

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.

Question 4: Long Essay Question, Economic Responses to the Great Depression

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the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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 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.

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 governments (other than the United States government) changed their economic policies in response to the Great Depression, with some indication of the reasoning for making that claim. <p>Note: The thesis does not need to mention two separate nations.</p>
	Examples that do not earn this point: Do not focus on the topic of the prompt <ul style="list-style-type: none"> <i>“The economic crisis of the Great Depression facilitated the rise of fascist regimes such as Hitler’s Nazi Germany.”</i> Provide a historically defensible claim, but do not establish a line of reasoning <ul style="list-style-type: none"> <i>“Stock market speculation was one of the main causes of the Great Depression.”</i> Provide a claim that is not historically defensible <ul style="list-style-type: none"> <i>“Governments across the world joined in the Bretton Woods Conference to create the IMF and the World Bank in response to the Great Depression.”</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>“Although many governments in the West made some changes to their economic policies by introducing socialist measures, most continued to rely on free-market policies to guide economic development.”</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <ul style="list-style-type: none"> <i>“In many parts of Asia and Africa, governments only made minimal economic changes in response to the Great Depression because European colonial authorities were unwilling to introduce costly social welfare programs or implement policies that could reduce the profits of their companies.”</i> Establish a line of reasoning <ul style="list-style-type: none"> <i>“Governments across the world responded to the Great Depression by making their economies more socialist.”</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 points Does not meet the criteria for one point.	1 point Describes a broader historical context relevant to the prompt.
(0–1 points)	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>Provide historically inaccurate contextualization</p> <ul style="list-style-type: none"> • <i>“The devastation of the Second World War led directly to the economic crisis that became known as the Great Depression.”</i> <p>Provide an overgeneralized statement about the time period referenced in the prompt</p> <ul style="list-style-type: none"> • <i>“The twentieth century experienced many economic crises.”</i> 	<p>Responses that earn this point:</p> <ul style="list-style-type: none"> • Accurately describe a context relevant to the Great Depression. <p>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> • The “Roaring ‘20s” • The fear of communism in the West following the creation of the Soviet Union • Neocolonialism in Latin America • Great Power competition that limited free trade • Excessive speculation that led to the stock market crash of 1929 <p>Example of acceptable contextualization:</p> <ul style="list-style-type: none"> • <i>“The responses to the Great Depression by many western European countries reflected their fear of growing power of the Soviet Union as well as of the influence of socialist political parties in many European countries.”</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 (0–2 points)	0 points Does not meet the criteria for one point.	1 point Provides specific examples of evidence relevant to the topic of the prompt.	2 points Supports an argument in response to the prompt using specific and relevant examples of 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 prompt. Provide evidence that is outside the time period or region specified in the prompt. Repeat information that is specified in the prompt. 	Responses that earn 1 point: <ul style="list-style-type: none"> <u>Identify at least two specific historical examples</u> relevant to government responses to the Great Depression. 	Responses that earn 2 points: <ul style="list-style-type: none"> <u>Use at least two specific historical examples</u> to support an argument regarding how governments changed their economic policies in response to the Great Depression.
	Examples that do not earn points: Provide evidence that is outside the time period <ul style="list-style-type: none"> <i>“After the Second World War communism spread rapidly across Eastern Europe in regions occupied by the Soviet Union.”</i> 	Examples of evidence that are specific and relevant include the following (two examples required): <ul style="list-style-type: none"> The crash of the Dow Jones in 1929 High levels of unemployment across Europe Severe declines in gross domestic product (up to 40% decline) in many world regions Restrictive trade policies imposed by governments around the world, such as the imposition of tariffs on imports by Great Britain Example of a statement that earns 1 point for evidence: <ul style="list-style-type: none"> <i>“In Germany gross domestic product declined dramatically during the early 1930s, and the government increased its import tariffs.”</i> 	Examples that successfully support an argument with evidence: <ul style="list-style-type: none"> <i>“The severity of economic decline in Germany during the Great Depression was greater than in many other countries because Germany was still under obligation to pay war reparations and relied on foreign investment. As a result of widespread unemployment and poverty, the new Nazi government in Germany embarked on a new policy of economic self-sufficiency (autarky).”</i> (Uses multiple, specific pieces of evidence to support the argument that the German government changed its economic policies as a result of the Great Depression) <i>“Great Britain’s economy stagnated during much of the 1920s. Labor unrest and strikes raised fears of class conflict and political instability. The government policies of protectionism and abandoning the gold standard were only partially effective in addressing the crisis.”</i> (Uses multiple, specific pieces of evidence to support the argument that the British government changed its economic policies as a result of the Great Depression)
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. <p>(For example, most governments in Asia and Latin America did not change their economic policies much because they were either under colonial rule, dominated by European or American companies, or they did not have the resources to provide significant government assistance; governments in Western Europe changed their economic policies significantly by imposing greater regulations on the financial sector, sponsoring large public works projects, and creating welfare programs.)</p>			

Reporting Category	Scoring Criteria		
Row D Analysis and Reasoning (0–2 points)	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, using evidence to corroborate, qualify, or modify an argument that addresses the question.
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 do 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 explain how governments changed their economic policies in response to the Great Depression. 	Responses that earn 2 points: May demonstrate a complex understanding in a variety of ways, such as: <ul style="list-style-type: none"> Explaining the nuance of an issue by analyzing multiple variables. Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects. Explaining relevant and insightful connections within and across periods. Confirming the validity of an argument by corroborating multiple perspectives across themes. Qualifying or modifying an argument by considering diverse or alternative views or evidence.
	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>“Unemployment increased significantly during the Great Depression.”</i> 	Using a historical thinking skill to frame or structure an argument could include: <ul style="list-style-type: none"> Explaining why the Great Depression led many governments to enact or expand their social welfare programs. Explaining how changes in government economic policies in response to the Great Depression changed the global economy in the 1930s. Comparing how the Great Depression led to different or similar policy responses by different governments. Example of acceptable use of historical reasoning: <ul style="list-style-type: none"> <i>“Some countries responded to the Great Depression by embracing nationalism, fascism, and militarism, such as in Germany and Japan. Germany expanded its military and pursued economic self-sufficiency.”</i> (Compares responses to the Great Depression enacted by several different governments and connects the reaction to a change) 	Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided: <ul style="list-style-type: none"> Explaining the nuance of an issue by arguing that many governments adopted social welfare programs in response to the Great Depression but tailored them to fit within an overall free-market economic system. For example, a response could discuss the welfare policies pursued by Fascist Italy and Nazi Germany, which were aimed at limiting or abolishing the strength of independent labor unions, while pursuing key goals of the Fascist and Nazi regimes such as encouraging pro-natalist social policies. (Explains nuance, considers both causes and effects, and qualifies an argument) Explaining relevant and insightful connections across time and space, such as explaining how the experiences of the Great Depression encouraged governments to pursue new economic policies in the aftermath of the Depression. For example, a response could argue that the partial success of Keynesian economic policies to address the effects of the Great Depression led Western European governments (for example, the British Labor government) to be more open to the idea of directing economic growth through planning, nationalization of some industries, and expanding the welfare state in the aftermath of the Second World War. (Explains relevant and insightful connections)

			<ul style="list-style-type: none"> • Qualifying an argument by demonstrating that the responses of many governments to the Great Depression evolved over time, for example in Great Britain the government initially adopted measures to raise taxes, hold down wages, and support the Gold Standard before switching course and adopting a more active role in promoting employment and wage stabilization measures as well as deficit spending. (Qualifies an argument) • Corroborating an argument by demonstrating how governments' responses to the Great Depression co-evolved with changing economic theories, such as the transition from free-market laissez-faire philosophy to Keynesian economics. (Corroborates an argument, considers both causes and effects)
	Additional Notes: <ul style="list-style-type: none"> • This demonstration of complex understanding must be part of the argument, not merely a phrase or reference. 		