

## 2019 AP<sup>®</sup> WORLD HISTORY FREE-RESPONSE QUESTIONS

### Question 2, 3, or 4 (Long Essay)

Suggested writing time: 40 minutes

**Directions:** Answer Question 2 or Question 3 or Question 4.

In your response you should do the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using specific and relevant examples of evidence.
- Use historical reasoning (e.g., comparison, causation, continuity or change over time) to frame or structure an argument that addresses the prompt.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

2. 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.

3. 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.

4. 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.

WHEN YOU FINISH WRITING, CHECK YOUR WORK ON SECTION II IF TIME PERMITS.

**STOP**

**END OF EXAM**

# AP<sup>®</sup> WORLD HISTORY

## 2019 SCORING GUIDELINES

### 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
<b>A: Thesis/Claim</b> (0–1)	<p><b>Thesis/Claim:</b> 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"> <li>• “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>)</li> <li>• “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>)</li> </ul>
<b>B: Contextualization</b> (0–1)	<p><b>Contextualization:</b> 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"> <li>• “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>)</li> </ul>

# AP<sup>®</sup> WORLD HISTORY

## 2019 SCORING GUIDELINES

### Question 2 — Long Essay Question (continued)

C: Evidence (0–2)	<p><b>Evidence:</b> Provides specific examples of evidence relevant to the <b>topic</b> 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"> <li>• “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></li> <li>• “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></li> <li>• “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></li> <li>• “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></li> </ul> <p><i>Examples (unacceptable):</i></p> <ul style="list-style-type: none"> <li>• “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></li> <li>• “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></li> </ul>
-------------------	--	---

# AP<sup>®</sup> WORLD HISTORY

## 2019 SCORING GUIDELINES

### Question 2 — Long Essay Question (continued)

	<p><b>OR</b></p> <p><b>Supports an Argument:</b> Supports an <b>argument</b> in response to the prompt using specific and relevant examples of evidence. (2 points)</p>	<p><b>OR</b></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"> <li>• The Royal Road in the Persian Empire shortened travel times and stimulated trade between the capital and the provinces.</li> <li>• The Hellenistic empires greatly expanded trade in the Eastern Mediterranean because of the common language and culture.</li> <li>• The Han Dynasty used the Silk Road to export luxury goods to distant locations.</li> <li>• The Roman Empire developed a system of state sponsored purchases of grain from Egypt in order to feed the growing population of Rome.</li> </ul>
<p><b>D: Analysis and Reasoning (0–2)</b></p>	<p><b>Historical Reasoning:</b> 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"> <li>• Explaining <u>how</u> imperial expansion or consolidation contributed to the geographic expansion of trade networks</li> <li>• Explaining <u>how</u> imperial expansion or consolidation led to growing demand for trade goods</li> <li>• Explaining <u>how</u> imperial expansion or consolidation led to the drawing of new peoples into commercial networks</li> </ul>

# AP<sup>®</sup> WORLD HISTORY

## 2019 SCORING GUIDELINES

### Question 2 — Long Essay Question (continued)

<p><b>OR</b></p> <p><b>Complexity:</b> 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><b>OR</b></p> <p><i>Demonstrating complex understanding might include:</i></p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• 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)</li> <li>• 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.)</li> </ul> <p><i>This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.</i></p>
<p><b>If response is completely blank, enter - - for all four score categories: A, B, C, and D.</b></p>	

# AP<sup>®</sup> WORLD HISTORY

## 2019 SCORING GUIDELINES

### 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.*)

# AP<sup>®</sup> WORLD HISTORY

## 2019 SCORING GUIDELINES

### 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.

# AP<sup>®</sup> WORLD HISTORY

## 2019 SCORING GUIDELINES

### 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



# AP<sup>®</sup> WORLD HISTORY

## 2019 SCORING GUIDELINES

### 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.)