

Question 3: Short Answer No Stimulus**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timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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 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 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.

Question 2: Short Answer Primary Text**3 points****General Scoring Notes**

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- **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 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