

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 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.

2. In the period circa 1200–1750, networks of exchange led to the spread of religions, cultures, ideas, and traditions in many parts of Afro-Eurasia.

Develop an argument that evaluates the extent to which exchange networks contributed to social or cultural change in Afro-Eurasia during this period.

3. In the period circa 1750–1900, societies across the globe were affected by new technologies that transformed methods of production.

Develop an argument that evaluates the extent to which the growth of industrialization led to economic or social change during this period.

4. In the twentieth century, technological advances in communication, transportation, medicine, agriculture, and other fields shaped human development and interactions with both intended and unintended consequences.

Develop an argument that evaluates the extent to which new technologies improved the lives of individuals during this period.

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.

Question 2: Long Essay Question, Exchange Networks and Social/Cultural Change

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the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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 1200–1750 networks of exchange led to the spread of religions, cultures, ideas, and traditions in many parts of Afro-Eurasia.

Develop an argument that evaluates the extent to which exchange networks contributed to social or cultural change in Afro-Eurasia 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 exchange networks contributed to social or cultural change in Afro-Eurasia in the period circa 1200–1750. 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>“Networks of exchange led to the spread of religions, cultures, ideas, and traditions in significant ways.”</i> Provide a historically defensible claim, but do not establish a line of reasoning <ul style="list-style-type: none"> <i>“European explorers went to Africa.”</i> Provides a claim that is not historically defensible <ul style="list-style-type: none"> <i>“The spread of Islam was caused by the growth of empires and not by traders.”</i> Does not focus on the topic of the prompt <ul style="list-style-type: none"> <i>“Explorers spread disease on ships along trade routes.”</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>“Within the Mongol khanates trade networks flourished under the Pax Mongolica, which made travel easier and safer and thus led to the spread of cultural practices like Buddhism and Islam.”</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <ul style="list-style-type: none"> <i>“The expansion of European transoceanic trading empires, contributed to cultural change in Afro-Eurasia mostly through the spread of Christianity, although in some instances it also led to the emergence of new syncretic religious practices, or to non-Western societies closing off and rejecting Western cultural practices.”</i> Establish a line of reasoning <ul style="list-style-type: none"> <i>“Islam expanded beyond the Middle East often because of the activities of merchants.”</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>Do not provide context relevant to the topic of the prompt</p> <ul style="list-style-type: none"> • <i>“Land-based empires expanded by centralizing their armies.”</i> <p>Provide a passing phrase or reference</p> <ul style="list-style-type: none"> • <i>“The spread of Buddhism impacted Afro-Eurasia.”</i> 	<p>Responses that earn this point:</p> <ul style="list-style-type: none"> • Accurately describe a context relevant to exchange networks and/or social or cultural change in Afro-Eurasia in the period circa 1200–1750. <p>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> • Silk Roads trade networks • Indian Ocean trade networks • Trans-Saharan trade networks • European trading in the Indian Ocean • The Mongol khanates • Expansion of Islam in Asia and Africa • Portuguese trading-post empire in Asia • Emergence of socially and culturally diverse land-based empires • The Renaissance • Protestant and Catholic Reformations • Ming exploration and reconnaissance in the Indian Ocean <p>Example of acceptable contextualization:</p> <ul style="list-style-type: none"> • <i>“For centuries, the Silk Roads had connected China with Central Asia, the Middle East, and even Europe.”</i> • <i>“The spread of Chinese culture led to the adoption of Confucianism in parts of Southeast Asia.”</i> [Minimally acceptable contextualization]
	<p>Additional Notes:</p> <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 or region</p> <ul style="list-style-type: none"> <i>“As ideas of nationalism spread, new nations were unified in places like Europe.”</i> <p>Repeat information that is specified in the prompt</p> <ul style="list-style-type: none"> <i>“Religions, cultures, and traditions spread along trade networks in Afro-Eurasia.”</i> 	<p>Responses that earn 1 point:</p> <ul style="list-style-type: none"> Identify at least two specific historical examples relevant to exchange networks and social or cultural change in Afro-Eurasia in the period circa 1200–1750. <p>Examples of evidence that are specific and relevant include the following [two examples required]:</p> <ul style="list-style-type: none"> Specific information about major merchant groups or merchant diasporas, such as, Jewish, Arab, Indian, Chinese, or Armenian merchants. Information about specific trade-based cross-cultural encounters in Afro-Eurasia, for example Europeans in Japan or Persian or Omani merchants in East Africa. European chartered and/or joint-stock companies active in Afro-Eurasia, such as the English East India Company [EIC], the Dutch East India Company [VOC], or the English Royal African Company <i>Pax Mongolica</i> and travel and trade under the Mongol khanates Expulsion of Jews from European cities and kingdoms and the resettlement of many Jews in the Ottoman Empire. Major trading ports serving as entrepôts, such as Melaka, Calicut, Cairo, Venice Spread of religion or other cultural practices by merchants, including Christianity, Islam, etc. Luxury trade, such as trade in spices, silk, porcelain, etc. leading to closer cultural contacts between regions. Exchange of ideas, such as the transmission of Greco-Roman scientific and philosophical knowledge from the Muslim world to Western Europe, or the spread of Indian mathematical knowledge to the Islamic world Large-scale enslavement of Africans and the Atlantic slave trade 	<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 the extent to which exchange networks contributed to social or cultural change in Afro-Eurasia in the period circa 1200–1750. <p>Examples that successfully support an argument with evidence:</p> <ul style="list-style-type: none"> <i>“Eastern inventions like the compass, the astrolabe, and gunpowder were adopted by Europeans, greatly improving maritime knowledge and shipbuilding, which ultimately led to the development of Portuguese trading posts in Africa and India, where missionaries began their efforts to spread Christianity.”</i> [Uses evidence to support an argument about the spread of technology and trade contributing to cultural change] <i>“After being expelled from Spain and other European countries, Jewish populations settled in the Ottoman Empire, bringing their own cultural practices and contributing to the flourishing of both Jewish and Ottoman culture.”</i> [Uses evidence to support an argument about the degree to which migration and trade contributed to cultural change]

		<p>Example of a statement that earns one point for evidence:</p> <ul style="list-style-type: none">• <i>“Using their seafaring knowledge, Arab and Persian merchants settled in the cities of the Swahili Coast of East Africa.”</i>	
	<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 [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 through sophisticated argumentation and/or effective use of evidence.
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 exchange networks contributed to social or cultural change in Afro-Eurasia in the period circa 1200–1750. 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.
	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>“Islam spread along trade routes in Afro-Eurasia.”</i> 	Using a historical reasoning process to frame or structure an argument could include: <ul style="list-style-type: none"> Explaining how Muslim merchants brought crops from South and East Asia westward, leading to social changes related to the cultivation and consumption of these crops—for example the development of the plantation system related to the spread of sugar cultivation. Explaining how the voyages of Zheng He significantly expanded the practice of tribute-trade between China and many Asian societies, contributing to cultural exchange. 	Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided: <ul style="list-style-type: none"> Explaining the relationship between trade expansion and cultural or religious syncretism, wherein Chinese merchants establishing connections in other parts of Asia spread Confucian ideals and Buddhism, leading to new forms like Zen in Japan and Mahayana in Southeast Asia. [Explains relevant and insightful connections between regions] Demonstrating how trade along the African coast enriched European slave traders and other merchants and also adhered to local African practices, while in the long run depleting African resources, leading to

		<p>Example of acceptable use of historical reasoning:</p> <ul style="list-style-type: none">• <i>“The creation of joint stock companies allowed for longer maritime voyages by armed vessels. The financial backing and weaponry allowed such companies to ultimately establish plantations that used forced labor systems to produce desired goods like coffee for European consumers, uprooting local land and labor practices, and replacing them with European ones.”</i> [Indicates a cause of European traditions being imposed in Southeast Asia]	<p>a power imbalance. [Explains nuance, considers both causes and effects]</p> <ul style="list-style-type: none">• Explaining how multiple pieces of specific and relevant evidence support a nuanced argument about the prompt. For example, explaining how the spread of Islam transformed sub-Saharan African societies and cultures by showing that Muslim rulers of the Mali Empire sponsored Islamic learning in the libraries and schools of Timbuktu, attended the Muslim pilgrimage in Mecca, adopted Muslim dress and cultural practices regarding the separation of genders, and built monumental religious architecture combining Islamic and African features and styles. [Explains how at least four pieces of evidence support a nuanced or complex argument]
<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.			