

## **2018 AP® 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., different factors led to the emergence and spread of new religions and belief systems, such as Buddhism, Confucianism, and Christianity.
- Develop an argument that evaluates how such factors led to the emergence or spread of one or more religions in this time period.
3. In the period 1450–1750, oceanic voyages resulted in the Columbian Exchange, which transformed the Eastern and Western Hemispheres.
- Develop an argument that evaluates how the Columbian Exchange affected peoples in the Americas in this time period.
4. In the period 1900 to 2001, people and states around the world adopted political ideologies such as communism, fascism, or nationalism to challenge the existing political and/or social order.
- Develop an argument that evaluates how one or more of these political ideologies challenged the existing political and/or social order.

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

**STOP**

**END OF EXAM**

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**Question 2 — Long Essay Question**

In the period 600 B.C.E. to 600 C.E., different factors led to the emergence and spread of new religions and belief systems, such as Buddhism, Confucianism, and Christianity.

Develop an argument that evaluates how such factors led to the emergence or spread of one or more religions in this time period.”

Maximum Possible Points: 6

Points	Rubric	Notes
A: Thesis/Claim (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 way in which one or more factors led to the emergence and/or spread of one or more new religions or belief systems in the period 600 B.C.E. to 600 C.E., with some indication of the reasoning for making that claim.</p> <p><i>The thesis does <u>not</u> need to encompass the entire period, but it must identify a relevant development or developments in the period.</i></p> <p><i>Note: The thesis does <u>not</u> need to refer to a specific religion or belief system. The three religions listed in the introductory statement are provided as examples; it is <u>not</u> required that a successful thesis focus on one of these three religions.</i></p> <p><i>Examples:</i></p> <ul style="list-style-type: none"><li>“Long-distance trade was the most significant factor in the spread of religions such as Buddhism and Christianity in the period 600 B.C.E. to 600 C.E. because trade facilitated greater and more enduring contact among cultural groups.” (<i>Responds to the prompt with an evaluative claim that establishes a line of reasoning</i>)</li><li>“Religions spread in the period 600 B.C.E. to 600 C.E. because they received state support.” (<i>Responds to the prompt with a minimally acceptable claim that establishes a line of reasoning</i>)</li></ul>

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

<b>B: Contextualization (0–1)</b>	<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 response must accurately describe a context relevant to the emergence and spread of new religions or belief systems in the period 600 B.C.E. to 600 C.E.</p> <p><i>Note: Contextualization attempts that refer to events <u>after</u> the period 600 B.C.E. to 600 C.E. can earn the contextualization point <u>only if</u> the events are immediately adjacent to the period.</i></p> <p><i>Example:</i></p> <ul style="list-style-type: none"> <li>• “In the period 600 B.C.E. to 600 C.E., large imperial states such as the Roman Empire and Han China dominated big parts of Afro-Eurasia and helped spread technology and religion.” (<i>Relates broader events and developments to the topic</i>)</li> </ul>
<b>C: Evidence (0–2)</b>	<p><b>Evidence:</b> Provides specific examples of evidence relevant to the <b>topic</b> of the prompt (1 point)</p>	<p>To earn the first point the response must <u>identify at least two specific historical examples</u> relevant to the spread of religions or belief systems in the period 600 B.C.E. to 600 C.E.</p> <p><i>Note: For the three religions listed in the introductory statement, general assertions that they spread during the period should <u>not</u> be credited as “specific historical examples.”</i></p> <p><i>Example (acceptable):</i></p> <ul style="list-style-type: none"> <li>• “Emperor Constantine’s policies helped spread Christianity across the Roman Empire.” (Counts toward earning the point because there is a specific historical example relevant to the prompt)</li> </ul> <p><i>Example (unacceptable):</i></p> <ul style="list-style-type: none"> <li>• “Christianity emerged and spread during the period 600 B.C.E. to 600 C.E.” (Does not count toward earning the point because there is no specific information beyond what is provided in the introductory statement)</li> </ul>

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

C: Evidence (0–2)	<b>OR</b>  <b>Supports an Argument:</b> Supports an argument in response to the prompt using specific and relevant examples of evidence (2 points)	<b>OR</b>  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.  If a response has a multipart argument (e.g., religions spread because of state support; religions spread because of trade), then the response can earn the second evidence point by using only one specific historical example for <u>each part</u> of the multipart argument (but the total number of examples used must still be at least two).  <i>Evidence used to support an argument might include:</i> <ul style="list-style-type: none"><li>• State support helping to spread religions, such as Christianity under the Roman Empire and Buddhism under the Mauryan Empire</li><li>• Merchants helping to spread religions in Eurasia, such as the Sogdians facilitating the spread of Buddhism in Central Asia and Christianity to China</li><li>• Compatibility between religious systems helping to spread religious practices, such as common principles of Greco-Roman and Egyptian polytheistic beliefs contributing to the spread of the cults of Osiris and Isis in the Mediterranean</li></ul>
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**Question 2 — Long Essay Question (continued)**

<b>D: Analysis and Reasoning (0–2)</b>	<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 how different factors led to the emergence or spread of religions in the period from 600 B.C.E. to 600 C.E.</i></p> <p><b>OR</b></p> <p><b>Complexity:</b> Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the prompt (2 points)</p> <p><i>To earn the second point the response must demonstrate a complex understanding of how different factors led to the emergence or spread of religions in the period from 600 B.C.E. to 600 C.E.</i></p> <p><i>This understanding must be part of the argument, not merely a phrase or reference.</i></p>	<p>Essays must use historical reasoning to explain how different factors led to the emergence or spread of religions in the period 600 B.C.E. to 600 C.E.</p> <p><i>Examples of using historical reasoning might include:</i></p> <ul style="list-style-type: none"><li>• Explaining how state support led to the spread of a religion or a belief system</li><li>• Explaining how changes in trading patterns or volumes influenced the spread of religions or belief systems</li><li>• Explaining how different or similar factors led to the spread of one or more religions or belief systems in different places</li></ul> <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 the interaction of multiple factors in the spread of religious or cultural tradition in this period</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 political or economic factors led not only to the spread but sometimes also to the transformation of religious traditions through cultural syncretism</li><li>• Explaining relevant and insightful connections across time and space, such as <u>explaining how</u> the same factors that led to the spread of religions or belief systems in the period from 600 B.C.E. to 600 C.E. also led to the spread of religions or belief systems before or after that time period</li></ul>
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If response is completely blank, enter - - for all four score categories: **A, B, C, and D.**

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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 factors that led to the spread of religions or belief systems in the period 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.

*Note: The thesis does not need to refer to a specific religion or belief system. The three religions listed in the introductory statement are provided as examples; it is not required that a successful thesis focus on one of these three religions.*

#### **Examples of acceptable theses (hypothetical):**

- “The expansion of empires and long-distance trade helped spread religions in the period 600 B.C.E. to 600 C.E. because these processes facilitated contact between different peoples.” (*Responds to the prompt with a claim that establishes a line of reasoning*)
- “Long-distance trade was the most significant factor in the spread of religions such as Buddhism and Christianity in the period 600 B.C.E. to 600 C.E. because trade facilitated greater and more enduring contact among cultural groups.” (*Responds to the prompt with an evaluative claim that establishes a line of reasoning*)
- “Religions spread in the period 600 B.C.E. to 600 C.E. because they received state support.” (*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):**

- “New religions spread across Afro-Eurasia in the period 600 B.C.E. to 600 C.E.” (*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.*)
- “The spread of Buddhism and Confucianism to China shows that military conquest was the most significant factor in spreading religion in the period 600 B.C.E. to 600 C.E. because rulers preferred to force others to accept their ideas.” (*Not a historically defensible claim*)
- “Afro-Eurasia was a melting pot of religious groups who shared ideas while trading.” (*Potentially relevant to the prompt, but does not reference a specific factor leading to the spread of religions*)

### **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 600 B.C.E. to 600 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 the emergence and spread of new religions or belief systems in the period 600 B.C.E. to 600 C.E.

*Note: Contextualization attempts that refer to events after the period 600 B.C.E. to 600 C.E. can earn the contextualization point only if the events are immediately adjacent to the period.*

### **Example of acceptable contextualization: (hypothetical):**

- “In the period 600 B.C.E. to 600 C.E., large imperial states such as the Roman Empire and Han China dominated big parts of Afro-Eurasia and helped spread technology and religion.” (*Relates broader events and developments to the topic*)

### **Examples of unacceptable contextualization (hypothetical):**

- “Buddhism originated in India.” (*Potentially relevant, but is merely a reference and does not meet the requirement of “describe”*)
- “Alexander’s conquests destroyed the Persian empire and briefly unified politically all of the eastern Mediterranean.” (*Potentially relevant, but has no clear link to the spread of religions*)

### **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 how religions or belief systems spread in the period 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.

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

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.

For the three religions listed in the introductory statement, general assertions that they spread during the period should not be credited as “specific historical examples.”

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

- “Emperor Constantine’s policies helped spread Christianity across the Roman 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):**

- “Christianity emerged and spread during the period 600 B.C.E. to 600 C.E.” (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 how religions or belief systems spread in the period 600 B.C.E. to 600 C.E.

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

- “Roman persecutions of Christian populations in the Mediterranean prior to 300 C.E. failed to stop the spread of the new religion. The emperor Constantine I recognized this fact and became convinced that legalizing Christianity would unify the empire and bolster his legitimacy as a ruler. So Constantine issued the Edict of Milan and held a great church council at Nicaea.” (*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 how religions or belief systems spread in the period 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.

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

**Examples of using historical reasoning might include:**

- Explaining how state support led to the spread of a religion or a belief system
- Explaining how changes in trading patterns or volumes influenced the spread of religions or belief systems
- Explaining how different or similar factors led to the spread of one or more religions or belief systems in different places

**OR**

**Complexity**

Responses earn **2** points by demonstrating a complex understanding of the ways in which religions or belief systems spread in the period 600 B.C.E. to 600 C.E. by using evidence to corroborate, qualify, or modify an argument that addresses the question.

**Demonstrating 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 the interaction of multiple factors in the spread of religious or cultural tradition in this period
- Qualifying or modifying the main argument of the essay to demonstrate awareness of historical complexity, such as constructing an argument that political or economic factors led not only to the spread but sometimes also to the transformation of religious traditions through cultural syncretism
- Explaining relevant and insightful connections across time and space, such as explaining how the same factors that led to the spread of religions or belief systems in the period 600 B.C.E. to 600 C.E. also led to the spread of religions or belief systems before or after that time period