2017

AP® CollegeBoard

AP World History

Free-Response Questions

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WORLD HISTORY

SECTION I, Part B

Time—50 minutes

4 Questions

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

Answer all parts of every question. Use complete sentences; an outline or bulleted list alone is not acceptable. You may plan your answers in this exam booklet, but no credit will be given for notes written in this booklet. Sources have been edited for the purposes of this exercise.

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

DETAIL IMAGE FROM A SCROLL PAINTED DURING THE SONG DYNASTY, CIRCA 1100 C.E.

The Granger Collection, New York

The image shows (on left) Guo Ziyi, a Chinese general of the Tang dynasty, meeting with Uighur nomads on the frontier of China.

1. a) Identify and explain ONE way in which the interaction depicted in the image represents a continuity in Chinese imperial history.

   b) Identify and explain ANOTHER way in which the interaction depicted in the image represents a continuity in Chinese imperial history.

   c) Identify and explain ONE way in which the interaction between imperial China and Central Asian nomads changed after 1100 C.E.

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

> "First and most important in the early modern era [1450–1750 C.E.] is the intensified human land use in every world region. Rising human numbers put increasing pressure on the land. Almost invariably [human] expansion caused a reduction in the quantity and diversity of vegetation or, to put it in other terms, a reduction in biomass and biodiversity. That is, sedentary cultivation depended on selection of one or a few favored plant species . . . in place of a variety of grass, shrubs, and trees. . . . Agriculture was and continues to be the single most important means by which humans change the world's lands and its ecosystems."

John F. Richards, historian, *The Unending Frontier: An Environmental History of the Early Modern World*, 2003

2. a) Identify and explain ONE historically specific example of intensified human land use in the period 1450–1750 C.E. that would support the author's argument.

   b) Identify and explain ONE historically specific example from the period before 1450 C.E. in which humans interacted with the environment in ways similar to those described in the passage.

   c) Identify and explain ONE late-twentieth-century development that likely explains historians' interest in the subject of the passage.

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Answer all parts of the question that follows.

3. a) Identify and explain ONE way in which industrialization in the period circa 1750–1900 can be considered an economic turning point in global history.

   b) Identify and explain ONE way in which industrialization in the period circa 1750–1900 can be considered a political turning point in global history.

   c) Identify and explain ONE way in which industrialization in the period circa 1750–1900 can be considered a social turning point in global history.

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Answer all parts of the question that follows.

4. a) Identify ONE technology that has contributed to globalization since the end of the Second World War and explain how it contributed to globalization.

   b) Identify a SECOND technology that has contributed to globalization since the end of the Second World War and explain how it contributed to globalization.

   c) Identify a THIRD technology that has contributed to globalization since the end of the Second World War and explain how it contributed to globalization.

END OF SECTION I

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WORLD HISTORY

SECTION II

Total Time—1 hour, 30 minutes

Question 1 (Document-Based Question)

Suggested reading and writing time: 55 minutes

It is suggested that you spend 15 minutes reading the documents and 40 minutes writing your response.
Note: You may begin writing your response before the reading period is over.

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

In your response you should do the following.

- **Thesis:** Present a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.
- **Argument Development:** Develop and support a cohesive argument that recognizes and accounts for historical complexity by explicitly illustrating relationships among historical evidence such as contradiction, corroboration, and/or qualification.
- **Use of the Documents:** Utilize the content of at least six of the documents to support the stated thesis or a relevant argument.
- **Sourcing the Documents:** Explain the significance of the author's point of view, author's purpose, historical context, and/or audience for at least four documents.
- **Contextualization:** Situate the argument by explaining the broader historical events, developments, or processes immediately relevant to the question.
- **Outside Evidence:** Provide an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument.
- **Synthesis:** Extend the argument by explaining the connections between the argument and ONE of the following.
    - A development in a different historical period, situation, era, or geographical area.
    - A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history).
    - A different discipline or field of inquiry (such as economics, government and politics, art history, or anthroplogy).

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1. Evaluate the extent to which religious responses to wealth accumulation in Eurasia in the period circa 600 B.C.E. to 1500 C.E. differed from state responses to wealth accumulation.

Document 1

Source: *The Chronicle of Zuo*, one of the earliest Chinese historical works, composed during the Warring States period, circa 350 B.C.E.

An ambassador from another [Chinese] state desired a jade ring that belonged to a merchant who resided in the Chinese state of Lu. So the ambassador begged Zi Chan, a Lu official, to have the ring confiscated from the merchant and given to him. Zi Chan, however, refused, saying, "One of our ancient rulers made a pact with the merchants in our state, to last through all generations. The pact said, 'If you do not revolt against me [the ruler], I will not violently interfere with your commerce. I will not beg or take anything from you, and you may have your profitable markets, precious things, and substance, without my taking any knowledge of them.' Through this attested covenant, our rulers and the merchants who live in our territory have preserved their mutual relations down to the present day. If you get the jade and lose a friendly state, wouldn't that be a mistake?"

The ambassador then changed his mind, saying, "I presumed in my stupidity to ask for the jade, which would have occasioned such a calamity. Let me now withdraw my request."

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Document 2

Source: Chanakya, advisor to the first Mauryan emperor, *Arthashastra*, economic and political treatise, circa 250 B.C.E.

The Superintendent of Commerce shall monitor demand and the changing prices of various kinds of merchandise, both domestically produced and brought from other countries. He shall also determine the time suitable for the distribution, purchase, and sale of various kinds of merchandise. He shall avoid setting prices that allow for such large profits for merchants as to harm the people.

All those who sell merchandise shall submit to the Superintendent their sale reports, saying "this much has been sold and this much remains"; they shall also hand over their weights and measures for inspection.

The Superintendent of Commerce shall fix prices to allow a profit of five percent for local commodities and ten percent on foreign produce. Merchants who inflate the price even half a penny more than that shall be punished with a fine.

Document 3

Source: Marcus Tullius Cicero, Roman statesman and philosopher, *An Essay about Duties*, circa 50 B.C.E.

We generally accept as true the following statements about trade and occupations, in regard to which are suitable for gentlemen and which are vulgar. First, those occupations are condemned, which bring upon you peoples' hatred, such as tax collecting and moneylending. Also vulgar and unsuitable for gentlemen are the occupations of all hired workmen whom we pay for their labor, not for their artistic skills. Also to be considered vulgar are retail merchants, who buy from wholesale merchants and immediately turn around and resell; for they would not make a profit unless they lied a lot. Of all the occupations from which profit is accrued, none is better than agriculture, none more profitable, none more delightful, none more suitable to a free man. . . .

When Cato [a Roman statesman well-known for his moral integrity] was asked what was the best form of property ownership he replied. "Raising livestock with great success." And after that? "Raising livestock with little success." And third? "Raising crops." And when the person asking the questions said, "What about moneylending?" Cato replied, "What about murder?"

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Document 4

Source: Gerontius, Christian monk, *The Life of Melania the Younger*, a saint's biography composed circa 450 C.E.

The blessed Melania [383–438 C.E.] and her husband Pinian both came from foremost [Roman] families of senatorial rank. But they resolved to abandon their frivolous and worldly mode of life and experience an angelic, heavenly purpose. They left the great city of Rome and went to their suburban estate, where they devoted themselves to the practice of the virtues. They knew that it was impossible for them to offer pure worship to God unless they made themselves enemies to the confusions of a wealthy life. . . .

[Melania described their estate in the following manner:] "It was an extraordinary piece of property and in it stood a bath that surpassed any other in worldly splendor. The estate had a total of sixty-two settlements within its borders, with four hundred slaves. But I knew that it was the Devil who set before me those multicolored marbles, the villa, and all that inestimable revenue."

So the blessed ones fearlessly gave away all their possessions, which were enough for the entire world. They established monasteries of monks and nuns, furnishing each place with a sufficient amount of gold. They presented their numerous expensive silk clothes at the altars of churches and made many other offerings to God.

Document 5

Source: *The Qur'an*, the holy book of Islam

O you who believe! Spend on others out of the good things you may have acquired, and out of that which God brings forth for you from the earth; and choose not for your charity things that you yourselves would not want or accept without averting your eyes in disdain. Satan threatens you with the prospect of poverty and bids you to be stingy, but God is infinite, all-knowing, granting wisdom unto whom He wills. Whatever you may spend on others, or vow to spend, God knows it; and those who do wrong by withholding charity shall have no one to comfort them. If you do deeds of charity openly, it is well, but if you bestow it upon the needy in secret, it will be even better for you, and it will atone for some of your bad deeds.

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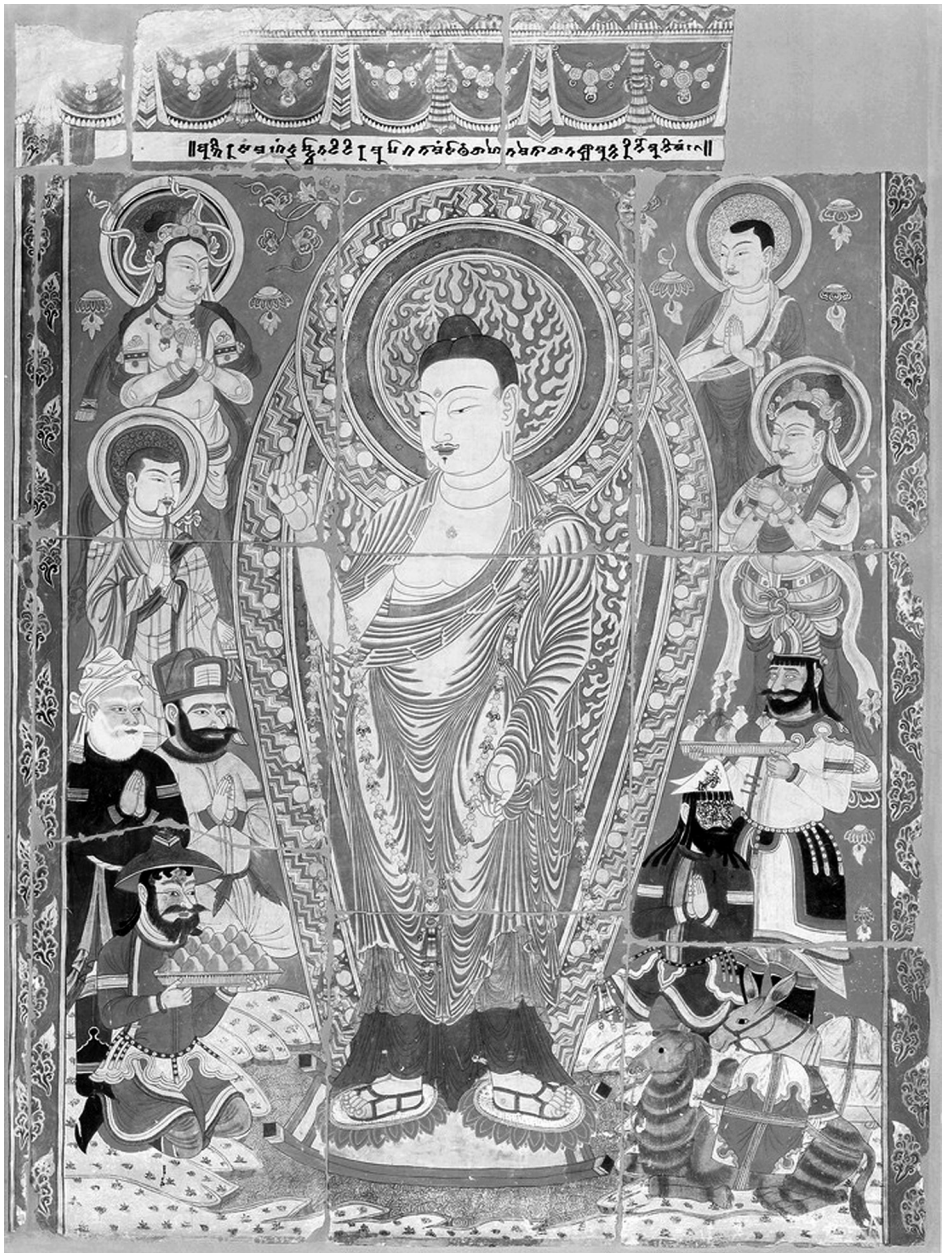
Document 6

Source: Painting from the Buddhist cave temples at Bezeklik, Central Asia, circa 800 C.E. The painting shows the Buddha and bodhisattvas* blessing Central Asian traders bearing gifts for the Bezeklik temples.



China: Bezeklik Thousand Buddha Caves, Turfan, Xinjiang: Pranidhi scene / Pictures from History / Bridgeman Images

* Buddhist holy figures

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Document 7

Source: Ganapatideva, ruler of the South Indian Kakatiya state, edict, circa 1245 C.E.

By the glorious king Ganapatideva the following edict assuring safety has been granted to sea traders starting for and arriving from all continents, islands, foreign countries, and cities:

Formerly kings used to take away by force the whole cargo—elephants, horses, gems, etc.—carried by ships and vessels which, after they had started from one country to another, were attacked by storms and wrecked ashore.

But We, out of mercy, for the sake of glory and merit, hereby pledge to leave everything except the fixed duty to those who have incurred the great risk of a sea-voyage with the thought that wealth is more valuable than even life.

The rate of this duty is one thirtieth on all exports and imports.

END OF DOCUMENTS FOR QUESTION 1

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Question 2 or Question 3

Suggested writing time: 35 minutes

Directions: Choose EITHER question 2 or question 3.

In your response you should do the following.

- **Thesis:** Present a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.
- **Application of Historical Thinking Skills:** Develop and support an argument that applies historical thinking skills as directed by the question.
- **Supporting the Argument with Evidence:** Utilize specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument.
- **Synthesis:** Extend the argument by explaining the connections between the argument and one of the following.
    - A development in a different historical period, situation, era, or geographical area.
    - A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history).
    - A different discipline or field of inquiry (such as economics, government and politics, art history, or anthroplogy).

2. Describe and explain a significant continuity and a significant change in labor migration in the period 1450–1750 C.E. (*Historical thinking skill: Continuity and Change*)

3. Describe and explain a significant continuity and a significant change in the global balance of political power in the period 1900 C.E. to the present. (*Historical thinking skill: Continuity and Change*)

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

STOP

END OF EXAM

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