

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 before circa 1500, states in the Americas used a variety of institutions, policies, and practices to consolidate and expand their scope and reach.

Develop an argument that evaluates the extent to which ONE pre-Columbian state in the Americas was successful in consolidating and centralizing its authority during this period.

3. In the period circa 1450–1750, the global increase in transregional contacts led to both expansion and contraction of existing religions as well as the development of new religious practices.

Develop an argument that evaluates the extent to which military conflict or conquest was the main cause of religious change in this period.

4. In the late twentieth century, the spread of free-market economic ideas led to numerous changes around the world.

Develop an argument that evaluates the extent to which the spread of free-market ideas led to economic change during this period.

Begin your response to this question at the top of a new page in the separate Free Response booklet and fill in the appropriate circle at the top of each page to indicate the question number.

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

Question 2: Long Essay Question, Pre-Columbian States

6 points

General Scoring Notes

- Except where otherwise noted, each point of these rubrics is earned independently; for example, a student could earn a point for evidence without earning a point for thesis/claim.
- **Accuracy:** The components of these rubrics require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam essays should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.

In the period before circa 1500, states in the Americas used a variety of institutions, policies, and practices to consolidate and expand their scope and reach.

Develop an argument that evaluates the extent to which ONE pre-Columbian state in the Americas was successful in consolidating and centralizing its authority during this period.

Reporting Category	Scoring Criteria	
Row A Thesis/Claim (0-1 points)	0 points Does not meet the criteria for one point.	1 point Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: <ul style="list-style-type: none"> Are not historically defensible. Only restate or rephrase the prompt. Do not respond to the prompt. Do not establish a line of reasoning. Are overgeneralized. Examples that do not earn this point: Do not focus on the topic of the prompt <ul style="list-style-type: none"> <i>“The Ottoman Empire was a highly centralized Islamic land-based empire.”</i> Provide a historically defensible claim, but do not establish a line of reasoning <ul style="list-style-type: none"> <i>“European conquistadores destroyed the Inca Empire in Peru.”</i> Provide a claim that is not historically defensible <ul style="list-style-type: none"> <i>“The Mayan empire developed a very centralized bureaucratic structure for regulating trade and taxation.”</i> 	Responses that earn this point: <ul style="list-style-type: none"> Provide a historically defensible thesis or claim about the extent to which ONE pre-Columbian state in the Americas was successful in consolidating and centralizing its authority during the period before circa 1500, with some indication of the reasoning for making that claim OR establish analytic categories of the argument. Scoring Note: Pre-1200 material can be accepted for thesis or context. Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt <ul style="list-style-type: none"> <i>“As their agrarian empire expanded through conquest, the Mexica Empire centralized their bureaucracies.”</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <ul style="list-style-type: none"> <i>“In the pre-Columbian Americas Inca rulers developed increasingly centralized state bureaucracies, an extensive infrastructure system, and a highly trained military in order to rule their expansive empires.”</i> Establish a line of reasoning <ul style="list-style-type: none"> <i>“The Aztec Empire consolidated its authority through military conquest of other peoples.”</i> (Minimally acceptable thesis/claim)
	Additional Notes: <ul style="list-style-type: none"> The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs). The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period. 	