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AP WORLD HISTORY: MODERN · COURSE REVIEW AND PRACTICE

Bonus Practice Exam.

A second full-length AP World History: Modern exam: multiple choice and free response, with full explanations and scoring guidance.

INSIDE

Section I Multiple Choice · Section II Free Response · Answers and Explanations · Scoring Guide



Table of Contents.

A bonus full-length practice exam with explanations and scoring.

Contents

Each section has an explanation, worked examples, and practice problems. Answers and explanations close every chapter. Click any entry to jump to that page.

BONUS EXAM

Bonus Practice Exam 2	4
E2 Practice Exam 2	4
Key Practice Exam 2: Answers and Explanations	17

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Welcome to the **Bonus Exam.**

Take it under timed conditions, then study every explanation.

Welcome

How to Use This Exam

Take the exam in one sitting under AP timing, without notes. Score Section I with the answer key, then score each free-response question against the point-by-point guide.

After the exam

Read the explanation for every question, including the ones you got right. Log each miss by unit and by reason (content gap, careless error, misread graph) and revisit those sections in the main book.

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E2 Practice Exam 2

A full-length AP World History: Modern practice exam: 55 multiple-choice questions, 3 short-answer questions, 1 document-based question with 7 documents, and 1 long essay with three prompt choices, with explained answers and rubric scoring.

Section I has 55 multiple-choice questions (suggested time 55 minutes, 40 percent of the score). Section II has 3 short-answer questions (40 minutes, 20 percent), one document-based question (60 minutes including a 15-minute reading period, 25 percent) and one long essay chosen from three prompts (40 minutes, 15 percent). Treat it as a timed exam: do not look at the explanations until you finish each part. Sources are original paraphrases written for practice, not verbatim historical quotations.

Section	Questions	Time	Weight	Points
I Multiple choice	55	55 min	40%	55 raw
II SAQ 1 (secondary source)	3 parts	40 min total for 3 SAQs	20%	3
II SAQ 2 (primary source)	3 parts			3
II SAQ 3 (no stimulus)	3 parts			3
II DBQ	1 essay, 7 documents	60 min	25%	7
II LEQ (choose 1 of 3)	1 essay	40 min	15%	6

Unit coverage in Section I: Units 1 and 2 (5 questions each), Units 3, 4, 5 and 6 (7 questions each), Units 7 and 8 (6 each) and Unit 9 (5), roughly matching the weighting of the real exam. Themes covered include cultural developments, state building, economic systems, social structures, technology and the environment, and humans and the environment.

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SECTION I, PART A Multiple Choice: Questions 1-20

Choose the best answer for each question. Source excerpts are paraphrased in the writer's own words.

1. Source: A scholar's essay, China, twelfth century (paraphrased).
"The sages taught that principle lies in all things. A gentleman must study the classics, cultivate himself, and then order his family and his state. The Buddhist who flees the world neglects these duties."
The excerpt best reflects which development in Song China?
(A) A revival of Confucian thought that absorbed some Buddhist and Daoist ideas (Neo-Confucianism)
(B) The adoption of Islam as the state religion
(C) The triumph of Legalism over Confucianism
(D) The spread of Christianity at court
(E) The abolition of the civil service examinations
2. Source: An inscription, Delhi, thirteenth century (paraphrased).
"The sultan has built a tall tower beside the temples of the old rulers, using carved stone from earlier shrines, and a school where Persian and Sanskrit scholars teach."
The inscription is best seen as evidence of
(A) the conquest of India by the Ming dynasty
(B) the decline of Persian influence in South Asia
(C) cultural blending and the establishment of Muslim rule in northern India under the Delhi Sultanate
(D) the spread of Buddhism to Persia
(E) the end of Muslim rule in northern India
3. Source: A description of an island capital, fifteenth century (paraphrased).
"The city stands on a lake, joined to the shore by wide causeways. Farmers grow maize on rafts of mud and reeds, and distant provinces send cloth, feathers and cacao to the king's storehouses."
The description best illustrates which feature of the Aztec (Mexico) Empire?
(A) a trade empire based on private ownership of coined money
(B) intensive agriculture in the lake, supporting a state that collected tribute from conquered peoples
(C) a feudal system of knights and manors
(D) a system of mit'a labor on Andean roads
(E) dependence on irrigation from the Nile
4. Which statement best describes the cultural legacy of the Byzantine Empire in eastern Europe by about 1400?
(A) Roman Catholicism replaced Orthodoxy among most Slavs
(B) Slavic peoples adopted Islam and the Arabic script
(C) Orthodox Christianity, Cyrillic writing and Byzantine styles of art and rule were adopted by Slavic peoples, especially in Kievan Rus' and its successors
(D) The Byzantines ended all contact with the Slavs
(E) Slavic rulers took the title of caliph
5. Source: A description of ruins in southern Africa (paraphrased).
"Great stone walls without mortar enclose a hilltop city. Archaeologists found glass beads, Chinese porcelain and cloth, and evidence of cattle herding and gold working."
The site described reflects which historical pattern?
(A) a colony created by Portuguese explorers
(B) a Mongol fortress on the Silk Roads
(C) a Roman province in Africa
(D) the rise of a state in the interior of Africa that controlled gold and linked to Indian Ocean trade
(E) a Chinese tributary state

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6. The introduction of the camel saddle and the use of camels in caravans most directly contributed to which development?
- (A) the decline of trade across the Sahara
 - (B) the end of Islam's spread into West Africa
 - (C) the growth of trans-Saharan trade linking West Africa with North Africa and the Mediterranean
 - (D) the expansion of Atlantic shipping routes
 - (E) the abandonment of salt and gold trade
7. Source: A chronicler's note, Baghdad, 1258 (paraphrased).
"The army of the great khan entered the city. The caliph was put to death, the libraries were scattered and the canals that fed the farms were broken."
The event described most directly
- (A) began the Umayyad conquest of Spain
 - (B) ended the Abbasid Caliphate as a political power in Baghdad
 - (C) established the Ottoman Empire
 - (D) founded the Song dynasty
 - (E) opened the Atlantic to Portuguese ships
8. Source: A trader's contract, Venice, c. 1300 (adapted).
"I will carry glass and cloth to the eastern port and bring back pepper and silk. Two merchants have put up the money for the ship and will share the profit."
Contracts like this one reflect
- (A) the dominance of feudal manors in Italy
 - (B) the isolation of Europe from Asia
 - (C) Mongol control of Mediterranean ports
 - (D) the rise of commercial city-states in Italy that profited from trade with the eastern Mediterranean
 - (E) the abandonment of long-distance trade after the Crusades
9. Source: A traveler's remarks on technology (paraphrased).
"Papermaking, learned from captives in Central Asia, spread to Baghdad, then across North Africa to Spain, and eventually to the rest of Europe, making books cheaper than parchment."
The spread described is best explained by
- (A) networks of exchange across Afro-Eurasia that carried technologies from China westward
 - (B) European invention of paper without outside influence
 - (C) the Atlantic slave trade
 - (D) the Columbian Exchange
 - (E) Portuguese exploration of Africa
10. Source: A traveler's journal, fourteenth century (paraphrased).
"I crossed from Morocco to Egypt, Arabia, East Africa, India and China, and in each land I was welcomed by judges and scholars who shared the same religious law, even where customs and tongues differed."
The traveler's experiences best illustrate
- (A) the role of shared religious and legal institutions in connecting Muslim societies across a wide region
 - (B) the lack of connections between Islamic lands
 - (C) the dominance of Chinese law across Asia
 - (D) the spread of Buddhism through the Muslim world
 - (E) the creation of a single Muslim empire

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11. Source: A description of the Ottoman system (paraphrased).
"Each community of Christians, Jews and others governs its own marriages, schools and courts under its own leaders, pays a special tax and is protected by the sultan."
The system described is best known as
(A) the devshirme
(B) the encomienda
(C) the millet system, which allowed religious minorities autonomy within the Ottoman Empire
(D) the zamindar system
(E) the Mandate of Heaven
12. Source: A chronicle of West Africa, sixteenth century (paraphrased).
"The ruler returned from the holy city with scholars and a plan to govern by Muslim law. He divided the empire into provinces under appointed governors, and the city on the river grew famous for its schools."
The ruler described most likely belonged to
(A) the Mali Empire under Sundiata's early rule
(B) the Ottoman Empire
(C) the Songhai Empire, which expanded along the Niger and supported Islamic learning at Timbuktu
(D) the Kingdom of Benin
(E) the Inca Empire
13. Source: A comparison of imperial capitals (adapted).
Isfahan: wide public square, mosques with blue tiles, built by a Shi'a shah.
Agra: a white marble tomb built by a Muslim emperor ruling a mostly Hindu population.
These architectural projects best demonstrate
(A) the decline of imperial authority
(B) the influence of European architecture on Asian empires
(C) the end of religious patronage
(D) the rejection of Persian culture
(E) how rulers used monumental building to display wealth, piety and legitimacy
14. Source: A royal memoir, France, late seventeenth century (paraphrased).
"The king is the state. I appoint intendants to collect taxes in the provinces, I keep the great nobles at my palace where they depend on my favor, and I will answer to God alone."
The excerpt best illustrates which political concept?
(A) constitutional monarchy
(B) republicanism
(C) popular sovereignty
(D) parliamentary supremacy
(E) absolutism, in which a monarch claimed unlimited authority
15. Source: A letter from a Chinese emperor to the king of Britain, 1793 (paraphrased).
"We possess all things. We have no use for your country's manufactures and will not allow you to open permanent trading posts or station an envoy in our capital."
The letter best reflects
(A) Qing confidence in its self-sufficiency and the limitation of foreign trade to controlled channels
(B) a Qing policy of free trade
(C) the Qing defeat in the Opium War
(D) Qing admiration for European technology
(E) the collapse of Qing authority

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16. Source: A decree on examinations, China, fourteenth century (paraphrased).
"After the foreign conquerors were driven out, the throne restored the examinations on the classics, so that the officials of the empire would be men of learning and virtue."
The decree most likely refers to
(A) the rise of the Qing dynasty
(B) the Meiji Restoration
(C) the founding of the Tang dynasty
(D) Mongol use of Confucian rule
(E) the Ming restoration of Chinese rule and the civil service system after the Yuan dynasty
17. Source: A report from Siberia, seventeenth century (paraphrased).
"Cossack bands and officials have built forts along the rivers and collect furs from the native hunters as tribute. The sable pelts are shipped west and sold in the markets of Europe."
The report illustrates which aspect of Russian expansion?
(A) a naval conquest of the Pacific islands
(B) peaceful trade with no use of force
(C) a policy of closing borders
(D) expansion based on plantation slavery
(E) territorial growth driven by the fur trade, with forts and tribute extracted from indigenous peoples
18. Source: A summary of an agreement, 1494 (paraphrased).
"A line was drawn in the Atlantic. Lands to the west were to belong to Spain and those to the east to Portugal, as arranged under the guidance of the Pope."
The agreement is best known as
(A) the Treaty of Westphalia
(B) the Treaty of Versailles
(C) the Congress of Vienna
(D) the Treaty of Tordesillas, dividing newly claimed lands between Spain and Portugal
(E) the Treaty of Nanjing
19. Source: A soldier's memoir, Mexico, sixteenth century (paraphrased).
"We marched with thousands of allies who hated the Mexica rulers. When we returned to the city, a sickness had swept through the streets and the defenders were too ill to fight."
The account best explains which factors in the Spanish conquest of the Aztec Empire?
(A) superior numbers of Spanish soldiers
(B) alliances with Indigenous enemies of the Aztecs and the effects of epidemic disease
(C) Aztec dependence on horses
(D) a lack of resistance by the Aztec state
(E) help from the Inca
20. Source: A merchant's note, 1600s (adapted).
"The ship leaves Acapulco with silver and returns from Manila with silk, porcelain and spices. The goods are then carried across New Spain to the Atlantic."
The route described best illustrates
(A) the linkage of the Americas and Asia through the Pacific trade of the Spanish Empire
(B) Portuguese control of the Pacific
(C) isolation of Spanish America
(D) British dominance of Asian ports
(E) an exclusively land-based trading system

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SECTION I, PART B Multiple Choice: Questions 21-40

Choose the best answer for each question. Source excerpts are paraphrased in the writer's own words.

21. Source: A minister's report, France, 1660s (paraphrased).

"The kingdom grows rich by selling more to other lands than it buys. Colonies exist to supply raw materials and to buy our manufactures, and trade with colonies must be carried in our own ships."

The ideas in the report most clearly reflect

- (A) mercantilism, in which the state regulates trade to build national wealth
- (B) laissez-faire capitalism
- (C) socialism
- (D) subsistence farming
- (E) free trade

22. Source: A letter from a missionary in China, 1600s (paraphrased).

"I wear the robes of a scholar, study the classics, and explain the Christian faith through reason and the mathematics and astronomy of Europe. The court respects my skills in making maps and predicting eclipses."

The missionary's approach is best described as

- (A) forced conversion of the population
- (B) isolation from Chinese society
- (C) accommodation of local culture to win influence, as pursued by Jesuits such as Matteo Ricci
- (D) rejection of Chinese ideas
- (E) a policy of military conquest

23. Source: A colonial regulation, Peru, sixteenth century (paraphrased).

"Every year a share of the adult Native men of the highland districts must go to the silver mountain for a fixed term of labor, for which they receive a small wage."

This practice most directly built on

- (A) the Chinese examination system
- (B) the Ottoman millet system
- (C) the English enclosure movement
- (D) the Inca mit'a labor draft adapted by the Spanish to serve the silver mines
- (E) the Japanese sankin-kotai

24. Source: A letter from an African king to a European monarch, early sixteenth century (paraphrased).

"Your merchants and agents take our subjects, even sons of our nobles, and sell them. Our kingdom is being emptied. We ask that you send teachers and priests, not slave traders."

The letter best illustrates

- (A) the lack of African states with diplomatic contact
- (B) the benefit of the trade to every African ruler
- (C) the efforts of some African rulers to resist the harmful effects of the Atlantic slave trade
- (D) the end of the transatlantic trade in the sixteenth century
- (E) African adoption of European plantations

25. Source: A colonial protest, 1765 (paraphrased).

"No tax can be laid on us except by our own assemblies, where we have our representatives. A tax by a distant parliament in which we have no voice is a violation of our rights as free subjects."

The protest is most directly connected to

- (A) the Haitian slave rebellion
- (B) the unification of Germany
- (C) the Sepoy Rebellion
- (D) the Taiping Rebellion
- (E) the conflict between British Atlantic colonists and Parliament over taxation and representation

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26. Source: A legal code, France, 1804 (paraphrased).
"All citizens are equal before the law. Titles of birth bring no legal privilege. Property is protected and contracts are enforced. Yet a wife is subject to her husband's authority."
The code described reflects
(A) a return to feudal privilege
(B) Napoleon's blend of Enlightenment ideals of legal equality with conservative limits
(C) the establishment of full gender equality
(D) the abolition of private property
(E) religious rule
27. Source: A speech by a Prussian minister, 1862 (paraphrased).
"The great questions of the day will not be decided by speeches and majority votes, but by iron and blood."
The speaker's approach is best described as
(A) pacifism
(B) realpolitik, using power and war to unify the German states under Prussian leadership
(C) the rule of the majority
(D) Enlightenment liberalism
(E) support for a Pan-European federation
28. Source: A government decree, Ottoman Empire, 1839 (paraphrased).
"All subjects, whatever their faith, are guaranteed security of life and property. Taxes shall be fixed by law and collected fairly, and soldiers shall be recruited in an orderly way."
The decree reflects which reform effort?
(A) the Meiji Restoration
(B) the Sepoy Rebellion
(C) the Boxer Uprising
(D) the Tanzimat, an attempt to modernize and strengthen the Ottoman state along European lines
(E) the Balkan wars
29. Source: A report on Egypt, 1830s (paraphrased).
"The governor has established a conscript army, built canals and factories and expanded cotton planting for sale to Europe. The peasants carry the burden."
The governor described is most likely
(A) Mohandas Gandhi
(B) Kemal Ataturk
(C) Simon Bolivar
(D) Muhammad Ali, who sought to modernize Egypt through state-led reforms
(E) Toussaint Louverture
30. Source: A declaration from a convention, United States, 1848 (paraphrased).
"All men and women are created equal. The history of mankind is a history of repeated injuries by men toward women. We demand the vote and equal access to education and property."
The declaration is best understood as part of
(A) an effort to restore monarchy
(B) an organized movement for women's rights that arose alongside Enlightenment and revolutionary ideals
(C) a rejection of democracy
(D) a defense of slavery
(E) a plan to abolish education

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31. Source: A call to arms, Mexico, 1810 (paraphrased).
"Rise, my children, against the bad government of Spain. Long live our Lady and long live the nation. Let the plunderers who take our land and our silver be put out."
The call to arms is best associated with
(A) the Napoleonic invasion of Egypt
(B) the French Revolution's Reign of Terror
(C) the unification of Italy
(D) the beginning of the Mexican independence movement led by a parish priest and joined by mestizos and Indians
(E) the American Civil War
32. Source: A traveler's remark, England, 1840s (paraphrased).
"The new iron roads carry coal to the mills, cloth to the ports and passengers between cities in a day. Villages that once lay a week from market now lie within hours."
The development described most directly contributed to
(A) a decline in industrial production
(B) the isolation of rural areas
(C) faster movement of goods and people, expanding markets and encouraging urban growth
(D) the end of coal use
(E) the collapse of trade
33. Source: A city health report, Manchester, 1840s (paraphrased).
"Families crowd into damp cellars with no drains, and water is drawn from polluted streams. Fever and cholera move quickly from street to street."
The report best illustrates a consequence of industrial-era urbanization, namely
(A) a decline in urban population
(B) rapid, unplanned growth of cities, with crowded housing and public-health crises
(C) improved sanitation in factory districts
(D) the elimination of infectious disease
(E) a shift from city to farm life
34. Source: An export table (adapted).
Indian cotton cloth exported to Britain: 1750, very high; 1850, very low.
British cloth exported to India: 1750, minimal; 1850, very high.
The pattern best illustrates
(A) an Indian industrial revolution
(B) growth of Indian weavers' exports
(C) British protection of Indian markets
(D) the effect of British industrial production and colonial policy in undermining Indian handicraft textile production
(E) equal exchange between India and Britain
35. Source: A newspaper account, 1869 (paraphrased).
"A man-made channel opens between two seas, and ships from Europe can now reach Asia without sailing around the southern tip of Africa."
The development described most directly
(A) ended European interest in the Middle East
(B) promoted trade across the Pacific
(C) lengthened voyages to India
(D) shortened sea routes between Europe and Asia and increased imperial interest in Egypt
(E) blocked traffic to Asia

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36. Source: A missionary's report from central Africa, 1900 (paraphrased).
"The villagers are required to bring a fixed amount of rubber to the company's agents each month. Those who fail are beaten or have their hands cut off, and entire villages flee into the forest."
The report describes conditions in
(A) the Ottoman Empire
(B) the Japanese Empire
(C) the British Raj
(D) the Dutch East Indies
(E) the Congo Free State under King Leopold II of Belgium, an example of brutal exploitation in imperial rule
37. Source: A law, United States, 1882 (paraphrased).
"For ten years no Chinese laborers shall be admitted to the country."
The law reflects which migration trend?
(A) Restrictions on Asian immigration in settler societies amid fears about labor competition and race
(B) a push for free immigration
(C) a rise in European colonization of Asia
(D) the abolition of racial laws
(E) an effort to recruit Chinese workers
38. Source: A pamphlet, China, 1900 (paraphrased).
"Foreign missionaries and soldiers have taken our land and insulted our gods. Rise with fists of righteousness, and drive them out of the country."
The pamphlet most likely reflects
(A) support for Western reforms
(B) the Boxer Uprising, an anti-foreign movement provoked by imperial pressure and missionary activity
(C) the Meiji Restoration
(D) the end of foreign influence in China
(E) the successful self-strengthening movement
39. Source: A treaty clause, 1919 (paraphrased).
"The government of Germany accepts responsibility for causing all the loss and damage suffered by the Allies and shall pay reparations."
The clause is best understood as
(A) a generous peace that restored German power
(B) a treaty ending World War II
(C) a punitive peace settlement that contributed to German resentment and economic strain
(D) a plan for German unification
(E) an agreement to create the United Nations
40. Source: A party slogan, Russia, 1917 (paraphrased).
"Peace, land and bread! All power to the councils of workers and soldiers!"
The slogan was most closely associated with
(A) the Bolsheviks under Lenin, who seized power in November 1917
(B) the Russian tsarist government
(C) the Provisional Government's liberal leaders
(D) the Mensheviks only
(E) the Whites in the civil war

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SECTION I, PART C Multiple Choice: Questions 41-55

Choose the best answer for each question. Source excerpts are paraphrased in the writer's own words.

41. Source: A speech, Turkey, 1920s (paraphrased).
"We shall use the Latin alphabet, adopt a civil legal code, give women the vote, and keep religion out of government."
The program described is most closely associated with
(A) the Safavid dynasty
(B) Sultan Mehmed II
(C) the Young Turks' defeat
(D) the rise of the Ottoman Empire
(E) Mustafa Kemal Ataturk's secular nationalist reforms of the Turkish Republic
42. Source: A report to a league of nations, 1931-1933 (paraphrased).
"An army stationed in a northern Chinese region staged an explosion on a railway and claimed self-defense. The region was then seized and a puppet state created. The assembly condemned the act, and the aggressor simply left the organization."
The episode best illustrates
(A) the strength of collective security
(B) Chinese military superiority
(C) the success of appeasement
(D) a peaceful Japanese withdrawal
(E) the weakness of the League of Nations in restraining aggression and Japan's imperial expansion
43. Source: A diary entry, 1945 (paraphrased).
"A single bomb dropped from a single plane leveled the center of the city. Days later a second city was destroyed, and then the emperor announced that the war must be ended."
The events described
(A) marked the beginning of World War I
(B) ended the Cold War
(C) began the Korean War
(D) demonstrated the destructive power of nuclear weapons and brought World War II in the Pacific to an end
(E) ended the Great Depression
44. Source: A manifesto, Italy, 1920s (paraphrased).
"The nation is above the individual. A single party and a single leader will restore national greatness, and opposition will not be tolerated."
The ideology expressed in the manifesto is best described as
(A) liberal democracy
(B) fascism, which glorifies the state and demands loyalty to a single leader
(C) communism
(D) anarchism
(E) pacifism
45. Source: A speech, 1947 (paraphrased).
"Our policy is directed not against any country but against hunger, poverty and chaos. The United States is ready to provide economic assistance to rebuild the economies of Europe."
The program described is best known as
(A) the Truman Doctrine of military aid to Asia
(B) the Marshall Plan, which aided European recovery and aimed to prevent the spread of communism
(C) the Warsaw Pact
(D) the Berlin Airlift
(E) the Domino Theory

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46. Source: A diplomatic cable, 1962 (paraphrased).
"Photographs show launch sites for nuclear missiles on the island ninety miles from our coast. The fleet will stop all ships carrying weapons. We call on the Soviet leader to remove them."
The crisis described
(A) brought the superpowers close to nuclear war and was resolved when the Soviets agreed to withdraw the missiles
(B) began World War III
(C) resulted in the invasion of Cuba
(D) ended the Cold War
(E) led the United States to abandon NATO
47. Source: A decree, China, 1966 (paraphrased).
"Young Red Guards shall attack the 'four olds': old ideas, culture, customs and habits. Teachers and officials who follow the capitalist road shall be criticized."
The campaign described was launched by
(A) Deng Xiaoping to open China to capitalism
(B) Sun Yat-sen to found a republic
(C) Chiang Kai-shek to defeat the communists
(D) the Qing court to resist foreign invaders
(E) Mao Zedong to renew revolutionary spirit and remove rivals, causing political chaos
48. Source: A news report, 1954-1962 (paraphrased).
"After years of guerrilla war, the nationalists forced the colonial power to leave. Hundreds of thousands of people were killed, and many settlers fled the country."
The conflict described is most likely
(A) the Indian independence movement
(B) the Korean War
(C) the Russian Civil War
(D) the Vietnam War
(E) the Algerian War of Independence against France
49. Source: A 1979 broadcast (paraphrased).
"The monarch has fled. A religious leader, returned from exile, calls for a government based on Islamic law, and crowds denounce the foreign powers that supported the old regime."
The events described belong to
(A) the Russian Revolution
(B) the Chinese Revolution
(C) the Iranian Revolution, which replaced a pro-Western monarchy with an Islamic republic
(D) the Algerian War
(E) the Egyptian Revolution of 1952
50. Source: A Soviet leader's speech, 1986 (paraphrased).
"We need openness in public discussion and restructuring of the economy. The country cannot go on as it has."
The policies described, glasnost and perestroika, contributed to
(A) the victory of the Soviet Union in the arms race
(B) a renewal of Stalinism
(C) the unification of Korea
(D) the weakening of Communist Party control and the eventual breakup of the Soviet Union in 1991
(E) a Soviet invasion of Western Europe

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51. Source: An international declaration, 1948 (paraphrased).
"All human beings are born free and equal in dignity and rights. Everyone has the right to life, liberty and security, and no one shall be held in slavery."
The declaration is best seen as a response to
(A) the Industrial Revolution
(B) the Columbian Exchange
(C) the fall of the Soviet Union
(D) the Mongol conquests
(E) the atrocities of World War II and the desire to establish universal standards of human rights
52. Source: A business report, 2000s (paraphrased).
"The company designs its products in one country, manufactures components in several others where wages are lower, and provides customer support from a call center on another continent."
The report illustrates which feature of contemporary globalization?
(A) global supply chains and the outsourcing of production by multinational corporations
(B) the reduction of international trade
(C) protectionist policies
(D) the growth of local subsistence farming
(E) the end of multinational firms
53. Source: A health official's statement, 2020 (paraphrased).
"Within weeks a new virus detected in one region appeared on every continent, carried by airline passengers before travel restrictions could take effect."
The statement best illustrates
(A) the isolation of regions
(B) the decline of international travel
(C) how global transportation networks accelerate the spread of disease
(D) the limited reach of modern medicine
(E) the absence of global cooperation
54. Source: A development report, 2010 (paraphrased).
"Because many villages never had bank branches or landlines, people skipped them: a phone-based payment service lets farmers send money and pay for seeds from a handset."
The report best illustrates
(A) technological leapfrogging in developing regions through the spread of mobile phones
(B) a decline in mobile technology
(C) the dependence of developing countries on landlines
(D) the isolation of rural people
(E) the elimination of banks
55. Source: A statistical summary (adapted).
Money sent home by migrant workers to low-income countries, in billions: 1990: 30; 2000: 85; 2020: 540.
The trend best supports which conclusion?
(A) Migration has declined sharply since 1990
(B) Labor migration has become a major link in the global economy, providing substantial income to developing countries
(C) Remittances are now insignificant
(D) Migration is limited to wealthy countries
(E) Developing countries receive no funds from abroad

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QUESTION 1 SAQ 1: Secondary Source (Industrialization and Empire)

Read the passage and answer (a), (b) and (c). Source: summary of a historian's argument (paraphrased). "Industrialization changed what empires were for. Colonies became suppliers of cotton, rubber, tin and other raw materials for the factories of Europe, and captive markets for the finished goods those factories produced. New machines, from steamships to repeating rifles, made distant conquests cheaper than ever before."

56. (a) Identify ONE specific example, not found in the passage, of a colony or region whose economy was reshaped to serve European industry between 1750 and 1914.
57. (b) Identify ONE specific example of a state that industrialized and resisted this pattern of dependence during the same period.
58. (c) Explain ONE way in which a specific technology of the Industrial Revolution made European imperial expansion easier.

QUESTION 2 SAQ 2: Primary Source (Bandung Conference)

Read the source and answer (a), (b) and (c). Source: A speech by a leader of a newly independent Asian state, 1955 (paraphrased). "We have been spectators long enough on a stage set by others. We will not be bound into blocs that serve the quarrels of the mighty. Let our nations seek peace, trade among themselves, and an end to colonial rule wherever it survives."

59. (a) Identify ONE historical development that helps explain why leaders of newly independent states issued statements like this.
60. (b) Identify ONE intended audience or purpose of the speech.
61. (c) Explain ONE way in which the Cold War shaped the choices of newly independent states in Asia or Africa.

QUESTION 3 SAQ 3: World War II and Decolonization (No Stimulus)

Answer (a), (b) and (c).

62. (a) Identify ONE way in which World War II weakened European colonial powers.
63. (b) Identify ONE way in which World War II strengthened nationalist movements in colonies.
64. (c) Explain ONE difference between the process of decolonization in two regions of Africa or Asia after 1945.

DOCUMENT-BASED QUESTION DBQ: Oceanic Exchange and Societies

Evaluate the extent to which the exchange of crops, goods and peoples across oceans changed societies in the period 1450 to 1750. Use at least six of the seven documents and add one piece of evidence beyond them. Sources are paraphrased summaries written for practice. Document 1. A Spanish priest, account of a silver-mining town in Peru, 1585 (paraphrased): "The mountain feeds the royal treasury and the wars of our king. Yet the Indian laborers, driven to the mine in turns, die of dust, cold and poisoned air, and whole villages are emptied of men." Document 2. A Chinese official, report on tax collection, 1580 (paraphrased): "Now that silver from the foreign ships fills the markets, we assess and collect land taxes in silver instead of grain and labor. Merchants prosper, but farmers must sell their crops cheaply to find the silver the tax demands." Document 3. An Indigenous (Nahua) elder, recollection of the 1520s, recorded later (paraphrased): "A sickness spread over the city. Sores covered the people, and so many died that the living could not bury them all. The rulers and warriors were weakened, and the strangers pressed their advantage." Document 4. The directors of a Dutch trading company, letter to their governor in the East Indies, 1630s (paraphrased): "You must secure the spice monopoly by treaty or by force. Where villagers sell to others, destroy the clove and nutmeg trees, so that all supply flows to our company at the price we set." Document 5. An English pamphlet in favor of the sugar colonies, 1690s (paraphrased): "The island plantations enrich the nation more than any other part of our trade. The sugar cannot be cut without the labor of Africans, who are brought in ships and sold, and whose toil repays the merchants of the kingdom many times over." Document 6. An Ottoman official, report on public coffeehouses, 1600s (paraphrased): "Men gather daily in the new coffeehouses to drink, play games and discuss the sultan's affairs. Some argue they should be shut as places of idleness and sedition; others say the drink keeps scholars awake and the shops pay good taxes." Document 7. A Chinese scholar, essay on farming, 1600s (paraphrased): "The sweet potato from overseas thrives on dry hills where rice will not grow. In famine years poor families live on it, and settlers have filled the mountain districts that were empty a century ago."

65. Write the document-based essay.

LONG ESSAY QUESTION LEQ: Choose One of Three Prompts

Choose ONE of the following three prompts and write a historical argument. Each prompt is scored on the same 6-point rubric. Prompt 1 (1200-1750). Compare the ways in which Islam spread and was adapted in two different regions in the period 1200 to 1450. Prompt 2 (1450-1900). Evaluate the extent to which labor systems changed in the period 1450 to 1900. Prompt 3 (1750-2001). Evaluate the extent to which the Cold War shaped the process of decolonization in the period 1945 to 1991.

66. Write the long essay on the prompt you chose.

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Key Practice Exam 2: Answers and Explanations

Complete solutions. Free-response keys show the scoring breakdown.

E2 Practice Exam 2**SECTION I, PART A · MULTIPLE CHOICE: QUESTIONS 1-20**

1. A. Neo-Confucian thinkers re-centered Confucian ethics while borrowing metaphysical ideas from Buddhism. The option "The triumph of Legalism over Confucianism" is wrong because Legalism had been displaced as the main state ideology centuries earlier.
2. C. The Delhi Sultanate (from 1206) blended Persian-Islamic and Indian traditions in architecture and learning. The option "the decline of Persian influence in South Asia" is wrong because the inscription shows Persian scholars teaching at the sultan's court.
3. B. Chinampas fed Tenochtitlan, and tribute from subject regions supplied the capital. The option "a system of mit'a labor on Andean roads" is wrong because mit'a describes the Inca of the Andes, not Mesoamerica.
4. C. Missionaries such as Cyril and Methodius and the conversion of Vladimir of Kiev (c. 988) tied the Slavs to Byzantine Orthodoxy. The option "Roman Catholicism replaced Orthodoxy among most Slavs" is wrong because Catholicism gained ground among Poles and Czechs, not among East Slavs generally.
5. D. Great Zimbabwe, which flourished roughly from the 11th to 15th centuries, traded gold and ivory to the Swahili coast and beyond. The option "a colony created by Portuguese explorers" is wrong because the site predates sustained Portuguese presence there.
6. C. Camels carried heavy loads over desert routes, enabling regular exchange of gold, salt and other goods. The option "the end of Islam's spread into West Africa" is wrong because Muslim traders along these routes helped spread Islam in the Sahel.
7. B. Hulegu's Mongol army sacked Baghdad and killed the last Abbasid caliph in 1258. The option "began the Umayyad conquest of Spain" is wrong because the Umayyad conquest of Spain occurred in 711.
8. D. Venice and Genoa expanded after the Crusades by moving goods between Asia and Europe. The option "the isolation of Europe from Asia" is wrong because Italian merchants were deeply connected to Asian trade.
9. A. Paper reached the Islamic world in the eighth century after Chinese papermakers were captured, and moved west through Muslim lands. The option "European invention of paper without outside influence" is wrong because paper originated in China.
10. A. Ibn Battuta traveled through Dar al-Islam, where shared law (sharia), the hajj and networks of scholars eased travel. The option "the creation of a single Muslim empire" is wrong because the Muslim world was politically divided among many states by this time.
11. C. Under the millet system religious communities were semi-autonomous in exchange for loyalty and taxes. The option "the devshirme" is wrong because the devshirme was the levy of Christian boys for the sultan's service.
12. C. Askia Muhammad (r. 1493-1528) reorganized Songhai administration and promoted Islamic scholarship. The option "the Mali Empire under Sundiata's early rule" is wrong because Mali was already declining when Askia Muhammad took power in 1493.
13. E. Safavid and Mughal rulers sponsored grand architecture to legitimize their dynasties. The option "the influence of European architecture on Asian empires" is wrong because both projects follow Persian-Islamic and local traditions.
14. E. Louis XIV centralized power at Versailles and claimed divine right. The option "constitutional monarchy" is wrong because British constitutional monarchy limited the king by Parliament after 1689.
15. A. Qianlong rejected Macartney's requests, reflecting the Canton System that confined European trade to one port. The option "Qing admiration for European technology" is wrong because the emperor dismissed European goods as unnecessary.
16. E. The Ming dynasty (1368) expelled the Mongol Yuan and revived Confucian institutions. The option "the rise of the Qing dynasty" is wrong because the Qing came to power in 1644 as Manchu conquerors, not as expellers of foreign rulers.
17. E. Russia expanded across Siberia to the Pacific, using forts and tribute collection to harvest furs. The option "expansion based on plantation slavery" is wrong because Siberian expansion was based on furs, not plantations.
18. D. Tordesillas divided claims in the non-European world and explains why Portuguese is spoken in Brazil. The option "the Treaty of Westphalia" is wrong because Westphalia (1648) ended the Thirty Years' War in Europe.
19. B. Cortes allied with Tlaxcala and others, and smallpox killed many Aztecs. The option "superior numbers of Spanish soldiers" is wrong because Spaniards were few and relied on thousands of Indigenous allies.
20. A. The Manila galleons carried American silver to Asia and Asian goods to Mexico and Spain. The option "Portuguese control of the Pacific" is wrong because Spain, not Portugal, ran this route.

SECTION I, PART B · MULTIPLE CHOICE: QUESTIONS 21-40

21. A. Mercantilism aimed at a favorable balance of trade and treated colonies as sources of resources and markets. The option "laissez-faire capitalism" is wrong because laissez-faire, as taught by Adam Smith, opposed such regulation.
22. C. Jesuits adapted to Confucian elite culture and shared European science. The option "forced conversion of the population" is wrong because Jesuits had no military backing in China.
23. D. The Spanish converted the mit'a into coerced labor for Potosi's mines. The option "the Ottoman millet system" is wrong because the millet system governed religious minorities in the Ottoman Empire.
24. C. King Afonso I of Kongo, a Christian convert, wrote to Portugal protesting the trade. The option "the benefit of the trade to every African ruler" is wrong because Afonso's complaint shows that not all rulers benefited.
25. E. Colonists opposed the Stamp Act with arguments about rights and representation, leading to the American Revolution. The option "the Haitian slave rebellion" is wrong because the Haitian Revolution began in 1791 with enslaved people.
26. B. The Napoleonic Code ended noble privilege in law and protected property but limited women's rights. The option "the establishment of full gender equality" is wrong because the excerpt itself subordinates wives to husbands.

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27. B. Bismarck unified Germany through wars with Denmark, Austria and France. The option "Enlightenment liberalism" is wrong because Bismarck rejected liberal parliamentary methods as the path to unification.
28. D. The Tanzimat (1839-1876) sought legal equality, administrative reform and military modernization. The option "the Meiji Restoration" is wrong because the Meiji Restoration occurred in Japan in 1868.
29. D. Muhammad Ali ruled Egypt (1805-1848) and created a modern army and cash-crop economy. The option "Kemal Ataturk" is wrong because Ataturk lived in the twentieth century.
30. B. The Seneca Falls Declaration of Sentiments adapted the Declaration of Independence to argue for women's rights. The option "a rejection of democracy" is wrong because the authors invoked democratic ideals, not rejected them.
31. D. Miguel Hidalgo's grito de Dolores (1810) started a movement strongly shaped by the lower classes. The option "the French Revolution's Reign of Terror" is wrong because the French Terror occurred in the 1790s in France.
32. C. Railroads cut transportation costs and tied regions together, spurring factory growth. The option "the isolation of rural areas" is wrong because railroads reduced rural isolation.
33. B. Industrial cities grew faster than housing and sanitation, so reform movements and public health laws followed. The option "improved sanitation in factory districts" is wrong because the report describes lack of drains.
34. D. Cheap machine-made British cloth and low duties in India hurt hand weavers, a process called deindustrialization. The option "an Indian industrial revolution" is wrong because the data show Indian cloth exports falling.
35. D. The Suez Canal cut travel time and led Britain to seek control of Egypt, which it occupied in 1882. The option "lengthened voyages to India" is wrong because the canal shortened, not lengthened, the voyage.
36. E. Rubber quotas enforced by violence killed or maimed huge numbers of Congolese; international outcry forced Belgium to take over in 1908. The option "the British Raj" is wrong because the Raj was British India.
37. A. Chinese Exclusion and similar laws in Australia and Canada responded to anti-Asian sentiment. The option "a push for free immigration" is wrong because the law cut off immigration.
38. B. The Boxers attacked foreigners and Chinese Christians; an allied foreign army defeated them in 1900-1901. The option "the end of foreign influence in China" is wrong because foreign influence grew after the defeat.
39. C. The Treaty of Versailles blamed Germany, imposed reparations and fueled nationalism and later extremist movements. The option "an agreement to create the United Nations" is wrong because the League of Nations, not the United Nations, was created after World War I.
40. A. The Bolsheviks promised an end to the war, land to peasants and food, which won support. The option "the Provisional Government's liberal leaders" is wrong because the Provisional Government continued the war.

SECTION I, PART C · MULTIPLE CHOICE: QUESTIONS 41-55

41. E. Ataturk replaced the caliphate and Islamic law with secular institutions and Westernizing reforms. The option "Sultan Mehmed II" is wrong because Mehmed II lived in the fifteenth century.
42. E. Japan's seizure of Manchuria in 1931 went unpunished, encouraging later aggressors. The option "the strength of collective security" is wrong because the League had no army and its condemnation had no effect.
43. D. The atomic bombs on Hiroshima and Nagasaki in August 1945 preceded Japan's surrender. The option "began the Korean War" is wrong because the Korean War began in 1950.
44. B. Mussolini's fascist movement emphasized nationalism, authoritarian rule and suppression of dissent. The option "communism" is wrong because communism stresses class and eventual classless society, not national greatness.
45. B. The Marshall Plan gave billions in aid to Western Europe to rebuild economies and reduce communism's appeal. The option "the Truman Doctrine of military aid to Asia" is wrong because the Truman Doctrine focused on aid to Greece and Turkey.
46. A. The Cuban Missile Crisis ended with a Soviet pledge to remove missiles and a U.S. promise not to invade Cuba. The option "resulted in the invasion of Cuba" is wrong because no invasion occurred.
47. E. The Cultural Revolution (1966-1976) persecuted intellectuals and officials and disrupted schools and the economy. The option "Deng Xiaoping to open China to capitalism" is wrong because Deng was a target of the campaign and his reforms came after Mao's death.
48. E. Algeria fought a brutal war against France (1954-1962) because of its large settler population. The option "the Indian independence movement" is wrong because India won independence in 1947 largely without a prolonged armed struggle.
49. C. Ayatollah Khomeini led a movement that overthrew the shah in 1979. The option "the Algerian War" is wrong because Algeria's conflict was an anti-colonial war, not a revolution against a domestic monarch.
50. D. Gorbachev's reforms freed debate and revealed economic problems, and nationalist movements pushed republics toward independence. The option "the victory of the Soviet Union in the arms race" is wrong because the arms race strained the Soviet economy further.
51. E. The Universal Declaration of Human Rights was adopted by the UN General Assembly in the wake of the Holocaust. The option "the fall of the Soviet Union" is wrong because the Soviet collapse occurred in 1991.
52. A. Multinational corporations spread production across countries to cut costs. The option "protectionist policies" is wrong because supply chains depend on low trade barriers.
53. C. Rapid air travel spreads pandemics across borders much as trade routes spread plague in earlier eras. The option "the decline of international travel" is wrong because the spread depended on heavy international travel.
54. A. Mobile money services in places such as Kenya extend financial access without physical infrastructure. The option "the dependence of developing countries on landlines" is wrong because the example shows the opposite.
55. B. Growing remittances show how migrants support families and national economies. The option "Migration has declined sharply since 1990" is wrong because the rising remittances correspond to continued or increased migration.

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QUESTION 1 · SAQ 1: SECONDARY SOURCE (INDUSTRIALIZATION AND EMPIRE)

56. (a) 1 point: a specific, accurate example, such as Indian cotton and indigo sent to Britain while British cloth flowed into India, Egyptian long-staple cotton, Congo rubber, Malayan tin and rubber, Ghanaian cocoa, or the opium-for-tea trade centered on China. 'Africa supplied materials' is too vague.
57. (b) 1 point: Meiji Japan (state-sponsored factories, railways and military), Russia under Witte, Germany, or the United States are all acceptable if tied to industrialization.
58. (c) 1 point: an explained link, for example, steam-powered gunboats let Britain move up the Niger and Yangzi rivers (as in the Opium Wars), quinine reduced deaths from malaria for Europeans in tropical Africa, the Maxim gun gave small forces overwhelming firepower, and the telegraph and steamships allowed rapid administration. Naming the technology without explaining the effect does not score.

QUESTION 2 · SAQ 2: PRIMARY SOURCE (BANDUNG CONFERENCE)

59. (a) 1 point: for example, the wave of decolonization after World War II (India in 1947, Indonesia in 1949), the division of the world into U.S. and Soviet blocs, or the memory of colonial exploitation.
60. (b) 1 point: a plausible audience or purpose, such as appealing to other Asian and African governments to coordinate policy, warning the superpowers to respect the independence of new states, or building a collective voice in international affairs.
61. (c) 1 point: an explained effect, such as superpower competition giving new states choices of aid, weapons and loans (and risk of interference), the Non-Aligned Movement of leaders like Nehru, Nasser and Tito, proxy wars in Korea, Vietnam and Angola, or states playing the blocs against each other. The explanation must go beyond naming the Cold War.

QUESTION 3 · SAQ 3: WORLD WAR II AND DECOLONIZATION (NO STIMULUS)

62. (a) 1 point: for example, Britain, France and the Netherlands were economically exhausted and in debt, their military power was reduced, Japan's early conquests in Southeast Asia shattered the image of European invincibility, and the United States and Soviet Union opposed formal empires.
63. (b) 1 point: for example, colonial soldiers and workers gained experience and expectations, the Atlantic Charter's principle of self-determination was cited by nationalists, and nationalist parties such as the Indian National Congress, the Viet Minh and Ghana's Convention People's Party gained mass support.
64. (c) 1 point: an explained contrast, such as India's largely negotiated independence in 1947 (with partition violence) versus Algeria's long armed war against France (1954-1962) because of a large settler population, or Ghana's peaceful 1957 transition versus Kenya's Mau Mau conflict. The contrast must name two places and say why they differed.

DOCUMENT-BASED QUESTION · DBQ: OCEANIC EXCHANGE AND SOCIETIES

65. Scoring (7 points).

1 point, Thesis: a defensible claim with a line of reasoning, such as: 'Between 1450 and 1750 the exchange of crops, goods and peoples across the oceans transformed societies to a very great extent, reshaping labor systems, populations, taxation and daily life in the Americas, Africa, Europe and Asia, although the effects were harsh for Indigenous Americans and enslaved Africans and more varied for Europeans and Asians.' A restatement of the prompt does not earn the point.

1 point, Contextualization: a relevant broader process, such as Iberian maritime voyages after 1492, the Columbian Exchange, the creation of Atlantic and Pacific trade networks, European competition for trade, or the earlier Indian Ocean system into which Europeans inserted themselves.

2 points, Evidence from documents: 1 point for accurately describing the content of at least three documents; a second point for using the content of at least six documents to support the argument. For example, Documents 1, 3 and 5 show coerced labor, disease and slavery harming Native and African people; Documents 2 and 4 show new economic and fiscal systems; Documents 6 and 7 show everyday changes in consumption and farming.

1 point, Evidence beyond the documents: one specific piece not found in the documents, such as the Manila galleons, the Atlantic triangular trade, the Treaty of Tordesillas, the potato in Europe, tobacco in the Ottoman world, or the Dutch East India Company's capital at Batavia.

1 point, Sourcing: explains how the point of view, purpose, audience or situation of at least three documents affects its value. For example, Document 4 is a private company's instruction to its own governor, so it frankly reveals the aims of the monopoly but says nothing about local views; Document 5 is a pamphlet written to defend the sugar colonies, so it shows the justification of slavery from a promoter's view and minimizes its suffering; Document 1 is from a priest, so he may emphasize the cruelty of the mita as a moral critic. Merely saying the author is a priest or an official earns nothing.

1 point, Complexity: develops a nuanced argument, such as showing that effects were both positive and negative (new calories from sweet potatoes and maize helped Asian populations, while epidemics devastated the Americas), that regions responded differently (Ottoman debate on coffee versus Spanish extraction of silver), that different social groups gained or lost (merchants versus farmers in Document 2), or that older systems such as Indian Ocean trade continued alongside new ones.

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LONG ESSAY QUESTION · LEQ: CHOOSE ONE OF THREE PROMPTS**66.** Scoring (6 points, same for any prompt).

1 point, Thesis: a defensible claim that responds to the prompt with a line of reasoning. Prompt 1 example: 'In both West Africa and Southeast Asia Islam spread chiefly through merchants and Sufi teachers along trade routes rather than by conquest, but in West Africa rulers adopted Islam to administer large trading empires, whereas in Southeast Asia the new faith blended with Hindu-Buddhist traditions in port cities.' Prompt 2 example: 'Labor systems changed greatly between 1450 and 1900, as the Atlantic slave trade and plantation economy grew and then ended, to be succeeded by indentured and wage labor, but coerced labor and the exploitation of the poor continued in new forms.' Prompt 3 example: 'The Cold War shaped decolonization to a moderate extent: superpower rivalry weakened the legitimacy of European empires and brought both aid and proxy wars to new states, but nationalism and the exhaustion of the European powers were the primary causes.'

1 point, Contextualization: a broader process before or during the period, such as the Abbasid and trade networks (P1), the early Atlantic voyages and the end of serfdom in Europe (P2), or the effects of World War II and the founding of the UN (P3).

2 points, Evidence: 1 point for two or more specific, accurate examples (P1: Mali and Songhai, Swahili Coast, Malacca, Delhi Sultanate; P2: Atlantic slavery and plantation labor, the Spanish mita and encomienda, Russian serfdom, Indian indentured labor, the abolition of slavery in Britain in 1833 and Brazil in 1888, factory wage labor; P3: the Korean War, Vietnam, the Suez Crisis, Angola, the Non-Aligned Movement, Soviet and American aid); a second point for using the evidence to support the argument.

2 points, Analysis and reasoning: 1 point for the target reasoning skill (P1 comparison, P2 continuity and change, P3 causation) with explanation of similarities and differences, changes and continuities, or causes and effects; 1 point for complexity, such as qualifying the thesis with exceptions (Islam spread by conquest in the Delhi Sultanate; abolition did not end forced labor in many places; some colonies, such as India, gained independence for reasons largely separate from superpower pressure) and weaving multiple factors together in a developed way.

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