

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timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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 argument the author makes regarding tea production in the late nineteenth and early twentieth centuries. **1 point**

Examples of acceptable responses may include the following:

- The cost of production in India fell compared to the cost in China.
- China was “dethroned” by India as the primary supplier of tea for England.
- The Chinese tea farmers were devastated due to the rise of the Indian tea industry.

-
- B** Describe one likely reason for the change in tea imports to Britain, as outlined by the author. **1 point**

Examples of acceptable responses may include the following:

- Britain’s colonization of India allowed it to expand tea production through plantations.
- One likely reason for the change in tea imports to Britain was because production costs in India were significantly lower than in China, making the Indian tea industry much more appealing to the British.
- Transportation costs from India to Britain were likely lower than transportation costs from China to Britain because of the shorter geographical distance.

-
- C** Explain how one additional piece of evidence, not included in the passage, would support the author’s claim that China “descended into a chaotic period” in the nineteenth and early twentieth centuries. **1 point**

Examples of acceptable responses may include the following:

- The 1900–1901 Boxer Rebellion against foreigners and the subsequent foreign intervention in China resulted in longer-term disorder and significant loss of life.
-

-
- The Opium Wars launched China's "Century of Humiliation", forcing China to sign a series of unequal treaties which destabilized the imperial dynasty.
 - The Revolution of 1911 forcibly ended the rule of the Qing Dynasty and started a prolonged period of political fragmentation, warlordism, and military conflicts within China.
 - The Chinese Civil War between the KMT and CCP was a bitter, decades-long conflict, exacerbated by Japanese intervention, which eventually became a full-scale Japanese invasion of China.
-

Question 2: Short Answer Primary 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 reason United States officials were concerned about communism as noted in the first paragraph of the passage. **1 point**

Examples of acceptable responses may include the following:

- The Cold War struggle between pro- and anti-communist forces played out on a global scale, including the African continent.
- United States officials were concerned that the Soviet Union would seek to spread its support for communism to the developing world.
- United States officials may have been concerned that if one African country were to fall under the influence of the communist Soviet government, more African countries may follow suit.

- B** Describe the historical situation that resulted in the “system of colonialism” referred to by the author in the second paragraph of the passage. **1 point**

Examples of acceptable responses may include the following:

- Beginning in the fifteenth century, European states began establishing trading post empires on the coasts of Africa to obtain slaves and sought-after trade goods.
- In the nineteenth century, Great Britain, France, and Germany, and, to a lesser extent Portugal, Spain, and Italy, carved out and took over most of the territory of the African continent in the “Scramble for Africa.”
- Economic and military rivalries between European powers as well as resistance and/or accommodation from African rulers and states shaped the process of European colonization.
- In a small number of African territories, European migration resulted in the establishment of settler colonies.

-
- C** Explain one way the source reflects the political situation in Africa during the second half of the twentieth century. **1 point**

Examples of acceptable responses may include the following:

- The source’s reference to the impending threat of communism becoming established in Africa reflects the political situation in Africa during the Cold War as the United States and Soviet Union were jostling for influence.
 - The author’s reference to the “discredited system of Colonialism” by Europeans shows the ongoing struggle of many African nations to liberate themselves from imperialism.
 - The author’s reference to “an aid package for Africa similar to the Marshall Plan” associates the continent’s struggle to rebuild during decolonization with the rebuilding of Europe after the Second World War.
-

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.

-
- (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