

Part III About the AP World History Exam

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THE STRUCTURE OF THE AP WORLD HISTORY EXAM

The new AP World History Exam, which debuts in May 2017, is 3 hours and 15 minutes long and broken up into two sections, each of which consists of two parts. Your performance on these four parts, outlined in the table below, is compiled and weighted to find your overall exam score.

	Question Type (# of questions)	Time Allotted
Section I	Part A: Multiple Choice (55 questions)	55 minutes
	Part B: Short Answer (4 questions)	50 minutes
Section II	Part A: Document-Based Question (1 question)	55 minutes (includes a reading period with a sug- gested time of 15 minutes)
	Part B: Long Essay (1 question, chosen from a pair)	35 minutes

Here's what to expect in each of these sections.

- **Multiple Choice:** Questions will be grouped into sets of two to five and based on primary or secondary sources, including excerpts from historical documents or writings, images, graphs, maps, and so on. Each set of questions will be based on a different piece of source material. You'll have 55 minutes to answer 55 multiple-choice questions. This section will test your ability to analyze and engage with the source materials while recalling what you already know about world history.
- **Short Answer:** This section consists of four questions that will require you to respond to a primary or secondary source, a historian's argument, or a general proposition about world history. Your response should be about a paragraph in length. The time allotted for this section is 50 minutes, which means you'll have a little over 12 minutes for each question.
- **Document-Based Question (DBQ):** Here you'll be presented with a variety of historical documents that are intended to show the complexity of a particular historical issue. You will need to develop a thesis that responds to the question prompt, and support that thesis with evidence from both the documents and your knowledge of world history. To earn the best score, you should incorporate outside knowledge and be able to relate the issues discussed in the documents to a larger theme, issue, or time period. The 55-minute timeframe for this section includes a suggested 15-minute reading period so that you can familiarize yourself with the question and documents.

- **Long Essay:** You'll be given a choice of two essay options, and you must choose one. The long essay is similar to the DBQ in that you must develop a thesis and use historical evidence to support your thesis, but there will not be any documents on which you must base your response. Instead, you will need to draw upon your own knowledge of topics you learned in your AP World History class. You'll have 35 minutes to write this essay.

HOW THE AP WORLD HISTORY EXAM IS SCORED

Each of the four parts of the exam is weighted differently to determine your overall score.

Test Section	Percentage of Overall Score
Multiple Choice	40%
Short Answer	20%
DBQ	25%
Long Essay	15%

Rubrics are provided for both the DBQ and long essay in later chapters.

Once the multiple-choice section of your test has been scanned and your essays have been scored by readers, ETS (your local testing giant) applies a mysterious formula and magically converts your results to the standard AP exam 1 to 5 score you see when you rip open the test results that come in the mail. A 4 or a 5 is the score that will most likely get you what you want from the college or university you'll attend—college credit for World History. A 3 is considered passing and might get you college credit; then again, it might not. Therefore, your goal is to get at least a 3, preferably a 4 or 5. If you receive below a 3, it is highly unlikely that you will get college credit for your high school AP course, but you still get a grade for that class. A good grade in an AP class always looks good on your transcript.

The tricky part about the 1 to 5 scoring system is that it is designed to compare you to everyone else who took the AP World History Exam during a given year. But if the test that year was particularly tough, the top 20 percent or so of scorers will still score 4s and 5s. In other words, if all the scaled scores are somewhat low, the top end will still earn high marks. Of course, the opposite is also true—if everyone does an excellent job, some people will still end up with 2s and 1s.

What Do the Scores Mean?

Score	Qualification	Number of Test Takers*	Percent of Test Takers*
5	Extremely well qualified	17,413	6.6%
4	Well qualified	37,642	14.2%
3	Qualified	83,279	31.4%
2	Possibly qualified	79,293	29.9%
1	No recommendation	47,699	18%

*Score distributions are from the College Board website and reflect the May 2015 test administration.

OVERVIEW OF CONTENT TOPICS

The AP World History Exam divides all history into six major periods from about 10,000 years ago to the present.

Period	Date Range
Period 1: Technological and Environmental Transformations	to c. 600 B.C.E.
Period 2: Organization and Reorganization of Human Societies	c. 600 B.C.E. to c. 600 C.E.
Period 3: Regional and Transregional Interactions	c. 600 C.E. to c. 1450
Period 4: Global Interactions	c. 1450 to c. 1750
Period 5: Industrialization and Global Integration	c. 1750 to c. 1900
Period 6: Accelerating Global Change and Realignment	c. 1900 to the present

Now, you may be wondering why the first period spans thousands of years while the last period spans a little more than 100 years. Well, when more and more societies came into being and became more complex, world history also became more complex. Also, we have more historical accounts and documents to study from recent history than we do from ancient history, so we simply know more about what happened in the last 100 years than we do about the earliest human societies. Even though there are roughly 8,000 years in the first period, 850 in the third period, and just over 100 in the last period, you can study each period for the same amount of time. The review of history included in this book divides world history into the periods covered on the exam in order to help guide your study.

The Free-Response Questions (a.k.a. the Essays)

There are three types of essays on the AP World History Exam. The first are the Short-Answer Questions. There are four of these, and they require you to use historical thinking skills to respond to a primary source, a historian's argument, sources such as data or maps, or general propositions about world history.

The second type of essay is the Document-Based Question (DBQ), which requires you to answer a question based on around seven primary-source documents and whatever outside knowledge you may have about the subject. To get a high score on this essay, you need to incorporate as many documents as possible into your response.

The third type is the Long Essay, which is probably more like the type of question you typically see in class. For this essay, you are given two options, and you must answer one. This essay requires you draw upon your knowledge of world history and what you learned in the course to respond to a historical issue.

What Do They Want From Me?

What is the AP World History Exam really testing? In a nutshell: Can you make connections between different societies over different periods of time? In other words, for any given period of history, can you explain who was doing what? How did what they were doing affect the rest of the world? What changed about the society during this period of time? To show what you know about world history, keep this big-picture perspective in mind as you study and answer multiple-choice questions or construct essays. To help you do this, keep an eye out for certain recurring themes throughout the different time periods. Specifically, be on the lookout for the following:

- How did people interact with their environment? Why did they live where they did? How did they get there? What tools, technology, and resources were available to them? How was the landscape changed by humans?

- What new ideas, thoughts, and styles came into existence? How did these cultural developments influence people and technology (for example: new religious beliefs or Renaissance thought)?
- How did different societies get along—or not get along—within a time period? Who took over whom? How did leaders justify their power? Who revolted or was likely to revolt? Were they successful?
- How did economic systems develop, and what did they depend on in terms of agriculture, trade, labor, industrialization, and the demands of consumers?
- Who had power and who did not within a given culture and why? What was the status of women? What racial and ethnic constructions were present?

For each time period covered in Part V of this book, you will find boxes that identify these major themes, plus a Big Picture overview and a Pulling It All Together summary for each period. The introduction to Part V will fill you in on how to use these tools as you study.

In case you were wondering, the College Board states that there are five thematic learning objectives for the AP World History Exam: (1) interaction between humans and the environment; (2) development and interaction of cultures; (3) state building, expansion, and conflict; (4) creation, expansion, and interaction of economic systems; and (5) development and transformation of social structures.

Furthermore, the College Board states that the AP World History Exam is designed to test specific historical thinking skills, which are grouped into four main categories: (1) analyzing historical sources and evidence; (2) making historical connections; (3) chronological reasoning; and (4) creating and supporting a historical argument.

HOW AP EXAMS ARE USED

Different colleges use AP Exams in different ways, so it is important that you go to a particular college's website to determine how it uses AP Exams. The three items below represent the main ways in which AP Exam scores can be used:

- **College Credit.** Some colleges will give you college credit if you score well on an AP Exam. These credits count towards your graduation requirements, meaning that you can take fewer courses while in college. Given the cost of college, this could be quite a benefit, indeed.
- **Satisfy Requirements.** Some colleges will allow you to “place out” of certain requirements if you do well on an AP Exam, even if they do not give you actual college credits. For example, you might not need to take an introductory-level course, or perhaps you might not need to take a class in a certain discipline at all.

- **Admissions Plus.** Even if your AP Exam will not result in college credit or even allow you to place out of certain courses, most colleges will respect your decision to push yourself by taking an AP Course or even an AP Exam outside of a course. A high score on an AP Exam shows mastery of more difficult content than is taught in many high school courses, and colleges may take that into account during the admissions process.

OTHER RESOURCES

There are many resources available to help you improve your score on the AP World History Exam, not the least of which are your teachers. If you are taking an AP class, you may be able to get extra attention from your teacher, such as obtaining feedback on your essays. If you are not in an AP course, reach out to a teacher who teaches World History, and ask whether the teacher will review your essays or otherwise help you with content.

Another wonderful resource is AP Students, the official site of the AP Exams. The scope of the information at this site is quite broad and includes:

- course description, which includes details on what content is covered and sample questions
- full-length practice test
- essay prompts from previous years
- AP World History exam tips

The AP Students home page address is: <https://apstudent.collegeboard.org>.

The AP World History Exam Course home page for students is: <http://apstudent.collegeboard.org/apcourse/ap-world-history>.

Finally, The Princeton Review offers tutoring for the AP World History Exam. Our expert instructors can help you refine your strategic approach and add to your content knowledge. For more information, call 1-800-2REVIEW or visit www.PrincetonReview.com.



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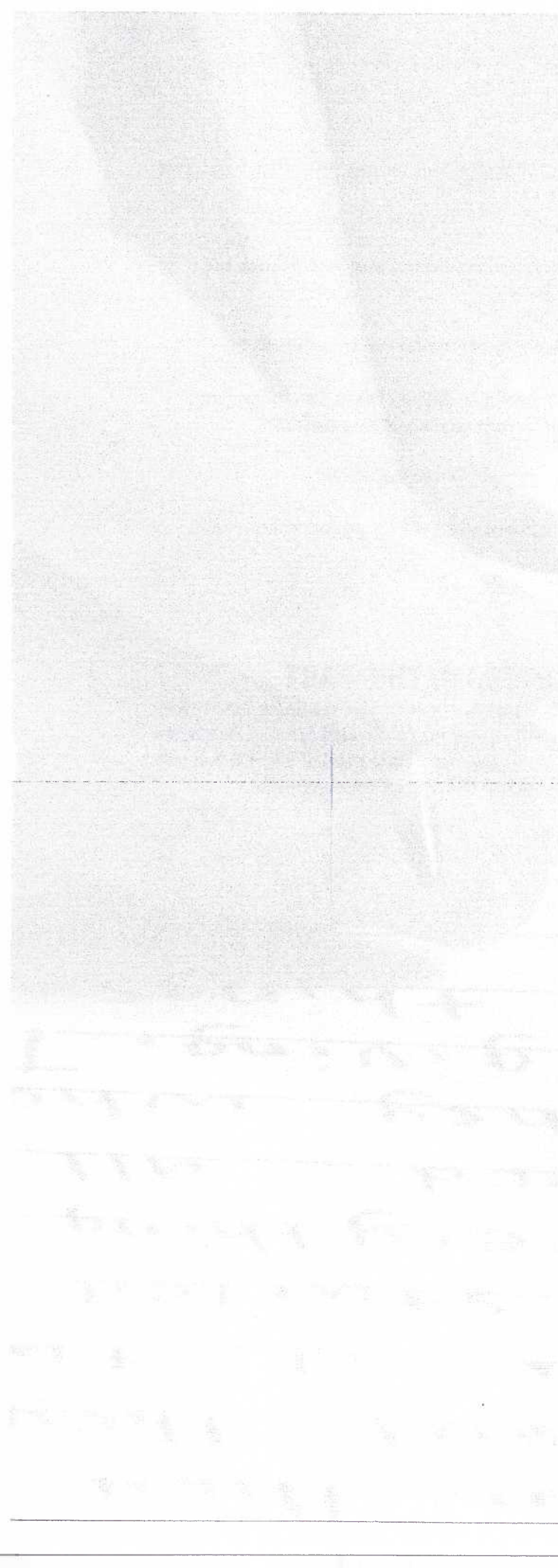
The College Board's AP Students home page for the AP World History Exam has a wealth of resources, including information on the 2017 exam changes, sample questions, and more!

DESIGNING YOUR STUDY PLAN

In Part I, you identified some areas of potential improvement. Let's now delve further into your performance on Practice Test 1, with the goal of developing a study plan appropriate to your needs and time commitment.

Read the answers and explanations associated with the multiple-choice questions (starting at page 49). After you have done so, respond to the following questions:

- Review the Overview of Content Topics on page 70 and, next to each one, indicate your rank of the topic as follows: “1” means “I need a lot of work on this,” “2” means “I need to beef up my knowledge,” and “3” means “I know this topic well.”
- How many days/weeks/months away is your AP World History Exam?
- What time of day is your best, most focused study time?
- How much time per day/week/month will you devote to preparing for your AP World History Exam?
- When will you do this preparation? (Be as specific as possible: Mondays & Wednesdays from 3:00 to 4:00 P.M., for example)
- Based on the answers above, will you focus on strategy (Part IV), content (Part V), or both?
- What are your overall goals in using this book?



Part IV Test-Taking Strategies for the AP World History Exam

- Preview
- 1 How to Approach the Multiple-Choice Questions
- 2 Essay Basics and How to Approach the Short-Answer Questions
- 3 How to Approach the Document-Based Question (DBQ)
- 4 How to Approach the Long Essay
- 5 Using Time Effectively to Maximize Points
- Reflect

PREVIEW

Review your responses to the first three questions on page 4 of Part I and then respond to the following questions:

- How many multiple-choice questions did you miss even though you knew the answer?
- On how many multiple-choice questions did you guess blindly?
- How many multiple-choice questions did you miss after eliminating some answers and guessing based on the remaining answers?
- Did you create an outline before you wrote each essay?
- Did you find any of the essays easier or harder than the others—and, if so, why?

HOW TO USE THE CHAPTERS IN THIS PART

For the following Strategy chapters, think about what you are doing now before you read the chapters. As you read and engage in the directed practice, be sure to appreciate the ways you can change your approach. At the end of Part IV, you will have the opportunity to reflect on how you will change your approach.



Chapter 1

How to Approach the Multiple-Choice Questions

THE BASICS

The multiple-choice part of the exam will consist of sets of two to five questions that are tied to primary sources, secondary sources, or historical issues. The directions will be pretty simple. They will likely be similar to the following:

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 space on the answer sheet.

In short, you are being asked to evaluate a provided document or source and answer a series of questions. Once you select an answer, you will fill in the appropriate bubble on a separate answer sheet. You will *not* be given credit for answers you record in your test booklet (e.g., by circling them) but not on your answer sheet. Part A of Section I (the multiple-choice questions) consists of 55 questions, and Part B (the short-answer questions) contains four questions. You have 1 hour and 45 minutes to complete these two sections, so time management is key. The College Board breaks it down as follows: 55 minutes for the multiple-choice section, and 50 minutes for the short answers.

TYPES OF SOURCES

Unlike several of the other AP Exams, the multiple-choice questions on this exam appear in sets associated with a primary source, secondary source, or historical issue. Primary sources are original materials, which provide a firsthand account or perspective. Many of the primary sources that you are likely to see on the exam will include direct excerpts from historical literary works, documents from ancient history, legislation, inscriptions, letters, and speeches. Secondary sources are pieces of information that relate to or are discussed in reference to information presented elsewhere (not firsthand information). Examples of secondary sources include historical perspectives on events, historical criticisms, artwork or cartoons, photographs, or retrospective analyses. Additional sources used on the exam may include charts or graphs that depict key historical relationships.

Here is an example of a primary source as it may appear on the AP Exam:

Questions 13–15 refer to the passage below.

1. If any one ensnare another, putting a ban upon him, but he can not prove it, then he that ensnared him shall be put to death.
2. If any one bring an accusation against a man, and the accused go to the river and leap into the river, if he sink in the river his accuser shall take possession of his house. But if the river prove that the accused is not guilty, and he escape unhurt, then he who had brought the accusation shall be put to death, while he who leaped into the river shall take possession of the house that had belonged to his accuser.
3. If any one bring an accusation of any crime before the elders, and does not prove what he has charged, he shall, if it be a capital offense charged, be put to death.
4. If he satisfy the elders to impose a fine of grain or money, he shall receive the fine that the action produces.
5. If a judge try a case, reach a decision, and present his judgment in writing; if later error shall appear in his decision, and it be through his own fault, then he shall pay twelve times the fine set by him in the case, and he shall be publicly removed from the judge's bench, and never again shall he sit there to render judgment.

Hammurabi's *Code of Laws* 1–5, circa 1780 B.C.E.

The series of legal prescriptions from Hammurabi's *Code of Laws*, excerpted above, outlines a few aspects of the Babylonian criminal justice system. On the AP World History Exam, you will be given primary sources like these that address key events or issues in world history. The accompanying questions will evaluate these sources from the perspective of the thematic learning objectives described in Part III of this book. Throughout this section, we have provided additional examples that represent the diversity of sources you may see on the exam. We will now discuss how to tackle the questions stemming from these sources.

TYPES OF QUESTIONS

The questions in the multiple-choice section will center on one or more key themes addressed by the source document provided for each set of questions. The majority of the questions will be pretty straightforward once the context of the source is understood. For instance, an example question stemming from the text quoted above may appear as follows:

13. The excerpt provided is best understood in the context of which of the following?
 - (A) The consolidation of power in the late Roman Mediterranean world
 - (B) The Arab conquest of North Africa
 - (C) The need for a universal set of regulations in ancient Mesopotamia
 - (D) The creation of the Athenian city-state

However, the College Board often makes the questions a little trickier. One way it does this is by phrasing a question so that three answers are correct and one is incorrect. We call these questions “NOT/EXCEPT” questions because they usually contain one of those words (in capital letters, so they’re harder to miss). A simple way to handle these types of problems is by treating them as “true” or “false.” The answer choice that is false is correct. Here is an example of another primary source and an EXCEPT question:

Questions 4–7 refer to the passage below.

Whereas, Most Christian, High, Excellent, and Powerful Princes, King and Queen of Spain and of the Islands of the Sea, our Sovereigns, this present year 1492, after your Highnesses had terminated the war with the Moors reigning in Europe, the same having been brought to an end in the great city of Granada, where on the second day of January, this present year, I saw the royal banners of your Highnesses planted by force of arms upon the towers of the Alhambra, which is the fortress of that city, and saw the Moorish king come out at the gate of the city and kiss the hands of your Highnesses, and of the Prince my Sovereign; and in the present month, in consequence of the information which I had given your Highnesses respecting the countries of India and of a Prince, called Great Can, which in our language signifies King of Kings, how, at many times he, and his predecessors had sent to Rome soliciting instructors who might teach him our holy faith, and the holy Father had never granted his request, whereby great numbers of people were lost, believing in idolatry and doctrines of perdition. Your Highnesses, as Catholic Christians, and princes who love and promote the holy Christian faith, and are enemies of the doctrine of Mahomet, and of all idolatry and heresy, determined to send me, Christopher Columbus, to the above-mentioned countries of India, to see the said princes, people, and territories, and to learn their disposition and the proper method of converting them to our holy faith; and furthermore directed that I should not proceed by land to the East, as is customary, but by a Westerly route, in which direction we have hitherto no certain evidence that any one has gone.

Christopher Columbus, personal journal, 1492

4. The effects of European exploration of the Americas included all of the following EXCEPT
- (A) The exchange of information about crops and other food items
 - (B) The widespread conversion of Europeans to Native American religious belief systems
 - (C) The introduction of new weapons to Native American tribes
 - (D) The decimation of the Native American population due to diseases brought by the Europeans

A few times during the multiple-choice section, you will be asked to interpret an illustration source, often a map or other type of graphic. These questions are usually pretty easy. The key is not to try to read too much between the lines. To save time, read the question first, and then go to the graphic. This way you will know what you are looking for!

Here is an example of a map source and associated question.

Questions 33–35 refer to the map below.



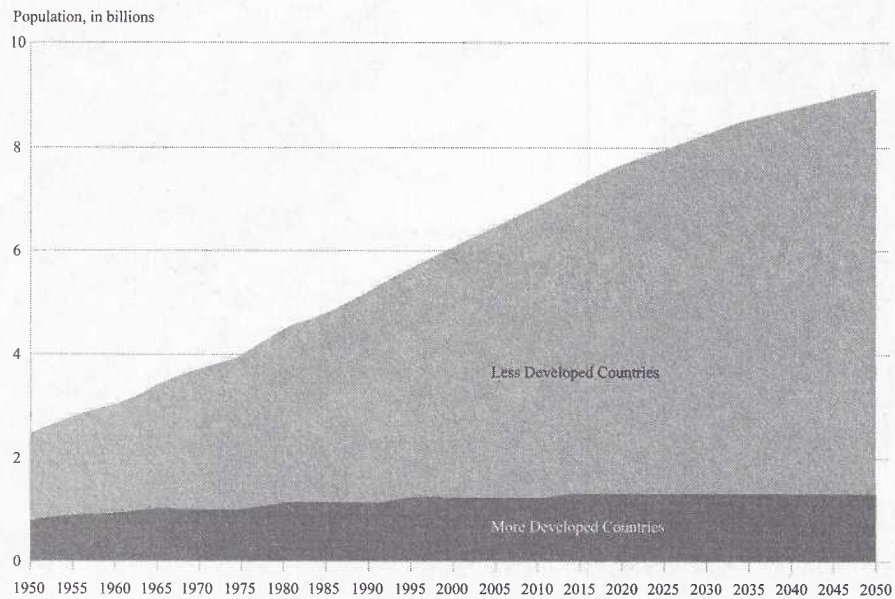
33. Which of the following wars had a significant impact on the geographical region shown in the map above?
- (A) The Hundred Years' War
 - (B) The Second Punic War
 - (C) The Vandal War
 - (D) The First Persian War

Finally, there will be a few questions on your test asking you to interpret a graph or chart source. Again, these are usually very straightforward, unless they are "EXCEPT" or "NOT" questions. Those tend to be time-consuming, and even strong students should probably do those at the end, if time permits. When you answer one of these chart or graph questions, realize that more than one answer might be valid, but only one will be supported by the information in the chart or graph.

An example of a graph source and question is shown below.

Questions 40–44 refer to the table below.

World Population Growth, 1950–2050



40. It can be inferred from the graph above that
- (A) the population of Africa is growing at a faster rate than that of Europe
 - (B) the population of all countries is declining
 - (C) the population of China is growing more quickly than that of any other nation
 - (D) the population of more developed countries is greater than that of less developed countries

The Big Picture

One of the most important characteristics of the AP World History multiple-choice section is that the questions and answers are designed to illustrate basic principles of world history. These principles are evaluated through the five thematic learning objectives mentioned in Part III. Multiple-choice questions will NOT ask about exceptions to historical trends; the test ignores these because the test writers are trying to find out whether you have mastered the important generalizations that can be drawn from history. They do not want to know whether you have memorized your textbook (they already know that you haven't). Talk of historical exceptions is welcome in the essay section, though. Students who discuss exceptions in their essays often impress the readers. More on that later.

Overall, you should always keep the **big picture** in mind as you take this exam. As you approach questions, use the sources provided to help you focus on key points or themes that are being questioned. Even if you cannot remember the specific event or concept being tested, you should be able to answer the question by remembering the general social and political trends of the era and using the information that may be ascertained from the source. Let's look at a couple of illustrative examples.

Questions 51–54 refer to the passages below.

“Just as in the physical body of the embodied being is the process of childhood, youth, old age; similarly in the transmigration from one body to another the wise are never deluded.”

—*Bhagavad Gita* 2.13, circa 500-200 B.C.E.

“But know that by whom the entire physical body is pervaded is indestructible. No one is able to cause the destruction of the imperishable soul.”

—*Bhagavad Gita* 2.17, circa 500-200 B.C.E.

“The soul never takes birth and never dies at any time nor does it come into being again when the body is created. The soul is birthless, eternal, imperishable and timeless and is never terminated when the body is terminated.”

—*Bhagavad Gita* 2.20, circa 500-200 B.C.E.

“As a person gives up old and worn out garments and accepts new apparel, similarly the embodied soul giving up old and worn out bodies verily accepts new bodies.”

—*Bhagavad Gita* 2.22, circa 500-200 B.C.E.

51. Compared to the religious tradition exemplified in the excerpts above, Judaism in the ancient world differed in that Jews

- (A) were polytheistic
- (B) did not believe in reincarnation
- (C) believed in observing a set of moral laws
- (D) had a hierarchical caste system



Think Big

Remembering general concepts and major events of a given time and place in history can be the key to choosing the right answer the multiple-choice section. Even if you're not familiar with a specific source, being familiar with the general trends of the time period and place can help you BIG time.

Here's How to Crack It

At first glance, this question may appear to require you to remember a lot of details about this mysterious text known as the *Bhagavad Gita*. It's not really all that tricky, though. To answer this question correctly, you only need to remember the big picture about a few of the world's major religious traditions (and of course, you need to remember that the *Bhagavad Gita* is one of the primary sacred texts of Hinduism).

When you take a close look at the question stem, you can see that the point of the question is to figure out which answer choice correctly describes ancient Judaism but NOT Hinduism. So let's do some process of elimination. Choice (A) is backwards, because it describes Hinduism but not Judaism. Eliminate it. Choice (C) describes nearly all major religious traditions, so you can eliminate that option as well. Choice (D) describes one of the most famous aspects of Hinduism, the caste system. Ancient Judaism had no such system, so eliminate (D). Choice (B) is the only remaining option, and is the correct answer. Hinduism (along with Buddhism, Jainism, and Sikhism) is characterized, in part, by a belief in reincarnation, but reincarnation is not a central belief of traditional Judaism.

Let's look at another example.

Questions 13–14 refer to the passage below.

“And here it becomes evident that the bourgeoisie is unfit any longer to be the ruling class in society and to impose its conditions of existence upon society as an over-riding law. It is unfit to rule because it is incompetent to assure an existence to its slave within his slavery, because it cannot help letting him sink into such a state that it has to feed him instead of being fed by him. Society can no longer live under this bourgeoisie; in other words, its existence is no longer compatible with society.

The essential condition for the existence, and for the sway of the bourgeois class, is the formation and augmentation of capital; the condition for capital is wage-labor. Wage-labor rests exclusively on competition between the laborers. The advance of industry, whose involuntary promoter is the bourgeoisie, replaces the isolation of the laborers, due to competition, by their revolutionary combination, due to association. The development of modern industry, therefore, cuts from under its feet the very foundation on which the bourgeoisie produces and appropriates products. What the bourgeoisie therefore produces, above all, are its own grave diggers. Its fall and the victory of the proletariat are equally inevitable.”

13. The quotation above appears in which of the following?
- (A) Plato's *Republic*
 - (B) John Stuart Mill's *On Liberty*
 - (C) Jean-Jacques Rousseau's *The Social Contract*
 - (D) Karl Marx and Friedrich Engels' *The Communist Manifesto*

Here's How to Crack It

The first thing you may notice is that this question is pretty difficult; the quotation is one long sentence filled with archaic language and syntax. However, if you key in on the big picture, this question isn't all that hard, provided you've prepared for the exam. The central concept of the quotation, to oversimplify quite a bit, is that there is some sort of conflict between different classes in society and that the bourgeoisie (read: upper/middle classes who are the ones with capital, i.e., money) is bad.

Now let's take a look at the answer choices. Plato's *Republic*, (A), is an ancient Greek text written in dialogue form that contains the key themes of justice and what the ideal city-state should look like. The terminology of the quotation, such as "capital," "the advance of industry," and "bourgeoisie," should tell you that this text does not come from ancient Greece but is rather a product of Europe sometime in the early modern or modern period. Eliminate (A). John Stuart Mill's *On Liberty*, (B), is a philosophical work published in 1859 that emphasizes the importance of individuality and the liberty of individual citizens in opposition to tyrannical government. Choice (B) could match the correct time period, but the quote itself doesn't mention liberty or individualism, so eliminate it. Rousseau's *The Social Contract*, (C), is a treatise published in 1752 that discusses the conditions in which a society can form a legitimate political authority. Without knowing specifics, this might appear to be a possible answer, but (D) is better: *The Communist Manifesto*, published in 1848, theorizes that human history is characterized by class struggle and that the problems of the capitalist mode of production will lead to socialism and eventually communism. Even if you didn't recognize the quote right away, the fact that the author consistently repeats the term "bourgeoisie" and ends with a prediction about the "victory of the proletariat" (i.e., working class) should key you into the fact that you are dealing with a text about communism.

Process of Elimination (POE)

If it seems that we are focusing more on eliminating incorrect answers than on finding the correct answers, you're right. This is because eliminating wrong answers is the most efficient way to take a multiple-choice exam. We call this strategy **Process of Elimination (POE)**. You should use this technique to whittle down the answer choices to one, because incorrect answers are much easier to identify than correct ones. When you look for the correct answer among the answer choices, you have a tendency to try to justify how each answer *might* be correct. You'll adopt a forgiving attitude in a situation in which tough assertiveness is rewarded. Eliminate incorrect answers. Terminate them with extreme prejudice. Remember that "half wrong is all wrong," and mark up the test as you do this. You are probably used to teachers telling you not to write on the test. This test, however, is yours to mark up, and that will make it easier for you to decide what to guess. If you have done your job well, only the correct answer will be left standing at the end.



Remember POE

Process of Elimination, or POE, is an effective strategy when it comes to guessing on questions you're not completely sure about. If you can't eliminate any answer choices right off the bat, it's best to skip the question and come back to it later.

Common Sense Can Help

Sometimes an answer choice on the multiple-choice section contradicts common sense. Eliminate those answers. Common sense works on the AP World History Exam. Evaluate the question below, which stems from a source on the development of human agriculture in the Neolithic period. Which of the answer choices to the question below lack common sense?

12. According to the passage, which of the following best explains the most important effect that developments in agricultural practices had on Neolithic societies?
- (A) The wide-scale domestication of plants and animals led to a transition from a transient hunter-gatherer lifestyle to more settled communities.
 - (B) The immediate commercial success of wheat forced individuals in Mesopotamia to defend themselves against repeated attacks by the Chinese, who wanted to take control of the wheat trade.
 - (C) The development of cotton cultivation led to its rise as the most important cash crop in the Near East.
 - (D) Changes in agricultural practices led people to abandon their farms and return to a hunter-gatherer lifestyle.

Here's How to Crack It

Even if you didn't completely understand the passage (which would precede this question on the actual exam), common sense should allow you to eliminate (B) immediately. Even if you don't know much about the Neolithic period, hopefully you do know that the ancient Chinese never attacked Mesopotamia. Now let's consider the other answer choices. Was cotton the most important crop in the ancient Near East? No one knows exactly where cotton was first grown, but it was certainly not in the ancient Near East. (Evidence of early cotton production has been found in India, Pakistan, Mexico, and parts of South America, but not in Mesopotamia and not from the Neolithic period.) Eliminate (C). Choice (D) is completely backwards and violates common sense. The whole point of the agricultural revolution in the Neolithic period is that developments in agriculture enabled ancient societies to leave the hunter-gatherer lifestyle and establish permanent farming communities that thrived due to the domestication of plants and animals. Eliminate (D). The correct answer is (A).

Context Clues

Some questions contain context clues or vocabulary words that will either lead you to the correct answer or at least help you eliminate an incorrect answer. Look at the passage and question below.

Questions 38–41 refer to the passage below.

“When Tarik landed, soldiers from Cordova came to meet him; and seeing the small number of his companions they despised him on that account. They then fought. The battle with Tarik was severe. They were routed, and he did not cease from the slaughter of them till they reached the town of Cordova. When Roderic heard of this, he came to their rescue from Toledo. They then fought in a place of the name of Shedunia, in a valley which is called this day the valley of Umm-Hakim. They fought a severe battle; but God, mighty and great, killed Roderic and his companions. Mugheyth Errumi, a slave of Welid, was then the commander of Tarik’s cavalry. Mugheyth Errumi went in the direction of Cordova, Tarik passing over to Toledo. He, then, entered it, and asked for the table, having nothing else to occupy himself. This, as the men of the Bible relate, was the table of Suleyman Ibn Dawid, may the blessing of God be upon him.”

Ibn Abd-el-Hakem, *History of the Conquest of Spain*, ca. 850 c.e.

38. The point of view expressed in the quotation above is most likely that of
- (A) a Spanish explorer preparing to embark upon a journey
 - (B) a Dutch merchant considering trading options in southern Europe
 - (C) a Muslim historian reflecting upon recent military victories
 - (D) a Jewish religious authority lamenting the treatment of his people in exile

Here’s How to Crack It

If you don’t recognize all of the names of the people mentioned in this lengthy quotation, don’t worry. There are a few big context clues in the bibliographical information that might give you enough of a framework to answer this question correctly. The title of this text is *History of the Conquest of Spain*. Do any of the answer choices have nothing to do with this topic? First, eliminate (B). Beyond the fact that there is no mention of anyone Dutch in the quotation, the date of the text (850 c.e.) should clue you in to the fact that this text has nothing to do with Dutch traders, who didn’t make a big mark on the world until nearly 1,000 years after this passage was written. Choice (A) seems pretty unlikely, too. You might be tempted by this choice because of its connection to Spain, but there is nothing in the text about exploration. Furthermore, the Age of Exploration was much later than 850 c.e. Choice (D) might look plausible, especially if you remember that medieval Spain had a fairly large Jewish population, but think again about the title of

this passage and ask yourself: Who conquered Spain in the Middle Ages? Furthermore, the author seems to be pretty happy about the defeat of the soldiers from Cordova (which is in Spain). Does the passage even mention anything about Jews? Eliminate (D). The correct answer, (C), makes the most sense because the (Muslim) Arabs conquered Spain in the eighth century, so it would be logical for a Muslim historian to reflect upon that in the following century.

Finally, here are the answers to the questions that appear in this chapter.

- 13. C
- 4. B
- 33. D
- 40. A
- 51. B
- 13. D
- 12. A
- 38. C

Summary

- The multiple-choice section consists of sets of two to five questions, which are tied to primary sources, secondary sources, or historical issues.
- Familiarize yourself with the different types of questions that will appear on the multiple-choice section. Be aware that you will see many questions about political, social, cultural, economic, and religious history. Tailor your studies accordingly.
- Look for “big picture” answers. Correct answers on the multiple-choice section confirm important trends in world history. This section will not ask you about weird exceptions that contradict those trends. It also will not ask you about military history featured on the History Channel. You will not be required to perform miraculous feats of memorization; however, you must be thoroughly familiar with all the basics of world history.
- Use Process of Elimination (POE) when working on a question you’re not sure about. Once you have eliminated some choices and convinced yourself that you cannot eliminate any other incorrect answers, you should guess and move on to the next question.
- Use common sense. Look for context clues.

