

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timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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

Question 3: Short Answer No Stimulus**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 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