

Question 2: Short Answer Primary 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timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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 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

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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.
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- (A) Identify ONE claim the author makes in the passage. 1 point

Examples that earn this point include the following:

- The author says that Buddhists are a direct threat to Korea.
- The author says that Buddhism is the worst non-Confucian teaching.
- The author argues that Buddhism impoverishes people and causes them to steal.

- (B) Explain ONE way the author's point of view likely influenced his argument. 1 point

Examples that earn this point include the following:

- The author is Confucian and holds different beliefs than Buddhists.
- The author is a member of the established Korean Confucian social elite and is therefore concerned with maintaining the traditional Confucian social order in Korea.
- The author is a Confucian and an adviser to the monarchy, and therefore he is concerned with presenting himself in a positive light in comparison to Buddhists.

- (C) Explain ONE way Chinese cultural traditions influenced Asian societies (other than Korea) in the period circa 1200 to 1450. 1 point

Examples that earn this point include the following:

- Buddhism often came to Vietnam and Cambodia through Chinese cultural practices.
- Confucian ideas spread to Japan, where they blended with Japanese cultural traditions such as Shinto, as well as with Buddhism.
- During this period, Neoconfucianism strongly influenced the governing style in several East Asian countries, including Japan and Korea.

Total for question 2 3 points