

AP World History

Scoring Materials for Digital Exam Practice

Please note: the digital exam practice resource was developed for students to complete technology checks, experience the digital platform, and practice answering exam questions, including each type of multiple-choice and free-response question they will encounter on exam day.

This digital exam practice is not a full-length exam, and it does not represent the complete scope of content and skills that students will see on the actual AP exam. This digital exam practice includes only content that would typically be taught in the first half of the school year, following the unit sequence in the AP World History Course and Exam Description. For more information on the 2021 Exam format, please visit: apcentral.collegeboard.org/pdf/ap-2021-exam-formats.pdf

AP Exams are scored differently than traditional high school or college exams. When an AP Exam is administered, psychometric analysis determines the score ranges corresponding with each AP Exam score (5, 4, 3, 2, and 1) based on a composite score scale that combines and weights the different exam parts. Earning 40-50% of the available points can result in a score of 3 or better on many AP Exams. However, because the number of points corresponding with each AP Exam score can vary on different exams, students and teachers should not use the results of the digital exam practice to predict performance on the 2021 AP Exam.

Multiple-Choice Answer Key

Multiple-Choice Question	Answer
1	B
2	D
3	B
4	B
5	C
6	D
7	B
8	D
9	D
10	B
11	C

Question 1: 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timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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.

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- (A)** Describe ONE way in which Hokusai’s argument was influenced by long-standing Asian cultural traditions. **1 point**

Examples that earn this point include the following:

- Hakuseki’s argument was influenced by Confucianism.
- Hakuseki’s argument that sovereign is Heaven to the subjects and the father is Heaven to the child was influenced by Confucian beliefs.
- Hakuseki’s argument that only the emperor is supposed to serve the Lord of Heaven reflects the beliefs of Confucianism.

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- (B)** Explain ONE way in which the religious encounter referred to in the passage differed from most other religious encounters in the period circa 1450-1750. **1 point**

Examples that earn this point include the following:

- One important difference is that most Christian missionaries and Muslim Sufis traveled across the world and spread their religion without being banned by other governments.
- One important difference between the circumstances of the religious encounter in eighteenth-century Japan and other religious encounters in the period 1450-1750 is that religious interactions in this period more frequently led to the development of syncretic belief systems such as Vodou or Santeria than the outright banning of the preaching of a religion.
- One important difference between the Tokugawa shogunate banning the preaching of Christianity and most other religious interactions in the period 1450-1750 is that some governments, such as the Mughal Empire under Akbar, encouraged religious tolerance and interaction.

- (C)** Explain ONE historical situation in the period 1450-1750, other than the one illustrated in the passage, in which states in Asia or Africa adopted policies to limit European political power or cultural influence. **1 point**

Examples that earn this point include the following:

- The Mughal emperors of India and the African kings of Kongo attempted to restrict European merchants to certain towns and trading posts.
- The Ming and Qing emperors of China confined the Portuguese merchants to Macao and placed legal restrictions on converting to Christianity.
- Although the Safavid Empire allowed European merchants to settle in some cities and even serve as advisors at court, preaching Christianity was strictly forbidden.

Total for question 1 3 points

Question 2: Short Answer Map**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 historical development before circa 1450 that accounts for the pattern of the *caravanserais* shown on the map. **1 point**

Examples that earn this point include the following:

- Improved transportation technologies such as saddles for camels led to an expansion in trade networks.
- The rise of the Mongol Empire led to the expansion of trade.
- The increase in safety along the trade routes and the Mongol improvement of roads led to an expansion of *caravanserais*.

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- (B)** Explain ONE example of a cultural exchange that occurred along the routes shown on the map in the period circa 1200-1450. **1 point**

Examples that earn this point include the following:

- Religions like Buddhism, Islam, and Christianity spread along these trade routes as merchants brought their customs and beliefs to new regions.
- As the Mongols increased trade with Europe, they also brought their knowledge of Greco-Islamic medicine and shared that knowledge with Europeans.
- An example of a cultural exchange is the transfer of the Arabic numbering to Western Europe, which occurred because of the expansion of the Mongol Empire and trade.

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- (C)** Explain ONE reason that the *caravanserais* shown on the map declined in significance in the period 1450-1750. **1 point**

Examples that earn this point include the following:

- The growing volume of maritime trade facilitated by European traders led to a shift away from the overland trade routes.

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- The rise of joint-stock companies which used American silver to purchase Asian goods led to a decline in the use of overland trade routes as maritime trade was faster and often cheaper.

Total for question 2 3 points

Question 3: Short Answer Image**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 way in which the event depicted in the image reflects political changes in the global balance of power in the eighteenth century. **1 point**

Examples that earn this point include the following:

- The event depicted in the image reflects the growing power of European states and the decline of some Asian empires.
- The event depicted in the image reflects the disintegration of the Mughal Empire and the beginning of the British conquest of India, eventually allowing Great Britain to become the world's greatest global power.
- The Mughal emperor's granting of concessions to the British East India Company reflects the ways in which some European joint-stock companies contributed to expanding European power across the world while weakening Asian states.
- The Mughal Empire's grant of the tax revenues to Great Britain, as shown in the image, was ultimately the result of Great Britain defeating European rivals such as France and the Netherlands to become the dominant power in East Asia.

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- (B)** Explain ONE way in which the event depicted in the image reflects economic changes in Asia in the eighteenth century. **1 point**

Examples that earn this point include the following:

- The event shown in the image reflects the growing power of European merchants and companies over trade and commerce in Asia.
- The event shown in the image illustrates how Europeans were able to use their economic power through joint-stock companies, such as the British EIC, to weaken Asian states.
- The Mughal grant shows how competition between European mercantilist states and companies weakened Asian states by allowing Europeans to gain greater access to and control over Asian markets.

- (C)** Explain ONE significant way in which Great Britain’s relationship with South Asia changed over time compared with the relationship depicted in the image. **1 point**

Examples that earn this point include the following:

- The most significant change in the relationship between Great Britain and South Asia is that the image shows only the beginning of the British conquest of India, whereas the British gained total control over India in the nineteenth century.
- A significant way that the relationship between Great Britain and India changed is that the cooperation between the Mughals and the British shown in the image turned into resistance and repression as Britain crushed the great Indian rebellion (or Sepoy Mutiny) of 1857.
- The most significant change is that Britain gained greater power in India, which led to the collapse of the Indian textile industry, the spread of famine, and India’s impoverishment.

Total for question 3 3 points

Question 4: Document-Based Question, Busbecq et al on attitudes towards Islam

7 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.

Evaluate the extent to which interactions between Muslim and non-Muslim communities affected attitudes toward Islam or Islamic culture in the period circa 1200-1750.

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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. 	Responses that earn this point: <ul style="list-style-type: none"> • Provide a historically defensible thesis or claim that establishes a position on the extent to which interactions between Muslim and non-Muslim communities affected attitudes toward Islam or Islamic culture in the period circa 1200-1750. The thesis or claim must either provide some indication of the reason for making that claim OR by establishing categories of the argument.
	Examples that do not earn this point: Provide a historically defensible claim, but do not establish a line of reasoning <ul style="list-style-type: none"> • <i>“Just as their interactions with Islam varied, so non-Muslims’ attitudes toward Islam varied as well.”</i> Provide a restatement of the prompt <ul style="list-style-type: none"> • <i>“Non-Muslims’ interactions with Islam affected their attitudes toward Islam or Muslims during this period.”</i> 	Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt with analytic <ul style="list-style-type: none"> • <i>“While some non-Muslims emphasized the similarities between Islam and their own religious traditions, others saw Islam as a completely different and hostile culture because it threatened them politically and militarily.”</i> Establish a line of reasoning <ul style="list-style-type: none"> • <i>“The main attitude toward Islam was one of rejection and fear because of Muslim military power.”</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. 		

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Reporting Category	Scoring Criteria	
Row B Contextualization (0-1 points)	0 points Does not meet the criteria for one point.	1 point Describes a broader historical context relevant to the prompt.
	Decision Rules and Scoring Notes	
	<p>Responses that do not earn this point:</p> <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. <p>Examples that do not earn this point:</p> <p>Do not provide context relevant to the topic of the prompt:</p> <ul style="list-style-type: none"> <i>“Islam emerged from the teachings of the Prophet Muhammad in the Arabian Peninsula.”</i> 	<p>Responses that earn this point:</p> <ul style="list-style-type: none"> Accurately describe a context relevant to interactions between non-Muslims and Islam in the period circa 1200-1750 <p>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> The spread of Islam and early interactions between Muslims and non-Muslims in the Arabian Peninsula The initial Arab conquest of the Middle East and North Africa Islamic teachings/legal principles concerning the treatment of non-Muslims under Muslim rule The Muslim conquest and subsequent Christian re-conquest of the Iberian Peninsula and Sicily The territorial expansion of Islam in South Asia The expansion of Muslim communities in East and Southeast Asia especially during the Yuan Dynasty in China through missionary and commercial activities The Mongol conquests and the Muslim world The expansion of the Ottoman Empire and its interactions with European states Religious tolerance and lack of tolerance in various Eurasian historical contexts during this period Religious mixing and religious syncretism Crypto-Islam; crypto-Christianity, and crypto-Judaism in various Eurasian contexts in this period Sectarian divisions within Islam and within other religions
<p>Additional Notes:</p> <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. 		

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Reporting Category	Scoring Criteria		
<p>Row C Evidence</p> <p>0-3 points</p>	Evidence from the Documents		
	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Uses the content of at least three documents to address the topic of the prompt.</p>	<p>2 points Supports an argument in response to the prompt using at least six documents.</p>
	Decision Rules and Scoring Notes		
<p>Responses that do not earn points:</p> <ul style="list-style-type: none"> Use evidence from less than three of the documents Misinterpret the content of the document Quote, without an accompanying description, of the content of the documents Address documents collectively rather than considering separately the content of each document 	<p>Responses that earn 1 point:</p> <ul style="list-style-type: none"> Accurately describe — rather than simply quote — the content from at least three of the documents to address the topic of interactions between non-Muslims and Islam in the period circa 1200-1750. <p>Examples of describing the content of a document:</p> <p>Describe evidence from the documents relevant to the topic but do not use that evidence to support an argument</p> <ul style="list-style-type: none"> (Document 3) “The image shows the Alcazar and is an example of a Christian ruler building a palace that has a large open courtyard.” (Document 5) “The Jewish scholar wrote about the persecution of Jews in Germany and invited them to move to Ottoman lands.” 	<p>Responses that earn 2 points:</p> <ul style="list-style-type: none"> Support an argument in response to the prompt by accurately using the content of at least six documents. <p>Examples of supporting an argument using the content of a document:</p> <ul style="list-style-type: none"> (Document 2) “Another example of a culture who did not fully embrace Muslim culture are the Mongols: Kutlushah did not want to convert to Islam from the old Mongol religion. He describes this as an act of disgrace and dishonor.” (Document 4) “A negative attitude towards Islam is seen in the document from India. Gangadevi, a Hindu princess, reports that when Muslims took power of her Hindu state, Hinduism was completely wiped out. They abandoned the temples, were unruly towards the people, and killed the sacred cows of the Hindus.” 	
<p>Additional Notes:</p> <ul style="list-style-type: none"> To earn two points, the six documents do not have to be used in support of a single argument—they can be used across sub-arguments or to address counterarguments. 			

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Row C (Continued)	Evidence beyond the Documents:	
	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Uses at least one additional piece of the specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.</p>
	Decision Rules and Scoring Notes	
	<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Provide evidence that is not relevant to an argument about the prompt. • Provide evidence that is outside the time period or region specified in the prompt. • Repeat information that is specified in the prompt or in any of the documents. • Provide a passing phrase or reference. 	<p>Responses that earn this point:</p> <ul style="list-style-type: none"> • Must use at least one specific piece of historical evidence relevant to an argument about the extent to which interactions with or attitudes toward Islam in the period circa 1200-1750. <p>Examples of specific and relevant evidence beyond the documents that earn this point include the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> • The <i>dhimma</i> system and <i>dhimmi</i> status in Islam; including jizya tax • Umayyad, Almohad, Almoravid, etc. Muslim rule over the Iberian Peninsula • Key events from the Iberian Reconquista, such as the conquest of Toledo or the fall of Granada • Expulsion of Jews from the Iberian Peninsula and their subsequent resettlement in the Ottoman Empire • Key events from the expansion of Islam in India, such as the establishment of Delhi sultanate or the Battle of Panipat • The Abbasid “House of Wisdom” and Abbasid translation efforts • Early European scholarly or scientific contacts with Islamic philosophy and science – translations in Spain and Sicily • Crusades of the thirteenth century • Mongol conquests of Persia and the Abbasid caliphate • Early Mongol persecutions of Muslims in Central Asia, Persia, and parts of the Middle East • Mamluk defeat of the Mongols at the Battle of Ayn Jalut • Indian Ocean Trade Network as vehicle of religious syncretism/interaction • Bantu and other African conversions to Islam • Ottoman conquest of the Byzantine Empire, including Constantinople • Ottoman expansion into southeastern and central Europe • Janissaries as figures of religious conversion • Sufis in South and Southeast Asia—religious syncretism with Hinduism
<p>Additional Notes:</p> <ul style="list-style-type: none"> • Typically, statements credited as evidence will be more specific than statements credited as contextualization. • To earn this point, the evidence provided must be different from the evidence used to earn the point for contextualization. • To earn this point, the evidence provided must be more than a phrase or reference. 		

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Reporting Category	Scoring Criteria	
<p>Row D Analysis and Reasoning</p> <p>0-2 points</p>	Sourcing	
	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point For at least three documents, explains how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument.</p>
	Decision Rules and Scoring Notes	
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Explain sourcing for less than three of the documents. • Identify the point of view, purpose, historical situation, and/or audience but fail to explain how or why it is relevant to an argument. • Summarize the content or argument of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience. <p>Examples that do not earn this point:</p> <p>Identify the point of view, purpose, historical situation, and/or audience, but do not explain how or why it is relevant to an argument</p> <ul style="list-style-type: none"> • (Document 1) “The author of this legal code was a Christian ruler.” <p>Summarize the content of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience</p> <ul style="list-style-type: none"> • (Document 2) “The Mongol commander wanted to let people know about how much he didn’t appreciate Islamic law.” 	<p>Responses that earn this point:</p> <ul style="list-style-type: none"> • Must explain how or why — rather than simply identifying — the document’s point of view, purpose, historical situation, or audience is relevant to an argument that addresses the prompt for each of the three documents sourced. <p>Example of acceptable explanation of the significance of the author’s point of view:</p> <ul style="list-style-type: none"> • (Document 2) “The Mongol military commander seems especially upset that Mongol culture is being abandoned by those that have adopted Islam, which makes sense because Mongol culture is what allowed the Mongols to become powerful and build their empire in the first place. He probably sees his position as a commander as originating from Mongol culture and traditions, which is why he doesn’t like Islam.” • (Document 4) “Considering the author is a Hindu, they would likely feel disgust towards animal sacrifices. It is a common Muslim tradition to sacrifice sheep and cows in the name of Allah. This practice angered the Hindus as they held animals in high regard because of their significant symbolism in their religion.” <p>Example of acceptable explanation of the significance of the author’s purpose:</p> <ul style="list-style-type: none"> • (Document 1) “Although the last rule in the document may seem harsh, in Alfonso’s mind it was necessary especially because he was ruling during the Reconquista of Spain. During this time, Christians were actively attempting to retake control of the Iberian Peninsula from the Muslims; therefore to remove any further threat to Christian control, Alfonso felt it to be imperative to suppress the number of practicing Muslims under his jurisdiction as much as he could.” • (Document 5) “As a Jew who has experienced the tolerance of the Ottomans, Isaac Zarfati knows that the Muslims in the Ottoman Empire are indeed kind people. They treated him with peace and kindness, which is why he is telling Jews to seek refuge with the Muslims.” <p>Example of acceptable explanation of the relevance of the historical situation of a source:</p> <ul style="list-style-type: none"> • (Document 1) “The laws were issued as Muslim rule in Spain was on the decline and Christian rulers wanted to make sure that Muslims in their kingdoms would not have power.” • (Document 3) “The fact that the new Christian ruler of Seville commissioned a palace executed in the Moorish style and built by Muslim architects and craftspeople very soon after the conquest of the city shows the degree of cultural borrowing and cross-cultural influences in Reconquista-era Iberia.” 	

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Row D (continued)	Complexity	
	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.</p>
	Decision Rules and Scoring Notes	
		<p>Responses that earn this point: May demonstrate a complex understanding in a variety of ways, such as:</p> <ul style="list-style-type: none"> • Explaining nuance of an issue by analyzing multiple variables. • Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects. • Explaining relevant and insightful connections within and across periods. • Confirming the validity of an argument by corroborating multiple perspectives across themes. • Qualifying or modifying an argument by considering diverse or alternative views or evidence. <p>Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> • Explaining varying perspectives and attitudes arising from the same Muslim/non-Muslim encounter; for example, explaining how the Muslim expansion into South Asia limited opportunities for Hindu elites but also offered new opportunities for Hindu non-elites (who could escape the strictures of the caste system by converting to Islam). Or explaining how European Catholic views of the Ottoman Empire as an archnemesis contrasted with European Protestant views of the Ottomans as the scourge of God sent to punish the Papacy for its sins (Explains nuance and similarities and differences) • Connecting to other time periods, such as comparison of the 1450-1750 European views of the Ottoman empire as a major threat and geopolitical rival with nineteenth-century attitudes seeing the Ottoman empire as the “Sick Man of Europe” and an object of European intrigue and indirect imperialism (Explains relevant and insightful connections) • Qualifying or modifying an argument by explaining that the frequent political and military conflicts between Islam and other religions tend to result in an overall source bias, whereby many of the surviving outsider views and attitudes of Islam were written from a hostile or biased perspective (Qualifies or modifies an argument by considering diverse or alternative views or evidence)
<p>Additional Notes:</p> <ul style="list-style-type: none"> • This demonstration of complex understanding must be part of the argument, not merely a phrase or reference. 		

Document Summaries

Document	Summary of Content	Explains the relevance of point of view (POV), purpose, situation, and/or audience by elaborating on examples such as:
<p>1. Alfonso X of Castile, <i>The Law of Seven Parts</i>, written during the Spanish Reconquista, circa 1260</p>	<ul style="list-style-type: none"> • Declares that Muslims may live in Castile “by observing their own law and not insulting ours;” however, they face restrictions on having mosques and performing public prayers • Christians can convert Muslims, but not by means of violence or compulsion • Prescribes the death penalty and forfeiture of property for those Christians who convert to Islam 	<ul style="list-style-type: none"> • The law shows the Castilian king’s determination to act as a champion of Christianity, but also as a ruler tolerant of his Muslim and Jewish subjects (point of view). • As a legal text, the law is intended to outline the rules for Muslims living in Castile and the penalties for religious conversion; it represents the government’s intent but does not necessarily represent how non-elite Spanish Christians viewed Muslims or Islam (purpose/audience). • The provisions of the law reflect the historical situation of the Iberian Peninsula during the Reconquista. Castile and other Christian states were acquiring territories inhabited by Muslims and Jews and the laws were intended to address this situation. (situation) • The provisions in the law bear many similarities with the Muslim <i>dhimma</i> system, which had regulated the lives of Christians and Jews under Muslim rule before the Reconquista (situation).
<p>2. Kutlushah, Ilkhanid Mongol commander, speech, recorded by a historian, circa 1310</p>	<ul style="list-style-type: none"> • The Mongol commander bemoans the Ilkhanid rulers’ conversion to Islam and expresses a desire to return to the <i>yasa</i> (law) of the first Mongol ruler, Chinggis Khan • States that the Mongols “are being asked to choose” between two schools of Islamic law, but neither choice would be as good as a return to their own Mongol roots 	<ul style="list-style-type: none"> • As a military commander (a position usually reserved for members of prominent old Mongol families), the author is an advocate for a return to traditional Mongol culture and an opponent to the Ilkhanid’s conversion to Islam (point of view/situation). • Since Kutlushah delivered his speech at an Ilkhanid government council, its purpose may have been to persuade other Mongol leaders to reject Islam. This explains his use of rhetorical questions and passionate pleas (audience/purpose). • Because the speech was reported in the work of a Muslim historian, it may well exaggerate the extent to which Mongol elites opposed the Ilkhanid rulers’ conversion to Islam (point of view).

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<p>3. Alcázar of Seville, Spain, built circa 1360</p>	<ul style="list-style-type: none"> • The architecture of the palace has a distinctly Islamic look and features characteristic Islamic elements such as multifoil (scalloped) arches, double columns, and extensive ornamental decoration of most surfaces • The central courtyard plan with a garden and a water feature is also characteristic of Islamic architecture, where watered gardens are seen as symbols of paradise 	<ul style="list-style-type: none"> • As the palace of the ruler in Seville, the building was designed to be lavishly ornate in order to impress visitors and to showcase Pedro’s wealth and power. (purpose/audience) • The fact that the new Christian ruler of Seville commissioned a palace executed in the Moorish style and built by Muslim architects and craftspeople very soon after the conquest of the city shows the degree of cultural borrowing and cross-cultural influences in Reconquista-era Iberia. (situation)
<p>4. Gangadevi of Vijayanagara, poem written after the Vijayanagara re-conquest of Madurai, circa 1370</p>	<ul style="list-style-type: none"> • Paints a bleak picture of Madurai under Muslim rule – the Hindu temples are deserted, sacrifices to the gods are not being offered, cows are being slaughtered, and the Vedas are “forgotten” • These human-made disasters are matched by natural catastrophes such as frequent flooding by the Kaveri River 	<ul style="list-style-type: none"> • As a princess of a neighboring Hindu kingdom in Southern India, the author is clearly angry over the loss and desecration of Hindu religious practices in Madurai after the Muslim conquest. (point of view) • The poem may deliberately exaggerate the devastation of the conquest since its purpose may have been to unite Hindu rulers or mobilize popular attitudes in Vijayanagara behind the cause of resisting further Muslim expansion into southern India. (audience/purpose)
<p>5. Isaac Zarfati, letter to Jewish communities in the German states, 1454</p>	<ul style="list-style-type: none"> • Begins by stating that the author is familiar with the oppressions and indignities being inflicted upon Jewish people living in the German states • Contrasts these mistreatments of Jewish peoples in the West with the positive experiences of Jewish people, including the author, in the Ottoman Empire 	<ul style="list-style-type: none"> • As a Jewish person born in Germany, Zarfati addresses the Jewish people in the German lands from the perspective of a person who knows their plight and their fears. (point of view) • In seeking to convince them to emigrate to the Ottoman Empire, his letter emphasizes the things that would be most desirable to them – personal and economic security, as well as being treated with dignity. (audience) • The Ottoman Empire benefited administratively and economically from the experience and resources of its non-Muslim minority subjects, such as the Jews. (situation) • The Ottoman Empire repeatedly served as a haven for Jews seeking escape from religious persecution in Europe, most notably in welcoming the large population of Portuguese and

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	<ul style="list-style-type: none"> Ottoman Jews enjoy peace, having their own houses, being able to wear the garments of their choice, as well as the ability to settle in the Holy Land 	<p>Spanish Jews who were expelled from their countries of birth during and after the Reconquista. (situation)</p>
<p>6. Ogier Ghiselin de Busbecq, Habsburg ambassador to the Ottoman Empire, <i>The Turkish Letters</i>, 1581</p>	<ul style="list-style-type: none"> Describes the method for appointing and promoting Ottoman officials as one entirely based on merit, rather than birth States that this system has produced many beneficial results for the empire Contrasts the Ottoman practice with the Habsburg method of making appointments solely on the basis of noble birth 	<ul style="list-style-type: none"> As Busbecq’s reflections on the Ottoman system were made in a private letter, not originally intended for publication, he could be honest in stating his views of the meritocracy of the Ottoman method and the deficiency of the Western method of appointing government officials. (audience) Because Busbecq’s letters were written when the Ottoman Empire was still near the peak of its scope and power, they reflect the widespread sense in Europe at the time that the Ottoman empire was a strong, well-governed state, whose practices and institutions European rulers would do well to implement. (situation/purpose)
<p>7. Liu Zhi, Chinese Muslim scholar, <i>Explanation of the Norms and Rites of Islam</i>, 1710</p>	<ul style="list-style-type: none"> Outlines the main religious rituals and observances of Islam (the “Five Pillars”) States that, in addition to observing the Five Pillars of Islam, Chinese Muslims ought to comply with the proper hierarchical relations in society, such as ruler-minister, father-son, husband-wife, etc. States that Islamic law unites the required religious rituals (“The Way of Heaven) and social observance (“The Way of man”) 	<ul style="list-style-type: none"> As a Muslim scholar, the author’s main intent seems to be to clearly outline the basic precepts and religious requirements of Islam and to show they do not conflict with Confucian teachings. (point of view/purpose) From the author’s emphasis on the compatibility between Islam and Chinese Confucian social norms, it can be surmised that the treatise was at least in part addressed to Chinese government officials, whom it sought to reassure that Islam is a benign religion and not a threat to the social fabric of China. (audience)

Question 5: Short Answer Data**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 reason for the increase in enslaved persons being transported to North America during the period circa 1700 to 1800. **1 point**

Examples that earn this point include the following:

- The increase in enslaved persons was due to an increase in demand for labor.
- The increase in enslaved persons from Africa was due to European diseases that wiped out large numbers of indigenous peoples in the Americas.
- Increasing agricultural profits led to an increase in the demand for labor by plantation owners.

- (B) Explain how the source reflects changes to labor systems in the Americas during the period 1450 to 1750. **1 point**

Examples that earn this point include the following:

- During this period, new labor systems were introduced to the Americas including chattel slavery.
- New labor systems were introduced to the Americas by Europeans such as indentured servitude and *encomienda*.

- (C) Explain ONE long term social or cultural effect of the Atlantic slave trade on societies in the Americas during the period circa 1450 to 1800. **1 point**

Examples that earn this point include the following:

- The introduction of African religions like Santeria or Vodun in the Americas led to religious syncretism.
- One long term social effect of the Atlantic slave trade was the mixing between African slaves and European settlers, which resulted in the creation of a new social class that European colonizers called *mulattoes*.

Total for question 5 3 points

Question 6: 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.

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- (A)** Identify ONE specific historical example of a cultural exchange between nomads and non-nomads that occurred in the period before 1450. **1 point**

Examples that earn this point include the following:

- Cultural exchanges between nomads and non-nomads included the spread of stirrups and gunpowder.
- Contact with nomadic peoples led the Song dynasty of China to use war horses from Central Asia.
- The spread of religions such as Buddhism, Islam, Christianity, or Zoroastrianism across Central Asia in the period before 1450 was facilitated by contact between nomadic and non-nomadic societies along the Silk Roads.

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- (B)** For the period 1450-1750, identify ONE development that changed the role that Central Asian nomads played in cross-regional exchanges as described in the passage. **1 point**

Examples that earn this point include the following:

- The decline of the importance of the Silk Roads changed the role of Central Asian nomads.
- The expansion of gunpowder empires, such as Russia and the Qing dynasty led to the declining importance of Central Asian nomads in facilitating cross-regional exchange.
- European settlement of the Americas led to the declining importance of Central Asian nomads in cross-regional exchanges because trans-Atlantic contact became more important to global economic and cultural exchange.

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- (C)** Explain ONE cross-cultural exchange that would challenge the assertion in the last sentence of the passage concerning the nomads' role in cross-regional exchanges before 1450. **1 point**

Examples that earn this point include the following:

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- Christianity was mostly spread by merchants and missionaries who came from sedentary societies.
- The spread of technologies like the compass or papermaking would challenge Allsen's claim that nomads were the chief promoters and agents of cultural exchange in Eurasia before 1450 because papermaking spread from China.
- Greek culture, philosophy, and science greatly influenced the development of Roman society, which challenges Allsen's argument that nomads were the chief agents of cultural exchange in the period before 1450.

Total for question 6 3 points