
AP[®] World History: Modern

Sample Student Responses and Scoring Commentary

Inside:

Long Essay Question 3

- Scoring Guideline
- Student Samples
- Scoring Commentary

Question 3: Long Essay Question, East and South Asian Economic Responses to Imperialism

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the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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 period circa 1450–1750, European expansion affected the development of numerous East Asian and South Asian states.

Develop an argument that evaluates the extent to which the economies of East and/or South Asian states in this time period changed in response to European expansion.

Reporting Category	Scoring Criteria	
<p>Row A Thesis/Claim (0–1 points)</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.</p>
Decision Rules and Scoring Notes		
<p>Responses that do not earn this point:</p> <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. 		<p>Responses that earn this point:</p> <ul style="list-style-type: none"> • Provide a historically defensible thesis or claim about the extent to which the economies of East and/or South Asian states changed in response to European expansion in the period 1450–1750, with some indication of the reasoning for making that claim.
<p>Examples that do not earn this point:</p> <p>Do not focus on the topic of the prompt</p> <ul style="list-style-type: none"> • <i>“The Ming dynasty remained the dominant economic power in East Asia throughout the sixteenth and seventeenth centuries, even after the end of the Zheng He expeditions.”</i> <p>Provide a historically defensible claim, but do not establish a line of reasoning</p> <ul style="list-style-type: none"> • <i>“Many changes in the economies of South and East Asia occurred because of European expansion.”</i> <p>Provide an overly generalized response to the prompt</p> <ul style="list-style-type: none"> • <i>The expansion of European influence affected the economies of South Asia and East Asia in both positive and negative ways.</i> 		<p>Examples that earn this point:</p> <p>Establish a line of reasoning that evaluates the topic of the prompt</p> <ul style="list-style-type: none"> • <i>“European expansion changed the economies of many parts of South and Southeast Asia, as they increasingly produced goods that were sought after by European merchants.”</i> <p>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</p> <ul style="list-style-type: none"> • <i>“While European expansion allowed European merchants to take an increasingly greater role in facilitating regional trade, it did not significantly alter East Asian economies because East Asian artisans, producers, and merchants retained the dominant role in producing and distributing luxury goods.”</i> <p>Establish a line of reasoning</p> <ul style="list-style-type: none"> • <i>“European expansion changed economies of South Asia because Europeans became the middlemen of regional trade.”</i> (Minimally acceptable thesis/claim)
<p>Additional Notes:</p> <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. 		

Reporting	Scoring Criteria	
<p>Row B Contextualization</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Describes a broader historical context relevant to the prompt.</p>
<p>(0–1 points)</p>	<p>Decision Rules and Scoring Notes</p>	
<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>Responses that earn this point:</p> <ul style="list-style-type: none"> • Accurately describe a context relevant to European expansion in Asia in the period 1450–1750. 	
<p>Examples that do not earn this point:</p> <p>Provide an overly generalized statement about the time period referenced in the prompt</p> <ul style="list-style-type: none"> • <i>“There were technological, economic, and political reasons why Europeans traveled to Asia in the 1500s.”</i> <p>Provide a passing phrase or reference</p> <ul style="list-style-type: none"> • <i>“Columbus attempted to sail to Japan in 1492.”</i> 	<p>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> • Innovations in ship design that allowed Europeans to conduct transoceanic voyages • Expansion of Asian empires • European attempts to circumvent Ottoman dominance of trans-Eurasian land routes into Europe <p>Example of acceptable contextualization:</p> <ul style="list-style-type: none"> • <i>“With the fall of Constantinople and a hostile Ottoman Empire controlling the trade routes to Asia, Europeans tried to find ways of going around them—leading to the Portuguese reaching the Indian Ocean by navigating around Africa.”</i> 	
<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. 		

Reporting	Scoring Criteria		
Row C Evidence (0–2 points)	0 points Does not meet the criteria for one point.	1 point Provides specific examples of evidence relevant to the topic of the prompt.	2 points Supports an argument in response to the prompt using specific and relevant examples of evidence.
Decision Rules and Scoring Notes			
Responses that do not earn points:	Responses that earn 1 point:	Responses that earn 2 points:	
<ul style="list-style-type: none"> Identify a single piece of evidence. Provide evidence that is not relevant to the topic of prompt. Provide evidence that is outside the time period or region specified in the prompt. Repeat information that is specified in the prompt. 	<ul style="list-style-type: none"> <u>Identify at least two specific historical examples</u> relevant to European expansion in Asia in the period 1450–1750. 	<ul style="list-style-type: none"> <u>Use at least two specific historical examples</u> to support an argument regarding how the economies of East and/or South Asian states changed in response to European expansion in the period 1450–1750. 	
Examples that do not earn points: Provide evidence that is outside the time period	Examples of evidence that are specific and relevant include		Examples that successfully support an argument with evidence:
<ul style="list-style-type: none"> <i>“The Mongol Empire encouraged trade by protecting Silk Road caravan routes.”</i> 	<ul style="list-style-type: none"> The Portuguese use of the <i>cartaz</i> system The continued predominance of Arab, Gujarati, Javanese, Chinese, and Omani merchants in regional trade The global silver trade The commercial and territorial expansion of European joint-stock companies 		<ul style="list-style-type: none"> <i>“Despite the presence of European ships in the Indian Ocean, the vast majority of seagoing trade between Asian ports was still done by Asian ships and sailors, such as the Gujaratis in the Arabian Sea, and the Javanese around the Malay peninsula.”</i> (Uses multiple, specific pieces of evidence to support the argument that there were limits to European impact on Asian economies) <i>“The arrival of the European chartered companies in India changed the balance of economic power. These companies not only increasingly controlled trade, but also began using their own armies to wage war on Indian rulers.”</i> (Uses evidence to support the argument that joint stock trading companies changed Asian economies extensively)
Additional Notes:			
<ul style="list-style-type: none"> Typically, statements credited as evidence will be more specific than statements credited as contextualization. If a response has a multipart argument, then it can meet the threshold of two pieces of evidence by giving one example for one part of the argument and another example for a different part of the argument, but the total number of examples must still be at least two. <p>(For example, the continuing importance in the trade of textiles such as silk in the Mughal and Qing empires shows that the economies of South Asia and East Asia did not change much because of European expansion; European expansion significantly changed the economies of South and East Asia because Europeans became the middlemen of commerce.)</p>			

Reporting Category	Scoring Criteria		
<p>Row D Analysis and Reasoning (0–2 points)</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Uses historical reasoning (e.g., comparison, causation, continuity and change) to frame or structure an argument that addresses the prompt.</p>	<p>2 points 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 do not earn points:</p> <ul style="list-style-type: none"> May include evidence but offer no reasoning to connect the evidence to an argument. May assert the use of historical reasoning but do not use it to frame or structure an argument. 	<p>Responses that earn 1 point:</p> <ul style="list-style-type: none"> Must demonstrate the use of historical reasoning to explain how the economies of East and/or South Asian states changed in response to European expansion in the period 1450–1750. 	<p>Responses that earn 2 points:</p> <p>May demonstrate a complex understanding in a variety of ways, such as:</p> <ul style="list-style-type: none"> Explaining the 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>Examples that do not earn points:</p> <p>Provide evidence but offer no reasoning to connect the evidence to an argument</p> <ul style="list-style-type: none"> <i>“The Dutch became one of the primary shippers and traders of Japanese silver in the Asian market.”</i> 	<p>Using a historical thinking skill to frame or structure an argument could include:</p> <ul style="list-style-type: none"> Explaining the ways in which European expansion affected specific East or South Asian economies. Explaining how East or South Asian merchants changed their commercial practices to adapt to the arrival of Europeans. Explaining regional similarities and differences in the economic impact of European expansion in South or East Asian states. <p>Example of acceptable use of historical reasoning:</p> <ul style="list-style-type: none"> <i>“The decline of Mughal authority in the 1700s, combined with growing European military superiority, allowed the British and French to seize control of vital ports and gain control over Indian trade. (Identifies both causation and references change over time in the discussion of Europeans in Mughal India)</i> 	<p>Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> Explaining the nuance of an issue by demonstrating how the arrival of Europeans changed some parts of South or East Asian states’ economies significantly while affecting other parts minimally. For instance, a response could discuss how Europeans established a presence in Indian port cities and made significant changes to the economies there but had a very limited impact on the interior of India during this period. (Explains nuance, considers both causes and effects, and qualifies an argument) Explaining relevant and insightful connections across time and space, such as explaining why the European arrival in the period 1450–1750 had a more minimal impact in South and East Asia than compared to the activities of Europeans in the period 1750–1950. For instance, a response could compare the Japanese limitations on European trade into the port of Nagasaki in the Tokugawa period with the opening up of Japan in the late 1800s and the westernization program and industrial development of the Meiji period. (Explains relevant and insightful connections) 	

			<ul style="list-style-type: none">• Qualifying an argument by demonstrating how the arrival of Europeans led to minimal changes in the economies of multiple South or East Asian states. For instance, a response could discuss the limited European influence in some smaller Asian states such as Burma or Thailand during this period in comparison to the effects on India, Indonesia, and China. (Qualifies an argument)• Corroborating an argument by demonstrating how the changes to the economies of South or East Asian states as a result of the arrival of the Europeans were connected to broader economic changes. For instance, a response could analyze how the British East India Company's entry into the Asian opium trade affected the economies of both India and China, or a response could analyze how growing European demand for consumer goods such as tea or calico textiles led to changes in the economy of South Asia during this period. (Corroborates an argument, considers both causes and effects)
<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.			

Mandatory
Question 1

Question 2

Choose one
Question 3

Question 4



Begin your response to each question at the top of a new page. Do not skip lines.

1450-1750 was marked by European expansion, with Europeans ~~using~~ taking advantage of technologies like the magnetic compass and the stern sail to increase their influence worldwide, from the Americas to Asia. Portugal established a trading post empire extending way into the Indian Ocean trade network, and companies like the Dutch East India Company and British East India Company emerged. These companies based operations in South and Southeast Asia, implementing policies to further mercantilism for their respective European nations, which involved extracting resources from the foreign lands ~~to~~ to fuel their European nations' export economies. ~~This~~ ^{Overall, rise in European influence} ~~heavily~~ impacted the economies of East and South Asia; ~~many~~ many states resorted to isolating their economies from European influence, and ~~the~~ manufacturing sectors drastically declined as people were exploited for other ^{primarily agricultural} sectors.

East Asian economies became isolationist in response to European expansion. ~~As Japan~~ the disruptive effect of Jesuit missionaries and other European activity in Japan became evident, Japan heavily closed down its economy, preventing most, if not all, foreigners from entering. This was contrary to their economic policy earlier, which included many exchanges and trades with foreigners, be it silver with Europeans or other goods. Similarly, China closed down its economy from foreign contact in a wave of conservatism seeking to maintain Chinese traditions against foreign influence. This somewhat infuriated the Europeans, who were largely only able to buy Chinese products like silk but unable to sell their own products in China and thus unable to access ~~the~~ Chinese market for their goods. Regardless, the Chinese kept up this policy. Both China and Japan's isolationism are evident of how European expansion resulted in

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Choose one
Question 3

Question 4



Begin your response to each question at the top of a new page. Do not skip lines.

Asian economies to change.

European expansion also led to reduced manufacturing sectors as ~~they~~ people were coerced into other, more agricultural or raw-material, sectors. The British East India company sought natural resources from India for mercantilist purposes, so it sabotaged India's textile industry and instead promoted work like the growing of cottons. This was because Britain itself had a prominent textile industry and wanted to reduce competition to make its own textile industry more profitable. ^{Under the British East India Company} Britain also sabotaged other industries like ship-building. The result was a fall in manufacturing and a rise of reliance on raw materials in India. Similar instances occurred in the Dutch East Indies and other areas. Workers were exploited to work for little pay in raw material-related industries. Thus, European expansion caused manufacturing to decline significantly in Asian countries, highlighting how Asian economies changed in response to European expansion, a clear pattern of causation by European desires and policies.

The effect of European expansion causing isolationism and reduced manufacturing was less competitive and developed ^{Asian} economies. With isolation, East Asian economies were not introduced to new technological developments, like those related to industrialization from the West, which made ~~their~~ economies less competitive because they did not have technologies that could increase productivity. South and South-east Asian economies were less diversified and reliant on European nations, as they primarily produced a few goods such as cotton in India and were reliant on Europeans providing other goods. These effects were drastic, contributing to Asian struggles in years following like the Indian struggle for independence and

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Question 1

Question 2

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Question 3

Question 4

Begin your response to each question at the top of a new page. Do not skip lines.

China's defeats in the Opium Wars ^{largely} because of its weak, non-industrialized economy; China did not have the means to produce ~~the~~ complex and modernized military tech like Britain and also could not mass produce as many weapons. ^{Thus,} these ~~to negative~~ instances ^{from European expansion} influenced the economics and general prosperity of Asian nations in the long run.

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Question 2

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Question 3

Question 4



Begin your response to each question at the top of a new page. Do not skip lines.

In the period 1450-1750, European expansion greatly affected the economies in both East and South Asian states because they interfered with trade routes, kept invading, and spread new religions.

During this time, European countries ~~invaded~~ expanded into many Asian states that were weaker than them. As a result, it was easy for Europeans to invade these states and take control. Asian countries enabled European influence to spread through their country, including clothing and their ways of life. Europeans also set up port trading cities within Asian countries so that they ~~could~~ ^{were} able to utilize the Asians' trade routes while connecting it to their own. Because of constant invasions, Japan actually closed off their country from the outside world and only kept trading with a ~~few~~ small few. However, this method caused Japan to fall behind during the Industrial Period.

In addition, by expanding their countries, Europeans brought over new technologies, religions, ideas, and beliefs. By doing so, both South and East Asian states were exposed to new ways of life. Some of these ^{Asian} countries incorporated these new beliefs ~~into their~~ ^{among} their people.

In conclusion, the expansion of European countries caused South and East Asian economies to completely block off the Europeans or deal with them by incorporating them into society. The Europeans' expansion greatly affected trade and the spread of new ideals and beliefs.

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Question 2

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Question 3

Question 4



Begin your response to each question at the top of a new page. Do not skip lines.

~~In the twentieth century governments responded to the economic crisis in different ways.~~

In the period circa 1450-1750 European ~~that~~ expansion affected the development of East and South Asian states.

The expansion led to a lot of trade. At this time Europe ~~wasn't much of~~ had a high demand in luxury goods so it was crucial they traded with these states. Some Asian countries refused the idea which introduced armed trade. Europeans would force the states to let them trade in threat of firing cannons off the ship. Also the Europeans made tons of money off of the opium trade. They pushed it along their goods to be traded to get people addicted to it. They were monopolizing the good and forced the states to receive it. In other words they had to pay for the good no matter. Many illustrations were made showing the states into a terrible light. They were shown in art as junkies while the Europeans were there making money off the locals. This was

Mandatory
Question 1

Question 2

Choose one
Question 3

Question 4



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in favor of the European economy and the Asian States were becoming crippled.

European expansion affected a lot of East and South Asian States negatively with armed trade and illegal drugs.

Question 3 — Long Essay Question

Note: Student samples are quoted verbatim and may contain spelling and grammatical errors.

Overview

This question addressed Topic 4.4: Maritime Empires Established and Topic 4.5: Maritime Empires Maintained and Developed of the AP World History Curriculum and Framework. The question was open geographically to allow responses about multiple areas, with the main student responses focused on South Asia (India) and East Asia (China and Japan); however, areas in South East Asia were also accepted if presented correctly. The question was designed to allow students to demonstrate their understanding of the impact of European expansion on the countries located in South and East Asia, with a specific focus on economic impacts such as the choice to isolate from the global economy or the growing dependence on the European nations. Students were expected to present a historically defensible thesis, describe a historical context relevant to the prompt, use at least two specific examples of evidence relevant to the topic of the prompt, use that evidence to support an argument in response to the prompt, use historical reasoning skills to frame or structure their argument, and demonstrate a complex understanding of the historical development that is the focus of the prompt. Students were able to use any historical thinking skill to demonstrate this understanding, and we saw successful responses that compared the impact of European expansion on two areas, discussed specific elements of European expansion along with their specific impacts, or evaluated the way impacts of European expansion changed over the time period provided.

Sample: 3A

Thesis: 1

Contextualization: 1

Evidence: 2

Analysis and Reasoning: 2

Total Score: 6

A. Thesis/Claim (0–1 points): 1

The response earned the point at the end of the first paragraph by presenting a clear argument that European expansion lead to declines in manufacturing in South and East Asia: “Overall, this rise in European influence heavily impacted the economies of East and South Asia; many states resorted to isolating their economies from European influence, and manufacturing sectors drastically declined as people were exploited for other primarily agricultural sectors.”

B. Contextualization (0–1 points): 1

The response earned the point at the beginning of the first paragraph with a detailed and nuanced description of the motives and methods of European expansion. (“1450–1750 was marked by ... to fuel their European nations’ export economies.”)

C. Evidence (0–2 points): 2

The response earned 1 point for extensive, specific evidence throughout. One example is the specific reference to the British East India Company and connection to its desire for cotton to fuel the British textile mills.

The response earned the second evidence point for its repeated applications of evidence to arguments, for example, the role of Jesuit missionaries leading to Japan’s isolation, or the reference to European desire for luxury goods leading to European dissatisfaction with China’s isolation policies.

Question 3 — Long Essay Question (continued)

D. Analysis and Reasoning (0–2 points): 2

The response earned the point for historical reasoning through the use of historical reasoning skills in multiple arguments. One example is in the third paragraph, where the response presents multiple, cascading causes and effects of the British East India Company’s policy of arresting Indian economic development and turning India into a resource exporter.

The response earned the point for demonstrating a complex understanding through sustained use of sophisticated and nuanced historical analysis. For example, the response demonstrates how the actions of smaller groups (like the Jesuit missionaries in Japan) could lead to large scale economic changes like the resulting isolation. The response also qualifies the argument by addressing how European expansion impacted economies in East Asia through isolation, while in South Asia the impact was more direct through controlling production.

Sample: 3B

Thesis: 1

Contextualization: 1

Evidence: 2

Analysis and Reasoning: 0

Total Score: 4

A. Thesis/Claim (0–1 points): 1

The response earned the point in the introduction by stating that “European expansion greatly affected the economies in both East and South Asian states because they interfered with trade routes, kept invading, and spread new religions.” The response also has a second thesis in the conclusion, “[T]he expansion of European countries ... greatly affected trade and the spread of new ideals and beliefs.”

B. Contextualization (0–1 points): 1

The response earned the point for contextualization in the second paragraph. The response states that “European countries expanded into many Asian states that were weaker than them” and that Europeans were able to “take control.” This places economic change in Asia into the larger context of European expansion.

C. Evidence (0–2 points): 2

The response earned 1 point for citing the establishment of port cities and stating that “Japan actually closed off their country.”

The response earned the second evidence point because it uses the two pieces of evidence to support arguments that “Europeans ... were able to utilize the Asians’ trade routes while connecting to their own” and “Because of constant invasions, Japan actually closed off their country...” leading “Japan to fall behind.”

D. Analysis and Reasoning (0–2 points): 0

The response did not earn the historical reasoning point. The response does not utilize historical reasoning to explain changes in South or East Asian economies. The attempt cites specific examples of changes without explaining the process of change in East or South Asian economies.

The response did not earn the point for demonstrating complex understanding. There is no demonstrated attempt at complexity.

Question 3 — Long Essay Question (continued)

Sample: 3C

Thesis: 0

Contextualization: 0

Evidence: 1

Analysis and Reasoning: 0

Total Score: 1

A. Thesis/Claim (0–1 points): 0

The response did not earn the point. The attempt in the first paragraph, “In the period ... Asain States” is a statement of fact but does not present a line of reasoning.

B. Contextualization (0–1 points): 0

The response did not earn the point. There is no clear attempt at contextualization.

C. Evidence (0–3 points): 1

The response earned 1 point by identifying “the opium trade” and “luxury goods” as items traded in Asia.

The response did not earn the point for supporting an argument with evidence because there is no clearly developed argument.

D. Analysis and Reasoning (0–2 points): 0

The response did not earn the point for historical reasoning. The attempt to earn this point comes through a discussion of the opium trade as an effect of European exploration; however, these events occurred after the period indicated by the prompt.

The response did not earn the point for demonstrating complex understanding. There is an attempt at connecting to another time period in the conclusion (“European expansion ... illegal drugs”), but it is neither connected to the argument nor developed.