

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 circa 1200–1450, commerce along exchange networks such as the Silk Roads, the Indian Ocean, and the trans-Saharan networks involved a number of new economic and commercial practices.

Develop an argument that evaluates the extent to which developments in economic and/or commercial practices in Afro-Eurasia affected trade in this period.

3. In the period circa 1450–1750, European expansion affected the development of numerous East Asian and South Asian states.

Develop an argument that evaluates the extent to which the economies of East and/or South Asian states in this time period changed in response to European expansion.

4. In the twentieth century, governments responded to economic crises in various ways.

Develop an argument that evaluates the extent to which governments (other than the United States government) changed their economic policies in response to the Great Depression.

**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.

Reporting Category	Scoring Criteria	
Row B Contextualization (0–1 points)	0 points Does not meet the criteria for one point.	1 point Describes a broader historical context relevant to the prompt.
Decision Rules and Scoring Notes		
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> Provide an overgeneralized statement about the time period referenced in the prompt. Provide context that is not relevant to the prompt. Provide a passing phrase or reference. <p>Examples that do not earn this point:</p> <p>Do not provide context relevant to the topic of the prompt:</p> <ul style="list-style-type: none"> <i>"The 1910s were period of conflict, because World War I was going on at the same time as the Mexican Revolution."</i> <p>Provide a passing phrase or reference</p> <ul style="list-style-type: none"> <i>"Neocolonialism hurt many economies in Latin America."</i> 	<p>Responses that earn this point:</p> <ul style="list-style-type: none"> Accurately describe a context relevant to the outbreak of the Mexican Revolution (1910–1920). <p>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> Neocolonialism in Latin America The spread of liberal economic ideas The spread of industrialization The development of new social classes <p>Examples of acceptable contextualization:</p> <ul style="list-style-type: none"> <i>"Like many former Spanish colonies, after independence Mexico suffered from overreliance on foreign investment and capital, which hurt Mexico's ability to direct its own economic development."</i> 	
<p>Additional Notes:</p> <ul style="list-style-type: none"> The response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. To earn this point, the context provided must be more than a phrase or reference. 		

Reporting Category	Scoring Criteria		
Row C Evidence (0–3 points)	Evidence from the Documents		
	0 points Does not meet the criteria for one point.	1 point Uses the content of at least three documents to address the topic of the prompt.	2 points Supports an argument in response to the prompt using at least six documents.
Decision Rules and Scoring Notes			
Responses that do not earn points: <ul style="list-style-type: none"> Use evidence from less than three of the documents. Misinterpret the content of the document. Quote, without an accompanying description, from the content of the documents. Address documents collectively rather than considering separately the content of each document. 	Responses that earn 1 point: <ul style="list-style-type: none"> Accurately describe—rather than simply quote—the content from at least three of the documents to address the topic of economic factors and their contribution to the outbreak of the Mexican Revolution (1910–1920). <p>Examples of describing the content of a document: Describe evidence from the documents relevant to the topic but do not use that evidence to support an argument</p> <ul style="list-style-type: none"> (Document 1) <i>"The finance minister tells strikers that unemployment is the result of supply and demand and is out of the government's hands, a position which probably increased people's discontent with the government because they were unwilling to help."</i> (Connects the contents of the document to an argument about the extent to which economic factors contributed to the outbreak of the Mexican Revolution) 	Responses that earn 2 points: <ul style="list-style-type: none"> Support an argument in response to the prompt by accurately using the content of at least six documents. <p>Examples of supporting an argument using the content of a document:</p> <ul style="list-style-type: none"> (Document 1): <i>"The finance minister tells strikers that unemployment is the result of supply and demand and is out of the government's hands, a position which probably increased people's discontent with the government because they were unwilling to help."</i> (Connects the contents of the document to an argument about the extent to which economic factors contributed to the outbreak of the Mexican Revolution) (Document 2): <i>"The newspaper cartoon shows that the government was willing to use violence to put down popular protests against a rigged election system. Such oppressive government policies may have contributed to increased support for the eventual revolution."</i> (Connects the content of the document to an argument about the extent to which economic factors contributed to the outbreak of the Mexican Revolution) 	
Additional Notes: <ul style="list-style-type: none"> To earn two points, the six documents do not have to be used in support of a single argument—they can be used across sub-arguments or to address counterarguments. 			

Question 2: Long Essay Question, Economic and Commercial Practices in Afro-Eurasia

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 circa 1200–1450, commerce along exchange networks such as the Silk Roads, the Indian Ocean, and the trans-Saharan networks involved a number of new economic and commercial practices.

Develop an argument that evaluates the extent to which developments in economic and/or commercial practices in Afro-Eurasia affected trade in this period.