



AP[®] World History 2005 Sample Student Responses

The College Board: Connecting Students to College Success

The College Board is a not-for-profit membership association whose mission is to connect students to college success and opportunity. Founded in 1900, the association is composed of more than 4,700 schools, colleges, universities, and other educational organizations. Each year, the College Board serves over three and a half million students and their parents, 23,000 high schools, and 3,500 colleges through major programs and services in college admissions, guidance, assessment, financial aid, enrollment, and teaching and learning. Among its best-known programs are the SAT[®], the PSAT/NMSQT[®], and the Advanced Placement Program[®] (AP[®]). The College Board is committed to the principles of excellence and equity, and that commitment is embodied in all of its programs, services, activities, and concerns.

Copyright © 2005 by College Board. All rights reserved. College Board, AP Central, APCD, Advanced Placement Program, AP, AP Vertical Teams, Pre-AP, SAT, and the acorn logo are registered trademarks of the College Entrance Examination Board. Admitted Class Evaluation Service, CollegeEd, Connect to college success, MyRoad, SAT Professional Development, SAT Readiness Program, and Setting the Cornerstones are trademarks owned by the College Entrance Examination Board. PSAT/NMSQT is a registered trademark of the College Entrance Examination Board and National Merit Scholarship Corporation. Other products and services may be trademarks of their respective owners. Permission to use copyrighted College Board materials may be requested online at: <http://www.collegeboard.com/inquiry/cbpermit.html>.

**Visit the College Board on the Web: www.collegeboard.com.
AP Central is the official online home for the AP Program and Pre-AP: apcentral.collegeboard.com.**

14p.193

Write in the box the number of the question you are answering on this page as it is designated in the examination.

1

Muslim leaders faced numerous challenges when faced with defining their sense of nationalism. Resistance within traditional Islamic traditions, introduction of foreign knowledge, and influence from Europe all confronted Islamic leaders when it came to defining their sense of nationalism.

Integration of new knowledge into Islamic nations brought stiff resistance among ~~others~~ some, while others proclaimed it essential. This disagreement brought about two conflicting sides - sides that made integration under nationalism difficult. Among those who thought new learning ~~is~~ a necessity was Syed Ahmad Khan (document 1) an educator and founder of a college, who would embrace new knowledge under his profession. Khan argued that Islam must assimilate foreign knowledge or fall into a pit of ignorance from which it would never recover. On the same topic, there is Abu Kalam Azad (document 3) a leader of his Muslim people who saw the distinctions knowledge was making. Upon recognizing the two opposing sides, the modern western-educated, and the traditionalists, one might infer Azad is calling for a mix of the two values. Difference in the preference of knowledge divided the Muslims.

1 Apr. 2013

1

Write in the box the number of the question you are answering on this page as it is designated in the examination.

making nationalism all but impossible.

As well, the traditional values held by some, while ~~ignored~~ ignored by others in preference of new values created a division. Ahmad butfi as-sayid (document 2) the founder of the Egyptian People's party, and one interested in patriotism, denounces traditional values held by their forefathers. He calls for a new viewpoint; one where Egyptians are concerned only with Egypt, and not that held by their fathers. Abu Kalam Azad (document 3) a leader of his people saw this division as well, that of traditionalists and new ideas of modernists. Breaking from tradition and agreeing upon a new sense of nationalism after centuries would prove difficult for Muslims.

Intrusions upon Africa by Europeans marked another point of concern: how were Muslims to be nationalistic ~~with~~ with so much European influence and presence? Taha Husayn (document 4) an Egyptian nationalist, seeking to unite Egypt, denounced European presence. He called for an independent nation in which the Europeans themselves were not present. Moudi Zakaria (document 5) an Algerian Nationalist, also

1Apr303

Write in the box the number of the question you are answering on this page as it is designated in the examination.

1.

recognizes the importance of a sense of nationalism. He ~~recognizes~~ recognizes, however, the danger in those trying to separate the Islamic matters, specifically European imperialists. Ahmed Ben Bella (document 6), ~~an~~ military as well as political leader of Algeria sees the dangers yet benefits from Christianity from Europe. It detracts and yet adds to Muslim culture, a feat that might be difficult to follow as a muslim nationalist. With an onslaught of European influence from all sides, it would be difficult to create and maintain a sense of nationalism.

~~Additional~~ Additional documents to help illustrate the dilemma of creating a muslim nationalist feeling could be that by a muslim preacher, retelling the change of Islam by foreign knowledge. Or perhaps a document from ~~a~~ a European giving insight to the changes they brought would help.

Write in the box the number of the question you are answering on this page as it is designated in the examination.

1Bp.1g4

Part A

The twentieth century was a time of great technological innovation as well as turmoil. Leaders all around the world were torn between tough decisions concerning their nations and the well being of their people. ~~However~~ Amongst these people are the muslim leaders in South Asia and North Africa, torn between a United Islamic community, versus a nationalist state; filtering what previous rulers brought to build a new sense of community; as well as ~~rather~~ ^{facing} cultural diffusion and exchange with other nations ~~and~~ to help define their own sense of nationalism.

First, these muslim leaders had to find the perfect balance between a nationalist state and a united muslim community. On one hand, Ahmad Wafiq as-Sayyid, founder of the Egyptian people's party, in his memoirs (Doc. 2) suggests that the doctrine supporting the concept of an "Islamic Fatherland" must be replaced by the doctrine of ~~even~~ successful eastern nations - nationalism. Just as leaders today in the Middle East continue to put nationalism ahead of their Islamic faith and the fighting continues between Sunni and Shiite muslims of Iraq, Iran, and ^{other muslim} ~~other~~ nations. However on the other hand, Moufidi Zakaria, an Algerian nationalist, states in his speech, ^(Doc. 5) that as long as a person is a muslim, he will not look at nationality or race and the Islamic world is forever bonded closely by their faith.

Write in the box the number of the question you are answering on this page as it is designated in the examination.

part A

Some leaders, like Ahmad Lutf al-Sayyid choose ~~to~~ nationalism and others such as Mufai Zakana choose a united Islamic community. Almost every Islamic leader is posed with this important and urgent decision.

However, these Muslim rulers must also filter what their previous rulers have left behind. They must carefully balance old legacies with new traditions. For example, Syed Ahmad Khan (Doc 1) acknowledges that ~~he~~ he undoubtedly wants to preserve Islam, ~~never~~ not at the price of ignorance. He wants to preserve the knowledge that the Europeans brought to the Islamic world as well as seek new Islamic paths. Taha Husayn (Doc 4) also agrees that European technology and knowledge is a legacy to be preserved, however, they need to break the mold of economic dependency ~~set up~~ on the Europeans in order to achieve the fullest sense of nationalism. Another example is modern day Pakistan, torn between the legacies that the British ~~have~~ left and the problems of building a nation. Should they retain the same governmental structure? Bureaucratic ties? Economic frameworks. These are questions that Muslim leaders constantly ask themselves in the struggles to build ~~a~~ a sense of nationalism.

Write in the box the number of the question you are answering on this page as it is designated in the examination.

part A

Finally, these leaders must also choose how much influence they want from other cultures to be exerted on their nation, (Doc. 3) Abul Kalam Azad chastizes Muslims who ignore the western advancements and bury their heads into religion as well as those who forget their Islamic background and only look westward, obviously hoping for a balance between the two. Just as the Ottoman empire both preserved their own Islamic faith, but accepted the ideas of others and learned from those they conquered. Ahmed Ben Bella (Doc 1) also agrees that Muslims have reached their greatest moments often in collaboration with other cultures. History's past has shown that the west has learned a lot from Islam, but Islamic people have been very clever and open minded as well as accepting the good parts of other cultures and rejecting the bad. ~~Both~~ Both century Muslim leaders must learn to do the say.

John F. Kennedy once said that leadership was like a juggling act. ~~many~~ many issues had to be dealt with in order to succeed. Twentieth century Muslim leaders in South Asia and North Africa

part A

Write in the box the number of the question you are answering on this page as it is designated in the examination.

had to juggle and choose between a united Islamic culture versus a strong nationalist state, how much to filter the legacies left behind previous rulers, and mixing Christianity with other cultures. However, more documents concerning the specific decisions Muslim leaders have made in the past concerning nationalism would be most helpful in furthering the analysis, such as Ottoman and Mongol leaders.

Write in the box the number of the question you are answering on this page as it is designated in the examination.

1C p. 193
Part A

The muslim leaders of East Asia and North Africa ~~across~~ found it difficult to hold together their countries and to promote nationalism when they were being carved up by European and American powers. The various leaders tried to get their countries to cooperate with ~~the~~ the various imperialists as long as the muslims were treated with respect and as long as the muslims were not being forced to compromise their core religious beliefs.

In document one Syed Ahmad Khan of India was attempting to convey to the people that it was necessary for them to adopt the education system that the British had put in place. Because Muhammad the prophet of Islam had said ~~the~~ "Knowledge is the heritage of the believer and that he should acquire it wherever he can find it". The point of view of this man is that he was an educator who obviously felt that education was a very important thing to have.

Document ^{one} ~~two~~ ~~is~~ ~~in~~ away coincides with document six in that they both approve of cooperation of muslims and the west. In doc 6 Ahmed Ben Bella speaks of how at times there has been many times of confrontation between Muslims and the West. But at times when "moments of synthesis are found" it is a great time, for example; the teachings of Aristotle, Plato and

Part A

Write in the box the number of the question you are answering on this page as it is designated in the examination.

Socrates, would have been lost if it weren't for the Muslims who found them and preserved them. The point of view of this man is strange, he is a military leader who is in favor of cooperating peacefully with the West, which is odd.

In document two Ahmad as-Sayyid promotes a feeling of nationalism for Egypt, because he claims that the colonist formula ~~of nationalism~~ has made the traditional Islamic formula useless and therefore has no reason to exist. The traditional Islamic formula must then be replaced by nationalism and love for Egypt. The point of view Ahmad Lutfi as-Sayyid is that he loves his country very much and feels that love for Egypt is key to the survival of Egypt and of Islam.

Document two in a way coincides with Doc 5 because Moufidi Zakaria just like Ahmad as-Sayyid feels great love and respect for his country and those who feel the same way. Zakaria wants to be able to live in harmony with the Europeans much like Ahmed Ben Bella in document six. Zakaria feels that mutual respect should be between them all and that it can be reached. The point of view of Zakaria is that he is a nationalist of Algeria who has

Write in the box the number of the question you are answering on this page as it is designated in the examination.

Part A

great love for his country.

In Document 3 Abul Kalam Azad is very upset at the number of people who are either Muslim intellectuals or Muslims who were Western educated. He feels both are ignorant groups the Muslim intellectuals are held back by their religion whereas the Western educated do not have enough religion. He feels people should be educated by Muslim scholars not by Western ideas. The point of view of Azad is that he is a very hardlined Indian Muslim leader who feels that Muslim ideas should remain the same.

In Doc 4 Taha Husayn feels that the European and American powers should be helping Egypt only until Egypt has enough power to defend itself. The point of view of Husayn is that he is a nationalist who wants freedom for Egypt.

One document that would have been helpful here is one about what European + American powers were actually doing with their colonies.

The period of 1492-1750 opened up new worlds and old worlds to a ~~new~~ world of growing interdependence and connectivity. This era was home to the discovery and subsequent European ~~discovery~~ colonization of the Americas and the African slave trade - ("the diaspora") Both being remarkable and profound events in world history. The interactions focused on three regions - Western Europe, Africa, and the Americas.

The communication expanded the economies of all three ^{regions} while damaging social structures of Africa and forging new social structures in the Americas.

By 1492, Europe was on the verge of a economic explosion and Africa and America were relatively quiet in the global economy. Long before European contact in Africa slaves and trans-Saharan slave trade were in existence. Portuguese explorers came upon Africa to find this institution. An institution once belonging to Africa would become globalized.

Europe^{ans} soon began to export slaves to their countries and eventually to the American economies. The slave trade put Africa on the map as a contending economic power. The slave workers fueled the American economies soon thereafter. The Europeans had difficulty in finding and maintaining

2 Apr. 2023

2

Write in the box the number of the question you are answering on this page as it is designated in the examination.

native-American labor- Slaves filtered into the Caribbean, Brazil, and the southern U.S. to serve on plantations. The sugar industry was growing in Europe and the slaves satisfied the Portuguese sweet-tooth on the "engenhas" and in other lands. By creating the triangular slave trade, the Americas entered the global economy and Europe morphed into a more powerful one.

The social effects and developments differ for each respective land. In Africa, slave trade tore at the social structure. There was more of a demand for male slaves and left many regions dominated by females. This broke up the traditional family of Africa. Differing tribes eventually found themselves at war only to obtain more slaves to fuel their growing economies. The slave trade damaged the social integrity of African society. In the Americas, social systems changed. In Brazil creole social groups were created. They included mulattoes and zamboes, among other racial mixes. This called for a change in the social hierarchy, - European born at the top, European ancestry, creole races, and slaves. The communications further stratified Brazil.

Write in the box the number of the question you are answering on this page as it is designated in the examination.

2 Ap. 3 of 3

In North America, plantation slaves created hybrid cultures. In the southern US, creole languages still exist, such as the Gullah-Gullah language. Gumbo fans (the soup), owe thanks to this mixture of culture. In the United States and Canada, mixed-race classes also came to be. In Western Europe, a growing economy hinted at the creation of a middle-class. For the most part, Western Europe remained unchanged socially, as a result of these new global contacts. It is evident that Africa's social structure was damaged as the social life of the Americas evolved.

The next period of history would also mark drastic economic and social change. The European industrialized economy would no longer warrant the use of slave labor and African slave economies would collapse. Indentured servitude would make an appearance on the labor market and Europe would explode onto the global scene as an economic power house. This period of new and continued contact would forever change many lands in more way than one.

Write in the box the number of the question you are answering on this page as it is designated in the examination.

2B p. 1023

Q2 (Part B)

When the Spanish Catholic Monarchs Ferdinand and Isabella financed Christopher Columbus's expedition to the "West Indies," in 1492, they ~~sparked~~ ^{sparked} ~~started~~ ^{started} ~~begin~~ an age of exploration, colonization, and enslavement that would drastically change the face of the Atlantic world. The establishment of ~~mercantalist~~ ^{mercantalist} economies in Europe would create intricate trading systems, known as the Great Circuit, that would define a new social era. This transformation is responsible for not only the genocide of many American and African cultures, but also the birth of a new society in the New World. European colonization of the Americas and its enslavement of Africans completely transformed the Atlantic world socially and economically from 1492 to 1750.

The mercantalist economies established in Europe redefined the economies of not only of European nations, but of ~~the~~ American and ~~the~~ African ones as well. ~~Under~~ Mercantilism, ~~European~~ European colonies in the New World were limited to trade only with their mother countries ~~to~~ to ensure profit. The European monarchs would finance gold and silver expeditions in the Americas so that ~~the~~ their national treasure would grow. In order to ensure ~~stable~~ productivity ~~was~~ not only in American mines, but on

Q2

Write in the box the number of the question you are answering on this page as it is designated in the examination.

plantations as well, Europe began to enslave Africans and send them to the Americas via the Middle Passage. The Middle Passage was part of a great trading triangle linking Europe, Africa, and America. African slaves were sent to North America to work in captivity. America sent raw goods to Europe, ^{and} Europe sent money and goods to allied African tribes to pay for slaves. ~~Money was not only money~~ The goods and money exchanged on the ~~the~~ Great Circuit profited many European nations and African tribes. Plantation owners in America also became very wealthy. However, the exchange of goods, and not to mention people on the Great Circuit, also reshaped societies socially.

The social changes attributed to colonization redefined European, American, and African ~~relations~~ relations. In America, new social classes, like the creoles, developed from European descendants. Slaves also developed a unique culture that combined traditional African cultures with new American ones. ^{Many} African tribes were also changed. Those tribes that had alliances with Europe ~~and~~ were paid with guns and European weaponry, which gave them many militaristic ~~the~~ advantages over neighboring tribes. ~~In Europe, the~~ for the Europeans, the colonies completely redefined ~~the~~ many aspects of culture.

Write in the box the number of the question you are answering on this page as it is designated in the examination.

Q2

New foods were introduced, like chocolate and coffee, ~~that~~^{soon} ~~became~~ which soon ~~were~~ were high in demand. European ~~and~~ countries also began to fight over valuable ^{lucrative} colonies. ~~that was~~ for example, the seven years war, between the British and the french, left the British with france's canadian and Indian ~~territories~~^{territories}. While colonialization continued throughout the 18th and even 19th centuries, countries continued to be redefined.

The ~~per~~ period of colonization in America ~~was~~ ~~caused~~ caused many changes in the Atlantic World, both socially and economically. Mercantalism and the Great Circuit ~~completely~~ completely transformed European, African, and American societies. The spread of people ~~and~~ ~~disease~~ ~~and~~ ~~disease~~ ~~reshaped~~ ~~societies~~ ~~significantly~~ and disease ^{in terms of money and in terms of people.} reshaped societies significantly. These transformations ~~laid~~ laid the path for independence movements, ~~imperialism~~ imperialism, and ~~world~~^{many} wars, ~~who~~ ~~knows~~ ~~what~~ ~~for~~ colonization and imperialism during the period of 1492 and 1750, and forever ^{will} ~~changed~~ changed the present world and the world to come.

2

Write in the box the number of the question you are answering on this page as it is designated in the examination.

Many social and economic transformations occurred in the Atlantic world as a result of new contacts among Western Europe, Africa & the Americas from 1492 to 1750. Much of the transformations resulted in the colonization of Western Europeans in Africa & America.

Socially, especially in the Americas, everything started when Columbus found the Western World in 1492. The indigenous people there had their own culture and ways of life as did the Africans. At that time, they were usually in tribes and not nearly as modernized as the Europeans. The Native Americans were easily conquered because the Europeans brought disease & more advanced technology. After taking over, they introduced many things, such as new culture, ~~new~~ foods & horses. The Americans likewise, contributed ^{to the Columbian exchange} ~~by~~ introducing ^{and such} corn ^{by} to the Europeans. In Africa, the Europeans dealt harshly with them. Eventually, many Africans were taken as slaves & the abundant and valuable resources, such as gold were taken from them. Eventually, Western Europe even created borders within Africa and ~~is~~ split the lands among the different European countries without one African representative at

the meeting.

Economically, Western Europeans took advantage of the resources their colonies had to offer. In the Americas they built sugar plantations & had the encomienda system, very similar to slavery, instituted so that they would make a good profit out of their colonies, basically it was ideal mercantilism. Even after the Haiti Revolt & the abolishment of slavery, the Europeans didn't pay the workers nearly enough. In Africa, especially on the Gold Coast they took advantage of the economy there too. They mined for gold and salt & made huge profits out of their colonies, and the ~~people there~~ indigenous people had no say in it, or share of the profit.

Western Europeans benefitted greatly as a result of new contacts between them & Africans & Native Americans

Write in the box the number of the question you are answering on this page as it is designated in the examination.

3 Apr. 1983

3

THESIS: The Mongols had significant political and economic impact on both Russia and China during their rule, but China was affected more, being ruled directly by Mongols, whereas Russia was largely left to its devices under independent principalities and felt Mongol influence largely via taxes.

The political impact of Mongol rule was much more significant on the Chinese than it was on the Russians. Fundamentally, the Mongols were nomadic and the Chinese and Russians sedentary. Led by Genghis Khan and motivated by very real economic means, the Mongols established the largest land empire ever known. China lies just to the south of Mongolia, and was ruled directly by the Mongols. By great contrast, Russia was a cold, more resource poor area that was ruled by a number of independent princes. The Mongols did not rule them directly but rather, upon defeating them, let them be so long as they remained under Mongol control and paid

Write in the box the number of the question you are answering on this page as it is designated in the examination.

Taxes to the Mongols. The Mongols allowed them to continue to practice Christianity and let the princes maintain rulership in most respects. In China the Mongols defeated the imperial armies and established themselves as direct rulers. Civil service examinations became less important as Mongol rulers taxed the people heavily. It boils down to the fact that the Mongols exerted much more influence over Chinese sovereignty, culture, and policy than they did over those of the Russians.

Economically, the effects were similar. In both regions, the Mongols taxed the populace. The tax was comparable in amount and served the Mongols similarly. Mongol rule, however, did bring some economic booms to the whole region. The Mongol Empire established a network that allowed for easier long distance trade, with respect to both goods and technology and ideas. As early as 1200, the Mongols were experimenting with gunpowder in China and its export via the Mongol empire was good for the Chinese markets, with

Write in the box the number of the question you are answering on this page as it is designated in the examination.

3 Ap. 3 of 3

3

buyers as far away as the Middle East, trade was facilitated by ~~Mongols~~ Mongol maintenance of the largest empire and subsequent peace that allowed for easier trade. Such ease of trade is characteristic of imperialism, established networks and prevailing peace in Asia and the Middle East allowed for such trade. Although, being part of the empire, Russia did benefit by finding a larger market for its chief export, fur, because the Mongol presence was felt less the benefit was notably less. Comparatively, all of the positive AND negative effects felt in BOTH regions were amplified in China but diminished in Russia. The exception to this is the bubonic plague which the Mongols helped spread. It began in China, but it was largely the Mongol mail system that helped bring it to many parts of Russia, so in this way Russia did suffer as a result of Mongol rule whereas China would probably have suffered either way.

Write in the box the number of the question you are answering on this page as it is designated in the examination.

3Bp.1q2
Part C

Although, Mongol rule affected Russia and China similarly economically, it differed politically in terms of conflict and government.

Economically both China and Russia prospered under Mongol rule. In China, the Mongols reopened the Silk Road, bringing in a vast new amount of trade from the Mediterranean. Similarly with Russia the long trade networks established by the Mongols, greatly boosted the economy. With Mongol rule also came new tech. & knowledge from other regions. Both China and Russia, saw new tech. & new knowledge in the sciences come, since the Mongols had shared a great deal of knowledge both from the Middle East and Asia.

Politically the government was different, China under Mongol rule, the Yuan maintained a similar government structure as its previous dynasties, with few changes, ~~and~~ However in Russia the government was completely different, the Golden Horde government was a new form for Russia, it was under a more decentralized monarchy than ~~with~~ the previous forms. Under Mongol a large portion ~~was~~ of Russia was united under 1 government.

Conflict was also different under Mongol rule in the

Part C

Write in the box the number of the question you are answering on this page as it is designated in the examination.

Two regions, China under Mongol rule did not run into many conflicts, however with Russia there was a major conflict with another Mongol group the Il Khan. The conflict arose when the Golden Horde killed the last Caliph, and the Il Khan who were muslim took offense and got into an escalating conflict with the Golden Horde. The conflict was then later resolved when the Golden Horde converted to Islam.

Write in the box the number of the question you are answering on this page as it is designated in the examination.

The Mongols had ~~been~~ a large impact on many countries in the western world. The Mongols had a long reign of power but were eventually brought down by technologically advanced weapons but not before their impression upon China and Russia. The ~~the~~ Mongols had an everlasting impact upon China's and Russia's political and economic systems and are still seen in the present times of each country.

The political impact the Mongols was unique to each country but very important to both China and Russia. In Russia and in China, the Mongols had an absolute rule over them but allowed the freedom of religion. The Mongols took over Russia and destroyed their two economic centers and started another one at St. Petersburg. In China, Kubli Khan ruled most of the land and since the Mongols were mainly nomadic and military based they did not imprint any standard form of government upon either China or Russia. Even though the initial impact of the Mongols on both China and Russia was harsh the impression left by them can still be seen today. China continued to have a centralized government such as the rule of Kubli Khan, but Russia proceeded differently with almost a similar form with the czar but had a multi-party form of government ~~with~~ with the help of advisors.

The impact the Mongols had on the economies of China and Russia was even greater than its political one. The Mongols

3C p. 2 of 2

Part C

Write in the box the number of the question you are answering on this page as it is designated in the examination.

heavily facilitated trade within the Chinese and Russian economies. The new economic center in Russia was the basis and collector of most of the trade that occurred in Russia. The prosperity of trade in St. Petersburg eventually gave Russia enough means to break away from Mongol Rule. The Chinese economy was ~~also~~ influenced by the Mongol trade system. Mongols maintained the Silk Road and was the ~~also~~ main means of transportation of goods between countries. China differed from Russia in the fact that the Mongols' economic impact led Russia to become independent whereas China had to gain independence from other means.

The Mongols' rule on China and Russia had different effects but still had a positive influence in the end. The difference in the Mongolian rule of each country can help to explain some of the differences they have today. Overall China and Russia did not differ greatly from the ~~the~~ rule of the Mongols and helped to accept each other in the future.