

**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.

**WORLD HISTORY: MODERN**

**SECTION II**

**Total Time—1 hour and 40 minutes**

**Question 1 (Document-Based Question)**

**Suggested reading and writing time: 1 hour**

**It is suggested that you spend 15 minutes reading the documents and 45 minutes writing your response.**

**Note: You may begin writing your response before the reading period is over.**

**Directions:** Question 1 is based on the accompanying documents. The documents have been edited for the purpose of this exercise.

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 at least six documents.
- Use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- For at least three documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

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**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 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.

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**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 4: Long Essay Question, Challenges to Power Structures

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 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.

Reporting Category	Scoring Criteria	
<b>Row A</b> <b>Thesis/Claim</b>  <b>(0-1 points)</b>	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.
<b>Decision Rules and Scoring Notes</b>		
	<b>Responses that do not earn this point:</b> <ul style="list-style-type: none"> <li>Are not historically defensible.</li> <li>Only restate or rephrase the prompt.</li> <li>Do not respond to the prompt.</li> <li>Do not establish a line of reasoning.</li> <li>Are overgeneralized.</li> </ul>	<b>Responses that earn this point:</b> Provide a historically defensible thesis or claim about the extent to which an individual, group, or movement in the mid- to late-20th century successfully challenged existing power structures during this period. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.
	<b>Examples that do not earn this point:</b>  <b>Do not focus on the topic of the prompt</b> <ul style="list-style-type: none"> <li><i>“The British Empire had territories around the globe.”</i></li> </ul> <b>Provide a historically defensible claim, but do not establish a line of reasoning</b> <ul style="list-style-type: none"> <li><i>“Muhammad Ali Jinnah was a successful attorney.”</i></li> </ul> <b>Provide a claim that is not historically defensible</b> <ul style="list-style-type: none"> <li><i>“Gandhi fought a revolution to violently overthrow British rule in India.”</i></li> </ul>	<b>Examples that earn this point:</b>  <b>Establish a line of reasoning that evaluates the topic of the prompt</b> <ul style="list-style-type: none"> <li><i>“In the United States, Dr. Martin Luther King, Jr. used peaceful civil disobedience to challenge the established racial hierarchies under segregation.”</i></li> </ul> <b>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</b> <ul style="list-style-type: none"> <li><i>“Anti-imperialist nationalist movements used non-violent as well as violent tactics to end colonialism and establish newly independent nations.”</i></li> </ul> <b>Establish a line of reasoning</b> <ul style="list-style-type: none"> <li><i>“Feminists worldwide protested against patriarchy.”</i> (Minimally acceptable thesis/claim)</li> </ul>
<b>Additional Notes:</b> <ul style="list-style-type: none"> <li>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).</li> <li>The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period.</li> </ul>		