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 politics
(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
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.
Questions 9–12 refer to the map below.

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?

(A) The Tang Dynasty’s strong bureaucracy at the local level
(B) The Tang Dynasty’s large, standing professional army with no need of conscription
(C) Relatively advanced Tang agricultural technologies
(D) 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?

(A) Confucian relationships between husband and wife were still strong in Tang society.
(B) Imperial rescripts emphasized the birth of able sons over daughters to fulfill conscription quotas.
(C) Agricultural work could be shared by women and men alike.
(D) 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?

(A) Discontent among the peasantry due to oppressive taxation
(B) Foreign invasion of the Tang heartlands
(C) The spread of Buddhism and Taoism as a reaction to state-sponsored Confucianism
(D) An ineffective bureaucracy and poor leadership
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

GO ON TO THE NEXT PAGE.
GO ON TO THE NEXT PAGE

19. Which of the following activities is most common to Mesopotamian and Andean civilizations most

(a) The construction of astronomical observatories
(b) The creation of rock art and public monuments
(c) The performance of elaborate sacrifice rituals
(d) The sponsorship of production of religious authority

20. Which of the following best describes the significance of the image above?

(a) The use of the guano in the image above for illumination
(b) The image represents a pre-modern civilization
(c) The image is a modern representation of pre-modern civilizations
(d) The image is an ancient Greek sculpture

Questions 18-20 refer to the image below.
GO ON TO THE NEXT PAGE.

Question 21: Based on your knowledge of world history and the

Questions 22 to 24 refer to the source below.


The U.S. Constitution is the fundamental law of the land, and it is found in the pages of the

GO ON TO THE NEXT PAGE.

33. Which of the following technologies most directly caused technological
improvements:

(a) Steam
(b) The compass
(c) Gunpowder weapons
(d) The Scientific Revolution and the discovery of
Saharan Africa
(e) Trade of guns and slaves between Europe and Sub-
Saharan Africa

32. The heavy above provides evidence for which of the
following historical developments:

(a) John-locks contested sponsored colonisation
(b) Voyages of discovery
(c) Maritime were involved in and interested in
(d) The Scientific Revolution and the discovery of
Saharan Africa
GO ON TO THE NEXT PAGE
GO ON TO THE NEXT PAGE.

Diffused quickly all over the world, communication technologies like the telegraph found unique expression in the 19th century. As military purposes were more easily accommodated by telegraphic cables, the telegraph quickly became a tool for communication from far distances. Empires were able to grow much larger, as messages could be sent more quickly and efficiently. In the United States, and indeed in much of the Western world, communication technologies were used to expand the reach of empires. The period 1750-1900 C.E.

Questions 39-42 refer to the map below.
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 map, which of the following best characterizes British involvement in the Indian Ocean between 1750–1900 C.E.?
(A) The British constructed an underwater cable connecting India to Arabia.
(B) The British invested in strategic infrastructure and occupied territories in order to protect their interests in the region.
(C) The British dominated the entire Indian Ocean region by virtue of their powerful navy.
(D) The British largely left existing powers in control of their domains, content to monopolize trade in the region.
Table 1

<table>
<thead>
<tr>
<th>1870</th>
<th>1880</th>
<th>1890</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brazil</td>
<td>Mexico</td>
<td>Chile</td>
</tr>
</tbody>
</table>

Table 2

<table>
<thead>
<tr>
<th>1965</th>
<th>1970</th>
<th>1975</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argentina</td>
<td>Mexico</td>
<td>Chile</td>
</tr>
</tbody>
</table>

Questions 42-46 refer to the tables below.
47. Mao’s quotation is best understood in the context of which of the following?

(A) Government promoting policies intended to hasten industrialization
(B) Governments promoting policies to reduce inequality betweens sectors of the population
(C) Governments promoting policies to reduce inequality between sectors of the population

48. The developments described in the speech regarding the cooperation of the peasant economy with industry most directly reflect which of the following global processes?

(A) The decline of Chinese influence in Asia and globally
(B) The expansion of multinational corporations and globalisation
(C) The decline of Soviet-style communism and the rise of market capitalism

49. Which of the following best explains Mao’s concept of the socialist transformation of the whole of agriculture in China?

(A) Agriculture faced 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 agricultural production.
(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 the collective owned the land as private property.
51. Which of the following terms best describes the nature and purpose of the European Union?

A) The development of special economic zones
B) The ideas of communism as spread by Joseph Stalin
C) The ideas of classical liberalism as spread by Adam Smith
D) The ideas of globalization as evidenced by NAFTA
E) The Chinese coast brought economic growth to the rest of the passageway

50. Which view of the cooperation of nations has most directly affected the influence of which of the following?

A) The Chinese coast brought economic growth to the rest of the passageway
B) The ideas of communism as spread by Joseph Stalin
C) The ideas of classical liberalism as spread by Adam Smith
D) The development of special economic zones
E) The development of the Common Market as spread by the European Union
GO ON TO THE NEXT PAGE.
GO ON TO THE NEXT PAGE.

Identify and explain ONE reason that the land-based routes displayed on the map depicted in this section differ from 600 B.C. to 600 C.E. that account for the development of the routes shown on the map.

600 C.E. and 1450 C.E.

4 Questions

Time—50 minutes

SECTION I

PART B

WORLD HISTORY
GO ON TO THE NEXT PAGE.

1. Use specific examples from one or more states or empires.

Identify and explain THREE ways in which rulers legitimized or consolidated their power during the period 600 C.E. to 1450 C.E.

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

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

Identification and explain ONE way in which the Ottoman expansion affected international relations in the period from 1520-1700.

(b) Century:

Identification and explain ONE way in which the painting illustrates the creation of new cultural identities in the Mediterranean.

(c) Century:

Identification and explain ONE reason Mehmed II embarked on reforms such as the clothing reform depicted above.

(d) Century:

Portrait of Sultan Mehmed II of the Ottoman Empire, painted after his clothing reform in 1826.
interaction with the Americas. Briefly explain your choice using additional evidence beyond that used to answer (a) or (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.

Identify and explain one piece of historical evidence that would support Vitezka's interpretation of Europe's interaction with the Americas.

Identify and explain one piece of historical evidence that would support Smith's interpretation of Europe's interaction with the Americas.

Rodrigo Vitezka, 2008

"Communed the Americas for God, Gold, and Glory."

The Americas for humans and done just that for thousands of years before the arrival of the Spaniards. Instead, the Spaniards in the Old World in 1492, the bounty came at the cost of the loss of the inhabitants. Europeans neither discovered nor exploited the Americas once they arrived. While the bounty of the New World enriched the whole world through trade and transmission once it was finally connected.

Source: 2

Edward Smith, 1993

"The voyages of Columbus in 1492 can rightly be said to have begun the discovery and settlement of the New World, as follows.

Source: 1

4. Use the two passages below and your knowledge of world history to answer all parts of the question that follows.
DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO.

AP® World History Exam

Section II
Free Response

Instructions

The Exam

Question 2 of 3: Choose

Document-Based Question

Answer both questions. You may use the document(s) and your knowledge of world history to answer the questions. Be sure to read the questions carefully and answer them fully.

Question 1 of 8

Time

1 hour, 15 minutes

Writing Period

25 minutes

Answer both questions. You may use the information in the document(s) and your knowledge of world history to answer the questions. Be sure to read the questions carefully and answer them fully.

Section I

Document-Based Questions

Answer both questions. You may use the information in the document(s) and your knowledge of world history to answer the questions. Be sure to read the questions carefully and answer them fully.

Reading Period

5 minutes

Writing Instrumental

40 minutes

Essay

2 of 2

Total Time

1 hour, 20 minutes

Looking for Questions?

In this section, all questions are presented. You will be given 20 minutes to complete the questions. You may use the information in the document(s) and your knowledge of world history to answer the questions. Be sure to read the questions carefully and answer them fully.

Question 1 of 8

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1 hour, 15 minutes

Writing Period

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Total Time

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Essay

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Reading Period

5 minutes

Writing Instrumental

40 minutes

Essay

2 of 2

Total Time

1 hour, 20 minutes

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Question 1 of 8

Time

1 hour, 15 minutes

Writing Period

25 minutes

Answer both questions. You may use the information in the document(s) and your knowledge of world history to answer the questions. Be sure to read the questions carefully and answer them fully.
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- A different discipline of field of inquiry (such as economics, government and politics, or history, or anthropology).
- A cause theme and approach to history that is not the focus of the essay (such as political, economic, social, cultural, or geographical area).

* Synthesizes: Extend the argument by explaining the connections between the argument and ONE of the following:
  - Quality of evidence:
    - Provides an example or additional piece of specific evidence beyond those found in the documents to support the argument for at least four of the documents.
  - Contextualization:
    - Suggests a broader historical events, developments, or processes immediately preceding or following the question.
  - Support of arguments:
    - Explains the significance of the author's point of view, author's purpose, historical context, author, or other.
  - Involves the documents:
    - Utilizes the content of at least five of the documents to support the ideas of a central argument.
  - Historical analysis:
    - Analyzes the relationships among historical events using cause and effect, correlation, comparative analysis, or other multiplicities.
  - Arguments and evidence:
    - Develop and support a cohesive argument for historical context by presenting a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must be explicitly differentiated with enough supporting evidence to make the claim.

In your response, you should do the following.

Directions: Question 1 is based on the accompanying documents 1-6. The documents have been edited for the purpose of this question.

You may begin writing your response before the reading period is over. If you feel that you spent 15 minutes reading the documents and 40 minutes writing your response, you may begin writing.

Suggested reading and writing time: 35 minutes.

Question 1 (Document-Based Question)

Total Time: 1 hour, 30 minutes

SECTION II

WORLD HISTORY
Hussar in the battle of Laguna during the War of the Pacific, 1879.
Source: Painting by Thomas Somervilles, sinking of the Esmeralda a Chilean wooden vessel, by the Peruvian Ironclad

Document I

Political challenges facing Latin American countries in the period from 1875 to 1910.
Question I: Using the following documents and your knowledge of world history, explain some of the major social and
GO ON TO THE NEXT PAGE


GO ON TO THE NEXT PAGE.

From their point of view, picking them as a reward which is not always to be despised.

To their own resources from the coffee and sometimes between the crops of the coffee trees. They often think more of the diseases in the crop, but also of the crops which take a second place in coffee in occurrence. If ever happens at times this colorism does not reappear from the coffee, and sometimes between the crops of the coffee trees. They often think more of the diseases in the crop, but also of the crops which take a second place in coffee in occurrence. If ever happens at times this colorism does not reappear from the coffee, and sometimes between the crops of the coffee trees. They often think more of the diseases in the crop, but also of the crops which take a second place in coffee in occurrence. If ever happens at times

[Image: Photograph of plantation in Cuba, ca. 1900.

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

X

Section 11
Go ON TO THE NEXT PAGE.
END OF EXAMINATION

The period before the emergence of Islam in the 7th century B.C.E. to the period after the emergence of Islam in the 7th century C.E. can be considered a turning point in world history. In the development of your argument, explain why changes and trends that emerged from the period before the birth of Islam in the development of your argument, explain why changes and trends that emerged from the period before the birth of Islam in the development of your argument, explain why changes and trends that emerged from the period before

**Question 3:** Evaluate the extent to which the emergence of Islam or the emergence of Buddhism in 585 B.C.E. can be considered a turning point in world history.

**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.

- A different discipline or field of inquiry (such as economics, government and politics, art history, or archaeology)
- A different approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history)
- A course theme and 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, such as the one of the Renaissance era

**Synthesis:** Explain the influence by explaining the connections between the argument and one of the following:
- Thesi of regional argument
- Support the argument with evidence

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

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

Suggested writing time: 35 minutes.