

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timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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.

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- 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.

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- 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.
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- 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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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.

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- (A)** Identify ONE reason for the increase in the movement of enslaved peoples across the Atlantic Ocean during the period circa 1450–1750. **1 point**

Examples that earn this point include the following:

- The increased demand for enslaved peoples was due to a need for more labor.
- More enslaved peoples from Africa were brought across the Atlantic because of the increased number of sugar plantations.
- The loss of indigenous peoples due to disease led to a demand for more workers.

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- (B)** Explain ONE way the increasing number of enslaved peoples resulted in social or cultural change in the Americas during the period circa 1450–1750. **1 point**

Examples that earn this point include the following:

- Enslaved Africans brought over their own religions, which mixed with Christianity to create syncretic beliefs.
- New social classes emerged as Europeans created terms like *mestizos* and *mulattoes* to refer to the children born to African enslaved peoples, indigenous peoples, and European settlers.
- The Spanish created a racial hierarchy known as the *casta* system to classify mixed-race families, which also allowed Europeans to maintain social dominance.

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- (C)** Explain ONE way the increased demand for enslaved peoples affected African populations during the period circa 1450–1750. **1 point**

Examples that earn this point include the following:

- There was a demographic impact due to the increased number of people being enslaved, as most were young men, leaving many African societies with gender imbalance.

- The increased demand for enslaved peoples resulted in an extreme loss of population in West Africa and politically weakened many kingdoms, such as Kongo.
- Increased demand for enslaved peoples led to higher levels of warfare among African states, as they sought to respond to European demand.
- Enslaved peoples from Africa often suffered high mortality rates due to poor conditions aboard ships and harsh working conditions in the Americas.

Total for question 3 3 points