

**WORLD HISTORY: MODERN****SECTION I, Part B****Time—40 minutes**

**Directions:** Answer Question 1 and Question 2. Answer either Question 3 or Question 4.

Write your responses in the Section I, Part B: Short-Answer Response booklet. You must write your response to each question on the lined page designated for that response. Each response is expected to fit within the space provided.

In your responses, be sure to address all parts of the questions you answer. Use complete sentences; an outline or bulleted list alone is not acceptable. You may plan your answers in this exam booklet, but no credit will be given for notes written in this booklet.

“Late Ottoman society underwent significant modernization, a process that was both caused and accelerated by the state reorganization program, Tanzimat, beginning in 1839. . . . Modern-educated Ottomans soon began to emphasize in their writings the importance of European sciences. . . . Science was seen by many officials and learned figures as the only tool to solve the problems of the empire. . . . This elite group of Westernized Ottoman intellectuals . . . even adopted the belief in the supremacy of science in all aspects of life and proposed to adopt a completely [Westernized] worldview.

However, this [Westernized Ottoman] elite was not the only group that focused on modern European thought. Extreme views . . . sparked opposition, especially among religious circles, but they also kindled a general curiosity among . . . a new generation of modern Ottoman religious scholars who emphasized an alternative approach toward modernization. [These scholars] proposed to combine their traditional heritage with modern ideas and methods . . . [and], while advocating the adoption of industrialization and political reforms, rejected a cultural identification with the West.”

M. Sait Özervarli, historian, “Alternative Approaches to Modernization in the Late Ottoman Period,” scholarly article, published in 2007

1. Using the excerpt, respond to **parts a, b, and c**.

- a. Identify ONE nineteenth-century development in the Ottoman Empire that led to the launch of the reform program mentioned in the **first paragraph**.
- b. Identify ONE argument made in the passage concerning the Ottoman elites and modernization in the nineteenth century.
- c. Explain how ONE OTHER non-Western state’s attempts to modernize in the nineteenth century led to conflicts among members of the elite similar to those described in the passage.

“We consider Buddhists to be a direct threat. For over 1500 years, Buddhism has been spreading in our kingdom, yet neither happiness nor profit has been gained. This is recorded in the historical books, which Your Majesty has certainly studied thoroughly. Must you wait for your ministers to tell you?

We think of all the unorthodox teachings, Buddhism is the worst. The Buddhists live alone with their barbaric customs, apart from the common productive population; yet they cause the people to be poor and to steal. What is worse than their crimes? Beasts and birds that damage grain are certainly chased away because they harm the people. Yet even though beasts and birds eat the people’s food, they are nevertheless useful to the people. Buddhists, however, sit around and eat, and there has not yet been a visible profit.”

Yun Hoe, Korean Confucian scholar and adviser to the Korean Choson monarchy, *On the Harmfulness of Buddhism*, 1424

2. Using the excerpt, respond to **parts a, b, and c**.

- a. Identify ONE claim the author makes in the passage.
- b. Explain ONE way the author’s point of view likely influenced his argument.
- c. Explain ONE way Chinese cultural traditions influenced Asian societies (other than Korea) in the period 1200–1450.

**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 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.

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**Total for question 1      3 points**