



# **WORLD HISTORY**

Course Description

**MAY 2010, MAY 2011**

## **The College Board**

The College Board is a not-for-profit membership association whose mission is to connect students to college success and opportunity. Founded in 1900, the association is composed of more than 5,600 schools, colleges, universities, and other educational organizations. Each year, the College Board serves seven million students and their parents, 23,000 high schools, and 3,800 colleges through major programs and services in college admissions, guidance, assessment, financial aid, enrollment, and teaching and learning. Among its best-known programs are the SAT<sup>®</sup>, the PSAT/NMSQT<sup>®</sup>, and the Advanced Placement Program<sup>®</sup> (AP<sup>®</sup>). The College Board is committed to the principles of excellence and equity, and that commitment is embodied in all of its programs, services, activities, and concerns.

For further information visit [www.collegeboard.com](http://www.collegeboard.com).

The College Board and the Advanced Placement Program encourage teachers, AP Coordinators, and school administrators to make equitable access a guiding principle for their AP programs. The College Board is committed to the principle that all students deserve an opportunity to participate in rigorous and academically challenging courses and programs. All students who are willing to accept the challenge of a rigorous academic curriculum should be considered for admission to AP courses. The Board encourages the elimination of barriers that restrict access to AP courses for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented in the AP Program. Schools should make every effort to ensure that their AP classes reflect the diversity of their student population.

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## **Welcome to the AP<sup>®</sup> Program**

For over 50 years, the College Board's Advanced Placement Program (AP) has partnered with colleges, universities, and high schools to provide students with the opportunity to take college-level course work and exams while still in high school. Offering more than 30 different subjects, each culminating in a rigorous exam, AP provides motivated and academically prepared students with the opportunity to earn college credit or placement and helps them stand out in the college admissions process. Taught by dedicated, passionate AP teachers who bring cutting-edge content knowledge and expert teaching skills to the classroom, AP courses help students develop the study skills, habits of mind, and critical thinking skills that they will need in college.

AP is accepted by more than 3,600 colleges and universities worldwide for college credit, advanced placement, or both on the basis of successful AP Exam grades. This includes over 90 percent of four-year institutions in the United States.

More information about the AP Program is available at the back of this Course Description and at AP Central<sup>®</sup>, the College Board's online home for AP teachers ([apcentral.collegeboard.com](http://apcentral.collegeboard.com)). Students can find more information at the AP student site ([www.collegeboard.com/apstudents](http://www.collegeboard.com/apstudents)).

### **AP Courses**

More than 30 AP courses in a wide variety of subject areas are now available. A committee of college faculty and master AP teachers designs each AP course to cover the information, skills, and assignments found in the corresponding college course.

### **AP Exams**

Each AP course has a corresponding exam that participating schools worldwide administer in May. Except for AP Studio Art, which is a portfolio assessment, each AP Exam contains a free-response section (essays, problem solving, oral responses, etc.) as well as multiple-choice questions.

Written by a committee of college and university faculty and experienced AP teachers, the AP Exam is the culmination of the AP course and provides students with the opportunity to earn credit and/or placement in college. Exams are scored by college professors and experienced AP teachers using scoring standards developed by the committee.

### **AP Course Audit**

The intent of the AP Course Audit is to provide secondary and higher education constituents with the assurance that an "AP" designation on a student's transcript is credible, meaning the AP Program has authorized a course that has met or exceeded the curricular requirements and classroom resources that demonstrate the academic rigor of a comparable college course. To receive authorization from the College Board to label a course "AP," teachers must participate in the AP Course Audit. Courses authorized to use the "AP" designation are listed in the AP Course Ledger made available to colleges and universities each fall. It is the school's responsibility to ensure that its AP Course Ledger entry accurately reflects the AP courses offered within each academic year.

The AP Program unequivocally supports the principle that each individual school must develop its own curriculum for courses labeled “AP.” Rather than mandating any one curriculum for AP courses, the AP Course Audit instead provides each AP teacher with a set of expectations that college and secondary school faculty nationwide have established for college-level courses. AP teachers are encouraged to develop or maintain their own curriculum that either includes or exceeds each of these expectations; such courses will be authorized to use the “AP” designation. Credit for the success of AP courses belongs to the individual schools and teachers that create powerful, locally designed AP curricula.

Complete information about the AP Course Audit is available at [www.collegeboard.com/apcourseaudit](http://www.collegeboard.com/apcourseaudit).

## **AP Reading**

AP Exams—with the exception of AP Studio Art, which is a portfolio assessment—consist of dozens of multiple-choice questions scored by machine, and free-response questions scored at the annual AP Reading by thousands of college faculty and expert AP teachers. AP Readers use scoring standards developed by college and university faculty who teach the corresponding college course. The AP Reading offers educators both significant professional development and the opportunity to network with colleagues. For more information about the AP Reading, or to apply to serve as a Reader, visit [apcentral.collegeboard.com/readers](http://apcentral.collegeboard.com/readers).

## **AP Exam Grades**

The Readers’ scores on the free-response questions are combined with the results of the computer-scored multiple-choice questions; the weighted raw scores are summed to give a composite score. The composite score is then converted to a grade on AP’s 5-point scale:

<b>AP GRADE</b>	<b>QUALIFICATION</b>
5	Extremely well qualified
4	Well qualified
3	Qualified
2	Possibly qualified
1	No recommendation

AP Exam grades of 5 are equivalent to A grades in the corresponding college course. AP Exam grades of 4 are equivalent to grades of A–, B+, and B in college. AP Exam grades of 3 are equivalent to grades of B–, C+, and C in college.

## **Credit and Placement for AP Grades**

Thousands of four-year colleges grant credit, placement, or both for qualifying AP Exam grades because these grades represent a level of achievement equivalent to that of students who have taken the corresponding college course. This college-level equivalency is ensured through several AP Program processes:

- College faculty are involved in course and exam development and other AP activities. Currently, college faculty:
  - Serve as chairs and members of the committees that develop the Course Descriptions and exams in each AP course.
  - Are responsible for standard setting and are involved in the evaluation of student responses at the AP Reading. The Chief Reader for each AP subject is a college faculty member.
  - Lead professional development seminars for new and experienced AP teachers.
  - Serve as the senior reviewers in the annual AP Course Audit, ensuring AP teachers' syllabi meet the curriculum guidelines of college-level courses.
- AP courses and exams are reviewed and updated regularly based on the results of curriculum surveys at up to 200 colleges and universities, collaborations among the College Board and key educational and disciplinary organizations, and the interactions of committee members with professional organizations in their discipline.
- Periodic college comparability studies are undertaken in which the performance of college students on AP Exams is compared with that of AP students to confirm that the AP grade scale of 1 to 5 is properly aligned with current college standards.

For more information about the role of colleges and universities in the AP Program, visit the Higher Ed Services section of the College Board Web site at [professionals.collegeboard.com/higher-ed](http://professionals.collegeboard.com/higher-ed).

## **Setting Credit and Placement Policies for AP Grades**

The College Board Web site for education professionals has a section specifically for colleges and universities that provides guidance in setting AP credit and placement policies. Additional resources, including links to AP research studies, released exam questions, and sample student responses at varying levels of achievement for each AP Exam are also available. Visit [professionals.collegeboard.com/higher-ed/placement/ap](http://professionals.collegeboard.com/higher-ed/placement/ap).

The "AP Credit Policy Info" online search tool provides links to credit and placement policies at more than 1,000 colleges and universities. This tool helps students find the credit hours and/or advanced placement they may receive for qualifying exam grades within each AP subject at a specified institution. AP Credit Policy Info is available at [www.collegeboard.com/ap/creditpolicy](http://www.collegeboard.com/ap/creditpolicy).

# **AP World History**

## **I N T R O D U C T I O N**

The Advanced Placement Program (AP) offers a course and exam in World History to qualified students who wish to complete studies in secondary school equivalent to an introductory college course in world history. The AP World History Exam presumes at least one year of college-level preparation, as is described here.

The inclusion of material in the Course Description and in the exam is not intended as an endorsement by the College Board or ETS of the content, ideas, or values expressed in the material. The material has been selected and is periodically revised by historians who serve as members of the AP World History Development Committee. In their judgment, the material contained herein reflects the content of an introductory college course in world history. The exam is representative of such a course and therefore is considered appropriate for the measurement of skills and knowledge in an introductory world history survey.

## **T H E C O U R S E**

The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts in different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in global frameworks and their causes and consequences, as well as comparisons among major societies. It emphasizes relevant factual knowledge, leading interpretive issues, and skills in analyzing types of historical evidence. Periodization, explicitly discussed, forms an organizing principle to address change and continuity throughout the course. Specific themes provide further organization to the course, along with consistent attention to contacts among societies that form the core of world history as a field of study.

College world history courses vary considerably in the approach used, the chronological framework chosen, the content covered, the themes selected, and the analytical skills emphasized. The material in this Course Description presents the choices that the AP World History Development Committee has made to create the course and exam. These choices themselves are compatible with a variety of college-level curricular approaches.

## **Beginning an AP Course in World History**

The AP World History course offers motivated students and their teachers the opportunity to immerse themselves in the processes that, over time, have resulted in increasing interactions. AP World History offers an approach that lets students “do history” by guiding them through the steps a historian would take in analyzing historical events and evidence worldwide. The course offers balanced global coverage, with Africa, the Americas, Asia, Europe, and Oceania all represented.



AP classes require additional time on the part of the teacher for preparation, individual consultation with students, and reading a larger number of assignments than would normally be given to students in secondary school-level classes. Accordingly, the AP World History Development Committee strongly urges that any teacher offering such a course be assigned reduced teaching hours, a smaller class, or other appropriate accommodation.

## Resources

The AP Program offers teachers resources to help them begin teaching an AP World History course. This Course Description and the *AP World History Teacher's Guide* offer the groundwork for the course. In addition, AP Central ([apcentral.collegeboard.com](http://apcentral.collegeboard.com)) offers a variety of teacher resource materials for AP World History and the AP Program and lists College Board–sponsored workshops devoted to AP World History. AP Central includes an extensive list of excellent AP World History teaching aids, including a guide to world history Web resources, lesson plans, teaching tips, sample syllabi, resource reviews, teaching units, excerpted materials from *AP World History Best Practices*, archived online events, and feature articles.

Teachers may also find resources through professional organizations of historians, including conferences, professional journals, source materials, and workshops. Some of these organizations are the World History Association, the American Historical Association, and the National Council for the Social Studies. These organizations also have regional chapters.

The AP World History Electronic Discussion Group (EDG) is an invaluable resource for both new and experienced AP World History teachers; it provides a lively, monitored electronic forum for over 2,000 world history teachers to exchange teaching ideas, textbook reviews, and teaching materials and generally offer support to one another. Register for the electronic discussion group at AP Central; look for the button labeled “Electronic Discussion Groups” on the Home Page.

## Chronological Boundaries of the Course

The course has as its chronological frame the period from approximately 8000 B.C.E.\* to the present, with the period 8000 B.C.E. to 600 C.E. serving as the foundation for the balance of the course.

An outline of the periodization with associated percentages for suggested course content is listed below.

Foundations: circa 8000 B.C.E.–600 C.E.	19–20%	(6 weeks)
600 C.E.–1450	22%	(7 weeks)
1450–1750	19–20%	(6 weeks)
1750–1914	19–20%	(6 weeks)
1914–the present	19–20%	(6 weeks)

## Themes

The AP World History course requires students to engage with the dynamics of continuity and change across the historical periods that are included in the course. Students should be taught to **analyze the processes and causes** involved in these **continuities and changes**. In order to do so, students and teachers should focus on FIVE overarching themes which serve throughout the course as unifying threads, helping students to put what is particular about each period or society into a larger framework. The themes also provide ways to make comparisons over time and facilitate cross-period questions. Each theme should receive approximately equal attention over the course of the year.

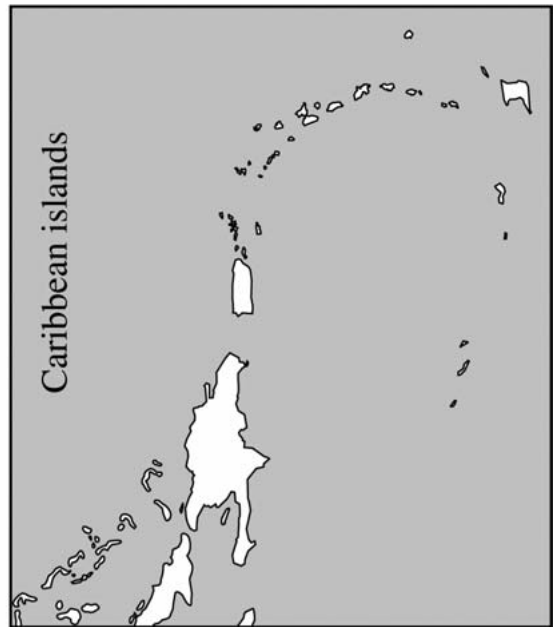
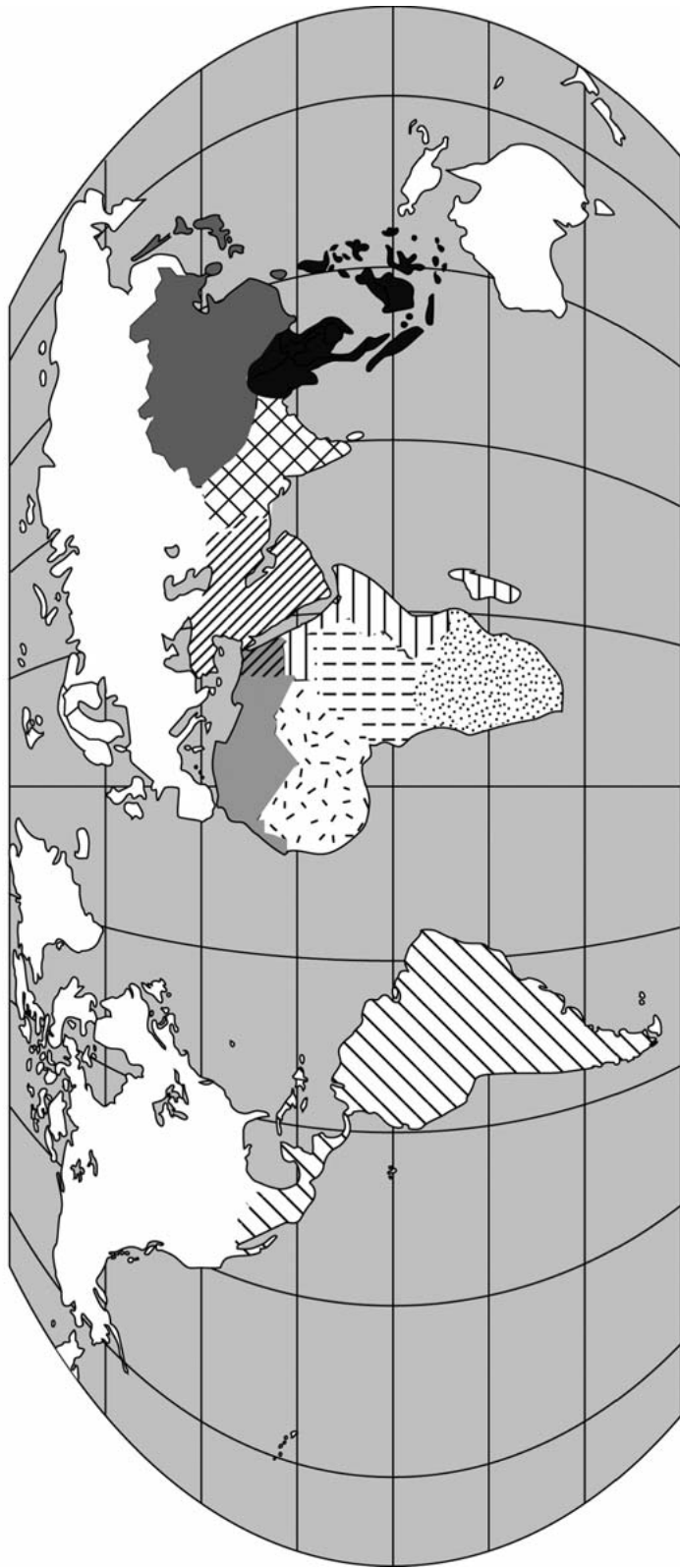
1. Interaction between humans and the environment
  - Demography and disease
  - Migration
  - Patterns of settlement
  - Technology
2. Development and interaction of cultures
  - Religions
  - Belief systems, philosophies, and ideologies
  - Science and technology
  - The arts and architecture











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\*This program uses the designation B.C.E. (before the common era) and C.E. (common era); these labels correspond to B.C. (before Christ) and A.D. (anno Domini).

3. State-building, expansion, and conflict
  - Political structures and forms of governance
  - Empires
  - Nations and nationalism
  - Revolts and revolutions
  - Regional, transregional, and global structures and organizations
4. Creation, expansion, and interaction of economic systems
  - Agricultural and pastoral production
  - Trade and commerce
  - Labor systems
  - Industrialization
  - Capitalism and socialism
5. Development and transformation of social structures
  - Gender roles and relations
  - Family and kinship
  - Racial and ethnic constructions
  - Social and economic classes

SELECTED WORLD REGIONS



	North Africa
	West Africa
	East Africa
	Central Africa
	Southern Africa
	Middle East
	East Asia
	Southeast Asia
	South Asia
	Latin America, including regions of Mesoamerica and the Caribbean

The map of selected world regions is shown here to help students and their teachers familiarize themselves with some of the commonly used regional terms in AP World History. It is not a complete map of world regions but rather of areas that students most often misidentify in their AP World History essays.

## Appropriate Coverage in the Course

For each time period, knowledge of major developments that illustrate or link the five thematic areas, and of major civilizations in Africa, the Americas, Asia, and Europe, is expected. Knowledge of year-to-year political events is not required. The traditional political narrative is an inappropriate model for this course. The *AP World History Teacher's Guide* and supplemental materials on AP Central offer guidance about how to manage classroom time.

Coverage of European history does not exceed 30 percent of the total course. This encourages attention to areas of the world outside Europe and increases coverage of topics that are important to Europe in the world and not just to Europe itself.

The United States is included in the course in relation to its interaction with other societies: its colonial period in the seventeenth and eighteenth centuries, the War for Independence, and its expansion. The internal politics of the United States is not covered. Coverage of the United States is limited to appropriate comparative questions and to United States involvement in global processes. Topics that focus on the second half of the twentieth century and the early twenty-first century, such as the Second World War, the Cold War, and the globalization of trade and culture, may be assessed with appropriate reference to the United States.

## Habits of Mind

The AP World History course addresses habits of mind in two categories: (1) those addressed by any rigorous history course, and (2) those addressed by a world history course.

Four habits of mind are in the first category:

- Constructing and evaluating arguments: using evidence to make plausible arguments
- Using documents and other primary data: developing the skills necessary to analyze point of view and context, and to understand and interpret information
- Assessing continuity and change over time and over different world regions
- Understanding diversity of interpretations through analysis of context, point of view, and frame of reference

Five habits of mind are in the second category:

- Seeing global patterns and processes over time and space while connecting local developments to global ones
- Comparing within and among societies, including comparing societies' reactions to global processes
- Considering human commonalities and differences
- Exploring claims of universal standards in relation to culturally diverse ideas
- Exploring the persistent relevance of world history to contemporary developments

Every part of the AP World History Exam assesses habits of mind as well as content. For example, in the multiple-choice section, maps, graphs, artwork, and quotations may be used to judge students' ability to assess primary data, while other questions focus on evaluating arguments, handling diversity of interpretation, making comparisons among societies, drawing generalizations, and understanding historical context. In Part A of the essay section of the exam, the document-based question (DBQ) focuses on assessing students' ability to construct arguments, use primary documents, analyze point of view and context, and understand global context. The remaining essay questions in Parts B and C focus on global patterns over time and space with emphasis on processes of continuity and change (Part B) and on comparisons within and among societies (Part C).

## Summary Course Outline for World History

For each part of the course, the summary course outline that appears on the following pages and the *AP World History Teacher's Guide* provide information about what students are expected to know.

The course begins with **Foundations**, focusing on setting the historical and geographical context and the world historical patterns that form the basis for future developments. For each part of the course there is an outline of **Major Developments** that students are expected to know and be able to use in making comparisons across cultures. These developments and comparisons relate to the five overarching themes previously discussed. The ordering of the developments suggests chronology and depth of coverage. For each period after Foundations, periodization is the first major task: to explain differences from the period just covered and from the period to come. For all periods, examples of major interpretative issues, alternative historical frameworks, and historical debates are included.

Many examples of the people, events, and terms that students are expected to know and use accurately in their work for the course and the exam appear under **Major Developments** in the pages that follow. The **Major Comparisons** or **Analyses** listed here are suggested by way of example; many other comparisons are possible and relevant. There are also selected examples of the types of information that students should know, in contrast to what they are not expected to know, for the multiple-choice section of the AP World History Exam. The list is illustrative and not exhaustive, nor is it meant to prohibit teachers and students from studying topics not included on the exam.

### **FOUNDATIONS: C. 8000 B.C.E.–600 C.E. 6 WEEKS (19–20%)**

#### **What students are expected to know:**

#### **Major Developments**

1. Locating world history in the environment and time
  - Environment
    - Interaction of geography and climate with the development of human society
    - The environment as historical actor
    - Demography: major population changes resulting from human and environmental factors

## Time

Periodization in early human history

Nature and causes of changes associated with the time span

Continuities and breaks within the time span; e.g., the transition from river valley civilizations to classical civilizations

## Diverse interpretations

What are the issues involved in using “civilization” as an organizing principle in world history?

What is the most common source of change: connection or diffusion versus independent invention?

What was the effect of the Neolithic Revolution on gender relations?

2. Developing agriculture and technology
  - Agricultural, pastoral, and foraging societies and their demographic characteristics (Africa, the Americas, Europe, and Asia)
  - Emergence of agriculture and technological change
  - Nature of village settlements
  - Impact of agriculture on the environment
  - Introduction of key stages of metal use
3. Basic features of early civilizations in different environments: culture, state, and social structure. In addition, students should know enough about two early civilizations to compare them.
  - Mesopotamia
  - Egypt
  - Indus Valley or Harrapan civilization
  - Shang or Huang He (Yellow River) valley civilization
  - Mesoamerica and Andean South America
4. Classical civilizations
  - Major political developments in China, India, the Mediterranean, and Mesoamerica
  - Social and gender structures
  - Major trading patterns within and among classical civilizations; contacts with adjacent regions
  - Arts, sciences, and technology
5. Major belief systems
  - Basic features and locations of major world belief systems prior to 600 C.E.
  - Polytheisms
  - Hinduism
  - Judaism
  - Confucianism
  - Daoism
  - Buddhism
  - Christianity



6. Late classical period (200 C.E.–600 C.E.)  
Collapse of empires/states (Han China, western portion of the Roman Empire, Gupta)  
Movements of peoples (Bantu, Huns, Germans, Polynesians)  
Interregional networks by 600 C.E.: trade and the spread of religions

**Major Comparisons and Analyses: Examples**

- Compare major religious and philosophical systems including some underlying similarities in cementing a social hierarchy, e.g., Hinduism contrasted with Confucianism  
Compare the role of women in different belief systems—Buddhism, Christianity, Confucianism, and Hinduism  
Understand how and why the collapse of empire was more severe in western Europe than it was in the eastern Mediterranean or in China  
Compare the caste system to other systems of social inequality devised by early and classical civilizations, including slavery  
Compare societies that include cities with pastoral and nomadic societies  
Compare the development of traditions and institutions in major civilizations, e.g., Indian, Chinese, and Greek/Roman  
Describe interregional trading systems, e.g., the Silk Roads  
Compare the political and social structures of two early civilizations: Mesopotamia, Egypt, Indus Valley, Shang, and Mesoamerica and Andean South America  
Analyze the role of technologies in the growth of large state structures

**Examples of the types of information students are expected to know contrasted with examples of what students are not expected to know for the multiple-choice section:**

- Nature of the Neolithic revolution, but not characteristics of previous stone ages, e.g., Paleolithic and Mesolithic  
Economic and social results of the agricultural revolution, but not specific dates of the introduction of agriculture to specific societies  
Nature of patriarchal systems, but not specific changes in family structure within a single region  
Importance of the introduction of bronze and iron, but not specific inventions or implements  
Political structure of classical China (emperor, bureaucracy), but not specific knowledge of dynastic transitions, e.g., from Qin to Han  
Greek approaches to science and philosophy, including Aristotle, but not details about other specific philosophers  
Diffusion of major religious systems, but not the specific regional forms of Buddhism or Aryan or Nestorian Christianity

**600 C.E.–1450 7 WEEKS (22%)**

**What students are expected to know:**

**Major Developments**

1. Questions of periodization
  - Nature and causes of changes in the world history framework leading up to 600 C.E.–1450 as a period
  - Emergence of new empires and political systems (e.g., Umayyad, ‘Abbasid, Byzantium, Russia, Sudanic states, Swahili Coast, Tang, Song, and Ming China, Delhi Sultanate, Mongol, Turkish, Aztec, Inca)
  - Continuities and breaks within the period (e.g., the effects of the Mongols on international contacts and on specific societies)
  
2. The Islamic world
  - The rise and role of Dar al-Islam as a unifying cultural and economic force in Eurasia and Africa
  - Islamic political structures, notably the caliphate
  - Arts, sciences, and technologies
  
3. Interregional networks and contacts
  - Development and shifts in interregional trade, technology, and cultural exchange
    - Trans-Sahara trade
    - Indian Ocean trade
    - Silk Roads
  - Economic innovations (e.g., Tang, Song, and early Ming China, Swahili Coast trade, economic systems in the Americas)
  - Missionary outreach of major religions
  - Contacts between major religions, e.g., Islam and Buddhism, Christianity and Islam
  - Impact of the Mongol empires
  
4. Political systems and cultural patterns
  - East Asia
    - China’s expansion
    - Chinese influence on surrounding areas and its limits (Japan, Vietnam, and Korea)
    - Change and continuities in Confucianism
  - The Americas
    - Apex and decline of the Maya
    - Rise of the Aztec
    - Rise of the Inca
  - Restructuring of Europe
    - Decentralization—medieval society
    - Division of Christianity
    - Revival of cities

Africa  
Sudanic empires (Mali, Ghana, Songhay)  
Swahili coast  
South Asia and Southeast Asia  
Delhi Sultanate  
Vietnam  
Arts, sciences, and technologies

5. Demographic and environmental changes
  - Impact of migrations on Afro-Eurasia and the Americas (e.g., Aztecs, Mongols, Turks, Vikings, and Arabs)
  - Consequences of plague pandemics in the fourteenth century
  - Growth and role of cities (e.g., the expansion of urban commercial centers in Song China and administrative centers in Africa and the Americas)
6. Diverse interpretations
  - What are the issues involved in using cultural areas rather than states as units of analysis?
  - What are the sources of change: nomadic migrations versus urban growth?
  - Was there a world economic network in this period?
  - Were there common patterns in the new opportunities available to and constraints placed on elite women in this period?
  - To what extent was Dar al-Islam a unified cultural/political entity?

### **Major Comparisons and Analyses: Examples**

Compare the role and function of cities in major societies  
Analyze gender systems and changes, such as the effects of Islam  
Analyze the interactions between Jews, Christians, and Muslims  
Compare developments in political and social institutions in both eastern and western Europe  
Compare Japanese and European feudalism  
Compare European and sub-Saharan African contacts with the Islamic world  
Analyze the Chinese civil service exam system and the rise of meritocracy

### **Examples of the types of information students are expected to know contrasted with examples of what students are not expected to know for the multiple-choice section:**

Arab caliphate, but not the transition from Umayyad to 'Abbasid  
Mamluks, but not Almohads  
Feudalism, but not specific feudal monarchs such as Richard I  
Land management systems, but not the European three-field system  
Crusading movement and its impact, but not specific crusades  
Viking exploration, expansion, and impact, but not individual explorers  
Mongol expansion and its impact, but not details of specific khanates  
Papacy, but not particular popes  
Indian Ocean trading patterns, but not Gujarati merchants  
Neoconfucianism, but not the specific contribution of Zhu Xi

## **1450–1750 6 WEEKS (19–20%)**

### **What students are expected to know:**

#### **Major Developments**

1. Questions of periodization  
Continuities and breaks, causes of changes from the previous period and within this period
2. Changes in trade, technology, and global interactions; e.g., the Columbian Exchange, the impact of guns, changes in shipbuilding, and navigational devices
3. Knowledge of major empires and other political units and social systems  
Aztec, Inca, Ottoman, China, Portugal, Spain, Russia, France, Britain, Tokugawa, Mughal  
Characteristics of African kingdoms in general but knowing one (Kongo, Benin, Oyo, Dahomey, Ashanti, or Songhay) as illustrative  
Gender and empire (including the role of women in households and in politics)
4. Slave systems and slave trade
5. Demographic and environmental changes: diseases, animals, new crops, and comparative population trends
6. Cultural and intellectual developments  
Scientific Revolution and the Enlightenment  
Comparative global causes and impacts of cultural change (e.g., African contributions to cultures in the Americas)  
Major developments and exchanges in the arts (e.g., Mughal, the Americas)  
Creation of new religions (Vodun, Zen, Sikhism, Protestantism)
7. Diverse interpretations  
What are the debates about the timing and extent of European predominance in the world economy?  
How does the world economic system of this period compare with patterns of interregional trade in the previous period?

#### **Major Comparisons and Analyses: Examples**

- Compare colonial administrations
- Compare coercive labor systems: slavery and other coercive labor systems in the Americas
- Analyze the development of empire (i.e., general empire building in Asia, Africa, Europe, and the Americas)
- Analyze imperial systems: a European seaborne empire compared with a land-based Asian empire
- Compare Russia's interaction with two of the following (Ottoman Empire, China, western Europe, and eastern Europe)
- Compare Mesoamerican and Andean systems of economic exchange

**Examples of the types of information students are expected to know contrasted with examples of those things students are not expected to know for the multiple-choice section:**

Extent of Ottoman expansion, but not individual states  
Slave plantation systems, but not Jamaica's specific slave system  
Institution of the harem, but not Hurrem Sultan  
Relations between the Kongo and Portugal, but not individual rulers  
Tokugawa Japan's foreign policy, but not Hideyoshi  
Importance of European exploration, but not individual explorers  
Characteristics of European absolutism, but not specific rulers  
Protestant Reformation, but not Anabaptism or the Huguenots

### **1750–1914 6 WEEKS (19–20%)**

**What students are expected to know:**

#### **Major Developments**

1. Questions of periodization  
Continuities and breaks; causes of changes from the previous period and within this period
2. Changes in global commerce, communications, and technology  
Industrial Revolution (transformative effects on and differential timing in different societies; mutual relation of industrial and scientific developments; commonalities)  
Changes in patterns of world trade
3. Demographic and environmental changes (migrations; end of the Atlantic slave trade; new birthrate patterns; food supply; medicine)
4. Changes in social and gender structure (Industrial Revolution; commercial and demographic developments; emancipation of serfs/slaves; tension between work patterns and ideas about gender; new forms of labor systems)
5. Political revolutions and independence movements; new political ideas  
United States and Latin American independence movements  
Revolutions (France, Haiti, Mexico, China)  
Rise of nationalism, nation-states, and movements of political reform  
Rise of democracy and its limitations: reform; women; racism
6. Rise of Western dominance (economic, military, political, social, cultural and artistic, patterns of expansion; imperialism, colonialism, and neocolonialism) and different cultural and political reactions (dissent; reform; resistance; rebellion; racism; nationalism; impact of changing European ideologies on colonial administrations)

7. Patterns of cultural and artistic interactions among societies in different parts of the world (African and Asian influences on European art; cultural policies of Meiji Japan)
8. Diverse interpretations
  - What are the debates about the causes and effects of serf and slave emancipation in this period, and how do these debates fit into broader comparisons of labor systems?
  - What are the debates over the nature of women's roles in this period? How do these debates apply to industrialized areas, and how do they apply in colonial societies?
  - What are the debates over the causes of European/British technological innovation versus development in Asia/China?

**Major Comparisons and Analyses: Examples**

- Compare the causes and early phases of the Industrial Revolution in western Europe and Japan
- Compare the Haitian and French Revolutions
- Compare reaction to foreign interference in the Ottoman Empire, China, India, Southeast Asia, and Japan
- Compare nationalism in the following pairs: China and Japan, Egypt and Italy, Pan Africanism and the Indian Congress Movement
- Explain forms of Western intervention in Latin America, Africa, and Southeast Asia
- Compare the roles and conditions of elite women in Latin America with those in western Europe before 1850

**Examples of the types of information students are expected to know contrasted with examples of what students are not expected to know for the multiple-choice section:**

- Causes of Latin American independence movements, but not specific protagonists
- The French Revolution of 1789, but not the Revolution of 1830
- Meiji Restoration, but not Iranian Constitutional Revolution
- Boxer Rebellion, but not the Crimean War
- Suez Canal, but not the Erie Canal
- Muhammad Ali, but not Isma'il
- Marxism, but not Utopian socialism
- Social Darwinism, but not Herbert Spencer
- Women's emancipation movements, but not specific suffragists

**1914–PRESENT 6 WEEKS (19–20%)**

**What students are expected to know:**

**Major Developments**

1. Questions of periodization  
Continuities and breaks; causes of changes from the previous period and within this period
2. War and peace in a global context (the World Wars; colonial soldiers in the First World War; the Holocaust; the Cold War; nuclear weaponry; and international organizations and their effects on the global framework, e.g., globalization of diplomacy and conflict; global balance of power; reduction of European influence; the League of Nations, the United Nations, the Nonaligned Nations)
3. New patterns of nationalism (fascism; decolonization; racism, genocide; the breakup of the Soviet Union)
4. Effects of major global economic developments (e.g., the Great Depression in Latin America; technology; Pacific Rim; multinational corporations)
5. New forces of revolution and other sources of political innovations
6. Social reform and social revolution (changing gender roles; family structures; rise of feminism; peasant protest; international Marxism; religious fundamentalism)
7. Globalization of science, technology, and culture  
Developments in global cultures and regional reactions, including science and consumer culture  
Interactions between elite and popular culture and art  
Patterns of resistance including religious responses
8. Demographic and environmental changes (migrations; changes in birthrates and death rates; new forms of urbanization; deforestation; green/environmental movements; rural to urban shifts)
9. Diverse interpretations  
Is cultural convergence or diversity the best model for understanding increased intercultural contact in the modern world?  
What are the advantages and disadvantages of using units of analysis for the modern world, such as the nation, the world, the West, and the developing world?

### **Major Comparisons and Analyses: Examples**

- Compare patterns and results of decolonization in Africa and India
- Pick two revolutions (Russian, Chinese, Cuban, Iranian) and compare their effects on the roles of women
- Compare the effects of the World Wars on areas outside of Europe
- Compare legacies of colonialism and patterns of economic development in two of three areas (Africa, Asia, and Latin America)
- Analyze nationalist ideologies and movements in contrasting European and colonial environments
- Compare the different types of independence struggles
- Examine global interactions in cultural arenas (e.g., reggae, art, sports)
- Analyze the global effects of the Western consumer society
- Compare major forms of twentieth-century warfare
- Assess different proposals (or models) for economic growth in the developing world and the social and political consequences

### **Examples of the types of information students are expected to know contrasted with examples of what students are not expected to know for the multiple-choice section:**

- Effects of global wars, but not specific battles in the World Wars
- Cultural and political transformations resulting from the wars, but not French political and cultural history
- Authoritarian regimes, but not Mussolini's or Vargas's internal policies
- Feminism and gender relations, but not Simone de Beauvoir or Huda Shaarawi
- The growth of international organizations, but not the history of the ILO
- Colonial independence movements, but not the resolutions passed by the Indian National Congress
- The issue of genocide, but not Cambodia, Rwanda, or Kosovo
- The internationalization of popular culture, but not the Beatles



## THE EXAM

### Overview

The AP World History Exam is 3 hours and 5 minutes long and includes both a 55-minute multiple-choice section and a 130-minute free-response section. The multiple-choice section of the examination accounts for half of the student's exam grade, and the free-response section for the other half.

Question Type	Number of Questions	Timing
<b>Multiple-choice</b>	<b>70 questions</b>	<b>55 minutes</b>
Document-based question (DBQ)	1 question	50 minutes (includes a 10-minute reading period)
Change-over-time essay	1 question	40 minutes
Comparative essay	1 question	40 minutes

Section I consists of 70 multiple-choice questions designed to measure the students' knowledge of world history from the Foundations period to the present. This section follows the percentages below:

Chronological Period	Approximate Percentage
Foundations	19–20%
600 C.E.–1450	22%
1450–1750	19–20%
1750–1914	19–20%
1914–the present	19–20%

A number of questions in Section I are cross-chronological.

In Section II, the free-response section of the exam, Part A begins with a mandatory 10-minute reading period for the document-based question. Students should answer the DBQ in approximately 40 minutes. In Part B students are asked to answer a question that deals with continuity and change over time (covering at least one of the periods in the course outline). Students will have 40 minutes to answer this question, 5 minutes of which should be spent planning and/or outlining the answer. In Part C students are asked to answer a comparative question that will focus on broad issues in world history and deal with at least two societies. Students will have 40 minutes to answer this question, 5 minutes of which should be spent planning and/or outlining the answer.

## **Time Management**

Students need to learn to budget their time to allow them to complete all parts of the exam. Time management is especially critical with regard to Section II in which three essays are required and weighted equally. Time left is announced, but students are not forced to move to the next question and many do not budget enough time to complete the third essay. Students often benefit from taking a practice exam under timed conditions prior to the actual administration.

## **Sample Multiple-Choice Questions**

The following are examples of the kinds of multiple-choice questions found on the AP World History Exam. The topics and the levels of difficulty are illustrative of the composition of the exam. Students often ask whether they should guess on the multiple-choice section. Haphazard or random guessing is unlikely to improve scores, because one-fourth of the number of questions answered incorrectly will be subtracted from the number of questions answered correctly. However, students who have some knowledge of a question and can eliminate one or more answer choices will usually find it advantageous to guess from among the remaining choices. An answer key to the multiple-choice questions can be found on page 30.

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

1. Which of the following occurred as a result of the development of agriculture in societies that previously relied on hunting and gathering?
  - (A) Conditions for women improved.
  - (B) The incidence of disease declined.
  - (C) Population density increased.
  - (D) Polytheism disappeared.
  - (E) Degradation of the environment lessened.
2. Which of the following was a major reason for the rapid expansion of Islam during the seventh and the eighth centuries?
  - (A) The economic growth of the Mughal Empire
  - (B) The advanced military technology of the Islamic forces
  - (C) The political divisions within the Byzantine and other neighboring empires
  - (D) The political unity of the North African peoples
  - (E) The discovery of moveable type, which made the Qu'ran widely available

3. The Crusades launched by European Christians at the end of the eleventh century were motivated primarily by
  - (A) the desire of Italian city-states to seize control of the spice trade from Central Asian and Chinese merchants
  - (B) the desire to demonstrate Europe's new technological supremacy over Islam
  - (C) resentment toward Islamic missionaries seeking to spread their faith along the Mediterranean
  - (D) western European fears that Byzantium and the Muslim kings would launch a military attack against western Europe
  - (E) papal efforts to unite western European rulers and nobles in support of the papacy
  
4. Which of the following is accurate regarding both West Africa and South America before 1000?
  - (A) Both areas depended on the trade in gold and salt.
  - (B) Most people were polytheists in both areas.
  - (C) The domestication of large animals provided the means of extensive agricultural production and transportation.
  - (D) Both areas depended on grains such as wheat and rye as major dietary components.
  - (E) Both areas developed an extensive and widely used written language.
  
5. Which of the following is an accurate comparison of the political systems in western Europe and China during the time period 1000–1300?
  - (A) Western Europe developed multiple monarchies, while China maintained a single empire.
  - (B) Developments in the legal systems of China emphasized individual political rights, while western Europe concentrated on maritime law.
  - (C) Both societies began an aggressive policy of imperialism and territorial expansion.
  - (D) Both societies gradually adopted a representative democratic system.
  - (E) Both regions experienced Mongol imperial rule.



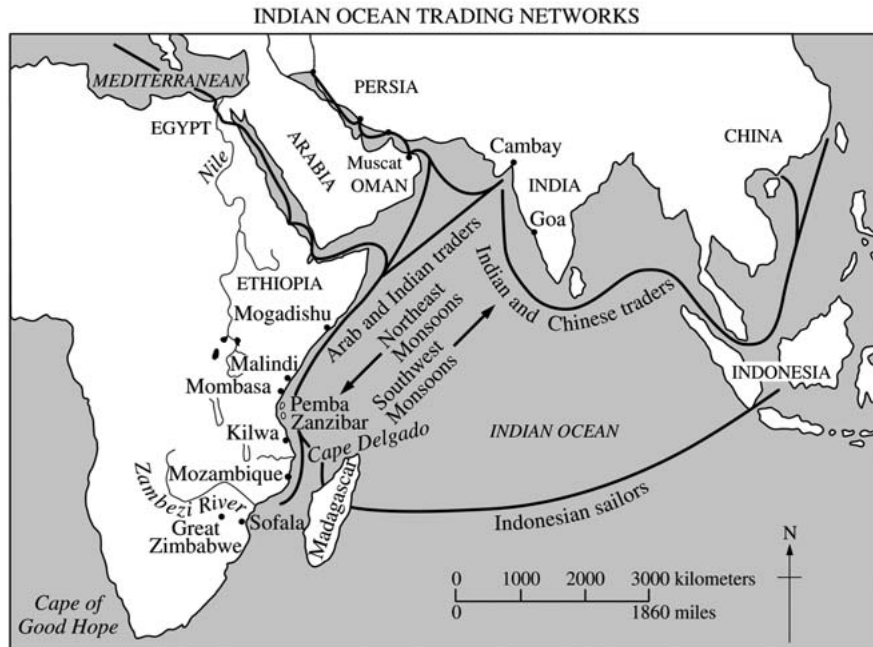
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6. The photograph above of Angkor Wat in Cambodia is an example of
- (A) the spread of Islam to Southeast Asia
  - (B) the wealth created by the spice trade
  - (C) Japanese architecture
  - (D) Hindu influence in Southeast Asia
  - (E) the Chinese reconquest of Indochina
7. Which of the following provides the most accurate description of the Columbian Exchange?
- (A) European food to the Western Hemisphere; Western Hemisphere diseases to Europe; African population to Europe
  - (B) African livestock to the Western Hemisphere; European technology to Africa; Western Hemisphere food to Europe
  - (C) Western Hemisphere technology to Africa; African food to Europe; European population to the New World
  - (D) European technology to Africa; Western Hemisphere population to Africa; African food to the Western Hemisphere
  - (E) African population to the Western Hemisphere; Western Hemisphere food to Europe and Africa; African and European diseases to the Western Hemisphere
8. Most agricultural laborers in the Ottoman Empire were
- (A) slaves
  - (B) free peasants
  - (C) serfs
  - (D) sharecroppers
  - (E) indentured servants

9. Which of the following countries or regions led the world in the production of cotton cloth in 1700?
- (A) China
  - (B) Egypt
  - (C) West Africa
  - (D) England
  - (E) India
10. The North and South American independence movements of the late eighteenth and early nineteenth centuries shared which of the following?
- (A) Limitation of civil rights to a minority of the population
  - (B) Reliance on Christian teachings to define revolutionary demands
  - (C) Industrial economies that permitted both areas to break free of European control
  - (D) The desire of a majority of revolutionary leaders to create a politically united hemisphere
  - (E) Political instability caused by constant warfare among the new states
11. A key issue that historians have debated in explaining the reasons for nineteenth-century slave emancipations involves
- (A) the decline of export industries
  - (B) the powers of African governments
  - (C) the role of humanitarianism
  - (D) racist interpretations of the theory of evolution
  - (E) the spread of Marxism
12. Which of the following societies successfully resisted foreign penetration and domination from 1650 to 1850?
- (A) The Japanese
  - (B) The Indians
  - (C) The South Africans
  - (D) The Latin Americans
  - (E) The Chinese
13. In the early twentieth century, nationalist movements in Africa, Asia, and the Middle East were led primarily by
- (A) the urban working class
  - (B) the nobility
  - (C) labor unions
  - (D) landless peasants
  - (E) educated urban elites

Sample Questions for **World History**

14. During the 1980s and continuing into the 1990s, the governments of Argentina, Brazil, and Chile moved politically toward
- (A) communism
  - (B) totalitarianism
  - (C) corporatism
  - (D) representative democracy
  - (E) Christian socialism
15. Which of the following best describes an important difference between the theories of revolution of Mao Zedong and those of Lenin?
- (A) Lenin stressed the need for a powerful state structure.
  - (B) Lenin thought that Marx's writings were important.
  - (C) Mao claimed that Marx's early writings were less valid than Marx's later ones.
  - (D) Mao thought that communism was appropriate only for some nations and cultures.
  - (E) Mao placed emphasis on the revolutionary potential of peasants.
16. Which of the following best describes both the Roman and Han Empires?
- (A) The empires used the family as the model for state organization.
  - (B) Merchants were viewed as key to the survival of both empires.
  - (C) The cost of defending imperial frontiers led to economic and political crises.
  - (D) Emperors were "Sons of Heaven."
  - (E) New religions were successfully integrated into imperial religious ideologies.
17. Which of the following staple crops is most associated with the rise of Mesoamerican civilizations?
- (A) Manioc
  - (B) Potatoes
  - (C) Beans
  - (D) Maize
  - (E) Rice



18. The map above demonstrates which of the following about the Indian Ocean trade?
- (A) Monsoons prevented trade from taking place along the East African coast.
  - (B) Europeans were active in bringing goods from West Africa to the Indian Ocean.
  - (C) Trade involved most of the regions bordering the Indian Ocean as well as China.
  - (D) The most important item traded across the Indian Ocean was silk.
  - (E) Arab and Indian traders were better traders than the Chinese.
19. In the three centuries after Columbus' voyages, most of the people who came to the Western Hemisphere originated in which of the following regions?
- (A) Southern Europe
  - (B) Northern Europe
  - (C) Western Africa
  - (D) Eastern Africa
  - (E) East Asia
20. Which of the following most clearly differentiates the sixteenth century from the previous period in world history?
- (A) Establishment of nation-states in the Americas
  - (B) Extension of sugar production to the Americas
  - (C) Use of steamships
  - (D) Interest in Asian spice trade
  - (E) Existence of slave trade

Sample Questions for **World History**

21. Which of the following developments in the Western Hemisphere most directly resulted from the French Revolution?
- (A) The expansion of the slave trade in the Americas
  - (B) The extension of the plantation economy in the Caribbean
  - (C) The colonization of Brazil
  - (D) The British conquest of Quebec
  - (E) The creation of the first independent Black republic in the Americas
22. All of the following factors contributed to significant growth in worldwide population between 1700 and 1800 EXCEPT
- (A) decline of epidemic disease
  - (B) introduction of American food crops
  - (C) expansion of land under cultivation
  - (D) decline in infant mortality rates
  - (E) improvement in medical care
23. Darwin's theories were interpreted by Social Darwinists to indicate that
- (A) select human groups would dominate those less fit
  - (B) European countries were more nationalistic
  - (C) non-White groups were better adapted to tropical climates
  - (D) imperialism went against the theory of natural selection
  - (E) education would lead to equality
24. "We shall not repeat the past. We shall eradicate it by restoring our rights in the Suez Canal. This money is ours. The canal is the property of Egypt."
- The quotation above by Gamel Abdel Nasser (in power 1952–1970) was most influenced by
- (A) Soviet communism
  - (B) Islamic thought
  - (C) nationalism
  - (D) constitutionalism
  - (E) international law
25. A significant example of the interaction among Indian, Arab, and European societies by 1200 C.E. was the transfer of knowledge of
- (A) iron and copper mining techniques
  - (B) the flying shuttle and spinning jenny
  - (C) the science of optics and lens design
  - (D) numerals and the decimal system
  - (E) gunpowder and cannons



YEAR 1997		
Country	Women per 100 Men	Percent Under Age 15 (both sexes)
Argentina	104	28
Colombia	102	34
Mexico	102	35
Peru	102	35
Iran	97	44
Iraq	97	42
Saudi Arabia	80	41
Yemen	99	48

UNITED NATIONS STATISTICS

26. The chart above proves which of the following?
- (A) The population of Latin America is greater than that of the Middle East.
  - (B) Latin America has a much older population than the Middle East does.
  - (C) The female population of the four Latin American countries listed is greater than the male population.
  - (D) In the countries of the Middle East the percentage of the population that is under 15 is in the majority.
  - (E) The percentage of the population under 15 is greater in Latin America than it is in the Middle East.
27. Which of the following accurately reflects changes associated with the end of the classical era of world history (200 C.E.–600 C.E.)?
- (A) Nomadic invasion brought down the Roman Empire but did not threaten either China or India.
  - (B) While both the Chinese and Roman empires developed new religious interests, India reasserted Hinduism.
  - (C) The spread of Islam by 500 C.E. challenged Chinese, Indian, and Mediterranean societies.
  - (D) The Silk Roads trade ended in this period, eliminating contacts between China and India and between India and the Mediterranean.
  - (E) In contrast to other crisis periods in world history, epidemic diseases played only a small role in disrupting major civilizations.

28. Which of the following was the most important factor in enabling the Spanish to defeat the Aztec Empire?
- (A) The Spanish were able to field larger armies than the Aztecs were.
  - (B) Spanish tolerance of Aztec religion and culture weakened Aztec resistance.
  - (C) The Spanish were able to exploit the poverty in the Aztec Empire which caused a revolt of Aztec farmers against the Aztec ruling class.
  - (D) The Spanish were able to form military alliances with other indigenous peoples who were enemies of the Aztecs.
  - (E) The Spanish were able to devise effective countermeasures to the horse cavalry that formed the bulk of the Aztec army.
29. The prosperity of ancient Ghana (circa 800 C.E.) rested primarily on which of the following?
- (A) Control of the gold and salt trades
  - (B) The trade in kola nuts to the northeast
  - (C) Use of the camel in long-distance trade
  - (D) The elites' embrace of Islam
  - (E) The fertile farmland of the Niger River valley
30. Which of the following statements is true about both the Mughal and Ottoman empires in the sixteenth century?
- (A) In each, the majority of the people were Muslims.
  - (B) Each had a powerful navy that engaged European navies.
  - (C) Each had developed an efficient administrative structure.
  - (D) Each enjoyed peaceful relations with its neighboring states.
  - (E) Each gave little monetary support to artistic and cultural endeavors.

**Answers to Multiple-Choice Questions**

1 – C	9 – E	17 – D	25 – D
2 – C	10 – A	18 – C	26 – C
3 – E	11 – C	19 – C	27 – B
4 – B	12 – A	20 – B	28 – D
5 – A	13 – E	21 – E	29 – A
6 – D	14 – D	22 – E	30 – C
7 – E	15 – E	23 – A	
8 – B	16 – C	24 – C	

## Sample Free-Response Questions

In the free-response section of the AP World History Exam, all students are asked to answer three constructed-response questions: Part A—a document-based question (DBQ); Part B—an essay question that deals specifically with continuity and change over time (covering at least one of the periods in the course outline) and which is focused on large global issues such as technology, trade, culture, migrations, and environmental developments; and Part C—an essay that analyzes similarities and differences in at least two societies.

Effective answers to essay questions depend in part upon the student's successful demonstration of a clear understanding (and application) of the meanings of important directive words. These are the words that indicate the way in which the material is to be presented. For example, if students only *describe* when they are asked to *analyze* or *compare*, or if they merely *list* causes when they have been asked to *evaluate* them, their responses will be less than satisfactory. An essay must directly answer the question that is asked. Classroom teachers should provide help with the meanings and applications of terms like these:

1. *Analyze*: determine various factors or component parts and examine their nature and relationship
2. *Assess/Evaluate*: judge the value or character of something; appraise; weigh the positive and negative points; give an opinion regarding the value of; discuss the advantages and disadvantages of
3. *Compare*: examine for the purpose of noting similarities and differences
4. *Contrast*: examine in order to show dissimilarities or points of difference
5. *Describe*: give an account of; tell about; give a word picture of
6. *Discuss*: write about; consider or examine by argument or from various points of view; debate; present the different sides of
7. *Explain*: make clear or plain; make clear the causes or reasons for; make known in detail; tell the meaning of

### **Part A: Document-Based Essay Question (DBQ)**

The primary purpose of the document-based essay question is not to test students' prior knowledge of subject matter but rather to evaluate their ability to formulate and support an answer from documentary evidence. It is assumed students have taken the course and understand the broader world historical context. Documents are chosen on the basis of both the information they convey about the topic and the perspective that they offer. Designed to test skills analogous to those of the historian analyzing source materials, the document-based question differs from the task of actual historians mainly in the time available for analysis and the prearranged selection of the documents. There is no single "correct" answer; instead, various approaches and responses are possible, depending on the students' ability to understand the documents and ultimately to communicate their significance.

In writing the essay, students may find it useful to consider the following points. The document-based question is an exercise in both analysis and synthesis. It requires that students first read and analyze the documents individually and then plan and construct an appropriate response to the essay question based on their interpretation of the documentary evidence. The student's interpretation must group documents to show analysis of the different content and points of view. What is required is a clear thesis statement and an analysis of documents that fully address the question.

Specific mention of individual documents should always occur within the framework of the overall topic, serving to substantiate and illustrate points made in the essay. It is expected that students will use all or all but one of the documents. In no case should documents simply be cited and summarized in a list; reference to the documentary material must always be closely tied to the essay question. Evidence from the documents should be utilized both to construct and to illustrate responses. Students should cite documents by naming the author, title, and/or document number.

**There are no irrelevant or deliberately misleading documents.** Every document is related to the question and should be used by students in their responses. Critical judgment is essential in responding to a document-based question.

**Awareness of the documents' sources and their authors' points of view requires students to demonstrate the analytic skills of understanding context, point of view, and frame of reference. Students should pay attention to both internal evidence (the content and tone of each document in relation to the others) and external evidence (identification of author, purpose or intended audience, and the date when each document was written).**

Thus, a student reading critically may group or juxtapose documents in a variety of ways (for instance, according to their ideas or points of view); suggest reasons for similarities or differences in perspective among the documents; and identify point of view or possible inconsistencies within documents.

As part of the DBQ exercise, students are expected to use their analytical and historical skills in addressing the set of documents. Students will be asked to explain the need for an additional type of document(s) to answer the question more completely, and this may involve discussing what relevant points of view are missing from the set of documents. The explanation of at least one additional source must show the student's recognition of the limitation of the documents given and the reality

of the types of sources available from the past. Students may be asked to make comparisons or discuss change over time as part of the DBQ exercise.

The document-based question focuses on historical skills within a world history framework. Students may group documents chronologically, culturally, and thematically, as appropriate, to demonstrate their ability to analyze sources, but they are not expected to have particular knowledge of every document's author or topic or include knowledge outside of the documents in order to receive the highest score. The number of documents will be 4 to 10 and of sufficient length to encourage comparisons, contrasts, and analyses.

Below is the generic scoring guide for the DBQ.

### Generic Core-Scoring Guide for AP World History Document-Based Question

<b>BASIC CORE Competence</b>		<b>Points</b>	<b>EXPANDED CORE Excellence</b>		<b>Points</b>
1. Has acceptable thesis.		<b>1</b>	Expands beyond basic core of 1–7 points. A student must earn 7 points in the basic core area before earning points in the expanded core area.  Examples: <ul style="list-style-type: none"> <li>• Has a clear, analytical, and comprehensive thesis.</li> <li>• Shows careful and insightful analysis of the documents.</li> <li>• Uses documents persuasively as evidence.</li> <li>• Analyzes point of view in most or all documents.</li> <li>• Analyzes the documents in additional ways—groupings, comparisons, syntheses.</li> <li>• Brings in relevant “outside” historical content.</li> <li>• Explains why additional types of document(s) or sources are needed.</li> </ul>	<b>0–2</b>	
2. Addresses all of the documents and demonstrates understanding of all or all but one.		<b>1</b>			
3. Supports thesis with appropriate evidence from all or all but one document.		<b>2</b>			
(Supports thesis with appropriate evidence from all but two documents.)	(1)				
4. Analyzes point of view in at least two documents.		<b>1</b>			
5. Analyzes documents by grouping them in two or three ways, depending on the question.		<b>1</b>			
6. Identifies and explains the need for one type of appropriate additional document or source.		<b>1</b>			
<b>Subtotal</b>		<b>7</b>	<b>Subtotal</b>		<b>2</b>
<b>TOTAL 9</b>					

*Directions:* The following question is based on the accompanying Documents 1–5. (The documents have been edited for the purpose of this exercise.)

This question is designed to test your ability to work with and understand historical documents. Write an essay that:

- Has a relevant thesis and supports that thesis with evidence from the documents.
- Uses all of the documents.
- Analyzes the documents by grouping them in as many appropriate ways as possible. Does not simply summarize the documents individually.
- Takes into account the sources of the documents and analyzes the authors' points of view.
- Identifies and explains the need for at least one additional type of document.

You may refer to relevant historical information not mentioned in the documents.

1. Based on the following documents, analyze the opportunities and barriers that nationalist movements posed concerning women's rights in the twentieth century. Identify and explain what additional type of document(s) or sources would help assess the impact of nationalism on women's rights.

Historical Background: The rise of nationalist movements and the modern nation-state has affected women's political and economic participation and social freedoms.

**Document 1**

Source: Manmohini Zutshi Saghal, participant in the Indian struggle for independence, *An Indian Freedom Fighter Recalls Her Life*, 1994.

In March 1922 Gandhi was arrested and sentenced to six years of imprisonment. He was released on January 12, 1924, before the expiration of his term. This earlier noncooperation movement was confined largely to men and was less extensive than the *satyagraha* [literally “truth-force,” referring to the nonviolent resistance approach developed by Gandhi] movement of 1930–32. Women were expected to participate in processions and attend all Congress meetings, however, so with mother and my two older sisters, Chandra and Janak, I used to join all such functions. I would like my readers to visualize the restricted life women led, even in a province as progressive as the Punjab. Women hardly ever ventured beyond the four walls of their homes, except to visit relatives or to attend a religious festival. My mother’s aunt always wore a shawl over her sari when she went visiting. I suppose that could be considered as a sort of Hindu *burqa* [cloak worn by secluded women] although her face was left uncovered. In that atmosphere, for the women to leave their homes and walk in a procession was a big step forward.

The present footwear, chappals [sandals], had just come into fashion, and women unused to walking any distance in a disciplined manner found it extremely difficult to walk in their chappals. The chappals would come off as the women walked in procession. They could not pause to put them on again and usually continued walking barefoot in the procession. Mother had two Congress volunteers walk behind the women. Their job was to pick up any odd chappal left behind, put it in a cloth bag, and bring it to the office of the District Congress Committee at Pari Mahal, where the procession usually terminated. The women would reclaim their footwear and then go home. This was the training period. Later, these women would come into their own and storm the citadels of the mighty British Empire.

**Document 2**

Source: Song Qingling, widow of Chinese nationalist leader Sun Yixian (Sun Yat-sen), magazine article, 1942.

Women have not only worked but fought. I know personally of an instance in which the female population of a village in the Hainan Island fought off a small Japanese landing made when their menfolk were away. They had only farm implements to fight with, and many were killed, but the enemy force was compelled to reembark. Similar happenings must have occurred in a great many places throughout the country, unheralded and unknown. As for individual cases, there is a story in almost every district of some girl who, emulating Mu Lan [the fifth-century Chinese heroine who masqueraded as a male in order to take her ill father's place as a soldier on the frontier of old], changed into men's clothing and fought in the army.

The fighting record of our women does not permit us to believe that they will ever again allow themselves to be enslaved whether by a national enemy or by social reaction at home. Only an extension of democracy, including the rights of women, can bring real victory in this war. Such a victory, won by the united efforts of the people, will leave no room for any scheme of things other than democracy.

When the victory over aggression is achieved, Chinese women will stand with the women of all countries, as those who have suffered much more than even the men in the mad revel of fascism and war that has spread throughout the world, ready and willing to see that in the future all movement shall be forward, that the earth's present frightful testing-time shall be the last of its kind.



### Document 3

Source: Huda Shaarawi, Egyptian nationalist activist, leader of the Egyptian women's movement, speech at the Arab Feminist Conference, Cairo, 1944.

The woman, given by the Creator the right to vote for the successor to the prophet, is deprived of the right to vote for a deputy in a circuit or district election by a [male] being created by God. At the same time, this right is enjoyed by a man who might have less education and experience than the woman. And she is the mother who has given birth to the man and has raised him and guided him. The Sharia [Islamic law] gave her the right to education, to take part in the hijra [referring to the time of the Prophet Muhammad and his flight from Mecca to Medina], and to fight in the ranks of the warriors and has made her equal to the man in all rights and responsibilities, even in the crimes that either sex can commit. However, the man who alone distributes rights, has kept for himself the right to legislate and rule, generously turning over to his partner his own share of responsibilities and sanction without seeking her opinion about the decision. The woman today demands to regain her share of rights that have been taken away from her and gives back to the man the responsibilities and sanctions he has given her.

### Document 4

Source: Teodora Ignacia Gomes, a leading party member in the African Party for the Independence of Guinea and Cape Verde, interviewed by the writer and journalist Stephanie Urdang, 1974.

If we construct a society without exploitation of man by man, then of course women will be free in that society. Our struggle for national liberation is one way of assuring the liberation of women because by doing the same work as men, or by doing work that ensures the liberation of our country, a woman will convince herself that she is able to do the same work as men. In the process, women will learn that they are able to do many things they could not have conceived of before. They will learn that in our party there are women in the highest level of leadership and that women are working in all different sectors of our lives. This is important because it convinces women that they have potential and shows men what that potential is.

**Document 5**

Source: Marie-Aimée Helie-Lucas, participant in the Algerian War of Independence (1954–1962) waged against French colonial rule, paper presented to the International Symposium on Women and the Military System, Siunto Baths, Finland, 1987.

So much for Fanon's [Frantz Fanon, author of *The Wretched of the Earth* and other writings on the experience of the colonized] and others' myth of the Algerian woman liberated along with her country. These liberated women were in the kitchen, they were sewing clothes (or flags?), carrying parcels, typing. Nevertheless, since there was "no humble task in the revolution" we did not dispute the roles we had. It would have been mean to question the priority of liberating the country, since independence would surely bring an end to discrimination against women. What makes me angrier in retrospect is not women's confinement but the brainwashing that did not allow us young women even to think of questioning. What makes me angrier still is to witness the replication of this situation in other struggles for independence. It angers me to see women covering the misbehavior of their fellow men and hiding, in the name of national solidarity and identity, crimes which will be perpetuated after independence.

This is the real harm which comes with liberation struggles. The overall task of women during liberation is seen as symbolic. Faced with colonization the people have to build a national identity based on their own values, traditions, religion, language and culture. Women bear the heavy burden of safeguarding this threatened identity. And this burden exacts its price.

### **What Good Responses Should Include**

A good response to this question would first draw on all of the documents to outline the way in which women who were involved in nationalist movements saw the opportunities such movements presented for women, including increased public participation (Saghal), roles in nationalist party leadership (Gomes), and even military actions (Song). These documents demonstrate the extent to which women expected these new roles would result in new opportunities in other fields after independence. Other women, however, especially in the period after independence, focused more on barriers to the full realization of women's rights. Shaarawi discusses (nationalist) male opposition to any power-sharing with women, and Helie-Lucas points to the ongoing problem of women bearing a special burden in the representation of traditional culture.

A good response should note that the authors were all women who were political activists, which may have affected their dissatisfaction with their share of power in the newly independent nations. It is also clear that several of the authors were from the higher levels of society (Song Qingling) and highly educated (all) and thus expected a greater role in the independent nations.

A strong essay would pay attention to the timing of the documents (before or after independence), the level of female mobilization in the different accounts, and the various ways in which culture is invoked to support or to undermine women's rights.

Kinds of additional documentation that might help assess the impact of nationalism could include information on female suffrage and representation in the government, rates of literacy, and participation in the labor force, as well as how female rights are handled in official legal codes in both the pre- and post-independence period. Any of these would help explain the degree to which women's participation in nationalist movements led or did not lead to new political, educational, social, economic, or legal opportunities for women.

**Part B: Continuity and Change Over Time Essay**

This essay question deals specifically with analysis of continuities and changes over time covering at least one of the periods in the course outline. It addresses, for example, technology, trade, culture, migrations, or environment. The continuity and change over time questions require analysis of process and explanation of causation with specific examples. Students may have the opportunity to choose different cases for illustration.

The generic scoring guide for the continuity and change over time essay is shown below; following that, on the next two pages, are a sample continuity and change over time question, the directions that appear in the AP Exam booklet, and a discussion of “What Good Responses Should Include.”

**Generic Core-Scoring Guide for AP World History  
Continuity and Change Over Time Essay**

<b>BASIC CORE Competence</b>	<b>Points</b>	<b>EXPANDED CORE Excellence</b>	<b>Points</b>
1. Has acceptable thesis. (Addresses the global issues and the time period(s) specified.)	<b>1</b>	Expands beyond basic core of 1–7 points. The basic core score of <b>7</b> must be achieved before a student can earn expanded core points.  Examples: <ul style="list-style-type: none"> <li>• Has a clear, analytical, and comprehensive thesis.</li> <li>• Analyzes all issues of the question (as relevant): global context, chronology, causation, change, continuity, effects, content.</li> <li>• Provides ample historical evidence to substantiate thesis.</li> <li>• Provides links with relevant ideas, events, trends in an innovative way.</li> </ul>	<b>0–2</b>
2. Addresses all parts of the question, though not necessarily evenly or thoroughly. (Addresses most parts of the question: for example, addresses change but not continuity.)	<b>2</b>  (1)		
3. Substantiates thesis with appropriate historical evidence. (Partially substantiates thesis with appropriate historical evidence.)	<b>2</b>  (1)		
4. Uses relevant world historical context effectively to explain continuity and change over time.	<b>1</b>		
5. Analyzes the process of continuity and change over time.	<b>1</b>		
<b>Subtotal</b>	<b>7</b>	<b>Subtotal</b>	<b>2</b>
<b>TOTAL 9</b>			

The time allotted for this essay is 40 minutes, 5 minutes of which should be spent planning and/or outlining the answer.

*Directions:* You are to answer the following question. You should spend 5 minutes organizing or outlining your essay. Write an essay that:

- Has a relevant thesis and supports that thesis with appropriate historical evidence.
  - Addresses all parts of the question.
  - Uses world historical context to show continuities and changes over time.
  - Analyzes the process of continuity and change over time.
2. Pick **one** of the following regions and analyze the continuities and changes in the region's connections to the world trading systems from 1450 to 2000. Be sure to explain how alterations in the framework of international trade interacted with regional factors to produce continuities and changes throughout the period.

China  
Latin America  
Sub-Saharan Africa  
Middle East

### **What Good Responses Should Include**

A good response to this question that chose China would begin by describing Chinese interactions with the world trade system by 1450. The essay might contrast the sixteenth-century Ming government's restricting foreign merchants to one southern port with the same government's encouraging imports of silver and exports of manufactured porcelain and processed tea. Chinese merchants meanwhile continued to expand trade with Southeast Asia, including their contacts with the new port at Manila opened by the Spanish. Students may relate the Chinese demand for silver to pay their taxes to the Chinese prominence in the world trade system in the sixteenth century. Silver financed expansion of trade within China and production for export.

Students should emphasize that Chinese domination of markets in silk, tea, and porcelain continued from the sixteenth to the nineteenth century. At that time, the British navy's use of steamships and cannon in the Opium Wars enabled Great Britain to demand more access for Western merchants in Chinese port cities and internal markets as a result of the British victory over the last Chinese dynasty, the Qing. Strong essays will analyze the global context of industrialization; for example, later in the nineteenth century, Chinese merchants begin to develop modern transportation and communications technology, but Europeans pressured the Qing government to transfer the railroad tracks and equipment to a European consortium that then lent funds to that government to complete the rail system in southwest China. Like many other railroad systems in the late nineteenth century, this one enabled Western goods to reach Chinese consumers in that region of the country.

In 1911 a political revolution resulted in a republic, and the new government sought to ease foreign domination of its economy by supporting the Allies in the First World War. Instead of helping the Chinese to regain their global markets, the British and French gave the Japanese concessions in northern China. Before and during the Second World War, the Japanese invaded China, partly to gain Chinese consumers as a market for Japanese manufactured goods.

After the Chinese Communists won the civil war in 1949, the Chinese economy under Mao Zedong faltered in its productive capacity and had little to export and little foreign exchange to import. Mao's death in 1976 gave Deng Xiaoping the opportunity to expand China's internal economy and create free-trade zones in the southern region. Throughout the 1980s and 1990s, Chinese exports of manufactured goods steadily increased, and Chinese demand for resources, including oil and steel, made the Chinese presence in the world economy clear once again.

In analyzing continuities, students may discuss the constant international interest in the China market, which stretched from Portuguese traders in the sixteenth century to United States corporations in the twentieth. They may also highlight the strong role in regulating trade played by the Chinese government, both imperial and communist.

In order to receive all of the seven “Basic Core” points here, students must have an acceptable thesis, address all parts of the question, including both continuities and changes, substantiate that thesis with appropriate historical evidence, use relevant world historical context effectively, and analyze the process of continuity and change over time.

### **Part C: Comparative Essay**

The comparative essay focuses on developments in at least two societies or regions. It relates to major themes in the course, such as social and gender structures, interactions between or among societies, political organization, or economic systems. Comparative questions always require analysis of reasons for the similarities and differences identified. Students may have the opportunity to choose different cases for comparisons.

The generic scoring guide for the comparative essay is on the next page; following that, on the next two pages, are a sample comparative essay question, the directions that appear in the AP Exam booklet, and a discussion of “What Good Responses Should Include.”

**Generic Core-Scoring Guide for AP World History  
Comparative Essay**

<b>BASIC CORE Competence</b>	<b>Points</b>	<b>EXPANDED CORE Excellence</b>	<b>Points</b>
1. Has acceptable thesis. (Addresses comparison of the issues or themes specified.)	<b>1</b>	Expands beyond basic core of 1–7 points. The basic core score of <b>7</b> must be achieved before a student can earn expanded core points.	<b>0–2</b>
2. Addresses all parts of the question, though not necessarily evenly or thoroughly. (Addresses most parts of the question: for example, deals with differences but not similarities.)	<b>2</b>  (1)	Examples: <ul style="list-style-type: none"> <li>• Has a clear, analytical, and comprehensive thesis.</li> <li>• Addresses all parts of the question thoroughly (as relevant): comparisons, chronology, causation, connections, themes, interactions, content.</li> <li>• Provides ample historical evidence to substantiate thesis.</li> <li>• Relates comparisons to larger global context.</li> <li>• Makes several direct comparisons consistently between or among societies.</li> <li>• Consistently analyzes the causes and effects of relevant similarities and differences.</li> </ul>	
3. Substantiates thesis with appropriate historical evidence. (Partially substantiates thesis with appropriate historical evidence.)	<b>2</b>  (1)		
4. Makes at least one relevant, direct comparison between/ among societies.	<b>1</b>		
5. Analyzes at least one reason for a similarity or difference identified in a direct comparison.	<b>1</b>		
<b>Subtotal</b>	<b>7</b>	<b>Subtotal</b>	<b>2</b>
<b>TOTAL 9</b>			

The time allotted for this essay is 40 minutes, 5 minutes of which should be spent planning and/or outlining the answer.

*Directions:* You are to answer the following question. You should spend 5 minutes organizing or outlining your essay. Write an essay that:

- Has a relevant thesis and supports that thesis with appropriate historical evidence.
  - Addresses all parts of the question.
  - Makes direct, relevant comparisons.
  - Analyzes relevant reasons for similarities and differences.
3. Unfree labor systems were widely used for agricultural production in the period 1450–1750. Analyze the major similarities and differences between TWO of the following systems:

Caribbean slavery  
North American slavery  
West African slavery  
Russian serfdom

### **What Good Responses Should Include**

A good response may generalize that in large portions of the New World and Africa and in the whole of Russia, unfree labor systems came to play a major role in the world economy during this 300-year period. The question calls for students to discuss the major similarities and differences between two systems.

A good answer choosing Caribbean slavery and Russian serfdom would discuss the similarities, e.g., slaves and serfs could be bought and sold; slaves and serfs were both legally regarded as property that could be bequeathed by one generation to another; the legal and civil rights of slaves and serfs were both severely restricted.

Students need to discuss major differences in the two systems, i.e., serfs had the right to own some land, whereas slaves could not hold land; serfs were generally enserfed wherever they were living and bound to that land, whereas slaves in the Caribbean were usually transported long distances from their original homes and could be sold away from the land they worked. Serfs, although regarded as part of one of the lowest classes in Russia, were generally viewed as having higher status than slaves. Russian serfs were most commonly involved in grain and livestock production, while Caribbean slaves usually worked producing sugar on large plantations. Serfs were recognized and usually worked as part of family units; slaves on the other hand most commonly worked as part of labor gangs.

Students need to see that the two systems grew and developed in response to different economic and geographic conditions. Serfdom in Russia evolved out of peasant and slave systems, and serfdom's growth paralleled the rapid growth in power of the Russian state, the government's perception of critical labor shortages, its need for tax revenues, and its military manpower requirements. Slavery in the Caribbean



grew primarily in response to the perceived need for labor to staff large plantations where the native populations were small; this occurred at the same time that Europeans and Africans cooperated to expand the export of slaves from West Africa to the Americas. Slave labor was critical for the expansion of Caribbean agricultural production and commerce.

Many of the differences between the two systems reflected economic and political realities of each area. On the other hand, the two systems were very similar in the way that slaves and serfs were treated.

Students need to write a clear thesis that addresses the issue of comparison, an essay that addresses all parts of the question, and a thesis that is substantiated with historical evidence. In addition, the essay must make direct comparisons between Caribbean slavery and Russian serfdom and analyze at least one relevant reason for a similarity or difference in a direct comparison to receive all seven basic core points.

## Teacher Support

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Teacher's Guides and Course Descriptions may be downloaded free of charge from AP Central; printed copies may be purchased through the College Board Store ([store.collegeboard.com](http://store.collegeboard.com)). Released Exams and other priced AP resources are available at the College Board Store.

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Course Descriptions are available for each AP subject. They provide an outline of each AP course's content, explain the kinds of skills students are expected to demonstrate in the corresponding introductory college-level course, and describe the AP Exam. Sample multiple-choice questions with an answer key and sample free-response questions are included. (The Course Description for AP Computer Science is available in PDF format only.)

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Periodically the AP Program releases a complete copy of each exam. In addition to providing the multiple-choice questions and answers, the publication describes the process of scoring the free-response questions and includes examples of students' actual responses, the scoring standards, and commentary that explains why the responses received the scores they did.

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