

Question 3 or 4

Directions: Answer either Question 3 or Question 4.

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

- a. Identify ONE reason for the increase in the movement of enslaved peoples across the Atlantic Ocean during the period circa 1450–1750.
- b. Explain ONE way the increasing number of enslaved peoples resulted in social or cultural change in the Americas during the period circa 1450–1750.
- c. Explain ONE way the increased demand for enslaved peoples affected African populations during the period circa 1450–1750.

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

- a. Identify ONE way that environmental conditions contributed to the beginning of industrialization in the eighteenth and early nineteenth centuries.
- b. Explain ONE way societies or governments reacted to industrialization in the eighteenth and nineteenth centuries.
- c. Explain ONE way human activity led to environmental changes in the twentieth century.

Question 2, 3, or 4 (Long Essay)

Suggested writing time: 40 minutes

Directions: Answer Question 2 or Question 3 or Question 4.

In your response you should do the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using specific and relevant examples of evidence.
- Use historical reasoning (e.g., comparison, causation, continuity or change over time) to frame or structure an argument that addresses the prompt.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

2. In the period circa 1200 to 1450, the expansion of empires such as the Mongol Empire facilitated trade and communication across Eurasia.

Develop an argument that evaluates the extent to which Mongol expansion affected the peoples of Eurasia during this period.

3. In the period circa 1450 to 1750, rulers of land-based empires, such as the Mughal, the Ottoman, and the Safavid empires, used a variety of religious, political, and economic methods to legitimize and consolidate their power.

Develop an argument that evaluates the extent to which a land-based empire successfully consolidated or expanded its power during this period.

4. In the mid- to late twentieth century, a variety of political, military, and nonviolent methods were used to bring about political and social change.

Develop an argument that evaluates the extent to which an individual, group, or movement in the mid- to late twentieth century successfully challenged existing power structures during this period.

Begin your response to this question at the top of a new page in the separate Free Response booklet and fill in the appropriate circle at the top of each page to indicate the question number.

Question 3: Long Essay Question, Land-based Empires Expanding Power

6 points

General Scoring Notes

- Except where otherwise noted, each point of these rubrics is earned independently; for example, a student could earn a point for evidence without earning a point for thesis/claim.
- **Accuracy:** The components of these rubrics require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, essays 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 essays 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.

In the period circa 1450 to 1750, rulers of land-based empires, such as the Mughal, the Ottoman, and the Safavid empires, used a variety of religious, political, and economic methods to legitimize and consolidate their power.

Develop an argument that evaluates the extent to which a land-based empire successfully consolidated or expanded its power during this period.

Reporting Category	Scoring Criteria	
Row A Thesis/Claim (0-1 points)	0 points Does not meet the criteria for one point.	1 point Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.
Decision Rules and Scoring Notes		
	Responses that do not earn this point: <ul style="list-style-type: none"> Are not historically defensible. Only restate or rephrase the prompt. Do not respond to the prompt. Do not establish a line of reasoning. Are overgeneralized. Examples that do not earn this point: Do not focus on the topic of the prompt <ul style="list-style-type: none"> <i>“The Spanish expanded their empire by building colonies in the Americas.”</i> Provide a historically defensible claim, but do not establish a line of reasoning <ul style="list-style-type: none"> <i>“The rulers of these empires were extremely powerful.”</i> Provide a claim that is not historically defensible <ul style="list-style-type: none"> <i>“The Mughals established a large group of khanates extending from China to Russia and the Middle East.”</i> 	Responses that earn this point: Provide a historically defensible thesis or claim about the extent to which a land-based empire successfully consolidated or expanded its power during the period circa 1450 to 1750. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument. Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt <ul style="list-style-type: none"> <i>“The Safavids, Ottomans, and Mughals used monumental architecture and religious ideas to maintain and increase their power.”</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <ul style="list-style-type: none"> <i>“Tax farming was used by Muslim states as a way to finance territorial expansion, build elaborate government and religious buildings, and promote state power.”</i> Establish a line of reasoning <ul style="list-style-type: none"> <i>“The Ottoman Empire used gunpowder weapons to expand.”</i> (Minimally acceptable thesis/claim)
Additional Notes: <ul style="list-style-type: none"> The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs). The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period. 		

Reporting Category	Scoring Criteria	
Row B Contextualization	0 points Does not meet the criteria for one point.	1 point Describes a broader historical context relevant to the prompt.
(0-1 points)	Decision Rules and Scoring Notes	
	Responses that do not earn this point: <ul style="list-style-type: none"> Provide an overgeneralized statement about the time period referenced in the prompt. Provide context that is not relevant to the prompt. Provide a passing phrase or reference. Examples that do not earn this point: <ul style="list-style-type: none"> <i>“The period from 1450 to 1750 was the golden age of Islamic land-based empires.”</i> <i>“The great Muslim empires declined in importance and tried to modernize themselves through reforms.”</i> 	Responses that earn this point: Accurately describe a context relevant to land-based empires consolidating or expanding power. Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: <ul style="list-style-type: none"> The spread and improvement of gunpowder weapons Existing important trade routes, such as the Silk Roads Earlier expansion of Islam in Africa and Asia The rise or collapse of Mongol successor states, such as the Uzbeks or the Timurids The collapse of the Byzantine Empire Ottoman expansion in Southern Europe and Anatolia prior to 1450 Continued military and political dominance of nomadic Turkic groups in the Middle East and Central Asia The development of other gunpowder empires, such as the Qing The Black Death Example of acceptable contextualization: <ul style="list-style-type: none"> <i>“The centralization of power within the Ottoman Empire can be understood as part of the broader practice of developing bureaucratic institutions in modernizing states across Eurasia during this period.”</i> <i>“Islam had spread to India long before the Mughal dynasty began expanding.”</i> (Minimally acceptable contextualization)
	Additional Notes: <ul style="list-style-type: none"> The response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. To earn this point, the context provided must be more than a phrase or reference. 	

Reporting Category	Scoring Criteria		
Row C Evidence (0-2 points)	0 points Does not meet the criteria for one point.	1 point Provides specific examples of evidence relevant to the topic of the prompt.	2 points Supports an argument in response to the prompt using specific and relevant examples of evidence.
	Decision Rules and Scoring Notes		
	<p>Responses that do not earn points:</p> <ul style="list-style-type: none"> Identify a single piece of evidence. Provide evidence that is not relevant to the topic of prompt. Provide evidence that is outside the time period or region specified in the prompt. Repeat information that is specified in the prompt. <p>Examples that do not earn points:</p> <ul style="list-style-type: none"> <i>Portuguese entrance into the Indian Ocean and the establishment of their trading post Empire.</i> <i>Mongols' allowance of religious tolerance and control of the trade routes.</i> 	<p>Responses that earn 1 point: Identify at least two <u>specific historical examples</u> relevant to land-based empires consolidating or expanding power.</p> <p>Examples of evidence that are specific and relevant include the following (two examples required):</p> <ul style="list-style-type: none"> Training professionals, such as government officials Standing armies and new military tactics Specific information about new military technology, such as cannons Imperial policies tolerating religious or ethnic minorities Sunni Shi'a rivalry, including the Safavid-Ottoman rivalries Imperial policies limiting the power of the nobility Use of art and architecture to glorify imperial rule, such as Taj Mahal Ottoman tax farming Mughal <i>zamindar</i> tax collection Ottoman <i>devshirme</i> Janissaries Ottoman Suleymaniye Mosque Theory of divine right Discriminatory tax collection against minorities Aztec tribute systems and monumental architecture <p>Example of a statement that earns 1 point for evidence:</p> <ul style="list-style-type: none"> <i>"Mughal emperors used the zamindar tax collection system and built royal tombs such as the Taj Mahal."</i> 	<p>Responses that earn 2 points: Use at least two <u>specific historical examples</u> to support an argument regarding the extent to which a land-based empire successfully consolidated or expanded its power during the period circa 1450 to 1750.</p> <p>Examples that successfully support an argument with evidence:</p> <ul style="list-style-type: none"> <i>"The Ottomans developed the practice of using professionalized troops within standing armies as well as new gunpowder weapons in order to help them conquer new territories."</i> (Uses multiple, specific pieces of evidence to support the argument that the Ottoman Empire expanded and consolidated their territories.) <i>"Some Mughal rulers practiced religious tolerance, for example by allowing Hindus to continue using their temples and exempting them from paying certain taxes. Such policies helped the Mughals establish their legitimacy."</i> (Uses multiple, specific pieces of evidence to support the argument that Mughal emperors used religious toleration to consolidate their power.)
	<p>Additional Notes:</p> <ul style="list-style-type: none"> Typically, statements credited as evidence will be more specific than statements credited as contextualization. If a response has a multipart argument, then it can meet the threshold of two pieces of evidence by giving one example for one part of the argument and another example for a different part of the argument, but the total number of examples must still be at least two. (For example, Janissaries in Ottoman standing armies; and the development of Shi'ism in the Safavid Empire.) 		