

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 3 — Long Essay Question

“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.”

Maximum Possible Points: 6

Scoring Note: Student responses may discuss advances in agricultural, commercial, or financial practices under the rubric of “technological innovations.”

Points	Rubric	Notes
A: Thesis/Claim (0-1)	<p>Thesis/Claim: 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 technological innovations or transfers led to increased economic growth in the period 600 to 1450 C.E., with some indication of the reasoning for making that claim.</p> <p><i>The thesis is not required to encompass the entire period, but it must identify a relevant development or developments in the period.</i></p> <p><i>Examples:</i></p> <ul style="list-style-type: none">• “In the period 600-1450 C.E., the Abbasid Caliphs promotion of science and trade led economic growth by expanding mathematical and geographic knowledge as well as by encouraging the development of new economic practices such as the use of camels and caravans.” (<i>Responds to the prompt with an evaluative claim that establishes a line of reasoning.</i>)• “Trade in particular grew in the period because of the invention of tools such as the compass.” (<i>Responds to the prompt with a minimally acceptable claim that establishes a line of reasoning.</i>)
B: Contextualization (0-1)	<p>Contextualization: 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 technological innovations/transfers and increased economic growth in the period circa 600 to 1450 C.E.</p> <p><i>Example:</i></p> <ul style="list-style-type: none">• “In Eurasia, the period 600 to 1450 was one of greatly increased connections between regions, caused in large part by the spread of religions such as Islam and Buddhism.” (<i>Relates broader events and developments to the topic.</i>)

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Question 3 — Long Essay Question (continued)

C: Evidence (0–2)	<p>Evidence: Provides specific examples of evidence relevant to the topic of the prompt. (1 point)</p> <p>OR</p> <p>Supports an Argument: Supports an argument in response to the prompt using specific and relevant examples of evidence. (2 points)</p>	<p><i>To earn the first point, the response must identify at least two specific historical examples relevant to whether technological innovations or transfers led to increased economic growth in the period 600 to 1450 C.E.</i></p> <p><i>Scoring note: Count new commercial practices as technologies; count camels, caravans, and caravanserais as technologies.</i></p> <p><i>Example (acceptable):</i></p> <ul style="list-style-type: none">• “One innovation that encouraged economic growth during this period was the practice of merchants carrying letters of credit instead of cash.” (<i>Counts toward earning the point because there is a specific historical example relevant to the prompt.</i>) <p><i>Example (unacceptable):</i></p> <ul style="list-style-type: none">• “During the period 600–1450 C.E., economic growth occurred because of the expansion of trade networks and the rise in economic productive capacity.” (<i>Does not count toward earning the point because there is no specific information beyond what is provided in the introductory statement.</i>) <p>OR</p> <p><i>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.</i></p> <p><i>If a response has a multipart argument (e.g., technological innovations treated separately from technological transfers), 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></p> <p><i>Evidence used to support an argument might include:</i></p> <ul style="list-style-type: none">• Innovations in navigational technology (compass, astrolabe, lateen sail, stern-post rudder, etc.) helped significantly increase the volume and extent of trade in the Mediterranean and the Indian Ocean.• New crops (such as Champa rice in China) greatly boosted agricultural productivity in some regions and led to considerable economic growth.
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Question 3 — Long Essay Question (continued)

		<ul style="list-style-type: none">• New agricultural technologies and innovations, (such as the three-field system, the heavy plow, the horse collar, windmills, etc.) boosted economic productivity, which permitted more people to engage in commercial activities and move to urban areas.• Scientific and technological exchanges between regions (such as the transfer of Indian numbers to the Abbasid Empire and subsequently to Europe, the transfers Muslim and Greco-Roman science to Europe via Muslim al-Andalus, or the transfer of Chinese technologies via the Mongol Empires) led to advances in mathematics, engineering, and manufacturing, which in turn increased economic growth.• Some innovative state practices, such as the Chinese use of paper money or the Mongol post system, contributed to economic growth.
D: Analysis and Reasoning (0–2)	<p>Historical Reasoning: 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 technological innovations or transfers led to increased economic growth in the period from 600 to 1450 C.E.</i></p> <p>OR</p> <p>Complexity: 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 technological innovations or transfers led to increased economic growth in the period from 600 to 1450 C.E.</i></p>	<p><i>Essays must use historical reasoning to explain the extent to which technological innovations or transfers led to increased economic growth in the period from 600 to 1450 C.E.</i></p> <p><i>Examples of using historical reasoning might include:</i></p> <ul style="list-style-type: none">• Explaining how technological innovations or transfers led directly to economic growth by making production of and/or trade in goods faster, cheaper, or more efficient• Explaining how technological innovations or transfers led indirectly to economic growth by increasing demand for goods, freeing up labor supply, or concentrating producers and consumers in cities <p>OR</p> <p><i>Demonstrating complex understanding might include:</i></p> <ul style="list-style-type: none">• 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 technology as one factor affecting economic growth in that period (among other factors such as political change, spread of religions, or environmental processes)

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Question 3 — Long Essay Question (continued)

		<ul style="list-style-type: none">• Qualifying or modifying the main argument of the essay to demonstrate awareness of historical complexity, such as <u>constructing an argument</u> that explains how technological innovations and transfers, which usually lead to increased economic growth, may, in some cases or circumstances, have negative or unintended economic consequences (for example, soil erosion and salinization in heavily cultivated areas of the Mediterranean or the Middle East or the inflationary effects of paper money in Song and Yuan China)• Explaining relevant and insightful connections across time and space, such as <u>explaining why</u> the economic effects of technological innovations and transfers during the period 600–1450 C.E. were smaller and more limited in scope compared to the economic effects of technological innovations and transfers in the period after 1450 C.E. <p><i>This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.</i></p>
<p>If response is completely blank, enter -- for all four score categories: A, B, C, and D.</p>		

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Question 3 — 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 technological innovations or transfers led to increased economic growth in the period from 600 to 1450 C.E.

The thesis does not need to encompass the entire period, but it must identify a relevant development or developments in the period.

Scoring Note: Student responses may discuss advances in agricultural, commercial, or financial practices under the rubric of “technological innovations.”

Examples of acceptable theses (hypothetical):

- “In the period 600–1450 C.E., the Abbasid Caliphs promotion of science and trade led economic growth by expanding mathematical and geographic knowledge as well as by encouraging the development of new economic practices such as the use of camels and caravans.” (*Responds to the prompt with an evaluative claim that establishes a line of reasoning.*)
- “In Europe, new commercial and financial practices developed during the late Middle Ages that greatly expanded the economy and prosperity some regions such as Renaissance Italy or the cities of the Hanseatic League” (*Responds to the prompt with an evaluative claim that establishes a line of reasoning.*)
- “Trade in particular grew in the period because of the invention of tools such as the compass.” (*Responds to the prompt with a minimally acceptable claim that establishes a line of reasoning.*)

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Question 3 — Long Essay Question (continued)

Examples of unacceptable theses (hypothetical):

- “Technological advances and transfers often contributed to increased economic growth in the period between 600 and 1450 C.E.” (*Offers a historically defensible claim, but it includes no additional information beyond what is provided in the introductory statement and no indication of a line of reasoning.*)
- “Technological innovations in the period 600–1450 C.E. completely transformed the agricultural economies of the previous period into commercial economies.” (*Not a historically defensible claim.*)
- “Between 600 and 1450 C.E., many important technologies spread from one Eurasian region to another via the Silk Roads.” (*Potentially relevant to the prompt, but it does not reference a specific technology or an effect on economic growth.*)
- “During this period, great changes occurred because of the invention of the compass.” (*Potentially relevant but has no clear link to trade or economic growth.*)

B. Contextualization (0–1 points)

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 from 600 to 1450 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 technological innovations/transfers and increased economic growth in the period circa 600 to 1450 C.E.

Examples of acceptable contextualization (hypothetical):

- “The Crusades, for example, despite being a religious and political conflict, also made it possible for scientific knowledge and new technologies to be exchanged between the Muslim world of the eastern Mediterranean and the Christian world of western Europe.” (*Relates broader events and developments to the topic.*)
- “In Eurasia, the period 600 to 1450 was one of greatly increased connections between regions, caused in large part by the spread of religions.” (*Relates broader events and developments to the topic.*)

Examples of unacceptable contextualization (hypothetical):

- “The Crusades were one of the most significant historical developments during this period.” (*Potentially relevant, but it is merely a reference and does not meet the requirement of “describe,” nor does it provide a link to technology or economic growth.*)
- “In Mesoamerica, the Maya developed highly sophisticated mathematical and astronomical knowledge to use in performing their religious ceremonies.” (*Potentially relevant but has no clear link to technology or economic growth.*)

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Question 3 — 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 topic of whether technological innovations or transfers led to increased economic growth in the period circa 600 to 1450 C.E. 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):

- “One innovation that encouraged economic growth during this period was the practice of merchants carrying letters of credit instead of cash.” (*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):

- “During the period 600–1450 C.E., economic growth occurred because of the expansion of trade networks and the rise in economic productive capacity.” (*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 technological innovations or transfers led to increased economic growth in the period from 600 to 1450 C.E.

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

- “Maritime trade was one area of increased economic growth that greatly benefitted from technological innovations and transfers in this period. In both the Mediterranean and the Indian Ocean economic growth received a boost from the increased volume of trade resulting from the expanded use of astrolabes, compasses, lateen sails (originally developed in the *dhow*s of the Indian Ocean), stern-post rudders, and overall sturdier ship designs.” (*Uses multiple, specific pieces of evidence in accurate support of an argument that addresses the prompt.*)

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Question 3 — 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 technological innovations or transfers led to increased economic growth in the period from 600 to 1450 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.

Examples of using historical reasoning might include:

- Explaining how technological innovations or transfers led directly to economic growth by making production of and/or trade in goods faster, cheaper, or more efficient
- Explaining how technological innovations or transfers led indirectly to economic growth by increasing demand for goods, freeing up labor supply, or concentrating producers and consumers in cities

OR

Complexity

Responses earn 2 points by demonstrating a complex understanding of the extent to which technological innovations or transfers led to increased economic growth in the period from 600 to 1450 C.E. 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 technology as one factor affecting economic growth in that period (among other factors such as political change, spread of religions, or environmental processes)
- Qualifying or modifying the main argument of the essay to demonstrate awareness of historical complexity, such as constructing an argument that explains how technological innovations or transfers, which usually lead to increased economic growth, may, in some cases or circumstances, have negative or unintended economic consequences (for example, soil erosion and salinization in heavily cultivated areas of the Mediterranean or the Middle East, or the inflationary effects of paper money in Song and Yuan China)
- Explaining relevant and insightful connections across time and space, such as explaining why the economic effects of technological innovations and transfers during the period 600–1450 C.E. were smaller and more limited in scope compared to the economic effects of technological innovations and transfers in the period after 1450 C.E.