

## About the Advanced Placement Program<sup>®</sup> (AP<sup>®</sup>)

The Advanced Placement Program<sup>®</sup> enables willing and academically prepared students to pursue college-level studies — with the opportunity to earn college credit, advanced placement, or both — while still in high school. AP Exams are given each year in May. Students who earn a qualifying score on an AP Exam are typically eligible to receive college credit and/or placement into advanced courses in college. Every aspect of AP course and exam development is the result of collaboration between AP teachers and college faculty. They work together to develop AP courses and exams, set scoring standards, and score the exams. College faculty review every AP teacher's course syllabus.

## AP History Program

The AP Program offers three history courses: AP European History, AP United States History, and AP World History. All three history courses focus on the development of historical thinking while learning required course content. Themes foster deep analysis by making connections and comparisons across different topics within the course. Each AP History course corresponds to two semesters of a typical introductory college history course.

## AP World History Course Overview

AP World History focuses on developing students' abilities to think conceptually about world history from approximately 8000 BCE to the present and apply historical thinking skills as they learn about the past. Five themes of equal importance — focusing on the environment, cultures, state-building, economic systems, and social structures — provide areas of historical inquiry for investigation throughout the course. AP World History encompasses the history of the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania, with special focus on historical developments and processes that cross multiple regions.

### PREREQUISITE

There are no prerequisites for AP World History, although students should be able to read a college-level textbook and write grammatically correct, complete sentences.

## AP World History Course Content

The AP World History course is structured around themes and concepts in six different chronological periods from approximately 8000 BCE to the present:

- Technological and Environmental Transformations (to c. 600 BCE)
- Organization and Reorganization of Human Societies (c. 600 BCE to c. 600 CE)
- Regional and Transregional Interactions (c. 600 CE to c. 1450)
- Global Interactions (c. 1450 to c. 1750)
- Industrialization and Global Integration (c. 1750 to c. 1900)
- Accelerating Global Change and Realignment (c. 1900 to the Present)

Within each period, key concepts organize and prioritize historical developments. Themes allow students to make connections and identify patterns and trends over time.

## Historical Thinking Skills

The historical thinking skills provide opportunities for students to learn to think like historians, most notably to analyze evidence about the past and to create persuasive historical arguments. Focusing on these practices enables teachers to create learning opportunities for students that emphasize the conceptual and interpretive nature of history rather than simply memorization of events in the past. Skill types and examples for each are listed below.

### Chronological Reasoning

- Compare causes and/or effects, including between short-term and long-term effects
- Analyze and evaluate historical patterns of continuity and change over time
- Connect patterns of continuity and change over time to larger historical processes or themes
- Analyze and evaluate competing models of periodization of world history

### Comparison and Contextualization

- Compare related historical developments and processes across place, time, and/or different societies, or within one society
- Explain and evaluate multiple and differing perspectives on a given historical phenomenon
- Explain and evaluate ways in which specific historical phenomena, events, or processes connect to broader regional, national, or global processes occurring at the same time

### Crafting Historical Arguments from Historical Evidence

- Analyze commonly accepted historical arguments and explain how an argument has been constructed from historical evidence
- Construct convincing interpretations through analysis of disparate, relevant historical evidence
- Evaluate and synthesize conflicting historical evidence to construct persuasive historical arguments
- Analyze features of historical evidence such as audience, purpose, point of view, format, argument, limitations, and context germane to the evidence considered
- Based on analysis and evaluation of historical evidence, make supportable inferences and draw appropriate conclusions

### Historical Interpretation and Synthesis

- Analyze diverse historical interpretations
- Evaluate how historians' perspectives influence their interpretations and how models of historical interpretation change over time
- Draw appropriately on ideas and methods from different fields of inquiry or disciplines
- Apply insights about the past to other historical contexts or circumstances, including the present

## AP World History Exam Structure

### AP WORLD HISTORY EXAM: 3 HOURS AND 5 MINUTES

#### Assessment Overview

The AP Exam questions measure students' knowledge of world history and their ability to think historically. Questions are based on key and supporting concepts, course themes, and historical thinking skills. Exam questions represent various geographical regions, with no more than 20 percent of the multiple-choice questions focusing solely on Europe.

#### Format of Assessment

**Section I:** Multiple Choice: 70 Questions | 55 Minutes | 50% of Exam Score

- Discrete items with an occasional set of two items
- Historical source material, such as images, charts, maps, and text-based passages may be included in some items.

**Section II:** Free Response: 3 Questions | 130 Minutes | 50% of Exam Score

- Document-Based Question (DBQ) (50 minutes including a 10-minute reading period)
- Change-over-time question (40 minutes)
- Comparative essay (40 minutes)
- Each question in this section is weighted equally

## AP WORLD HISTORY SAMPLE QUESTIONS

### Sample Multiple-Choice Question

Which of the following changes best justifies the claim that the late 1400s mark the beginning of a new period in world history?

- (A) The rise of the Aztec and Inca empires
- (B) The economic recovery in Afro-Eurasia after the Black Death
- (C) The incorporation of the Americas into a broader global network of exchange
- (D) The emergence of new religious movements in various parts of the world

Correct Answer: C

### Sample Free-Response Question: Document-Based Question

Using the following documents, analyze similarities and differences in the mechanization of the cotton industry in Japan and India in the period from the 1880s to the 1930s. Identify an additional type of document and explain how it would help your analysis of the mechanization of the cotton industry.

Document 1: Data on the production of cotton yarn and cloth in India gathered by British colonial authorities

Document 2: Data on the production of cotton yarn in Japan from the Japanese Imperial Cabinet Bureau of Statistics

Document 3: Two women recalling their girlhoods working in Japanese textile factories, circa 1900

Document 4: Buddhist priest from a rural area of Japan from which many farm girls were sent to work in the mills, circa 1900

Document 5: Tsurumi Shunsuke, Japanese industrialist, circa 1900

Document 6: Radhakamal Mukerjee, Indian economist, *The Foundation of Indian Economics*, 1916

Document 7: Data on the percentage of female cotton textile laborers in India and Japan from "Industrialization and the Status of Women in Japan," dissertation, 1973

Document 8: Photo from an official company history, Nichibo cotton mill, Japan, 1920s.

Document 9: Report of the British Royal Commission of Labour in India, Calcutta, 1935

Document 10: Arno S. Pearse, British official of the International Federation of Master Cotton Spinners' and Manufacturers' Associations. Photo from a report on Indian textile mills, 1935.

### Sample Free-Response Question: Continuity and Change-Over-Time Essay

Analyze continuities and changes in cultural beliefs and practices in ONE of the following regions from 1450 to the present.

- Sub-Saharan Africa
- Latin America/Caribbean

### Sample Free-Response Question: Comparative Essay

Analyze similarities and differences in techniques of imperial administration in TWO of the following empires.

- Han China (206 B.C.E.–220 C.E.)
- Mauryan/Gupta India (320 B.C.E.–550 C.E.)
- Imperial Rome (31 B.C.E.–476 C.E.)

Educators: [apcentral.collegeboard.org/apworldhistory](http://apcentral.collegeboard.org/apworldhistory)

Students: [apstudent.collegeboard.org/apworldhistory](http://apstudent.collegeboard.org/apworldhistory)