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Global cross-cultural interactions, including the transfer of knowledge, scientific learning, and technological developments, increased throughout the period 1200 to 1750.

Develop an argument that evaluates the extent to which ongoing cross-cultural interactions affected trade and/or exploration during the period circa 1450 to 1750.
<table>
<thead>
<tr>
<th>Reporting Category</th>
<th>Scoring Criteria</th>
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</thead>
<tbody>
<tr>
<td><strong>Row A Thesi/Claim (0-1 points)</strong></td>
<td>0 points &lt;br&gt;Does not meet the criteria for one point.</td>
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</tbody>
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### Decision Rules and Scoring Notes

**Responses that do not earn this point:**
- 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:**
Provide a historically defensible thesis or claim about the extent to which ongoing cross-cultural interactions affected trade and/or exploration during the period circa 1450 to 1750. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.

**Examples that do not earn this point:**
- Do not focus on the topic of the prompt
  - “Empires facilitated cross-cultural interactions by continuously attempting to expand their territories.”
- Provide a historically defensible claim, but do not establish a line of reasoning
  - “Cross-cultural interactions increased trade between people.”
- Provide a claim that is not historically defensible
  - “European exploration in the Americas led to increased trade, but there was very little interaction between Europeans and indigenous Amerindians.”

**Examples that earn this point:**
- Establish a line of reasoning that evaluates the topic of the prompt
  - “European long-distance merchants were successful because they adopted and built upon navigational and commercial knowledge from African and Asian traders.”
- Establish a line of reasoning that evaluates the topic of the prompt with analytic categories
  - “European exploration relied on navigational knowledge, technology, and local geographical knowledge from Muslim and Asian sources.”
- Establish a line of reasoning
  - “Europeans’ desire to spread Christianity led them to discover many regions previously unknown to them.” (Minimally acceptable thesis/claim)

### Additional Notes:
- 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.
<table>
<thead>
<tr>
<th>Reporting Category</th>
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<tbody>
<tr>
<td>Row B Contextualization (0-1 points)</td>
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<tr>
<td><strong>0 points</strong></td>
<td>Does not meet the criteria for one point.</td>
</tr>
<tr>
<td><strong>1 point</strong></td>
<td>Describes a broader historical context relevant to the prompt.</td>
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**Decision Rules and Scoring Notes**

**Responses that do not earn this point:**
- Provide an overgeneralized statement about the time period referenced in the prompt.
- Provide context that is not relevant to the prompt.
- Provide a passing phase or reference.

**Responses that earn this point:**
- Accurately describe a context relevant to cross-cultural interactions and/or trade during the period circa 1450 to 1750.

**Examples that do not earn this point:**
- “The Mongol conquests contributed to cross-cultural exchange in many parts of the world.”
- “The period from 1450 to 1750 is often called the Age of Exploration.”

**Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:**
- Trade networks in the Indian Ocean, Silk Roads, and Trans-Saharan trade
- Chinese technological innovations, such as the compass or gunpowder
- Indian scientific and mathematical knowledge
- The sciences of the Arab Golden Age, such as mathematics, Greek scholarship, cartography, history
- The Crusades
- Christian conquests in the Iberian Peninsula
- Italian merchants and travelers along the Silk Roads and in the Mediterranean region
- The Renaissance
- European trading posts
- Knowledge of current and wind patterns (monsoon winds) and trade practices in the Indian Ocean
- Commercial rivalries between various European states and between European and non-European states (e.g., European-Ottoman and European-Mughal interactions)

**Example of acceptable contextualization:**
- “European interactions with West African societies increased significantly during the 15th century as European states and merchants heard of the vast wealth of African empires such as Mali.”
- “Even before the arrival of the Europeans, local and regional trade networks flourished in many parts of Afro-Eurasia.” (Minimally accepted contextualization)

**Additional Notes:**
- 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 Category

<table>
<thead>
<tr>
<th>Row C Evidence (0-2 points)</th>
<th>Scoring Criteria</th>
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</thead>
<tbody>
<tr>
<td>0 points</td>
<td>Does not meet the criteria for one point.</td>
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<tr>
<td>1 point</td>
<td>Provides specific examples of evidence relevant to the topic of the prompt.</td>
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<tr>
<td>2 points</td>
<td>Supports an argument in response to the prompt using specific and relevant examples of evidence.</td>
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</tbody>
</table>

### Decision Rules and Scoring Notes

**Responses that do not earn points:**
- 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.

**Examples that do not earn points:**
- "In some cases, cross-cultural interactions led to religious conflict."

**Responses that earn 1 point:**
- Identify at least two specific historical examples relevant to cross-cultural interactions and/or trade or exploration during the period circa 1450 to 1750.

**Examples of evidence that are specific and relevant include the following (two examples required):**
- Specific information about existing trade routes, such as gold and salt trade across the Sahara
- Navigational technologies, such as the compass, astrolabe, and cartography
- Shipbuilding techniques and technologies, such as deep-water keels or lateen sails
- Columbian Exchange
- Atlantic slave trade
- European explorers and conquerors, such as Columbus, Da Gama, or Cortez
- Henry the Navigator and early Portuguese exploration
- Christian-Muslim rivalries
- European trading posts in the Indian Ocean
- Europeans traded silver with China
- Japan and China continued to trade with one another
- Muslim religious tolerance
- Religious enclaves in Europe and the Middle East

**Example of a statement that earns 1 point for evidence:**
- "European transoceanic exploration relied on technologies such as the compass and the astrolabe."

**Responses that earn 2 points:**
- Use at least two specific historical examples to support an argument regarding whether ongoing cross-cultural interactions affected trade and/or exploration during the period circa 1450 to 1750.

**Examples that successfully support an argument with evidence:**
- "Cross-cultural interactions and conflicts were frequently the primary motivation for exploration. For example, Ottoman exploration in the Indian Ocean was driven primarily by conflicts and trade between the Ottomans and European states and merchants, which was similar to how European conflicts and interactions with West Africans led to exploration to the Americas." (Uses multiple, specific pieces of evidence to support the argument that cross-cultural interactions were the primary motivation for exploration)
- "Europeans used Muslim geographical knowledge to help navigate in the Indian Ocean. They also used the compass, which originated in China, to help navigate across oceans. These two developments demonstrate that cross-cultural interactions were critical to exploration." (Uses multiple, specific pieces of evidence to support the argument that cross-cultural interactions were critical to exploration)

**Additional Notes:**
- 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.

(For example, discussion of Christian-Muslim rivalries in the Mediterranean; the establishment of religious enclaves in Europe and the Middle East.)
### Reporting Category

**Scoring Criteria**

<table>
<thead>
<tr>
<th>Row D Analysis and Reasoning (0-2 points)</th>
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<tr>
<td><strong>0 points</strong></td>
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<tr>
<td><strong>1 point</strong></td>
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<tr>
<td><strong>2 points</strong></td>
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</tbody>
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#### Decision Rules and Scoring Notes

**Responses that do not earn points:**
- May include evidence but offer no reasoning to connect the evidence to an argument.
- May assert the use of historical reasoning but does not use it to frame or structure an argument.

**Responses that earn 1 point:**
- Must demonstrate the use of historical reasoning to explain how ongoing cross-cultural interactions affected trade and/or exploration during the period circa 1450 to 1750.

**Responses that earn 2 points:**
- May demonstrate a complex understanding in a variety of ways, such as:
  - 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.

**Examples that do not earn points:**
- Provide evidence but offer no reasoning to connect the evidence to an argument:
  - "European rulers such as Henry the Navigator of Portugal encouraged maritime trade and exploration."

**Using a historical thinking skill to frame or structure an argument could include:**
- Explaining how the establishment of trading-post empires in Africa and Asia encouraged cross-cultural interactions and exploration.
- Explaining how interactions between Muslims and Christians in the Mediterranean region led to increased trade and contact between Europe and Africa.
- Explaining how the ongoing settlement of Chinese merchants in Southeast Asia facilitated cultural interactions and trade.
- Explaining how mercantilism led to European overseas expansion, which resulted in increased cross-cultural interactions.

**Example of acceptable use of historical reasoning:**
- "Some states, such as the Ming dynasty, regulated cross-cultural interactions between merchant groups in order to control trade. These policies often led to a lower volume of overall trade than if such policies had not existed." (Provides a development that establishes a connection between cross-cultural interactions and trade)

**Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided:**
- Explaining the nuance of an issue by illustrating how cross-cultural interactions between Europe and the Muslim world facilitated early European exploration, but also how European exploration led to increasing cross-cultural interactions with other groups, including Amerindian, African, or Asian societies. (Explains nuance, considers both causes and effects, and qualifies an argument)
- Explaining relevant and insightful connections across time and space, such as demonstrating that cultural interactions between Christians and Muslims in the Mediterranean that began in earlier historical periods continued into later periods and would affect trade in the Indian Ocean and Atlantic regions. (Explains relevant and insightful connections)
- Qualifying an argument by demonstrating that although cross-cultural interactions in the Indian Ocean region led to increased trade between various groups, it was trade that often brought these groups into contact with each other in the first place. (Qualifies an argument)
- Corroborating an argument by demonstrating how Ottoman exploration in the Indian Ocean in the sixteenth century was made possible by ongoing interactions with Arab and Persian communities in the region and how exploration led to further interactions. (Corroborates an argument, considers both causes and effects)

**Additional Notes:**
- This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.
Many explorers helped Europe in the process of expanding their sea-based empires and feeding their imperialism. For example, Christopher Columbus's accidental discovery of the Americas set the stage for conquest, colonizing many parts of America and using its resources for trade. This eventually led to the Columbian Exchange, where foods, animals, and diseases were exchanged. Foods like maize and potatoes became staple crops and boosted population growth. The introduction of animals to the Americas like cows also fed into transportation and trade, and introduced diseases like smallpox had a devastating effect on the Natives, killing up to 90% of the population, according to some historians. Vasco da Gama also helped Portugal gain control in trade and expand, being the first to go around West Africa to India, and showing the path to how the Portuguese are able to establish their trading post empire. However, these trade and/or exploration movements could not have been done without cross-cultural interactions in which the Europeans took advantage of these exchanges, including the trans-atlantic slave trade from Africa which funded the European's laborers in the Americas, gunpowder that originated in China and is used in the cannons in the process of establishing control over key trading posts, and maritime developments like the sailing ship from China used by the European ships for their trade and/or exploration.

A staple cross-cultural interaction that affected trade, namely the European trade, is the trans-Atlantic slave trade. For example, when the Europeans discovered the abundance of sugar cane in the Caribbean and the potential profit they can earn from all these resources, they required laborers to do the work for them. However, it was very difficult to enslave the native people since many of them either
died off from the exchanged diseases or could easily escape because they knew these foreign lands better than the colonizers did. The Europeans turned to the Trans-Atlantic slave trade, purchasing laborers and shipping them over to the Americas where they would not be enslaved under the colonizers.

This left a lasting effect on trade, as the sugar cane harvested by the African slaves earned the Europeans a lot of wealth, power, and dominance.

Another cross-cultural interaction that affected trade/exploitation is the gunpowder that originated in China. Starting from the Song Dynasty and eventually making its way through several nations and improvements, the Portuguese got a hold of them and used them to cannons on their ships. Because many ships on the Indian Ocean trade routes were not nearly armed and mostly just carried bulk goods, the Portuguese used their gunpowder cannons to seize control over many vital trading ports along the Indian Ocean trade route. With control over these important, trade-filled areas, the Portuguese generated tons of revenue through the usage of gunpowder to expand their trading post empire.

Lastly, the astrolabe from China affected trade and/or exploration for the Europeans. The astrolabe, which is created to measure the distance north or south from the equator, was used in many Chinese maritime expeditions. One main one which utilized the Astrolabe was Zheng He’s explorations all across the Indian ocean. The European colonial conquest required this exchange of knowledge, as their conquests mainly consist of using the ocean and being a sea-based empire.
The European process of exploration needed many cross-cultural interactions and exchanges of knowledge and technological innovations, such as the trans-atlantic slave trade from Africa.
With trade/travel circulating around the globe, this ultimately leads to diffusion of information from all around to spread into more areas with different opinions. There are ongoing cross-cultural interactions affected by spreading people, bringing in more ideas, and goods.

Using technological developments in order to move around had a big part in getting ideas and interactions around. The magnetic compass and loran sails helped boats move quickly with a sense of direction if one were travelling marine.
The extent to which ongoing cross-cultural interaction affected trade and/or exploration during the period circa 1450-1750 was that of a positive impact due to the expansion of trade, religion, and land. Trade and exploration during the period circa 1450-1750 was increasing more and more as different inventions and technological advances were starting to be made and improved.

Some evidence/examples that help support the extent to which ongoing cross-cultural interaction affected trade and exploration during the period 1450-1750 could have been for the global cross-cultural interactions of the transfer of knowledge, scientific learning, technological developments because these were increasing during the time period 1200-1750. This could have been in effect due to causation as the trade and exploration took affect on the people from these native lands that were being explored. As well as for some continuities being that trade and expansion would be something done over many years which could over time have changes due to rulers and the people having so many different cultures blended into their daily lives and trade routes.

Some examples of these reasons could be that of different new trades and placed explored having changes. But as well as the same trades and places having
The same interactions with each other not having new ideas being presented to them. This is how the extent to which ongoing cross-cultural interactions affected trade and or exploration during the period circa 1450-1750 due to global cross-cultural interactions with transfer of knowledge, scientific learning and technological developments.
Long Essay Question 2

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

Overview

The question required students to develop an argument that evaluates the extent to which ongoing cross-cultural interactions affected trade and/or exploration during the period circa 1450 to 1750. The question primarily addressed content from Units 2 and 4 in the course framework, while also providing students with the opportunity to bring up content knowledge from Units 1 and 3 to earn the contextualization point.

The question was mainly focused on the reasoning process of causation, requiring students to evaluate the effect of cross-cultural interactions on trade and/or exploration.

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.

The time period of the question allowed but did not necessarily require students to address European exploration and European-dominated trade networks. Responses could earn both evidence and contextualization points by discussing non-European developments, such as ongoing exchange networks in the Indian Ocean, or the Ming exploration in the Indian Ocean.

The question tested content primarily from Topics 2.3, 2.5, 4.1, 4.2, 4.4., and 4.5 of the course framework.

Sample: 2A

Thesis/Claim: 1
Contextualization: 1
Evidence: 2
Analysis and Reasoning: 2

Total Score: 6

A. Thesis/Claim (0–1 points): 1

The response earned 1 point for thesis/claim in the last sentence of the introduction: “However, these trade and/or exploration movements could not have been done without cross-cultural interactions in which the Europeans took advantage of these exchanges, including the trans-atlantic slave trade from Africa which sourced the European laborers in the Americas, gunpowder that originated in China and is used in the Portuguese cannons in the process of establishing control over key trading ports, and maritime developments like the astrolabe from China used by the European ships for their trade and/or exploration.”
Long Essay Question 2 (continued)

B. Contextualization (0–1 points): 1

The response earned 1 point for contextualization in the introduction. The response describes the role of explorers in aiding Europe “in the process of expanding their sea-based empires and feeding their imperialism.” It goes on to discuss the creation of the Columbian Exchange through Christopher Columbus’s “accidental discovery of the Americas” and its effects on both the indigenous people in the Americas and on the expansion of European empires. A second example of contextualization is found in the following sentences of the first paragraph, where the response explains how “Vasco de Gama also helped Portugal gain control in trade and expand, being the first to go around West Africa to India,” providing context for the establishment of “their trading post empire.”

C. Evidence (0–2 points): 2

The response earned 2 points for evidence. The response supports the argument that the discovery of sugar cane in the Caribbean and the Trans-Atlantic slave trade led to the use of “laborers and shipping them over to the Americas where they would be enslaved under the colonizers.”

A second argument supported by evidence is included in the third paragraph: “Another cross-culture interaction that affected trade/exploration is the gunpowder that originated in China.” The response includes the use of gunpowder on Portuguese ships to “seize control over many vital trading ports along the Indian Ocean trade route.”

A third argument using multiple pieces of evidence is found in the fourth paragraph. The response describes how the astrolabe was used by the Europeans in their maritime expeditions, colonial conquests, and establishment of “a sea-based empire.”

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

The response earned 1 point for historical reasoning. The response explains how the need for laborers to harvest sugar cane resulted in enslaved Africans being brought to the Caribbean and how the Portuguese adoption of ship-mounted cannon changed the balance of power in the Indian Ocean.

The response earned 1 point for complexity because it includes multiple examples of causes and effects in addition to extensive use of evidence to corroborate the arguments. The response included numerous examples of causation: the trans-Atlantic slave trade, Chinese gunpowder, and the astrolabe.
Long Essay Question 2 (continued)

Sample: 2B
Thesis/Claim: 1
Contextualization: 0
Evidence: 2
Analysis and Reasoning: 0

Total Score: 3

A. Thesis/Claim (0–1 points): 1

The response earned 1 point for thesis/claim in the introduction with a minimally acceptable claim: “These on-going cross cultural interactions affected trade by bringing in more ideas, spread of people, and goods.”

B. Contextualization (0–1 points): 0

The response did not earn the point for contextualization. The response does not attempt to describe a broader historical context relevant to the prompt.

C. Evidence (0–2 points): 2

The response earned 2 points for evidence by providing two pieces of evidence in support of how cross-cultural interactions affected exploration (magnetic compass and lateen sails).

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

There is no attempt at historical reasoning; therefore, the response did not earn the point.

The response did not earn the point for complexity. There is no attempt to demonstrate a complex understanding of how cross-cultural interaction affected trade and/or exploration.

Sample: 2C
Thesis/Claim: 1
Contextualization: 0
Evidence: 0
Analysis and Reasoning: 0

Total Score: 1

A. Thesis/Claim (0–1 points): 1

The response earned 1 point for thesis/claim in the introduction: “The extent to which on going cross-cultural interactions affected trade and/or exploration during the period circa 1450–1750 was that of a positive impact due to the expansion of trade, religion, and land.”
Long Essay Question 2 (continued)

B. Contextualization (0–1 points): 0

The response did not earn the point for contextualization. The statement, “[t]rade and exploration during the period circa 1450–1750 was increasing more and more as different inventions and technological advances were starting to be made and improved,” is a relevant but overgeneralized statement about the time period referenced in the prompt.

C. Evidence (0–2 points): 0

The response did not earn the point for evidence. The response does not offer any specific historical examples related to the prompt.

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

The response did not earn a point for historical reasoning, as its attempt to discuss causation in paragraph 3 is too vague: “This could have been in effect due to causation as the trade and exploration took affect on the people from these native lands that were being explored.”

The response did not earn the point for complexity. There is no attempt to demonstrate a complex understanding of how cross-cultural interaction affected trade and/or exploration between 1450 and 1750.