
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 at least two pieces of specific and relevant evidence.
- Use historical reasoning (e.g., comparison, causation, continuity or change over time) to frame or structure an argument that addresses the prompt.
- Demonstrate a complex understanding of a historical development related to the prompt through sophisticated argumentation and/or effective use of evidence.

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2. In the period circa 1200 to 1450, Buddhism, Hinduism, and Confucianism included ideas about social structures, gender roles, and political authority that influenced societies across Asia.

Develop an argument that evaluates the extent to which one or more of these belief systems shaped societies and/or political systems in Asia during this period.

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3. In the period circa 1450 to 1750, economic, political, and religious rivalries led many imperial states around the world to expand their territories and influence.

Develop an argument that evaluates the extent to which economic rivalries were the primary motivation for the expansion of European empires during this period.

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4. During the twentieth century, medical and scientific discoveries affected life expectancies, access to resources, and social and economic structures, which reshaped individual lives as well as entire societies.

Develop an argument that evaluates the extent to which medical and scientific discoveries benefited individuals and/or societies during this period.

STOP
END OF EXAM

Reporting Category	Scoring Criteria		
Row C Evidence (0–2 points)	0 points Does not meet the criteria for one point.	1 point Provides specific examples of at least two pieces of evidence relevant to the topic of the prompt.	2 points Supports an argument in response to the prompt using at least two pieces of specific and relevant evidence.
	Decision Rules and Scoring Notes		
	Responses that do not earn points: <ul style="list-style-type: none"> Identify a single piece of evidence. Provide evidence that is not relevant to the topic of the prompt. Provide evidence that is outside the time period or region specified in the prompt. Repeat information that is specified in the prompt. Examples that do not earn points: Provide evidence that is outside the time period <ul style="list-style-type: none"> <i>“The Manchu people of northeast China established the Qing Dynasty.”</i> 	Responses that earn 1 point: <ul style="list-style-type: none"> Identify at least two specific historical examples relevant to belief systems shaping societies or political systems in Asia during the period circa 1200 to 1450. Examples of evidence that are specific and relevant include the following (two examples required): <ul style="list-style-type: none"> The Song dynasty’s use of Confucian practices and principles such as the imperial examination system Neo Confucianism and the rising social prestige of the Confucian scholarly class Foot binding for elite women The Yuan Dynasty’s use of Chinese belief systems to help strengthen its rule over China The revival of Buddhism in China under the Yuan Dynasty Specific examples of new Hindu and Buddhist states that emerged in South and Southeast Asia Specific beliefs that affected societies, such as filial piety or the Hindu division of society into four <i>varnas</i> and numerous <i>jatis</i> [castes] The five relationships of Confucianism Buddhist monasteries Deference to women in Hindu and Confucian society Mandate of Heaven, Shinto, kami spirits Example of a statement that earns one point for evidence: <ul style="list-style-type: none"> <i>“Korean leaders adopted Neo-Confucianism as the state ideology and used a version of the Chinese examination system to recruit state officials.”</i> 	Responses that earn 2 points: <ul style="list-style-type: none"> Use at least two specific historical examples to support an argument regarding how belief systems shaped societies and/or political systems in Asia during the period circa 1200 to 1450. Examples that successfully support an argument with evidence: <ul style="list-style-type: none"> <i>“The Mongol rulers of the Yuan Dynasty claimed the Mandate of Heaven and supported Confucian scholars and Buddhist monks. This allowed the Yuan emperors to portray themselves as the legitimate rulers of China.”</i> [Uses evidence to support an argument about the Mandate of Heaven legitimizing Mongol rule in China.] <i>“In India Hinduism taught that different social groups had always been separate and ought to remain that way forever. This led to the emergence of a rigid caste system, which gave predominance to the priestly Brahmin group and the warrior group who often combined to form the political elites of various Hindu states.”</i> [Uses evidence to support an argument about how Hinduism shaped social and political structures in India]
	Additional Notes: <ul style="list-style-type: none"> Typically, statements credited as evidence will be more specific than statements credited as contextualization. If a response has a multipart argument, then it can meet the threshold of two pieces of evidence by giving one example for one part of the argument and another example for a different part of the argument, but the total number of examples must still be at least two. 		

Reporting Category	Scoring Criteria		
Row D Analysis and Reasoning Complex Understanding	0 points Does not meet the criteria for one point.	1 point Uses historical reasoning [e.g. comparison, causation, continuity and change] to frame or structure an argument that addresses the prompt.	2 points Demonstrates a complex understanding of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence.
(0–2 points)	Decision Rules and Scoring Notes		
	Responses that do not earn points: <ul style="list-style-type: none"> May include evidence but offer no reasoning to connect the evidence to an argument. May assert the use of historical reasoning but does not use it to frame or structure an argument. 	Responses that earn 1 point: <ul style="list-style-type: none"> Must demonstrate the use of historical reasoning to frame or structure an argument about the extent to which belief systems shaped societies and/or political systems in Asia during the period circa 1200 to 1450. The reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking specificity. 	Responses that earn 2 points: May demonstrate a complex understanding through sophisticated argumentation that is relevant to the prompt. This may be done in a variety of ways, such as: <ul style="list-style-type: none"> Explaining multiple themes or perspectives to explore complexity or nuance; OR Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR Explaining both cause and effect, both similarity and difference, or both continuity and change; OR Explaining relevant and insightful connections within and across periods or geographical areas. These connections should clearly relate to an argument that responds to the prompt. May demonstrate a complex understanding through effective use of evidence relevant to an argument that addresses the prompt. This may be done in a variety of ways that might include: <ul style="list-style-type: none"> Explaining how multiple pieces of specific and relevant evidence [at least four] support a nuanced or complex argument that responds to the prompt; OR Using evidence effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt.
	Examples that do not earn points: Provide evidence but offer no reasoning to connect the evidence to an argument <ul style="list-style-type: none"> <i>“The Khmer Empire adopted Buddhism.”</i> 	Using a historical reasoning process to frame or structure an argument could include: <ul style="list-style-type: none"> Explaining how the egalitarianism of Buddhism encouraged or supported greater equality in some societies by allowing anyone to pursue salvation through, either through ethical living as a layperson or through deeper emphasis on religious and spiritual practice in monastic communities. Explaining how Confucianism was a patriarchal system that supported elders and male authority figures, which maintained conservative social 	Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided: <ul style="list-style-type: none"> Explaining how Confucianism and Buddhism influenced societies in different and sometimes contradictory ways. For example, providing evidence both for Confucianism’s patriarchal core beliefs through the concept of the “four relationships” but also explaining how Confucian writings glorified women who lived up to the Confucian idea for the ideal wife or daughter; for Buddhism, explaining how while men held the most powerful and respected positions [for example the lamas in Tibetan Buddhism], women also could achieve a prominent role in Buddhist hierarchies by becoming nuns and abbesses. [Explains how

		<p>systems in many regions of East Asia and limited women's roles.</p> <p>Example of acceptable use of historical reasoning:</p> <ul style="list-style-type: none"> • <i>"The revival of Confucianism during the Song Dynasty led to a tightening of patriarchal restrictions on women because of the Confucian belief in the father/emperor having ultimate control over his family/people."</i> [Indicates an effect of Confucianism on women] 	<p>at least four pieces of evidence support a nuanced or complex argument]</p> <ul style="list-style-type: none"> • Explaining how Buddhism had many different expressions in different Asian societies, including Theravada Buddhism in South and Southeast Asia, Mahayana Buddhism in China, Korea, Japan, and Vietnam, and Tibet. Considering how Buddhism became the state philosophy in Southeast Asia and Tibet, while it was largely viewed as a foreign cultural tradition by state elites in China. And considering how Buddhism became a syncretic tradition that mixed with elements of Taoism in China and Shinto in Japan. [Explains nuance by exploring multiple themes or perspectives] • Explaining similarities between the social effects of the monastic tradition in Christianity and the social effects of the monastic tradition in Buddhism; for example, discussing similarities in the importance of monasteries and nunneries as institutions, the interaction between the monastic establishment and political power, and the importance of the tradition of poverty and charity among members of the monastic communities. [Explains multiple similarities]
	<p>Additional Notes:</p> <ul style="list-style-type: none"> • To earn the first point for analysis and reasoning, the response must use historical reasoning to structure a response to the prompt, although the reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking in specificity. • This complex understanding must be part of the argument and may be demonstrated in any part of the response. • While it is not necessary for this complex understanding to be woven throughout the response, it must be more than merely a phrase or reference. 		

Question 3: Long Essay Question, Economic Rivalries and Imperialism

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 1450 to 1750, economic, political, and religious rivalries led many imperial states around the world to expand their territories and influence.

Develop an argument that evaluates the extent to which economic rivalries were the primary motivation for the expansion of European empires 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. 	Responses that earn this point: <ul style="list-style-type: none"> Provide a historically defensible thesis or claim about the extent to which economic rivalries were the primary motivation for the expansion of European empires during the period circa 1450 to 1750. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument.
	Examples that do not earn this point: Provide a restatement of the prompt <ul style="list-style-type: none"> <i>“Economic rivalries were a major factor behind the expansion of European empires in the period circa 1450 to 1750.”</i> Provide a historically defensible claim, but do not establish a line of reasoning <ul style="list-style-type: none"> <i>“The Spaniards established a maritime empire after Christopher Columbus landed in the Americas.”</i> Provide a statement that is not historically defensible <ul style="list-style-type: none"> <i>“Europeans established large settler colonies in the Indian Ocean in the period circa 1450 to 1750.”</i> 	Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt <ul style="list-style-type: none"> <i>“Global exploration and imperial expansion in the period circa 1450 to 1750 was primarily motivated by economic rivalries because the empires competed over control of not only precious metals and other raw materials, but also labor and land resources.”</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <ul style="list-style-type: none"> <i>“Chartered and joint-stock companies were an important tool of European imperial expansion, because they combined the economic interests of private merchants and entrepreneurs and the political ambitions of rulers or governments—who often relied on the armies raised by such companies to carry out colonial expansion.”</i> Establish a line of reasoning <ul style="list-style-type: none"> <i>“European states colonized overseas territories in order to control more natural resources.”</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. 		

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	
	Responses that do not earn this point: <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. Examples that do not earn this point: Do not provide context relevant to the topic of the prompt <ul style="list-style-type: none"> <i>“The Sunni-Sh’ia split within Islam was intensified by political rivalries between the Ottomans and the Safavids.”</i> Provides a passing phrase or reference <ul style="list-style-type: none"> <i>“Columbus sailed the ocean blue in 1492.”</i> 	Responses that earn this point: <ul style="list-style-type: none"> Accurately describe a context relevant to economic rivalries or imperial expansion during the period circa 1450 to 1750. Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: <ul style="list-style-type: none"> Age of Exploration sponsored by empires Desire to find a short route to China and India Mercantilism Technological innovations in maritime navigation and transportation Joint-stock companies Empires conquering new territories Empires fighting wars with one another over expansion and new territories Desire to avoid Muslim controlled overland routes Example of acceptable contextualization: <ul style="list-style-type: none"> <i>“Portugal was a leader in the exploration of overseas territories and the establishment of the global trading-post empire.”</i> <i>“English and Dutch states rushed to find alternative routes to Asia.”</i> [Minimally acceptable contextualization]
	Additional Notes: <ul style="list-style-type: none"> The response must describe broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question that are relevant to the topic of the prompt. To earn this point, the context provided must be more than a phrase or reference. 	

Reporting Category	Scoring Criteria		
Row C Evidence (0–2 points)	0 points Does not meet the criteria for one point.	1 point Provides specific examples of at least two pieces of evidence relevant to the topic of the prompt.	2 points Supports an argument in response to the prompt using at least two pieces of specific and relevant evidence.
	Decision Rules and Scoring Notes		
	<p>Responses that do not earn points:</p> <ul style="list-style-type: none"> Identify a single piece of evidence. Provide evidence that is not relevant to the topic of the prompt. Provide evidence that is outside the time period or region specified in the prompt. Repeat information that is specified in the prompt. <p>Examples that do not earn points:</p> <p>Provide evidence that is outside the time period</p> <ul style="list-style-type: none"> <i>“Admiral Zheng He led Chinese diplomatic and reconnaissance voyages in the Indian Ocean, including to East Africa, the Arabian Peninsula, India, and Southeast Asia.”</i> 	<p>Responses that earn 1 point:</p> <ul style="list-style-type: none"> Identify at least two specific historical examples relevant to economic rivalries or imperial expansion during the period circa 1450 to 1750. <p>Examples of evidence that are specific and relevant include the following (two examples required):</p> <ul style="list-style-type: none"> Columbian exchange and new crops Plantation economies Transatlantic slave trade Trading posts in Africa and Asia Global flow of silver Capitalism, including the ideas of Adam Smith Mercantilism The East India Companies Battle of Lepanto Omani traders in the Indian Ocean Ming and Qing isolationist policies Specific information about East India Company trading posts [factories], such as Dutch VOC centers in Java, or English centers in Madras, Bombay or Calcutta Specific examples of key trading goods, such as silk from China, cotton cloth from India, or spices from Indonesia <p>Example of a statement that earns one point for evidence:</p> <ul style="list-style-type: none"> <i>“In the seventeenth century, the Dutch VOC repeatedly attacked Portuguese ships and territories in the Indian Ocean, seizing important colonial territories in Ceylon and the Spice Islands.”</i> 	<p>Responses that earn 2 points:</p> <ul style="list-style-type: none"> Use at least two specific historical examples to support an argument regarding how economic rivalries were the primary motivation for the expansion of European empires during the period circa 1450 to 1750. <p>Examples that successfully support an argument with evidence:</p> <ul style="list-style-type: none"> <i>“The discovery of silver in the Americas enabled Spain to establish a global trade in silver, stretching from Europe, through Spanish colonies in North and South America, and across the Pacific to Manila and East Asia. The silver trade changed the global economy as the Spanish and other Europeans were now able to greatly increase their trade with China.”</i> [Uses evidence to support an argument about Spanish economic motives to expand in the Americas] <i>“Desire to control the cash crop economies in North America and to claim their share in the lucrative Asian trade led to rivalries and wars among the British, French, and the Dutch. Even wars that started within Europe, such as the War of the Spanish Succession and the Seven Years Wars spread overseas and were transformed into colonial wars.”</i> [Uses evidence to support an argument about economic rivalries between European powers leading to conflicts and wars]
	<p>Additional Notes:</p> <ul style="list-style-type: none"> Typically, statements credited as evidence will be more specific than statements credited as contextualization. If a response has a multipart argument, then it can meet the threshold of two pieces of evidence by giving one example for one part of the argument and another example for a different part of the argument, but the total number of examples must still be at least two. 		

Reporting Category	Scoring Criteria		
Row D Analysis and Reasoning Complex Understanding	0 points Does not meet the criteria for one point.	1 point Uses historical reasoning [e.g. comparison, causation, continuity and change] to frame or structure an argument that addresses the prompt.	2 points Demonstrates a complex understanding of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence.
(0–2 points)	Decision Rules and Scoring Notes		
	Responses that do not earn points: <ul style="list-style-type: none"> May include evidence but offer no reasoning to connect the evidence to an argument. May assert the use of historical reasoning but does not use it to frame or structure an argument. 	Responses that earn 1 point: <ul style="list-style-type: none"> Must demonstrate the use of historical reasoning to frame or structure an argument about the extent to which economic rivalries were the primary motivation for the expansion of European empires during the period circa 1450 to 1750. The reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking specificity. 	Responses that earn 2 points: May demonstrate a complex understanding through sophisticated argumentation that is relevant to the prompt. This may be done in a variety of ways, such as: <ul style="list-style-type: none"> Explaining multiple themes or perspectives to explore complexity or nuance; OR Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR Explaining both cause and effect, both similarity and difference, or both continuity and change; OR Explaining relevant and insightful connections within and across periods or geographical areas. These connections should clearly relate to an argument that responds to the prompt. May demonstrate a complex understanding through effective use of evidence relevant to an argument that addresses the prompt. This may be done in a variety of ways that might include: <ul style="list-style-type: none"> Explaining how multiple pieces of specific and relevant evidence [at least four] support a nuanced or complex argument that responds to the prompt; OR Using evidence effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt.

	<p>Examples that do not earn points:</p> <p>Provide evidence but offer no reasoning to connect the evidence to an argument</p> <ul style="list-style-type: none"> • <i>“The Spanish exported large amounts of silver from the Americas back to Europe during the 1600s.”</i> 	<p>Using a historical reasoning process to frame or structure an argument could include:</p> <ul style="list-style-type: none"> • Explaining Ottoman efforts to oppose the expansion of Portuguese trade in the Indian Ocean to show the importance of economic competitiveness to Muslim land-based empires. • Explaining how the Dutch pursued their economic and political rivalry against the Portuguese by attacking and expelling the Portuguese from trading posts and settlements in South Asia, Southeast Asia, and East Asia. <p>Example of acceptable use of historical reasoning:</p> <ul style="list-style-type: none"> • <i>“Because Portugal was united with Spain and the Netherlands was involved in a war of independence from Spain, the Dutch VOC considered the Portuguese to be their enemies and attacked and expelled them from their trading posts in many parts of Asia.”</i> [Indicates a cause/effect related to European rivalries in Asia] 	<p>Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> • Explaining how Europeans developed state-chartered, joint-stock companies through the use of new legal concepts [limited liability partnerships], financial instruments [stock exchanges, commercial insurance], and economic philosophies [mercantilism], and then used these new companies, including the English East India Company, the Dutch East India Company [VOC], and the French East India Company to build trading empires in the Atlantic and the Indian Ocean. Explaining that such trading empires could include both large territories with direct access to resources [such as the Dutch colonies in Sri Lanka, or the French colony in Haiti/Saint-Domingue] and small trading-post territories that secured access to the markets of large Asian states or empires [such as the Dutch colony in Nagasaki, Japan, or the British colonies in Surat and Bombay on the west coast of India]. [Explains how at least four pieces of evidence support a nuanced or complex argument] • Explaining that, while England, the Netherlands, and to a lesser extent, France, used commercial companies as vehicles of their imperial expansion, Spain and Portugal continued to rely on direct imperial control by governors and colonial officials appointed directly from Europe; also, explaining that due to the very strong connection between the Catholic Church and their governments, Spain and Portugal generally maintained strong support for spreading Christianity among their colonial populations, whereas England and the Netherlands remained largely focused on economic profit and did not generally get involved in religious matters in the colonial territories under their control. [Explains multiple similarities or differences] • Explaining how European trading companies in Asia established outposts on the coasts and focused primarily on trade, while Muslim land-based Empires like the Ottomans, Safavids, and Mughals established and maintained territorial empires whose wealth came primarily from taxation of agriculture. [Explains relevant and insightful connections between regions]
	<p>Additional Notes:</p> <ul style="list-style-type: none"> • To earn the first point for analysis and reasoning, the response must use historical reasoning to structure a response to the prompt, although the reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking in specificity. • This complex understanding must be part of the argument and may be demonstrated in any part of the response. • While it is not necessary for this complex understanding to be woven throughout the response, it must be more than merely a phrase or reference. 		