

Question 1: Short Answer Secondary Text**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timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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 passage.**1 point****Examples that earn this point include the following:**

- The author claims that modern European empires fell rapidly.
- The author claims that nationalism was the cause of resistance to colonial empires.
- One claim that the author makes is that subject peoples were willing to remain subjugated by a colonial power if a significant number of them saw benefits from such subjugation.

(B) Explain how ONE development in the second half of the twentieth century could be used to support the author's claim about nationalism in the **second paragraph**.**1 point****Examples that earn this point include the following:**

- Nationalist sentiments increased in the second half of the twentieth century and led revolutionaries to overthrow governments.
- The Indian independence movement was largely driven by nationalists who wanted to end British colonial rule.
- The Vietnamese resistance movement against French rule was an example of nationalist resistance that supports the author's argument.
- Nationalist resistance in Africa supports the author's claim because nationalist leaders such as Kwame Nkrumah led the struggle for independence based on self-governance and economic development.

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- (C)** Explain how ONE development from the nineteenth or twentieth century could be used to challenge a claim that the author makes in the **first paragraph**. **1 point**

Examples that earn this point include the following:

- The author's claim is challenged by the many examples of colonial resistance to imperial rule.
- The author's claim is challenged by examples of European colonial powers managing to retain colonies well into the 1970 or 1980s (for example, the Portuguese maintaining control of Angola or Mozambique).
- Relatively few colonial subjects welcomed invitations to integrate politically with the imperial "motherland" or become full citizens (as demonstrated by the case of Senegal or Algeria in the French Empire).

Total for question 1 3 points

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- (A)** Identify ONE 19th-century development in the Ottoman Empire that led to the launch of the reform program mentioned in the **first paragraph**. **1 point**

Examples that earn this point include the following:

- Economic pressure from industrializing states in Europe.
- The adoption of Western-style schools led to the launch of reform programs.
- The Ottoman Empire endured losses of territory as a result of the spread of nationalism among its subjects.

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- (B)** Identify ONE argument made in the passage concerning the Ottoman elites and modernization in the 19th century. **1 point**

Examples that earn this point include the following:

- The author believes the Ottoman Empire was becoming more modern and technologically advanced.
- The author argues that elites in the Ottoman Empire were deeply divided on how to best implement reforms.
- The author argues that the Ottoman government's modernization program (*Tanzimat*) led to broader changes and debates in Ottoman society over the question of reforms.

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- (C)** Explain how ONE OTHER non-Western state's attempts to modernize in the 19th century led to conflicts among members of the elite similar to those described in the passage. **1 point**

Examples that earn this point include the following:

- The Meiji Reforms in Japan sparked considerable resistance from traditional elites.
- Like in the Ottoman Empire, Qing China's modernization programs, such as the Self-Strengthening Movement, created deep divisions among Chinese elites on the question of how much modernization China needed.

- In India, which experienced a variety of kinds of British colonialism, there were conflicts between different groups about how much Western-style government or industrialization they should adopt.
- In imperial Russia, the question of modernizing the empire's autocratic political system led to divisions among radical Westernizers and conservative groups who opposed rapid change.

Total for question 1 3 points