

2022

AP<sup>®</sup>

 CollegeBoard

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# AP<sup>®</sup> World History: Modern

## Free-Response Questions

**WORLD HISTORY: MODERN**

**SECTION I, Part B**

**Time—40 minutes**

**Directions:** Answer Question 1 **and** Question 2. Answer **either** Question 3 **or** Question 4.

Write your responses in the Section I, Part B: Short-Answer Response booklet. You must write your response to each question on the lined page designated for that response. Each response is expected to fit within the space provided.

In your responses, be sure to address all parts of the questions you answer. Use complete sentences; an outline or bulleted list alone is not acceptable. You may plan your answers in this exam booklet, but no credit will be given for notes written in this booklet.

**Use the passage below to answer all parts of the question that follows.**

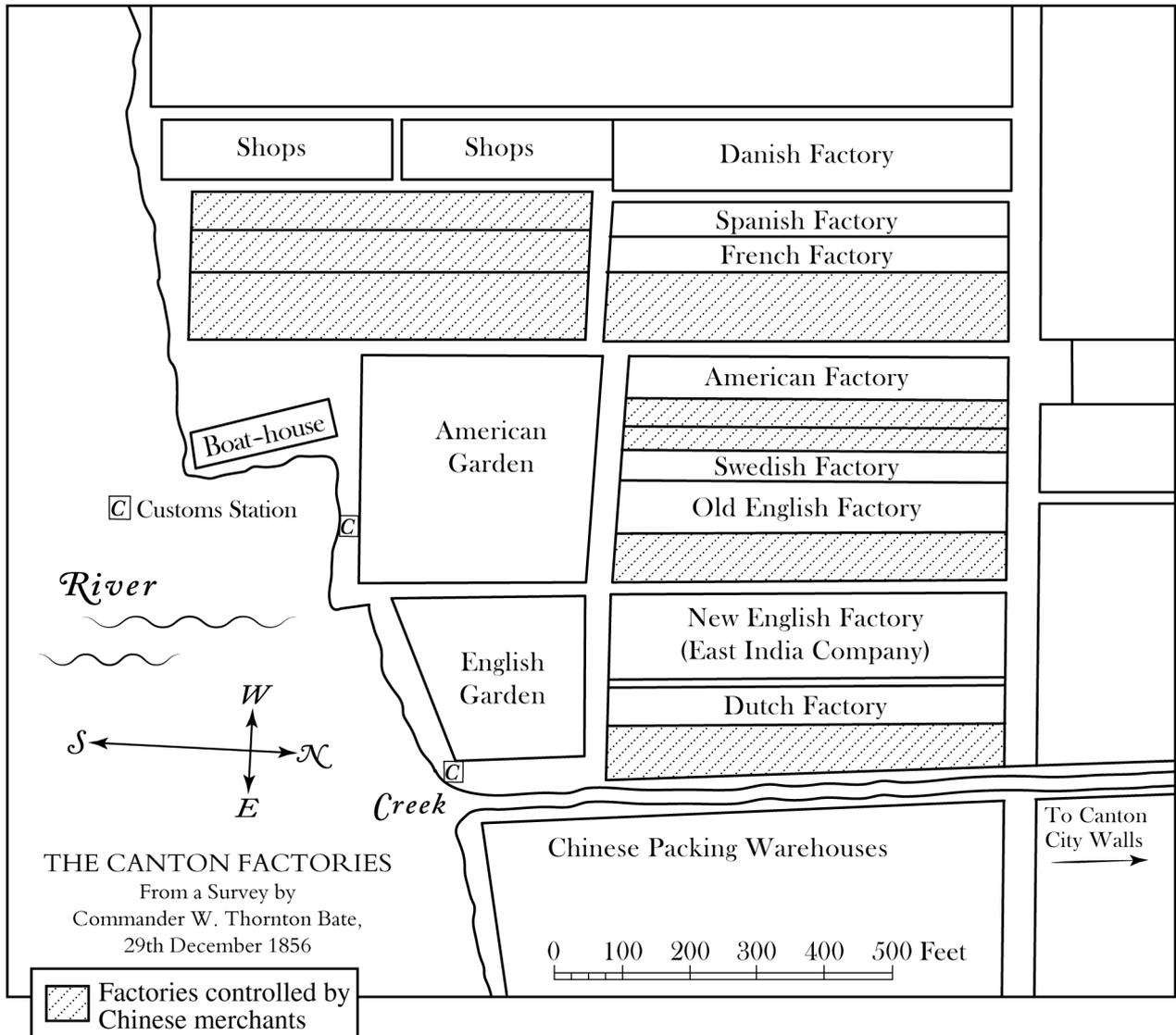
“The Mongol conquests have been defined as the last chapter of the Eurasian transformations of the tenth [through the] thirteenth centuries. Yet with the same, or even better, justification they can also be regarded as the first chapter of a new era, perhaps the early-modern one. . . . The Mongol period was a significant step towards closer integration of the old world, both inside and outside the empire’s realm. Certainly the vast dimensions of the empire contributed to that, but the role of the Mongols was not limited to [being] the passive medium through which [their] subjects learned from one another. Instead they actively promoted inter-cultural exchange.”

Michal Biran, historian, “The Mongol Transformation: From the Steppe to Eurasian Empire,” article published in 2004

1. a) Identify ONE economic development that would support Biran’s argument in the passage regarding the Mongols and the “integration of the old world.”  
b) Explain how ONE piece of evidence would **challenge** Biran’s argument regarding the Mongols and “the first chapter of a new era.”  
c) Explain how ONE intercultural transfer or exchange resulted from the Mongol conquests.

Use the map below to answer all parts of the question that follows.

**PLAN OF “FACTORIES” (TRADING POSTS AND WAREHOUSES) IN THE  
CITY OF CANTON, SOUTHERN CHINA, 1856**  
The plan was drawn from a survey of the area carried out by the British Royal Navy



Source: H. B. Morse, *The International Relations of the Chinese Empire*, (New York: Paragon Book Gallery, 1910 ed.), p. 70.

2. a) Identify ONE **economic** development in the period 1750–1900 that led to the situation represented in the map.
- b) Identify ONE **political** development in the period 1750–1900 that led to the situation represented in the map.
- c) Explain ONE reason why the survey of the Canton factories was carried out by the British Royal Navy.

**Question 3 or 4**

**Directions:** Answer either Question 3 or Question 4.

**Answer all parts of the question that follows.**

3. a) Identify ONE technological development that directly contributed to the Columbian Exchange.
- b) Identify ONE benefit of the transfer of crops and/or domesticated animals during the Columbian Exchange for the populations involved.
- c) Explain ONE way in which the transfer of crops and/or domesticated animals during the Columbian Exchange affected the environment.

**Answer all parts of the question that follows.**

4. a) Identify ONE scientific or technological development that contributed to the Green Revolution.
- b) Explain ONE way in which the Green Revolution benefited populations in the developing world.
- c) Explain ONE way in which the Green Revolution affected the environment within the developing world.

**END OF SECTION I**

**WORLD HISTORY: MODERN**

**SECTION II**

**Total Time—1 hour and 40 minutes**

**Question 1 (Document-Based Question)**

**Suggested reading and writing time: 1 hour**

**It is suggested that you spend 15 minutes reading the documents and 45 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.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using at least six documents.
- Use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- For at least three documents, explain how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

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**Begin your response to this question at the top of a new page in the separate Free Response booklet and fill in the appropriate circle at the top of each page to indicate the question number.**

1. Evaluate the extent to which European imperialism affected economies in Africa and/or Asia in the nineteenth and early twentieth centuries.

**Document 1**

**Source:** T. G. Edwards, manager of a government-run sugar factory in Wonopringgo, Java, Dutch East Indies, letter to the Dutch colonial government in Jakarta, 1858.

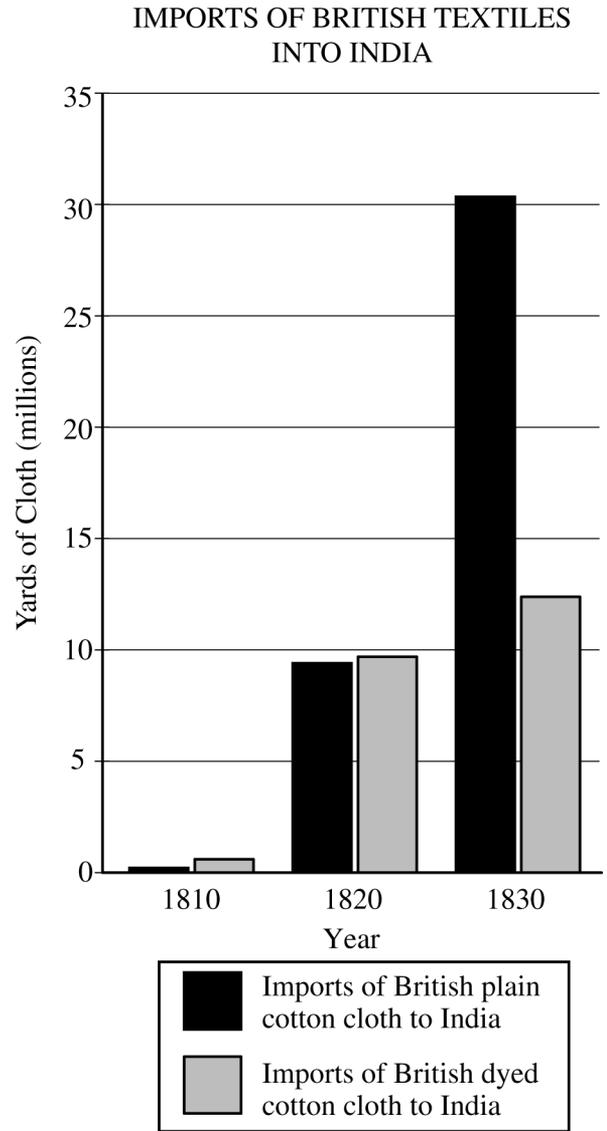
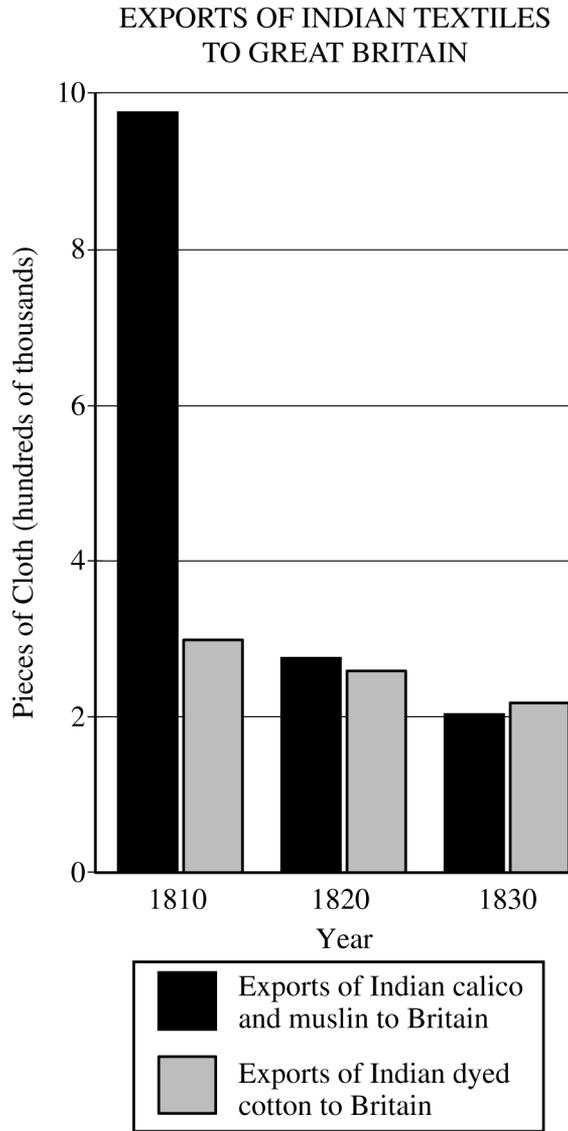
Unfortunately, many of the potential Javanese workers for the sugar processing factory are already forced to work on sugar fields under the Dutch government's Cultivation System.<sup>1</sup> There is not a single peasant in the district who is not subject to multiple demands on his labor, from the government or from local Javanese elites.

I have had one of my factory agents travel around the villages in the district all year looking for workers. Despite offering them good wages, I have never succeeded in getting more than five men per day. When I ask the men to work in the factory full time, they all answer that they would if I could get them freed from government-imposed work.

<sup>1</sup> A system of labor in Dutch-ruled Java that forced Javanese farmers to work for parts of the year producing export cash crops, which they then had to sell to the colonial government at artificially low prices

Document 2

**Source:** The British East India Company, data from reports submitted to the British Parliament, based on totals of all goods traded in Indian ports that were under the control of the company, 1810–1830.



### Document 3

**Source:** Bankim Chandra Chatterjee, Indian journalist and intellectual, *The Cultivators of Bengal*, article published in a Bengali-language newspaper, Kolkata, India, 1872.

We pay for what we buy from England by exporting Indian agricultural commodities such as rice, silk, indigo, etc. It goes without saying that as the trade with England expands, so will the demand for such agricultural commodities. Ever since the establishment of British rule, the trade of India has increased, leading to an expansion of agriculture.

The Indian cotton weaving trade may have collapsed because of cheap British cloth imports, but why does the weaver not move to another occupation? He may not be able to support his family by weaving cloth, but he should be able to do so if he would switch to cultivating rice.

But people in our country are reluctant to give up their hereditary trades. This reluctance is unfortunate for our weavers, but it does not mean a loss of wealth for India as a whole.

### Document 4

**Source:** Lobengula Khumalo, ruler of the Matabele (Ndebele) people of present-day Zimbabwe, contract with business associates of English businessman Cecil Rhodes' mining company, 1888.

Let it be known that Charles Rudd of Kimberley (South Africa), Rochfort Maguire of London, and Francis Thompson of Kimberley have made a contract with me and agreed to pay me and my heirs the monthly sum of 100 pounds sterling (British currency) and the delivery of 1,000 rifles made in England. Further, they have promised to deliver a steamboat with guns suitable for the defense of my territories on the Zambezi River.

In exchange for these presents, I hereby grant to the above-mentioned individuals and their heirs the complete and exclusive right to collect, sell, and enjoy the profits of all of the metals and minerals contained in my kingdoms. And since I have been much pestered lately by various persons and companies seeking these rights, I further grant to them the right to take all necessary measures to exclude all their competitors seeking mining rights and privileges from my kingdoms.

## Document 5

**Source:** Moyo, a Congolese refugee, testimony given to the Belgian government as part of a larger investigation into the condition of the native population of the Belgian Congo, 1904.

Each village from our district had to produce 80 loads of rubber per month. As rubber plants got scarcer, the White man reduced the required amount only by a little. We got no pay! Our village got cloth and a little salt from the government, but it did not go to the people who collected the rubber. Instead, our chiefs used up the cloth; the workers got nothing. The pay was given to the Chief, never to the men.

It used to take ten days to get twenty loads of rubber. We were always in the forest and then if we were late making the delivery, we could be killed. We had to go further into the forest to find the rubber vines and our women had to give up cultivating fields and gardens. Then we starved. Wild animals killed some of us when we were working in the forest, and others got lost or died from exposure and starvation. We begged the White men, saying we could get no more rubber, but the White men and their soldiers refused. We tried, always, to go further into the forest, and when we failed, and our rubber delivery was short, the soldiers came to our towns.

## Document 6

**Source:** Ndansi Kumalo, member of the Ndebele ethnic group of present-day Zimbabwe, oral memoir of his experiences in the 1890s, recorded by a British anticolonial activist and published in 1936.

After our rebellion had been put down,<sup>1</sup> we were offered work in the mines and farms of the White people to earn money, and so we were able to buy back some cattle to replace the ones that had been lost during the rebellion. At first, of course, we were not used to working for a wage, but the colonial government ordered the chiefs to advise the young people to go to work, and gradually they went. In a few years we had recovered our livelihoods somewhat.

But then the taxes came. At first, it was 10 shillings [British currency] a year. Soon the Government said, “This is too little, you must contribute more, you must pay one pound.” We were also taxed 5 shillings for a dog. Then the Government told us that we were living on private land that supposedly belonged to the White settlers; the owners wanted rent in addition to the Government tax.

<sup>1</sup> a reference to the 1896–1897 Ndebele revolt against White settlers

**Document 7**

**Source:** Anonymous Tanzanian participant in the 1905–1907 Maji Maji uprising against German colonial rule, interview conducted by African historians from newly independent Tanzania, published in 1967.

In 1902, the Germans established cotton plantations in our Matumbi district. Every village was allotted days on which it had to cultivate the plantations. One person had to come from each household on the allotted days.

This work made us suffer greatly. We were whipped for the smallest mistake, and once you started working, there was no break. Some of us were assigned to clear the land of trees, others tilled the land, others would smooth the ground and plant the cotton seeds, another group did the weeding, another the picking, and yet another transported the bales of cotton to the coast beyond Kikanda for shipping.<sup>1</sup> The work was astonishingly hard and our only reward was the whip. And yet the German also wanted us to pay him taxes in addition to the plantation work! Our people came to hate German rule, which was so cruel. It was not because we were lazy or disliked agriculture. If it had been good agriculture with meaning and profit, we would never have risked our lives by starting a rebellion.

<sup>1</sup> The colonial government of German East Africa exported the cotton to Europe.

**END OF DOCUMENTS FOR QUESTION 1**

**Question 2, 3, or 4 (Long Essay)**  
**Suggested writing time: 40 minutes**

**Directions:** Answer Question 2 or Question 3 or Question 4.

In your response you should do the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using specific and relevant examples of evidence.
- Use historical reasoning (e.g., comparison, causation, continuity or change over time) to frame or structure an argument that addresses the prompt.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

2. In the period before circa 1500, states in the Americas used a variety of institutions, policies, and practices to consolidate and expand their scope and reach.

Develop an argument that evaluates the extent to which ONE pre-Columbian state in the Americas was successful in consolidating and centralizing its authority during this period.

3. In the period circa 1450–1750, the global increase in transregional contacts led to both expansion and contraction of existing religions as well as the development of new religious practices.

Develop an argument that evaluates the extent to which military conflict or conquest was the main cause of religious change in this period.

4. In the late twentieth century, the spread of free-market economic ideas led to numerous changes around the world.

Develop an argument that evaluates the extent to which the spread of free-market ideas led to economic change during this period.

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**Begin your response to this question at the top of a new page in the separate Free Response booklet and fill in the appropriate circle at the top of each page to indicate the question number.**

WHEN YOU FINISH WRITING, CHECK YOUR WORK ON SECTION II IF TIME PERMITS.

**STOP**

**END OF EXAM**