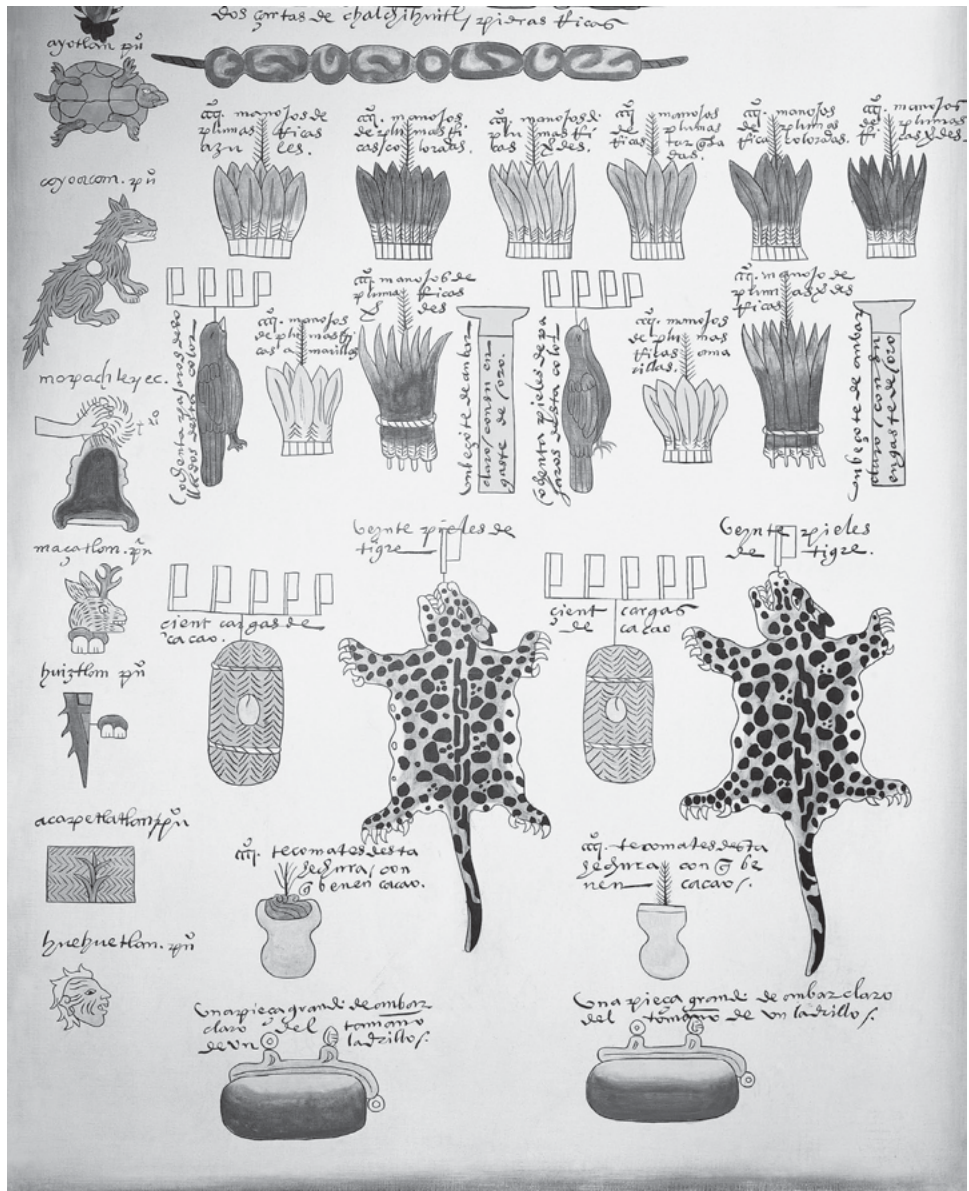
### What Good Responses Will Include

A good response will identify and explain one significant change or development in cultural practice and/or technology that was a consequence of trade and crosscultural exchange prior to 600 C.E. For example, students might identify and briefly explain how the spread of crops (e.g., rice and cotton from South Asia to the Middle East) encouraged changes in farming and irrigation techniques, or they might identify and briefly explain how religious practices and beliefs (in Buddhism or Christianity, for example) were transformed as they spread across regions.

In challenging Curtin's assertions, a good response must also identify and explain two significant changes or developments in cultural practice and/or technology that emanated from independent local circumstances without initial connection to trade and cross-cultural exchange. For example, students might first identify and briefly explain the independent development of agriculture in places such as the Fertile Crescent, Sub-Saharan Africa, Mesoamerica, or the Andes. Students might provide an appropriate second example of an independently created cultural practice by identifying and explaining the origins of Confucianism in China.

**Question 2:** This question asks to students to weigh the strengths and weaknesses of the *Codex Mendoza* as evidence for establishing the history of the Aztec state. The question focuses less on students' knowledge of the Aztec than on students' ability to analyze the sourcing of the document.

Question 2 refers to the image below.



De Agostini Picture Library/Bridgeman Images.

Page from *Codex Mendoza*, an illustrated guide to Mexica (Aztec) history and society commissioned by Spanish authorities about twenty years after the conquest of Mexico and written and illustrated by Mexica artists. The page shows goods that neighboring cities had to deliver to Tenochtitlán, the Mexica capital. The goods include gems, feathers, jaguar pelts, and cacao. A description in Spanish details what each city had to deliver.

2. Answer parts a and b.
- Identify and explain TWO historical claims about the Aztec state that can be supported based on the image.
  - Identify ONE limitation of the image as a source of information about the Aztec state.

Learning Objectives	Historical Thinking Skills	Key Concept in the Curriculum Framework
<p><b>SB-1</b> Compare how rulers constructed and maintained different forms of governance.</p> <p><b>SB-2</b> Analyze how the functions and institutions of governments have changed over time.</p> <p><b>SB-3</b> Analyze how state formation and expansion were influenced by various forms of economic organization, such as agrarian, pastoral, mercantile, and industrial production.</p> <p><b>SB-4</b> Compare how social, cultural, and environmental factors influenced state formation, expansion, and dissolution.</p> <p><b>SB-5</b> Assess the degree to which the functions of cities within states or empires have changed over time.</p>	<p>Argumentation</p> <p>Use of Evidence</p>	<p>3.2   D</p>

### What Good Responses Will Include

A good response would identify and explain two characteristics of the Aztec state that can be specifically evidenced from the *Codex Mendoza*. The tributary and imperial characteristic of the Aztec state is evidenced in the goods that other cities had to deliver to Tenochtitlan. The rare and valuable goods that were provided (e.g., the stringed gems and jaguar pelts) also demonstrate the social hierarchy and stratification that was another characteristic of the Aztec state. In their response, students must specifically support their claims using evidence from the *Codex Mendoza*.

A good response must also address one limitation of the document as a source of information about the Aztec state. An example of such a limitation is in the Spanish patronage of the creation of the *Codex Mendoza*. To what extent is the material in the *Codex Mendoza* informed by Spanish desire to appropriate tribute as a consequence of conquest? In addition, students might note that the *Codex Mendoza* was created about two decades after the Spanish Conquest, leading them to question the extent to which Mexica artists were imagining, as opposed to remembering, the Aztec state.

**Question 3:** This question addresses the Columbian Exchange in global context. Students are required to analyze the Columbian Exchange in terms of both cause and effect.

3. Answer parts a, b, and c.
- Explain ONE cause of the Columbian Exchange.
  - Explain ONE effect of the Columbian Exchange on the Americas.
  - Explain ONE effect of the Columbian Exchange on Afro-Eurasia.

Learning Objectives	Historical Thinking Skill	Key Concept in the Curriculum Framework
<p><b>ENV-7</b> Assess the causes and effects of the spread of epidemic diseases over time.</p> <p><b>ENV-8</b> Assess the demographic causes and effects of the spread of new foods and agricultural techniques.</p> <p><b>ECON-10</b> Analyze the roles of pastoralists, traders, and travelers in the diffusion of crops, animals, commodities, and technologies.</p>	Causation	4.1 V

### What Good Responses Will Include

A good response must briefly explain the role of European colonization in the origins of the Columbian Exchange. In addition, students must explain one effect of the Columbian Exchange in the Americas such as the spread of devastating diseases or the environmental impact of the introduction of new crops and domesticated animals. Finally, students must also briefly explain one impact of the Columbian Exchange in Afro-Eurasia. For example, students might analyze how populations in Afro-Eurasia benefitted nutritionally from the increased diversity of American food crops.

**Question 4:** This question addresses the significance of the end of the Cold War, focusing on the skill of **periodization**. Students are asked to both substantiate and challenge a periodization that presents the end of the Cold War as an important historical threshold in the 20th century. Students are also applying the skill of **patterns of continuity and change over time** in analyzing the significance of events leading up to and following the years of 1989–1991.

4. Answer parts a and b.

Many historians argue that the end of the Cold War (1989–1991) was a turning point in world history.

- a) Provide TWO pieces of evidence that support this argument and explain how each piece supports the argument.
- b) Provide ONE piece of evidence that undermines this argument and explain how it undermines the argument.

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
<p><b>ENV-9</b> Analyze the environmental causes and effects of industrialization.</p> <p><b>CUL-3</b> Explain how major philosophies and ideologies developed and spread as a result of expanding communication and exchange networks.</p> <p><b>CUL-4</b> Analyze the ways in which religious and secular belief systems affected political, economic, and social institutions.</p> <p><b>CUL-9</b> Explain the relationship between expanding exchange networks and the emergence of various forms of transregional culture, including music, literature, and visual art.</p> <p><b>SB-2</b> Analyze how the functions and institutions of governments have changed over time.</p> <p><b>SB-4</b> Compare how social, cultural, and environmental factors influenced state formation, expansion, and dissolution.</p> <p><b>SB-10</b> Analyze the political and economic interactions between states and non-state actors.</p> <p><b>ECON-4</b> Analyze how technology shaped the processes of industrialization and globalization.</p> <p><b>ECON-11</b> Explain how the development of financial instruments and techniques facilitated economic exchanges.</p>	<p>Argumentation</p> <p>Continuity and Change</p> <p>Periodization</p>	<p>6.1 I</p> <p>6.1 II</p> <p>6.2 III</p> <p>6.2 V</p> <p>6.3 II</p> <p>6.3 III</p> <p>6.3 IV</p>



<p><b>ECON-13</b> Analyze how international economic institutions, regional trade agreements, and corporations — both local and multinational — have interacted with state economic authority.</p> <p><b>SOC-3</b> Assess the impact that different ideologies, philosophies, and religions had on social stratification.</p> <p><b>SOC-6</b> Analyze the extent to which philosophies, medical practices, and scientific theories sustained or challenged class, gender, and racial ideologies.</p> <p><b>SOC-8</b> Analyze the extent to which migrations changed social structures in both the sending and receiving societies.</p>		
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### What Good Responses Will Include

A good response must provide two examples that demonstrate that the end of the Cold War was an important threshold instigating significant changes in world history. For example, the collapse of the Soviet Union meant that global conflict between the political forces of communism and capitalism was greatly diminished and the military superiority of the United States was then unchecked by an equal power. Another example that could serve as evidence of the end of the Cold War as a world historical turning point would be the acceleration of globalization and economic integration that took place after the Cold War. Students might also argue that as a consequence of the end of the Cold War, the United States was less supportive of anticommunist authoritarian regimes and this informed the growth of democracy in the developing world.

A good response must also provide an example of a continuity that undermines the argument presented. For example, the United States was engaged in another global struggle — this time, against Islamist terrorism — within a decade of the collapse of the Soviet Union. Students might also argue that economic dependence and extensive poverty in many parts of the developing world continued without interruption after the end of the Cold War.

## Section III: Document-Based Question

There will be one document-based question on the exam. The document-based question will have one of the following historical thinking skills as its main focus: **comparison**, **causation**, **patterns of continuity and change over time**, or **periodization**. In addition, all document based questions will always assess the historical thinking skills of **argumentation**, **analyzing evidence**, **contextualization**, and **synthesis**.

The sample question that follows is the same as that given in the *AP World History Course and Exam Description*. The main historical thinking skill being assessed in this question is **comparison** (actual document-based questions on the exams may focus on other skills); in employing this skill, students will also be using the skill of **patterns of continuity and change over time**. The learning objectives addressed in the example document-based question are from Theme 4: Creation, Expansion, and Interaction of Economic Systems (ECON). The directions to students will explain the discrete tasks necessary to score well on this question.

## 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. 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 six of the documents to support the stated 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 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)

**Question 1:** Using the documents and your knowledge of world history, compare industrialization in Japan and Russia between 1850 and 1914.

### Document 1

*Source: Sergey Witte, Russian finance minister, secret letter to Tsar Nicholas II, 1899.*

The entire economic structure of the empire has been transformed in the course of the second half of the current century, so that now the market and its price structure represent the collective interest of all private enterprises which constitute our national economy. Buying and selling and wage labor penetrate now into much deeper layers of our national existence than was the case at the time of serf economy. . . .

I realized, of course, that there were very weighty arguments against the protectionist system and against high tariffs. But I supposed that even the proponents of free trade must be aware that it would be extremely harmful from the government viewpoint to remove the protective system before those industries had been securely established for whose creation whole generations had paid by a high tariff.

The gradual growth of industry in the country, always accompanied by falling prices for manufactured goods, will make it possible for our export trade to deal not only in raw materials, as at present, but also in industrial goods. Our present losses in the European trade can then be converted into profits in the Asiatic trade.

The influx of foreign capital is, in my considered opinion, the sole means by which our industry can speedily furnish our country with abundant and cheap goods. Each new wave of capital, swept in from abroad, knocks down the high level of profits to which our monopolistic entrepreneurs are accustomed and forces them to seek compensation in technical improvements, which, in turn, will lead to price reductions.

If we carry our commercial and industrial system, begun in the reign of Alexander III, consistently to the end, then Russia will at last come of age economically. Then her prosperity, her trade and finance, will be based on two reliable pillars, agriculture and industry; and the relations between them, profitable to both, will be the chief motive power in our economy.

**Document 2**

*Source: Count Okuma Shigenobu, former prime minister of Japan, "The Industrial Revolution in Japan," article published in a United States magazine, 1900.*

One of the principal measures adopted by the Meiji government, with the object of promoting the national prosperity and enlightenment, was the education of the young as well as of grown men, some of whom held high government positions. These latter were made to travel through civilized countries for the purpose of observing and examining their social, industrial, and political institutions, with a view to transplanting to Japanese soil whatever seemed to them likely to bear good fruit there.

Another measure which the government steadily pursued was the establishment of various kinds of factories, under the direct supervision and management of its officials. In the School of Mechanical Engineering, a small iron-foundry was built, and machines were made for the purpose of practical instruction. The Department of the Army started the manufacture of gun-powder and implements of war, while the Department of the Navy built and equipped a dockyard. The Department of Finance . . . also felt the need of an establishment where the paper currency, the national bonds and various kinds of stamps could be printed, and founded one under its direct control. In a similar manner a paper factory was established. . . . Thus various manufactures sprang up, one after another.

The government also encouraged the introduction of the machinery for reeling silk thread and spinning cotton yarns, both of which operations had formerly been done almost wholly by manual labor. The government succeeded in concentrating the capital until now scattered by issuing Bank Regulations and establishing national banks. For the purpose of facilitating foreign trade, it used its influence for the establishment of the Bank of Yokohama. Again, the government undertook the construction of the first railway in Japan.

**Document 3**

*Source: Julian Cochrane, photographer employed by a United States company that distributed photos for educational books, silk factory in central Japan, 1904.*



Courtesy of [www.MeijiShowa.com](http://www.MeijiShowa.com)

## Document 4

*Source: S. I. Somov, Russian socialist, memoirs published in 1907, recalling his participation in the 1904–1905 strike at the Putilov factory in Saint Petersburg.*

I remember the enormous impression which the first workers' meeting [during the strike] produced on me and my comrades. A kind of mystical, religious ecstasy reigned the whole time at the meeting; thousands of people stood side by side for hours in the dreadful heat [of the factory floor] and thirstily devoured the artless, strikingly powerful, simple, and passionate speeches of their exhausted fellow workers. The whole time the content of the speeches was meager, the same phrases being repeated in many ways: "our patience has come to an end," "our suffering has gone beyond all measure," "better death than this life," and so forth. But they were all pronounced with such marvelous, touching sincerity, flowed so much from the very depths of an exhausted human soul, that the same phrase, pronounced for the hundredth time, brought tears to the eyes, and conveyed the certainty that it was really necessary to do something in order to give vent to this worker bitterness and dissatisfaction, which had overflowed its limits.

## Document 5

*Source: Yamamoto Shigemi, Japanese historian, interviews with elderly Japanese women who had worked in silk factories in eastern Japan in the early 1900s, published in 1968.*

### SURVEY OF 580 FORMER JAPANESE SILK WORKERS

Aspect of Life in the Silk Factories	Workers' Impressions		
Food	Poor: 0%	Average: 10%	Good: 90%
Nature of work	Hard: 3%	Average: 75%	Easy: 22%
Pay compared to other work	Lower: 0%	Average: 30%	Good: 70%
Treatment of sick workers	Poor: 40%	Average: 50%	Good: 10%
Asked if they were glad they had gone to work in a silk factory	Not glad: 0%	Neutral: 10%	Glad: 90%

**Document 6**

*Source: Pavel Buryshkin, Russian merchant, from his published memoirs, written between 1911 and 1914.*

The final ten years of the last century and the first years of the present were characterized by the extraordinary growth of industry in Russia. . . . Mining and metallurgical industries, ironworks, sugar production, and textiles especially cotton, prospered greatly. . . . The growth of Russian industry was furthered by both Russia's immense natural resources and by a series of necessary government measures promulgated during Sergey Witte's administration of Russia's finances, for example, the monetary reform or the protective tariff policy, which had existed in Russia from the early 1800s. The general atmosphere that prevailed among Russian businesses and government circles, also stimulated this growth. The slogan of the day was the development of Russia's protective forces, the building of its own industry, the organization of Russia's own production to utilize the country's enormously rich productive capacities. Qualitative improvement of factory equipment went along with quantitative growth. Many of the textile mills in Russia, especially in the Moscow district, were among the best equipped in the world.

**Document 7**

*Source: M. I. Pokzovskaya, Russian physician, excerpt from her article published in the magazine of an international woman suffrage organization, London, 1914.*

In the majority of the factories where women are employed the working day is from 10 to 11½ hours. . . . On Saturday, in many factories . . . the work sometimes lasts 16 and 18 hours per day. The workers are forced to work overtime on pain of instant dismissal or of transference to inferior employment, and in the case of children actual physical force is used to make them continue in their places.

It happens sometime, as on April 25th, 1913, at a cotton spinning factory in St. Petersburg, that the workers strike as a protest against the dismissal of old workers and their replacement by girls between 14 and 16 years of age. The result of the strike was a wholesale dismissal of all the women, whose places were filled by young girls.

In a large tobacco factory in St. Petersburg the women workers who were asking for raised pay were cynically informed that they could augment their income by prostitution.



Learning Objectives	Key Concepts in the Curriculum Framework
<b>SB-5</b> Assess the degree to which the functions of cities within states or empires have changed over time.	5.1. I
<b>SB-9</b> Assess how and why commercial exchanges have influenced the processes of state building, expansion, and dissolution.	5.1. II
<b>ECON-2</b> Analyze the economic role of cities as centers of production and commerce.	5.1. III
<b>ECON-3</b> Assess the economic strategies of different types of states and empires.	5.1. IV
<b>ECON-5</b> Explain and compare forms of labor organization, including families and labor specialization within and across different societies.	5.1. V
<b>ECON-9</b> Explain and compare the ways in which economic philosophies influenced economic policies and behaviors.	5.1. VI
<b>ECON-12</b> Evaluate how and to what extent networks of exchange have expanded, contracted, or changed over time.	5.2. I
<b>ECON-13</b> Analyze how international economic institutions, regional trade agreements, and corporations – both local and multinational – have interacted with state economic authority.	5.3. IV
<b>SOC-2</b> Assess how the development of specialized labor systems interacted with the development of social hierarchies.	5.4. I

## What Good Responses Will Include

A good response would draw on six or seven documents (that is, all or all but one of the documents provided) to present a comparative analysis of industrialization in Japan and Russia between 1850 and 1914. Given the thrust of the question, the thesis should address both similarities and differences in comparing Japanese and Russian industrialization within the particular time period noted. An example of a good thesis might state that in both Japan and Russia the government played a significant role in the promotion of industrialization; although the former relied upon domestic capital while the latter was dependent upon foreign sources of investment.

The analysis of the documents should provide evidence to support the thesis or relevant argument. In addition to using evidence from at least six documents to support the thesis or argument, the essay should explain the significance of the author's point of view, purpose, audience, and/or its specific historical context for at least four of the documents. For example, in discussing document 1, students might argue that the secret nature of Witte's letter increases its reliability as evidence of the motivations and character of Russian industrialization. In discussing document 3, students might question the veracity of the evidence from the photo by a foreign photographer of Japanese working conditions. In discussing document 5, students might question the reliability of the evidence of oral histories that were recorded a half century after the period of historical investigation. In discussing document 7, students might situate the discussion of gender in the labor force within the historical context of feminist movements and concerns just prior to World War I. A good essay will weave in these crucial observations about the veracity of the evidence to strengthen the argument about similarities and differences in Japanese and Russian industrialization. A strong essay will consistently and cohesively address the reliability of the evidence that supports or contests the stated thesis.

A strong essay, however, does not simply list the characteristics of one document after another. Instead, it makes connections between documents or parts of documents to corroborate evidence that is used to make compelling arguments and assertions in response to the question. For example, a good essay might claim that Japan and Russia were similar in their use of female labor in industrial manufacturing as corroborated with evidence from Julian Cochrane's photo of a Japanese silk factory (document 3) and excerpts from M.I. Pokzovskaya's magazine article (document 7). Another similarity in Japanese and Russian industrialization relates to the significant role of the government in promoting manufacturing as evidenced in Sergey Witte's secret letter (document 1), Count Okuma's article (document 2), and Buryshkin's memoir (document 6).

Witte's letter and Okuma's article could also be used as evidence to corroborate and assert a claim of difference in that the Japanese raised and concentrated capital internally by "issuing Bank Regulations and establishing national banks" (document 2) while the Russians did so through the "influx of foreign capital" (document 1). A student might also make an argument addressing difference by juxtaposing the responses of each to labor conditions. While Russian workers reacted aggressively to the conditions by striking (as evidenced in documents 4 and 7), the Japanese workers did not (as evidenced in documents 3 and 5). In making the case for both similarity and difference, a strong essay will be cohesive and utilize all the documents and organize the essay to support the assertions within the thesis statement.

In the document-based question, students are required to use outside examples and knowledge to support their stated theses or relevant arguments. Both of the aforementioned arguments concerning differences between Japanese and Russian industrialization can be supported by knowledge beyond the documents at hand. For example, as students may point out, Russian industrialization in the late 19th century relied heavily on foreign capital. Witte's reforms liberalized rules relating to foreign investment. His moves to bring Russia onto the gold standard, and to stabilize the ruble, also attracted foreign investment.

In Japan, by contrast, state-guided industrialization was financed almost entirely by the government or private Japanese investors. In terms of worker willingness to assert their rights and grievances, students might establish in their responses that this was more pronounced in Russia where urban workers eventually instigated the Bolshevik Revolution, while in Japan even strikes were rare prior to the 1920s. In both these examples, the inclusion of knowledge that extends beyond the documents themselves strengthens the argument about difference, and demonstrates an appreciation for the nuances of historical thinking.

A strong response also demonstrates an understanding of the broader context of issues relevant to the question and situates the thesis or relevant argument within a larger historical context. In this case, a comparison of industrialization in Japan and Russia could be situated within a discussion of larger relevant global processes such as modernization or responses to global industrial capitalism or Western European imperialism.

Finally, a good response synthesizes and extends the argument. A strong essay might connect the issues of Japanese and Russian industrialization in the late 19th century to industrial expansion in the same economies later in the 20th century (e.g., during the time of Stalin or in the 1960s in the case of Japan). Alternatively, a student might compare late 19th-century industrialization in Japan and Russia with other examples from the same time period, such as in Brazil, Mexico, or India. A student might also juxtapose the significance of the failure of China to industrialize during the same time period. A strong essay might extend the argument by analyzing the environmental and social consequences of industrialization in Japan and Russia. Or, a student might bring in ideas from a discipline beyond history, such as economics, to further support an argument about the relative role of the state in Japanese and Russian industrialization.

## Section IV: Long Essay Question

Students will choose one of two long essay questions to answer in writing. The long essay requires that students demonstrate their ability to use historical evidence in crafting a thoughtful historical argument. For the sample questions presented here, students will analyze an issue using the historical thinking skills of **argumentation** and **patterns of continuity and change over time**. As with any essay, a good response begins with the development of a relevant **thesis**. In the rest of the essay, the student should provide evidence in a manner that is convincing, thoughtful, and built on a sound knowledge of historical information relevant to the topic.

The following questions are meant to illustrate an example of a question pairing that might appear in this section of the exam, in which both questions focus on the same historical thinking skill but apply it to different time periods. Therefore, the question pairing allows the student to make a choice concerning which time period and historical perspective he or she is best prepared to write about.

## 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 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 historical thinking skills as directed by the question.
- **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 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.** Using specific examples, analyze continuities and changes in the relationship between legal systems and social hierarchies in the period circa 2000 B.C.E. to circa 1000 C.E. (*Historical Thinking Skill: Patterns of Continuity and Change Over Time*).

Learning Objectives	Key Concepts in the Curriculum Framework
<b>SOC-4</b> Analyze ways in which legal systems have sustained or challenged class, gender, and racial ideologies.	1.3 III 2.1 I 2.1 II 2.2 II 3.2 I

### What Good Responses Will Include

In a good response, students will support their thesis with specific examples that clearly and consistently demonstrate continuities and changes in the relationship between legal systems and social hierarchies within the specified time period.

A strong essay will not only describe specific examples of continuity and change, but will also explain them. While students must describe and explain both continuities and changes, they do not have to do so evenly in their response. A strong response will demonstrate knowledge of the relevant chronology and a detailed understanding of the events and circumstances of the period. Continuities discussed should be evident for the majority of the time period.

In addressing continuities, students should describe and analyze how legal codes both reflected and informed social and gender hierarchies and in doing so facilitated the rule of governments over people. A strong response will provide concrete and specific examples to support clear assertions about the continuities and changes in the relationship between social structures and law codes. Examples of such law codes might include the Sumerian Code of Ur-Nammu and the Babylonian Code of Hammurabi. In describing and explaining changes in the relationship between legal systems and social hierarchies, students might address the means by which these legal systems became more elaborate as societies became more stratified and as governments became increasingly centralized and informed by more complex religious and philosophical ideas. Examples of these sorts of changes within the period might be drawn from China, Persia, Rome, or South Asia.

Strong essays will extend the argument in a number of different ways. They might demonstrate further continuities or changes in the relationship between legal codes and social hierarchies in periods after 1000 C.E.; for example, by addressing how such relationships were changed by considerations of race in the end of the early modern period. A student might also extend the argument by engaging in political analysis that goes beyond the economic and social focus of the question. Here a student might explain that the continuities between labor systems and social hierarchies were also a consequence of commercial and landed elites using the authority and laws emanating from the state to regulate labor systems and reinforce social hierarchy. Lastly, a student might extend the argument by introducing a scholarly perspective beyond the discipline of history in their response. For example, a strong response might make the case that the consideration of gender and patriarchy in the analysis of the relationship between labor systems and social hierarchies reflects the influence of other disciplines such as anthropology and sociology upon the practice of history.

**Question 3.** Using specific examples, analyze continuities and changes in the relationship between labor systems and social hierarchies in the period circa 600 C.E. to circa 1750 C.E. (*Historical Thinking Skill: Patterns of Continuity and Change Over Time*).

Learning Objectives	Key Concepts in the Curriculum Framework
<b>SOC-2</b> Assess how the development of specialized labor systems interacted with the development of social hierarchies.	3.1 III 3.3 I 3.3 III 4.2 II 4.2 III

### What Good Responses Will Include

As in the previous question, students should support their thesis with specific examples that clearly and consistently demonstrate continuities and changes in the relationship between labor systems and social hierarchies within the specified time period. A strong essay will not only describe specific examples of continuity and change, but will also explain them. While students must describe and explain both continuities and changes, they do not have to do so in equal proportions in their response. A strong response will demonstrate knowledge of the relevant chronology and a detailed understanding of the events and circumstances of the period. Continuities discussed should be evident for the majority of the time period.

In addressing continuities, students might describe and account for the persistence of coerced and unfree agricultural labor that supported landed elites throughout much of the world during this time period. The persistence of patriarchy could also be considered in a strong response. Students might also address the continuity of free labor in China through the majority of the period and the relationship between a free peasantry and the importance of the scholar gentry in Chinese society. Describing and explaining the continuity of the role and position of labor within the caste system in South Asia would also be part of a strong response.

A strong response will provide concrete and specific examples to support clear assertions about the continuities and changes in the relationship between social structures and law codes. In describing and explaining changes in the relationship between labor systems and social hierarchies, students might describe new forms of coerced labor systems with specific examples associated with plantation, *hacienda*, or *encomienda* economies within the period and analyze how these Atlantic labor systems were related to new racial and ethnic social hierarchies. For example, in a good response, students might explain the relationship between indentured servitude and Atlantic slavery and new types of colonial and creole elites who benefitted from these labor systems. The Spanish adaptation of the Inca *mit'a* system might also be introduced in this regard. In a strong response, students might also describe and explain the end of serfdom in Western Europe and the social transformations that came about with the rise of free labor during this period.

Strong essays will extend the argument in a number of different ways. They might demonstrate further continuities or changes in the relationship between labor systems and social hierarchies before or after the period 600 C.E. and 1750 C.E.; for example, by addressing how such relationships were changed by industrialization and the significance of free labor in the modern period. A student might also extend the argument by engaging in economic analysis that goes the political and social focus of the question. Here a student might explain that the continuities between law codes and social hierarchies were consequences of the generally agrarian basis of states and civilizations during the time period under consideration. Lastly, a student might extend the argument by introducing a scholarly perspective beyond the discipline of history in their response. For example, a strong response might make the case that the consideration of gender and patriarchy in the analysis of the relationship between legal codes and social hierarchies reflects the influence of other disciplines such as anthropology and sociology upon the practice of history.