

AP World Modern

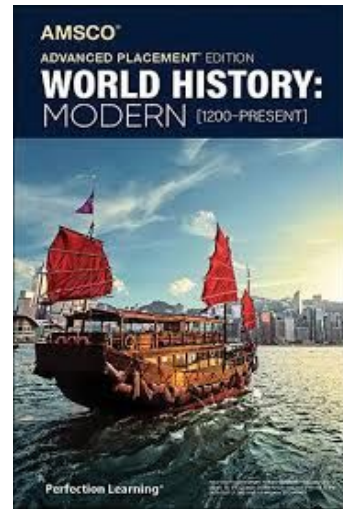
1200- present

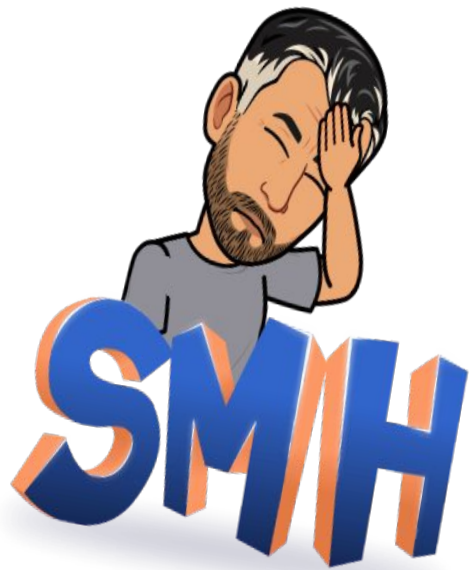
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In AP World History Modern:

Students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, 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 over time.

Historical Themes

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.

College Course Equivalent AP World History Modern:

Is designed to be the equivalent of an introductory college or university survey of modern world history.

Recommended Prerequisites: Students should be able to read a college-level textbook, write grammatically correct, write using complete sentences, have a genuine interest in the subject, and earned World I Honors credit.

Course and Exam Description

The AP World History 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. The details of the exam, including exam weighting and timing, can be found below:

Course and Exam Description

Section	Question Type	Number of Questions	Exam Weighting	Timing
I	Part A: Multiple-choice questions	55	40%	55 minutes
	Part B: Short-answer questions	3	20%	40 minutes
	Question 1: Secondary source(s)			
	Question 2: Primary source			
	Students select one:			
	Question 3: No stimulus			
	Question 4: No stimulus			
II	Free-response questions	2		
	Question 1: Document-based		25%	60 minutes (includes 15-minute reading period)
	Students select one:		15%	40 minutes
	Question 2: Long essay			
	Question 3: Long essay			
	Question 4: Long essay			

Six Course Themes Assessed

The exam assesses content from the six course themes:

Theme 1: Humans and the Environment

Theme 2: Cultural Developments and Interactions

Theme 3: Governance

Theme 4: Economic Systems

Theme 5: Social Interactions and Organization

Theme 6: Technology and Innovation

Units and Chronological Periods

Units	Chronological Period*	Exam Weighting
Unit 1: The Global Tapestry	c. 1200 to c. 1450	8–10%
Unit 2: Network of Exchange		8–10%
Unit 3: Land-Based Empires	c. 1450 to c. 1750	12–15%
Unit 4: Transoceanic Interconnections		12–15%
Unit 5: Revolutions	c. 1750 to c. 1900	12–15%
Unit 6: Consequences of Industrialization		12–15%
Unit 7: Global Conflict		8–10%
Unit 8: Cold War and Decolonization	c. 1900 to the present	8–10%
Unit 9: Globalization		8–10%

Section I

Section I

PART A: MULTIPLE-CHOICE

The first part of Section I of the AP World History Exam includes 55 multiple-choice questions typically appearing in sets of three to four questions, each with one or more stimuli, including primary texts, secondary texts, images (artwork, photos, posters, cartoons, etc.), charts or other quantitative data, and maps. Additionally, there will be at least one set of paired text-based stimuli. Multiple-choice questions require analysis of the provided stimulus sources and of the historical developments and processes described in the sources.

Section I

PART B: SHORT-ANSWER

The second part of Section I of the AP Exam also includes three required short-answer questions. Short-answer question 1 is required and includes a secondary source stimulus. The topic of the question will include historical developments or processes between the years 1200 and 2001.

Short-answer question 2 is required and includes a primary source stimulus. The topic of the question will include historical developments or processes between the years 1200 and 2001.

Students may select short-answer questions 3 or 4, neither of which includes a stimulus. Short-answer question 3 will focus on historical developments or processes between the years 1200 and 1750. Short-answer question 4 will focus on historical developments or processes between the years 1750 and 2001.

All four historical periods are represented among the four short-answer questions.

Section II

Section II

DOCUMENT-BASED QUESTION

The document-based question presents students with seven documents offering various perspectives on a historical development or process. The question requires students to do the following:

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Use the provided documents to support an argument in response to the prompt.
- Use historical evidence beyond the documents relevant to an argument about the prompt.
- For at least three documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Demonstrate a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.

The topic of the document-based question will include historical developments or processes between the years 1450 and 2001.

Section II

LONG ESSAY QUESTION

The long essay question requires students to do the following:

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using specific and relevant examples of evidence.
- Demonstrate a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.

Students must select one of the three long essay questions. Each question focuses on the same reasoning process, but historical developments and processes in different time periods. The first option focuses primarily on historical developments or processes between 1200 and 1750, the second primarily on historical developments or processes between 1450 and 1900, and the third primarily on historical developments or processes between 1750 and 2001.

AP Scores

Using and Interpreting AP Scores

The extensive work done by college faculty and AP teachers in the development of the course and exam and throughout the scoring process ensures that AP Exam scores accurately represent students' achievement in the equivalent college course. Frequent and regular research studies establish the validity of AP scores as follows:

AP Score	Credit Recommendation	College Grade Equivalent
5	Extremely well qualified	A
4	Well qualified	A-, B+, B
3	Qualified	B-, C+, C
2	Possibly qualified	n/a
1	No recommendation	n/a

PART A: MULTIPLE-CHOICE

Questions 1–3 refer to the passage below.

“To the most holy father, the Pope:

Most of our kingdom of Hungary was reduced to a desert by the scourge of the Mongols’ invasion. Now, we receive news every day that the Mongols have again unified their forces and will soon send their countless troops against all of Europe. We are afraid that we will be unable to withstand the Mongols’ ferocity in battle unless the Pope is able to persuade other Christian rulers to send us aid to fortify our kingdom.

When the Mongols invaded in 1241, we sent requests for military aid to the papacy, the Holy Roman Emperor, the king of France, and others. But from all of them we received only words of support. We, for shame, resorted to inviting pagan Cumans* into our kingdom.

If, God forbid, our kingdom fell to the Mongols, the door would be open for them to invade the other regions of the Catholic faith from the Hungarian steppes. So, the people in our kingdom cannot cease to be amazed that you offer substantial help to the Christian territories overseas, which if they were lost would not harm the inhabitants of Europe more than if our kingdom fell.”

*a people who dwelled along the steppes of the Black Sea and in Central Asia

King Béla IV of Hungary, letter to Pope Innocent IV, circa 1250

1. Which of the following features of Europe in the period circa 1200–1450 most directly contributed to the fact that the king of Hungary did not receive the military assistance that he requested in 1241, as mentioned in the third paragraph?
 - (A) The existence of numerous feudal states that were frequently in conflict with one another
 - (B) The development of parliaments that could check royal authority
 - (C) The growing political power of regional trade organizations such as the Hanseatic League
 - (D) The religious divisions of Europe into Protestants and Catholics as a result of the Reformation

Sample Multiple Choice Question

Answer: A

Historical Thinking Skill 4:

Analyze the context of historical events, developments, or processes.

Historical events, developments, and processes do not happen in a vacuum. They cannot be understood without proper examination within the relevant context. While students are often taught to focus on comparison, causality, and patterns of continuity and change over time as ways to look at these events, historical context also plays a part. Analyzing historical events using context helps students see the big picture and make the connections they will need to make when developing thoughtful arguments. These skills guide students through the process of contextual analysis.