2025

AP® World History: Modern

Free-Response Questions

Set 1

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WORLD HISTORY: MODERN

SECTION I PART B

TIME – 40 MINUTES

Directions:

Section I, Part B has 3 short-answer questions and lasts 40 minutes.

In this part, answer Question 1 and Question 2 and **either** Question 3 **or** Question 4.

In your responses, be sure to address **all** parts of the questions you answer. Use complete sentences; an outline or bulleted list alone is not acceptable.

You may pace yourself as you answer the questions in this part, or you may use these optional timing recommendations:

It is suggested that you spend an equal amount of time, approximately 13 minutes, on each question.

You may use scratch paper for notes and planning, but credit will only be given for responses entered in this application. Text you enter as an annotation will **not** be included as part of your answer. You can go back and forth between questions in this part until time expires. The clock will turn red when 5 minutes remain—**the proctor will not give you any time updates or warnings.**

Note: This exam was originally administered digitally. It is presented here in a format optimized for teacher and student use in the classroom.

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"Asia experienced a temporary gain from the discovery of America, but Africa suffered. America had all the silver and gold Europe needed, and this destroyed the African gold markets and the dependent trade networks. Cities such as Timbuktu and the Songhai Empire of which it was a part crumbled as merchants abandoned the ancient trade routes.

To replace the Mediterranean trade of cloth, beads, leather, and metals upon which the Africans had become dependent, the Africans now had only one commodity that the Europeans wanted—slaves. For centuries the African merchants had sold a small but steady number of slaves to the Middle East, but with the decline of their traditional European trade and with the opening of America, the slave trade became a boom. The Africans thus became victims of the discovery of America as surely as did the American Indians."

Source: Jack Weatherford, United States anthropologist, academic book, 1988

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1. Respond to parts A, B, and C.

A. Identify one claim that the author makes in the first paragraph about the effect of the discovery of the Americas on Africa.

B. Describe one economic change in the Americas that occurred as a result of the developments discussed in the second paragraph.

C. Explain one reason why "American Indians" "became victims of the discovery of America" as suggested by the author in the last sentence of the passage.

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"History teaches us that those who forget to think about themselves will be forgotten by others! It is this principle that prompts me to publish a women's newspaper.

My sisters, join me so that we shall not be left behind while everyone else around us is pushing forward. We demand the right to cultivate our human potential and the right to act independently in the state.

We want to spread the great ideas of liberty and humanity through every avenue open to us. To the wider world, we want to spread these ideas through the press. Within the narrower world of our families, we want to spread these ideas through example, instruction, and child-rearing.

We want to earn our liberty and humanity, not by striving individually—each one for herself—but rather by looking after those who languish forgotten and neglected in poverty, misery, and ignorance—each for all."

Source: Louise Otto-Peters, German writer, first issue of the Women's Newspaper, the first women's newspaper published in Germany, 1849. The newspaper was banned by the government in Saxony, Germany.

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2. Respond to parts A, B, and C.

A. Identify one likely audience for the claims that the author makes in the passage.

B. Describe one historical context during the nineteenth century that explains the increased poverty and misery referred to in the fourth paragraph.

C. Explain how one ideology or set of ideas likely influenced the author's claims in the passage.

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Answer either Question 3 or Question 4.

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3. Respond to parts A, B, and C.

A. Identify one technological or military factor that contributed to the expansion of Muslim empires such as the Ottoman, Safavid, or Mughal Empires during the period circa 1300 to 1600.

B. Explain one way that Muslim rulers during the period circa 1300 to 1600 used economic policies to generate revenue for their states or empires.

C. Explain one reason why some Muslim rulers during the period circa 1300 to 1600 adopted tolerant policies toward religious or ethnic minorities in their states or empires.

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4. Respond to parts A, B, and C.

A. Identify one factor that contributed to the outbreak of revolutions in the period circa 1750 to 1900.

B. Explain one way that revolutionary movements used ideologies in their attempts to change societies during the period circa 1750 to 1900.

C. Explain one way in which revolutionary movements were challenged as they attempted to change societies during the period circa 1750 to 1900.

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WORLD HISTORY: MODERN

SECTION II

TIME – 1 HOUR AND 40 MINUTES

Directions:

Section II has 1 document-based question (DBQ) and 1 long essay question, and lasts 1 hour and 40 minutes.

In this section, answer Question 1 (DBQ) and **either** Question 2 **or** Question 3 **or** Question 4. After reviewing Questions 2, 3, and 4, choose the question that you are best prepared to answer. This section of the exam requires answers in essay form. Use complete sentences; an outline or bulleted list alone is not acceptable.

You may pace yourself as you answer the questions in this section, or you may use these optional timing recommendations:

For Question 1 (DBQ), it is suggested that you spend approximately 15 minutes reading the question and planning your answer, and then 45 minutes writing your essay. The suggested writing time for the long essay question is 40 minutes.

You may use scratch paper for notes and planning, but credit will only be given for responses entered in this application. Text you enter as an annotation will **not** be included as part of your answer. You can go back and forth between questions in this section until time expires. The clock will turn red when 5 minutes remain—**the proctor will not give you any time updates or warnings.**

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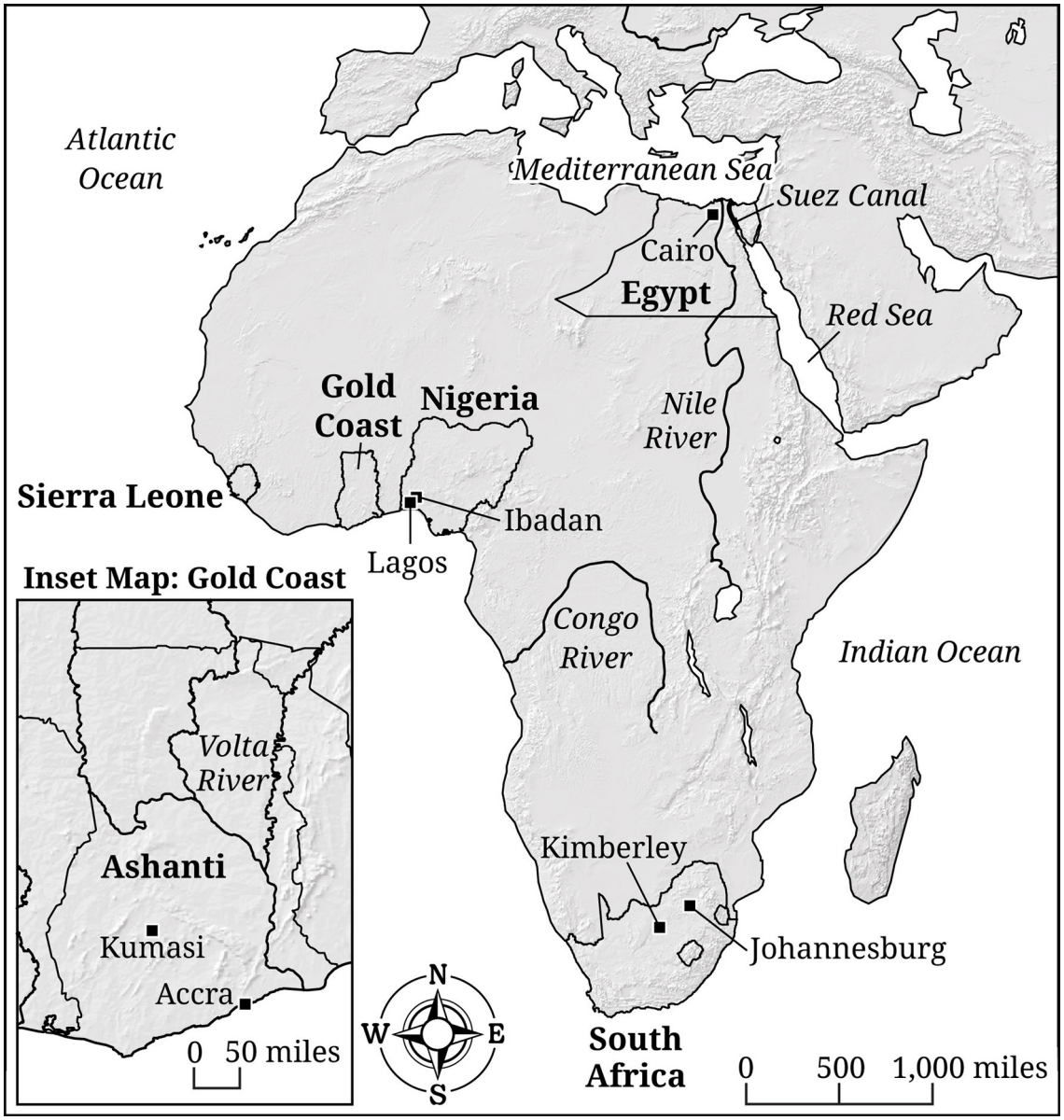
1. Evaluate the extent to which new transportation and/or communication technologies affected African societies during the period circa 1850 to 1960.

Note: The map shows some of the locations mentioned in the documents and is provided as a reference. The map is NOT one of the seven documents.

The space for your response is below the map.



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In your response you should do the following:

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using at least four documents.
- Use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- For at least two documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Demonstrate a complex understanding of a historical development related to the prompt through sophisticated argumentation and/or effective use of evidence.

Document 1

Source: Bai Bureh and other leaders of the Temne people in Sierra Leone (in West Africa), letter to the British colonial authorities of Sierra Leone, 1896

"We received a letter from the colonial Governor sent to tell us that the British Queen now takes the whole of Temne country. We read the Governor's letter and we now know the law that the Governor puts on us; namely, that we are to pay a tax on our houses each year so the Government can build roads and a rail line.[1] ... But we must inform you that we are not able to pay a tax for our own houses because we have no power and no money to do so. So please tell the Governor we beg him not to impose the tax and to consider the old agreement he made with our fathers."

1: The British colonial authorities attempted to impose a "hut tax" on each African household in Sierra Leone to raise money for transportation projects.

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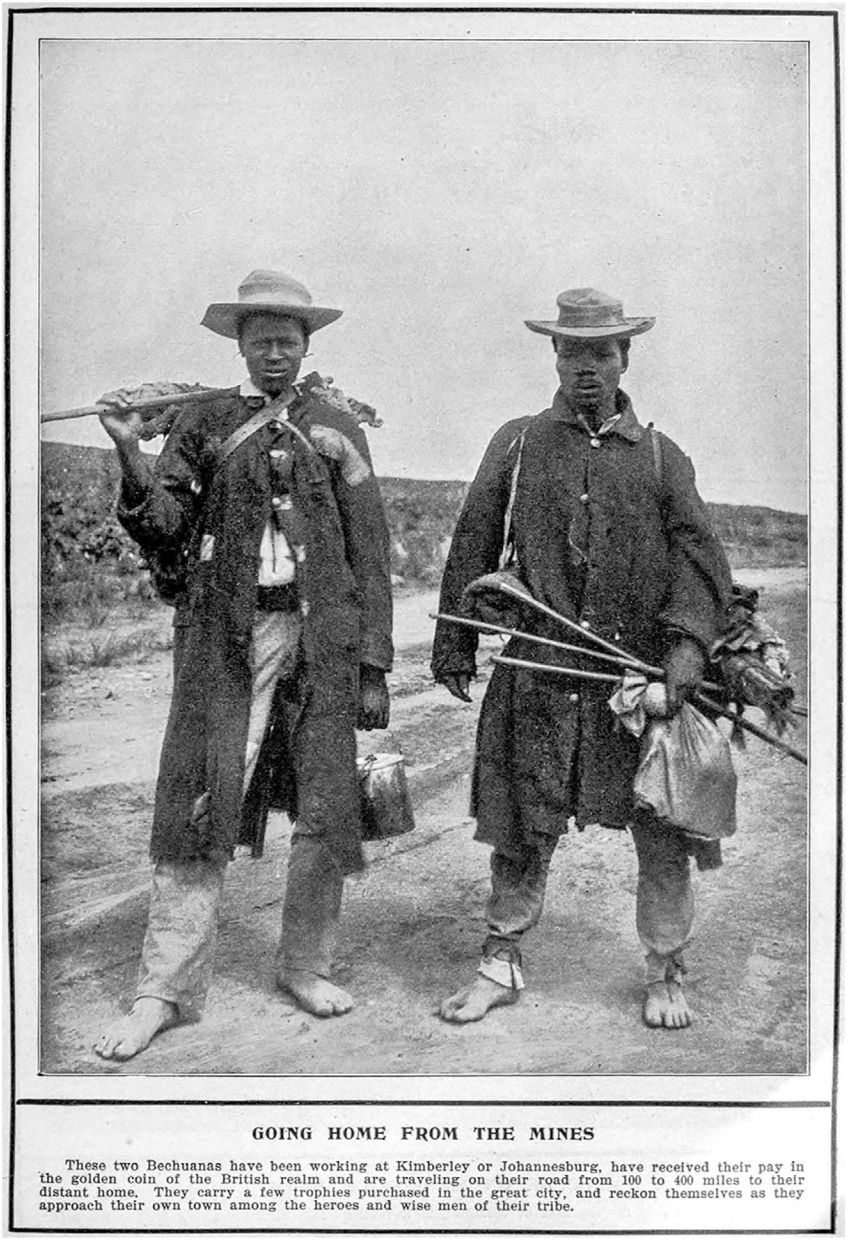
Document 2

Source: William Douglas Mackenzie, Protestant minister born in South Africa who later emigrated to the United States, image from his illustrated book *South Africa: Its History, Heroes and Wars*, published in Chicago, 1899



The photograph shows two African employees of the Kimberley Diamond mines in South Africa. The caption reads: "GOING HOME FROM THE MINES. These two Bechuanas [members of the Tswana people of southern Africa] have been working at Kimberley or Johannesburg, have received their pay in the golden coin of the British realm, and are traveling on their road from 100 to 400 miles to their distant home. They carry a few trophies purchased in the great city, and reckon themselves as they approach their own town among the heroes and wise men of their tribe."

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Document 3

Source: Exchange of telegrams between William Low, British colonial official in Gold Coast (present-day Ghana), and British Colonial Secretary Joseph Chamberlain in London, 1900

"[April 30, 1900; Low to Chamberlain]: Update on the fighting against the Ashanti[1] — Ashanti warriors launched a serious attack on a telegraph clerk while he was repairing telegraph lines that had previously been severed by the Ashanti. Other telegraph clerks report Ashanti troops have effectively blockaded the main road to the city of Kumasi since April 25th. Government troops from Lagos [in Nigeria] were sent to Kumasi. We hope that they will succeed in reopening communications.

[May 1, 1900; Chamberlain to Low]: In response to your telegram of April 30th, we will be sending 250 more troops from southern Nigeria to Kumasi to counter Ashanti attacks. I will also send 50 additional Frontier Police from Sierra Leone to the Ashanti territories for protection of British life and property."

1: The Ashanti Empire was an African state adjacent to the British Gold Coast colony, whose rulers fought five wars of resistance against British colonial expansion during the nineteenth century.

Document 4

Source: Peninsular and Oriental Steam Navigation Company (P&O), a British shipping company that provided passenger and freight service from Great Britain to many parts of the world, an advertising brochure for travelers on P&O's ships to Egypt, 1908

"As we leave the ship at Alexandria and board the train to Cairo, we may observe simple farm and rural scenes but also, here and there, the huge new cotton mills that remind us that Egypt is progressive and up to date.

Cairo has changed greatly since 1882,[1] and it is inevitable that, in a country so closely in touch with Western civilization, many traditional local shops have been replaced by storefronts with large windows displaying products of European industry. In the west end of Cairo huge hotels and commercial buildings have replaced the former delightful residences of the elite. In the hotels, the vibrant social life of modern Cairo is in full swing, making the city attractive to many."

1: Beginning in 1882, Great Britain effectively controlled Egypt without formally colonizing the country.

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Document 5

Source: British Parliamentary Commission appointed to investigate the spread of tuberculosis in South Africa, report of its findings presented to the British Parliament, 1914

"In those towns which were the first to be opened up by the railway, the disease of tuberculosis has prevailed the longest and to the greatest extent.

The opening up of South Africa as a result of the development of diamond and gold mining has led to the creation of labor centers and the clustering of the African and mixed-race populations in towns and in separate workers' quarters, where the conditions of housing and general health have been bad in the extreme. For the first time, increasing numbers of Africans are crowding into urban centers in search of work that dire economic conditions and expanding needs are forcing them to undertake.

With these changes have come changes in habits, in clothing, and in diet, the adoption of European vices, and exposure to unhealthy conditions of labor in mines and elsewhere.... It is evident that the rise of industry has produced exactly those conditions that can best account for the spread of tuberculosis in South Africa."

Document 6

Source: William Claridge and Hugh Clifford, British colonial officials employed in the colony of Gold Coast (present-day Ghana), *A History of the Gold Coast and Ashanti*, book published in London, 1915

"The completion of the railway from [the port] of Sekondi to Kumasi in 1903 has been followed by the construction of another line from [the port of] Accra to the cocoa-bearing districts, and these two lines have enormously facilitated trade. The first line has also been responsible for the establishment of numerous European trading firms in Kumasi, which has become a great trading center.

The abolition of the slave trade and the acquisition of most of the gold-bearing lands in the colony by European entrepreneurs has caused the local people to seek work in timber, rubber collecting, and agriculture, which the Government has encouraged by holding agricultural shows and providing traveling instructors to assist farmers with expert advice.

A submarine cable to England was connected in July 1886, and telegraphic communication between different parts of the country has been extended even to the northern districts."

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Document 7

Source: Toyin Falola, Nigerian historian and public intellectual, memoir about his childhood in the 1950s and 1960s, published in 2004

"The trains on which I sometimes took joy rides after skipping school were part of the changes that the British had introduced to Nigeria before I was born. By the 1930s, the new railway system had connected Ibadan, my home city, to the rest of the country.

Ibadan was in the heartland of the cocoa-growing belt. Millions of cocoa bags were brought to the city, to be carried by train to the port in Lagos for onward transmission to Europe. Ibadan was also in the region producing palm oil and peanuts, which ended up in far-flung places such as New York and London....

The trains brought new settlers to Ibadan. They created new neighborhoods defined by ethnicity, race, and education. The old city, whose native residents called each other 'Mesiogo,' had remained intact, but the new immigrants had established their own new city, which had become fully developed, well populated, and vibrant. The Mesiogo would travel from the old to the new city to shop, buying goods from the Lebanese, Syrians, and Indians as well as from the Igbo, Edo, Urhobo, and Ibibio immigrants from other parts of Nigeria who had flocked to the city. The new areas were the first to acquire the modern amenities of electricity and pipe-borne water."

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Answer Question 2 or Question 3 or Question 4.

In your response, you should do the following:

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using at least two pieces of specific and relevant evidence.
- Use historical reasoning (e.g., comparison, causation, continuity or change over time) to frame or structure an argument that addresses the prompt.
- Demonstrate a complex understanding of a historical development related to the prompt through sophisticated argumentation and/or effective use of evidence.

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2. In the period circa 1200 to 1450, Buddhism, Hinduism, and Confucianism included ideas about social structures, gender roles, and political authority that influenced societies across Asia.

Develop an argument that evaluates the extent to which one or more of these belief systems shaped societies and/or political systems in Asia during this period.

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3. In the period circa 1450 to 1750, economic, political, and religious rivalries led many imperial states around the world to expand their territories and influence.

Develop an argument that evaluates the extent to which economic rivalries were the primary motivation for the expansion of European empires during this period.

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4. During the twentieth century, medical and scientific discoveries affected life expectancies, access to resources, and social and economic structures, which reshaped individual lives as well as entire societies.

Develop an argument that evaluates the extent to which medical and scientific discoveries benefited individuals and/or societies during this period.

STOP

END OF EXAM

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