period) and greater urbanization (during the 19th and 20th centuries), with further effects related to disease prevalence and overcrowding.

- A significant increase in the impact of humans on the environment, including deforestation and soil depletion (in both periods) and air and water pollution (as an effect of industrialization).
- A dramatic increase in the ability of humans to harness and utilize available energy resources (of any source) in their natural environment.

Examples of responses to part (b) that would earn credit:

Responses could make the claim that any of the following transformations are equally important or more important than the economic transformations of the adoption of agriculture or the adoption of industrial production. Regardless of which transformation is chosen, the point is earned for explaining why the transformation is important (e.g., it affected the lives of many people; it was truly global in scope; it marked a change that continues to affect the world in which we live today; it shaped the subsequent unfolding of world historical processes in a significant way, etc.). The list of examples below is not exhaustive.

- Political transformations — for example, imperialism, decolonization, the emergence of the nation-state, etc.
- Social transformations — for example, the emergence and consolidation of patriarchy, the concept of legal equality, or the concept of gender equality.
- Medical or technological advances — for example, vaccines, antibiotics, air and space travel, computers, the internet, etc.
- Milestones that resulted in the greater interconnectedness of world regions — for example, the European voyages of exploration in the 15th and 16th centuries c.e. or the process of globalization in the late 20th century c.e.

Question 2 - Periods 3, 4, 5, 6, Argumentation, Interpretation
2. Use the passage below to answer all parts of the question that follows.

"[This] book acknowledges that cultural traditions spread over long distances even in ancient times, but it also recognizes that expansive traditions often faced fierce opposition, and it holds further that cross-cultural conversion is a deeply problematical concept. Indeed, [this] book argues that religious and cultural traditions rarely won foreign converts except when favored by a powerful set of political, social or economic incentives. Sometimes the prospect of trade or political alliance drew a people's attention to a foreign cultural tradition. Other times state sponsorship made political and military support available to an-expanding cultural tradition. Yet even under the best of circumstances...expansive cultural traditions rarely attracted large numbers of foreign adherents without the aid of a syncretic process."

Jerry H. Bentley, historian, Old World Encounters, 1993
2.A Identify and explain TWO examples in the period 600 C.E. to 1450 C.E. that support the author's argument concerning the role of political, social, or economic incentives in the spread of religious or cultural traditions.

2.B Identify and explain ONE example after 1450 C.E. in which syncretism played an important role in the spread of religious or cultural traditions.

Scoring Guide 0–3 points
• ONE point for identifying one example in the period 600 C.E. to 1450 C.E. that supports the author's argument concerning the role of political, social, or economic incentives in the spread of religious or cultural traditions and explaining how that example supports the author's argument
• ONE point for identifying a second example in the period 600 C.E. to 1450 C.E. that supports the author's argument concerning the role of political, social, or economic incentives in the spread of religious or cultural traditions and explaining how that example supports the author's argument
• ONE point for identifying one example after 1450 C.E. in which syncretism played an important role in the spread of religious or cultural traditions and explaining how it played a role

Examples of responses to part (a) that would earn credit:

• Explanation of how the spread of Islam across Afro-Eurasia in the period circa 600 C.E to 1450 C.E was facilitated by the expansion of the Islamic caliphates and other Muslim states, for example, the role of the Umayyad caliphate in spreading Islam in North Africa and Iran or the role of the Delhi sultanates in spreading Islam in northern India.
• Explanation of how the spread of Islam across Afro-Eurasia in the period circa 600 C.E to 1450 C.E was facilitated by the intensification of trade along the Silk Roads and the creation of diasporic Muslim merchant communities in the Indian Ocean basin, for example, the role of Muslim merchant communities in spreading Islam to parts of southeast Asia such as Aceh and Melaka.
• Explanation of how the spread of Islam across Afro-Eurasia in the period circa 600 C.E to 1450 C.E was facilitated by the appeal of conversion to Islam as a means to pursue various political and military occupations under Muslim rule and to escape the restrictions of the dhimma system, as seen, for example, in the fact that many prominent state officials during the early caliphates were themselves converts to Islam (usually of Persian origin).
• Explanation of how the tribute-trade system helped facilitate the spread of Chinese cultural traditions such as Confucianism and Buddhism to parts of East and Southeast Asia, for example, Japan, Korea, and Vietnam.
• Explanation of how the close relationship between European states and the Christian church authorities facilitated the spread of Christianity, for example, in the conversion of the Slavic, Baltic, and Nordic peoples of Europe.
• Explanation of how economic, political, and social incentives (such as Abbasid patronage of philosophical and scientific pursuits) led Muslim scholars to adopt Greek and Indian learning.
• Explanation of how economic, political, and social incentives (such as the way in which Christian Iberian rulers encouraged contact between Christian, Muslim, and Jewish scholars
during the Reconquista) led Christian scholars to obtain Islamic, Greek, and Indian learning through the works of Muslim scholars.

Examples of responses to part (b) that would earn credit:

- The use of Amerindian and African religious practices and traditions in Christian worship in American and Caribbean societies after 1500 could be used as an example of the way in which syncretism helped spread Christianity in the Americas.
- The continued use of indigenous religious practices and traditions in African societies in the period circa 1450–1750 could be used as an example of the way in which syncretism helped spread Islam and Christianity in Africa.
- The Sufi method of accommodating local practices within Islamic traditions could be used as an example of the way in which syncretism helped spread Islam in parts of Central Asia, West Africa, and eastern Europe in the period after 1450.
- The mixture of indigenous cultural practices with Buddhist practices and traditions in Mongolia and mainland Southeast Asia could be used as an example of the way in which syncretism helped spread Buddhism.
- The emergence of the Chan (Zen) school of Buddhism, which included elements from Daoism and Shinto, could be used as an example of the way in which syncretism helped spread Buddhism in Japan and parts of China.
- The emergence of the Taiping Movement, which subsumed Chinese beliefs within a Christian theological construct, could be used as an example of the way in which syncretism helped spread religious and cultural traditions.

Question 3 - Periods 3 & 4, CCOT
3. Use the passage below to answer all parts of the question that follows.

"There is no doubt that the Gujaratis from the northwest coast of India are men who understand merchandise; they are also diligent, quick men in trade. They do their accounts with numbers like ours. There are also merchants from Egypt settled in Gujarat, as well as many merchants from Persia and the Arabian Peninsula, all of whom do a great trade in the seaport towns of Gujarat. Those of our people who want to be clerks and traders ought to go there and learn, because the business of trade is a science in itself."

Tomé Pires, Portuguese merchant, book describing travels in South Asia, 1515

3.A Identify and explain ONE way in which the Indian Ocean trade described in the passage was a continuity of the Indian Ocean trade that occurred during the period 600 to 1450 C.E.

3.B Identify and explain TWO ways in which merchants such as Pires changed the Indian Ocean trade system in the period 1450 to 1750 C.E.

Scoring Guide 0–3 points
• ONE point for identifying one way in which Indian Ocean trade in the 16th century was a continuity of Indian Ocean trade in the period 600 to 1450 C.E. and explaining how it was a continuity
• ONE point for identifying one way in which European merchants such as Pires changed the Indian Ocean trade system in the period 1450 to 1750 C.E. and explaining how they changed the trade system
• ONE point for identifying a second way in which European merchants such as Pires changed the Indian Ocean trade system in the period 1450 to 1750 C.E. and explaining how they changed the trade system

Scoring Notes: Examples of responses to part (a) that would earn credit:

• The continued participation in Indian Ocean trade by merchants from the Muslim Middle East, West Africa, India, and Southeast Asia
• The continued presence of various merchant diasporic communities in many of the key areas involved in Indian Ocean trade
• The fact that the types of goods traded in the Indian Ocean networks (with an emphasis on luxury goods, such as spices and expensive textiles) changed little with the arrival of the Europeans
• The fact that most of the trade in the Indian Ocean basin continued to be carried out by Asian merchants even after the arrival of Portuguese and other European fleets in the 16th century
• The fact that even though the arrival of the Europeans brought new ship designs and naval weaponry to the Indian Ocean, the basic navigational knowledge and technology — including knowledge of monsoonal wind patterns, navigational tools such as the astrolabe, and the use of lateen sails on most sailing ships — remained unchanged
• The fact that the use of Hindu-Arabic numerals remained central to the conduct of trade in the Indian Ocean basin both before and after the arrival of European fleets in the 16th century

Examples of responses to part (b) that would earn credit:

• European merchants’ role in the establishment of European trading posts and empires in the region in the period 1450 to 1750 C.E.
• European merchants’ role in the introduction of new European practices and institutions concerning the regulation and conduct of trade in the region in the period 1450 to 1750 C.E. (for example, the Portuguese cartaz system, mercantilist economic philosophy, or joint-stock trading companies such as the Dutch East India Company and the British East India Company)
• European merchants’ role in bringing about an overall intensification of maritime trade in the period 1450 to 1750 C.E. and the concomitant decline of trade along the Eurasian land networks
• European merchants’ role as agents of European colonial rivalries and as factors in disrupting and reorganizing patterns of Indian Ocean trade in the period 1450 to 1750 C.E.
• European merchants’ role in provoking Asian governmental responses to European encroachment in the period 1450 to 1750 C.E., including attempts to control, limit, or channel trade with Europe (for example, by China, Japan, and the Ottoman Empire) or attempts by Asian
states (for example, by the Ottoman Empire) to compete militarily or commercially with European powers in the Indian Ocean basin.

Question 4 - Periods 4, 5, 6 - Causation

4. Use the charts below to answer all parts of the question that follows.
Chart 1 - Population of the Americas 1500 - 1900
Chart 2 - Population of Africa 1500 - 1900

4.A For the period 1500–1750, explain ONE factor behind the population changes in Chart 1
B For the period 1750–1900, explain ONE factor behind the population changes in Chart 1
C For the period 1500–1900, explain ONE factor behind the population changes in Chart 2

Scoring Guide 0–3 points
• ONE point for explaining one factor behind the population changes in Chart 1 from 1500–1750 •
ONE point for explaining one factor behind the population changes in Chart 1 from 1750–1900 •
ONE point for explaining one factor behind the population changes in Chart 2 from 1500–1900

Scoring Notes Examples of responses to part (a) that would earn credit:

Factors behind the population changes in Chart 1 from 1500–1600 could include the following:

• The transfer of pathogens from Eurasia to the Americas as part of the Columbian Exchange led to outbreaks of epidemic diseases, such as smallpox, measles, and influenza and to a decline in the indigenous population of the Americas.
• The forced migration of enslaved Africans to the Americas as a source of labor for cash crop production increased American populations and contributed to the offsetting of the population losses among Amerindian populations.
• The migration of European colonists to the Americas, though relatively limited in size during the period prior to 1750, contributed to increasing American populations and the offsetting of the population losses among Amerindian populations.

Examples of responses to part (b) that would earn credit:

Factors behind the population changes in Chart 1 from 1750–1900 could include the following:

• The impact of war, famine, and revolution in Europe, where rapid but uneven economic changes, coupled with continued political instability, led to a dramatic increase in rates of emigration to the Americas.
• Industrialization intensified in some parts of the Americas, especially in the United States. Especially toward the end of the 19th century, United States economic growth attracted millions of new migrants, thereby increasing the population. World History Practice Exam 129
• The ready availability of agricultural land in some American countries, including the United States, Canada, Brazil, and Argentina, which drew numerous migrants from land-poor or overpopulated parts of Europe, thereby increasing American populations.
• The continued forced migration of enslaved Africans to the Americas, which increased population.
• The migration of indentured servants from East and South Asia to the Americas following the abolition of the African slave trade, which increased populations.

Examples of responses to part (c) that would earn credit:

Factors behind the population changes in Chart 2 could include the following:

• The abolition of the trans-Atlantic slave trade, which contributed to population growth in Africa in the period after circa 1800.
• The spread of American food crops such as corn, peanuts, squash, beans, and cassava to Africa, which contributed to population growth in the period after circa 1600.
• The negative demographic impacts of the trans-Atlantic slave trade from 1500 to circa 1850 led to a slowing down of the rate of growth in parts of Africa; population growth would have been faster if the slave trade had not resulted in the forcible displacement of millions of Africans from Africa to the Americas.

Question 5 - Causation & CCOT, (scan japan question)

There is one more in the Redesign Overview that I cannot copy and paste no matter how I try. Dan has helped in the past but you might look at it and see if it's worth the trouble or if we have enough good ones...