

# AP<sup>®</sup> World History: Modern

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

The Advanced Placement Program<sup>®</sup> has enabled millions of students to take college-level courses and 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, in college, to receive credit, placement into advanced courses, or both. 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: Modern. 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 is designed to be the equivalent of a typical introductory college or university history course.

## AP World History: Modern Course Overview

In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

### RECOMMENDED PREREQUISITES

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

## AP World History: Modern Course Content

The course content is organized into commonly taught units of study that provide a suggested sequence for the course. These units comprise the content and conceptual understandings that colleges and universities typically expect students to master to qualify for college credit and/or placement. This content is grounded in themes, which are cross-cutting concepts that build conceptual understanding and spiral throughout the course.

## Historical Thinking Skills

The AP historical thinking skills describe what students should be able to do while exploring course concepts. The list that follows presents these skills, which students should develop during the AP World History: Modern course.

- Developments and Processes
  - ◆ Identify and explain a historical concept, development, or process.
- Sourcing and Situation
  - ◆ Identify and explain a source's point of view, purpose, historical situation, and/or audience.
  - ◆ Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.
- Claims and Evidence in Sources
  - ◆ Identify and describe a claim and/or argument in a source.
  - ◆ Identify the evidence used in a source to support an argument.
  - ◆ Compare the arguments or main ideas of two sources.
  - ◆ Explain how claims or evidence support, modify, or refute a source's argument.
- Contextualization
  - ◆ Identify and describe a historical context for a specific historical development or process.
  - ◆ Explain how a specific historical development or process is situated within a broader historical context.
- Making Connections
  - ◆ Identify patterns among or connections between historical developments and processes.
  - ◆ Explain how a historical development or process relates to another historical development or process.
- Argumentation
  - ◆ Make a historically defensible claim.
  - ◆ Support an argument using specific and relevant evidence.
  - ◆ Use historical reasoning to explain relationships among pieces of historical evidence.
  - ◆ Corroborate, qualify, or modify an argument using diverse and alternative evidence.

## AP World History: Modern Exam Structure

AP WORLD HISTORY: MODERN EXAM: 3 HOURS, 15 MINUTES

### Assessment Overview

The AP World History: Modern Exam assesses student understanding of the historical thinking skills and learning objectives outlined in the course framework. The exam is 3 hours and 15 minutes long and students are required to answer 55 multiple-choice questions, 3 short-answer questions, 1 document-based question, and 1 long essay question.

### Format of Assessment

**Section I (Part A):** Multiple-Choice | 55 Questions | 55 Minutes | 40% of Exam Score

- Typically appear in sets of 3-4 questions, each with one or more stimuli, including primary and secondary texts, images, maps, and charts or other data.
- Require analysis of the stimulus sources and historical developments or processes described therein.

**Section I (Part B):** Short Answer | 3 Questions | 40 Minutes | 20% of Exam Score

- Question 1 is required and includes secondary source stimuli.
- Question 2 is required and includes primary source stimuli.
- Questions 3 and 4 do not include stimuli; students may complete either question.

**Section II:** Free-Response | 2 Questions | 1 Hour, 40 Minutes | 40% of Exam Score

- Question 1 is document-based, with seven documents offering varying perspectives (**25% of Exam Score; 60 minutes**).
- Question 2, 3, and 4 are long essays. Students select one question from the three options. (**15% of Exam Score; 40 minutes**).
- Essay responses require a complex understanding demonstrated by a historically defensible thesis, historical analysis, and supporting evidence.

## Exam Components

### Sample Multiple-Choice Question

Which of the following historical developments most strongly contributed to the mapmaker's depiction of West Africa and the southern half of the world in the map?

- (A) Portugal's development of maritime technology and navigational skills
- (B) China's naval expeditions in the Indian Ocean basin
- (C) The limited geographical knowledge of western European mapmakers as a result of the region's commercial isolation
- (D) The decline of Mediterranean powers such as Genoa and Venice and the rise of Atlantic powers such as England, France, and the Netherlands

### Sample Short-Answer Question

Use the passage below to answer parts A, B, and C.

"Having questioned Sidotti,\* I understand that Christians teach that their God produced heaven and earth and make him out to be the Great Lord and Father. This God of theirs, they say, cannot be served without giving him all of one's love and all of one's reverence. What these Christians are in effect saying is this: I have a [real] father, but I do not love him because I reserve all my love for God; I have a [real] lord, but I don't revere him because I reserve all my reverence for God. Now this is what we call being impious and disloyal! According to the Book of Rites, it is the emperor, the Son of Heaven, who should be worshiping God, the Lord of Heaven. It is not a duty that is given to ordinary people. And that is in order to prevent the blurring of the line between the exalted and the base. Thus, the sovereign is Heaven to the subjects just as the father is Heaven to the child."

\*Giovanni Battista Sidotti was an Italian priest who had entered Japan in 1708, in violation of the Japanese government's prohibition on Christian missionary activities.

Arai Hakuseki, Japanese scholar and adviser to the Tokugawa shogun, report, circa 1720

- (A) Describe ONE way in which Hakuseki's argument was influenced by long-standing Asian cultural traditions.
- (B) Explain ONE way in which the religious encounter referred to in the passage differed from most other religious encounters in the period circa 1450–1750.
- (C) Explain ONE historical situation in the period 1450–1750, other than the one illustrated in the passage, in which states in Asia or Africa adopted policies to limit European political power or cultural influence.

### Sample Document-Based Question

Evaluate the extent to which the experience of the First World War changed relationships between Europeans and colonized peoples.

Students examine seven primary source documents, including excerpts from writings by John Chilembwe, Kalyan Mukerji, Behari Lal, and Hubert Reid, an interview with Nar Diouf, an Egyptian protest song, and a French postcard.

### Sample Long Essay Question

In the nineteenth century, various political and social groups in industrial societies called for reforms. Develop an argument that evaluates the extent to which reform movements in the nineteenth century succeeded in bringing about political or social change in industrial society.

World Map, Produced By Henricus Martellus,  
A German Cartographer Working in Florence, Italy, Early 1490s



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