

Week 1

AP World History: Modern

Homework bundle for this week

本周作业合集

exercises.lol

Contents 目录

Topic 1 quiz	2
Exercise sheet 1.1	5
Past-paper questions 1.1	9
Exercise sheet 1.2	10
Past-paper questions 1.2	14
Exercise sheet 1.3	16
Past-paper questions 1.3	20
Exercise sheet 1.4	21
Exercise sheet 1.5	25
Exercise sheet 1.6	29
Exercise sheet 1.7	33
Past-paper questions 1.7	37

AP World History: Modern

Name: _____ Score: _____

1. The CED says the Song used Confucianism and its bureaucracy to...

- ☐ expand its borders
- ☐ maintain and justify its rule
- ☐ abolish taxes
- ☐ replace Buddhism

2. Select **all** the new Islamic political entities the CED names.

- ☐ the Seljuk Empire
- ☐ the Mamluk sultanate of Egypt
- ☐ the Delhi sultanates
- ☐ the Song Dynasty

Tick every correct option.

3. Select **all** the belief practices the CED names for this region.

- ☐ the Bhakti movement
- ☐ Sufism
- ☐ Buddhist monasticism
- ☐ Confucian examinations

Tick every correct option.

4. The CED writes "as in Afro-Eurasia" in order to signal that...

- ☐ the Americas were less developed
- ☐ the same analytical frame applies
- ☐ the two regions traded
- ☐ the dates are different

5. Select **all** the African state systems the CED names.

- ☐ Great Zimbabwe
- ☐ Ethiopia
- ☐ the Hausa kingdoms
- ☐ the Delhi sultanate

Tick every correct option.

6. Select **all** the features the CED gives fragmented Europe.

- ☐ decentralised monarchies
- ☐ feudalism
- ☐ the manorial system
- ☐ an imperial bureaucracy

Tick every correct option.

7. The objective asks about the _____ of state formation.

- ☐ dates
- ☐ processes
- ☐ rulers
- ☐ borders

8. Select **all** three words the CED uses for 13th-century states.

- ☐ continuity
- ☐ innovation
- ☐ diversity
- ☐ decline

Tick every correct option.

9. According to the CED, Muslim **rule** expanded primarily through...

- ☐ merchants
- ☐ military expansion
- ☐ missionaries
- ☐ Sufis

10. Srivijaya's power came mainly from...

- ☐ irrigated rice
- ☐ taxing ships passing through straits
- ☐ a standing infantry
- ☐ Confucian bureaucracy

AP World History: Modern

1. **maintain and justify its rule**

The system did both jobs at once — order, and the argument for it.

2. **the Seljuk Empire; the Mamluk sultanate of Egypt; the Delhi sultanates**

Most were dominated by Turkic peoples.

3. **the Bhakti movement; Sufism; Buddhist monasticism**

The exam system belongs to East Asia, subtopic 1.1.

4. **the same analytical frame applies**

American states are the same question asked of a separate world.

5. **Great Zimbabwe; Ethiopia; the Hausa kingdoms**

Delhi is in South Asia, subtopic 1.2.

6. **decentralised monarchies; feudalism; the manorial system**

The imperial bureaucracy belongs to Song China.

7. **processes**

How states came to be and held together — not a list of who ruled where.

8. **continuity; innovation; diversity**

They frame every state-building subtopic in this unit.

9. **military expansion**

The faith then spread **subsequently** through merchants, missionaries and Sufis.

10. **taxing ships passing through straits**

Revenue from a place rather than from land.

1.1 Developments in East Asia from c. 1200 to c. 1450

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS song china 宋朝中国 • buddhism 佛教 • bureaucracy 官僚体系

Objective

Build the skills to explain **Song China** 宋朝中国 as a state, a culture and an economy.

You must be able to:

- explain how Confucianism and bureaucracy maintained AND justified rule
- state how Chinese traditions reached neighbouring regions
- name the four sources of Song economic growth
- use the CED's own word 'traditional' accurately

1 Worked examples

Study these first. Each one shows the method for a task used later.

■ Maintain and justify

The CED says the Song used traditional methods of Confucianism and an imperial bureaucracy **to maintain and justify its rule**. Two jobs: the bureaucracy does the maintaining, the doctrine does the justifying. An answer naming only administration has taken half the sentence.

■ 'Traditional'

The CED calls the methods traditional. The Song did not invent Confucian government; it **continued** it, which is why 1.1 sits under a key concept about continuity, innovation and diversity.

■ Influence, not conquest

Chinese cultural traditions **continued, and they influenced neighbouring regions**. The verb is influence — the mechanism is prestige, writing, examination and religion, not administration by China.

■ Four sources of growth

Increased productive capacity, expanding trade networks, innovations in agriculture, and innovations in manufacturing. The commercialised economy still **depended on free peasant and artisanal labour** — commerce did not replace the labour base.

2 Practice

2.1 State the two jobs Confucianism and the bureaucracy performed. [2]

2.2 Name the four sources of Song economic growth. [2]

2.3 Chinese traditions spread without Chinese rule.

(a) State the CED's verb. [1]

(b) Name two mechanisms. [2]

3 Exam-style questions

3.1 The CED calls the Song's methods of rule [1]

- A wholly new
 - B traditional
 - C foreign
 - D military
-

3.2 The commercialised Song economy continued to depend on [1]

- A enslaved labour only
- B free peasant and artisanal labour
- C foreign labour
- D no labour

3.3 A neighbouring state adopts Chinese writing and an examination system without being conquered.

(a) State what this illustrates. [1]

(b) Explain why influence can outlast an empire. [2]

Solutions

2.1 the bureaucracy maintained the rule; Confucianism justified it.

2.2 increased productive capacity; expanding trade networks; innovations in agriculture; innovations in manufacturing.

2.3 (a) influenced. (b) any two of: writing; examination systems; Buddhism and other religious practice; artistic and literary models.

3.1 B. the CED's own word.

3.2 B. commercialisation did not replace the labour base.

3.3 (a) cultural influence operating without political control. (b) an adopted script or curriculum is reproduced by the adopting society itself, so it continues once the source's power ends.

“We consider Buddhists to be a direct threat. For over 1500 years, Buddhism has been spreading in our kingdom, yet neither happiness nor profit has been gained. This is recorded in the historical books, which Your Majesty has certainly studied thoroughly. Must you wait for your ministers to tell you?

We think of all the unorthodox teachings, Buddhism is the worst. The Buddhists live alone with their barbaric customs, apart from the common productive population; yet they cause the people to be poor and to steal. What is worse than their crimes? Beasts and birds that damage grain are certainly chased away because they harm the people. Yet even though beasts and birds eat the people’s food, they are nevertheless useful to the people. Buddhists, however, sit around and eat, and there has not yet been a visible profit.”

Yun Hoe, Korean Confucian scholar and adviser to the Korean Choson monarchy, *On the Harmfulness of Buddhism*, 1424

2. Using the excerpt, respond to **parts a, b, and c**.

- a. Identify ONE claim the author makes in the passage.
- b. Explain ONE way the author’s point of view likely influenced his argument.
- c. Explain ONE way Chinese cultural traditions influenced Asian societies (other than Korea) in the period 1200–1450.

1.2 Developments in Dar al-Islam from c. 1200 to c. 1450

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS sufis 苏非派 • missionaries 传教士 • turkic 突厥人 • abbasid caliphate 阿拔斯哈里发国
• intellectual innovations and transfers 智识创新与传播

Objective

Build the skills to explain **Dar al-Islam** 伊斯兰世界 after the Abbasid fragmentation.

You must be able to:

- state what happened as the Abbasid Caliphate fragmented
- distinguish military expansion from the spread of the religion
- name the three agents of Islam's expansion
- state the CED's claim about intellectual innovation

1 Worked examples

Study these first. Each one shows the method for a task used later.

■ Fragmentation

As the Abbasid Caliphate fragmented, **new Islamic political entities emerged, most of which were dominated by Turkic peoples**. Political fragmentation is not religious decline — the CED reports new states, not an ending.

■ Two different spreads

Muslim **rule** continued to expand due to military expansion; **Islam subsequently expanded through the activities of merchants, missionaries and Sufis**. The CED separates conquest from conversion, and 'subsequently' orders them.

■ Three agents

Merchants, missionaries and Sufis. None of the three is an army, which is why an answer that explains the religion's spread by conquest alone misses the CED's own mechanism.

■ Intellectual innovation

Muslim states and empires **encouraged significant intellectual innovations and transfers**. Transfers matters: knowledge moved between regions as well as being produced.

2 Practice

2.1 State what emerged as the Abbasid Caliphate fragmented. [2]

2.2 Name the three agents of Islam's expansion. [3]

2.3 The CED separates rule from religion.

(a) State the mechanism for each. [2]

(b) State what “subsequently” adds. [1]

3 Exam-style questions

3.1 The new Islamic political entities were mostly dominated by [1]

- **A** Turkic peoples
- **B** European crusaders
- **C** Mongol khans
- **D** Chinese officials

3.2 Muslim states are said to have encouraged intellectual innovations and [1]

- **A** their suppression
- **B** transfers
- **C** isolation

- **D** destruction
-

3.3 A region converts to Islam decades after it stops being ruled by a Muslim state.

- (a) State what this shows. [1]
- (b) Explain which of the CED's mechanisms accounts for it. [2]
-
-
-

Solutions

2.1 new Islamic political entities, most dominated by Turkic peoples.

2.2 merchants; missionaries; Sufis.

2.3 (a) rule expanded by military expansion; the religion expanded through merchants, missionaries and Sufis. (b) it orders them — conquest first, then the slower spread of belief.

3.1 A. the CED names Turkic peoples.

3.2 B. transfers, so knowledge moved as well as being made.

3.3 (a) that conversion and conquest are separate processes. (b) merchants, missionaries and Sufis, none of which requires political control to operate.

WORLD HISTORY: MODERN**SECTION I, Part B****Time—40 minutes**

Directions: Answer Question 1 **and** Question 2. Answer **either** Question 3 **or** Question 4.

Write your responses in the Section I, Part B: Short-Answer Response booklet. You must write your response to each question on the lined page designated for that response. Each response is expected to fit within the space provided.

In your responses, be sure to address all parts of the questions you answer. Use complete sentences; an outline or bulleted list alone is not acceptable. You may plan your answers in this exam booklet, but no credit will be given for notes written in this booklet.

“Under the Mughals, Hindus and Muslims interacted in economics, politics, social life, the arts, and culture. Through migration and conversion, the Muslim population of India grew from about 400,000 in 1200, . . . to 12.8 million in 1535, to perhaps 50 million by 1800. Muslim scholars and Sufi religious mystics and saints migrated to India from Iran, Turkey, and Central Asia. Some came in search of government jobs, others for new cultural opportunities, to study, or to spread their own beliefs. Some of the best poets immigrated from Persia.

Similarly, imperial court painters, who produced masterpieces in the Persian and Mughal miniature styles, interacted with painters of the Rajput schools in local Hindu courts across north India, resulting in artistic innovations in both. On the level of mystical belief and experience, an astonishing syncretism emerged between Hindus and Muslims, especially in the poetry of Kabir [died circa 1520] and of Guru Nanak (1469–1538), the originator of the Sikh religion. Mystics in the two communities, Hindu *bhakti* (devotional) worshippers and Muslim Sufis, frequently had warm personal relations and often attracted followers from each others’ communities.”

Howard Spodek and Michele Langford Louro, United States historians,
article published in a scholarly journal, 2007

1. Using the excerpt, respond to **parts a, b, and c**.

- a. Identify ONE claim that the authors make in the **first paragraph**.
- b. Identify ONE piece of evidence that the authors use to support their claims about cultural interactions between Hindus and Muslims as described in the **second paragraph**.
- c. Explain ONE reason why Mughal rulers in the period circa 1450–1750 would have encouraged the interactions described in the passage.

“It was by the grace of God, glory be to Him, that He came to the rescue of Islam, by reviving its last breath and restoring in Egypt the unity of the Muslims [in the mid-thirteenth century]. He did this by sending the Mamluks to the Muslims as guardian rulers and devoted defenders, who were imported as slaves from the lands of the heathen Qipchaq Turks. The Turkish slaves embrace Islam with the determination of true believers, while retaining their nomadic virtues.

The slave merchants bring them to Egypt in batch after batch. Then the rulers lodge them in the royal chambers, and give them a careful upbringing, including the study of the Qur’an. Then they train them in the use of the bow and the sword, in riding horses, and in fighting with the lance until they become tough and seasoned soldiers. When the rulers are convinced that they are prepared to defend and die for them, they increase their pay, lands, and incomes. Then they appoint them to high offices of state, and even sultans are chosen from them who direct the affairs of the Muslims.”

Source: Ibn Khaldun, Arab scholar and historian writing about the Mamluk dynasty of Egypt, late fourteenth century

2. Using the excerpt, respond to **parts a, b, and c**.

- a. Identify ONE claim that the author makes about the Mamluks in the **first paragraph**.
- b. Identify ONE way the passage illustrates the political situation of the Islamic world in the period before circa 1450.
- c. Explain ONE way the passage could be used to illustrate differences in forms of coerced labor in the period before circa 1750.

1.3 Developments in South and South-east Asia from c. 1200 to c. 1450

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS hinduism 印度教 • south and southeast asian 南亚与东南亚 • buddhism 佛教

Objective

Build the skills to explain **South and Southeast Asian** 南亚与东南亚 states and beliefs.

You must be able to:

- name the three belief systems the CED lists for the region
- state what 'continued to shape' claims
- state the CED's three-word formula for state formation
- explain why the region hosts new Hindu AND Buddhist states

1 Worked examples

Study these first. Each one shows the method for a task used later.

■ Three systems

Hinduism, Islam and Buddhism, and their core beliefs and practices, continued to shape societies in South and Southeast Asia. Three, in one region, at the same time.

■ 'Continued to shape'

A continuity claim: these systems were already present and remained influential. The CED is not describing arrival but persistence.

■ The formula

State formation and development demonstrated **continuity, innovation and diversity**. The same three words appear for East Asia, the Americas and Africa — they are the unit's comparative frame.

■ New states

The CED specifies **the new Hindu and Buddhist states that emerged in South and Southeast Asia**. New states inside old traditions is precisely what 'continuity, innovation and diversity' names.

2 Practice

2.1 Name the three belief systems and state the CED's verb. [2]

2.2 State the CED's three-word formula for state formation. [3]

2.3 The CED names new Hindu and Buddhist states.

(a) State which of the three words this illustrates. [1]

(b) State why the other two still apply. [2]

3 Exam-style questions

3.1 "Continued to shape" is a claim about [1]

- **A** arrival
- **B** persistence
- **C** disappearance
- **D** prohibition

3.2 The same three-word formula is used for the Americas and [1]

- **A** Africa
- **B** Antarctica
- **C** nowhere else
- **D** Europe only

3.3 Three religions shape one region at the same time.

(a) State what this rules out. [1]

(b) Explain what it means for an answer about the region.

[2]

Solutions

2.1 Hinduism, Islam and Buddhism; they continued to shape societies.

2.2 continuity; innovation; diversity.

2.3 (a) innovation. (b) continuity — the traditions were already present; diversity — Hindu and Buddhist states coexisted.

3.1 B. persistence, not arrival.

3.2 A. Africa uses the same formula.

3.3 (a) treating the region as having one religious identity. (b) the answer must name which system it is discussing rather than writing about the region's religion in the singular.

“We consider Buddhists to be a direct threat. For over 1500 years, Buddhism has been spreading in our kingdom, yet neither happiness nor profit has been gained. This is recorded in the historical books, which Your Majesty has certainly studied thoroughly. Must you wait for your ministers to tell you?

We think of all the unorthodox teachings, Buddhism is the worst. The Buddhists live alone with their barbaric customs, apart from the common productive population; yet they cause the people to be poor and to steal. What is worse than their crimes? Beasts and birds that damage grain are certainly chased away because they harm the people. Yet even though beasts and birds eat the people’s food, they are nevertheless useful to the people. Buddhists, however, sit around and eat, and there has not yet been a visible profit.”

Yun Hoe, Korean Confucian scholar and adviser to the Korean Choson monarchy, *On the Harmfulness of Buddhism*, 1424

2. Using the excerpt, respond to **parts a, b, and c**.

- a. Identify ONE claim the author makes in the passage.
- b. Explain ONE way the author’s point of view likely influenced his argument.
- c. Explain ONE way Chinese cultural traditions influenced Asian societies (other than Korea) in the period 1200–1450.

1.4 State Building in the Americas

Name: _____ Class: _____ Date: _____

Total: 11 marks

KEY WORDS comparison 比较

Objective

Build the skills to explain **state building in the Americas** 美洲.

You must be able to:

- state the CED's comparative claim about the Americas
- explain the force of 'as in Afro-Eurasia'
- state what 'expanded in scope and reach' means
- avoid treating the Americas as an exception

1 Worked examples

Study these first. Each one shows the method for a task used later.

■ The claim

In the Americas, **as in Afro-Eurasia**, state systems demonstrated continuity, innovation and diversity, **and expanded in scope and reach**.

■ 'As in Afro-Eurasia'

The CED writes the comparison into the sentence. The Americas are not an exception to the unit's pattern; they are an instance of it, developing independently of Afro-Eurasia.

■ Scope and reach

Scope is what the state does — the range of functions it performs. **Reach** is how far it does it. A state can grow in one without the other.

■ Not an exception

Because these states developed with no contact with Afro-Eurasia, the shared pattern is evidence about state formation generally, not about diffusion.

2 Practice

2.1 State the CED’s comparative claim about the Americas. [2]

2.2 Distinguish scope from reach. [2]

2.3 American states developed independently of Afro-Eurasia.

(a) State what the shared pattern is therefore evidence about. [1]

(b) State what it is not evidence of. [1]

3 Exam-style questions

3.1 “As in Afro-Eurasia” makes the Americas [1]

- **A** an exception to the pattern
- **B** an instance of it
- **C** irrelevant
- **D** the origin of it

3.2 “Reach” refers to [1]

- **A** the functions a state performs
- **B** how far it performs them
- **C** its population
- **D** its religion

3.3 A state adds tribute collection to an area it already governs.

(a) State whether this is scope or reach. [1]

(b) Explain the difference with an example of the other.

[2]

Solutions

2.1 state systems demonstrated continuity, innovation and diversity and expanded in scope and reach, as in Afro-Eurasia.

2.2 scope is the range of functions the state performs; reach is how far it performs them.

2.3 (a) about state formation generally. (b) of diffusion or contact between the hemispheres.

3.1 B. the comparison is written into the sentence.

3.2 B. reach is distance and extent.

3.3 (a) scope. (b) reach would be extending existing tribute collection to new territory, so the two can grow separately.

1.5 State Building in Africa

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS state building in africa 非洲 • comparison 比较

Objective

Build the skills to explain **state building in Africa** 非洲.

You must be able to:

- state the CED's comparative claim about Africa
- name the three regions the CED puts on equal footing
- explain what the parallel wording is doing
- connect African state building to 2.4

1 Worked examples

Study these first. Each one shows the method for a task used later.

■ The claim

In Africa, **as in Eurasia and the Americas**, state systems demonstrated continuity, innovation and diversity **and expanded in scope and reach**.

■ Three regions, one sentence

Eurasia, the Americas and Africa receive the same wording. The CED is deliberately refusing a hierarchy of regions.

■ What the parallel does

Identical wording is an argument: state formation is a global process with regional forms, not a European or Asian achievement copied elsewhere.

■ Link to 2.4

2.4 records that the expansion of empires **including Mali in West Africa** facilitated Afro-Eurasian trade, so African states are also participants in unit 2's networks.

2 Practice

2.1 State the CED's claim about African state systems. [2]

2.2 Name the three regions given identical wording. [3]

2.3 The CED uses identical wording for three regions.

(a) State what this is arguing. [1]

(b) State the link to unit 2. [1]

3 Exam-style questions

3.1 Identical wording across three regions refuses [1]

- **A** all comparison
- **B** a hierarchy of regions
- **C** any evidence
- **D** chronology

3.2 2.4 names the West African empire of [1]

- **A** Mali
- **B** Song
- **C** Delhi
- **D** Kiev

3.3 A textbook describes African states only as trading partners of others.

(a) State the failure. [1]

(b) Explain what the CED's wording requires instead.

[2]

Solutions

2.1 they demonstrated continuity, innovation and diversity and expanded in scope and reach.

2.2 Eurasia; the Americas; Africa.

2.3 (a) that state formation is a global process with regional forms. (b) 2.4's expansion of empires including Mali facilitated Afro-Eurasian trade.

3.1 B. no region is ranked above another.

3.2 A. Mali is the CED's example.

3.3 (a) it treats African states as objects of others' history rather than states in their own right. (b) the same analysis applied to them as to Eurasia and the Americas — continuity, innovation, diversity and expansion in scope and reach.

1.6 Developments in Europe from c. 1200 to c. 1450

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS free and coerced labour 自由与强制劳动 • serfdom 农奴制 • christianity 基督教 • feudalism 封建制度
• judaism 犹太教

Objective

Build the skills to explain **European decentralisation** 政治分散.

You must be able to:

- name the three belief systems the CED lists for Europe
- name the three features of European political fragmentation
- state the CED's claim about European labour
- compare Europe's fragmentation with Song centralisation

1 Worked examples

Study these first. Each one shows the method for a task used later.

■ Three systems

Christianity, Judaism, Islam, and their core beliefs and practices, continued to shape societies in Europe. Europe, like South Asia, is religiously plural in the CED's account.

■ Three features

Europe was politically fragmented and characterised by **decentralised monarchies, feudalism and the manorial system** — a political form, a military-legal form and an agricultural form.

■ Labour

Europe was largely an agricultural society dependent on **free and coerced labour, including serfdom**. Both kinds, not one.

■ The comparison

1.1's Song China used a centralised bureaucracy justified by a state doctrine; Europe used decentralised monarchies with obligations owed personally. Same period, opposite answers to how a large territory is governed.

2 Practice

2.1 Name the three features of European political fragmentation. [3]

2.2 State the CED's claim about European labour. [2]

2.3 Compare Europe with Song China.

(a) State each one's method of governing territory. [2]

(b) State what the comparison shows. [1]

3 Exam-style questions

3.1 The CED lists for Europe the belief systems Christianity, Judaism and [1]

- **A** Buddhism
- **B** Islam
- **C** Hinduism
- **D** Confucianism

3.2 European agriculture depended on [1]

- **A** free labour only
- **B** free and coerced labour, including serfdom
- **C** wage labour only
- **D** no labour

3.3 Two societies in the same century govern in opposite ways.

(a) State what this rules out. [1]

(b) Explain what a comparison should therefore examine.

[2]

Solutions

2.1 decentralised monarchies; feudalism; the manorial system.

2.2 it was largely agricultural, dependent on free and coerced labour including serfdom.

2.3 (a) Song China: a centralised bureaucracy justified by Confucianism; Europe: decentralised monarchies with personal obligations. (b) that one period produced opposite answers to the same problem.

3.1 B. Islam is the third.

3.2 B. the CED names both kinds.

3.3 (a) that one form was required by the period. (b) what conditions favoured each form, rather than which was more advanced.

1.7 Comparison in the Period from c. 1200 to c. 1450

Name: _____ Class: _____ Date: _____

Total: 14 marks

KEY WORDS compare 比较 • bureaucracy 官僚体系 • song china 宋朝中国

Objective

Build the skills to **compare** 比较 state formation across regions.

You must be able to:

- state what a comparison must contain
- name a similarity that holds across all regions
- name a difference and its basis
- avoid writing two descriptions instead of one comparison

1 Worked examples

Study these first. Each one shows the method for a task used later.

■ What a comparison contains

A similarity **and** a difference, both stated with evidence, and a basis on which they are being compared. Two descriptions side by side are not a comparison.

■ The similarity

State formation and development demonstrated continuity, innovation and diversity **in various regions** — the CED's own cross-regional claim, applied identically to East Asia, South Asia, the Americas, Africa and Europe.

■ A difference

Centralisation. The Song used a bureaucracy and an examination-based officialdom; Europe was fragmented into decentralised monarchies with feudal obligations. The basis of comparison is how authority reached the governed.

■ The common error

Writing a paragraph on China and a paragraph on Europe and stopping. The comparison is the sentence that names the basis and says how the two stand on it.

2 Practice

2.1 State the three things a comparison must contain. [3]

2.2 State one cross-regional similarity with its CED wording. [2]

2.3 Compare Song China and Europe on centralisation.

(a) State the basis of comparison. [1]

(b) State how each stands on it. [2]

3 Exam-style questions

3.1 Two descriptions placed side by side are [1]

- **A** a comparison
- **B** not yet a comparison
- **C** a causation argument
- **D** a continuity argument

3.2 The CED's cross-regional similarity is continuity, innovation and [1]

- **A** decline
- **B** diversity
- **C** isolation
- **D** conquest

3.3 Write a comparison of state building in the Americas and in Africa. [4]

Solutions

2.1 a similarity; a difference; a stated basis of comparison.

2.2 state formation demonstrated continuity, innovation and diversity in various regions.

2.3 (a) how authority reached the governed. (b) the Song used a centralised bureaucracy and examination-based officialdom; Europe used decentralised monarchies and feudal obligation.

3.1 B. the comparative sentence is still missing.

3.2 B. diversity is the third.

3.3 a basis of comparison stated; a similarity with evidence; a difference with evidence; a sentence relating the two rather than listing them.

WORLD HISTORY: MODERN

SECTION I, Part B

Time—40 minutes

Directions: Answer Question 1 **and** Question 2. Answer **either** Question 3 **or** Question 4.

Write your responses in the Section I, Part B: Short-Answer Response booklet. You must write your response to each question on the lined page designated for that response. Each response is expected to fit within the space provided.

In your responses, be sure to address all parts of the questions you answer. Use complete sentences; an outline or bulleted list alone is not acceptable. You may plan your answers in this exam booklet, but no credit will be given for notes written in this booklet.

“[A]lready well before the twelfth and thirteenth centuries, an enormous amount of [history] had been written, and Muslims were well on their way to generating a tradition that outstripped in size and quality anything written by . . . Jews or Christians. The impulse [for so much history writing] was two-fold. [First], the spectacular success of empire building during the seventh and eighth centuries created a market of readers hungry for historical narrative, . . . which offered lessons and models to rulers, their courts, and urban elites. . . . Second, . . . many were enthusiastic about those forms [of history writing] that reinforced traditional religious institutions . . . and attitudes. In practice, this meant that they wrote a great many [biographies] of religious figures and of the Prophet [Muhammad]. . . .

Muslim states had a stake in learning in general and [history writing] in particular. Nearly all states [sponsored history writing and art creation] that legitimized their exercise of power, and large-scale learning depended on urban networks of knowledge—reading, teaching, writing—that states cultivated and defended. It is this—the mutual attraction of historians and ambitious states—that explains the [development of Islamic history writing].”

Chase F. Robinson, historian, *Islamic Historiography*, book written in
2003

1. Using the excerpt, respond to **parts a, b, and c**.

- a. Identify ONE argument that the author makes in the **first paragraph**.
- b. Identify ONE piece of evidence that the author uses to support an argument in the passage.
- c. Explain how ONE development in the period 1200–1750 could be used to support the author’s argument in the **second paragraph** about history writing and art creation legitimizing states’ exercise of power.