



2020

AP[®] WORLD HISTORY

FREE PRACTICE TEST

Updated for the 2020 online exam!



AP[®] WORLD HISTORY**Total Time—45 minutes****Question 1 (Document-Based Question)****Suggested reading and writing time: 45 minutes**

It is suggested that you spend 15 minutes reading the documents and 45 minutes writing your response. Note: You may begin writing your response before the reading period is over.

Directions: Question 1 is based on the accompanying documents. The documents have been edited for the purpose of this exercise.

In your response you should 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 at least 4 documents.
- Use at least 2 additional pieces of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- For at least 2 documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

GO ON TO THE NEXT PAGE.

1. Using the following documents, evaluate the causes and effects of Latin American independence movements in the 19th century.

Document 1

Source: James Stephen, forward to *The History of Toussaint L'Ouverture*, 1814.

That illustrious African [Toussaint L'Ouverture] deserved the exalted names of Christian, Patriot, and Hero. He was a devout worshipper of his God, and a successful defender of his invaded country. He was the victorious enemy, at once, and the contrast of Napoleon Buonaparte, whose arms he repelled, and whose pride he humbled, not more by the strength of his military genius, than by the moral influence of his amiable and virtuous character: by how many ties, then, of kindred merit and generous sympathy must he not be endeared to the magnanimous Liberator of Europe!

In nothing, however, will your Imperial Majesty* more sympathize with the brave Toussaint, than in his attachment to the great cause in which he fell—the cause, not of his country only, but of his race; not merely of St. Domingo, but of the African continent.

*Emperor Alexander of Russia, to whom Stephen dedicated his book

Document 2

Source: Simón Bolívar, “Letter from Jamaica,” 1815

I shall tell you with what we must provide ourselves in order to expel the Spaniards and to found a free government. It is *union*, obviously; but such union will come about through sensible planning and well-directed actions rather than by divine magic. America stands together because it is abandoned by all other nations. It is isolated in the center of the world. It has no diplomatic relations, nor does it receive any military assistance; instead, America is attacked by Spain, which has more military supplies than any we can possibly acquire through furtive means.

When success is not assured, when the state is weak, and when results are distantly seen, all men hesitate; opinion is divided, passions rage, and the enemy fans these passions in order to win an easy victory because of them. As soon as we are strong and under the guidance of a liberal nation which will lend us her protection, we will achieve accord in cultivating the virtues and talents that lead to glory. Then will we march majestically toward that great prosperity for which South America is destined. Then will those sciences and arts which, born in the East, have enlightened Europe, wing their way to a free Colombia, which will cordially bid them welcome.

GO ON TO THE NEXT PAGE.

Document 4

Source: José Martí and Máximo Gómez, “Montecristi Manifesto,” written on the topic of Cuba’s fight for independence, 1895

Cuba is embarking upon this war in the full certainty, unacceptable only to halfhearted, sedentary Cubans, of the ability of its sons to win a victory through the energy of the thoughtful and magnanimous revolution, and the ability of the Cuban people, developed during those ten early years of sublime fusion and in the modern practices of work and government, to save the patria at its origin from the trials and troubles that were necessary at the beginning of the century in the feudal or theoretical republics of Hispano-America, which were without communication and without preparation. Inexcusable ignorance or perfidy it would be to remain unaware of the often glorious and now generally remedied causes for those American upheavals, which arose from the error of trying to adapt foreign models of uncertain dogma, related only to their place of origin, to the ingenious reality of countries that knew nothing of liberty except their own eagerness to attain it and the pride that they won while fighting for it. The concentration of a merely literary culture in the capitals, the erroneous adherence of the republics to the lordly habits of the colony, the creation of rival caudillos as a consequence of the distrustful and inadequate treatment of remote areas, the rudimentary state of the only industry, which was farming or cattle herding, and the abandonment and distain of the fertile indigenous race amid the disputes between creed or locales that these causes for the upheavals in the nations of America carried on—these are in no way the problems of Cuban society. Cuba returns to war with a democratic and educated people, zealously aware of its own rights and those of others, and with even the humblest of its populace far more educated than the masses of plainsmen or Indians by whom, at the voice of the supreme heroes of emancipation, the silent colonies of America were transformed from herds of cattle into nations.

Document 5

Source: Margarette Daniels, historian, description of General José de San Martín’s declaration of Peruvian independence in 1821, *Makers of South America*, 1916

On July 15 independence was declared, and the scarlet and white flag waved over a new republic. A great question now confronted the Peruvians: “Who shall govern us?” San Martín’s policy had always been that as soon as he had liberated the people his task was over and they must work out their own plans for government, as the Chileans had done. But the creoles in Lima knew as little about organizing a government as they had known how to break away from Spanish rule. San Martín believed this backwardness was due to their geographical situation which had cut them off from outside influences, and that they needed his help before they could be able to help themselves. He issued a decree which temporarily gave himself the title of “Protector of Peru.” In a proclamation to the people he explained his position: “Since there is still in Peru a foreign enemy to combat, it is a measure of necessity that the political and military authority should continue united in my person. The religious scrupulousness with which I have kept my word in the course of my public life gives me a right to be believed; and I again pledge it to the people of Peru, by solemnly promising that the very instant their territory is free, I shall resign the command, in order to make room for the government which they may be pleased to elect.

END OF DOCUMENTS FOR QUESTION 1.

GO ON TO THE NEXT PAGE.

CHANGES TO THE 2020 EXAM FORMAT

AP[®] WORLD HISTORY



ONLINE TESTING

The test will be conducted at home, at the same time around the world, and can be taken on any device: PC, laptop, tablet, or smart phone. You can either type your responses, or handwrite them and photograph them with your phone. If at all possible, plan to take your exam on a computer instead of a phone, as scrolling through the documents will be a challenge.

TEST DURATION

There will be one 45-minute DBQ (there is no separate “Reading Period”), plus 5 minutes to upload your essay.

QUESTION TYPE

This exam will be made up of a 5-part DBQ (including one non-text document).

OPEN BOOK FORMAT

Consider preparing thematic charts for each time period (i.e. SPICE-T themes for each region). You will not have enough time during the exam to go through all of your notes from the entire year, so condense them down!

ADDITIONAL INFORMATION

The prompt will be derived from any of Units 1–6. Practice evaluating the *Historical context/Intended audience/Purpose/Point of view* of documents. That can get you two points if you do it just for two documents! For additional information about the exam, visit the College Board website: <https://apcoronavirusupdates.collegeboard.org/>

DATE	TIME
Thursday, May 21	8:00AM Hawaii 10:00AM Alaska 11:00AM Pacific 12:00PM Mountain 1:00PM Central 2:00PM Eastern
MAKE-UP EXAM	
<i>Available with permission from your school.</i>	
Thursday, June 4	6:00AM Hawaii 8:00AM Alaska 9:00AM Pacific 10:00AM Mountain 11:00AM Central 12:00PM Eastern

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