

AP WORLD HISTORY PRACTICE EXAM 2 ANSWER SHEET

1. (A) (B) (C) (D) (E)	19. (A) (B) (C) (D) (E)	37. (A) (B) (C) (D) (E)	55. (A) (B) (C) (D) (E)
2. (A) (B) (C) (D) (E)	20. (A) (B) (C) (D) (E)	38. (A) (B) (C) (D) (E)	56. (A) (B) (C) (D) (E)
3. (A) (B) (C) (D) (E)	21. (A) (B) (C) (D) (E)	39. (A) (B) (C) (D) (E)	57. (A) (B) (C) (D) (E)
4. (A) (B) (C) (D) (E)	22. (A) (B) (C) (D) (E)	40. (A) (B) (C) (D) (E)	58. (A) (B) (C) (D) (E)
5. (A) (B) (C) (D) (E)	23. (A) (B) (C) (D) (E)	41. (A) (B) (C) (D) (E)	59. (A) (B) (C) (D) (E)
6. (A) (B) (C) (D) (E)	24. (A) (B) (C) (D) (E)	42. (A) (B) (C) (D) (E)	60. (A) (B) (C) (D) (E)
7. (A) (B) (C) (D) (E)	25. (A) (B) (C) (D) (E)	43. (A) (B) (C) (D) (E)	61. (A) (B) (C) (D) (E)
8. (A) (B) (C) (D) (E)	26. (A) (B) (C) (D) (E)	44. (A) (B) (C) (D) (E)	62. (A) (B) (C) (D) (E)
9. (A) (B) (C) (D) (E)	27. (A) (B) (C) (D) (E)	45. (A) (B) (C) (D) (E)	63. (A) (B) (C) (D) (E)
10. (A) (B) (C) (D) (E)	28. (A) (B) (C) (D) (E)	46. (A) (B) (C) (D) (E)	64. (A) (B) (C) (D) (E)
11. (A) (B) (C) (D) (E)	29. (A) (B) (C) (D) (E)	47. (A) (B) (C) (D) (E)	65. (A) (B) (C) (D) (E)
12. (A) (B) (C) (D) (E)	30. (A) (B) (C) (D) (E)	48. (A) (B) (C) (D) (E)	66. (A) (B) (C) (D) (E)
13. (A) (B) (C) (D) (E)	31. (A) (B) (C) (D) (E)	49. (A) (B) (C) (D) (E)	67. (A) (B) (C) (D) (E)
14. (A) (B) (C) (D) (E)	32. (A) (B) (C) (D) (E)	50. (A) (B) (C) (D) (E)	68. (A) (B) (C) (D) (E)
15. (A) (B) (C) (D) (E)	33. (A) (B) (C) (D) (E)	51. (A) (B) (C) (D) (E)	69. (A) (B) (C) (D) (E)
16. (A) (B) (C) (D) (E)	34. (A) (B) (C) (D) (E)	52. (A) (B) (C) (D) (E)	70. (A) (B) (C) (D) (E)
17. (A) (B) (C) (D) (E)	35. (A) (B) (C) (D) (E)	53. (A) (B) (C) (D) (E)	
18. (A) (B) (C) (D) (E)	36. (A) (B) (C) (D) (E)	54. (A) (B) (C) (D) (E)	

... however some similarities between the two cities. Obviously both relied heavily on the island world for trade goods during most of this period. Both were centers of their respective empires, economically and culturally, as well as politically. Finally, Islamic forces captured both cities: Constantinople in 1453 (by the Ottoman Turk) and Tenochtitlan in 1519 (by Hernán Cortés).

This time, there is much more historical substantiation to back up the argument.

Finally, a word about the conclusion paragraph: a good writer not only signals where he or she is going with an introductory paragraph and thesis, but restates the thesis and main points at the end of the essay. This will remind the reader of what you were saying in case you (or they!) "wandered off" during the writing/reading. Begin by restating the thesis, as it's your central argument. Then restate your key points. Do not include any new information in this paragraph. If there was information that could have supported your ideas, it should be up in the body of your essay. Also, if you are running short of time, you might consider simply restating your thesis as your conclusion paragraph. It will be less effective, but it may save you precious time. In a worst case scenario, you can skip the conclusion completely, as it won't normally be gaining you any points anyway. However, this is only a strategy that is acceptable in a timed essay, such as the one on the AP World History Exam.

AP WORLD HISTORY

Three hours and 5 minutes are allotted for this examination: 55 minutes for Section I, which consists of multiple-choice questions, and 2 hours and 10 minutes for Section II, which consists of essay questions. 10 minutes of Section II are devoted to a mandatory reading period, primarily for the document-based essay question in Part A. Section I is printed in this examination booklet. Section II is printed in a separate booklet. In determining your grade, the two sections are given equal weight.

SECTION I

Time—55 minutes
Number of questions—70
Percent of total grade—50

Section I of this examination contains 70 multiple-choice questions. Therefore, please be careful to fill in only the ovals that are preceded by numbers 1 through 70 on your answer sheet.

General Instructions

INDICATE ALL YOUR ANSWERS TO QUESTIONS IN SECTION I ON THE SEPARATE ANSWER SHEET. No credit will be given for anything written in this examination booklet, but you may use the booklet for notes or scratchwork. After you have decided which of the suggested answers is best, COMPLETELY fill in the corresponding oval on the answer sheet. Give only one answer to each question. If you change an answer, be sure that the previous mark is erased completely.

Example

Chicago is a

- (A) state
- (B) continent
- (C) country
- (D) city
- (E) village

Sample Answer

(A) (B) (C) ● (E)

Many candidates wonder whether or not to guess the answers to questions about which they are not certain. In this section of the examination, as a correction for haphazard guessing, one-fourth of the number of questions you answer incorrectly will be subtracted from the number of questions you answer correctly. It is improbable, therefore, that mere guessing will improve your score significantly; it may even lower your score, and it does take time. If, however, you are not sure of the best answer but have some knowledge of the question and are able to eliminate one or more of the answer choices as wrong, your chance of getting the right answer is improved, and it may be to your advantage to answer such a question.

Use your time effectively, working as rapidly as you can without losing accuracy. Do not spend too much time on questions that are too difficult. Go on to other questions and come back to the difficult ones later if you have time. It is not expected that everyone will be able to answer all the multiple-choice questions.

AP WORLD HISTORY ANSWER SHEET

SECTION I: MULTIPLE-CHOICE QUESTIONS

Time—55 minutes

70 Questions

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.

Note: This examination uses the chronological designations 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), which are used in some world history textbooks.

- [A father said,] "Bring me a fruit from this banyan tree."
"Here it is, father."
"Break it."
"It is broken, Sir."
"What do you see in it?"
"Very small seeds, Sir."
"Break one of them, my son."
"It is broken, Sir."
"What do you see in it?"
"Nothing at all, Sir."
Then his father spoke to him: "My son, from the very essence in the seed which you cannot see comes in truth this vast banyan tree."
"Believe me, my son, an invisible and subtle essence is the Spirit of the whole universe. That is reality. That is Atman. THOU ART THAT."
From the Chandogya Upanishad.
The quote above refers to which of the following?
(A) The Confucian belief in the Five Relationships
(B) The Hindu belief in Brahman, or the universal spirit
(C) The Hindu belief in reincarnation
(D) The Taoist teaching on balance in nature
(E) The Jewish teaching regarding covenants between humans and God
- According to Jewish tradition, all of the following pairs enacted covenants EXCEPT
(A) Adam and God
(B) David and God
(C) Noah and God
(D) Abraham and God
(E) Moses and God
- What do the Nile, Tigris, Euphrates, Indus, and Yellow rivers have in common? All
(A) are located in the Fertile Crescent
(B) were located within the earliest Chinese empires
(C) overflow their banks with predictable regularity
(D) gave rise to religions that stressed reincarnation
(E) were sites of Neolithic, sedentary settlements
- Which of the following areas was NOT conquered by Alexander the Great?
(A) Arabia
(B) Persia
(C) Greece
(D) Egypt
(E) Bactria

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AP WORLD HISTORY MULTIPLE-CHOICE QUESTIONS

6. From which geographical direction did Buddhism arrive in Southeast Asia? From the

- (A) west and north
- (B) west and south
- (C) east and north
- (D) east and south
- (E) north and south

7. Which of the following describes a characteristic of both Mayan and Egyptian civilizations?

- (A) The belief that the ruler was a god
- (B) The building of pyramids
- (C) Each founded roughly third century B.C.E.
- (D) The belief in monotheism
- (E) The development of the wheel

7. Silk Spices Pearls

Which of the following best describes these goods in the early part of the 600 C.E. to 1450 era? All were

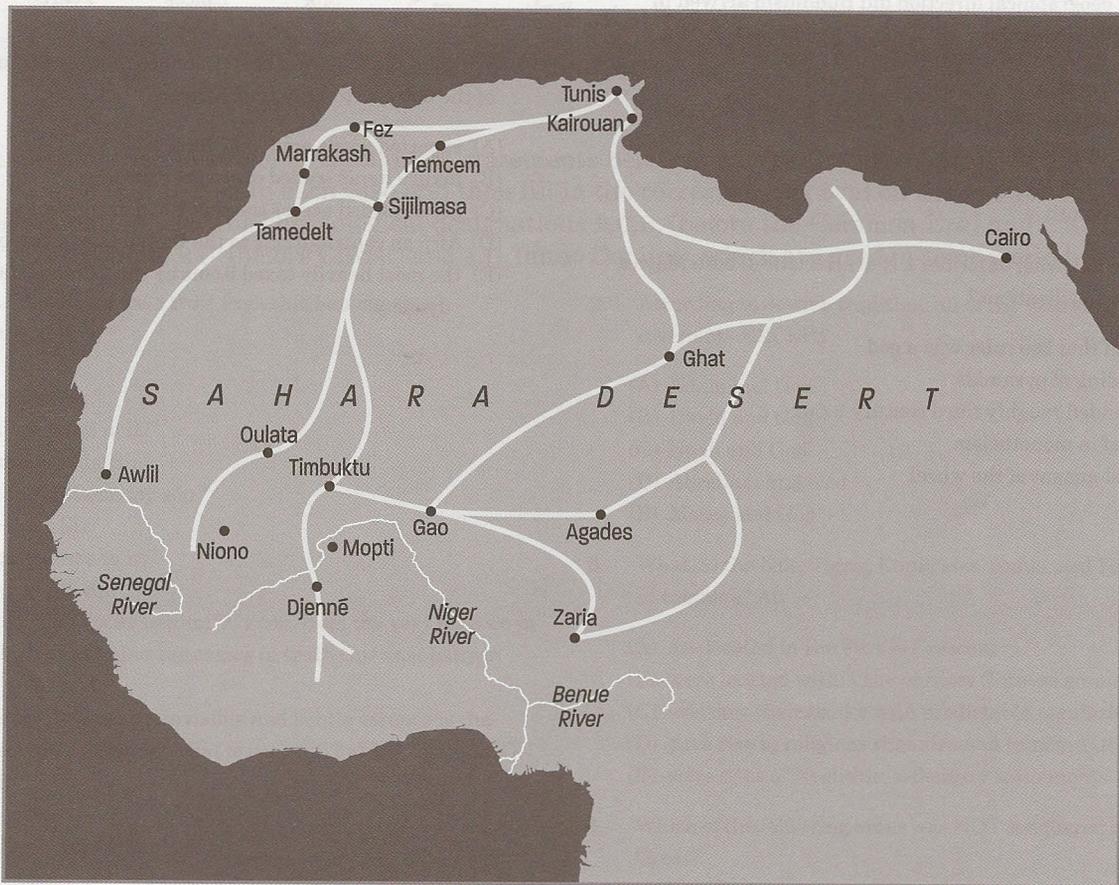
- (A) exported goods made in China
- (B) luxury items traded over vast distances
- (C) goods traded across the Silk Road, from west to east
- (D) African contributions to the Indian Ocean trade
- (E) the most heavily taxed items by the Chinese Han dynasty

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AP WORLD HISTORY MULTIPLE-CHOICE QUESTIONS

SECTION I: MULTIPLE-CHOICE QUESTIONS



8. Which of the following is most clearly shown by the map above?

- (A) Most trans-Saharan trade was conducted by Muslims.
- (B) The Islamic religion reached Southern Africa over these trade routes.
- (C) Porcelain and silk were prized commodities over these trade routes.
- (D) Timbuktu was the most popular destination of trans-Saharan merchants.
- (E) Camels were a major benefit to merchants on these trade routes.

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AP WORLD HISTORY MULTIPLE-CHOICE QUESTIONS

12. Which of the following empires had to deal with a controversy surrounding religious icons?
- (A) The empire of Alexander the Great
 - (B) The Byzantine Empire
 - (C) The Mongol Empire
 - (D) The Egyptian Empire
 - (E) The Gupta Empire
13. Which of the following describes both the Mongols and the Turks? Both
- (A) converted almost exclusively to Islam
 - (B) were heavily recruited into the service of the Abbasid Caliphate
 - (C) borrowed siege technology from the Chinese
 - (D) conquered the Russian cities of Moscow, Kiev, and Novgorod
 - (E) were pastoralists who conquered sedentary civilizations that bordered their lands
14. "Pax Mongolica" can best be described as which of the following?
- (A) The method of terror employed by the Mongols to encourage enemies to surrender
 - (B) The diseases, including the Bubonic plague, unknowingly carried by the Mongol invaders
 - (C) The peaceful coexistence of various religions within the Mongol empire
 - (D) The trade routes that ran through the Mongol empire at its height
 - (E) A period of peace established by the Mongols, during which all forms of trade flourished
15. Which of the following describes a way in which European serfs and slaves were different?
- (A) Only Christians could be serfs, whereas only non-Christians could be slaves.
 - (B) Serfs were generally unskilled tenant farmers, whereas slaves were usually highly skilled.
 - (C) Serfs were exclusively farmers, whereas slaves did exclusively non-agricultural work.
 - (D) Only the lands of the Franks had serfs; slaves were used everywhere else in Europe.
 - (E) Serfs could not be sold or purchased individually, unlike slaves.
16. Which of the following was acquired by Muslims from the Chinese at the Battle of Talas River in 751 C.E.?
- (A) Gunpowder technology
 - (B) The magnetic compass
 - (C) Paper-making technology
 - (D) Tea-brewing techniques
 - (E) Silk-weaving techniques
17. Which of the following explains why the Church rejected the theory of a solar-centered universe as suggested by Nicholas Copernicus?
- (A) Copernicus was a Jew and therefore could not be trusted to report findings accurately.
 - (B) The theory contradicted Church teachings regarding an Earth-centered universe.
 - (C) A calendar based on the sun was too much like the pagan calendars of the Romans.
 - (D) Copernicus was a supporter of Martin Luther and therefore disgraced in the eyes of the Church.
 - (E) The theory conflicted with that of the pope, who was also an astronomer.
18. In which of the following ways were slavery in the Islamic Middle East and slavery in the colonies of the New World similar?
- (A) The children of slaves were not slaves themselves.
 - (B) Slaves were traded by other Africans for manufactured goods.
 - (C) Most slaves did domestic work or were concubines.
 - (D) Upon purchase, slaves were forcibly converted to the master's religion.
 - (E) The demand for slaves had a devastating impact on Africa's east and west coast populations.

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AP WORLD HISTORY MULTIPLE-CHOICE QUESTIONS

16. "Akbar viewed tolerance as merely the first stage in a longer strategy to put an end to sectarian divisions in the subcontinent. Blending elements of the many religions with which he was familiar, he invented a new faith, the Din-i-Ilahi, that he believed could be used to unite his Hindu and Muslim subjects. If the adherents of India's diverse religions could be convinced to embrace this common creed, Akbar reasoned, sectarian quarrels and even violent conflict could be brought to an end."

Peter N. Stearns et.al. *World Civilizations: The Global Experience*
In which of the following regions did Akbar rule?

- (A) Southeast Asia
 - (B) Persia
 - (C) Russia
 - (D) India
 - (E) East Africa
17. Which of the following nations began its voyages of exploration as a result of the efforts of Prince Henry the Navigator?
- (A) Spain
 - (B) England
 - (C) Portugal
 - (D) The Netherlands
 - (E) Venice
18. In which of the following ways were the colonies of the Pilgrims at Plymouth and the various conquistador settlements different?
- (A) The Plymouth colony was established to look for spices, whereas the Spanish wanted gold.
 - (B) The conquistadors were mostly single men looking to get rich quick, whereas the colonists of Plymouth were mostly families looking to start a new life.
 - (C) The conquistadors were far less interested in converting the natives than were the English.
 - (D) Spanish colonies were controlled directly by the crown, whereas English colonies were private.
 - (E) The societies the conquistadors established were more egalitarian than the societies the Pilgrims established.



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19. Which of the following explains why this style of dress from Japan ceased to be used?
- (A) Climate change made the heavy armor unpractical.
 - (B) Industrial production ended the era of handmade armor.
 - (C) Guns and commoners as soldiers replaced the skilled warrior.
 - (D) The Tokugawa shoguns forbid armor in order to keep the samurai humble.
 - (E) Western style pants and coats became the fashion instead of armor.
20. The Ottoman Empire and the Spanish Empire of the period 1450 to 1750 were different in which of the following ways?
- (A) Ottoman trade grew steadily through this period, but Spanish economic power declined.
 - (B) Ottoman government was controlled by a council of clerics, but a monarch ruled Spain.
 - (C) Ottoman society extended far greater status to women than the Spanish did.
 - (D) The Ottomans let Christians and Jews practice their faiths, whereas the Spanish exiled Jews and Muslims.
 - (E) Ottoman lands grew through political marriage, whereas Spain chose not to follow this path.

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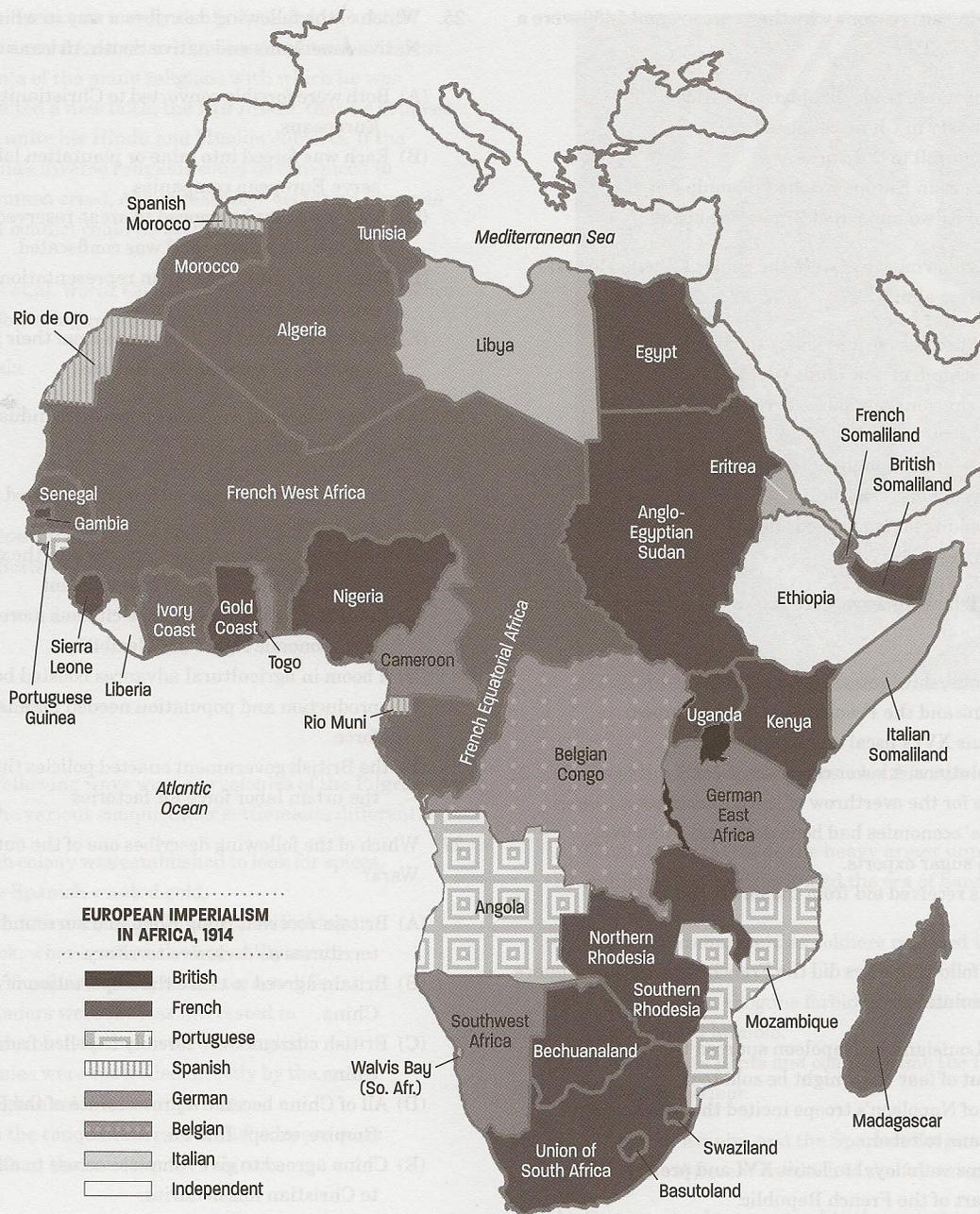
AP WORLD HISTORY MULTIPLE-CHOICE QUESTIONS

22. All of the following are reasons why the years around 1450 were a pivotal period EXCEPT
- (A) Europeans began to trade for slaves in Africa
 - (B) the Yuan dynasty in China collapsed
 - (C) Constantinople fell to the Turks
 - (D) the Renaissance in Europe reached its midpoint
 - (E) the decline of Kilwa and Great Zimbabwe began
23. In which of the following ways were the goals of Zheng He and European explorers similar?
- (A) Both wanted to discover previously uncharted lands.
 - (B) Each was in search of new lands to colonize.
 - (C) Both sought precious metals to increase their nations' wealth.
 - (D) Each was in search of nonbelievers to convert to their respective religions.
 - (E) Both were looking for trade goods not available in their home countries.
24. In which of the following ways were the revolutions in France and Haiti similar?
- (A) In both nations, slavery was a key point of protest.
 - (B) Both Haitians and the French citizenry had grown tired of Louis XVI's fiscal mismanagement.
 - (C) In both revolutions, a lower class was greatly responsible for the overthrow of the government.
 - (D) Both nations' economies had been damaged by an over-reliance on sugar exports.
 - (E) Both nations received aid from the newly independent Americans.
25. In which of the following ways did the French Revolution influence the Haitian Revolution?
- (A) The sale of Louisiana by Napoleon spurred the Haitians out of fear they might be sold too.
 - (B) The arrival of Napoleon's troops incited the previously loyal Haitians to rebel.
 - (C) Most Haitians were loyal to Louis XVI and preferred not to be part of the French Republic.
 - (D) French Revolutionary rhetoric spread to the slaves of Haiti.
 - (E) French Revolutionary attitudes toward the Church offended the devoutly Catholic Haitians.
25. Which of the following describes a way in which the treatment of Native Americans and native South Africans was similar?
- (A) Both were forcibly converted to Christianity by zealous Europeans.
 - (B) Each was forced into mine or plantation labor gangs to serve European companies.
 - (C) Both were forcibly moved to areas reserved for them while their former land was confiscated.
 - (D) Both were given only token representation in local or provincial governments.
 - (E) Both were exiled by Europeans from their native countries to surrounding nations.
26. All of the following are reasons why the Industrial Revolution began in Britain EXCEPT
- (A) Britain had the oldest and most renowned universities and research centers in Europe
 - (B) the Anglican Church had not stood in the way of science or technological development
 - (C) the British government gave citizens more political and economic rights and flexibility
 - (D) a boom in agricultural advances boosted both food production and population needed for a large labor force
 - (E) the British government enacted policies that increased the urban labor force for factories
27. Which of the following describes one of the outcomes of the Opium Wars?
- (A) Britain received Hong Kong and surrounding territories as exclusive territory.
 - (B) Britain agreed to cease the importation of opium into China.
 - (C) British citizens were forcibly expelled from all of China.
 - (D) All of China became a protectorate of the British Empire, except Taiwan.
 - (E) China agreed to give complete access to all territories to Christian missionaries.

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AP WORLD HISTORY MULTIPLE-CHOICE QUESTIONS



28. Which of the following explains why there were so relatively few Italian colonies in Africa?

- (A) Most of Italy's colonial efforts were focused on Asia and the islands of the Pacific.
- (B) Italy did not become a nation until the 1870s, by which time most of Africa had been claimed.
- (C) Italy was sufficiently rich in resources, so colonization was not a priority.
- (D) The devout Catholicism of Italy's early leaders discouraged the conquest of other peoples.
- (E) The Italian military was required to focus on frequent skirmishes with the Ottoman Empire.

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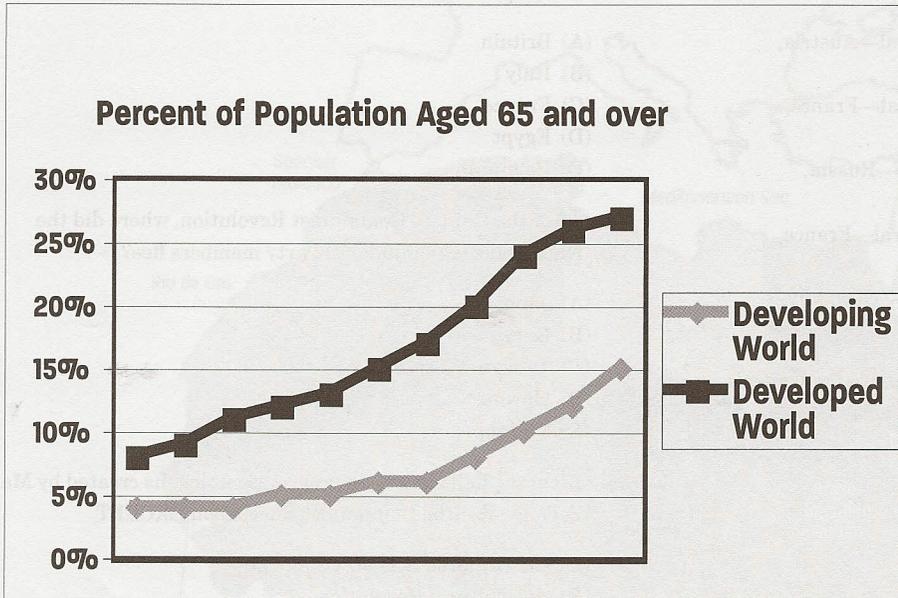
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AP WORLD HISTORY MULTIPLE-CHOICE QUESTIONS

29. Which of the following accurately describes some of the Allied and Central Powers of World War I?
- (A) Allied—France, Germany, Britain; Central—Austria, Russia, Turkey, Italy
 - (B) Allied—Britain, Germany, Russia; Central—France, Austria, Turkey
 - (C) Allied—Britain, France, Turkey; Central—Russia, Germany, Austria
 - (D) Allied—Germany, Austria, Turkey; Central—France, Britain, Russia
 - (E) Allied—Britain, Russia, France; Central—Germany, Austria, Turkey
30. All of the following were key leaders in the cause for women's rights in the United States and Britain EXCEPT:
- (A) Elizabeth Cady Stanton
 - (B) Emmeline Pankhurst
 - (C) Marie Curie
 - (D) Susan B. Anthony
 - (E) Lucretia Mott
31. Which of the following women was not the leader of a modern nation in the twentieth century?
- (A) Golda Meir
 - (B) Indira Gandhi
 - (C) Margaret Thatcher
 - (D) Aung San Su Ky
 - (E) Benazir Bhutto
32. Which of the following are modern examples of civil unrest in nations whose borders were drawn so as to include varying ethnicities after colonialism?
- (A) Iran and Japan
 - (B) Egypt and Mexico
 - (C) Russia and India
 - (D) Iraq and Rwanda
 - (E) Mexico and India
33. Which of the following nations did Algerians have to fight for their independence?
- (A) Britain
 - (B) Italy
 - (C) France
 - (D) Egypt
 - (E) Belgium
34. After the Chinese Communist Revolution, where did the Nationalist (Guomindang) Party members flee?
- (A) Japan
 - (B) Korea
 - (C) Taiwan
 - (D) Hawaii
 - (E) Vietnam
35. All of the following were programs or slogans created by Mao Zedong after the Communist Revolution EXCEPT
- (A) the Hundred Schools of Thought
 - (B) the Cultural Revolution
 - (C) the Great Leap Forward
 - (D) Let a Hundred Flowers Bloom
 - (E) the Four Olds Campaign

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36. Which of the following is a conclusion that can be reached on the basis of the graph above?
- (A) People in America are generally younger than those in France.
 - (B) There are more young people in Cambodia than in Japan.
 - (C) There are more young people in Britain than in Guatemala.
 - (D) The populations of industrial nations are generally younger than those in nonindustrial ones.
 - (E) The populations of developing nations are generally younger than those in developed nations.

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AP WORLD HISTORY MULTIPLE-CHOICE QUESTIONS



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37. Which of the following is depicted in the above photo?

- (A) Lions of Emperor Qin
- (B) One of the Pillars of Asoka
- (C) The Obelisk of Cleopatra
- (D) One of the Bronze Tablets of Rome
- (E) The capital to a column, containing Hammurabi's Code

38. All of the following occurred during the so-called "Axial Period" EXCEPT

- (A) development of Zoroastrianism in Persia
- (B) life of the Buddha, in India
- (C) life of Confucius, in China
- (D) development of Christianity, separate from Judaism
- (E) life of Socrates, Plato, and Aristotle, in Greece

39. In which of the following ways were Taoism and Confucianism similar?

- (A) Both emphasized the importance of the relationship between ruler and subject.
- (B) Each taught that the world was in a balance between diametrically opposing forces.
- (C) Both became standard doctrine for rulers in China.
- (D) Each was readily exported to Japan through cultural diffusion.
- (E) Each sought to bring order to a chaotic society through a unique social order.

40. In which of the following ways were the Huns and Hunas different?

- (A) The Huns were mostly farmers, whereas the Hunas were largely pastoralists.
- (B) The Huns were constantly hostile to settled peoples, and the Hunas were usually not.
- (C) The Huns were polytheistic, whereas the Hunas were early monotheists.
- (D) The Huns were from Central Asia, and the Hunas were from Eastern Asia.
- (E) The Huns helped destroy the Roman Empire, whereas the Hunas destroyed the Gupta Empire.

41. All of the following were advances made by Islamic science EXCEPT

- (A) eye surgery, including removing cataracts
- (B) compilation of books detailing medical knowledge
- (C) development of lenses, including an early microscope
- (D) astronomical advances, including naming many stars
- (E) development of algebra and trigonometry

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42. "Yet their women show no bashfulness before men and do not veil themselves, though they are assiduous in attending the prayers. Any man who wishes to marry one of them may do so, but they do not travel with their husbands, and even if one desired to do so her family would not allow her to go.

The women there have 'friends' and 'companions' amongst the men outside their own families, and the men in the same way have 'companions' amongst the women of other families. A man may go into his house and find his wife entertaining her 'companion' but he takes no objection to it."

Ibn Battuta. *Travels in Asia and Africa 1325–1354*.

Which of the following is demonstrated by the quote above?

- (A) West Africans were not devout Muslims and looked down on by others of their faith.
 - (B) Islam came to West Africa through trade across the Sahara.
 - (C) Women of Mali had virtually no personal or political rights.
 - (D) Religions may change as they are diffused into new regions and cultures.
 - (E) The introduction of a new religion temporarily destroys a region's social order.
43. Which of the following explains why the Russian word *czar* was derived from the Roman word *Caesar*?
- (A) Refugees from Rome settled in the region that became Russia.
 - (B) Germanic peoples who attacked Rome diffused its culture to Russia.
 - (C) Roman missionaries on the Silk Road converted the Mongols, who later captured Russia.
 - (D) Russian wheat merchants dealt extensively with Rome, diffusing cultures and the ruler's title.
 - (E) Russian culture borrowed from Byzantine culture, including the title for their ruler.

44. Historically, what do Baghdad, Kiev, Samarkand, and Peking all have in common?

- (A) All were captured by the Mongols.
- (B) All four were on the Silk Road.
- (C) Each was an early stronghold of Islam.
- (D) Each was depopulated by the bubonic plague.
- (E) All four were visited by Marco Polo on his journeys.

45. Which of the following explains why the bubonic plague tended to have a higher mortality rate in cities than in rural areas?

- (A) The higher population density of cities made it easier for the plague to affect more people.
- (B) City residents tended to live in filthier conditions than the people of the countryside.
- (C) Merchants who spread the plague were drawn to cities for trade.
- (D) City residents drew from water sources contaminated by the plague.
- (E) Missionaries and religious pilgrims spread the plague on their journeys from city to city.

46. Which of the following explains the unique heritage of the Swahili language?

- (A) Africans did frequent business with Chinese merchants, creating a hybrid language.
- (B) Buddhist merchants from India attempted to convert coastal Africans and created a language.
- (C) Arab merchants spread their language and Islam to the coast, creating a new language.
- (D) Trade from Central Africa to the coast culturally diffused the two culture groups.
- (E) Indonesian sailors brought bananas and their language to the coast of Africa.

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AP WORLD HISTORY MULTIPLE-CHOICE QUESTIONS



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Which of the following would be an accurate caption for the above picture?

- (A) The mosque of Jenne in West Africa symbolizes the spread of Islam across the Sahara.
- (B) The mosque of Cairo symbolizes the Mamaluk Empire, which stopped the Mongols.
- (C) The mosque of Baghdad was built by the Abbasids to mark their new capital on the trade routes.
- (D) The mosque of Mecca houses the Ka'bah, the holiest site in Islam.
- (E) The mosque of Delhi was built by the Sultanate of Delhi to inspire Hindu conversions.

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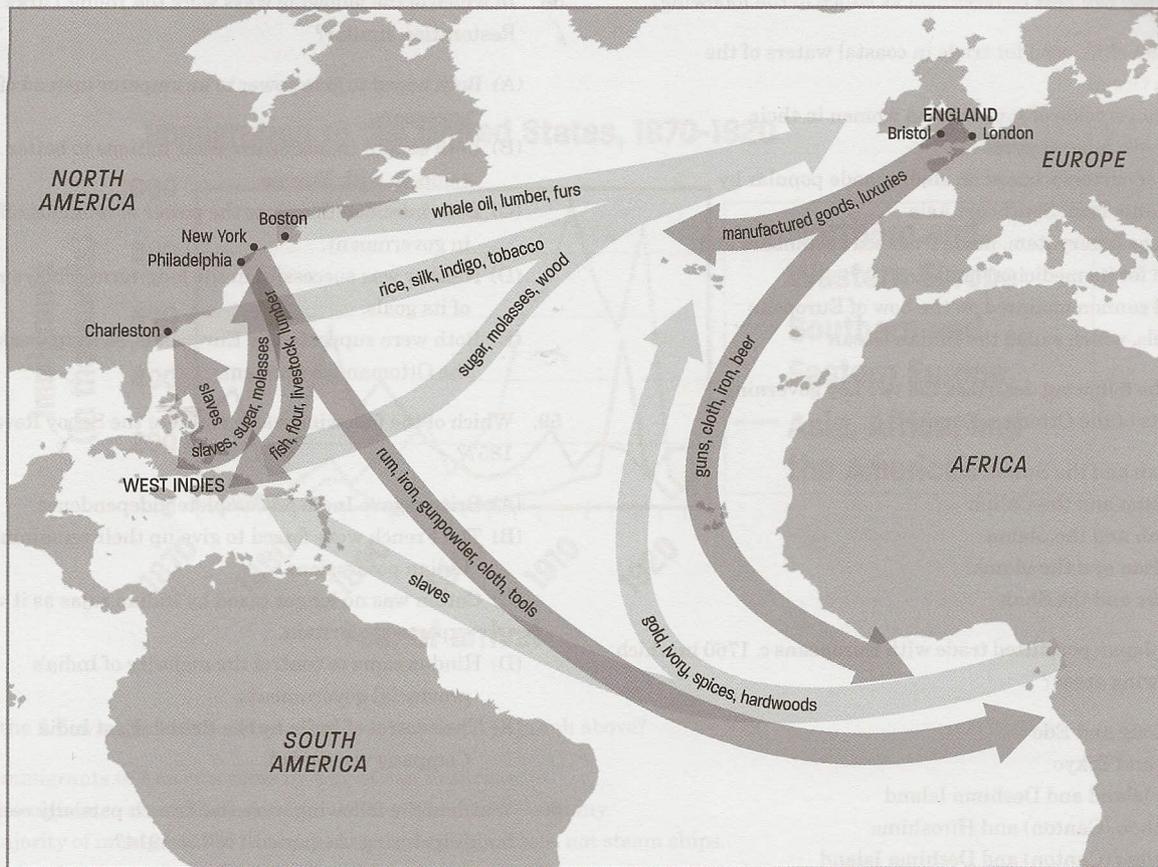
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AP WORLD HISTORY MULTIPLE-CHOICE QUESTIONS

48. "Austronesian-speaking peoples possessed a sophisticated maritime technology as well as agricultural expertise, and they established human settlements in the islands of the Pacific Ocean. Their outrigger canoes enabled them to sail safely over long distances of open ocean, and their food crops and domesticated animals enabled them to establish agricultural societies in the islands. Once they had established coastal settlements in New Guinea, Austronesian seafarers sailed easily to the Bismark and Solomon islands, perhaps in the interests of trade. From there they undertook exploratory voyages that led them to previously unpopulated islands."
- Jerry H. Bentley and Herbert F. Ziegler. *Traditions and Encounters*.
- Which of the following is most clearly demonstrated by the reading above?
- (A) Austronesian-speaking peoples created a vast empire through conquest.
(B) Austronesian-speaking peoples created an empire similar to that of the Mongols.
(C) The spread of cultures is most often accomplished through commercial trade.
(D) The migration of peoples has become very difficult since the end of the last Ice Age.
(E) The spread of peoples and cultures includes many components, including behaviors and foods.
49. All of the following went to the Western Hemisphere as a result of the Columbian Exchange EXCEPT
- (A) corn (maize)
(B) horses
(C) sheep
(D) wheat
(E) Africans
50. Which of the following best explains why the population of Native Americans dropped rapidly after the arrival of Europeans in the Americas?
- (A) Most of them were worked to death in mines and on plantations.
(B) Natives had little resistance to germs that were brought by Europeans.
(C) European military technology was so powerful that it enabled the destruction of whole peoples.
(D) Most natives were taken back to Africa or Europe as slaves.
(E) Rather than fight the Europeans, most natives emigrated to Asia by boat or land bridge.
51. Silk Sugar Spices Gold Porcelain
- What did all of the products listed above have in common in the era 1450 to 1750?
- (A) They were highly sought after by Europeans, who would sail around Africa to get them.
(B) Europeans prized the products so highly that they destroyed the Ottoman Empire to acquire them.
(C) The control of the trade of these items enabled China to dominate Indian Ocean trade.
(D) Before the Europeans arrived, these products were carried exclusively by armed Muslim ships.
(E) All of these products were for sale in abundance in Japan during this era.
52. Most African slaves had been captured by other African tribes or nations as prisoners of war and then sold into the slave trade. Which of the following explains why Africans assisted the Europeans in this trade instead of resisting the enslavement of any and all Africans?
- (A) Africans who converted to Christianity felt a greater loyalty to Europeans than to Africa.
(B) Africans had no resources with which to trade and were otherwise very poor.
(C) African leaders saw guns and slavery as a way to rid themselves of local rivals.
(D) Africans were unaware that the captives were to be taken away, never to return.
(E) Africans envisioned a better life in the New World, even as slaves, than they had in Africa.

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AP WORLD HISTORY MULTIPLE-CHOICE QUESTIONS



53. The map above demonstrates which of the following about the Atlantic Ocean trade in the period 1450 to 1750?

- (A) Europe produced goods not available in the Americas or Africa.
- (B) Africa produced mostly manufactured goods, whereas the Americas produced raw materials.
- (C) Currents and winds forced most ships to sail north before heading east.
- (D) African merchants provided much of the transport necessary for Atlantic trade.
- (E) The most important trade item for the West Indies was lumber.

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AP WORLD HISTORY MULTIPLE-CHOICE QUESTIONS

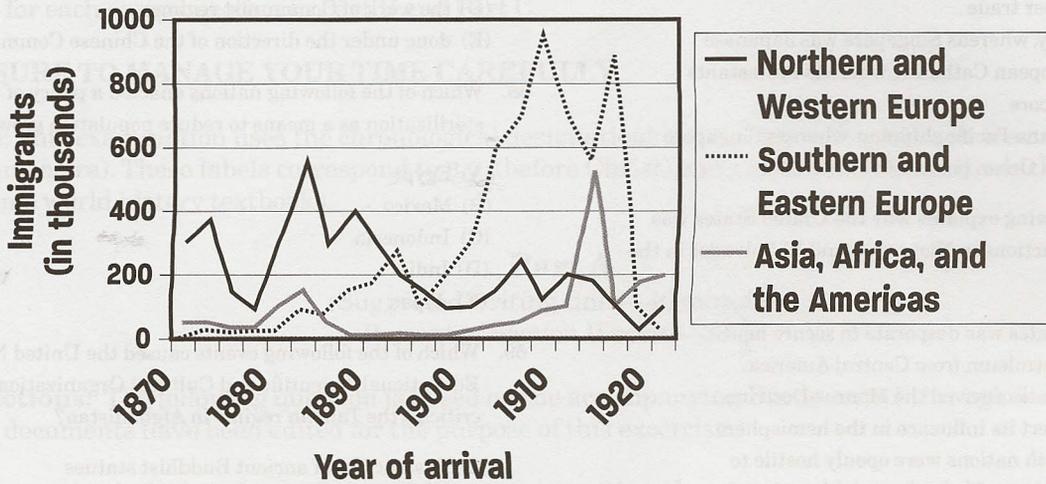
54. *Sati* (or *suttee*) can best be described as which of the following?
- (A) An Indian ship, used for trade in coastal waters of the Indian Ocean
 - (B) The ritual suicide of some Indian women in their husband's funeral pyres
 - (C) A form of currency based on shells, made popular by merchants from Southeast Asia
 - (D) A Chinese luxury item, made from sea cucumbers and valued for its medicinal qualities
 - (E) A small cannon mounted on the bow of European caravels, which sailed the Indian Ocean
55. Which of the following describes the two key governing instruments of the Ottoman Empire?
- (A) The Shah and the Sultan
 - (B) The Sultan and the Caliph
 - (C) The Shah and the ulama
 - (D) The Sultan and the ulama
 - (E) The Sufis and the Shah
56. China and Japan permitted trade with Europeans c. 1760 in which of the following areas?
- (A) Hong Kong and Edo
 - (B) Beijing and Tokyo
 - (C) Taiwan Island and Deshima Island
 - (D) Guangzhou (Canton) and Hiroshima
 - (E) Guangzhou (Canton) and Deshima Island
57. Neocolonialism can best be described as which of the following?
- (A) Control of colonies through native rulers who did the bidding of European nations
 - (B) Control of areas in the nineteenth century by industrialized nations in search of raw materials
 - (C) Conquest of areas in the New World by Europeans, as opposed to colonies in Asia or Africa
 - (D) Conquest of developing nations by developed nations with gunpowder technology
 - (E) Control of a developing nation through the control of its economy by a developed nation(s)
58. In which of the following ways were the Young Turks and the Meiji Restoration similar?
- (A) Both hoped to give power to an emperor instead of local governors.
 - (B) Both sought to modernize their nations to better compete with Europe.
 - (C) Both intended to reduce the power of religious officials in government.
 - (D) Neither was successful in the long-term achievement of its goals.
 - (E) Both were supported by Europeans, so as to weaken the Ottoman government.
59. Which of the following was a result of the Sepoy Revolt in India in 1857?
- (A) Britain gave India its complete independence.
 - (B) The French were forced to give up their remaining Indian possessions.
 - (C) Cotton was no longer taxed by Indian rajahs as it was exported to Britain.
 - (D) Hindus came to control the majority of India's provincial governments.
 - (E) The control of India by the British East India Company was ended.
60. Which of the following were the French partially responsible for building during the period 1750 to 1914?
- (A) The railways of India and the Eiffel Tower
 - (B) The Straits of Malacca and the Golden Gate Bridge
 - (C) The Statue of Liberty and the Erie Canal
 - (D) The Suez and Panama canals
 - (E) The Maginot Line and the Ho Chi Minh Trail
61. All of the following occurred between 1890 and 1930 EXCEPT:
- (A) Japan defeated China in a war, claiming Taiwan.
 - (B) Japan defeated Russia in a war, largely through naval power.
 - (C) Japan conquered the Philippines.
 - (D) Japan conquered Korea and made it a colony.
 - (E) Japan signed several naval treaties with the United States and Britain.

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AP WORLD HISTORY MULTIPLE-CHOICE QUESTIONS

Immigration to the United States, 1870-1920



62. Which of the following is an accurate conclusion, based on the graph above?

- (A) Most immigrants to America came by way of San Francisco.
- (B) More immigrants came to America from France than from Germany.
- (C) The majority of immigrants to America came by sailing vessels, not steam ships.
- (D) Discrimination prevented most Asian or African immigrants from coming to America.
- (E) Immigration to America from southern Europe didn't become extensive until the 1890s.

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AP WORLD HISTORY MULTIPLE-CHOICE QUESTIONS

63. Which of the following accurately describes the differences of the colonization of Australia and Singapore? Australia was
- (A) a prison colony, whereas Singapore controlled trade through the Straits of Malacca
 - (B) rich with diamonds, whereas Singapore grew wealthy from the rubber trade
 - (C) a British colony, whereas Singapore was Japanese
 - (D) settled by European Catholics, whereas Protestants settled Singapore
 - (E) strategic for trans-Pacific shipping, whereas Singapore was an Indian Ocean port
64. Which of the following explains why the United States was funding military actions in Nicaragua and El Salvador in the 1980s?
- (A) The United States was desperate to secure new reserves of petroleum from Central America.
 - (B) The United States revived the Monroe Doctrine, hoping to assert its influence in the hemisphere.
 - (C) Dictators in both nations were openly hostile to American foreign policy.
 - (D) The United States was attempting to counter communism in those and other nations.
 - (E) American fruit companies had been threatened by local militias.
65. Which of the following is an accurate description of women's rights in modern Turkey and Saudi Arabia?
- (A) Turkish women are not allowed to vote, whereas Saudi women have the legal right to do so.
 - (B) Turkish women have full political rights and Saudi women do not.
 - (C) Both Turkish and Saudi women must wear veils in public and cover their heads.
 - (D) Although there are no clothing restrictions, neither Turkish nor Saudi women are allowed to drive.
 - (E) Women in both countries must answer to the "religious police" regarding Islamic laws.
66. Which of the following are permanent members of the United Nations' Security Council?
- (A) Britain, the United States, and Germany
 - (B) France, China, and Russia
 - (C) Japan, Britain, and the United States
 - (D) Britain, India, and China
 - (E) Russia, Egypt, and Mexico
67. In which of the following ways were the genocides of Stalin and the Khmer Rouge similar? Both were
- (A) intent on creating an agrarian society.
 - (B) focused on punishing an ethnic minority.
 - (C) the result of religious intolerance.
 - (D) the work of Communist regimes.
 - (E) done under the direction of the Chinese Communists.
68. Which of the following nations enacted a policy of voluntary sterilization as a means to reduce population growth?
- (A) Egypt
 - (B) Mexico
 - (C) Indonesia
 - (D) India
 - (E) Japan
69. Which of the following events caused the United Nations Educational, Scientific and Cultural Organization (UNESCO) to criticize the Taliban regime in Afghanistan?
- (A) Destruction of ancient Buddhist statues
 - (B) Prohibitions on free speech over public airwaves
 - (C) Destruction of Afghanistan's public and private museums
 - (D) Restriction on the rights of women and non-Muslims
 - (E) Exportation of opium and other narcotics out of Afghanistan
70. Which of the following best describes the significance of India's "Bollywood" movies?
- (A) India is a contributor to the global culture, similar to but with less impact than the U.S. media.
 - (B) Indian nationalists locked in a struggle with Pakistan are motivated by Bollywood films.
 - (C) The Indian film industry now accounts for roughly 15 percent of India's Gross Domestic Product.
 - (D) The Indian film industry is eliminating languages such as Hindi and Urdu from popular culture.
 - (E) Movies depicting Hindu stories have created a resurgence in religion.

END OF SECTION I

AP WORLD HISTORY SECTION II

You will have 10 minutes to read Section II. You are advised to spend most of the 10 minutes analyzing the documents and planning your answer for the document-based question in Part A. If you have time, you may spend some portion of the time reading the questions in Part B and Part C. At the end of the 10 minutes, you may begin writing your answers. Suggested writing time is 40 minutes for the document-based essay question in Part A. You will have 5 minutes of planning time and 35 minutes of writing time for each essay question in Part B and Part C.

BE SURE TO MANAGE YOUR TIME CAREFULLY

Note: This examination uses the chronological designations 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), which are used in some world history textbooks.

Part A

(Suggested writing time—40 minutes)
Percent of Section II score— $33\frac{1}{3}$

Directions: The following question is based on the accompanying Documents 1 through 7. (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 that is supported by evidence from the documents
- uses all or all but one of the documents
- analyzes the documents by grouping them in as many appropriate ways as possible. **Do not simply summarize the documents individually.**
- takes into account both the sources of the documents and the authors' points of view

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

1. Modern Africa is beset by many problems that prevent it from joining the community of prosperous, free nations. Based on the following documents, evaluate the following statement:

“The problems of modern Africa are largely the result of its history as a possession of Europeans, who have since abandoned it.”

What kinds of additional documents would you need to evaluate this statement?

Document 1

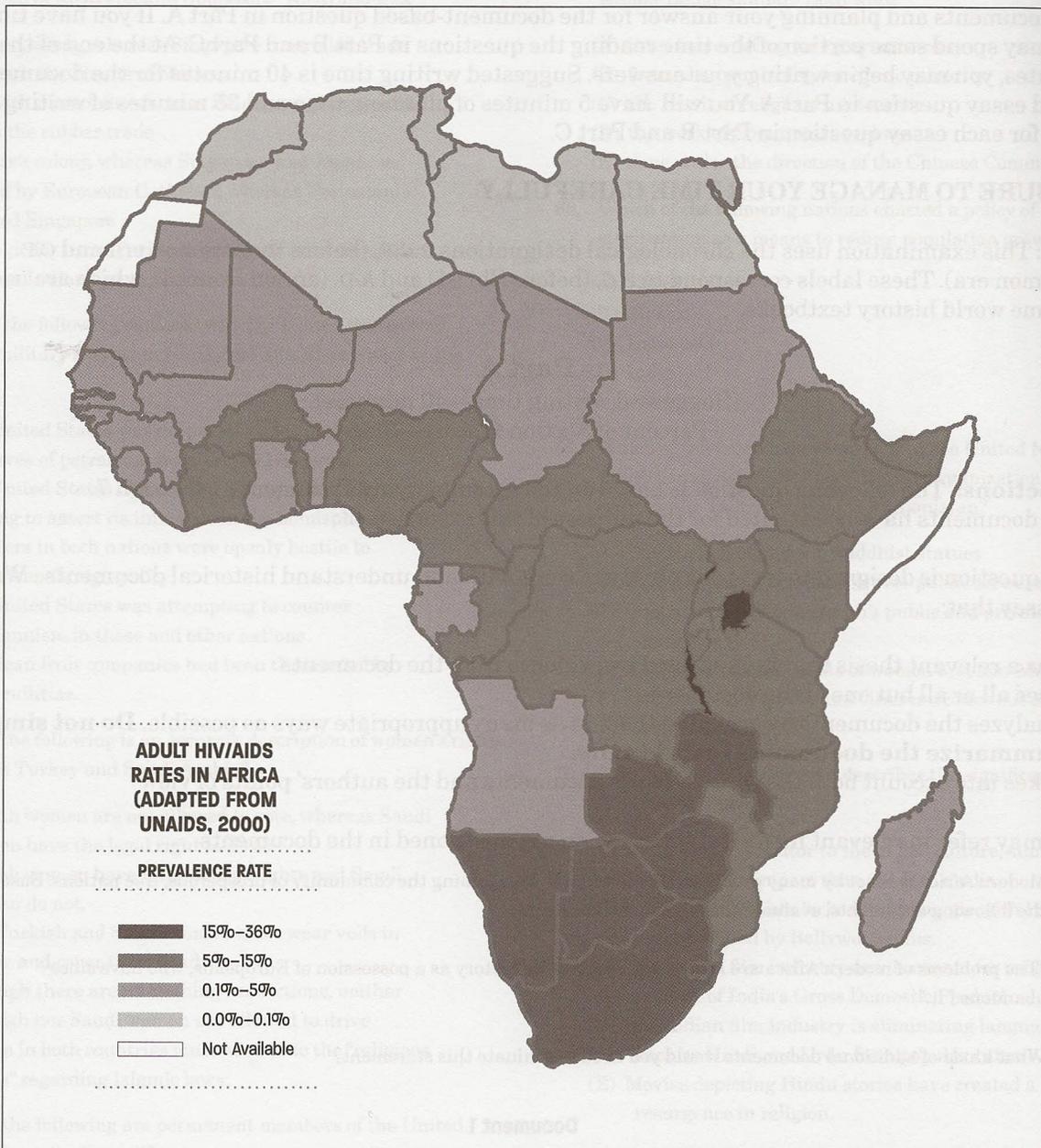
Source: Excerpt from website of Africa Action, Washington, D.C. 2005.

Africa's debts are owed to the governments of rich countries like the United States and Britain and to international financial institutions like the World Bank and the International Monetary Fund (IMF), which are controlled by these governments. Each year, the poorest countries in Africa are forced to pay more money to these wealthy creditors than they receive in aid or in new loans. This debt gives these foreign creditors great power over Africa's economies and over the continent's future.

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AP WORLD HISTORY FREE-RESPONSE QUESTIONS

Document 2



GO ON TO THE NEXT PAGE

END OF SECTION I

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AP WORLD HISTORY FREE-RESPONSE QUESTIONS

Document 3

Source: BBC News Report, September 8, 2000.

“You know we can make a real difference and give a fresh start to a billion people who are living on, what is it, less than a dollar a day,” [said singer, Bono]

[Bono] told reporters outside: “It’s madness that a pop star has to be standing here. Somebody else should be doing this, somebody else more qualified.

“But you know what? They don’t have time. They’re not bad guys in Washington, they’re just busy guys.”

The 40-year-old singer is part of the star-studded Jubilee 2000 campaign to bring an end to world debt.

The group is pressing for Western leaders to write off up to and \$350 billion in “unpayable” arrears.

After the meeting with [U.N. Secretary General] Kofi Annan, Bono vowed to get debt relief “up the list of priorities.”

The world record amount of signatures and thumbprints on the petition were collected from 155 countries and include those of David Bowie, Sir Anthony Hopkins, Muhammad Ali and the Dalai Lama.

Document 4

Source: Amnesty International, 2005.

P.K., now thirteen, was abducted in Liberia in 2002. “Government soldiers came and forced me and my father to join them. My father refused so they cut his throat.

They beat me and tied me and forced me to join the fighters”.

Children are recruited because they are perceived as cheap and expendable, easily brutalized into fearless killing and unquestioning obedience. Child soldiers are often chosen for the most dangerous assignments or forced to participate in appalling human rights abuses, sometimes against their own families or communities. Children are also forced to carry ammunition, find and prepare food or perform other noncombat roles.

Document 5

Source: United Nations, 2004.

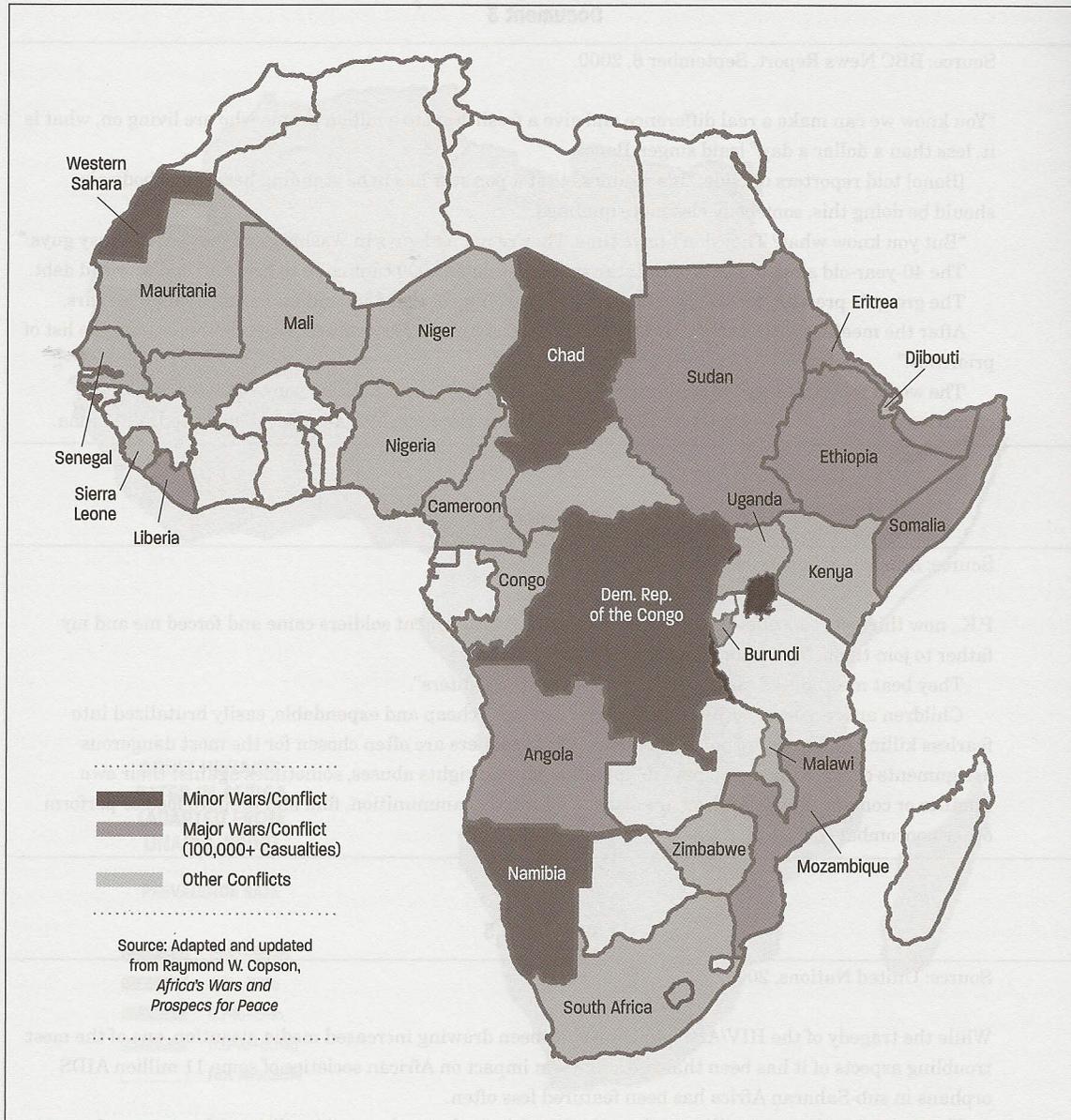
While the tragedy of the HIV/AIDS epidemic has been drawing increased media attention, one of the most troubling aspects of it has been that the long-term impact on African societies of some 11 million AIDS orphans in sub-Saharan Africa has been featured less often.

There are more than 34 million orphans in the region today and some 11 million of them are orphaned by AIDS. Eight out of every ten children in the world whose parents have died of AIDS live in sub-Saharan Africa. During the last decade, the proportion of children who are orphaned as a result of AIDS rose from 3.5 percent to 32 percent and will continue to increase exponentially as the disease spreads unchecked. As a result, the disease is in effect making orphans of a whole generation of children, jeopardizing their health, their rights, their well-being and sometimes their very survival, not to mention the overall development prospects of their countries.

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AP WORLD HISTORY FREE-RESPONSE QUESTIONS

Document 6



Document 7

Source: U.S. Treasury Secretary Paul O'Neill, May 28, 2002, as reported by BBC News.

"Forty-five percent of the people don't have clean water [and] if you look at the amount of money that's come into Uganda since 1986, I'm continuing to ask the question why clean water was such a low priority that it didn't get funding?"

The amount of money that's required to give everyone here clean water is maybe \$25m [million] [but] according to the local people, the World Bank gave them \$300m and still getting them clean water was not a high priority."

END OF PART A

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AP WORLD HISTORY
SECTION II
Part B

(Suggested planning and writing time—40 minutes)
Percent of Section II score— $33\frac{1}{3}$

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 historical context to show change over time and/or continuities

2. Discuss the change or continuity to the demographics of ONE of the following regions.

Focus on the period 1450 to 1914 and include some analysis on the role of disease.

- Western Europe
- West Africa
- Central America
- The Caribbean

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AP WORLD HISTORY

SECTION II

Part C

(Suggested planning and writing time—40 minutes)

Percent of Section II score— $33\frac{1}{3}$

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
3. Compare the roles of women in TWO of the following religions. Consider their roles in society as influenced by their faiths, as well as the teaching of each religion.
- Judaism
 - Buddhism
 - Islam
 - Hinduism

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

END OF EXAMINATION

AP WORLD HISTORY
Answer Key for Practice Exam 2
 Part C

Number	Answer	Right	Wrong	Number	Answer	Right	Wrong	Number	Answer	Right	Wrong
1	B	___	___	25	C	___	___	49	A	___	___
2	B	___	___	26	A	___	___	50	B	___	___
3	E	___	___	27	A	___	___	51	A	___	___
4	A	___	___	28	B	___	___	52	C	___	___
5	A	___	___	29	E	___	___	53	A	___	___
6	B	___	___	30	C	___	___	54	E	___	___
7	B	___	___	31	D	___	___	55	D	___	___
8	E	___	___	32	D	___	___	56	E	___	___
9	B	___	___	33	C	___	___	57	E	___	___
10	E	___	___	34	C	___	___	58	B	___	___
11	E	___	___	35	A	___	___	59	E	___	___
12	E	___	___	36	E	___	___	60	D	___	___
13	C	___	___	37	B	___	___	61	C	___	___
14	B	___	___	38	D	___	___	62	E	___	___
15	B	___	___	39	E	___	___	63	A	___	___
16	D	___	___	40	E	___	___	64	D	___	___
17	C	___	___	41	C	___	___	65	B	___	___
18	B	___	___	42	D	___	___	66	B	___	___
19	C	___	___	43	E	___	___	67	D	___	___
20	D	___	___	44	A	___	___	68	D	___	___
21	B	___	___	45	A	___	___	69	A	___	___
22	E	___	___	46	C	___	___	70	A	___	___
23	C	___	___	47	A	___	___				
24	D	___	___	48	E	___	___				

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

END OF EXAMINATION

HOW TO CALCULATE YOUR SCORE

Section I: Multiple Choice

$$\left[\frac{\text{Number Correct (out of 70)}}{\text{Number Correct} - \left(\frac{1}{4} \times \text{Number Wrong}\right)} \right] \times 0.8571 = \text{Weighted Section I Score (Do not round.)}$$

Section II: Free Response

$$\text{Question 1 (out of 9)} \times 2.2222 = \text{Weighted Section II Score (Do not round.)}$$

$$\text{Question 2 (out of 9)} \times 2.2222 = \text{Weighted Section II Score (Do not round.)}$$

$$\text{Question 3 (out of 9)} \times 2.2222 = \text{Weighted Section II Score (Do not round.)}$$

$$\text{Sum} = \text{Weighted Section II Score (Do not round.)}$$

Composite Score

$$\text{Weighted Section I Score} + \text{Weighted Section II Score} = \text{Composite Score (Round to the nearest whole number.)}$$

Composite Score*	AP Grade	Interpretation
78-120	5	extremely well qualified
62-77	4	well qualified
43-61	3	qualified
27-42	2	possibly qualified
0-26	1	no recommendation

*Each year the Development Committee determines the formulas used to calculate the raw composite scores. The Chief Faculty Consultant determines how the composite scores fit into the 5-point AP scale.