

## Sample Multiple-Choice Questions

The following are examples of the kinds of multiple-choice questions typically found on the AP World History Exam. The topics and the level of difficulty in these sample questions are comparable to what students will encounter on an actual AP Exam. Beginning with the May 2012 administration of the AP World History Exam, multiple-choice questions will contain four answer options, rather than five. This change will save students valuable time without altering the rigor of the exam in any way. A student's total score on the multiple-choice section is based on the number of questions answered correctly. Points are not deducted for incorrect answers or unanswered questions. An answer key to the multiple-choice questions can be found on page 108.

As a guide for teachers, each sample multiple-choice question below is followed by a box that shows the question's alignment with the AP World History Curriculum Framework key concepts, themes, and historical thinking skills.

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

- Which of the following was the major effect of the Neolithic Revolution?
  - The establishment of sedentary village communities
  - The spread of a migratory way of life
  - A decline in total population
  - An increase in the use of bronze tools

Alignment with Curriculum Framework		
Key Concept	Theme	Skill
1.2.1.A (page 26)	Theme 1: Interaction Between Humans and the Environment.	Causation

2. Which of the following occurred as a result of the development of agriculture in societies that previously relied on hunting and gathering?
- (A) Conditions for women improved.
  - (B) The incidence of disease declined.
  - (C) Population density increased.
  - (D) Degradation of the environment lessened.

Alignment with Curriculum Framework		
Key Concept	Theme	Skill
1.2.II.A (page 26)	Theme 1: Interaction Between Humans and the Environment.	Causation

3. Which of the following was an important reason for the fall of the Roman, Han, and Gupta empires?
- (A) A long period of drought that destroyed crops and livestock
  - (B) The use of slaves in their armies
  - (C) Intensified invasions and security issues along their frontiers
  - (D) A refusal to tolerate Christianity

Alignment with Curriculum Framework		
Key Concept	Theme	Skill
2.2.IV.B (page 37)	Theme 3: State-Building, Expansion, and Conflict.	Comparison

4. Before 500 C.E. Judaism and Hinduism were similar in that both
- (A) had written scriptures and an ethical code to live by
  - (B) spread widely around the Mediterranean
  - (C) promoted teachings about reincarnation
  - (D) advocated a monastic life and a rejection of the world

Alignment with Curriculum Framework		
Key Concept	Theme	Skill
2.2.IV.B (page 37)	Theme 2: Development and Interaction of Cultures.	Comparison



5. The photograph above of a mosque (first erected in the fourteenth century) in the modern-day West African country of Mali best exemplifies which of the following historical processes?
- (A) Imposition of religion through military conquest
  - (B) Spread of religion along trade routes
  - (C) Abandonment of indigenous cultural styles in the face of colonization
  - (D) Conflict between local and universalizing religions

Alignment with Curriculum Framework		
Key Concept	Theme	Skill
3.1.I.A (page 40); 3.1.I.D (page 42)	Theme 2: Development and Interaction of Cultures.	Contextualization

6. The spread of Bantu-speaking peoples over southern Africa before 1400 C.E. can be best explained by their
- (A) conversion to Islam
  - (B) use of cavalry
  - (C) centralized political systems
  - (D) knowledge of agriculture

Alignment with Curriculum Framework		
Key Concept	Theme	Skill
3.1.II.B (page 43)	Theme 1: Interaction Between Humans and the Environment.	Causation

The Crusader states were able to cling to survival only through frequent delivery of supplies and manpower from Europe. [They] were defended primarily by three semi-monastic military orders: the Templars, the Hospitallers, and the Teutonic Knights. Combining monasticism and militarism, these orders served to protect pilgrims and to wage perpetual war against the Muslims.

*Palmira Brummett, world historian, 2007*

Whenever I visited Jerusalem, I always entered the al-Aqsa Mosque, beside which stood a small mosque which the Franks had converted into a church.... [T]he Templars, ... who were my friends, would evacuate the little adjoining mosque so that I could pray in it.

*Usamah ibn Munqidh, Muslim historian, Jerusalem, circa 1138*

7. The second passage does not support the first passage because the second passage
- (A) shows that an influx of manpower from Europe was not critical for the survival of the Crusader states
  - (B) shows that Muslims vastly outnumbered Europeans in the Crusader states
  - (C) minimizes the importance of Hospitallers and Teutonic Knights in the administration of the Crusader states
  - (D) presents an incident in which a military order supported a Muslim traveler

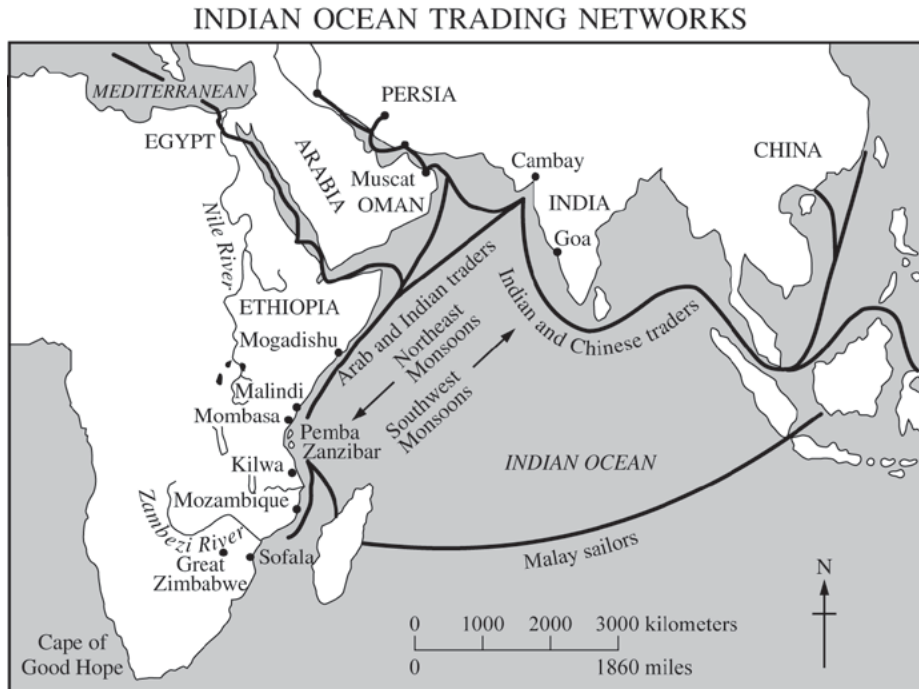
Alignment with Curriculum Framework		
Key Concept	Theme	Skill
3.1.III.A, C (page 44); 3.2.II (page 47)	Theme 2: Development and Interaction of Cultures. Theme 3: State-Building, Expansion, and Conflict.	Argumentation Contextualization Interpretation Synthesis

8. Inca and Aztec societies were similar in that both
- (A) developed from Mayan civilization
  - (B) acquired empires by means of military conquest
  - (C) independently developed iron technology
  - (D) depended entirely on oral record keeping

Alignment with Curriculum Framework		
Key Concept	Theme	Skill
3.2.1.D (page 47)	Theme 3: State-Building, Expansion, and Conflict. Theme 5: Development and Transformation of Social Structures.	Comparison

9. Which of the following factors represents the most significant cause of the growth of cities in Afro-Eurasia in the period 1000–1450?
- (A) Climate change
  - (B) Increased interregional trade
  - (C) Decreased agricultural productivity
  - (D) Increased invasions

Alignment with Curriculum Framework		
Key Concept	Theme	Skill
3.1.1.A (page 40); 3.3.11.B (page 49)	Theme 4: Creation, Expansion, and Interaction of Economic Systems.	Comparison Causation



10. The map above shows what significant economic developments?
- (A) Trade connections that linked the Hellenistic and Maurya empires to African cities from 300 through 150 B.C.E.
  - (B) Trading networks that promoted the growth of new cities from 600 C.E. through 1450 C.E.
  - (C) Chinese dominance of Indian Ocean trading networks because of the voyages of Zheng He in the 1400s C.E.
  - (D) Changes in Indian Ocean trading networks that resulted from technological innovations from 1450 C.E. through 1750 C.E.

Alignment with Curriculum Framework		
Key Concept	Theme	Skill
3.1.I.A (page 40); 4.1.II (page 51)	Theme 4: Creation, Expansion, and Interaction of Economic Systems.	Contextualization Periodization Causation Synthesis

11. Which of the following changes best justifies the claim that the late 1400s mark the beginning of a new period in world history?
- (A) The rise of the Aztec and Inca empires
  - (B) The economic recovery in Afro-Eurasia after the Black Death

- (C) The incorporation of the Americas into a broader global network of exchange
- (D) The emergence of new religious movements in various parts of the world

Alignment with Curriculum Framework		
Key Concept	Theme	Skill
3.1 (page 40); 4.1 (page 50)	Theme 4: Creation, Expansion, and Interaction of Economic Systems.	Periodization

12. The Columbian Exchange involved which of the following new connections in the era 1450–1750?
- (A) European food to the Western Hemisphere; Western Hemisphere diseases to Europe; African population to Europe
  - (B) Western Hemisphere technology to Africa; African food to Europe; European population to the Western Hemisphere
  - (C) European technology to Africa; Western Hemisphere population to Africa; African food to the Western Hemisphere
  - (D) African population to the Western Hemisphere; Western Hemisphere food to Europe and Africa; African and European diseases to the Western Hemisphere

Alignment with Curriculum Framework		
Key Concept	Theme	Skill
4.1.V. (page 52)	Theme 1: Interaction Between Humans and the Environment. Theme 2: Development and Interaction of Cultures.	Continuity and Change Over Time Contextualization

13. In the period 1450–1750, which of the following, produced on large plantations by slave labor, were significant commodities in the growing world market?
- (A) Grains such as wheat and barley
  - (B) Tropical fruits such as bananas and oranges
  - (C) Animal products such as wool and beef
  - (D) Cash crops such as sugar and tobacco

Alignment with Curriculum Framework		
Key Concept	Theme	Skill
4.1.V.B (page 53)	Theme 4: Creation, Expansion, and Interaction of Economic Systems.	Contextualization

14. Which of the following is most likely to have influenced eighteenth-century population trends in both Europe and China?
- (A) A sharp decline in average global temperatures
  - (B) Introduction of Western Hemisphere crops
  - (C) Innovation in birth control measures
  - (D) Improvement in surgical procedures

Alignment with Curriculum Framework		
Key Concept	Theme	Skill
4.1.V.D (page 53)	Theme 1: Interaction Between Humans and the Environment.	Causation

15. Which of the following factors best explains why the Portuguese did not engage in direct trading relations with West African states until the fifteenth century?
- (A) Lack of the necessary navigational and maritime technology
  - (B) Lack of European interest in African goods
  - (C) Directives from the pope to limit trade between Christians and Africans
  - (D) Fear of death from tropical diseases

Alignment with Curriculum Framework		
Key Concept	Theme	Skill
4.1.II; 4.III.B (page 51)	Theme 4: Creation, Expansion, and Interaction of Economic Systems.	Causation



16. In recent decades, many world historians have challenged the commonly held view that Europeans controlled the largest share of world trade in the seventeenth through the eighteenth centuries. Which of the following evidence from the period would best support this historical reinterpretation?
- (A) Prices for Chinese goods were much higher in Europe than in China.
  - (B) European trading companies often backed their long-distance trading ventures with the threat of military force.
  - (C) Asian trading companies dominated trade in the Indian Ocean region.
  - (D) European merchants transported only a fraction of the goods shipped globally.

Alignment with Curriculum Framework		
Key Concept	Theme	Skill
4.1.IV. (page 52)	Theme 4: Creation, Expansion, and Interaction of Economic Systems.	Argumentation Interpretation Synthesis

17. Which of the following would be the most useful source of evidence for research about the profits of Portuguese and British slave traders in the period 1600–1800?
- (A) Portuguese and British tax records
  - (B) Narratives of slaves transported to the Americas
  - (C) European slave traders’ account books
  - (D) Journals of African slave traders

Alignment with Curriculum Framework		
Key Concept	Theme	Skill
4.1.IV.D (page 52)	Theme 4: Creation, Expansion, and Interaction of Economic Systems.	Use of Evidence

I am a griot.... we are vessels of speech; we are the repositories which harbor secrets many centuries old. Without us the names of kings would vanish into oblivion. We are the memory of mankind; by the spoken word we bring to life the deeds and exploits of kings for younger generations.... I teach kings the history of their ancestors so that the lives of the ancients might serve them as an example, for the world is old, but the future springs from the past.

*An African griot (storyteller), circa 1950, introducing the oral epic of King Sundiata of Mali, composed circa 1400 C.E.*

18. The introduction by the griot is intended to serve which of the following purposes?
- (A) To establish the griot's authority by connecting him to the past
  - (B) To exalt the Malian kings above previous dynasties
  - (C) To highlight the griot's unique abilities compared with other griots
  - (D) To portray Mali as a progressive society that is improving on the past

Alignment with Curriculum Framework		
Key Concept	Theme	Skill
4.3.1.A and B (page 58)	Theme 2: Development and Interaction of Cultures. Theme 3: State-Building, Expansion, and Conflict.	Use of Evidence

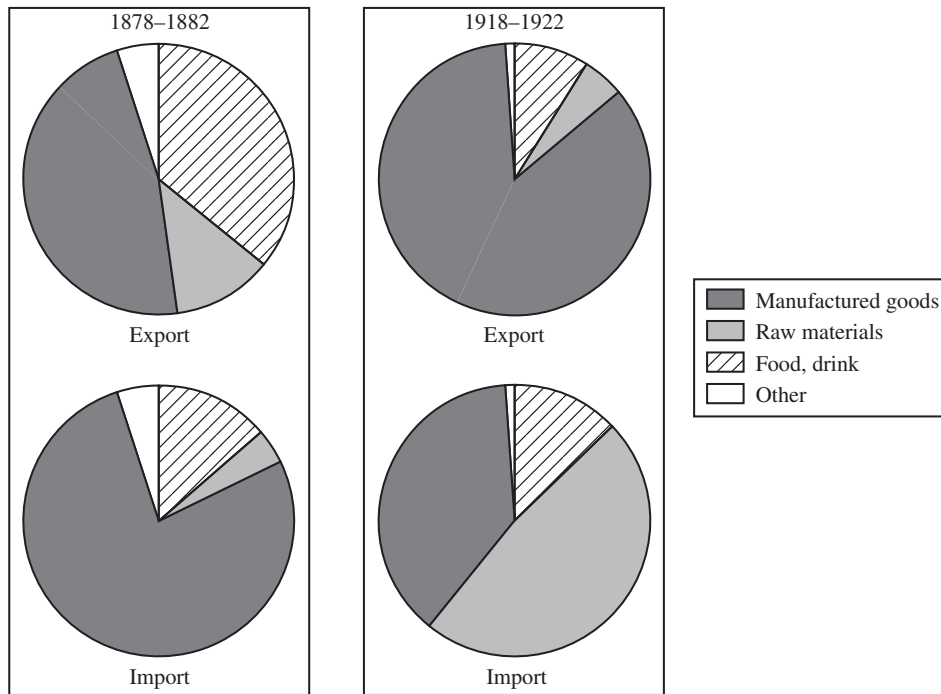
19. Which of the following statements is true about both the Mughal and Ottoman empires in the sixteenth century?
- (A) In both empires the majority of the people were Muslims.
  - (B) Both empires had powerful navies that engaged European navies.
  - (C) Both empires expanded through the use of gunpowder weapons and extensive bureaucracies.
  - (D) Both empires gave little monetary support to artistic and cultural endeavors.

Alignment with Curriculum Framework		
Key Concept	Theme	Skill
4.3.II.B; 4.3.I.D (page 59)	Theme 3: State-Building, Expansion, and Conflict.	Comparison

20. Most world historians would agree that the key to European predominance in the world economy during the nineteenth and early twentieth centuries was
- (A) the Industrial Revolution
  - (B) European medical technology
  - (C) Spanish control of New World silver
  - (D) the Enlightenment

Alignment with Curriculum Framework		
Key Concept	Theme	Skill
5.1.I-II (pages 61-62)	Theme 4: Creation, Expansion, and Interaction of Economic Systems.	Causation Interpretation

THE CHANGING PATTERN OF JAPANESE TRADE



21. Which of the following developments in the period 1878–1922 best explains the change in Japanese trade patterns shown in the graphs above?
- (A) Japanese manufacturing output decreased because Japanese leaders restricted commercial ties.
  - (B) Export of manufactured goods declined because United States tariffs on Japanese goods increased.
  - (C) Japanese manufacturing output rose as a consequence of industrialization.
  - (D) Japanese imports of raw materials increased as a consequence of extensive immigration to Japan.

Alignment with Curriculum Framework		
Key Concept	Theme	Skill
5.1.I.D, 5.1.II.A,C (page 62); 5.1.II. C,V (page 63)	Theme 4: Creation, Expansion, and Interaction of Economic Systems.	Continuity and Change Over Time Contextualization

22. In contrast to initial industrialization, the second Industrial Revolution in the last half of the nineteenth century was particularly associated with the mass production of which of the following?
- (A) Textiles, iron, and coal
  - (B) Textiles, automobiles, and plastics
  - (C) Airplanes, ships, and radios
  - (D) Electricity, steel, and chemicals

Alignment with Curriculum Framework		
Key Concept	Theme	Skill
5.1.I.E (page 62)	Theme 4: Creation, Expansion, and Interaction of Economic Systems.	Comparison Contextualization

23. All of the following factors contributed to significant growth in worldwide population from 1750 through 1900 EXCEPT
- (A) decline of epidemic disease
  - (B) introduction of Western Hemisphere food crops to new areas
  - (C) expansion of land under cultivation
  - (D) new grain crops developed in the Green Revolution

Alignment with Curriculum Framework		
Key Concept	Theme	Skill
5.1.VI.B (page 65); 6.1.I.C (page 75)	Theme 1: Interaction Between Humans and the Environment.	Causation

24. Between 1750 and 1900, which of the following industrializing states created an empire?
- (A) Japan
  - (B) China
  - (C) Brazil
  - (D) Argentina

Alignment with Curriculum Framework		
Key Concept	Theme	Skill
5.2.I.B (page 66)	Theme 3: State-Building, Expansion, and Conflict.	Contextualization

25. In the late nineteenth century, European involvement in both Africa and China was characterized primarily by
- (A) the encouragement of slavery
  - (B) extensive intermarriage with local peoples
  - (C) small military enclaves along coastlines
  - (D) competition among imperialist powers

Alignment with Curriculum Framework		
Key Concept	Theme	Skill
5.2.I.B,C (pages 66-67)	Theme 3: State-Building, Expansion, and Conflict.	Comparison

26. Which of the following European developments is most closely associated with the revolution in Haiti?
- (A) The Protestant Reformation
  - (B) The Russian Revolution
  - (C) The French Revolution
  - (D) The Industrial Revolution

Alignment with Curriculum Framework		
Key Concept	Theme	Skill
5.3.III.B (page 70)	Theme 5: Development and Transformation of Social Structures.	Contextualization

27. The North and South American independence movements of the late eighteenth and early nineteenth centuries shared which of the following?
- (A) Revolutionary demands based on Enlightenment political ideas
  - (B) Reliance on Christian teachings to define revolutionary demands
  - (C) Industrial economies that permitted both areas to break free of European control
  - (D) Political instability caused by constant warfare among the new states

Alignment with Curriculum Framework		
Key Concept	Theme	Skill
5.3.III.B (page 70)	Theme 2: Development and Interaction of Cultures. Theme 3: State-Building, Expansion, and Conflict.	Comparison Contextualization

28. What was the leading cause of the unprecedented increase in global population in the twentieth century?
- (A) The end of international epidemics
  - (B) Global warming and other types of climate change
  - (C) The impact of medical innovations and public health measures
  - (D) The reduction of world hunger

Alignment with Curriculum Framework		
Key Concept	Theme	Skill
6.1.I.D (page 75)	Theme 1: Interaction Between Humans and the Environment.	Causation

29. “We shall not repeat the past. We shall eradicate it by restoring our rights in the Suez Canal. This money is ours. The canal is the property of Egypt.”
- This quotation by Egyptian leader Gamal Abdel Nasser (in power 1952–1970) best expresses support for
- (A) communism
  - (B) liberalism
  - (C) nationalism
  - (D) imperialism

Alignment with Curriculum Framework		
Key Concept	Theme	Skill
6.2.II.A (page 78)	Theme 3: State-Building, Expansion, and Conflict.	Use of Evidence Contextualization Interpretation Synthesis

30. Which of the following describes a major change in international relations in the 1980s and 1990s?
- (A) The rapid establishment of large overseas colonial empires by European powers
  - (B) The disbanding of most regional political organizations
  - (C) The decline in power of multinational corporations
  - (D) The reduction of confrontations between communist and noncommunist countries

Alignment with Curriculum Framework		
Key Concept	Theme	Skill
6.2.IV.E (page 81)	Theme 3: State-Building, Expansion, and Conflict.	Continuity and Change Over Time

## Answers to Multiple-Choice Questions

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

## Sample Free-Response Questions

In the free-response section of the AP World History Exam, all students are asked to answer three constructed-response questions: Part A — a document-based question; Part B — an essay question that deals specifically with continuity and change over time (covering at least one of the periods in the concept outline) and that is focused on large global issues such as