

AP[®] World History SCORING GUIDELINES

Long Essay Question 2

In the period 1950 to 2001, scientific and technological innovations led to advances in communication, transportation, and industry that transformed the world’s economy.

Develop an argument that evaluates how globalization transformed the world’s economy during this time period.

Maximum Possible Points: 6

Points	Rubric	Notes
A: Thesis/Claim (0–1)	<p>Thesis/Claim: Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning. (1 point)</p> <p><i>To earn this point, the thesis must make a claim that responds to the prompt rather than restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.</i></p>	<p>Responses earn one point by responding to the question with a historically defensible thesis that establishes a line of reasoning about how globalization transformed the world’s economy in the period 1950 to 2001. Thesis statements need to demonstrate some degree of specificity regarding either change or continuity to earn a point.</p> <p><i>Examples that earn this point include:</i></p> <ul style="list-style-type: none"> • “Globalization transformed the world’s economy by drastically reducing barriers to free trade and allowing goods to be produced, shipped, and sold as cheaply as possible” • “Globalization transformed the world’s economy in the period 1950 – 2001 by greatly expanding production and markets.” • “The world’s economy was transformed unevenly by globalization in the period 1950 – 2001, with some areas experiencing dramatic growth and others experiencing stagnation.”
B: Contextualization (0-1)	<p>Contextualization: Describes a broader historical context relevant to the prompt. (1 point)</p> <p><i>To earn this point, 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. This point is not awarded for merely a phrase or reference.</i></p>	<p><i>Examples of context might include the following, with appropriate elaboration:</i></p> <ul style="list-style-type: none"> • Global attempts at reconstruction after the Second World War. • End of the Cold War and the liberalization reforms in China led to most countries adopting policies friendly to foreign investment and free markets. • Improvements in technology in the mid-20th century such as medical advances, television, or increased automation. • Economic policies in powerful nations that promoted economic growth and expansion from the early 20th century on.

AP[®] World History SCORING GUIDELINES

C: Evidence (0–2)	<p>Evidence: Provides specific examples of evidence relevant to the topic of the prompt. (1 point)</p> <p>OR</p> <p>Supports an Argument: Supports an argument in response to the prompt using specific and relevant examples of evidence. (2 points)</p>	<p>Responses earn one point by providing at least two specific examples of evidence relevant to the topic of the prompt.</p> <p><i>Evidence used might include the following:</i></p> <ul style="list-style-type: none"> • International trade agreements or regional economic integration (Common Market, EEC/EU, ASEAN, NAFTA) • Globalizing financial markets, free movement of capital • International economic organizations promoting globalization – IMF, World Bank • Greater migration of labor and distribution of production facilities • Decline in wages among unskilled workers • Examples of consumer behavior: U.S. popular culture’s global appeal, fast food, global clothing or consumer electronics brands, Bollywood, K-Pop, etc. <p>OR</p> <p>Responses earn two points by using examples of specific historical evidence to support an argument in response to the prompt.</p>
--------------------------	--	--

AP[®] World History SCORING GUIDELINES

D: Analysis and Reasoning (0-2)	<p>Historical Reasoning: Uses historical reasoning (e.g. comparison, causation, CCOT) to frame or structure an argument that addresses the prompt. (1 point)</p> <p>OR</p> <p>Complexity: 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. (2 points)</p> <p><i>To earn two points, the response must demonstrate a complex understanding. This can be accomplished in a variety of ways, such as:</i></p> <ul style="list-style-type: none"> • <i>Explaining nuance of an issue by analyzing multiple variables</i> • <i>Explaining both similarities and differences, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects</i> • <i>Explaining relevant and insightful connections within and across periods</i> • <i>Confirming the validity of an argument by corroborating multiple perspectives across themes</i> • <i>Qualifying or modifying an argument by considering diverse or alternative views or evidence</i> <p><i>This understanding must be part of the argument, not merely a phrase or reference.</i></p>	<p>Responses earn one point by framing or structuring an argument addressing continuity and/or change over time in the world's economy in the period 1950 to 2001. The reasoning used in the response might be uneven or imbalanced.</p> <p><i>Examples of using historical reasoning about change or continuity might include:</i></p> <ul style="list-style-type: none"> • Free-trade and free flow of capital economic policies allowed companies to maximize profits by moving production to low labor cost locations. • New technology and automation encouraged businesses to eliminate unskilled labor and decrease costs, making cheaper goods available to wider markets. • New industries required different resources, often spreading economic development into new regions. • Large multinational corporations operating on a global scale became increasingly prominent players in the global economy as well as in the national policy making of many countries. <p>OR</p> <p>Responses earn two points by demonstrating a complex understanding of how globalization transformed the world's economy in the period 1950 - 2001, using evidence to corroborate, qualify, or modify their argument.</p> <p><i>Ways of demonstrating a complex understanding of this prompt might include:</i></p> <ul style="list-style-type: none"> • Explaining both continuity and change in the transformation of the world's economy during the period 1950 - 2001. • Comparing the effects of globalization in the early modern period to its effects on the world's economy from 1950-2001. • Comparing how different groups experienced globalization during the period 1950-2001.
<p>If response is completely blank, enter - - for all four score categories: A, B, C, and D</p>		

AP[®] World History

SCORING GUIDELINES

SCORING NOTES

Introductory note:

- *The components of this rubric require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, the essay may contain errors that do not detract from the overall quality, as long as the historical content used to advance the argument is accurate.*
- *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.*

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

A. Thesis/Claim (1 point)

Responses earn one point by responding to the question with a historically defensible thesis that establishes a line of reasoning about how globalization transformed the world's economy in the period 1950 to 2001. (1 point) Thesis statements need to demonstrate some degree of specificity regarding either change or continuity to earn a point.

Examples of acceptable thesis:

- "Globalization transformed the world's economy by drastically reducing barriers to free trade and allowing goods to be produced, shipped, and sold as cheaply as possible."
- "Globalization transformed the world's economy in the period 1950 – 2001 by greatly expanding production and markets."
- "The world's economy was transformed unevenly by globalization in the period 1950 – 2001, with some areas experiencing dramatic growth and others experiencing stagnation."

Examples of unacceptable thesis:

- "During the time period of 1950-2001 there were many factors that transformed the world's economy. Some of the factors included trade and the separation of some countries. For example, all places that traded did it for the sole purpose of earning money to increase the economy." (*This response does not earn a thesis point, as it did not offer a historically defensible claim.*)
- "The extent to which globalization transformed the world's economy in the period 1950-2001 was very important. There was a lot of people who were employed which helped the economy greatly because taxes were being paid, people were stable and not a lot of people were living in poverty." (*The response makes a vague and inaccurate claim that more jobs led to less worldwide poverty. A stronger thesis statement would have identified in what regional areas or specific job areas growth occurred or noted the continual existence of worldwide poverty in spite of tremendous economic growth.*)

B. Contextualization (1 point)

Responses earn one point by describing a broader historical context relevant to the topic of the prompt (1 point). The context can be from before, during, or continue after the period 1950 to 2001 as long as the response accurately and explicitly connects the context to the topic of changes in the world's economy during the period. This point is not awarded for merely a phrase or a reference.

Examples of context might include the following:

- Global attempts at reconstruction after the Second World War

AP[®] World History

SCORING GUIDELINES

- End of the Cold War and the liberalization reforms in China led to most countries adopting policies friendly to foreign investment and free markets.

Examples of acceptable contextualization:

- “The IMF is an international organization that is responsible for regulating the world’s economy. The organization has formulated in order to prevent a global economic depression which occurred in previous time. The most prominent depression was the 1930 global economy depression caused by the U.S stock market crash.” *(This response earns a contextualization point for clearly referencing the Global Depression of 1930 as a specific historic event that triggered the restructuring of the world’s economy in the post-1950 era through the creation of international financial institutions such as the IMF.)*

Examples of unacceptable contextualization:

- “When World War 2 hit, that also affected the economy drastically. Because of the war, many people were drafted into the army causing people/families to lose some money because they have less people working so less money is being brought in to help the family. The army for the war didn’t pay quite a lot or enough in that matter and a lot of families went into poverty and could not pay taxes or government funds which did not help the economy at all. *(The response did not earn a point for contextualization, as it failed to describe any relationship between the Second World War and the spread of globalization.)*

C. Evidence (2 points)

a) Addressing the Topic

Responses earn one point by providing at least two specific examples of evidence relevant to the topic of the prompt. Responses can earn this point without earning the point for thesis statement. (1 point)

Evidence used could include the following:

- International trade agreements or regional economic integration (Common Market, EEC/EU, ASEAN, NAFTA)
- Globalizing financial markets, free movement of capital
- International economic organizations promoting globalization – IMF, World Bank
- Greater migration of labor and distribution of production facilities
- Decline in wages among unskilled workers
- Examples of consumer behavior globalization and its economic impact: U.S. popular culture’s global appeal, fast food, global clothing or consumer electronics brands, Bollywood, K-Pop, etc.

Examples of acceptably providing evidence relevant to the topic of the prompt:

- “With the creation of planes and the boost in globalization the economy increased. Planes not only help people travel from place to place but transfer goods and products. This really helped with international businesses like Toyota, McDonald’s etc...these really boosted the economy because people could fly from place to place regardless of where to conduct business. *(The response provides two specific examples that are relevant to the subject of the prompt. If the essay had*

AP[®] World History SCORING GUIDELINES

discussed more clearly the ways trade increased as opposed to the new technologies or businesses that facilitated global trade, it would have generated more specific examples to support the thesis statement.)

Examples of unacceptably providing evidence relevant to the topic of the prompt:

- “The first place we see economies being transformed from globalization is through transportation...the second place that economies have changed is through the reliance on products and goods from other places.” *(This response offers nothing more specific than this general reference to transportation and “products” related to the discussion of globalization.)*

OR

b) Supporting an Argument

Responses earn two points by using examples of specific historical evidence to *support an argument* in response to the prompt. (2 points)

Examples of acceptable use of evidence to support an argument:

- “Due to the advancements made to air travel during WWII and later from 1950-2001 many middle class citizens were now able to travel the whole globe in less than 2 days. This made business between continents much easier and made it easier to have plans in South East Asia while still operating sales in New York companies like Boeing were able to create a new and successful industry that is now worth trillions.” *(This response earns two points. It offered specific evidence to advance arguments about changes in air travel that facilitated the expansion of global industry with plants or factories in Asia and the profits of specific air transport companies like Boeing.)*

Examples of unacceptable use of evidence to support an argument:

- “Also because of the large improvement of globalization such as the increase in trade between countries the economy was booming. For example the United States will send parts to China, like car parts or phone parts. Then China will produce these products, phones, cars, etc which will be sold back to the United States for sale here. This is why a lot of the products sold in the U.S. are made in China. *(This does not earn two points because while some specific pieces of evidence are mentioned, part of the information/explanation is inaccurate (the U.S. sending parts to China) and the evidence is not used to successfully develop the argument. (The fact that “a lot of the products sold in the U.S. are made in China” is not connected to the argument about globalization increasing communications which, in turn, increased the global economy.))*

D. Analysis and Reasoning (2 points)

a) Historical Reasoning

Responses earn one point by using historical reasoning to frame or structure an argument that addresses continuity and/or change over time in the world’s economy from 1950 to 2001. (1 point) The response might still earn the point if the reasoning used in the response is uneven or imbalanced.

AP[®] World History

SCORING GUIDELINES

Examples of using historical reasoning about change or continuity might include:

- Free-trade and free flow of capital economic policies allowed companies to maximize profits by moving production to low labor cost locations.
- New technology and automation encouraged businesses to eliminate unskilled labor and decrease costs, making cheaper goods available to wider markets.
- New industries required different resources, often spreading economic development into new regions.
- Large multinational corporations operating on a global scale became increasingly prominent players in the global economy as well as in the national policy making of many countries.

Examples of acceptable use of historical reasoning to frame or structure an argument:

- “This era brought more union within the nations, compared to years before. Globalization transformed the economy because more jobs were created and more things were tested - along with foreign affairs improving the nations’ economy. Things that transformed the world’s economy by globalization from 1950 – 2001 would be the food engines, NASA, airlines, and technology such as internet and T.V.” *(The response accurately identified a change in the world’s economy in the period and used it to help structure an argument that new technologies like airplanes and internet facilitated greater communication and interconnectedness in this period.)*

Examples of unacceptable use of historical reasoning to frame or structure an argument:

- “During the time period of 1950-2001 there were many factors that transformed the world’s economy. Some of the factors included trade and the separation of some countries. For example, all places that traded did it for the sole purpose of earning money to increase the economy. For example the silk road was a system of trade where there was a “network” which people would buy from one place then sell it for a higher price to another group of people who sold it again to someone else etc., going in one big circle. This example relates to the aspect of trade and how due to the trading, the economy was able to grow.” *(This reference to a possible continuity is not only well outside of the time period, it does not effectively address the question.)*

OR

b) Complexity

Responses earn two points for demonstrating a complex understanding of how globalization transformed the world’s economy in the period 1950-2001, using evidence to corroborate, qualify, or modify their argument. (2 points) To earn two points, the response must demonstrate a complex understanding. This can be accomplished in a variety of ways, such as:

- Explaining nuance of an issue by analyzing multiple variables
- Explaining both similarities and differences, 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

AP[®] World History

SCORING GUIDELINES

This understanding must be part of the argument, not merely a phrase or reference.

Ways of demonstrating a complex understanding of this prompt might include:

- Explaining both continuity and change in the transformation of the world's economy during the period 1950 - 2001.
- Comparing the effects of globalization in the early modern period to its effects on the world's economy from 1950-2001.
- Comparing how different groups experienced globalization during the period 1950-2001.

Examples of acceptable demonstration of a complex understanding:

- "During the Green Revolution, many new crops had been engineered that allowed them to be grown in more difficult climates. Many of those crops, including new varieties of rice, were brought to countries like India who were otherwise struggling economically. These new rice varieties brought from the U.S to India allowed India to sell this rice and use it to feed villages, also allowing their economy to grow. New technologies like farming machines were also brought to India, which required more people to operate and created jobs. This also grew India's economy." *(This response expands on a multi-paragraph line of reasoning about the ways globalization allowed some countries like the U.S, China, and India to become economically stronger and other nations weaker. It corroborates its argument with nuanced evidence about the specific ways India benefitted from globalization through the creation of new crops and farm equipment to expand its national economy.)*

Examples of unacceptable demonstration of a complex understanding:

- "During the period 1950 – 2001 globalization transformed the world's economy by making the economy more dependent on each other throughout the world, but it also made the economy more diverse. Places like the USA and other economic powers expanded their influence to other economies therefore making them ore connected and more diverse." *(The response goes on to develop the idea of world economies depending on each other to an acceptable degree, but does not develop the other component of making the economy more diverse beyond a superficial mention of needing resources from other countries that brought those countries "into play" to create "more diversity." This prevents the response from demonstrating an understanding of historical complexity.)*

Date

WH_LEQ_ Question 2_ Sample A

AP World History
Sample Practice
Long Essay Question

~~Globalization heavily transformed the world's economy~~
in the period (1950-2001) as

In the period 1950 - 2001, the world was becoming more and more increasingly connected through globalization, in which technology, ideas, beliefs, religions, and popular culture spread throughout the world. These new things brought diverse regions and cultures together as peoples now shared something in common with each other, despite their differences. However, globalization not only lessened regional diversity, it also transformed the world's economy, as through increasing global connections, economies were not as regional and isolated; they were now heavily interdependent upon each other. In addition, the globalization of technology brought transformed the economy from a slow-paced to a fast paced one around the world, as transactions could now be done almost instantly, and finally ~~the~~ globalization ~~or technology brought multinational corporations~~ ^{or made the world more capitalistic.} to the top, as ~~now they~~ ^{now} ~~and not the state, and the next level up~~ in ~~determining the growing world economy~~. Through all of these vast transformations of the world's economy, it can be concluded that globalization transformed the world's economy to a very heavy extent.

First Name _____

One transformation that shows ^{how} heavily globalization transformed the world's economy was how the world's economy was now heavily interdependent. ~~At the end of the 19th century, the world's economy was heavily interdependent.~~ The economy evolved ^{increasingly} into one where the lesser developed countries of the world (the Third World) supplied raw materials to the more developed countries of the world (the First World). This relation has increasingly been solidified as the First World depends on the cheap supply of raw materials as well as their labor to produce the finished goods that the First World resell. This is a vast transformation as recently the economies between these two "worlds" were not as interdependent as the Third World mainly subsisted on its own and the First World usually utilized its own resources to produce its own finished goods, with the exception being the colonial relationship.

Another transformation that shows ^{how} heavily globalization transformed the world's economy was how the economy became more and more faster-paced. Globalization distributed new technologies quickly throughout the globe, such as computers and the Internet. With these, exchanges and payments could happen almost instantly with a click. In addition, new transportation technologies also were distributed quickly throughout the globe such as more efficient cargo ships and airplanes, which could carry more goods and faster throughout the globe, making exchanges and commerce much more efficient, thereby transforming the world's economy ~~and~~ in making it more and more faster-paced.

First Name _____

Finally another transformation that shows how heavily globalization transformed the world's economy was how the world became more and more capitalistic. After WWII, the world was divided into capitalist and communist countries which answered the economic question differently, one in which private commerce was promoted while for the latter, the state owned and controlled the economy and commerce. In this example, the globalization of new technologies like the TV depicted how communist countries were inefficient and much poorer than the world's capitalist countries. This message was able to spread b/c of this diffusion of new technology, aided by the unraveling of communist countries, for example, characterized as glasnost in the Soviet Union, which brought an awareness to the peoples in the communist countries, leading to revolutions around the world, in which new capitalist countries sprang up and communist countries fell. Thereby the world's economy was heavily transformed as the notion of a capitalist economy triumphed throughout the world.

Date 6/14/17

WH_LEQ_ Question 2_ Sample B

AP World History
Sample Practice
Long Essay Question

~~Globalization~~ transformed the world's economy by globalization during the period 1950-2001 had good impact on the world's economy. The formation of the world bank, IMF, ^{multinational companies} and increase of capitalism were some of the impacts created by globalization. During this time period the world was split into technological advancement in computer were prominent across the world. This lead to ~~more~~ faster communication ~~and~~ which resulted in globalization.

one ~~major~~ impact of globalization ~~on~~ ^{during the period 1950-2001} the world's economy was the creation of the world bank. ~~Then~~ before 1950 the world had no international bank in which poor countries could lend from. ~~As a result~~ ^{As a result} ~~many~~ ^{improvised} countries were not fortunate enough to get these special benefits. But during the ~~period~~ ^{period} 1950 to 2001 the world bank was formed and low-income countries could afford to take some loan in order to ~~improve~~ ^{improve} their countries. In general ~~due~~ ^{due} to globalization ~~new~~ ^{new} ~~countries~~ the world bank was formulated ~~which~~ ^{which} improved the world's economy.

Date _____

AP World History
Sample Practice
Long Essay Question

Another ~~impact~~ impact of globalization on the world's economy during the period 1950-2001 was the formation of the IMF. The IMF is an international organization that is responsible for ~~mon~~ regulating the world's economy. ~~that is the IMF~~ The organization has formulated an order to prevent ~~depression~~ a global economic depression which occurred in previous time. The most prominent depression was the 1930 global economy depression caused by the U.S. stock market crash. In general, the IMF was established as a result of globalization and due to the IMF the world economy was maintained at a ~~slow~~ steady rate during the period 1950 to 2001.

A third impact of globalization on the world's economy during the period 1950-2001 was the rise of multi-national companies like Apple and McDonalds. ~~Globalization~~ Due to globalization communication across the world was simplified as a result ~~multi~~ multi-national companies ~~to~~ started to formulate.

1 | Page

Date _____

AP World History
Sample Practice
Long Essay Question

The multi-national companies like apple and mcdonalds helped the world's economy by providing more jobs for people. In general, globalization lead to the formation of ~~new~~ multi-national companies which ~~improved~~ improved the world economy.

A fourth impact of globalization on the world's economy during the period 1950 to 2001 was the rise of Capitalism. Due to globalization the spread of ideology became easier ^{due to broadcasting} as ~~communication~~ and television as a result capitalism ~~became~~ became popular and started spreading across the world. This unified the world's economy as most countries followed a same economic principle.

In conclusion, globalization had a good impact on the world economy.

Name Date 7/20AP World History
Sample Practice
Long Essay Question

WH_LEQ_ Question 2_ Sample C -

During the period 1950-2001, globalization ^{transformed} ~~changed~~ the world's economy by making the economy more dependent on each other throughout the world, but it also made the economy more diverse. Places like the USA and other economic powers expanded their influence to other economies therefore making them more connected and more diverse.

Globalization made the world's economy more dependent on each other especially in America. For example, the rise of department stores in the country made demand for a wide variety of consumer items produced at a high rate. That meant that they needed raw materials, often obtained from other countries like China or ^{South} Africa which meant dependence on ~~the~~ one country for the goods but also dependence on the other country to buy the good. Another example of this dependence of economies because of globalization were fast food ^{chains.} ~~restaurants~~ Fast food chains desired to spread their influence outside of their origin, and when that happened, they depended on the corresponding economy to be a successful business

[REDACTED]

in this new country.

Globalization also made the economy more diverse.

For example, the ~~are~~ major economies like the US and China dominated the market from the get-go, but their dependence on other countries for resources they could not obtain by themselves brought more and more countries into play in the global market economy, creating more diversity.

Date 6/15/17

WH_LEQ_ Question 2_ Sample D

AP World History
Sample Practice
Long Essay Question

Globalization has affected the world's economy tremendously. Over time there has been a huge increase in ^{things like} technological advancement, Car (transportation), oil Companies, restaurants. These advancements have helped transform the world's overall economy.

First, in the world technology has grown tremendously. Phones, tablets, computers are owned by many families all over the world. The increase for demand of those particular products have risen and various ~~area~~ companies have benefited from it. Companies such as Apple, Samsung, LG, Dell have expand extremely over the years and this has helped increase the economy.

Secondly, there has been a big expansion in the food industry. Throughout the years restaurants, stores (places like) McDonalds, Starbucks, Silver Diner, Panera. These expansions have played a large role in the world's economy. They account for a lot of the money people spend and companies make. Here in the U.S. companies such as McDonalds, Chipotle, Coca Cola, Fanta and many more are owned and those companies help make America a lot of money.

Thirdly, there has been a huge increase in the

Name _____

Date _____

AP World History
Sample Practice
Long Essay Question

development of transportation advancements. As we all know by now cars are a highly desired and bought item in many countries. The developments in the technological transportation field has increase countries ~~the~~ economy tremendously. Countries like Japan, U.S., China and various others make a lot of money for creating cars such as Toyota, Cami, Lamborghini etc... These countries also have an increase in transportation and the buses and trains they provide have made them a lot of money and has helped transform their economy.

Lastly, there has been an increase in oil production and ^{if not all} sells prices. Oil is a thing many countries need and want so the price for getting it has increased. Countries such as U.S., ^{west} Africa, China have benefited a lot economically through this. Oil production has helped shape a lot of the economy in many country and it has transformed the world overall economy.

In conclusion, globalization has affected the world economy through various ways such as, technologically (phones, tablets, computers), oil companies, restaurants, cars (transportation) etc... These things have helped shape many of the world economy and continues to affect the world economy as the years pass. ~~the world economy~~
~~expansion~~

Date 6/20

WH_LEQ_ Question 2_ Sample E

AP World History
Sample Practice
Long Essay Question

The effects of globalization ~~was~~ transforming the world's economy in the period 1950-2001 were limited but effected ~~in the~~ cities greatly.

During 1950-2001 there ~~was~~ globalization in South America, Japan and other places ~~that~~ which ^{had many job openings} ~~only mainly affected their economy~~ for outsiders.

Having people come in to these areas to work for these countries allowed there to be more mass production and sweat shops. These companies

caused there to be a higher ~~revenue~~ ^{revenue} ~~revenue~~ ^{world} revenues for countries which lead to better economies.

In addition, with globalization people of different languages come together and help world disperbution of products. This type of ~~and~~ companies cause there to be ^a ~~a~~ better connection of

the world's economy allowing areas such as ~~the~~ Thailand and Japan to increase their economy. Not only do different languages help ~~increase~~ transform the world's economy but so does the mixture of different cultures.

First Name _____

The mixture of cultures leads to more diverse ~~the~~ environments causing there to be a mixture of ~~one~~ cultures in one area. With the increased ~~the~~ amount of culture people can have increasing amount of shops relating to their culture. For example the mixture of Asian culture in Seattle, New York City and San Fransico lead to towns named ~~these~~ "china town (aka internation district)" or "Little Italy". These towns are huge tourist traps leading to ~~a large amount of money~~ ~~increasing economy~~ being ^{added} to the world's economy. ~~positively~~.

These mixture and addional cultures in cities and ~~the~~ ^{an increased} population~~s~~ of areas with many job offerings leads to helping the world's economy because of the money these people help input (literally or not) their ^{local} economy leading to a higher world economy.

Date 6/21/17

WH_LEQ_ Question 2_ Sample F

AP World History
Sample Practice
Long Essay Question

the extent in which globalization transformed the world's economy in the period 1950-2001 was extremely significant. within this time period, the rate that people, as well as their inventions, could spread throughout the world grew at a rapid pace. because of this, information & products easily spreading resulted in a world-wide economy. the development of new technologies that make long-distance communication easier resulted in more of a connection between nations. Also, the further development of transportation within this period has increased the spread of people throughout the world & the assimilation of cultures, again resulting in a more globally connected economy. globalization within this period has allowed companies & industries to spread all over the world, and with these large companies the world's economy has transformed. within this

period of time, large amounts of people immigrated to new places for their jobs, resulting in more job opportunities for more people. this shows that globalization of people & change of economy go hand in hand, because as large amounts of people move to different places, the economy changes with that.

AP[®] World History SCORING COMMENTARY

Long Essay Question 2

In the period 1950 to 2001, scientific and technological innovations led to advances in communication, transportation, and industry that transformed the world's economy.

Develop an argument that evaluates how globalization transformed the world's economy during this time period.

Sample: A [43]

Score—Thesis/Claim: 1

The response earned a point for thesis. The response makes a historically defensible multifaceted argument. It argues that globalization made economies less regional and isolated and the rise of new technologies facilitated faster-paced global economic transactions. Although the prompt stresses the effect on the world's economy, the response also alludes to the social consequences of lessening cultural differences as a global culture was shared by many people.

Score—Contextualization: 1

The response earned a point for contextualization. It accurately explains how the spread and diffusion of new technologies like television exposed economic inequities between capitalist and communist nations during the Cold War era, which helped to trigger communist revolutions that eventually led to the collapse of communism in the Soviet Union. These provide a description of a context relevant to the topic of the prompt.

Score—Evidence: 2

The response earned a point for providing specific examples of evidence relevant to the topic of the prompt, and a point for using those examples in support of an argument in response to the prompt. The response includes specific evidence about new technologies like computers and internet as well as more efficient cargo ships and airplanes. The response also discussed the expansion of capitalism around the world in order to advance multiple arguments embedded into the essay.

Score—Analysis and Reasoning: 2

The response earned a point for using historical reasoning (continuity and change over time) to frame an argument that addresses the prompt. The response repeatedly offered a nuanced line of reasoning about change over time, explaining how globalization led to interdependence but maintained inequities between First and Third World countries.

The response also earned a point for demonstrating a complex understanding of the historical development that is the focus of the prompt. The response identifies and expounds on both changes *and* continuities within the period of 1950 and 2001.

AP[®] World History

SCORING COMMENTARY

Sample: B [18]

Score—Thesis/Claim: 1

The response earned a point for thesis. It makes a historically defensible claim: that globalization positively affected the world's economy through the creation of multinational financial organizations (e.g. IMF, World Bank), the rise of multinational companies, and the expansion of capitalism around the world. The thesis statement establishes a line of reasoning about specific changes that occurred to the world's economy due to globalization in the years 1950 to 2001.

Score—Contextualization: 1

The response earned a point for contextualization. It describes a meaningful context for the topic of the prompt: how the U.S. stock market crash that led to a Great Depression in 1930 led to new measures (such as the formation of the IMF and World Bank) to stem another worldwide economic crisis in the post-war years.

Score—Evidence: 2

The response earned a point for providing specific examples of evidence relevant to the topic of the prompt, and a point for using the examples to support an argument in response to the prompt. The response uses specific historical examples such as the IMF and even points out that Apple and McDonald's are some of the new multinational corporations to form due to globalization in the period 1950 to 2001. The response uses evidence (e.g. the World Bank) to support an argument that globalization has led to the rise of major global financial institutions.

Score—Analysis and Reasoning: 1

The response earned a point for using historical reasoning to frame an argument that addresses the prompt. The response discusses how financial institutions such as the World Bank caused change through greater global interconnectedness by permitting poorer countries access to financial loans.

The response did not earn a point for demonstrating a complex understanding; it lacks nuance and does not analyze the multiple variables from different perspectives.

AP[®] World History

SCORING COMMENTARY

Sample: C [36]

Score—Thesis/Claim: 1

The response earned a point for thesis. The response makes a historically defensible claim that the world's economies grew more interdependent and more diverse, which facilitated the global expansion of the United States and other nations' economic influence into other countries during the period 1950 to 2001.

Score-Contextualization: 0

The response did not earn a point for contextualization. The response did not make an attempt to describe a broader context related to the topic of the prompt.

Score—Evidence: 2

The response earned a point for providing specific examples of evidence relevant to the topic of the prompt, and a point for using the examples to support an argument in response to the prompt. The response used specific evidence of the growth of department stores and the sale of consumer products made from harvested raw materials found overseas in China or South Africa. It also draws on the expansion of fast food chains to other countries to support an argument about growing economic relationships.

Score—Analysis and Reasoning: 1

The response earned a point for using historical reasoning to frame an argument that addresses the prompt. The discussion about growing economic diversity and relationships of dependence displays historical reasoning about change. However, the response makes some assertions that are mistaken (China was not always a global economic powerhouse and it has only recently arisen as a global economic force in the past two decades). The response thus does not earn a point for demonstrating a complex understanding of the historical development that is the focus of the prompt.

AP[®] World History

SCORING COMMENTARY

Sample: D [11]

Score—Thesis/Claim: 1

The response earned a point for thesis. It makes a historically defensible claim that focuses on how the technological advancements that fostered globalization have transformed the world's overall economy.

Score—Contextualization: 0

The response did not earn a point for contextualization. It makes no attempt to describe a broader context for the topic of the prompt.

Score—Evidence: 2

The response earned a point for providing specific examples of evidence relevant to the topic of the prompt, and a point for using the examples to support an argument in response to the prompt. It accurately identifies how globalization facilitated the expansion of restaurant chains like McDonalds and Starbucks in the period 1950 to 2001. The response later explains how oil production increased in this same period and the economies of the U.S, West Africa, and China all have benefitted from oil production. These examples of using evidence to support an argument help the response earn both points.

Score—Analysis and Reasoning: 1

The response earned a point for using historical reasoning to frame an argument that addresses the prompt. It provides reasoning about change over time by explaining how the rise of new telecommunication technologies have increased demand worldwide for the products and thus, the expansion of companies such as Apple, Samsung, and LG.

The response did not earn a point for demonstrating a complex understanding of the historical development that is the focus of the prompt; there are no attempts made to provide nuance, corroboration, or qualification to the argument.

AP[®] World History

SCORING COMMENTARY

Sample: E [26]

Score—Thesis/Claim: 1

The response earned a point for thesis. The opening sentence responds to the prompt by making a claim about continuity and change, and argues that the effects of globalization were limited, with the exception of cities.

Score—Contextualization: 0

The response did not earn a point for contextualization. There is no attempt to describe a historical context for the prompt.

Score—Evidence: 2

The response earned a point for providing specific examples of evidence relevant to the topic of the prompt, and a point for using the examples to support an argument in response to the prompt. In addition to referencing sweat shops and mass production, it uses “cultures” (or immigrants) impact on local city economies with shops oriented to these populations in neighborhoods like Chinatown and Little Italy to support an argument about the growth of “more diverse environments.”

Score—Analysis and Reasoning: 0

The response does not earn a point for using historical reasoning to frame an argument that addresses the prompt. It neither notes how these ethnic communities predate globalization nor how globalization *specifically* has transformed them and thus, the world’s economy, thus not addressing continuity or change over time. It also cannot earn a point for demonstrating a complex understanding of the topic of the prompt.

AP[®] World History

SCORING COMMENTARY

Sample: F [24]

Score—Thesis/Claim: 1

The response earned a point for thesis. It asserts the claim that the fast-paced spread of people and information in globalization significantly transformed the world's economy, establishing a line of reasoning in response to the prompt.

Score—Contextualization: 0

The response did not earn a point for contextualization. It does not attempt to describe a broader context for the topic of the prompt.

Score—Evidence: 0

The response did not earn a point for providing specific examples of evidence relevant to the topic of the prompt, or for using examples to support an argument in response to the prompt. It does not provide specific examples to address the topic of the prompt. Simply stating “long-distance communication” without further concrete evidence is not enough to earn this point.

Score—Analysis and Reasoning: 1

The response earned a point for using historical reasoning to frame an argument that addresses the prompt. It identifies a specific change (e.g. increased global migration) as immigrants relocated in search of better employment opportunities, which is evidence of globalization's effects. Since no concrete evidence is used to explore an argument, the response did not earn a point for demonstrating a complex understanding of the historical development that is the focus of the prompt.