

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.

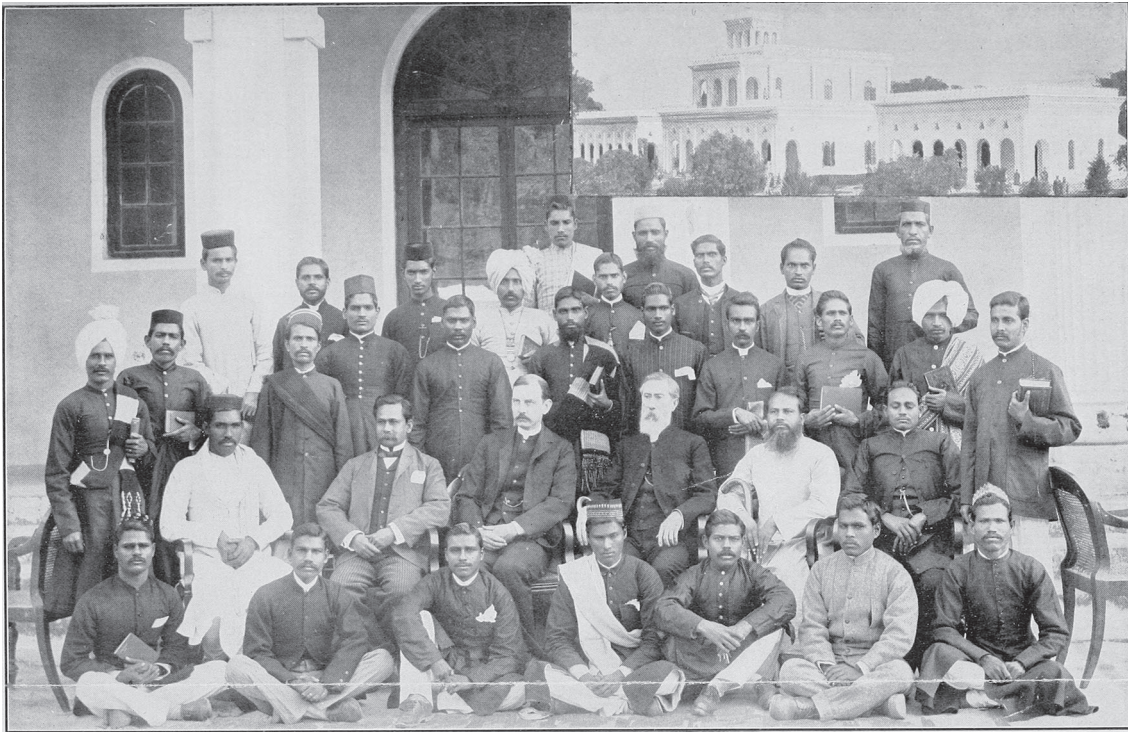
“[A]lready well before the twelfth and thirteenth centuries, an enormous amount of [history] had been written, and Muslims were well on their way to generating a tradition that outstripped in size and quality anything written by . . . Jews or Christians. The impulse [for so much history writing] was two-fold. [First], the spectacular success of empire building during the seventh and eighth centuries created a market of readers hungry for historical narrative, . . . which offered lessons and models to rulers, their courts, and urban elites. . . . Second, . . . many were enthusiastic about those forms [of history writing] that reinforced traditional religious institutions . . . and attitudes. In practice, this meant that they wrote a great many [biographies] of religious figures and of the Prophet [Muhammad]. . . .

Muslim states had a stake in learning in general and [history writing] in particular. Nearly all states [sponsored history writing and art creation] that legitimized their exercise of power, and large-scale learning depended on urban networks of knowledge—reading, teaching, writing—that states cultivated and defended. It is this—the mutual attraction of historians and ambitious states—that explains the [development of Islamic history writing].”

Chase F. Robinson, historian, *Islamic Historiography*, book written in
2003

1. Using the excerpt, respond to **parts a, b, and c**.
 - a. Identify ONE argument that the author makes in the **first paragraph**.
 - b. Identify ONE piece of evidence that the author uses to support an argument in the passage.
 - c. Explain how ONE development in the period 1200–1750 could be used to support the author’s argument in the **second paragraph** about history writing and art creation legitimizing states’ exercise of power.

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 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.

[a] Identify ONE argument that the author makes in the **first paragraph**. **1 point**

Examples that earn this point include the following:

- Muslims wrote more history than Jews and Christians in the twelfth and thirteenth centuries.
[Note: This may be credited for **either** part (a) **or** part (b) but **not** for both.]
- The author argues that the establishment of the Islamic caliphates in the seventh and eighth centuries was one factor that led to the enormous amount of history writing in the Islamic world.
- The author claims that Muslim states and elites promoted history writing in the Islamic world.
- The author claims that Muslim readers wanted historical narratives about religious and political figures.

[b] Identify ONE piece of evidence that the author uses to support an argument in the passage. **1 point**

Examples that earn this point include the following:

- The author states that many Muslim historians wrote biographies of the Prophet Muhammad and other religious figures to reinforce traditional religious institutions.
 - The author says that during the twelfth and thirteenth centuries Muslims wrote more histories than Christians or Jews wrote.
[Note: This may be credited for **either** part (a) **or** part (b) but **not** for both.]
 - The author states that rulers, their courts, and urban elites were the main audiences for Muslim histories.
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| [c] | Explain how ONE development in the period 1200–1750 could be used to support the author’s argument in the second paragraph about history writing and art creation legitimizing states’ exercise of power. | 1 point |
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Examples that earn this point include the following:

- Rulers often sponsored historical writing that praised the actions of their dynasties and ancestors to increase the political legitimacy of their state.
- The Abbasid Caliphate supported scholars in the House of Wisdom in Baghdad to legitimize their power.
- Rulers used religious ideas, art, and monumental architecture to legitimize their rule.

Total for question 1 3 points