

Question 1: Short Answer Secondary Source**3 points****General Scoring Notes**

- Each point is earned independently.
- **Accuracy:** These scoring guidelines require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam responses should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.
- **Describe:** Provide the relevant characteristics of a specified topic. Description requires more than simply mentioning an isolated term.
- **Explain:** Provide information about how or why a historical development or process occurs or how or why a relationship exists.

- A** Identify one claim that the author makes in the first paragraph about the effect of the discovery of the Americas on Africa. **1 point**

Examples of acceptable responses may include the following:

- The African gold markets were destroyed.
- It resulted in the decline of cities and empires in Africa.
- It caused the abandonment of ancient trade routes.

- B** Describe one economic change in the Americas that occurred as a result of the developments discussed in the second paragraph. **1 point**

Examples of acceptable responses may include the following:

- The plantation system in the Americas became widespread.
- The increased availability of enslaved labor from Africa further developed the pattern of triangular trade between Europe, Africa, and the Americas.
- The decrease in Indigenous labor in the Americas created a demand for an increased number of enslaved laborers from Africa.

- C** Explain one reason why “American Indians” “became victims of the discovery of America,” as suggested by the author in the last sentence of the passage. **1 point**

Examples of acceptable responses may include the following:

- The Columbian Exchange resulted in a high death rate for Native Americans due to the introduction of diseases originating in Afro-Eurasia.
- With the arrival of the Spanish and the introduction of new labor systems, such as the encomienda and hacienda systems, Native American labor was exploited.
- Native American tribes lost their ancestral homelands as European colonists took over land for economic gain.
- Europeans often forced Christianization on Native Americans that resulted in the loss of cultural traditions.

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A Identify one likely audience for the claims that the author makes in the passage. **1 point**

Examples of acceptable responses may include the following:

- One likely audience is women.
- One likely audience is middle-class people of both genders.
- One likely audience could be both women and men who share her feminist ideas about the importance of promoting education and using the press.

B Describe one historical context during the nineteenth century that explains the increased poverty and misery referred to in the fourth paragraph. **1 point**

Examples of acceptable responses may include the following:

- Rapid urbanization during the nineteenth century led to increases in poverty among members of the working class.
- As more workers moved to cities during the Industrial Revolution period, numbers grew to such an extent that there was extreme overcrowding.
- During industrialization factory owners had a lot of power and workers did not have the ability to negotiate for better wages or better working conditions, which resulted in widespread poverty among workers.

C Explain how one ideology or set of ideas likely influenced the author's claims in the passage. **1 point**

Examples of acceptable responses may include the following:

- Feminism is an ideology that probably influenced the author because it emphasized the importance of education for women, which is consistent with her publishing the newspaper to uplift the condition of women.

- Liberalism likely influenced the author's ideas about liberty because she discusses the right to "act independently in the state," which is a key component of nineteenth century liberalism.
- Enlightenment ideas about natural human rights likely influenced the author's statements in the passage because she cites concepts related to freedoms and natural rights.
- The author may have been influenced by the ideas of nationalism. In the context of the Revolutions of 1848 in Europe, her mention of the ideas of liberty and humanity and her demand that women be given the right to "act independently in the state" would likely have been associated with nationalism.

Question 3: Short Answer No Stimulus**3 points****General Scoring Notes**

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- A** Identify one technological or military factor that contributed to the expansion of Muslim empires such as the Ottoman, Safavid, or Mughal Empires during the period circa 1300 to 1600. **1 point**

Examples of acceptable responses may include the following:

- Gunpowder weapons (like cannons) contributed to the expansion of Muslim empires.
- Increasing centralization of the military, including standing armies, helped Muslim empires expand during the period circa 1300 to 1600.
- New military and bureaucratic recruitment methods, such as the Janissaries, helped Muslim empires like the Ottomans expand.

- B** Explain one way that Muslim rulers during the period circa 1300 to 1600 used economic policies to generate revenue for their states or empires. **1 point**

Examples of acceptable responses may include the following:

- Many Muslim rulers addressed the financial needs of their expanding empires by adopting various policies of tax-farming to increase revenues and ensure that tax revenues were collected.
- Some Muslim rulers used tribute collection as a means for both increasing revenue and controlling vassal states that had been defeated but not incorporated.
- Many Muslim rulers used innovative tax policies, including appointing tax officials (Mughal zamindars) or allowing local community leaders to collect the taxes for their entire community or locale. In other instances, Muslim rulers monetized taxes that had previously been collected in kind.

- C** Explain one reason why some Muslim rulers during the period circa 1300 to 1600 adopted tolerant policies toward religious or ethnic minorities in their states or empires. **1 point**

Examples of acceptable responses may include the following:

- Some Muslim rulers adopted policies of tolerance towards religious minorities in their empires because it incited fewer revolts, which also helped establish the legitimacy of the rulers.
- Muslim rulers wanted to utilize the economic contributions of their minority populations, for example the *jizya* taxes paid by non-Muslims, or the luxury goods traded by Greek, Armenian, or Jewish merchants.
- Muslim rulers wanted to utilize the military contributions of their minority populations, as seen, for example, in the Mughal use of Hindu Rajput warrior groups, or in the Ottoman use of Janissary troops recruited from its Christian minority groups.
- Muslim rulers wanted to utilize the political contributions of their minority groups, as seen in the Ottoman sultans' use of prominent members of the Greek community in the empire as provincial governors, or the Mughal emperors' use of Hindu political advisors and ministers.

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- A** Identify one reason United States officials were concerned about communism as noted in the first paragraph of the passage. **1 point**

Examples of acceptable responses may include the following:

- The Cold War struggle between pro- and anti-communist forces played out on a global scale, including the African continent.
- United States officials were concerned that the Soviet Union would seek to spread its support for communism to the developing world.
- United States officials may have been concerned that if one African country were to fall under the influence of the communist Soviet government, more African countries may follow suit.

- B** Describe the historical situation that resulted in the “system of colonialism” referred to by the author in the second paragraph of the passage. **1 point**

Examples of acceptable responses may include the following:

- Beginning in the fifteenth century, European states began establishing trading post empires on the coasts of Africa to obtain slaves and sought-after trade goods.
- In the nineteenth century, Great Britain, France, and Germany, and, to a lesser extent Portugal, Spain, and Italy, carved out and took over most of the territory of the African continent in the “Scramble for Africa.”
- Economic and military rivalries between European powers as well as resistance and/or accommodation from African rulers and states shaped the process of European colonization.
- In a small number of African territories, European migration resulted in the establishment of settler colonies.

- C** Explain one way the source reflects the political situation in Africa during the second half of the twentieth century. **1 point**

Examples of acceptable responses may include the following:

- The source’s reference to the impending threat of communism becoming established in Africa reflects the political situation in Africa during the Cold War as the United States and Soviet Union were jostling for influence.
- The author’s reference to the “discredited system of Colonialism” by Europeans shows the ongoing struggle of many African nations to liberate themselves from imperialism.
- The author’s reference to “an aid package for Africa similar to the Marshall Plan” associates the continent’s struggle to rebuild during decolonization with the rebuilding of Europe after the Second World War.

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- A** Identify one development that contributed to the spread of gunpowder technologies in the period before circa 1500. **1 point**

Examples of acceptable responses may include the following:

- The Mongol conquests contributed to the spread of gunpowder technologies.
- Warfare between states led to the spread of gunpowder technologies.
- Some states employed foreign military specialists who could train their forces in how to use new types of cannons and other gunpowder weapons.
- Gunpowder technologies spread along trade routes, such as the Silk Road and the Indian Ocean.

- B** Explain one way the use of military technologies affected the development of land-based empires in the period circa 1450 to 1750. **1 point**

Examples of acceptable responses may include the following:

- Muslim empires such as the Ottomans and Mughals used armed trade and gunpowder to expand their territories by conquering weaker neighboring states.
- Some European states were able to create overseas empires by using cannons and other gunpowder weapons against the technologically less developed societies they encountered.
- Many states were able to use gunpowder weapons to eliminate or reduce challenges to their authority from the nobility, for example by building or expanding their professional armies.

- C** Explain one way navigational technologies contributed to economic change in the period circa 1450 to 1750. **1 point**

Examples of acceptable responses may include the following:

- Improved compass designs enabled Europeans to sail to the Americas, eventually creating the Atlantic system of trade.
- Knowledge of seasonal monsoon winds allowed European states to establish trading-post empires in the Indian Ocean.
- Improved astrolabes and better mapmaking techniques facilitated European exploration of the African coast, which led them to set up trading posts on the continent.

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(A) Identify ONE claim that the author makes about the Mamluks in the **first paragraph**. **1 point**

Examples that earn this point include the following:

- The Mamluks were chosen by God to save Egypt.
- The Mamluks were guardian rulers and defended Islam.
- Many Turkish enslaved persons converted to Islam and were true believers, even though they remained nomadic.

(B) Identify ONE way the passage illustrates the political situation of the Islamic world in the period before circa 1450. **1 point**

Examples that earn this point include the following:

- The passage illustrates the lack of unity among Islamic states.
- The passage illustrates that Islamic rulers invested heavily in soldiers.
- The passage illustrates that Islamic rulers patronized religious learning.
- The passage demonstrates how Islamic rulers engaged in a variety of activities that increased their power, such as appointing trusted officials to important positions, training a powerful military, and supporting religious teachings.

(C) Explain ONE way the passage could be used to illustrate differences in forms of coerced labor in the period before circa 1750. **1 point**

Examples that earn this point include the following:

- The formerly enslaved Mamluks could rise to high political positions, such as sultan, unlike enslaved persons in the Americas.
- The ability of the Mamluks to achieve high status in Egypt differs from other forms of coerced labor. In the Americas, for example, the purpose of slavery was mostly economic, and enslaved persons largely worked on plantations.
- Because the Mamluks were male, they were afforded the opportunity to receive military training and political promotion unlike enslaved women in Islamic societies.

Total for question 2 3 points