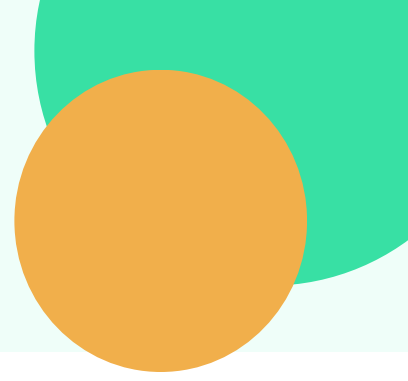




Thinking Nation



Mock AP Exams

Thinking Nation's Mock AP exams are an invaluable tool for assessing students' knowledge, identifying strengths, and pinpointing areas for improvement. By simulating the actual exam, students become familiar with the format, pacing, and types of questions, alleviating test anxiety. With analysis of the data reports teachers can tailor their review to topics and skills needed by each individual student.



Mock AP Exams at a Glance



Students may focus on specific components and/or take the full exam



For use in the classroom and/or assigned for self-paced



All segments are graded using Generative AI



Multiple-choice questions are tagged to unit, theme, stimulus type, skill, and reasoning process



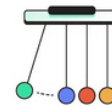
Students are provided point-by-point feedback on essay responses



Developed by experienced AP Teachers and College Board Exam Readers



Aligned with 2024 College Board writing rubrics



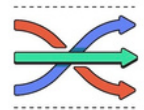
Causation



Comparison



Contextualization



Continuity & Change over Time



Evaluating Historical Evidence





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Topics

Thinking Nation offers AP US History / AP Euro / AP Government/ AP World

Pricing Information:

Base Price Per Student: \$40

Free & Reduced Lunch Population	Equity Discount	Discounted Price Per Student
0-20	10%	\$36.00
20-39	15%	\$34.00
40-49	20%	\$32.00
50-59	24%	\$30.40
60-69	28%	\$28.80
70-79	32%	\$27.20
80-89	36%	\$25.60
90-100	40%	\$24.00

Multiple Choice Section

Questions 12-15 refer to the following excerpt.

"Before abolition however, there was that highly racialized form of slavery devised by Europeans for the conquest and development of key regions of the Americas. Satisfying the voracious appetite of American plantations required the enslavement and oceanic transportation of millions of Africans. Europeans turned to enslaved labour in the Americas (at the time they had abandoned it in Europe) not for any ideological or philosophical reason. The demand for labour was generated by the emergence of labour-intensive plantations producing tropical staples for western consumption. But why Africa? And why slaves? (The word 'slave' is rapidly losing favour among historians; 'enslaved' is becoming the word of choice, even though it creates enormous complexities of expression.) Early European maritime adventurers and traders to West Africa went not in search of slaves, but for well-known African commodities (especially gold) traditionally acquired via overland trade routes. But in the process, they encountered forms of African slavery and slave trading. They bought Africans, shipped them back to Portugal and Spain, later to the Atlantic islands, where they were sold into a number of roles as indentured slaves. By the mid-fifteenth century about eight hundred Africans a year reached Portugal. Europeans still remained much more

AP European History Long Essay Question

3 Questions (Choose 1)
40 Minutes
15% of Grade

Directions: Answer Question 1 or Question 2 or Question 3.

- 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.

Document-Based Question

Document 5



Image description: A colossal figure of Catherine II steps from Russia; a rocky mound on the extreme left, to Constantinople; her toe resting on the horn of a crescent which surmounts a spire on a group of buildings, with a dome and a minaret. Her head is turned in profile to the right; in her left hand is an orb, in her right she holds out a sceptre over Constantinople, at which she looks with a determined frown. Beneath her petticoats, and strung out between Russia and Constantinople are the heads and shoulders of seven sovereigns, gazing up at her. On the extreme left is a man wearing the cap of the Doge of Venice, saying, "To what a length Power may be carried". Next is the Pope wearing his triple crown, saying, "I shall never forget it". Next is the King of Spain, saying, "By Saint Jago, I'll strip her of her Fur!" Louis XVI says "Never saw anything like it". George III says "What! What! What! What a prodigious expansion!" The Emperor says "Wonderful elevation!". The Sultan says "The whole Turkish Army would satisfy her". Below the design is inscribed "European Powers".

Source (Image): William Holland, "An Imperial Stride," hand colored etching, 1791.

Source (Description): The British Museum



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Equity Discounts are determined by a school/district's economically disadvantaged student population as reflected in the discounted per student pricing.