

## WORLD HISTORY

## Section I, Part A

Time—55 minutes

55 Questions

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

**Questions 1–4 refer to the excerpt below.**

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

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

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

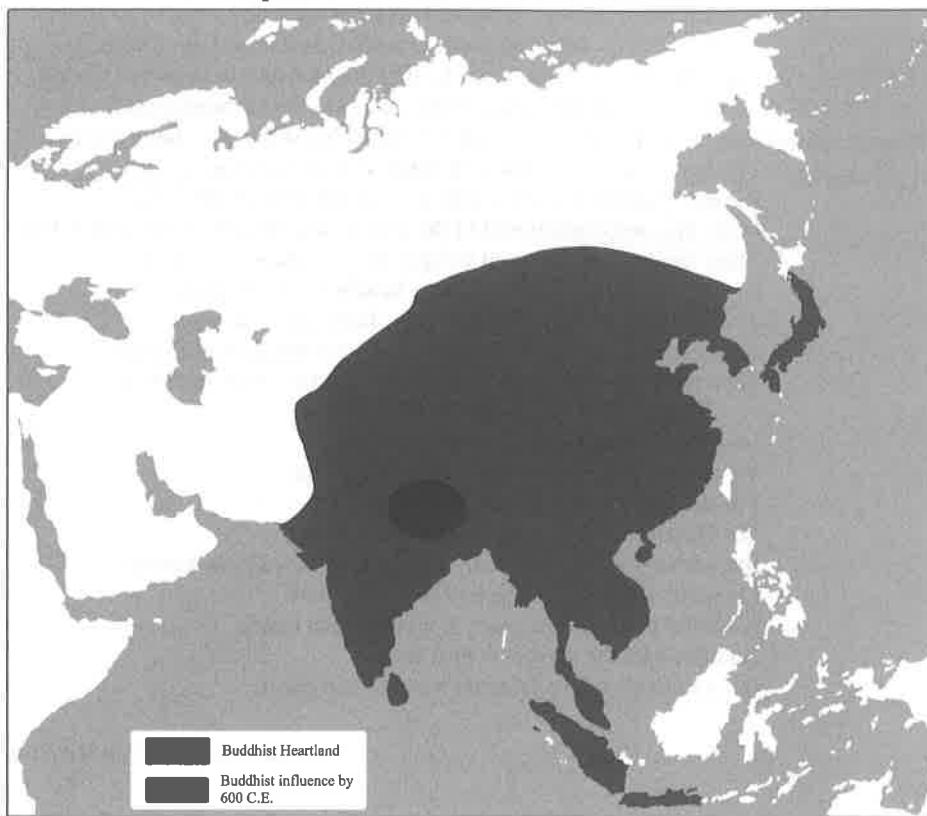
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3. Which of the following best describes foreign policy followed by the Egyptian New Kingdom, which existed between 1550 and 1069 B.C.E.?
- (A) A gradual withdrawal from the Nubian lands in Sudan conquered during the Middle Kingdom
- (B) Peaceful coexistence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

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Questions 9–12 refer to the map below.

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



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

**GO ON TO THE NEXT PAGE.**

Questions 13–17 refer to the poem below.

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

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

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

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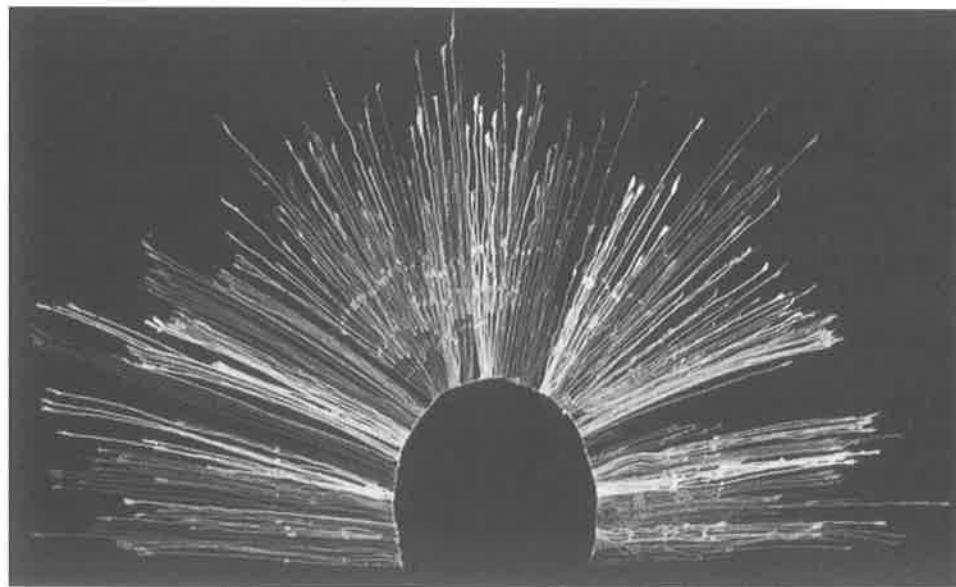
16. The succeeding Song dynasty differed from the Tang in that
- (A) the Song abolished the Confucian civil service exams
  - (B) the Song sponsored Buddhism to the detriment of Taoism and Confucianism
  - (C) the Song pursued a less expansive foreign policy
  - (D) the Song dynasty was originally from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

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18. The use of the quipu in the image above best illustrates which of the following features of pre-modern urban centers for pre-modern civilizations?
- (A) They provided surplus manpower for armies.  
 (B) They reflected and reinforced the stratification of society along class lines.  
 (C) They were centers of trade and commercial activity.  
 (D) They were exclusively religious centers for pilgrimages.
19. Ancient Mesoamerican and Andean civilizations most demonstrated their religious authority?
- (A) The sponsoring of production of religious literature  
 (B) The performance of elaborate sacrifice rituals  
 (C) The creation of record keeping implements  
 (D) The sponsorship of astronomical research

Image *quipu* from the Larco Museum in Lima



Questions 18–20 refer to the image below.

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

AI, Umar, ca. 1300–1384

"Al-Zawawi also said, 'This sultan Musa told me that at a town called ZKRY he has a copper mine from which ingots are brought to BYTY.' There is nothing in my kingdom, Musa said, on which a duty is levied except this crude copper which is brought in. Duty is collected on this and on nothing else. We send it to the land of the pagan Sudan and sell it for two-thirds of its weight in gold, so that we sell 100 measures of this copper for 66 2/3 measures of gold." He also stated that there are nations in his kingdom from whom he simply employs in extracting the gold from its deposits. The gold is extracted by digging pits about a man's height in depth and the gold is found embedded in the sides of the pits or sometimes collected at the bottom of them."

From N. Levittin & J.F.P. Hopkins, eds., *Coups of Early Arab Sources for West African History*. Cambridge University Press, 1981. Reproduced with permission of Cambridge University Press.

AI, Umar, ca. 1300–1384

Questions 21–24 refer to the source below.

**GO ON TO THE NEXT PAGE.**

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

GO ON TO THE NEXT PAGE.

37. Which of the following developments from the period 1750–1900 C.E. most directly undid the trade patterns mentioned in the first paragraph?

(A) The discovery of certain goods that the Chinese were interested in purchasing from European merchants

(B) Englishmen revolutions in Europe and the Americas

(C) The Industrial Revolution

(D) The colonization of Africa

38. Which of the following developments from the period 1450–1750 C.E. most directly undid the trade patterns mentioned in the first paragraph?

(A) The eastward expansion of Russia

(B) The Portuguese conquest of India

(C) The establishment of the Tokugawa Shogunate

(D) The Spanish conquest of Mexico

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

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

36. The description in the Second Paragraph of the procedures that Portuguese and other foreigners followed when trading in China supports which of the following? imbalances about trade policy in the Later Ming Dynasty?

(A) The Ming Dynasty was very supportive of and welcoming to all commercial enterprise.

(B) The Ming Dynasty sought to regulate trade strictly to limit contact with foreigners and ease collection of taxes.

(C) The Ming Dynasty was too busy battling pirates along its coast to pay any attention to regulation.

(D) The Ming Dynasty only allowed Portugal to trade with China through Canton, permitting only one merchantant activity.

5. In addition to the sources of silver mentioned in the first paragraph, the greatest volume of additional silver came to China from which of the following regions?

(A) Central Asia  
(B) Europe  
(C) The Middle East  
(D) The New World

6. Jesuit missionaries work in Japan and China

(A) Chinese merchants' domination of East Asian trade  
(B) Competition between Dutch and Portuguese traders  
(C) European participation in East Asian trade patterns  
(D) Jesuit missionaries of the following historical developments?

7. The description of the route Portuguese sailors took in the first paragraph most directly supports which of the following historical developments?

Questions 34–38 refer to the passage below.

**GO ON TO THE NEXT PAGE.**

- diffused quickly all over the world.  
 communications technologies like the telegraph  
 (D) Empires found expansion more difficult as  
 for daily public use.
- for military purposes, as they were too expensive  
 (C) Empires only used technology like telegraph cables  
 and information could travel at very rapid speeds.  
 (B) Empires were able to grow much larger as messages  
 benefit from them.  
 the nineteenth century and did not realize much  
 communications technologies until the end of  
 (A) Empires were slow to take up advance
- the period 1750–1900 C.E.?
- above had which of the following effects on empires in  
 40. Technologies like the telegraph cable depicted in the map  
 most end of the cable in Egypt?  
 which of the following likely accounts for the western,  
 communications with Europe.

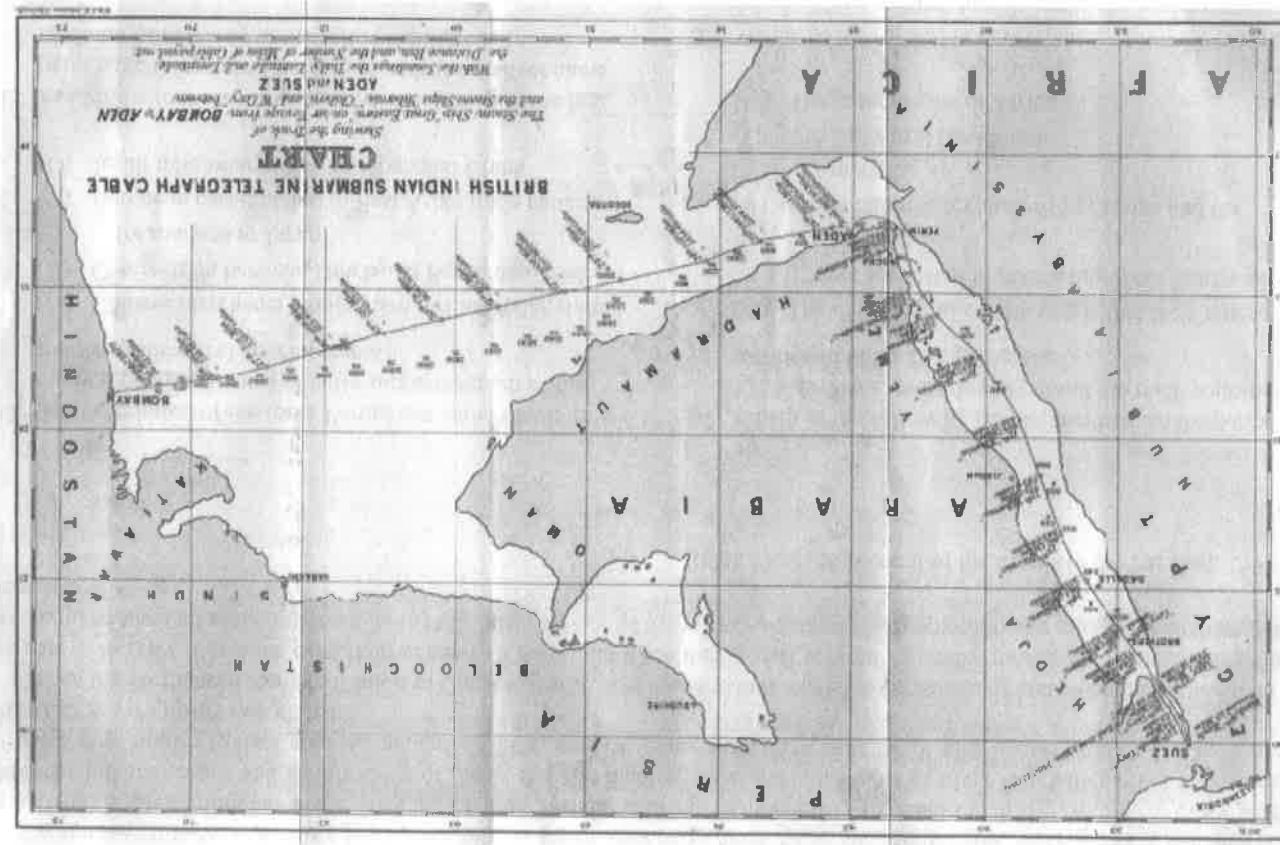
- Egypt.  
 that the cable goes through the Italian colonies in  
 (D) The Italian investors in the undersea cable insisted  
 India be built through Egypt.  
 (C) The Ottoman Empire demanded that the cable from  
 communicate with British in India.  
 (B) The French garrison in Egypt needed to

- (A) The Suez Canal was a strategic outpost for

39. Based on the map and your knowledge of world history,  
 which of the following likely accounts for the western,  
 communications with Europe?

Reprinted with permission of Atlantic-Cable.com.

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



Questions 39–42 refer to the map below.

**GO ON TO THE NEXT PAGE.**

42. Based on your knowledge of world history and the British involvement in the Indian Ocean between 1750-1900 C.E.,<sup>7</sup> which of the following best characterizes maps, which of the following best characterizes
- (A) Roman and Persian merchants competed with one another over the trade coming to and from India.  
(B) Arab merchants dominated the Indian Ocean region for the entire period.  
(C) Indian merchants founded enclaves in Persia and Egypt.  
(D) Mongol traders facilitated the development of seaborne trade to carry the produce of Central Asia.

41. Which of the following best characterizes this area of the Indian Ocean in the period 600-1450 C.E.?
- (A) Roman and Persian merchants competed with one another over the trade coming to and from India.  
(B) Arab merchants dominated the Indian Ocean region for the entire period.  
(C) Indian merchants founded enclaves in Persia and Egypt.  
(D) Mongol traders facilitated the development of seaborne trade to carry the produce of Central Asia.

42. Based on your knowledge of world history and the region by virtue of their powerful navy.
- (A) The British invested in strategic infrastructure and occupied territories in order to protect their interests in the region.  
(B) The British invested in strategic infrastructure communications among the Islamic world.  
(C) The British dominated the entire Indian Ocean and occupied territories in order to protect their interests in the region.

region.

- (D) The British largely left existing powers in control of their domains, content to monopolize trade in the region.

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46. Which of the following from the period 1450–1750 C.E. best explains the relatively under-industrialized nature of Latin American economies in the twentieth century?
- (A) The policies of mercantilism followed by the colonial powers  
 (B) The focus on the exploitation of precious metals in Mexico and Brazil  
 (C) The demographic collapse endured by the European population of Latin America after the arrival of based elites in the administration of Latin America
47. Which of the following from the period 1450–1750 C.E. best explains the relatively under-industrialized nature of Latin American economies in the twentieth century?
- (A) The policies of mercantilism followed by the colonial powers  
 (B) The focus on the exploitation of precious metals in Mexico and Brazil  
 (C) The demographic collapse endured by the European population of Latin America after the arrival of based elites in the administration of Latin America
48. Which of the following from the period 1450–1750 C.E. best explains the relatively under-industrialized nature of Latin American economies in the twentieth century?
- (A) The policies of mercantilism followed by the colonial powers  
 (B) The focus on the exploitation of precious metals in Mexico and Brazil  
 (C) The demographic collapse endured by the European population of Latin America after the arrival of based elites in the administration of Latin America

44. A historian researching the economic history of Latin America from 1900 to the present day would most likely find the two tables useful as a source of information about which of the following?
- (A) The successful industrialization of Latin America over the course of the twentieth century  
 (B) The impact of Cold War politics on Latin American economic development  
 (C) The relative effectiveness of import substitution industrialization strategies in Latin America  
 (D) The spread of industrial technologies across Latin America between 1945 and 1980
43. Which of the following conclusions is best supported by the data in Table 1?
- (A) Latin American societies had to import vast quantities of industrial materials from abroad to satisfy internal demand.  
 (B) Participation in World War II did not impact Latin North American industrial capacity as much as it did trade with the United States turned Latin American states into producers of raw materials.  
 (C) Trade with the United States turned Latin American industrialization had not taken firm root in Latin American economies by 1945.  
 (D) Industrialization across Latin America than other economic activities.

1980	24.7	30.2	22.3	18.2	24.1
Argentina	Brazil	Chile	Colombia	Mexico	

Table 2

1945	24.7	17.2	23.1	10.5	19.1
Argentina	Brazil	Chile	Colombia	Mexico	

Table 1

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

Questions 43–46 refer to the tables below.

**GO ON TO THE NEXT PAGE.**

- “The spontaneous forces of capitalism have been steadily growing in the countryside in recent years, with new rich peasants springing up everywhere and many well-to-do middle peasants striving to become rich peasants. On the other hand, many poor peasants are still living in poverty for lack of sufficient means of production, with some in debt and others selling or renting out their land. If this tendency goes unchecked, the polarization in the countryside will inevitably be aggravated day by day. Those peasants who lose their land and those who remain in poverty will complain that we are doing nothing to save them from ruin or to help them overcome their difficulties. Nor will the remaining nobility be able to satisfy their demands unless we are heading in the capitalist direction or gradually realize the socialist transformation of handicrafts and capitalist industry and commerce; in other words, it means to carry out co-operation and elimination of the rich-peasant economy and the individual economy more heavily in modernizing agriculture.”
49. Which of the following best explains Mao’s concept of “the ‘socialist transformation of the whole of agriculture’”?
- (A) Agriculture fueled industrialization in cities as excess labor flowed from the countryside to urban centers.  
 (B) Agricultural surpluses allowed the state to invest more heavily in modernizing agriculture.  
 (C) Agricultural efficiency reduced prices of basic commodities, raising the standard of living across the whole of China.  
 (D) Agriculture was collectivized, with the result that entire communities shared fields instead of individuals owning the land as private property.

48. The developments described in the speech regarding the decline of Chinese influence in Asia and directly to which of the following processes?
- (A) The expansion of multinational corporations and globalization  
 (B) The expansion of multinational corporations and globalization  
 (C) The decline of Soviet-style communism and the rise of Maoism  
 (D) The green revolution and development of more efficient agricultural techniques
- which of the following?
- (A) General political and economic reforms to mitigate social unrest  
 (B) Government promoting collectivization of the land to reduce inequality between sectors of the population  
 (C) Government promoting policies intended to hasten industrialization  
 (D) Government promoting capitalist policies to reduce inequality between sectors of the population
- consolidate the worker-peasant alliance.”
47. Mao’s quotation is best understood in the context of which of the following?
- (A) Government in communist countries implementing general political and economic reforms to mitigate social unrest  
 (B) Government promoting collectivization of the land to reduce inequality between sectors of the population  
 (C) Government promoting policies intended to hasten industrialization  
 (D) Government promoting capitalist policies to reduce inequality between sectors of the population

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

in the countryside so that all the rural people will become increasingly well off together. We maintain that this is the only way to consolidate the worker-peasant alliance.”

in the countryside unless we are heading in the capitalist direction or to help them overcome their difficulties. Nor will the remaining nobility be able to satisfy their demands unless we are heading in the capitalist direction or gradually realize the socialist transformation of handicrafts and capitalist industry and commerce; in other words, it means to carry out co-operation and elimination of the rich-peasant economy and the individual economy more heavily in modernizing agriculture.”

“The spontaneous forces of capitalism have been steadily growing in the countryside in recent years, with new rich peasants springing up everywhere and many well-to-do middle peasants striving to become rich peasants. On the other hand, many poor peasants are still living in poverty for lack of sufficient means of production, with some in debt and others selling or renting out their land. If this tendency goes unchecked, the polarization in the countryside will inevitably be aggravated day by day. Those peasants who lose their land and those who remain in poverty will complain that we are doing nothing to save them from ruin or to help them overcome their difficulties. Nor will the remaining nobility be able to satisfy their demands unless we are heading in the capitalist direction or gradually realize the socialist transformation of handicrafts and capitalist industry and commerce; in other words, it means to carry out co-operation and elimination of the rich-peasant economy and the individual economy more heavily in modernizing agriculture.”

Questions 47–51 refer to the passage below.

**GO ON TO THE NEXT PAGE.**

51. Which of the following later developments would most undermine the hopes expressed by Mao in the second-to-last line of the passage?
- (A) The development of Special Economic Zones along the Chinese coast brought economic growth to China.  
 (B) Political friction with the Soviet Union pushed China into the orbit of the United States during the Cold War.  
 (C) The cooperatives of peasants on the farmland and an emphasis on countryside steel production brought famine and poverty to the Chinese peasantry.  
 (D) Opposition voices in the Communist Party led by men such as Deng Xiaoping were rooted out and silenced during the Cultural Revolution.
52. Mao's view of the cooperation of peasant labor most directly reflects the influence of which of the following?
- (A) The ideals of communism as stated by Joseph Stalin  
 (B) The ideals of the Enlightenment as stated by Maximilian Robespierre  
 (C) The ideals of classical liberalism as stated by Adam Smith  
 (D) The ideals of globalization as evidenced by the European Union
53. Which of the following was NOT a cause of the Great Leap Forward?
- (A) The ideals of classical liberalism as stated by Adam Smith  
 (B) The ideals of communism as stated by Joseph Stalin  
 (C) The ideals of globalism as evidenced by Maxmillian Robespierre  
 (D) The ideals of capitalism as stated by Deng Xiaoping
54. Mao's view of the cooperation of peasant labor most directly reflects the influence of which of the following?
- (A) The development of Special Economic Zones along the Chinese coast brought economic growth to China.  
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55. Which of the following most inspired the national plan advanced by Nkrumah in the second paragraph?
- (A) Fascism  
 (B) Social Darwinism  
 (C) Classical Liberalism  
 (D) Socialism
54. Which of the following would most directly result from the foreign investment from capitalist countries mentioned in the second paragraph?
- (A) The establishment of formal control over previous colonies by colonial powers  
 (B) The establishment of successful democratic regimes in target countries of foreign investment  
 (C) The development of globalization and the spread of culture through consumerism  
 (D) The reduction of political instability and unrest in former colonies

55. Which of the following most inspired the national plan advanced by Nkrumah in the second paragraph?

53. Which of the following is referenced by the co-operation mentioned in the second paragraph?
- (A) The competing ideologies of the Cold War  
 (B) The competing ideologies of World War II  
 (C) The competing empires of World War I  
 (D) The competing colonizing empires in Africa
- Nkrumah's writings?
52. Which of the following provides the best context for Non-aligned, as practiced by Ghana and many other countries, is based on co-operation with all States whether they be capitalist, socialist or have a mixed economy. Such a policy, therefore, involves foreign investment from capitalist countries, but it must be invested in accordance with a national plan drawn up by the government of the non-aligned State which its own interests in mind. The issue is not what return the foreign investor receives on his investments... The question is one of power. A State in the grip of neo-colonialism is not master of its own destiny."

Kwame Nkrumah, Neo-Colonialism, 1965

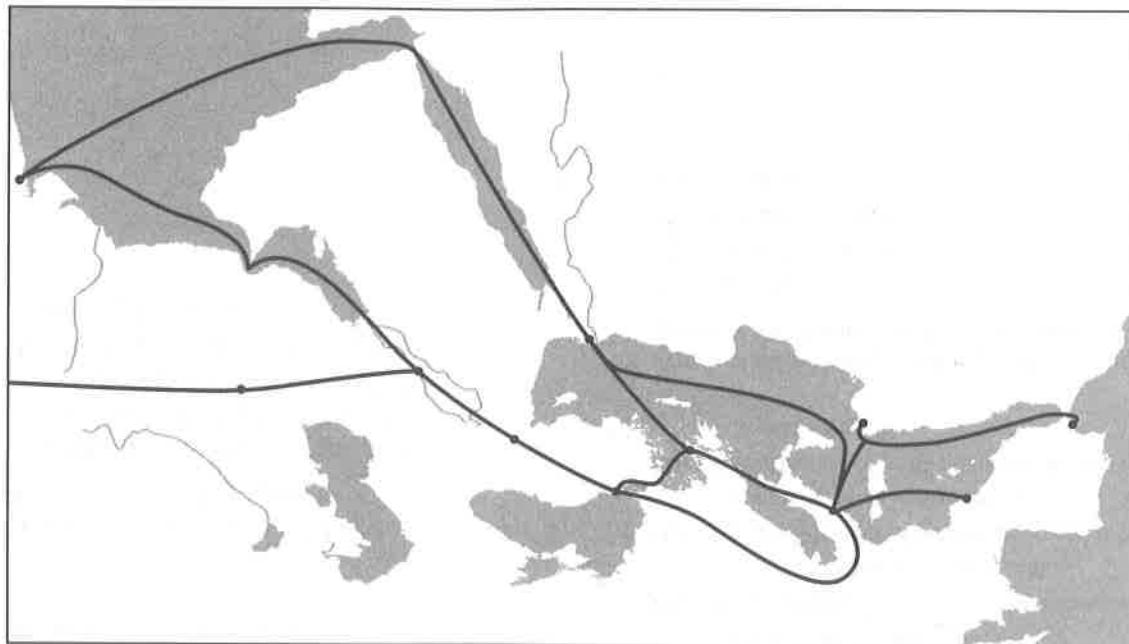
"The struggle against neo-colonialism is not aimed at preventing the capital of the developed world from operating in less developed countries. It is aimed at preventing the financial power of the developed countries being used in such a way as to impoverish the less developed.

developed countries. It is aimed at preventing the financial power of the developed countries being used in such a way as to impoverish the less developed.

Questions 52–55 refer to the passage below.

**GO ON TO THE NEXT PAGE.**

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



**Major Mediterranean and Near East Trade Routes 200 c.e.–600 c.e.**

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

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

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

#### 4 Questions

**Time—50 minutes**

#### SECTION I, Part B

#### WORLD HISTORY

**GO ON TO THE NEXT PAGE.**

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

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

**GO ON TO THE NEXT PAGE.**

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

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



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

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

**STOP**

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

Rodrigo Vizcaya, 2008

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

**Source 2:**

Edgar Smith, 1995

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

**Source 1:**

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

After the exam, you must apply the label that corresponds to the long-essay question you answered—Question 2 or 3. For example, if you answered Question 2, apply the label **2**.

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

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

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

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

**At a Glance**

### Instructions

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

**The Exam**

## AP® World History Exam

**SECTION II: Free Response**

**Section II**

<b>Total Time</b>	1 hour, 30 minutes	<b>Number of Questions</b>	2
<b>Percent of Total Score</b>	40%	<b>Writing Period</b>	Time
<b>Writing Instrument</b>	Pen with black or dark blue ink	<b>Answers to Questions 1, the document-based question.</b>	15 minutes (suggested).
<b>Reading Period</b>	Use this time to read the questions and plan your answers to read the document-based question 1, the writing period.	<b>Question 1 (DBQ): Mandatory</b>	1 hour, 15 minutes
<b>Answers to Questions 2 and 3</b>	Use this time to read the questions and plan your answers to read the document-based question 2 or 3 if you finish Question 1 early.	<b>Question 2 or 3: Choose One Question</b>	25% of Total Score
<b>Suggested Time</b>	40 minutes	<b>Question 1 (DBQ)</b>	40 minutes
<b>Suggested Time</b>	35 minutes	<b>Question 2 or 3: Choose One Question</b>	2 or 3
<b>Answer either Question</b>		<b>Suggested Time</b>	35 minutes
<b>Percent of Total Score</b>	15%	<b>Percent of Total Score</b>	15%

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- **Synthesis:** Extend the argument by explaining the connections between the argument and ONE of the following:
  - A different discipline or field of inquiry (such as economics, government and politics, art history, or anthropology).
  - 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 development in a different historical period, situation, era, or geographical area.
- **Outside Evidence:** Provide an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument.
- **Contextualization:** Situate the argument by explaining the broader historical events, developments, or processes immediately relevant to the question.
- **Sourcing the Documents:** Explain the significance of the author's point of view, author's purpose, historical context, and/or audience for at least four of the documents.
- **Use of the Documents:** Utilize the content of at least five of the documents to support the thesis or a relevant argument.
- **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.
- **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.

In your response you should do the following.

**Directions:** Question I is based on the accompanying Documents 1–6. The documents have been edited for the purpose of this exercise.

**Note:** You may begin writing your response before the reading period is over.

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

**Suggested reading and writing time:** 55 minutes

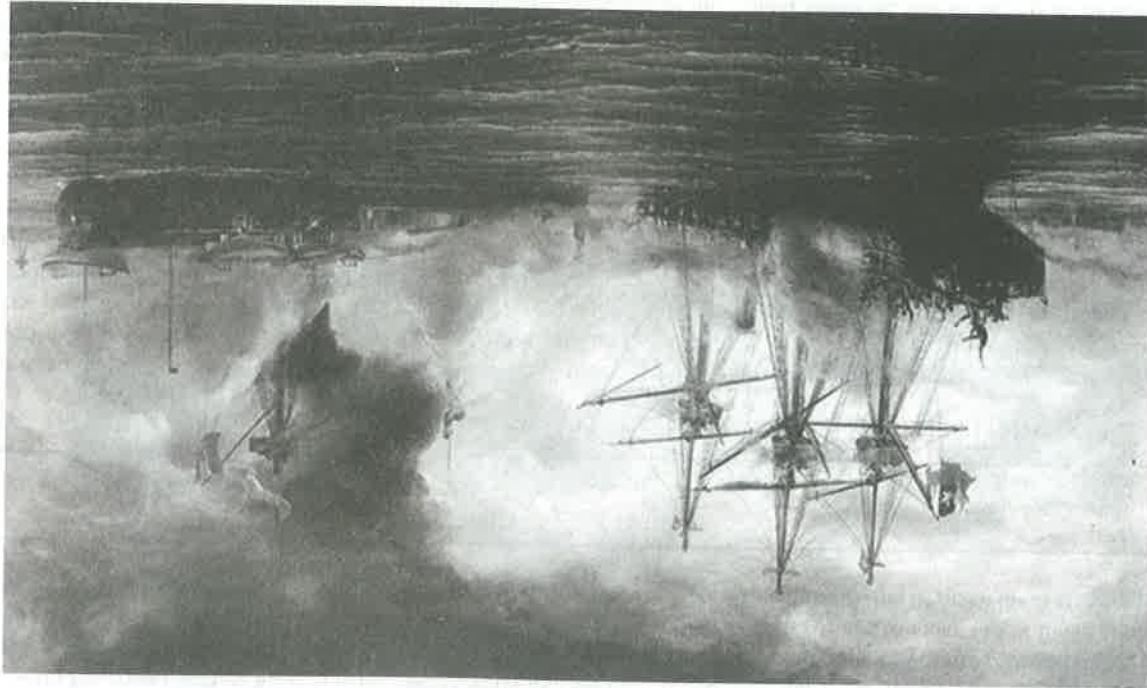
**Question I (Document-Based Question)**

**Total Time—1 hour, 30 minutes**

## **SECTION II**

### **WORLD HISTORY**

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

#### Document 1

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

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control of the Island to its people. Approved, April 20, 1898.

Joint Resolution for the recognition of Cuba's independence, Resolving that the Government of Spain relinquish its authority and government in the Island of Cuba, and to withdraw its land and naval forces from Cuban waters, and directing the President of the United States to use the land and naval forces of the United States to carry these resolutions into effect. Fourth. That the President of the United States hereby discloses any disposition or intention to exercise sovereignty, jurisdiction, or control over said Islands except for the pacification thereof, and asserts its determination to exercise sovereignty, jurisdiction, or control over the Islands, to leave the government and the militia of the several States, to such extent as may be necessary to carry these resolutions into effect. Fifth. That the United States does hereby demand, empowers to use the entire land and naval forces of the United States, and to call into the actual service of the United States, naval forces from Cuba and Cuban waters. Third. That the President of the United States be, and he hereby is, directed and empowered to issue all necessary orders to the Government of Spain at once relinquish its authority and government in the Island of Cuba, and withdraw its land and naval forces from the Island of Cuba, and hereby demands that it is the duty of the United States to demand, and the Government of the United States does hereby demand, Second. That it is the duty of the people of Cuba are, and of right ought to be, free and independent. America in Congress assembled; Therefore, Resolved, by the Senate and House of Representatives of the United States of the action of Congress was invited: That the people of April eleventh, eighteen hundred and ninety-eight, upon which the President of the United States in his message to Congress of Havana, and can not longer be endured, as has been set forth by the officers and crew, while on a friendly visit in the harbor of Havana, and can not longer be endured and sixty-six of its civilization, columbarium, as they have, in the destruction of a United States battleship, with two hundred and sixty-six of its so near our own borders, have shocked the moral sense of the people of the United States, have been a disgrace to Christians resolutions into effect. Whereas, the abhorrent conditions which have existed for more than three years in the Island of Cuba, so far as an educated woman can in North America, and like her, we can manage the interests of our children, these rights being the basis for emancipation. What we lack is sufficient education and instruction to make use of them, instruction that North American women have; it is not just recently that we have proclaimed our freedom. To try to question or to oppose women's emancipation is to oppose something that is almost a fact, it is to attack our laws and destroy the Republic. So let the debate be there, on the true point where it should be: whether or not it is proper for women to make use of those granted rights, asking as a consequence the authorization to go to the university so as to practice those rights or make them effective.

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

### Document 3

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

Source: María Eugenia Bachequito, Argentine Feminist, *The Emancipation of Women*, 1876.

### Document 2

## GO ON TO THE NEXT PAGE.

from their point of view, yielding them a revenue which is not always to be despised. In this way crops which are in theory destined solely for their nourishment take on a different aspect to their other resources. The colonists produce more maize than they consume. They can then sell a few sacks at the nearest market, and add the price of the contract which relate to these crops than to those which determine their wages in currency... It even happens at times that the colonists set apart from the coffee, and sometimes between the rows of the coffee-trees. They often think more of the clauses in the purpose which ends meet is the crops they have the right to raise on their own account, sometimes on allotments reserved for the to make both ends meet is the crops they have the right to raise on their own account, sometimes on allotments reserved for the hour of rest; another the end of the day; the laborers have no illusions of independence. What really enables the colonists to perform under the supervision of the manager of the fazenda. A bell announces the hour for going to work; another colonists perform under the supervision of the manager of the fazenda. All these operations the coffee is soaked, husked, dried, and selected, and then dispatched to Santos, the great export market. All these operations the ered into gangs. They continue themselves to loading the berries on carts, which other laborers drive to the fazenda; there the picking... This entails a great reduction in the cost of production and of labor. At the time of picking the colonists are gathered into gangs. Sometimes, in a good year, the crop may thus be harvested in its entirety at one

is that the whole crop arrives at maturity almost at the same moment. The crop may thus be harvested in its entirety at one

commodities. Sometimes, it is repeated six times a year. When the coffee ripens, towards the end of June, the picking of the crop labor of the colonist. It is against the invasion of noxious weeds. The weeding of the plantation is really the chief constant struggle must be maintained against the regular lines in the red soil, abundantly watered by the rains, on which a

the life is laborious. The coffee is planted in long regular lines in the red soil, abundantly watered by the rains, on which a

Each fazenda constitutes a little isolated world, which is all but self-sufficient and from which the colonists rarely issue:

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

Document 5



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

Document 4

**GO ON TO THE NEXT PAGE.**

**END OF PART A**

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

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

## END OF EXAMINATION

century B.C.E.

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

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

- A different discipline or field of inquiry (such as economics, government and politics, art history, or anthropology).

- intellectual history).

- A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or

- A development in a different historical period, situation, era, or geographical area.

- **Synthesis:** Extend the argument by explaining the connections between the argument and ONE of the following.

- theses or relevant arguments.

- **Supporting the Argument with Evidence:** Utilize specific examples of evidence to fully and effectively substantiate the stated

- periodization.

- **Application of Historical Thinking Skills:** Develop and support an argument that applies the historical thinking skill of

- **Thesis:** Present a thesis that makes a historically defensible claim and responds to the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.

In your response you should do the following.

**Directions:** Choose EITHER Question 2 or Question 3.

**Suggested writing time:** 35 minutes

Question 2 or Question 3

**WORLD HISTORY**