

## **2019 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., 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**

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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
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 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><b>Examples:</b></p> <ul style="list-style-type: none"><li>• “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>)</li><li>• “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>)</li></ul>
B: Contextualization  (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 development of states and economic policy in the period after 1900.</p> <p><b>Example:</b></p> <ul style="list-style-type: none"><li>• “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>)</li></ul>

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**Question 4 — 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><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>To earn the first point, the response must identify <b>at least two</b> 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"><li>• “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>)</li></ul> <p><i>Example (unacceptable):</i></p> <ul style="list-style-type: none"><li>• “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>)</li></ul> <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 in response to the prompt.</u></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 <u>only one specific historical example for each part of the multipart argument</u> (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>• Communist states such as the Soviet Union and China exercised great control over their economies by collectivizing agriculture and Five-Year Plans.</li><li>• 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.</li></ul>
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**Question 4 — Long Essay Question (continued)**

		<ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li><li>• 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.</li></ul> <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><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 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"><li>• Explaining the role of ideologies and economic theories, such as Marxism, neoliberalism, or Keynesian economics, in informing states' economic policies in the twentieth century</li><li>• Explaining the role of new technologies, such as mass media or the Internet, on states' ability to control or direct their economies</li><li>• Explaining the role of economic cycles in increasing or lowering the appeal of ideas and policies of government economic regulations</li><li>• Explaining the role of wars and wartime resource mobilization on governments' ability and/or willingness to regulate the national economy</li></ul>

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**Question 4 — 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 one or more states controlled their economies in the period after 1900.</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> 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.</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 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).</li><li>• 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.</li></ul> <p><i>This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.</i></p>
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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 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