

**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.

“The fall of the modern European empires was as rapid as their rise had been, and in most places the reasons for their downfall were similar. Ultimately all [empires] had maintained their rule through [acceptance by conquered peoples] rather than by force or the threat of force. . . . What had applied to the Roman Empire also applied to the British and the French, the German, and, ultimately, even the Russian: subject peoples were only to remain in subjection so long as at least a significant number of them could see some benefit to them in so doing.

Resistance to any kind of rule requires organization and courage. In the case of resistance to colonial rule, however, it also requires some vision of a better future in some postcolonial world. It requires an ideology capable of mobilizing those who might otherwise be prepared to accept the status quo as merely inevitable. Ironically, this ideology was provided by the same refashioning of society that had been the driving force behind most modern imperialism, namely nationalism.”

**Source:** Anthony Pagden, British historian, *Peoples and Empires*, 2003

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

- a. Identify ONE claim that the author makes in the passage.
- 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**.
- 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**.

“It was by the grace of God, glory be to Him, that He came to the rescue of Islam, by reviving its last breath and restoring in Egypt the unity of the Muslims [in the mid-thirteenth century]. He did this by sending the Mamluks to the Muslims as guardian rulers and devoted defenders, who were imported as slaves from the lands of the heathen Qipchaq Turks. The Turkish slaves embrace Islam with the determination of true believers, while retaining their nomadic virtues.

The slave merchants bring them to Egypt in batch after batch. Then the rulers lodge them in the royal chambers, and give them a careful upbringing, including the study of the Qur'an. Then they train them in the use of the bow and the sword, in riding horses, and in fighting with the lance until they become tough and seasoned soldiers. When the rulers are convinced that they are prepared to defend and die for them, they increase their pay, lands, and incomes. Then they appoint them to high offices of state, and even sultans are chosen from them who direct the affairs of the Muslims.”

**Source:** Ibn Khaldun, Arab scholar and historian writing about the Mamluk dynasty of Egypt, late fourteenth century

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

- a. Identify ONE claim that the author makes about the Mamluks in the **first paragraph**.
- b. Identify ONE way the passage illustrates the political situation of the Islamic world in the period before circa 1450.
- c. Explain ONE way the passage could be used to illustrate differences in forms of coerced labor in the period before circa 1750.

**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.

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**(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.

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**(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.

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- (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).

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**Total for question 1 3 points**