

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 4 — Long Essay Question

“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.”

Maximum Possible Points: 6

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 ways in which communism, fascism, and/or nationalism challenged the existing political and/or social order during the twentieth century, 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: Nazism should be considered a form of fascism.</i></p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • “The political ideologies of communism, fascism, and nationalism became prominent during the 20th c. leaving many countries questioning their own governments. These challenged the existing political and social structures by offering new opportunities in the social order for those that were poor, and by promising sweeping political change to gain support of citizens.” (<i>Responds to the prompt with an evaluative claim that establishes a line of reasoning</i>) • “Communist movements challenged the existing political order because communists believed in ‘All Workers Unite’.” (<i>Responds to the prompt with a minimally acceptable claim that establishes a line of reasoning</i>)

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Question 4 — Long Essay Question (continued)

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 the ways in which twentieth-century political ideologies challenged the existing political and/or social order.</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> “During this time, as Germany had to pay war reparations in response to losing the Great War, the country began to economically deflate and fall into a Great Depression.” (<i>Relates broader events and developments to the topic</i>)
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>To earn the first point the response must <u>identify at least two specific historical examples</u> relevant to the ways in which communism, fascism, and/or nationalism challenged the existing political, and/or social order during the twentieth century.</p> <p><i>Note: General assertions containing no specific information beyond what is provided in the introductory statement should <u>not</u> be credited as “specific historical examples.”</i></p> <p><i>Example (acceptable):</i></p> <ul style="list-style-type: none"> “Hitler wrote Mein Kampf in which he outlined his Nazi ideology.” (<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"> “Fascism, a twentieth-century political ideology became one of the major challenges to the established political order in that century.” (<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>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.</p> <p><i>If a response has a multipart argument (e.g., Nazism challenged the political order; Communism did not), then the response can earn the second point by using only one specific historical example for <u>each</u> part of the multipart argument (but the total number of examples used must still be at least two).</i></p>

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Question 4 — Long Essay Question (continued)

		<p><i>Evidence used to support an argument might include:</i></p> <ul style="list-style-type: none"> • The Bolsheviks’ nationalization and redistribution of property challenging the existing economic order by dispossessing former elites/capitalists and creating state-driven, planned economies • Fascist ideology rejecting parliamentary democracy and individual rights liberalism and embracing instead a political system based on centralized personal leadership, propaganda, and the use of ultranationalist/racist policies • The rise of nationalism in Asia and Africa challenging the global political order and leading to the reorganization or disappearance of European colonial empires
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 ways in which communism, fascism, and/or nationalism challenged the existing political and/or social order during the twentieth century.</i></p> <p style="text-align: center;">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>Essays must use historical reasoning to explain how communism, fascism, and/or nationalism challenged the existing political and/or social order during the twentieth century.</p> <p><i>Examples of using historical reasoning might include:</i></p> <ul style="list-style-type: none"> • Explaining how the ideologies’ ability to challenge the political or social order was facilitated by the two world wars • Explaining how major changes of the political or social order in the twentieth century (e.g., the Versailles settlement or the Cold War) gave rise to new ideological challenges (e.g., Nazism, the Non-Aligned Movement) • Explaining the effects of more than one ideology on the political or social order <p style="text-align: center;">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 factors or by considering diverse or alternative perspectives or evidence, such as <u>constructing an argument</u> that some ideologies may challenge certain aspects of the established order while reinforcing other aspects (e.g., fascist governments’ support for big business)

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Question 4 — Long Essay Question (continued)

<p><i>To earn the second point the response must demonstrate a complex understanding of the ways in which communism, fascism, and/or nationalism challenged the existing political and/or social order during the twentieth century.</i></p> <p><i>This understanding must be part of the argument, not merely a phrase or reference.</i></p>	<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 Soviet and Chinese economic policies, while outwardly championing the rights of industrial workers or peasants (as mandated by communist ideology), ended up enriching the communist party elite, while leading to the impoverishment of workers and peasants • Explaining relevant and insightful connections across time and space, such as <u>explaining how</u> the effects of ideologies on the established order changed over the course of the century (e.g., nationalism being extremely disruptive of the established order in the first half of the century, but becoming tempered by international institutions and regional economic cooperation in the second half of the century). Or <u>explaining how</u> Social Democracy in Europe (after 1945) successfully blunted the extent of communism’s challenge to the established economic and political order by developing a system of mixed public-private economic policies and embracing parliamentary democracy
<p>If response is completely blank, enter - - for all four score categories: A, B, C, and D.</p>	

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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 how communism, fascism, and/or nationalism challenged the existing political and/or social order during the twentieth century, with some indication of the reasoning for making that claim.

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

Note: Nazism should be considered a form of fascism.

Examples of acceptable theses (hypothetical):

- “The political ideologies of communism, fascism, and nationalism became prominent during the 20th c. leaving many countries questioning their own governments. These challenged the existing political and social structures by offering new opportunities in the social order for those that were poor, and by promising sweeping political change to gain support of citizens.” (*Responds to the prompt with an evaluative claim that establishes a line of reasoning*)
- “The Cold War made it possible for decolonization movements to embrace both nationalism and socialism, thus challenging both the existing political order and the existing economic order.” (*Responds to the prompt with an evaluative claim that establishes a line of reasoning*)

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Question 4 — Long Essay Question (continued)

- “Communist movements challenged the existing political order because communists believed in ‘All Workers Unite’.” (*Responds to the prompt with a minimally acceptable claim that establishes a line of reasoning*)

Examples of unacceptable theses (hypothetical):

- “Fascism was one ideology that completely disrupted the existing political order.” (*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 success of nationalist decolonization movements overhauled the established political and social order by ensuring that former colonial powers such as Britain, France, and the U.S. were no longer a factor in international relations.” (*Not a historically defensible claim*)
- “Communist governments in the Soviet Union and elsewhere usually nationalized factories, collectivized land in communal farms and invested in large-scale economic development projects (*Does not respond directly to the prompt because there is no clear link to challenges to the existing political and/or social order*)

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 1900–2001. This point is not awarded for merely a phrase or a reference.

To earn this point the essay must accurately describe a context relevant to the ways in which twentieth-century political ideologies challenged the existing political and/or social order.

Example of acceptable contextualization (hypothetical):

- “Communism grew out of Marx and Engels’ observation that capitalism led to the mistreatment of factory workers by their bosses.” (*Relates broader events and developments to the topic*)

Examples of unacceptable contextualization (hypothetical):

- “Fascists rejected the teachings of liberalism.” (*Potentially relevant, but is merely a reference and does not meet the requirement of “describe”*)
- “The twentieth century, especially after the end of World War I has been called the era of the nation-state.” (*Potentially relevant, but has no clear ideologies challenging the existing political and/or social order*)

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 the ways in which

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Question 4 — Long Essay Question (continued)

communism, fascism, and/or nationalism challenged the existing political and/or social order during the twentieth century. 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.

General assertions containing no specific information beyond what is provided in the introductory statement should not be credited as “specific historical examples.”

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

- “Hitler wrote *Mein Kampf* in which he outlined his Nazi ideology.” *(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):

- “Fascism, a twentieth-century political ideology became one of the major challenges to the established political order in that century.” *(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 political ideologies challenged the existing political and/or social order in the period 1900–2001.

Example of successfully supporting an argument with evidence:

- “The Soviet Union tried to “export” communism to other countries by funding communist parties in Western Europe and in Asia and, after World War II, by establishing a large network of socialist client states, including Cuba, Vietnam, and Angola.” *(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 the ways in which communism, fascism and/or nationalism challenged the existing political and/or social order during the twentieth century. 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 4 — Long Essay Question (continued)

Examples of using historical reasoning might include:

- Explaining how the ideologies' ability to challenge the political or social order was facilitated by the two world wars
- Explaining how major changes of the political or social order in the twentieth century (e.g., the Versailles settlement or the Cold War) gave rise to new ideological challenges (e.g., Nazism, the Non-Aligned Movement)
- Explaining the effects of more than one ideology on the political or social order

OR

Complexity

Responses earn **2** points by demonstrating a complex understanding of the ways in which communism, fascism, and/or nationalism challenged the existing political and/or social order during the twentieth century, 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 factors or by considering diverse or alternative perspectives or evidence, such as constructing an argument that some ideologies may challenge certain aspects of the established order while reinforcing other aspects (e.g., fascist governments' support for big business)
- Qualifying or modifying the main argument of the essay to demonstrate awareness of historical complexity, such as constructing an argument that explains how Soviet and Chinese economic policies, while outwardly championing the rights of industrial workers or peasants (as mandated by communist ideology), ended up enriching the communist party elite, while leading to the impoverishment of workers and peasants
- Explaining relevant and insightful connections across time and space, such as explaining how the effects of ideologies on the established order changed over the course of the century (e.g., nationalism being extremely disruptive of the established order in the first half of the century, but becoming tempered by international institutions and regional economic cooperation in the second half of the century.) Or explaining how Social Democracy in Europe (after 1945) successfully blunted the extent of communism's challenge to the established economic and political order by developing a system of mixed public-private economic policies and embracing parliamentary democracy