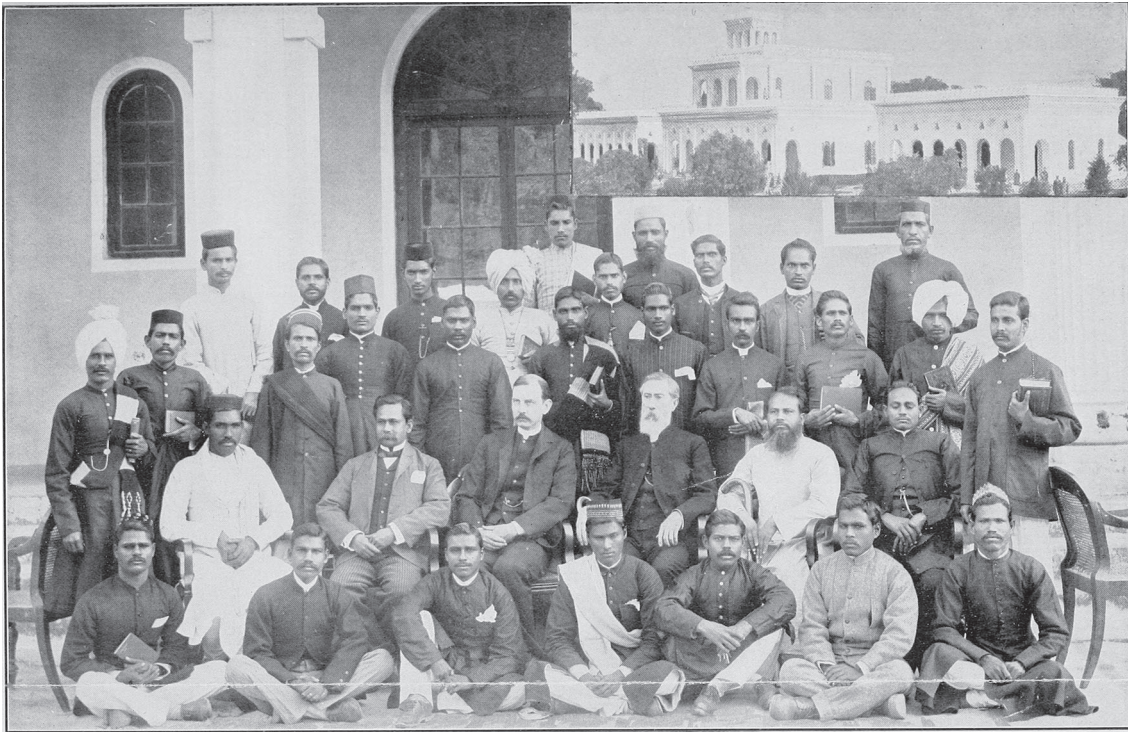


Graduation Ceremony at a Christian Theological Seminary in Northern India, 1897



© The Trustees of the British Museum

The image shows two British missionaries (second row, center) surrounded by Indian graduates. The seminary (religious school) was founded in 1871 to educate and train Indian missionaries.

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

- a. Identify ONE development during the period 1450 to 1750 that contributed to the activities shown in the image.
- b. Explain ONE reason why imperialist governments often supported activities of the type shown in the image during the nineteenth and early twentieth centuries.
- c. Explain ONE way indigenous peoples in Africa and/or Asia resisted the spread of the cultural practices reflected in the image during the nineteenth and early twentieth centuries.

Question 3 or 4

Directions: Answer **either** Question 3 **or** Question 4.

3. Respond to **parts a, b, and c.**

- a. Identify ONE development in the period circa 1200–1300 that facilitated the establishment of the Mongol Empire.
- b. Identify ONE development in the period circa 1200–1300 that enabled the Mongol Empire to facilitate Afro-Eurasian trade and/or communications.
- c. Explain ONE reason why the Mongol khanates often facilitated the spread of cultural or religious practices.

4. Respond to **parts a, b, and c.**

- a. Identify ONE **political** factor in the period after 1945 that facilitated the establishment of independent postcolonial states in Africa.
- b. Identify ONE **economic** factor in the period after 1945 that facilitated the establishment of independent postcolonial states in Africa.
- c. Explain ONE reason why postcolonial states in Africa often adopted communist or socialist ideologies.

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timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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 development during the period 1450 to 1750 that contributed to the activities shown in the image. | 1 point |
|------------|--|----------------|

Examples that earn this point include the following:

- Western missionaries tried to spread Christianity in Africa and Asia.
- Christianity spread as imperial powers conquered new territories.
- Christianity transformed some local religious practices and customs.

-
- | | | |
|------------|---|----------------|
| [b] | Explain ONE reason why imperialist governments often supported activities of the type shown in the image during the nineteenth and early twentieth centuries. | 1 point |
|------------|---|----------------|

Examples that earn this point include the following:

- Christian missionaries directly supported the “civilizing” or “Christianizing” mission that the imperial powers saw as a rationale for colonization.
 - Christian missionaries often brought supplies and gave aid to local communities, which both legitimized imperialism and lessened government costs.
 - By spreading Christian beliefs, European Christian missionaries often legitimized imperialism.
 - Imperial states often needed missionary schools to provide Western education for local populations in order to serve in colonial administrations.
-

-
- | | | |
|------------|--|----------------|
| [c] | Explain ONE way indigenous peoples in Africa and/or Asia resisted the spread of the cultural practices reflected in the image during the nineteenth and early twentieth centuries. | 1 point |
|------------|--|----------------|

Examples that earn this point include the following:

- Some Asian governments tried to prevent or limit Christian missionaries from entering their countries, and in some cases expelled Christian missionaries who were already in the countries.
- Some African cultures maintained traditional religious beliefs by blending older practices with Western Christianity.
- In both Africa and Asia, popular uprisings targeted Christian missionaries in an effort to force them out of the country; for example, during the Boxer Rebellion in China, the 1857 Rebellion in India, or the Cattle Killing Movement in South Africa.

Total for question 2 3 points