

2019

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 CollegeBoard

AP[®] World History

Scoring Guidelines

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Short Answer Question 1

Use the passage below to answer all parts of the question that follows.

“Inner [and Central] Asia have long been seen as a zone of contact and transmission, a lengthy conveyor belt on which commercial and cultural wares traveled between the major civilizations of Eurasia. The nomads had an essential but largely unacknowledged role in this cultural traffic. While nomadic empires had as their primary objective the control and exploitation of sedentary subjects, their secondary effect was the creation of numerous opportunities for cross-cultural contact, comparison, and exchange.

Indeed, although nomads are normally included in the analysis of the political context of trans-Eurasian exchange, they are typically left out of the cultural equation. Here the great sedentary civilizations are placed at center stage, particularly when scientific and cultural transfers are under consideration. But, as we have seen, pastoral nomads were the chief initiators, promoters, and agents of this exchange between East and West [in the thirteenth and fourteenth centuries].”

Thomas Allsen, historian, *Culture and Conquest*, 2001

Reprinted with the permission of Cambridge University Press.

- Identify ONE specific historical example of a cultural exchange between nomads and non-nomads that occurred in the period before 1450.
- For the period 1450–1750 C.E., identify ONE development that changed the role that Central Asian nomads played in cross-regional exchanges as described in the passage.
- Explain ONE cross-cultural exchange that would challenge the assertion in the last sentence of the passage concerning the nomads’ role in cross-regional exchanges before 1450.

0–3 points

Score 3

Response accomplishes all three tasks set by the question.

Score 2

Response accomplishes two of the tasks set by the question.

Score 1

Response accomplishes one of the tasks set by the question.

Score 0

Response accomplishes none of the tasks set by the question.

Score NR

No response. Response is completely blank.

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Short Answer Question 1 (continued)

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0–3 points

- ONE point for identifying one specific historical example of a cultural exchange between nomads and non-nomads that occurred in the period before 1450
- ONE point for identifying one development in the period 1450–1750 C.E. that changed the role that Central Asian nomads played in cross-regional exchanges as described in the passage
- ONE point for explaining one cross-cultural exchange that would challenge the assertion in the last sentence of the passage concerning the nomads' role in cross-regional exchanges before 1450

Scoring Notes

General notes to raters:

- Students are responding to the question with a variety of examples of nomadic peoples and cultural exchanges and interactions between nomadic and non-nomadic peoples that may or may not appear in college or high school textbooks. We encourage all raters to use any materials necessary to verify the accuracy of any such examples before scoring the response.
- We ask that you use a broad interpretation of “nomad” to include groups such as the Mongols that were nomadic but created empires and used the institutions and traditions of sedentary societies to govern their empires. This interpretation also pertains to groups such as the Arabs, which included both nomadic and sedentary peoples and also included nomads who eventually settled down and became sedentary.

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

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

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

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

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

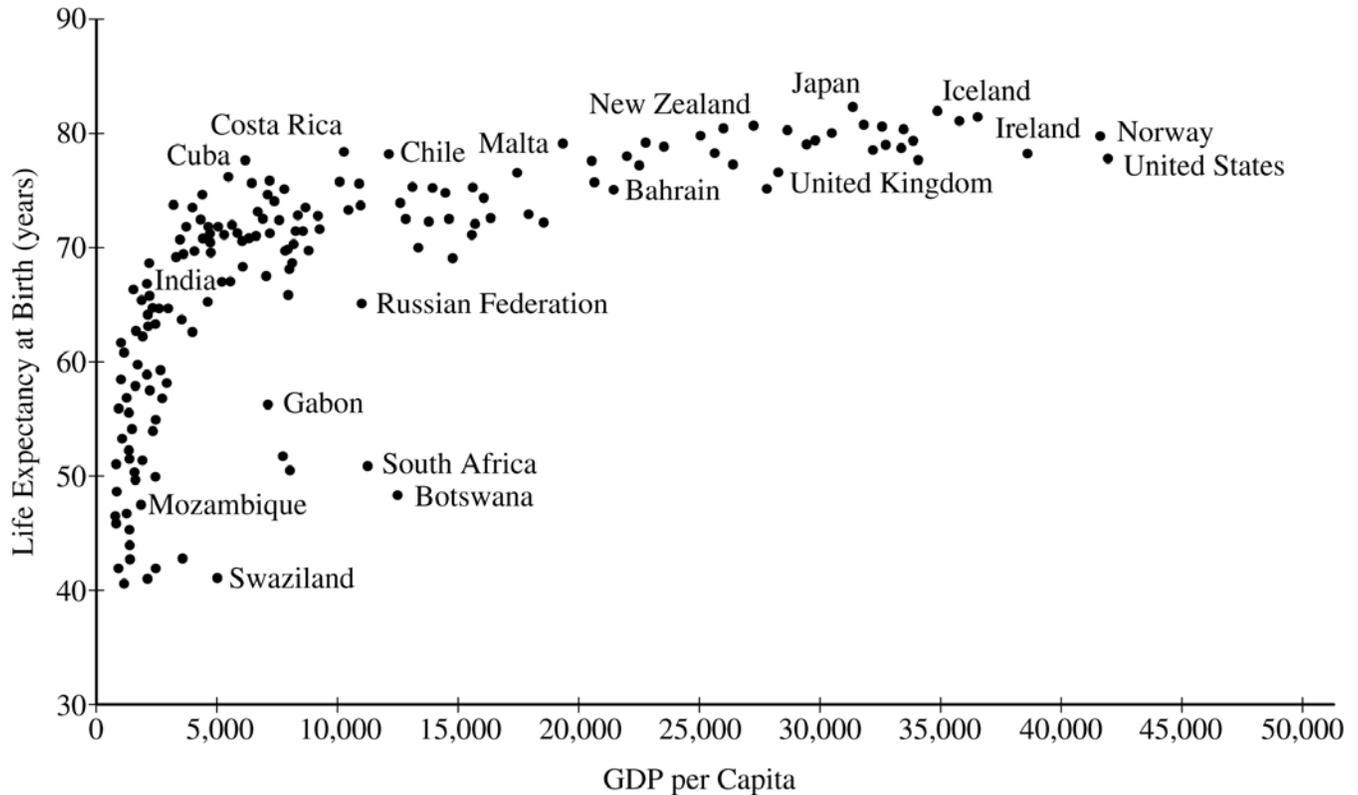
- Christianity was mostly spread by merchants and missionaries who came from sedentary societies.
- The spread of technologies like the compass or papermaking would challenge Allsen's claim that nomads were the chief promoters and agents of cultural exchange in Eurasia before 1450 because papermaking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

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Short Answer Question 2

Use the graph below to answer all parts of the question that follows.

LIFE EXPECTANCY AT BIRTH COMPARED TO GDP* PER CAPITA, 2005



Source: Adapted from Tim Jackson, *Prosperity Without Growth: Economics for a Finite Planet* (London: Earthscan, 2009), p. 56.

*a measurement of a country's economic production in a given year

- Identify ONE way that the data in the chart illustrate global economic differences between countries in the late twentieth century.
- Identify ONE similarity (other than GDP per capita) that might account for the low life expectancies of some of the world's countries, as displayed in the chart.
- Explain ONE way in which longer life expectancies in some of the world's countries, as displayed in the chart, have led to new political, economic, or social problems.

0–3 points

Score 3

Response accomplishes all three tasks set by the question.

Score 2

Response accomplishes two of the tasks set by the question.

Score 1

Response accomplishes one of the tasks set by the question.

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Short Answer Question 2 (continued)

Score 0

Response accomplishes none of the tasks set by the question.

Score NR

No response. Response is completely blank.

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0–3 points

- ONE point for identifying one way that the data in the chart illustrate global economic differences between countries in the late twentieth century
- ONE point for identifying one similarity (other than GDP per capita) that might account for the low life expectancies of some of the world’s countries, as displayed in the chart
- ONE point for explaining one way in which longer life expectancies in some of the world’s countries, as displayed in the chart, have led to new political, economic, or social problems

Scoring Notes

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

- The data show that the United States has a higher GDP than Swaziland.
- The chart shows that developed countries have higher life expectancies than underdeveloped countries.
- The chart shows that people in developed economies in the West and Asia live longer than people in underdeveloped countries because they have better access to modern medicine and vaccines.

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

- Poor water and food quality contribute to the low life expectancies in some of the countries shown in the chart.
- Formerly colonized countries shown in the chart might find it difficult to improve sanitation infrastructure and medical care because of economic imperialism.
- The lack of access to quality medical care and vaccines is a reason for the low life expectancies in some of the countries shown in the chart, particularly with the emergence of epidemic diseases such as AIDS and malaria.

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

- Countries with long life expectancies have people who are more likely to suffer from chronic diseases, which strains the healthcare system.
- Longer life expectancies in the countries shown in the chart have led to an increased economic burden on a decreasing population of working-age citizens, creating social and political tensions.
- In Western European countries such as Norway and the United Kingdom, longer life-expectancy rates have created political controversy as a result of those governments’ commitment to social welfare programs.

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Short Answer Question 3

Answer all parts of the question that follows.

- a) Identify ONE way in which subsistence patterns pre-dating the Neolithic Revolution continued among some Eurasian societies in the period circa 10,000 B.C.E. to 3,000 B.C.E.
- b) Identify ONE way in which the Neolithic Revolution changed Eurasian societies' subsistence patterns in the period circa 10,000 B.C.E. to 3,000 B.C.E.
- c) Explain ONE way in which changes in Eurasian societies' subsistence patterns altered their political or social structures in the period circa 10,000 B.C.E. to 600 B.C.E.

0–3 points

Score 3

Response accomplishes all three tasks set by the question.

Score 2

Response accomplishes two of the tasks set by the question.

Score 1

Response accomplishes one of the tasks set by the question.

Score 0

Response accomplishes none of the tasks set by the question.

Score NR

No response. Response is completely blank.

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0–3 points

- ONE point for identifying one way in which subsistence patterns pre-dating the Neolithic Revolution continued among some Eurasian societies in the period circa 10,000 B.C.E. to 3,000 B.C.E.
- ONE point for identifying one way in which the Neolithic Revolution changed Eurasian societies' subsistence patterns in the period circa 10,000 B.C.E. to 3,000 B.C.E.
- ONE point for explaining one way in which changes in Eurasian societies' subsistence patterns altered their political or social structures in the period circa 10,000 B.C.E. to 600 B.C.E.

Scoring Notes

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

- People in Eurasian societies continued to hunt, fish, and gather.
- People continued to select certain plants and animals for human use.
- Seasonal migrations in search of food continued among some Eurasian peoples after the Neolithic Revolution.

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Short Answer Question 3 (continued)

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

- After the Neolithic Revolution people began to practice agriculture.
- Some Eurasian societies began to practice nomadic pastoralism following the Neolithic Revolution.
- The Neolithic Revolution provided Eurasian societies with better tools with which to cultivate the land, harvest crops, and hunt.

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

- Eurasian social structures changed in the Neolithic era as social hierarchies became more complex or patriarchal because of agriculture.
- The development of agriculture in Eurasia led to the creation of states, public works, or law codes because agriculture allowed societies to acquire surpluses that needed to be managed and protected.
- The emergence of agriculture following the Neolithic Revolution led to great increases in human populations because people could stay in one place, generate surpluses, and create more complex hierarchies based on social class or political power.

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Short Answer Question 4

Answer all parts of the question that follows.

- a) Identify ONE economic change in the period 1750–1900 that led to the formation of new elites.
- b) Explain ONE way that, despite economic change, traditional elites remained powerful in the period 1750–1900.
- c) Explain ONE way in which the formation of new elites in the period 1750–1900 led to the emergence of new ideologies.

0–3 points

Score 3

Response accomplishes all three tasks set by the question.

Score 2

Response accomplishes two of the tasks set by the question.

Score 1

Response accomplishes one of the tasks set by the question.

Score 0

Response accomplishes none of the tasks set by the question.

Score NR

No response. Response is completely blank.

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0–3 points

- ONE point for identifying one economic change in the period 1750–1900 that led to the formation of new elites
- ONE point for explaining one way that, despite economic change, traditional elites remained powerful in the period 1750–1900
- ONE point for explaining one way in which the formation of new elites in the period 1750–1900 led to the emergence of new ideologies

Scoring Notes

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

- Industrialization led to new elites.
- Capitalism led to the formation of a middle class in industrial societies.
- European colonial expansion in Africa and Asia led to the formation of new elites in Europe and the colonial societies.

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Short Answer Question 4 (continued)

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

- Aristocrats maintained power through existing wealth.
- Many traditional elites remained powerful in the eighteenth and nineteenth centuries because they used their wealth to engage or invest in industrial capitalism.
- Native elites in colonial territories often remained powerful by making agreements with European powers to retain their positions, privileges, and wealth.

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

- Socialism emerged as a reaction against the perceived excesses of the capitalist industrial class.
- Nationalism and Social Darwinism emerged to promote military and imperial expansion favored by the new industrial elites.
- Feminism emerged to advocate for allowing women to gain access to the new jobs, educational opportunities, and expanding political rights available to men in industrial societies.

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Question 1 — Document-Based Question

Maximum Possible Points: 7

“Evaluate the extent to which the Portuguese transformed maritime trade in the Indian Ocean in the sixteenth century.”

| Points | Rubric | Notes |
|-----------------------------------|---|--|
| A: Thesis/Claim (0-1) | <p>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>The thesis must take a position on the extent to which the Portuguese transformed maritime trade in the Indian Ocean in the sixteenth century and indicate some reason for taking that position.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • “Although the arrival of the Portuguese was a very important change in Indian Ocean maritime trade in the sixteenth century, it did not completely transform the trade, as the Portuguese never extended their control beyond a few ports and had to compete with Indian merchants and regional states such as the Ottoman Empire and the Sultanate of Aceh.” (<i>Responds to the prompt with an evaluative claim that establishes a line of reasoning.</i>) • “The Portuguese transformed maritime trade in Indian Ocean in the sixteenth century by taxing non-Portuguese ships that traded in the region.” (<i>Responds to the prompt with a minimally acceptable claim that establishes a line of reasoning.</i>) |
| B: Contextualization (0-1) | <p>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>To earn the point, the essay must accurately describe a context relevant to Portuguese impact and/or maritime trade in the Indian Ocean in the period before or during the arrival of the Portuguese.</p> <p><i>Note: The context has to be relevant to maritime trade in the Indian Ocean.</i></p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • “For centuries before the arrival of European merchants, the Indian Ocean had been the center of flourishing trade routes connecting India to East and Southeast Asia as well as with East Africa, Egypt, and Arabia.” (<i>Relates broader events and developments to the topic.</i>) • “Portugal’s naval advances such as stronger ships allowed the Portuguese to engage in transoceanic trade. (<i>Relates broader events and developments to the topic.</i>) |

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Question 1 — Document-Based Question (continued)

| | | |
|--------------------------|--|---|
| C: Evidence (0-3) | <p>Evidence from the Documents: Uses the content of at least three documents to address the topic of the prompt. (1 point)</p> <p>OR</p> <p>Supports an argument in response to the prompt using at least six documents. (2 points)</p> | <p><i>To earn 1 point, the response must accurately describe — rather than simply quote — the content from at least three of the documents to address the topic of how the Portuguese affected maritime trade in the Indian Ocean in the sixteenth century.</i></p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • (Document 3): “The anonymous Portuguese court official is arguing that Portugal should do all it can to prevent Turkish merchants from establishing direct trade between India and the Ottoman Empire.” (<i>Describes the document accurately, and thus is credited as addressing the topic, but does not explicitly tie the description to an argument in response to the prompt.</i>) <p>OR</p> <p><i>To earn 2 points, the response must accurately describe —rather than simply quote — the content from at least six documents. In addition, the response must use the content from the documents to support an argument in response to the prompt.</i></p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • (Document 6): “The Venetian trader Cesare Federici’s account shows how in Cambay the Portuguese are almost completely dependent on their Hindu brokers to carry out their trade, showing that the Portuguese adapted to existing Indian Ocean trade.” (<i>Accurately describes and connects the content of the document to an argument about how the Portuguese transformed maritime trade in the Indian Ocean in the sixteenth century.</i>) |
|--------------------------|--|---|

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Question 1 — Document-Based Question (continued)

| | | |
|--|---|---|
| | <p>Evidence beyond the Documents: Uses at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt. (1 point)</p> <p><i>To earn this point, the evidence must be described, and must be more than a phrase or reference. This additional piece of evidence must be different from the evidence used to earn the point for contextualization.</i></p> | <p><i>Typically, statements credited as evidence from outside the documents will be more specific details relevant to an argument, analogous to the function of evidence drawn from the documents. Typically, statements credited as contextualization will be more general statements that place an argument or a significant portion of it on a broader context.</i></p> <p><i>Note: The specific outside evidence must be clearly relevant to the expansion of, or limits to, Portuguese influence in the Indian Ocean.</i></p> <p><i>Examples could include the following, with appropriate elaboration:</i></p> <ul style="list-style-type: none"> • Portuguese advances in navigational technology, such as the development of caravels and carracks • Ottoman–Christian wars and rivalries in the Mediterranean, such as the battle of Lepanto • Safavid empire as another regional power checking the expansion of Portugal in the Indian Ocean • Political fragmentation of India as Delhi sultanates fail |
| D: Analysis and Reasoning (0-2) | <p>Sourcing: For at least three documents, explains how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument. (1 point)</p> <p>See document summaries for examples of possible sourcing.</p> | <p><i>To earn this point, the response must explain — rather than simply identify — how or why the document’s point of view, purpose, historical situation, or audience is relevant to an argument that addresses the prompt for each of the three documents sourced.</i></p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • (Document 5): “Being a Muslim scholar, Zainudeen Makhdoom al Sageer is understandably hostile to the Portuguese trade pass system that targeted mostly Muslim traders, calling it a ‘system of persecution,’ and saying it allowed the Portuguese to ‘unjustly’ become rich.” <i>(Provides sourcing regarding the point of view of the document relevant to an argument addressing the prompt.)</i> • (Document 2): “This Portuguese government official would have wanted to emphasize the positive effects of the Portuguese establishing trading posts there.” <i>(Provides sourcing regarding point of view of the document relevant to an argument addressing the prompt.)</i> |

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Question 1 — Document-Based Question (continued)

| | |
|---|---|
| <p>Complexity: Demonstrates a complex understanding of the historical development that is the focus of prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question. (1 point)</p> <p><i>This understanding must be part of the argument, not merely a phrase or reference.</i></p> | <p><i>Examples of demonstrating a complex understanding for this question might include:</i></p> <ul style="list-style-type: none">• Considering the totality of the evidence and perspectives presented in the documents as demonstrated by creating a <u>complex argument</u>, while at the same time recognizing that some documents <u>corroborate</u>, <u>qualify</u>, or <u>modify</u> the overall argument• Explaining the nuance of an issue by <u>analyzing multiple factors</u> or by considering <u>diverse or alternative perspectives</u> or evidence, such as constructing an argument that explains how the Portuguese both disrupted existing trade patterns and connections in the Indian Ocean, but also provided Indian merchants and manufacturers with new business opportunities, such as new trading partnerships and new export markets• Explaining relevant and insightful connections across time and space, such as <u>explaining</u> similarities or differences in the pattern of sixteenth-century Portuguese imperialism in the Indian Ocean compared to patterns in other locations such as Brazil, West Africa, Japan, China, or the spice islands of Southeast Asia |
| <p>If response is completely blank, enter - - for all four score categories A, B, C, and D.</p> | |

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Question 1 — Document-Based Question (continued)

Document Summaries and Possible Sourcing

| Document | Summary of Content | Explains the relevance of point of view, purpose, situation, and/or audience by elaborating on examples such as: |
|---|--|---|
| 1. Muslim merchants advice to the ruler of Calicut, (1500) | <ul style="list-style-type: none"> Expresses Muslim merchants' opposition to the Hindu ruler of Calicut welcoming the Portuguese and warns the ruler to be cautious | <ul style="list-style-type: none"> Written 50 years after the events, Portugal has consolidated its presence in the region and the Portuguese historian is recording the spread of Portuguese power (situation). Written by Muslim merchants concerned that the Portuguese will become their political and economic rivals (POV). |
| 2. Duarte Barbosa, account of Calicut (1516) | <ul style="list-style-type: none"> Describes past wealth and independence of Muslim merchants in Calicut but states that most of the Muslim merchants have left | <ul style="list-style-type: none"> Portuguese government official on the Malabar coast likely would have wanted to emphasize positive effects of the Portuguese establishing trading posts (POV/purpose). Written in the very early years of the Portuguese establishing a presence in India, the account seeks to emphasize the Portuguese achievement of already displacing the Muslims (situation). |
| 3. Anonymous Portuguese court official's advice to King Sebastian (mid-1560s) | <ul style="list-style-type: none"> Cautions king against free trade treaty with the Ottoman Empire due to competition from Ottoman merchants | <ul style="list-style-type: none"> The Ottoman Empire's westward expansion has brought it into conflict with several Western European countries, including Portugal, over control of Mediterranean and Indian Ocean trade (situation). As private advice offered to the king of Portugal by a high-level government official, the letter offers a frank analysis of the dangers Ottomans pose to Portugal's spice monopoly and the many advantages Ottoman merchants would enjoy if allowed to compete freely (audience/purpose). |
| 4. Sultan Alauddin of Aceh, letter to the Ottoman sultan (1566) | <ul style="list-style-type: none"> Describes Portuguese threat to Acehnese pilgrims and merchants and requests Ottoman help in defense | <ul style="list-style-type: none"> An address to a fellow Muslim ruler; uses Islamic rhetoric and appeals to shared Muslim values (audience). The Ottoman Empire's success in fighting against European powers has boosted its military prestige and other Muslim rulers are asking the Ottomans for military assistance (situation). |

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Question 1 — Document-Based Question (continued)

| | | |
|--|---|--|
| <p>5. Zainudeen Al Sageer, address to southern Indian Muslims (circa 1570)</p> | <ul style="list-style-type: none"> • Describes Portuguese system of safe conduct passes, opposing it but also noting it has been accepted by Calicut merchants | <ul style="list-style-type: none"> • A religious scholar, perhaps wishing to emphasize the negative aspects of the arrival of the Portuguese on maritime commerce in Calicut (POV) • Describes successful Portuguese efforts to implement the safe passage pass (<i>cartaz</i>) in South Asia (situation) |
| <p>6. Cesare Federici, <i>The Voyage and Travel to East India</i> (1587)</p> | <ul style="list-style-type: none"> • Describes local-agent broker system for trade in Cambay, as well as the low-price and low-quality pepper exchange at Cochin | <ul style="list-style-type: none"> • As Venetians were generally rivals of the Portuguese in trade, Federici may have intended this account to point to the limitations of the commercial power and reach of the Portuguese in India (POV/purpose). • As Federici’s account was published in Venice and likely intended for a Venetian merchant audience, it may have emphasized the potential commercial opportunities in India, for example, by suggesting that only low-quality pepper is being sold to the Portuguese, while the high-quality pepper remains available for purchase in India (audience). |
| <p>7. Inlaid box made in Gujarat for export to Portugal (circa 1600)</p> | <ul style="list-style-type: none"> • Shows a box inlaid with ivory and precious hardwoods, decorated with a hunting scene | <ul style="list-style-type: none"> • As an object made specifically for export to Portugal, the box illustrates how important Portuguese (and therefore European) markets had become to some Indian craftspeople (situation). • As a precious and likely very expensive object, the box shows the increased luxury goods consumption of European elites, who had enough economic resources not only to buy such items but also to influence to their design and artistic style (audience). |

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Question 1 — Document-Based Question (continued)

Scoring Notes

Introductory notes:

- Except where otherwise noted, each point of these rubrics is earned independently, e.g., a student could earn a point for evidence without earning a point for thesis/claim.
- **Accuracy:** 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.
- **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.
- Student samples (when available) are quoted verbatim and may contain grammatical errors.

A. Thesis/Claim (0-1 point)

Responses earn 1 point by responding to the prompt with a historically defensible thesis that establishes a line of reasoning about the topic. To earn this point, the thesis must make a claim that responds to the prompt rather than simply restating or rephrasing the prompt. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.

The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.

The thesis must take a position on the extent to which the Portuguese transformed maritime trade in the Indian Ocean in the sixteenth century and indicate some reason for taking that position.

Examples of acceptable theses:

- “Although the arrival of the Portuguese was a very important change in Indian Ocean maritime trade in the sixteenth century, it did not completely transform the trade, as the Portuguese never extended their control beyond a few ports and had to compete with Indian merchants and regional states such as the Ottoman Empire and the Sultanate of Aceh.” (*Responds to the prompt with an evaluative claim that establishes a line of reasoning.*)
- “The Portuguese brought a few changes to the Indian Ocean trading networks but most Indian goods, including spices, continued to be traded locally, or to Middle Eastern and Chinese markets, as they had been for centuries before.” (*Responds to the prompt with an evaluative claim that establishes a line of reasoning.*)
- “The Portuguese transformed maritime trade in Indian Ocean in the sixteenth century by taxing non-Portuguese ships that traded in the region.” (*Responds to the prompt with a minimally acceptable claim that establishes a line of reasoning.*)

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Question 1 — Document-Based Question (continued)

Example of unacceptable theses:

- “In the sixteenth century, the arrival of the Portuguese completely transformed maritime trade in the Indian Ocean region.” (*Merely repeats the wording of the prompt with a minor qualification, which does not amount to indicating a line of reasoning.*)
- “Portuguese merchants came to dominate Indian Ocean trade by organizing themselves into powerful joint-stock companies.” (*Not a historically defensible claim.*)
- “Despite its small size and population, Portugal used its location on the Atlantic Ocean to transform itself into a major maritime power” (*Does not respond to the prompt directly.*)

B. Contextualization (0-1 point)

Responses earn 1 point for contextualization by describing a broader historical context relevant to the prompt. 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.

To earn the point, the essay must accurately describe a context relevant to Portuguese impact and/or maritime trade in the Indian Ocean in the period before or during the arrival of the Portuguese.

Examples of acceptable contextualization:

- “For centuries before the arrival of European merchants, the Indian Ocean had been the center of flourishing trade routes connecting India to East and Southeast Asia as well as with East Africa, Egypt, and Arabia.” (*Relates broader events and developments to the topic.*)
- “Portugal’s naval advances such as stronger ships allowed the Portuguese to engage in transoceanic trade.” (*Relates broader events and developments to the topic.*)

Examples of unacceptable contextualization:

- “The Indian Ocean sea trade before 1500 has been described as a maritime equivalent of the overland Silk Roads.” (*While potentially relevant, this statement does not sufficiently describe how this context was relevant to Portuguese maritime trade in the Indian Ocean in the sixteenth century.*)
- “Portugal’s naval advances made it a major player in European political rivalries.” (*While potentially relevant, this statement does not sufficiently describe how this context was relevant to Portuguese maritime trade in the Indian Ocean in the sixteenth century.*)

C. Evidence (0-3 points)

a) Document Content — Addressing the Topic (1 point)

In order to achieve the first point, the response must use the content of at least **three** documents to address the **topic** of the prompt (1 point). To earn 1 point for evidence from the documents, the response must accurately describe — rather than simply quote — the content from at least three of the documents to address the topic of how the Portuguese transformed maritime trade in the Indian Ocean in the sixteenth century.

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Question 1 — Document-Based Question (continued)

Examples of describing the content of a document:

- (Document 3): “The anonymous Portuguese court official is arguing that Portugal should do all it can to prevent Turkish merchants from establishing direct trade between India and the Ottoman Empire.” *(Describes the document accurately, and thus is credited as addressing the topic, but does not explicitly tie the description to an argument in response to the prompt.)*
- (Document 4): “The letter by the ruler of Aceh asks the Ottoman sultan for help against the attacks of the Portuguese.” *(Describes the document accurately, and thus is credited as addressing the topic, but does not explicitly tie the description to an argument in response to the prompt.)*

b) Document Content – Supporting an Argument (1 point)

In order to achieve the second point for evidence from the documents, the response needs to support an **argument** in response to the prompt by accurately using the content of at least **six** documents.

Examples of supporting an argument using the content of a document:

- (Document 4): “The ruler of Aceh, Alauddin al Kahar, wrote to the Ottoman sultan complaining of the devastating impact the Portuguese had on the long distance trade from ‘all the ports of Indonesia,’ as well as on the pilgrimage from Aceh to Mecca. Alauddin’s letter describes the Portuguese wreaking havoc on Acehnese ships by intercepting them in the ocean, attacking and sinking them, or capturing and enslaving the passengers. This shows how long-established trade routes were completely disrupted by the Portuguese.” *(Accurately describes and connects the content of the document to an argument about the extent to which the Portuguese transformed maritime trade in the Indian Ocean in the sixteenth century.)*
- (Document 6): “The Venetian trader Cesare Federici’s account shows how in Cambay the Portuguese are almost completely dependent on their Hindu brokers to carry out their trade, showing that the Portuguese adapted to existing Indian Ocean trade.” *(Accurately describes and connects the content of the document to an argument about the extent to which the Portuguese transformed maritime trade in the Indian Ocean in the sixteenth century.)*

c) Evidence beyond the Documents (1 point)

The response must use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument that addresses how the Portuguese transformed maritime trade in the Indian Ocean in the sixteenth century (1 point). To earn this point, the evidence must be described, and it must be more than a phrase or reference. This additional piece of evidence must be different from the evidence used to earn the point for contextualization.

Typically, statements credited as **contextualization** will be more general statements that place an argument or a significant portion of it in a broader context. Statements credited as **evidence from outside the documents** will typically be more specific details relevant to an argument, analogous to the function of evidence drawn from the documents.

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Question 1 — Document-Based Question (continued)

Examples of providing an example or additional piece of specific evidence beyond the documents relevant to an argument that addresses the prompt:

- “Much like the Ottoman Empire, the Safavid Empire of Iran was a major Muslim state whose power served as a check to Portuguese expansion in the Indian Ocean region.” (*Provides a piece of evidence not in the documents relevant to an argument that addresses the prompt.*)
- “Although spices remained the main commodity drawing Portuguese merchants to India, Indian cotton textiles were also imported and became increasingly popular in Europe.” (*Provides a piece of evidence not in the documents relevant to an argument that addresses the prompt.*)

D. Analysis and Reasoning (2 points)

Document Sourcing (0-1 point)

For at least **three** documents, the response explains how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument that addresses the prompt (1 point). To earn this point, the response must explain how or why — rather than simply identifying — the document’s point of view, purpose, historical situation, or audience is relevant to an argument addressing the prompt for each of the three documents sourced.

Example of acceptable explanation of the significance of the author’s point of view:

- (Document 2): “Duarte Barbosa, a Portuguese official stationed at a trading post on the Malabar coast, described the great wealth and independence from political authority that Muslim traders in Calicut had enjoyed before the arrival of the Portuguese. Barbosa states that Muslims would have taken over the whole Malabar coast ‘if the king of Portugal had not discovered India’ and ‘made himself master there,’ a statement that demonstrates how the as a Portuguese government official he is biased against Muslims and is willing to trumpet Portuguese achievements. (*Provides sourcing regarding the point of view of the document relevant to an argument addressing the prompt.*)

Example of acceptable explanation of the significance of the author’s purpose:

- (Document 1): “Since the Muslim merchants of Calicut were desperately trying to convince the Hindu ruler of Calicut to act against the Portuguese, they used a much more direct language than one would expect to see in an address by subjects to their king. For example, they state that the ruler is dishonoring himself by his actions and is emboldening the Portuguese to hold him in contempt.” (*Provides sourcing regarding the purpose of document relevant to an argument addressing the prompt.*)

Example of acceptable explanation of the relevance of the historical situation of a document:

- (Document 7): “The fact that Gujarati artists and craftsmen were showing figures wearing European attire in their decorative scenes shows how important maritime trade between Portugal and India had become for both countries.” (*Provides sourcing regarding the situation in which this trade good was produced relevant to an argument addressing the prompt.*)

Example of acceptable explanation of the significance of the audience:

- (Document 4): “The letter by the ruler of Aceh, being an appeal to a fellow Muslim ruler, repeatedly flatters the Ottoman sultan, calls the Portuguese “infidels,” and emphasizes the danger they pose to the Muslim pilgrimage to Mecca.” (*Provides sourcing regarding the audience of the letter relevant to an argument addressing the prompt.*)

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Question 1 — Document-Based Question (continued)

Demonstrating Complex Understanding (0-1 point)

The response demonstrates a complex understanding of how the Portuguese affected Indian Ocean maritime trade in the sixteenth century, using evidence to corroborate, qualify, or modify an argument that addresses the question.

Demonstrating a complex understanding might include:

- Considering the totality of the evidence and perspectives presented in the documents as demonstrated by creating a complex argument, while at the same time recognizing that some documents corroborate, qualify, or modify the overall argument
- Explaining the nuance of an issue by analyzing multiple factors or by considering diverse or alternative perspectives or evidence, such as constructing an argument that explains how the Portuguese both disrupted existing trade patterns and connections in the Indian Ocean, but also provided Indian merchants and manufacturers with new business opportunities, such as new trading partnerships and new export markets
- Explaining relevant and insightful connections across time and space, such as explaining similarities or differences in the pattern of sixteenth-century Portuguese imperialism in the Indian Ocean compared to other locations such as Brazil, West Africa, Japan, China, or the spice islands of Southeast Asia

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

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Question 2 — Long Essay Question

“In the period 600 B.C.E. to 600 C.E., the rise of large-scale empires led to increasing regional and transregional trade.

Develop an argument that evaluates the extent to which the rise of one or more empires contributed to an increase in trade in this time period.”

Maximum Possible Points: 6

Scoring Note: Essays may discuss increases in any type of trade, including regional and local trade.

| Points | Rubric | Notes |
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| 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 merely 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>The thesis statement must make a historically defensible claim about the extent to which the rise of one or more empires contributed to an increase in trade in the period from 600 B.C.E. to 600 C.E., with some indication of the reasoning for making that claim.</p> <p><i>The thesis is <u>not</u> required to encompass the entire period, but must identify a relevant development or developments in the period.</i></p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • “In the period 600 B.C.E. to 600 C.E. rising empires encouraged an increase in trade both within and across world regions in a variety of ways such as by providing peace and security, developing roads and markets, and issuing currencies.” (<i>Responds to the prompt with an evaluative claim that establishes a line of reasoning.</i>) • “Empires in this period increased trade by providing security across their territories.” (<i>Responds to the prompt with a minimally acceptable claim that establishes a line of reasoning.</i>) |
| 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 a reference.</i></p> | <p>To earn this point, the essay must accurately describe a context relevant to the rise of one or more empires and/or increasing trade in the period circa 600 B.C.E. to 600 C.E.</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • “In the period 600 B.C.E.-600 C.E., the rulers of many empires created more complex governments, raised larger armies, and some empires used new religions developing in this period to bolster their power.” (<i>Relates broader events and developments to the topic.</i>) |

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Question 2 — Long Essay Question (continued)

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| C: Evidence (0–2) | <p>Evidence: Provides specific examples of evidence relevant to the topic of the prompt. (1 point)</p> | <p><i>To earn the first point, the response must identify <u>at least two specific historical examples</u> relevant to whether the rise of empires led to increases in trade in the period from 600 B.C.E. to 600 C.E.</i></p> <p><i>Examples (acceptable):</i></p> <ul style="list-style-type: none"> ● “The Persians used some of the first minted coins.” <i>(Counts toward earning the point because there is a specific historical example relevant to the prompt.)</i> ● “Parthia’s location contributed to the growth of trade in spices.” <i>(Counts toward earning the point because there is a specific historical example relevant to the prompt.)</i> ● “The network of paved roads in the Roman Empire helped increase trade in the empire.” <i>(Counts toward earning the point because there is a specific historical example relevant to the prompt.)</i> ● “The Qin and Han dynasties in China helped expand trade by standardizing weights and measures, and appointing market inspectors.” <i>(Counts toward earning the point because there is a specific historical example relevant to the prompt.)</i> <p><i>Examples (unacceptable):</i></p> <ul style="list-style-type: none"> ● “The paving of trade roads led to the growth of trading practices.” <i>(Does not count toward earning the point because the information provided is not specific to a time and place.)</i> ● “During the period 600 B.C.E. to 600 C.E. rising imperial states contributed to the growth of both regional and transregional trade, as people exchanged more goods.” <i>(Does not count toward earning the point because there is no specific information beyond what is provided in the introductory statement.)</i> |
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Question 2 — Long Essay Question (continued)

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| | <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>OR</p> <p><i>To earn the second point, the response must <u>use at least two specific historical examples to support an argument</u> in response to the prompt.</i></p> <p><i>If a response has a multipart argument (e.g., the expansion of some empires increased trade while the expansion of other empires disrupted trade), then the response can earn the second evidence point by using only one specific historical example for <u>each</u> part of the multipart argument (but the total number of examples used must still be at least two).</i></p> <p><i>Evidence used to support an argument might include:</i></p> <ul style="list-style-type: none"> • The Royal Road in the Persian Empire shortened travel times and stimulated trade between the capital and the provinces. • The Hellenistic empires greatly expanded trade in the Eastern Mediterranean because of the common language and culture. • The Han Dynasty used the Silk Road to export luxury goods to distant locations. • The Roman Empire developed a system of state sponsored purchases of grain from Egypt in order to feed the growing population of Rome. |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">D: Analysis and Reasoning (0–2)</p> | <p>Historical Reasoning: Uses historical reasoning (e.g., comparison, causation, continuity and change over time) to frame or structure an argument that addresses the prompt. (1 point)</p> <p><i>To earn the first point, the response must demonstrate the use of historical reasoning to frame or structure an argument about the extent to which the rise of one or more empires contributed to an increase in trade in the period from 600 B.C.E. to 600 C.E.</i></p> | <p><i>Essays must use historical reasoning to explain the extent to which the rise of one or more empires contributed to an increase in trade in the period from 600 B.C.E. to 600 C.E.</i></p> <p><i>Examples of using historical reasoning might include:</i></p> <ul style="list-style-type: none"> • Explaining <u>how</u> imperial expansion or consolidation contributed to the geographic expansion of trade networks • Explaining <u>how</u> imperial expansion or consolidation led to growing demand for trade goods • Explaining <u>how</u> imperial expansion or consolidation led to the drawing of new peoples into commercial networks |

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Question 2 — Long Essay Question (continued)

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| <p>OR</p> <p>Complexity: Demonstrates a complex understanding of the historical development that is the focus of prompt, using evidence to corroborate, qualify, or modify an argument that addresses the prompt. (2 points)</p> <p><i>To earn the second point, the response must demonstrate a complex understanding of the extent to which the rise of one more empires contributed to an increase in trade in the period from 600 B.C.E. to 600 C.E.</i></p> | <p>OR</p> <p><i>Demonstrating complex understanding might include:</i></p> <ul style="list-style-type: none">• Explaining the nuance of an issue by analyzing multiple variables or by considering diverse or alternative perspectives or evidence, such as <u>constructing an argument</u> about how trade expansion in this period was mostly accomplished by nonimperial actors, such as commercial city-states (as in Phoenicia and Greece) or merchant groups (such as Sogdians or diaspora Jews)• Qualifying or modifying the main argument of the essay to demonstrate awareness of historical complexity, such as <u>constructing an argument</u> that the rise of empires generally expanded trade, but in other cases limited trade either by disrupting existing trade networks (for example, Alexander’s conquests led to an economic and commercial decline of the core Persian territories) or by empires implementing policies to limit the power of merchants (for example, the Han Dynasty imposing heavy taxes on merchants and limiting their ability to own land)• Explaining relevant and insightful connections across time and space, such as <u>explaining how</u> the rise of empires in Eurasia contributed both to the increased trade in the so-called First Silk Roads period (from circa 50 B.C.E. to circa 200 C.E.) and to the revival of that trade in the so-called Second Silk Roads period (from circa 700 to circa 1200 C.E.) <p><i>This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.</i></p> |
| <p>If response is completely blank, enter - - for all four score categories: A, B, C, and D.</p> | |

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Question 2 — Long Essay Question (continued)

Scoring Notes

Introductory 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.

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

A. Thesis/Claim (0–1 point)

Responses earn 1 point by responding to the prompt with a historically defensible thesis that establishes a line of reasoning about the topic. To earn this point, the thesis must make a claim that responds to the prompt rather than simply restating or rephrasing the prompt. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.

The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.

The thesis must take a position on the extent to which the rise of one or more empires contributed to an increase in trade in the period from 600 B.C.E. to 600 C.E.

The thesis does not need to encompass the entire period, but it must identify a relevant development or developments in the period.

Scoring Note: Essays may discuss increases in any type of trade, including regional and local trade.

Examples of acceptable theses (hypothetical):

- “In the period 600 B.C.E. to 600 C.E. rising empires encouraged the increase in trade both within and across world regions in a variety of ways such as by providing peace and security, developing roads and markets, and issuing currencies.” (*Responds to the prompt with an evaluative claim that establishes a line of reasoning.*)
- “Although the rise of large-scale empires certainly contributed to expanding trade in the period 600 B.C.E.–600 C.E., it was only one of several factors in doing so, other factors being population growth, the growth of cities, and improved technological and environmental knowledge.” (*Responds to the prompt with an evaluative claim that establishes a line of reasoning.*)
- “Empires in this period increased trade by providing security across their territories.” (*Responds to the prompt with a minimally acceptable claim that establishes a line of reasoning.*)

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Question 2 — Long Essay Question (continued)

Examples of unacceptable theses (hypothetical):

- From 600 B.C.E. to 600 C.E. many large empires developed and led to increasing regional and transregional commercial connections. (*Offers a historically defensible claim, but it includes no additional information beyond what is provided in the introductory statement and no indication of a line of reasoning.*)
- “Most empires in the period 600 B.C.E. to 600 C.E. depended on long-distance transregional trade for the daily needs of their growing populations.” (*Not a historically defensible claim.*)
- “Alexander the Great conquered the Persian Empire and spread Greek culture in the period from 600 B.C.E. to 600 C.E.” (*Potentially relevant to the prompt, but it does not reference a specific factor relevant to how imperial expansion affected the growth of trade.*)
- The Roman Empire went through a long period of peace, called the *Pax Romana*. (*Potentially relevant but has no clear link to trade.*)

B. Contextualization (0–1 point)

Responses earn 1 point by describing a broader historical context relevant to the prompt. To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occurred before, during, or continued after the time frame from 600 B.C.E. to 600 C.E. This point is not awarded for merely a phrase or a reference.

To earn this point, the essay must accurately describe a context relevant to the rise of one or more empires and/or increasing trade in the period circa 600 B.C.E. to 600 C.E.

Example of acceptable contextualization (hypothetical):

- “In the period 600 B.C.E.-600 C.E., the rulers of many empires created more complex governments, raised larger armies, and used some of the new religions developing in this period to bolster their power.” (*Relates broader events and developments to the topic.*)

Examples of unacceptable contextualization (hypothetical):

- “The period from around 600 B.C.E. to around 600 C.E. is sometimes referred to as the “Axial Age.” (*Potentially relevant but is merely a reference and does not meet the requirement of “describe.”*)
- “In India, the Mauryan emperor Ashoka completed the conquest of Kalinga and then focused on spreading and promoting Buddhism.” (*Potentially relevant but has no clear link to increases in trade.*)

C. Evidence (0–2 points)

Evidence

Responses earn 1 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 a thesis statement. To earn this point, the response must identify specific historical examples of evidence relevant to the topic of whether the rise of empires led to increases in trade in the period from 600 B.C.E. to 600 C.E. These examples of evidence must be different from the information used to earn the point for contextualization.

Typically, statements credited as **contextualization** will be more general statements that place an argument or a significant portion of it in a broader context. Statements credited as **evidence** will typically be more specific information.

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Question 2 — Long Essay Question (continued)

Example of a statement that counts toward earning 1 point for evidence (hypothetical):

- “The network of paved roads in the Roman Empire helped increase trade in the empire.” (*Counts toward earning the point because there is a specific historical example relevant to the prompt.*)

Example of a statement that does not count toward earning 1 point for evidence (hypothetical):

- “During the period 600 B.C.E. to 600 C.E., rising imperial states contributed to the growth of both regional and transregional trade, as people exchanged more goods.” (*Does not count toward earning the point because there is no specific information beyond what is provided in the introductory statement.*)

OR

Supports an Argument

Responses earn 2 points if they support an **argument** in response to the prompt using specific and relevant examples of evidence. To earn the second point, the response must use specific historical evidence to support an argument regarding the extent to which the rise of one or more empires contributed to an increase in trade in the period from 600 B.C.E. to 600 C.E.

Example of successfully supporting an argument with evidence (hypothetical):

- “Empires often led to an expansion trade within their boundaries simply by establishing and maintaining peace and the rule of law over large areas. In the Roman Empire in the first and second century C.E., the *Pax Romana* was a long period of prosperity and booming trade. In China, after the upheavals of the short-lived Qin Dynasty, the Han Dynasty established a period of peace and public order that lasted several centuries, also leading to an expansion of trade.” (*Uses multiple, specific pieces of evidence in accurate support of an argument that addresses the prompt.*)

D. Analysis and Reasoning (0–2 points)

Historical Reasoning

Responses earn 1 point by using a historical reasoning skill to frame or structure an argument about the extent to which the rise of one or more empires led to an increase in trade from 600 B.C.E. to 600 C.E. To earn this point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven, imbalanced, or inconsistent.

Examples of using historical reasoning might include:

- Explaining how imperial expansion or consolidation contributed to the geographic expansion of trade networks
- Explaining how imperial expansion or consolidation led to growing demand for trade goods
- Explaining how imperial expansion or consolidation led to the drawing of new peoples into commercial networks

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Question 2 — Long Essay Question (continued)

OR

Complexity

Responses earn 2 points by demonstrating a complex understanding of the extent to which the rise of one or more empires led to increased trade from 600 B.C.E. to 600 C.E. by using evidence to corroborate, qualify, or modify an argument that addresses the question.

Demonstrating a complex understanding might include:

- Explaining the nuance of an issue by analyzing multiple variables or by considering diverse or alternative perspectives or evidence, such as constructing an argument about how trade expansion in this period was mostly accomplished by nonimperial actors, such as commercial city-states (as in Phoenicia and Greece) or merchant groups (such as Sogdians or diaspora Jews)
- Qualifying or modifying the main argument of the essay to demonstrate awareness of historical complexity, such as constructing an argument that the rise of empires generally expanded trade, but in other cases limited trade either by disrupting existing trade networks (for example, Alexander's conquests led to an economic and commercial decline of the core Persian territories) or by empires implementing policies to limit the power of merchants (for example, the Han Dynasty imposing heavy taxes on merchants and limiting their ability to own land)
- Explaining relevant and insightful connections across time and space, such as explaining how the rise of empires in Eurasia contributed both to the increased trade in the so-called First Silk Roads period (from circa 50 B.C.E. to circa 200 C.E.) and to the revival of that trade in the so-called Second Silk Roads period (from circa 700 to circa 1200 C.E.)

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Question 3 — Long Essay Question

“In the period 600 to 1450 C.E., trade networks expanded and economic productive capacity increased. Technological innovations and transfers often contributed to this process.

Develop an argument that evaluates the extent to which technological innovations or transfers led to increased economic growth in this period.”

Maximum Possible Points: 6

Scoring Note: Student responses may discuss advances in agricultural, commercial, or financial practices under the rubric of “technological innovations.”

| 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 merely 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>The thesis statement must make a historically defensible claim about the extent to which technological innovations or transfers led to increased economic growth in the period 600 to 1450 C.E., with some indication of the reasoning for making that claim.</p> <p><i>The thesis is <u>not</u> required to encompass the entire period, but it must identify a relevant development or developments in the period.</i></p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • “In the period 600–1450 C.E., the Abbasid Caliphs promotion of science and trade led economic growth by expanding mathematical and geographic knowledge as well as by encouraging the development of new economic practices such as the use of camels and caravans.” (<i>Responds to the prompt with an evaluative claim that establishes a line of reasoning.</i>) • “Trade in particular grew in the period because of the invention of tools such as the compass.” (<i>Responds to the prompt with a minimally acceptable claim that establishes a line of reasoning.</i>) |
| 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 a reference.</i></p> | <p>To earn this point, the essay must accurately describe a context relevant to technological innovations/transfers and increased economic growth in the period circa 600 to 1450 C.E.</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • “In Eurasia, the period 600 to 1450 was one of greatly increased connections between regions, caused in large part by the spread of religions such as Islam and Buddhism.” (<i>Relates broader events and developments to the topic.</i>) |

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Question 3 — Long Essay Question (continued)

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| 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><i>To earn the first point, the response must identify at least two specific historical examples relevant to whether technological innovations or transfers led to increased economic growth in the period 600 to 1450 C.E.</i></p> <p><i>Scoring note: Count new commercial practices as technologies; count camels, caravans, and caravansarais as technologies.</i></p> <p><i>Example (acceptable):</i></p> <ul style="list-style-type: none"> • “One innovation that encouraged economic growth during this period was the practice of merchants carrying letters of credit instead of cash.” (<i>Counts toward earning the point because there is a specific historical example relevant to the prompt.</i>) <p><i>Example (unacceptable):</i></p> <ul style="list-style-type: none"> • “During the period 600-1450 C.E., economic growth occurred because of the expansion of trade networks and the rise in economic productive capacity.” (<i>Does not count toward earning the point because there is no specific information beyond what is provided in the introductory statement.</i>) <p>OR</p> <p><i>To earn the second point, the response must <u>use at least two specific historical examples to support an argument</u> in response to the prompt.</i></p> <p><i>If a response has a multipart argument (e.g., technological innovations treated separately from technological transfers), then the response can earn the second evidence point by using only one specific historical example for <u>each</u> part of the multipart argument (but the total number of examples used must still be at least two).</i></p> <p><i>Evidence used to support an argument might include:</i></p> <ul style="list-style-type: none"> • Innovations in navigational technology (compass, astrolabe, lateen sail, stern-post rudder, etc.) helped significantly increase the volume and extent of trade in the Mediterranean and the Indian Ocean. • New crops (such as Champa rice in China) greatly boosted agricultural productivity in some regions and led to considerable economic growth. |
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Question 3 — Long Essay Question (continued)

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| | | <ul style="list-style-type: none"> • New agricultural technologies and innovations, (such as the three-field system, the heavy plow, the horse collar, windmills, etc.) boosted economic productivity, which permitted more people to engage in commercial activities and move to urban areas. • Scientific and technological exchanges between regions (such as the transfer of Indian numbers to the Abbasid Empire and subsequently to Europe, the transfers Muslim and Greco-Roman science to Europe via Muslim al-Andalus, or the transfer of Chinese technologies via the Mongol Empires) led to advances in mathematics, engineering, and manufacturing, which in turn increased economic growth. • Some innovative state practices, such as the Chinese use of paper money or the Mongol post system, contributed to economic growth. |
| D: Analysis and Reasoning (0-2) | <p>Historical Reasoning: Uses historical reasoning (e.g., comparison, causation, continuity and change over time) to frame or structure an argument that addresses the prompt. (1 point)</p> <p><i>To earn the first point, the response must demonstrate the use of historical reasoning to frame or structure an argument about the extent to which technological innovations or transfers led to increased economic growth in the period from 600 to 1450 C.E.</i></p> <p style="text-align: center;">OR</p> <p>Complexity: Demonstrates a complex understanding of the historical development that is the focus of prompt, using evidence to corroborate, qualify, or modify an argument that addresses the prompt. (2 points)</p> <p><i>To earn the second point, the response must demonstrate a complex understanding of the extent to which technological innovations or transfers led to increased economic growth in the period from 600 to 1450 C.E.</i></p> | <p><i>Essays must use historical reasoning to explain the extent to which technological innovations or transfers led to increased economic growth in the period from 600 to 1450 C.E.</i></p> <p><i>Examples of using historical reasoning might include:</i></p> <ul style="list-style-type: none"> • Explaining how technological innovations or transfers led directly to economic growth by making production of and/or trade in goods faster, cheaper, or more efficient • Explaining how technological innovations or transfers led indirectly to economic growth by increasing demand for goods, freeing up labor supply, or concentrating producers and consumers in cities <p style="text-align: center;">OR</p> <p><i>Demonstrating complex understanding might include:</i></p> <ul style="list-style-type: none"> • Explaining the nuance of an issue by analyzing multiple variables or by considering diverse or alternative perspectives or evidence, such as <u>constructing an argument</u> that discusses technology as one factor affecting economic growth in that period (among other factors such as political change, spread of religions, or environmental processes) |

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Question 3 — Long Essay Question (continued)

| | | |
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| | | <ul style="list-style-type: none">• Qualifying or modifying the main argument of the essay to demonstrate awareness of historical complexity, such as <u>constructing an argument</u> that explains how technological innovations of transfers, which usually lead to increased economic growth, may, in some cases or circumstances, have negative or unintended economic consequences (for example, soil erosion and salinization in heavily cultivated areas of the Mediterranean or the Middle East or the inflationary effects of paper money in Song and Yuan China)• Explaining relevant and insightful connections across time and space, such as <u>explaining why</u> the economic effects of technological innovations and transfers during the period 600–1450 C.E. were smaller and more limited in scope compared to the economic effects of technological innovations and transfers in the period after 1450 C.E. <p><i>This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.</i></p> |
| If response is completely blank, enter - - for all four score categories: A, B, C, and D. | | |

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Question 3 — Long Essay Question (continued)

Scoring Notes

Introductory 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.

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

A. Thesis/Claim (0–1 point)

Responses earn 1 point by responding to the prompt with a historically defensible thesis that establishes a line of reasoning about the topic. To earn this point, the thesis must make a claim that responds to the prompt rather than simply restating or rephrasing the prompt. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.

The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.

The thesis must take a position on the extent to which technological innovations or transfers led to increased economic growth in the period from 600 to 1450 C.E.

The thesis does not need to encompass the entire period, but it must identify a relevant development or developments in the period.

Scoring Note: Student responses may discuss advances in agricultural, commercial, or financial practices under the rubric of “technological innovations.”

Examples of acceptable theses (hypothetical):

- “In the period 600-1450 C.E., the Abbasid Caliphs promotion of science and trade led economic growth by expanding mathematical and geographic knowledge as well as by encouraging the development of new economic practices such as the use of camels and caravans.” (*Responds to the prompt with an evaluative claim that establishes a line of reasoning.*)
- “In Europe, new commercial and financial practices developed during the late Middle Ages that greatly expanded the economy and prosperity some regions such as Renaissance Italy or the cities of the Hanseatic League” (*Responds to the prompt with an evaluative claim that establishes a line of reasoning.*)
- “Trade in particular grew in the period because of the invention of tools such as the compass.” (*Responds to the prompt with a minimally acceptable claim that establishes a line of reasoning.*)

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Question 3 — Long Essay Question (continued)

Examples of unacceptable theses (hypothetical):

- “Technological advances and transfers often contributed to increased economic growth in the period between 600 and 1450 C.E.” (*Offers a historically defensible claim, but it includes no additional information beyond what is provided in the introductory statement and no indication of a line of reasoning.*)
- “Technological innovations in the period 600-1450 C.E. completely transformed the agricultural economies of the previous period into commercial economies.” (*Not a historically defensible claim.*)
- “Between 600 and 1450 C.E., many important technologies spread from one Eurasian region to another via the Silk Roads.” (*Potentially relevant to the prompt, but it does not reference a specific technology or an effect on economic growth.*)
- “During this period, great changes occurred because of the invention of the compass.” (*Potentially relevant but has no clear link to trade or economic growth.*)

B. Contextualization (0–1 points)

Responses earn 1 point by describing a broader historical context relevant to the prompt. To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occurred before, during, or continued after the time frame from 600 to 1450 C.E. This point is not awarded for merely a phrase or a reference.

To earn the point, the essay must accurately describe a context relevant to technological innovations/transfers and increased economic growth in the period circa 600 to 1450 C.E.

Examples of acceptable contextualization (hypothetical):

- “The Crusades, for example, despite being a religious and political conflict, also made it possible for scientific knowledge and new technologies to be exchanged between the Muslim world of the eastern Mediterranean and the Christian world of western Europe.” (*Relates broader events and developments to the topic.*)
- “In Eurasia, the period 600 to 1450 was one of greatly increased connections between regions, caused in large part by the spread of religions.” (*Relates broader events and developments to the topic.*)

Examples of unacceptable contextualization (hypothetical):

- “The Crusades were one of the most significant historical developments during this period.” (*Potentially relevant, but it is merely a reference and does not meet the requirement of “describe,” nor does it provide a link to technology or economic growth.*)
- “In Mesoamerica, the Maya developed highly sophisticated mathematical and astronomical knowledge to use in performing their religious ceremonies.” (*Potentially relevant but has no clear link to technology or economic growth.*)

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Question 3 — Long Essay Question (continued)

C. Evidence (0–2 points)

Evidence

Responses earn 1 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 a thesis statement. To earn this point, the response must identify specific historical examples of evidence relevant to the topic of whether technological innovations or transfers led to increased economic growth in the period circa 600 to 1450 C.E. These examples of evidence must be different from the information used to earn the point for contextualization.

Typically, statements credited as **contextualization** will be more general statements that place an argument or a significant portion of it in a broader context. Statements credited as **evidence** will typically be more specific information.

Example of a statement that counts toward earning 1 point for evidence (hypothetical):

- “One innovation that encouraged economic growth during this period was the practice of merchants carrying letters of credit instead of cash.” *(Counts toward earning the point because there is a specific historical example relevant to the prompt.)*

Example of a statement that does not count toward earning 1 point for evidence (hypothetical):

- “During the period 600-1450 C.E., economic growth occurred because of the expansion of trade networks and the rise in economic productive capacity.” *(Does not count toward earning the point because there is no specific information beyond what is provided in the introductory statement.)*

OR

Supports an Argument

Responses earn 2 points if they support an **argument** in response to the prompt using specific and relevant examples of evidence. To earn the second point, the response must use specific historical evidence to support an argument regarding the extent to which technological innovations or transfers led to increased economic growth in the period from 600 to 1450 C.E.

Example of successfully supporting an argument with evidence (hypothetical):

- “Maritime trade was one area of increased economic growth that greatly benefitted from technological innovations and transfers in this period. In both the Mediterranean and the Indian Ocean economic growth received a boost from the increased volume of trade resulting from the expanded use of astrolabes, compasses, lateen sails (originally developed in the *dhow*s of the Indian Ocean), stern-post rudders, and overall sturdier ship designs.” *(Uses multiple, specific pieces of evidence in accurate support of an argument that addresses the prompt.)*

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Question 3 — Long Essay Question (continued)

D. Analysis and Reasoning (0–2 points)

Historical Reasoning

Responses earn 1 point by using a historical reasoning skill to frame or structure an argument about the extent to which technological innovations or transfers led to increased economic growth in the period from 600 to 1450 C.E. To earn this point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven, imbalanced, or inconsistent.

Examples of using historical reasoning might include:

- Explaining how technological innovations or transfers led directly to economic growth by making production of and/or trade in goods faster, cheaper, or more efficient
- Explaining how technological innovations or transfers led indirectly to economic growth by increasing demand for goods, freeing up labor supply, or concentrating producers and consumers in cities

OR

Complexity

Responses earn 2 points by demonstrating a complex understanding of the extent to which technological innovations or transfers led to increased economic growth in the period from 600 to 1450 C.E. by using evidence to corroborate, qualify, or modify an argument that addresses the question.

Demonstrating a complex understanding might include:

- Explaining the nuance of an issue by analyzing multiple variables or by considering diverse or alternative perspectives or evidence, such as constructing an argument that discusses technology as one factor affecting economic growth in that period (among other factors such as political change, spread of religions, or environmental processes)
- Qualifying or modifying the main argument of the essay to demonstrate awareness of historical complexity, such as constructing an argument that explains how technological innovations or transfers, which usually lead to increased economic growth, may, in some cases or circumstances, have negative or unintended economic consequences (for example, soil erosion and salinization in heavily cultivated areas of the Mediterranean or the Middle East, or the inflationary effects of paper money in Song and Yuan China)
- Explaining relevant and insightful connections across time and space, such as explaining why the economic effects of technological innovations and transfers during the period 600-1450 C.E. were smaller and more limited in scope compared to the economic effects of technological innovations and transfers in the period after 1450 C.E.

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Question 4 — Long Essay Question

“In the period after 1900, the role of the state in the economy varied, with many states adopting policies to control or manage their economies.

Develop an argument that evaluates the extent to which one or more states controlled their economies in this time period.”

Maximum Possible Points: 6

| Points | Rubric | Notes |
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| 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 merely 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>The thesis statement must make a historically defensible claim about the extent to which one or more states controlled their economies in the period after 1900, with some indication of the reasoning for making that claim.</p> <p><i>The thesis is <u>not</u> required to encompass the entire period, but it must identify a relevant development or developments in the period.</i></p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • “The twentieth century included several examples of states controlling their economies, the most famous being that of the Soviet Union, which used Marxist ideology to justify its nationalization of industry and introduction of centralized economic planning.” (<i>Responds to the prompt with an evaluative claim that establishes a line of reasoning.</i>) • “In recent years, many countries rejected the idea of trying to control their economies and embraced free market capitalism.” (<i>Responds to the prompt with a minimally acceptable claim that establishes a line of reasoning.</i>) |
| 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 a reference.</i></p> | <p>To earn this point, the essay must accurately describe a context relevant to the development of states and economic policy in the period after 1900.</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • “World War I upset the global political and economic order and led to the establishment of new totalitarian states.” (<i>Relates broader events and developments to the topic.</i>) |

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Question 4 — Long Essay Question (continued)

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| C: Evidence (0–2) | <p>Evidence: Provides specific examples of evidence relevant to the topic of the prompt. (1 point)</p> <p style="text-align: center;">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>To earn the first point, the response must identify at least two specific historical examples relevant to the extent of states’ control of their economies in the period after 1900.</p> <p><i>Example (acceptable):</i></p> <ul style="list-style-type: none"> • “Mao Zedong’s Great Leap Forward is one of the best examples of communist states controlling their economies.” (<i>Counts toward earning the point because there is a specific historical example relevant to the prompt.</i>) <p><i>Example (unacceptable):</i></p> <ul style="list-style-type: none"> • “In the period after 1900, different states took different approaches to economic policy, with some states attempting to control while other states merely seeking to manage their national economies.” (<i>Does not count toward earning the point because there is no specific information beyond what is provided in the introductory statement.</i>) <p>OR</p> <p><i>To earn the second point, the response must <u>use at least two specific historical examples to support an argument</u> in response to the prompt.</i></p> <p><i>If a response has a multipart argument (e.g., some states make little or no effort to control their economies, while other states try to impose considerable or full control of the economy), then the response can earn the second evidence point by using only one specific historical example for <u>each</u> part of the multipart argument (but the total number of examples used must still be at least two).</i></p> <p><i>Evidence used to support an argument might include:</i></p> <ul style="list-style-type: none"> • Communist states such as the Soviet Union and China exercised great control over their economies by collectivizing agriculture and Five-Year Plans. • Fascist states (including Japan) in the interwar period developed corporatist economic policies where state officials and representatives of big business cooperated in guiding economic policy and setting production targets in some economic sectors, while preserving the basic structure of a capitalist economy. |
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Question 4 — Long Essay Question (continued)

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| | | <ul style="list-style-type: none"> • Partly in response to the two world wars and the Great Depression, many Western states also increased their level of intervention in the economy, by more actively promoting economic development projects, adopting some level of economic planning, and launching social welfare programs. • Beginning in the 1980s, the growing emphasis on neoliberal, free market economic policies led some countries, notably the United States and Great Britain, to return to less interventionist economic policies. • After decolonization, many newly independent states in Asia, Africa, and the Americas pursued interventionist (sometimes socialist) economic policies and attempted to guide their countries' economic development. <p>Especially in the last decades of the twentieth century, international economic organizations such as the IMF and World Bank restricted some governments' ability to control their economies by imposing Western economic practices.</p> |
| D: Analysis and Reasoning (0–2) | <p>Historical Reasoning: Uses historical reasoning (e.g., comparison, causation, continuity and change over time) to frame or structure an argument that addresses the prompt. (1 point)</p> <p><i>To earn the first point, the response must demonstrate the use of historical reasoning to frame or structure an argument about the extent to which one or more states controlled their economies in the period after 1900.</i></p> | <p><i>Essays must use historical reasoning to explain the extent to which one or more states controlled their economies in the period after 1900.</i></p> <p><i>Examples of using historical reasoning might include:</i></p> <ul style="list-style-type: none"> • Explaining the role of ideologies and economic theories, such as Marxism, neoliberalism, or Keynesian economics, in informing states' economic policies in the twentieth century • Explaining the role of new technologies, such as mass media or the Internet, on states' ability to control or direct their economies • Explaining the role of economic cycles in increasing or lowering the appeal of ideas and policies of government economic regulations • Explaining the role of wars and wartime resource mobilization on governments' ability and/or willingness to regulate the national economy |

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Question 4 — Long Essay Question (continued)

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| <p>OR</p> <p>Complexity: Demonstrates a complex understanding of the historical development that is the focus of prompt, using evidence to corroborate, qualify, or modify an argument that addresses the prompt. (2 points)</p> <p><i>To earn the second point, the response must demonstrate a complex understanding of the extent to which one or more states controlled their economies in the period after 1900.</i></p> | <p>OR</p> <p><i>Demonstrating complex understanding might include:</i></p> <ul style="list-style-type: none">• Explaining the nuance of an issue by analyzing multiple variables or by considering diverse or alternative perspectives or evidence, such as <u>constructing an argument</u> that discusses how economic globalization and the increasingly international nature of economic production and consumption is diminishing the importance of the nation state as an economic actor.• Qualifying or modifying the main argument of the essay to demonstrate awareness of historical complexity, such as <u>constructing an argument</u> that even states that attempted to control their economies completely sometimes relaxed their control and allowed some measure of private economic initiative (as seen in the examples of the NEP and <i>perestroika</i> policies in the Soviet Union or in China following the liberalization policies of Deng Xiaoping). Alternatively, even states that subscribe to free market economic principles sometimes adopt aspects of economic control (as seen in the examples of various wartime planning boards and the nationalization of many pension and medical insurance schemes in Western countries).• Explaining relevant and insightful connections across time and space, such as <u>explaining why</u> the economic policies of the nineteenth centuries became discredited in the early twentieth century and then partly returned to favor in the late twentieth century. <p><i>This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.</i></p> |
| <p>If response is completely blank, enter - - for all four score categories: A, B, C, and D.</p> | |

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Question 4 — Long Essay Question (continued)

Scoring Notes

Introductory 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.

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

A. Thesis/Claim (0–1 point)

Responses earn 1 point by responding to the prompt with a historically defensible thesis that establishes a line of reasoning about the topic. To earn this point, the thesis must make a claim that responds to the prompt rather than simply restating or rephrasing the prompt. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.

The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.

The thesis must take a position on the extent to which one or more states controlled their economies in the period after 1900.

The thesis does not need to encompass the entire period but must identify a relevant development or developments that originated in the period.

Examples of acceptable theses (hypothetical):

- “The twentieth century included several examples of states controlling their economies, the most famous being that of the Soviet Union, which used Marxist ideology to justify its nationalization of industry and introduction of centralized economic planning.” (*Responds to the prompt with an evaluative claim that establishes a line of reasoning.*)
- While some states after 1900, such as communist Russia and China, exercised great control over their economies, the United States and many Western European believed in implementing more free-market policies. (*Responds to the prompt with an evaluative claim that establishes a line of reasoning.*)
- “In recent years, many countries rejected the idea of trying to control their economies and embraced free market capitalism.” (*Responds to the prompt with a minimally acceptable claim that establishes a line of reasoning.*)
- Communist countries fully regulated their economies. (*Responds to the prompt with a minimally acceptable claim that establishes a line of reasoning.*)

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Question 4 — Long Essay Question (continued)

Examples of unacceptable theses (hypothetical):

- In the period since 1900, many states have attempted to control their economies, to one extent or another.” (*Offers a historically defensible claim but includes no additional information beyond what is provided in the introductory statement and no indication of a line of reasoning.*)
- “Economic policy in the period after 1900 has been dominated by the debate over mercantilism versus free trade.” (*Not a historically defensible claim.*)
- “The global nature of financial markets and the emergence of multinational corporations in the late twentieth century led to staggering economic inequalities between the haves and the have-nots.” (*Potentially relevant to the prompt, but it does not reference specific state economic policy relevant to economic control.*)
- “The economies of Russia and China were communist.” (*Potentially relevant to the prompt, but it does not reference specific state economic policy relevant to economic control.*)
- “Many countries in this period fully controlled their economies.” (*Potentially relevant to the prompt but does not reference a specific country or policy.*)

B. Contextualization (0–1 point)

Responses earn 1 point by describing a broader historical context relevant to the prompt. To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occurred before, during, or continued after the time frame after 1900. This point is not awarded for merely a phrase or a reference.

To earn the point, the essay must accurately describe a context relevant to the development of states and economic policy in the period after 1900.

Examples of acceptable contextualization (hypothetical):

- “As shown by the experiences of the 1800s, unregulated capitalism could lead to periodic economic crises and create persistent social problems having to do with poverty, crime, and urban sprawl. Many economists and politicians came to believe that some form of government economic regulation was needed to manage or prevent such problems.” (*Relates broader events and developments to the topic.*)
- “The Great Depression convinced many economists and politicians, as well as the general population of many countries, that the free market could not be relied upon to self-correct or always deliver economic prosperity.” (*Relates broader events and developments to the topic.*)

Examples of unacceptable contextualization (hypothetical):

- “Hitler never forgot Germany’s harrowing experience with hyperinflation.” (*Potentially relevant but is merely a reference and does not meet the requirement of “describe.”*)
- The carnage of World War I showed colonized people everywhere that Europe had lost the moral claim to be a world leader.” (*Potentially relevant but has no clear link to economic policies or economic changes.*)

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Question 4 — Long Essay Question (continued)

C. Evidence (0–2 points)

Evidence

Responses earn 1 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 a thesis statement. To earn this point, the response must identify specific historical examples of evidence relevant to the extent of states control of their economies in the period after 1900. These examples of evidence must be different from the information used to earn the point for contextualization.

Typically, statements credited as **contextualization** will be more general statements that place an argument or a significant portion of it in a broader context. Statements credited as **evidence** will typically be more specific information.

Example of a statement that counts toward earning 1 point for evidence (hypothetical):

- “Mao Zedong’s Great Leap Forward is one of the best examples of communist states controlling their economies.” *(Counts toward earning the point because there is a specific historical example relevant to the prompt.)*

Example of a statement that does not count toward earning 1 point for evidence (hypothetical):

- “In the period after 1900, different states took different approaches to economic policy, with some states attempting to control while other states merely seeking to manage their national economies.” *(Does not count toward earning the point because there is no specific information beyond what is provided in the introductory statement.)*

OR

Supports an Argument

Responses earn 2 points if they support an **argument** in response to the prompt using specific and relevant examples of evidence. To earn the second point, the response must use specific historical evidence to support an argument regarding the extent to which one or more states controlled their economies in the period after 1900.

Example of successfully supporting an argument with evidence (hypothetical):

- “In early-twentieth-century Japan, the state attempted to control the economy indirectly, by supporting and partnering with large private companies called *zaibatsu* which were given favorable tax rates and tariff protection in exchange for developing heavy industry, which the state needed for its military expansion. In Nazi Germany too, the government used indirect measures to control and direct the economy, The Nazis established close ties with leading German manufacturers and banks many of whom had lucrative government military contracts. In exchange for their cooperation, these companies and banks were given a free hand to deal with labor unions workers’ demands.” *(Uses multiple, specific pieces of evidence in accurate support of an argument that addresses the prompt.)*

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Question 4 — Long Essay Question (continued)

D. Analysis and Reasoning (0–2 points)

Historical Reasoning

Responses earn 1 point by using a historical reasoning skill to frame or structure an argument about the extent to which one or more states controlled their economies in the period after 1900. To earn this point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven, imbalanced, or inconsistent.

Examples of using historical reasoning might include:

- Explaining the role of ideologies and economic theories, such as Marxism, neoliberalism, or Keynesian economics, in informing states' economic policies in the twentieth century
- Explaining the role of new technologies, such as mass media or the Internet, on states' ability to control or direct their economies
- Explaining the role of economic cycles in increasing or lowering the appeal of ideas and policies of government economic regulations
- Explaining the role of wars and wartime resource mobilization on governments' ability and/or willingness to regulate the national economy

OR

Complexity

Responses earn 2 points by demonstrating a complex understanding of the extent to which states controlled their economies in the period after 1900, by using evidence to corroborate, qualify, or modify an argument that addresses the question.

Demonstrating a complex understanding might include:

- Explaining the nuance of an issue by analyzing multiple variables or by considering diverse or alternative perspectives or evidence, such as constructing an argument that discusses how economic globalization and the increasingly international nature of economic production and consumption is diminishing the importance of the nation-state as an economic actor.
- Qualifying or modifying the main argument of the essay to demonstrate awareness of historical complexity, such as constructing an argument that even states that attempted to control their economies completely sometimes relaxed their control and allowed some measure of private economic initiative (as seen in the examples of the NEP and *perestroika* policies in the Soviet Union or in China following the liberalization policies of Deng Xiaoping). Alternatively, even states that subscribe to free-market economic principles sometimes adopt aspects of economic control (as seen in the examples of various wartime planning boards and the nationalization of many pension and medical insurance schemes in Western countries).
- Explaining relevant and insightful connections across time and space, such as explaining why the economic policies of the nineteenth centuries became discredited in the early twentieth century and then partly returned to favor in the late twentieth century