

GLISIC AP WORLD HISTORY CONTEXT PRACTICE TEST (SAMPLE)

STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

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Table of Contents

Copyright	1
Table of Contents	2
Introduction	3
How to Use This Guide	4
Questions	5
Answers	8
Explanations	10
Next Steps	16

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Introduction

Preparing for a certification exam can feel overwhelming, but with the right tools, it becomes an opportunity to build confidence, sharpen your skills, and move one step closer to your goals. At Examzify, we believe that effective exam preparation isn't just about memorization, it's about understanding the material, identifying knowledge gaps, and building the test-taking strategies that lead to success.

This guide was designed to help you do exactly that.

Whether you're preparing for a licensing exam, professional certification, or entry-level qualification, this book offers structured practice to reinforce key concepts. You'll find a wide range of multiple-choice questions, each followed by clear explanations to help you understand not just the right answer, but why it's correct.

The content in this guide is based on real-world exam objectives and aligned with the types of questions and topics commonly found on official tests. It's ideal for learners who want to:

- Practice answering questions under realistic conditions,
- Improve accuracy and speed,
- Review explanations to strengthen weak areas, and
- Approach the exam with greater confidence.

We recommend using this book not as a stand-alone study tool, but alongside other resources like flashcards, textbooks, or hands-on training. For best results, we recommend working through each question, reflecting on the explanation provided, and revisiting the topics that challenge you most.

Remember: successful test preparation isn't about getting every question right the first time, it's about learning from your mistakes and improving over time. Stay focused, trust the process, and know that every page you turn brings you closer to success.

Let's begin.

How to Use This Guide

This guide is designed to help you study more effectively and approach your exam with confidence. Whether you're reviewing for the first time or doing a final refresh, here's how to get the most out of your Examzify study guide:

1. Start with a Diagnostic Review

Skim through the questions to get a sense of what you know and what you need to focus on. Your goal is to identify knowledge gaps early.

2. Study in Short, Focused Sessions

Break your study time into manageable blocks (e.g. 30 – 45 minutes). Review a handful of questions, reflect on the explanations.

3. Learn from the Explanations

After answering a question, always read the explanation, even if you got it right. It reinforces key points, corrects misunderstandings, and teaches subtle distinctions between similar answers.

4. Track Your Progress

Use bookmarks or notes (if reading digitally) to mark difficult questions. Revisit these regularly and track improvements over time.

5. Simulate the Real Exam

Once you're comfortable, try taking a full set of questions without pausing. Set a timer and simulate test-day conditions to build confidence and time management skills.

6. Repeat and Review

Don't just study once, repetition builds retention. Re-attempt questions after a few days and revisit explanations to reinforce learning. Pair this guide with other Examzify tools like flashcards, and digital practice tests to strengthen your preparation across formats.

There's no single right way to study, but consistent, thoughtful effort always wins. Use this guide flexibly, adapt the tips above to fit your pace and learning style. You've got this!

Questions

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- 1. Which option best describes the primary practices of 19th-century European imperial expansion?**
 - A. Missionary activity only
 - B. Cultural exchange with no political control
 - C. Scientific exploration with no economic aims
 - D. Colonization and resource extraction
- 2. What was the role of the timar system in the Ottoman governance?**
 - A. It allocated land revenues to cavalry and centralized military power through tax farming.
 - B. It gave all land to peasants with no obligation to the state.
 - C. It was a fiscal policy in Ming China.
 - D. It was a religious endowment system unrelated to military.
- 3. Which process contributed to redefining political boundaries and the birth of new states in the 19th and 20th centuries?**
 - A. Territorial expansion through colonization only
 - B. Economic autarky and isolation
 - C. Decolonization and birth of new states
 - D. Stabilization of empires with no changes
- 4. Which organization was established after World War II to promote international economic cooperation?**
 - A. United Nations
 - B. International Monetary Fund
 - C. Greenpeace
 - D. North Atlantic Treaty Organization
- 5. In Trans-Saharan trade, what geographical feature acted as a barrier influencing trade routes?**
 - A. It provided fertile farmland for caravans
 - B. It served as a barrier shaping trade routes
 - C. It was a navigable sea passage
 - D. It was irrelevant to trade

- 6. Which statement best describes similarities and differences among Silk Roads, Indian Ocean, and Trans-Saharan networks in 1200-1450?**
- A. They connected different regions and facilitated cultural exchange across long distances.
 - B. They were all primarily maritime routes.
 - C. They were all under a single global political system.
 - D. They did not interact with religious ideas.
- 7. Which labor system became dominant in the Americas as a result of the Atlantic slave trade?**
- A. Free wage labor on plantations
 - B. Enslaved labor powering plantations
 - C. Indentured servitude on agricultural land
 - D. Family-based peasant farming
- 8. What are major drivers of migration in the modern world and how have they reshaped population distribution?**
- A. Economic opportunity, conflict, climate, political instability; led to urbanization and demographic shifts globally.
 - B. Migration is random and unpredictable.
 - C. Only marriage-related movement.
 - D. Only climate change drives migration.
- 9. The late 15th-century European voyages primarily changed world trade by establishing direct access to what region, thereby altering global trade patterns?**
- A. East Asia
 - B. Sub-Saharan Africa
 - C. Antarctica
 - D. The Americas
- 10. The introduction of steam power primarily affected production by enabling:**
- A. Factory production and faster transportation
 - B. Reduced need for energy
 - C. Decreased output
 - D. Elimination of labor

Answers

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1. D
2. A
3. C
4. B
5. B
6. A
7. B
8. A
9. D
10. A

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Explanations

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1. Which option best describes the primary practices of 19th-century European imperial expansion?

- A. Missionary activity only
- B. Cultural exchange with no political control
- C. Scientific exploration with no economic aims
- D. Colonization and resource extraction**

The main idea here is that 19th-century European imperial expansion was driven chiefly by establishing colonies to control lands and extract their resources for economic gain. European powers built colonies and protectorates across Africa and Asia, created administrative systems to govern them, and organized mining, farming, and other resource-driven activities that fed industrial economies at home. This often involved building infrastructure like railways and ports to move raw materials, and enforcing labor and trade practices that favored the mother country. While missionary work, cultural interactions, and scientific expeditions did occur, they served within the larger framework of economic and political aims. Missionaries and scientists were often present to support and justify expansion, but the lasting pattern of imperial expansion was political control paired with resource extraction and economic exploitation.

2. What was the role of the timar system in the Ottoman governance?

- A. It allocated land revenues to cavalry and centralized military power through tax farming.**
- B. It gave all land to peasants with no obligation to the state.
- C. It was a fiscal policy in Ming China.
- D. It was a religious endowment system unrelated to military.

The timar system tied land revenue directly to military service, shaping how the Ottoman state funded and organized its army. A timar granted a holder a share of the taxes from a piece of land in return for cavalry service to the sultan. The land itself remained the state's property, while peasants worked it and paid taxes to the timar holder, who then remitted a portion to the treasury. This created a reliable, mobile cavalry force loyal to the sultan and reinforced centralized control, because governors and soldiers depended on the sultan's grants for their wealth and power. It allowed the empire to fund expansion and frontier defense by distributing revenue in exchange for military service, rather than relying on a centralized standing army alone. Other options don't fit because they describe arrangements that would undermine military structure or misplace the practice (giving land to peasants without obligations, or applying it to a different civilization, or treating it as a purely religious endowment unrelated to military).

3. Which process contributed to redefining political boundaries and the birth of new states in the 19th and 20th centuries?

- A. Territorial expansion through colonization only
- B. Economic autarky and isolation
- C. Decolonization and birth of new states**
- D. Stabilization of empires with no changes

Decolonization and the birth of new states explain why political maps were redrawn and new nations appeared in the 19th and 20th centuries. When colonies and multi-ethnic empires broke apart or gained self-rule, distinct political units formed that defined new borders reflective of national aspirations or the realities of newly independent governance. In the 19th century, independence movements in the Americas created new states and began reshaping regions. In the 20th century, decolonization after World War II led to a rapid wave of new nations across Asia and Africa, while the collapse of empires such as the Ottoman and Austro-Hungarian empires after the world wars produced more border changes and state births. This pattern of dismantling empires and granting self-rule is the core reason maps were redrawn and new states emerged.

4. Which organization was established after World War II to promote international economic cooperation?

- A. United Nations
- B. International Monetary Fund**
- C. Greenpeace
- D. North Atlantic Treaty Organization

After World War II, nations aimed to stabilize economies and facilitate global trade through coordinated monetary policy. The International Monetary Fund was created at the Bretton Woods Conference in 1944 and began operating in 1945 to oversee monetary cooperation, help stabilize currencies, and provide financial resources to countries facing balance-of-payments problems. This focus on finance and economic stability is what makes it the organization established to promote international economic cooperation. By contrast, the United Nations handles broad international peace and cooperation, NATO is a military alliance, and Greenpeace is an environmental advocacy group.

5. In Trans-Saharan trade, what geographical feature acted as a barrier influencing trade routes?

- A. It provided fertile farmland for caravans
- B. It served as a barrier shaping trade routes**
- C. It was a navigable sea passage
- D. It was irrelevant to trade

Geography that limits movement shapes how people trade. In Trans-Saharan trade, the Sahara Desert stood as a huge barrier between North Africa and Sub-Saharan Africa, making direct crossings difficult and risky. Merchants organized routes to pass through chosen corridors and oases, using camel caravans and reliable water sources to connect key markets. Because the desert constrained travel, trade networks developed along specific paths that crossed the desert at known points, linking major northern cities with southern exchanges of gold, salt, and other goods. This barrier effect is why the correct idea is that the desert shaped trade routes, rather than offering farmland, a sea passage, or being irrelevant to trade.

6. Which statement best describes similarities and differences among Silk Roads, Indian Ocean, and Trans-Saharan networks in 1200-1450?

- A. They connected different regions and facilitated cultural exchange across long distances.**
- B. They were all primarily maritime routes.
- C. They were all under a single global political system.
- D. They did not interact with religious ideas.

These networks show how long-distance trade links diverse regions and spreads ideas across large areas. Each system connected faraway places and moved not only goods but also cultures, technologies, and religious beliefs. The Silk Roads linked East Asia with Central Asia, the Middle East, and Europe, enabling exchanges of silk, spices, paper, and inventions, while also transmitting religious and philosophical ideas. The Indian Ocean network operated broadly along maritime routes, using the monsoon winds to connect East Africa, the Arabian Peninsula, India, Southeast Asia, and China, spreading goods, religious ideas (notably Islam), science, and navigational knowledge. The Trans-Saharan routes tied West Africa to North Africa and the Mediterranean, facilitating gold, salt, and other commodities, along with the spread of Islam and other cultural influences. What matters is that all three networks connected regions that otherwise stood apart and served as channels for cultural interaction as much as for commerce. The other statements don't fit: these networks are not all maritime, there was no single global political system, and religious ideas did in fact move along them.

7. Which labor system became dominant in the Americas as a result of the Atlantic slave trade?

- A. Free wage labor on plantations
- B. Enslaved labor powering plantations**
- C. Indentured servitude on agricultural land
- D. Family-based peasant farming

The key idea is how the Atlantic slave trade reshaped labor on the plantation economy. Enslaved Africans were forcibly brought to the Americas and forced to work on large agricultural estates—especially for crops like sugar, tobacco, and cotton. This system, known as chattel slavery, was lifelong and hereditary, with labor controlled by slaveholders and no wages paid. It allowed plantation owners to maximize output and profits at a scale that other labor systems couldn't match, making enslaved labor powering plantations the dominant form in many regions, particularly in the Caribbean, parts of Brazil, and the southern colonies. Free wage labor existed, but it did not become the standard means of producing the staple export crops on these large estates. Indentured servitude played a role in earlier periods, but it faded as slavery became more entrenched and legally codified, offering greater economic control and long-term viability for plantation economies. Family-based peasant farming appeared in some areas, yet it did not drive the large-scale export agriculture that defined colonial economies.

8. What are major drivers of migration in the modern world and how have they reshaped population distribution?

A. Economic opportunity, conflict, climate, political instability; led to urbanization and demographic shifts globally.

B. Migration is random and unpredictable.

C. Only marriage-related movement.

D. Only climate change drives migration.

Migration in the modern world is driven by a mix of push and pull factors that shape where people end up living. The strongest drivers include economic opportunity, conflict, climate, and political instability. Economic opportunity draws people toward places with better jobs, wages, and access to education, which tends to cluster populations in urban and industrial centers. Conflict and political instability push people to flee unsafe areas, creating displacement within regions and across borders and often funneling movement toward relatively safer cities and countries. Climate pressures—such as drought, extreme weather, and rising sea levels—affect livelihoods, especially in rural areas, prompting people to relocate in search of stable work and living conditions, which again often means urban migration or cross-border moves. When these forces interact, they reshape population distribution by accelerating urbanization, widening urban-rural gaps, and shifting demographic patterns through the concentration of people in cities, the growth of certain regions, and the creation of new migration corridors. The other statements are too narrow because migration is not random, not limited to marriage, and not driven solely by climate; it results from multiple interacting factors producing broad, long-term changes in where people live.

9. The late 15th-century European voyages primarily changed world trade by establishing direct access to what region, thereby altering global trade patterns?

A. East Asia

B. Sub-Saharan Africa

C. Antarctica

D. The Americas

Opening direct access to the Americas through late-15th-century voyages created a new, vast hub of global exchange that reoriented world trade. Columbus's 1492 voyage and subsequent Spanish and Portuguese explorations connected Europe with lands rich in gold, silver, and new crops, opening the Atlantic world to large-scale commerce. This meant Europe could receive metals and commodities never before circulating so widely, while crops like potatoes, maize, tomatoes, and cacao moved across continents, transforming diets, populations, and agricultural practices worldwide. The result was a growing system of transatlantic trade—between Europe, Africa, and the Americas—that reshaped economic power and set patterns of global commerce for centuries. While routes to Asia remained important for spices, the most transformative shift from these voyages was the direct link to the Western Hemisphere and the global exchange it enabled.

10. The introduction of steam power primarily affected production by enabling:

A. Factory production and faster transportation

B. Reduced need for energy

C. Decreased output

D. Elimination of labor

Steam power provided a reliable, scalable energy source that could drive machines in factories and power locomotives and ships. This enabled the factory system—machines centralized under one roof, mass production, standardization, and less dependence on water power—while steam-powered transport opened inland and overseas markets by moving goods quickly and cheaply. The result was a dramatic boost in overall production and faster, broader distribution of goods. It didn't reduce energy needs; coal-powered steam engines meant more energy use, and it didn't decrease output or eliminate labor, though it did change the nature of work and how labor was organized.

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Next Steps

Congratulations on reaching the final section of this guide. You've taken a meaningful step toward passing your certification exam and advancing your career.

As you continue preparing, remember that consistent practice, review, and self-reflection are key to success. Make time to revisit difficult topics, simulate exam conditions, and track your progress along the way.

If you need help, have suggestions, or want to share feedback, we'd love to hear from you. Reach out to our team at hello@examzify.com.

Or visit your dedicated course page for more study tools and resources:

<https://glisicapworldhistcontext.examzify.com>

We wish you the very best on your exam journey. You've got this!

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