

ANSWERS FOR SECTION I**ANSWER KEY FOR MULTIPLE-CHOICE QUESTIONS**

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

SCORING The multiple-choice section counts for 50 percent of your examination grade.

EXPLANATIONS FOR THE MULTIPLE-CHOICE ANSWERS

- ANSWER: D.** An important economic and cultural continuity for the Andean civilizations was the use of labor systems like the ayllu and mit'a, which required clans to work together to care for the herds and fields as well as work on larger public works projects (*The Earth and Its Peoples*, 4th ed., p. 306 / 5th ed., p. 324).
- ANSWER: B.** Determining the role of the Catholic Church and the amount of power for the military were two of the major issues for newly independent Latin American nations. As these nations attempted to create democratic institutions, charismatic military leaders often stepped in and assumed dictatorial powers, limiting the development of these young democracies (*The Earth and Its Peoples*, 4th ed., p. 655 / 5th ed., pp. 663-664).
- ANSWER: E.** There is evidence that certain North American societies were influenced by Mesoamerican agriculture, technology, and culture, but many of the buildings and dwellings constructed in North America were unique to the needs of the particular region (*The Earth and Its Peoples*, 4th ed., p. 302 / 5th ed., pp. 319-322).
- ANSWER: C.** Ibn Battuta visited Mali in 1353, during the reign of Mansa Suleiman. He commented on much that he saw there, particularly the influence of Islam on society. Mali is the only Islamic state/empire of the choices given (*The Earth and Its Peoples*, 4th ed., p. 367 / 5th ed., pp. 385-386).

5. **ANSWER: C.** Ethnic minorities were expected to embrace the Turkification of the empire as a way to show their allegiance to the state (*The Earth and Its Peoples*, 4th ed., p. 798 / 5th ed., pp. 799-800).
6. **ANSWER: A.** Both Korea and the Ming Empire wanted to establish indigenous authority after years of control by foreigners, and Confucianism gained strength in the Ming Empire in particular. Mongol contributions were long-lasting, however (*The Earth and Its Peoples*, 4th ed., pp. 340, 346 / 5th ed., pp. 358-359, 364).
7. **ANSWER: D.** By the end of the nineteenth century, Amerindian groups in the Americas had been militarily defeated, and many nations actively worked to break apart their tribal ties (*The Earth and Its Peoples*, 4th ed., p. 662 / 5th ed., pp. 669-670).
8. **ANSWER: D.** Britain would end up with a huge imperial empire by the end of the nineteenth century, but its chief goal was not territorial acquisition but the creation of trading posts in an effort to expand free trade throughout the world (*The Earth and Its Peoples*, 4th ed., p. 727 / 5th ed., pp. 729, 731).
9. **ANSWER: C.** With the rise of new empires and cities in both places, the city-states of tropical Africa and Asia and the nation-states of late-medieval Europe were able to facilitate religious learning—Islam in the former and Christianity in the latter (*The Earth and Its Peoples*, 4th ed., p. 405 / 5th ed. pp. 422).
10. **ANSWER: B.** Islam would quickly spread to sub-Saharan Africa from 1200 to 1500, and some of the greatest Muslim states would be established there (*The Earth and Its Peoples*, 4th ed., p. 223 / 5th ed. p. 234).
11. **ANSWER: E.** There was no concept of the Mandate of Heaven in Japan. Because there was only one imperial dynasty, warfare over the imperial seat was limited. The emperor was more of a figurehead, and real power was in the hands of the prime minister and Shinto leaders (*The Earth and Its Peoples*, 4th ed., p. 287 / 5th ed., pp. 301-302).
12. **ANSWER: E.** Africans had a wide variety of responses to European colonial invasion, but no African empire was able to keep its independence by using formal diplomatic tools and signing alliances (*The Earth and Its Peoples*, 4th ed., p. 780 / 5th ed., pp. 780-781).
13. **ANSWER: B.** Unlike Islam, Christianity often disrupted traditional African customs, and many missionaries who spread Christianity considered Africans inferior. Nonetheless, Christianity did have a large impact throughout the continent, especially in the coastal regions, where European influence was strongest (*The Earth and Its Peoples*, 4th ed., p. 871 / 5th ed., pp. 867-870).
14. **ANSWER: D.** The British were able to finally stop the trans-Atlantic slave trade in 1867, but that did not end the demand for slaves. Slave traders moved to both southern and eastern Africa and continued supplying slave markets in Brazil and the Middle East (*The Earth and Its Peoples*, 4th ed., p. 715 / 5th ed., pp. 719-720).
15. **ANSWER: D.** The reforming Ottoman military attacked many of the Janissaries' traditional rights and practices during the nineteenth

century. The adoption of the fez, unlike other challenges to Janissary tradition, was a compromise between Janissaries and reformers, and hence something Janissaries supported (*The Earth and Its Peoples*, 4th ed., p. 685 / 5th ed., p. 692).

16. **ANSWER: D.** Even though Muslims controlled a huge territory, they did not require immediate conversion, and initially most Muslims were Arab. However, by the ninth century, more and more non-Arabs began to convert (*The Earth and Its Peoples*, 4th ed., p. 223 / 5th ed., p. 234).
17. **ANSWER: D.** Newly independent nations faced numerous problems, including a lack of highly trained workers. The colonial governments had little need for skilled workers, as most industry concentrated on acquiring raw materials for export to mother countries (*The Earth and Its Peoples*, 4th ed., p. 897 / 5th ed., pp. 895-896).
18. **ANSWER: C.** Most early Indian nationalist leaders had been educated in Europe (*The Earth and Its Peoples*, 4th ed., p. 724 / 5th ed., pp. 727-728).
19. **ANSWER: D.** The Bantu migration in Africa and the Arya migration into South Asia brought linguistic and cultural changes. The Arya migration into India established the varna system, the foundation for the caste system, while the Bantu displaced the hunting and gathering lifestyle (*The Earth and Its Peoples*, 4th ed., pp. 197, 241-242 / 5th ed., pp. 209-210, 254-255).
20. **ANSWER: E.** The French and Indian War, known as the Seven Years War in Europe, pushed France off the mainland of North America when it was forced to cede New France to Spain and Great Britain. According to the terms of the 1763 Treaty of Paris, France would retain only its colonial possessions in the Caribbean (*The Earth and Its Peoples*, 4th ed., p. 492 / 5th ed., pp. 510-511).
21. **ANSWER: D.** Unlike earlier forms of colonialism, the Industrial Revolution led to the growing importance for imperial powers to control raw materials. As large regions of Asia and Africa were taken over, European colonial powers tapped local natural resources to support their own industrial development (*The Earth and Its Peoples*, 4th ed., p. 791 / 5th ed., pp. 791, 793).
22. **ANSWER: D.** During the late 1980s, a movement, led largely by students and intellectuals, spread in China, calling for more democracy and an end to corruption as well as inflation. In 1989, hundreds were killed in Tiananmen Square in Beijing when government tanks moved into the square where hundreds of thousands were protesting (*The Earth and Its Peoples*, 4th ed., p. 927 / 5th ed., pp. 923-924).
23. **ANSWER: A.** In many ways the Crusades increased the flow of intellectual ideas and goods to western Europe, which would be critical for European revival and the Renaissance. Exposure to the sophisticated Muslim world showed Europeans how much their own societies were missing (*The Earth and Its Peoples*, 4th ed., p. 260 / 5th ed., pp. 275-277).

24. **ANSWER: D.** During the Opium War, the Qing had a sufficient number of troops but a premodern military, which was easily defeated by Britain (*The Earth and Its Peoples*, 4th ed., p. 695 / 5th ed., pp. 700-701).
25. **ANSWER: A.** The adoption of food production transformed societies and supported the gradual population increase because there was a more reliable food supply (*The Earth and Its Peoples*, 4th ed., p. 22 / 5th ed., p. 23).
26. **ANSWER: B.** This image of Buddha from the second or third century C.E. is from northwest India (*The Earth and Its Peoples*, 4th ed., p. 200 / 5th ed., p. 212).
27. **ANSWER: D.** When Hideyoshi and his army invaded the Chinese province of Manchuria, they significantly weakened the Ming Empire's military presence there. Manchu forces were thus allowed to build their resistance, and eventually aid Chinese rebels in toppling the Ming Empire and proclaiming their own rule in China (*The Earth and Its Peoples*, 4th ed., p. 559 / 5th ed., pp. 574-575).
28. **ANSWER: C.** Moving water to where it was needed was crucial for sustaining life from the beginning of sedentary societies, and the Delhi Sultanate was no exception (*The Earth and Its Peoples*, 4th ed., p. 357 / 5th ed., pp. 375-376).
29. **ANSWER: E.** When Soviet leader Mikhail Gorbachev came to power in 1985, he implemented a number of major reforms. Glasnost, his policy of political openness, allowed criticism of the government and communist party. Perestroika was his effort to address economic problems and move the nation away from planning by the state to a more open economic system (*The Earth and Its Peoples*, 4th ed., p. 928 / 5th ed., pp. 924-925).
30. **ANSWER: A.** The domestication of the camel made it easier for people to roam the desert and trade goods across the Sahara (*The Earth and Its Peoples*, 4th ed., p. 200 / 5th ed., p. 212).
31. **ANSWER: E.** The Silk Road spanned Asia and thus connected the Mediterranean with East Asia. South Asia and Southeast Asia were connected to the Middle East through the Indian Ocean trade network (*The Earth and Its Peoples*, 4th ed., p. 228 / 5th ed., p. 240).
32. **ANSWER: C.** Among the most lasting consequences of the rise of the Roman Empire was the spread of Latin and the Roman lifestyle. This Romanization was most dramatic in the western portion of the empire (*The Earth and Its Peoples*, 4th ed., p. 172 / 5th ed., pp. 179-180).
33. **ANSWER: D.** The cross displayed prominently around the noble's neck reflects the Portuguese determination to spread Christianity as they explored the world. In West Africa, the Christian religion was virtually unknown before the arrival of the Europeans in the late fifteenth century (*The Earth and Its Peoples*, 4th ed., p. 426 / 5th ed., pp. 440-441).
34. **ANSWER: E.** In the face of dispersion, known as the Diaspora, Jews maintained a strong sense of culture and unity even though they were spread over great distances. This was facilitated by institutions like the synagogue, which physically brings Jews together and serves as the center of religion and education. Answer D is incorrect because

Zoroastrianism preached the belief in one supreme god and actually may have influenced Judaism (*The Earth and Its Peoples*, 4th ed., p. 110 / 5th ed., p. 117).

35. **ANSWER: E.** British efforts to control the Middle East were quite transparent. They used both bribery and intimidation. After the British propped up the leader of the Arab Revolt, Faisal, as the King of Iraq, they came to an agreement with Faisal's government. Official independence for Iraq would be granted in exchange for Great Britain's right to maintain two air bases in Iraq, as well as a military alliance. Moreover, Great Britain was guaranteed a continued flow of petroleum (*The Earth and Its Peoples*, 4th ed., p. 817 / 5th ed., p. 819).
36. **ANSWER: D.** For most of Mesopotamian history, coinage played no role. Instead, a barter economy existed in which goods were traded (*The Earth and Its Peoples*, 4th ed., p. 38 / 5th ed., p. 39).
37. **ANSWER: C.** Metallurgy in the Americas developed in the Andean region, and the gold and silver artifacts from the Chavín show clear advances in the technology (*The Earth and Its Peoples*, 4th ed., p. 81 / 5th ed., p. 86).
38. **ANSWER: A.** The U.S. effort to oust Iraq from Kuwait was supported by Saudi Arabia and many other Islamic nations. Moreover, the military action was endorsed by the United Nations. The coalition's military superiority forced Iraq out of Kuwait. While the coalition did not remain as occupiers of Iraq, they did impose no-fly zones in both the northern and southern regions of the country as a way to prevent further aggression by the Iraqi regime (*The Earth and Its Peoples*, 4th ed., p. 930 / 5th ed., pp. 925-926).
39. **ANSWER: B.** Monotheism, as prescribed by Christianity, undermined the authority of the Roman emperors, who wished to be viewed as divine, and the religion conflicted with the existing pantheon of gods. On the other hand, Buddhism came to China during Han rule and flourished in the post-Han era in part because it was more easily incorporated with existing values and beliefs (*The Earth and Its Peoples*, 4th ed., p. 188 / 5th ed., p. 201).
40. **ANSWER: B.** Both the Persian and Roman Empires developed a system that included some level of local autonomy and control. The Persian Empire was divided into twenty provinces, each governed by a satrap. The Roman Empire was also administered through a series of networks and towns (*The Earth and Its Peoples*, 4th ed., pp. 130, 171 / 5th ed., pp. 135, 178-179).
41. **ANSWER: D.** The Indian National Congress was established in 1885 by a small group of English-speaking Hindu professionals for the purpose of fighting for the political rights of Indians. Similarly, the African National Congress was a political organization established by English-speaking, Western-educated South Africans in 1909 (*The Earth and Its Peoples*, 4th ed., pp. 861, 872 / 5th ed., pp. 861-862, 870).
42. **ANSWER: D.** Though the Olmec and Chavín developed technologies in a order different than their counterparts' in the Eastern Hemisphere, they did create complex political and economic institutions (*The Earth and Its Peoples*, 4th ed., p. 57 / 5th ed., p. 61).

43. **ANSWER: D.** The harsh effects that industrialism had on the working class, coupled with Enlightenment ideas of equality, gave rise to socialism in the nineteenth century (*The Earth and Its Peoples*, 4th ed., p. 749 / 5th ed., pp. 751, 753).
44. **ANSWER: B.** North Africa had long since become a part of the Islamic world, and traders had helped to spread Islam—and its practices and influences—over land and sea to trading centers in sub-Saharan Africa (*The Earth and Its Peoples*, 4th ed., p. 520 / 5th ed., p. 537).
45. **ANSWER: E.** The Indian Ocean trade network brought merchants from Arabic-speaking lands to the east coast of Africa, where their vocabulary was incorporated into the Swahili language. The word Swahili comes from an Arabic term meaning “shores of the blacks” (*The Earth and Its Peoples*, 4th ed., p. 369 / 5th ed., p. 387).
46. **ANSWER: C.** During this period, the global economy was transformed dramatically by the rise of the sea-based empires of western Europe. As European maritime exploration and trade expanded, the relative significance of the Silk Road trade began to decrease, leading to economic and political instability within the Ottoman Empire (*The Earth and Its Peoples*, 4th ed., p. 539 / 5th ed., p. 555).
47. **ANSWER: A.** The nineteenth century ushered in the age of industrialism. During this period, working-class women left the home and took jobs in factories and domestic service (*The Earth and Its Peoples*, 4th ed., p. 749 / 5th ed., pp. 751, 753).
48. **ANSWER: C.** In an era of rapidly changing military technology and tactics, both the Ottoman Empire cavalry and nomadic Safavid warriors resisted giving up their traditional bows for guns. Leaders in both empires responded by creating a new corps of soldiers made up of slaves equipped with firearms (*The Earth and Its Peoples*, 4th ed., p. 546 / 5th ed., p. 560).
49. **ANSWER: D.** The Mongols had a huge impact on the Russian economy through heavy taxation as well as their domination of trade. Russian princes who submitted to Mongol authority benefited politically and economically (*The Earth and Its Peoples*, 4th ed., p. 335 / 5th ed., pp. 353-354).
50. **ANSWER: D.** The eastern portion of the Roman Empire survived the migration of Germanic tribes that decimated the western portion. It became known as the Byzantine Empire, and its vitality contrasted greatly with the stagnation of western Europe (*The Earth and Its Peoples*, 4th ed., pp. 150-151 / 5th ed., pp. 156-157).
51. **ANSWER: E.** The peoples conquered by the Aztecs were occasionally called upon to provide labor for large-scale engineering projects, but were primarily used to produce tribute items of food, cloth, military equipment—and as victims for religious sacrifice. In contrast, the Inca ayllus maintained the mit'a system, which provided one-seventh of its adult males to serve the empire in various temporary, rotating capacities (*The Earth and Its Peoples*, 4th ed., p. 301 / 5th ed., pp. 318-319).

52. **ANSWER: B.** Close to forty nations, including the Soviet Union and the United States, signed the Helsinki Accords in 1975. The agreement called for the assurance that boundaries within Europe would not be changed by military force. It also called for economic, political, and social contacts across the iron curtain (*The Earth and Its Peoples*, 4th ed., p. 897 / 5th ed., pp. 895-896).
53. **ANSWER: B.** The waterways and forests of North America provided an ideal habitat for beaver and other animals whose pelts were in high demand by consumers in chilly European climates. French settlers in Canada and Louisiana cultivated mutually beneficial trade relationships with knowledgeable Amerindians to expand the profitable fur market (*The Earth and Its Peoples*, 4th ed., p. 491 / 5th ed., pp. 508-509).
54. **ANSWER: D.** When the United States abandoned its neutral policy in 1917 and joined the war, the government, as well as businesses, made huge profits off of war production. The war also played a major role in expanding employment opportunities for women and African Americans (*The Earth and Its Peoples*, 4th ed., p. 805 / 5th ed., pp. 805-806).
55. **ANSWER: E.** New abilities with weaponry—in particular, the use of firearms and armor-piercing bows—meant that knights were no longer effective soldiers for kings to employ through the vassal system. This change was exemplified in the Hundred Years War (*The Earth and Its Peoples*, 4th ed., p. 402 / 5th ed., pp. 419-420).
56. **ANSWER: D.** While Spanish explorers initiated the first links between Europe and the Americas at the start of the sixteenth century, the Portuguese were beginning to take control of vital trading ports in the Indian Ocean. Soon both Latin America and South Asia were enmeshed in the developing global trade network (*The Earth and Its Peoples*, 4th ed., p. 411 / 5th ed., p. 427).
57. **ANSWER: A.** By 1750, Russia had emerged from Mongol domination and assembled the world's largest land empire. The task of administering such a huge, diverse land-based empire would be difficult under any circumstances, but it was particularly so in an era marked by the European sea-based empires' dominance of the global economy (*The Earth and Its Peoples*, 4th ed., p. 580 / 5th ed., p. 592).
58. **ANSWER: A.** Western Europe led the globalization of world trade, and soon had linked West Africa and the Americas in the transfer of raw materials, manufactured goods, and peoples known as the Atlantic system; also, in the sixteenth and seventeenth centuries, many European nations took colonial possessions in Southeast Asia (such as the Spanish conquest of the Philippines in 1570). In East Asia, however, China and Japan rigorously defended their economic autonomy and political sovereignty against the pressures of a rapidly changing world economy (*The Earth and Its Peoples*, 4th ed., p. 551 / 5th ed., p. 565).
59. **ANSWER: C.** While new technologies increased productivity and resulted in increased wealth for industrialized nations, they also had negative effects on the environment. Factories sprang up and

- threatened the environment. Rain forests were depleted, pollution increased, and the erosion of soil became a constant problem (*The Earth and Its Peoples*, 4th ed., p. 939 / 5th ed., p. 935).
60. **ANSWER: D.** Although the Atlantic system had both positive and negative effects, economic and otherwise, it did not transform Africa the way it transformed the Americas. The African continent remained under indigenous control, and Africa's cultural and political links with the Islamic world remained stronger (for the time being) than their connections with Europe (*The Earth and Its Peoples*, 4th ed., p. 522 / 5th ed., pp. 538-539).
61. **ANSWER: B.** While Cuba gained political independence well before Vietnam, both were still dominated economically by the United States. The popular rebellion led by Castro was in protest of foreign economic domination, political repression, and corruption under the Batista regime. Vietnam was still a French colony during the Cold War, and suffered under the brutality of its French occupiers. Like Castro, Ho Chi Minh led a movement to free Vietnam from colonial rule. Ho Chi Minh turned to communism after his appeal for independence was rejected at the Treaty of Versailles. While Castro gained support from the USSR, evidence suggests that his efforts were aimed mainly at ending foreign power in Cuba and creating a dramatic social transformation (*The Earth and Its Peoples*, 4th ed., pp. 895, 903 / 5th ed., pp. 893, 901).
62. **ANSWER: E.** The English Bill of Rights of 1689 was an early, isolated instance of the reduction of power of an absolute monarchy; not until after 1750 would the Enlightenment eventually bring great political change in Europe and the Americas (*The Earth and Its Peoples*, 4th ed., pp. 459, 462, 468 / 5th ed., pp. 475, 476-478, 483).
63. **ANSWER: C.** World War II resulted in increased hardships for people throughout Africa, and thus further incited the various independence movements. The war caused inflation, as well as the increase in forced labor. Moreover, raw materials were requisitioned by the colonial governments in order to fuel the war effort (*The Earth and Its Peoples*, 4th ed., p. 870 / 5th ed., pp. 866-867).
64. **ANSWER: B.** All university classes were taught in Latin, so students and instructors could communicate no matter where they were from. This allowed students and professors to travel to study at the universities that focused on the discipline they wanted (*The Earth and Its Peoples*, 4th ed., p. 396 / 5th ed., pp. 412-413).
65. **ANSWER: C.** A kingship emerged as urban centers arose. Kings also oversaw religious rituals that were used to control the society (*The Earth and Its Peoples*, 4th ed., p. 79 / 5th ed., pp. 84-85).
66. **ANSWER: C.** Despite the many restrictions placed on Japan by the Allied Powers after World War II, the Japanese economy bounced back in many ways, thanks to the Korean War. The war in Korea stimulated the Japanese economy much as the Marshall Plan had for western Europe. Because of Japan's proximity to Korea, massive supplies were purchased from Japan by the U.S. military. Moreover, U.S. servicemen

on leave spent money in Japan, which also served as a stimulus for growth (*The Earth and Its Peoples*, 4th ed., p. 895 / 5th ed., p. 893).

67. ANSWER: C. Russia and the Mughal, Ottoman, and Safavid Empires were all land-based empires—like Ming- and Qing-era China—in a period when wealth and power were shifting to sea-based empires, such as Spain and the other nations of western Europe (*The Earth and Its Peoples*, 4th ed., p. 580 / 5th ed., p. 592).
68. ANSWER: B. Women’s rights groups worked for many different goals during the early twentieth century, but the most important of these was the struggle to achieve suffrage, voting rights for women (*The Earth and Its Peoples*, 4th ed., p. 748 / 5th ed., pp. 751, 753).
69. ANSWER: A. The Depression caused massive unemployment, homelessness, and instability throughout Latin America. In response, military officers seized power in many countries. They imposed authoritarian control, often imitating the European dictatorships in hopes of stimulating their economies (*The Earth and Its Peoples*, 4th ed., p. 837 / 5th ed., p. 838).
70. ANSWER: A. Although slaves became the most valuable West African export during this period, other goods such as gold, ivory, and timber continued to make up a significant percentage of the region’s total trade volume (*The Earth and Its Peoples*, 4th ed., p. 517 / 5th ed., p. 534).

ANSWER FOR SECTION II, PART A: DOCUMENT-BASED QUESTION (DBQ)

THE DOCUMENTS

Below are short analyses of the documents. The italicized words suggest what your margin notes might include:

DOCUMENT 1 Both women are noted revolutionary leaders in the Cuban Revolution. You see them both armed here and in that way *they are carrying out roles that are stereotypically thought of as men’s roles in revolution.*

DOCUMENT 2 This document shows some of the issues women are facing in terms of working and supporting their families. *This document also shows women carrying out political roles by petitioning the government.*

DOCUMENT 3 *This is a call for women to act and to be involved politically with what is happening to women and in the larger struggle for equal treatment.*

DOCUMENT 4 This document shows the African National Congress responding to women’s call for equal political representation in one of the key organizations fighting for African rights in southern Africa. *This document is an example of women’s goals of having equal status while at the same time acknowledging women’s particular concerns.*

DOCUMENT 5 *The document gives insight into women’s active participation in the Indian independence movement.*

DOCUMENT 6 *This image shows Perón with her husband in what might seem like an expected role for a woman. Yet Eva Perón had a powerful influence on the politics of Argentina in the mid-twentieth century, and she was a hero of the working class.*

DOCUMENT 7 *This document shows the lengths Indian women went to in order to fight against British colonial rule in India. This boycott tactic was a powerful strategy that would be used by other groups in history.*

DOCUMENT 8 *This document is similar to Document 3 in that it describes the ongoing struggles of both men and women living under an oppressive regime in South Africa. It calls for particular rights for women as well as the general fight against poverty. This is another example of women organizing politically.*

There are several ways to group the documents; you could group by location—Africa, Latin America, and India—by time, by the types of roles, or by the types of goals you see addressed in the documents.

YOUR ESSAY FOR THE DOCUMENT-BASED QUESTION

For this DBQ, you need to be sure your thesis makes an analytical argument for the goals you see described in the documents, as well as the differing roles women played. The documents can be grouped in a few ways, and the key will be to analyze those groups in light of the prompt. There are some good opportunities for point of view as well—in particular, notice Nehru’s tone in Document 5. The tone in Document 7 could work well for point of view, and if you address point of view with reference to several of the other documents, you can get expanded core points.

For your analysis, it is important to remember the historical context. A discussion of what was happening in India, South Africa, and Latin America at the time is an important component of your essay. Both India and South Africa were experiencing the inequalities of imperial rule firsthand, and women suffered in particular ways because of those inequalities. Latin America was not experiencing direct colonial rule; the Cuban Revolution was affected by global conflict, while Argentina was facing similar internal political struggles with political leadership.

The documents give good insight into the global issues. You should also devote some attention to an analysis of the many issues faced by women as caregivers and political activists. What are women’s goals and roles at home? What are women’s goals and roles in the nation?

SCORING 1 point for thesis in the opening line, 1 point for understanding the basic meaning of all documents, 2 points for using all of the documents as evidence that supported the thesis, 1 point for analyzing the point of view in two documents, 1 point for two groupings, and 1 point for an explanation of possible additional documents. If the essay earns basic core, it can also earn 2 expanded core points for having relevant outside historical content, for persuasively using the documents as evidence, and for proposing—in addition to the one extra document required for basic core—a second extra document.

The DBQ essay counts for one-third of the free-response grade, one-sixth of the examination grade.

ANSWER FOR SECTION II, PART B: CONTINUITY AND CHANGE OVER TIME QUESTION

This essay asks you to address major political and economic changes and continuities in the role ONE of the following religions or belief systems played in supporting and justifying political authority from 600 to 1450. Let's say you chose Confucianism. Be sure you address both change and continuity and have an analytical statement evaluating Confucianism's significance in supporting and justifying political authority.

A good place to start is with an overview of key Confucian principles that are prominent in the beginning of the period. Confucianism was the foundation for China's political and social structure by the time of the Han dynasty, and would be a continuity throughout the period. The importance of family roles, patriarchal order, education, and ethical conduct was woven into the ethos of Chinese life from the emperor to the smallest child. The Confucian concept of the Mandate of Heaven was also an important political continuity in the period, and you should elaborate on that. Another important political continuity is the impact of Confucian thought and ideas on the political structure of countries in the region, including Korea and Japan. These countries had some political similarities but also some key differences. Still, Confucianism had an impact.

As other influences come into East Asia, including Buddhism and outside rulers like the Mongols, we see changes regarding the incorporation of Confucian ideas, as well as the principles of Confucian thought. Neo-Confucianism in the Song period is an important example of change that you should discuss. Another change would be the Yuan Empire and the political changes that the Mongols brought in while keeping some of the Confucian traditions. The Ming Empire ends the period your essay is to cover with a resurgence of Confucian thought that brought back the civil service exams. This would be a good place to analyze why the Ming revived the exams in terms of asserting their political authority.

Be sure to discuss both changes and continuities and provide specific evidence for your claims. That, along with good analysis, should get a high score on this essay.

SCORING 1 point for a thesis in the opening line that addresses the whole time period, 2 points for fully addressing the question in terms of both change and continuity, 2 points for appropriate evidence to support the thesis, 1 point for the global context, and 1 point for analysis of change and continuity. If basic core is earned, 2 expanded core points can be earned for addressing all parts of the questions evenly and providing good evidence rooted in a solid understanding of the global events that brought about change.

The continuity and change over time essay counts for one-third of the free-response grade, one-sixth of the examination grade.

ANSWER FOR SECTION II, PART C: COMPARATIVE QUESTION

This essay asks you to address TWO out of three countries in terms of their interaction with the West from the sixteenth through the eighteenth centuries. You are asked to take up both foreign and domestic policy, so it is important to address that from the beginning. Be sure to include both similarities and differences in order to get the full points for addressing the question.

Of the three, Russia was unique in that it made some radical changes in an effort to embrace Western ideals under the leadership of autocrats like Peter the Great. China took a more cautious approach, limiting trade using the Canton system in order to keep careful control over economic interactions with foreigners; one specific example of this might be the failure of the British Macartney mission in the late eighteenth century, which did not succeed in getting China to increase foreign trade. Japan took an even stronger approach, severely limiting interaction through trade and basically cutting off interaction with the West under the Tokugawa Shogunate, which lasted until 1868. Here you should analyze why each country made its particular choice regarding interaction with the West, comparing and contrasting their reasons. All three regions were protective of their domestic traditions and cultural identities. Remember, you are choosing only two for the essay.

Again, be sure to discuss similarities and differences, and take the time to analyze why you are claiming certain similarities and differences. Use good evidence to support your comparisons so you can get a high score.

SCORING 1 point for the thesis in the opening line, 2 points for addressing both similarities and differences, 2 points for using accurate evidence that supports the main ideas presented in the thesis, 1 point for making a number of specific direct comparisons, and 1 point for analysis. If the essay earns basic core, consistent use of both evidence and direct comparison will earn another 2 points for expanded core.

The comparative essay counts for one-third of the free-response grade, one-sixth of the examination grade.

CALCULATING YOUR SCORE

The following is based on the 2002 AP World History Examination, which is the only released examination at this time.

SCORING THE MULTIPLE-CHOICE SECTION

Use the following formula to calculate your raw score on the multiple-choice section of the exam:

$$\left[\begin{array}{c} \text{number} \\ \text{correct} \\ \text{(out of 70)} \end{array} - \left(\frac{1}{4} \times \begin{array}{c} \text{number wrong} \\ \text{(do not round)} \end{array} \right) \right] \times 0.8571 = \begin{array}{c} \text{weighted Section I score} \end{array}$$

SCORING THE FREE-RESPONSE SECTION

Use the following formula to calculate your raw score on the free-response section of the exam:

$$\text{Part A } \frac{\quad}{(\text{out of } 9)} \times 2.2222 = \frac{\quad}{(\text{do not round})}$$

$$\text{Part B } \frac{\quad}{(\text{out of } 9)} \times 2.2222 = \frac{\quad}{(\text{do not round})}$$

$$\text{Part C } \frac{\quad}{(\text{out of } 9)} \times 2.2222 = \frac{\quad}{(\text{do not round})}$$

$$\text{Sum} = \frac{\quad}{\text{weighted Section II score} \\ (\text{do not round})}$$

YOUR COMPOSITE SCORE

$$\frac{\quad}{\text{weighted Section I score}} + \frac{\quad}{\text{weighted Section II score}} = \frac{\quad}{\text{composite score} \\ (\text{round to nearest whole number})}$$

Once you have calculated your composite score, see where it falls in the Composite Score Range below. Remember that your composite score is only an estimate of your performance on the College Board exam.

AP GRADES BY SCORE RANGE

| Composite Score Range | AP Grade |
|-----------------------|----------|
| 78-120 | 5 |
| 62-77 | 4 |
| 43-61 | 3 |
| 27-42 | 2 |
| 0-26 | 1 |