

**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.

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**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 4: Long Essay Question, New Technologies and Individuals

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the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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

Reporting Category	Scoring Criteria	
<b>Row A</b> <b>Thesis/Claim</b>  <b>[0-1 points]</b>	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.
<b>Decision Rules and Scoring Notes</b>		
	<b>Responses that do not earn this point:</b> <ul style="list-style-type: none"> <li>Are not historically defensible.</li> <li>Only restate or rephrase the prompt.</li> <li>Do not respond to the prompt.</li> <li>Do not establish a line of reasoning.</li> <li>Are overgeneralized.</li> </ul>	<b>Responses that earn this point:</b> <ul style="list-style-type: none"> <li>Provide a historically defensible thesis or claim about the extent to which new technologies improved the lives of individuals during the twentieth century. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument.</li> </ul>
	<b>Examples that do not earn this point:</b>  <b>Provide a restatement of the prompt</b> <ul style="list-style-type: none"> <li><i>“New technology improved the lives of people in the twentieth century.”</i></li> </ul> <b>Provide a historically defensible claim, but do not establish a line of reasoning</b> <ul style="list-style-type: none"> <li><i>“The internet and computers changed daily life for many people.”</i></li> </ul> <b>Provide a claim that is not historically defensible</b> <ul style="list-style-type: none"> <li><i>“Improved health care and new technologies spread all over the world in the first half of the twentieth century, ending famine and spurring huge population growth.”</i></li> </ul> <b>Do not focus on the topic of the prompt</b> <ul style="list-style-type: none"> <li><i>“The Cold War was a conflict between capitalism and communism.”</i></li> </ul>	<b>Examples that earn this point:</b>  <b>Establish a line of reasoning that evaluates the topic of the prompt</b> <ul style="list-style-type: none"> <li><i>“New transportation technologies like airplanes and container ships brought people into much closer contact and increased the availability of many new products.”</i></li> </ul> <b>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</b> <ul style="list-style-type: none"> <li><i>“During the twentieth century, significant improvements in medicine and pharmaceutical research significantly improved the lives of people around the world by reducing child mortality, lowering mortality from infectious and epidemic diseases, as well as allowing people to live longer with many chronic diseases, such as cancer and diabetes, all of which contributed to longer life expectancies as well as growing populations.”</i></li> </ul> <b>Establish a line of reasoning</b> <ul style="list-style-type: none"> <li><i>“Increased industrialization harmed the lives of many individuals through environmental pollution.”</i> [Minimally acceptable thesis/claim]</li> </ul>
<b>Additional Notes:</b> <ul style="list-style-type: none"> <li>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].</li> <li>The thesis or claim must identify a relevant development[s] in the period, although it is not required to encompass the entire period.</li> </ul>		

Reporting Category	Scoring Criteria	
Row B Contextualization	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Describes a broader historical context relevant to the prompt.
[0-1 points]	Decision Rules and Scoring Notes	
	<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>Provide an overgeneralized statement about the time period referenced in the prompt.</li> <li>Provide context that is not relevant to the prompt.</li> <li>Provide a passing phrase or reference.</li> </ul> <p><b>Examples that do not earn this point:</b></p> <p><b>Do not provide context relevant to the topic of the prompt</b></p> <ul style="list-style-type: none"> <li><i>“Decolonization led to the redrawing of some national borders.”</i></li> </ul> <p><b>Provide an overly generalized statement about the time period referenced in the prompt</b></p> <ul style="list-style-type: none"> <li><i>“The twentieth century was an incredible time for medicine.”</i></li> </ul>	<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>Accurately describe a context relevant to new technologies or improvement of individuals’ lives during the twentieth century.</li> </ul> <p><b>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</b></p> <ul style="list-style-type: none"> <li>The First or Second Industrial Revolutions</li> <li>Major scientific and technological advances in sanitation and medicine</li> <li>Increasing speed and volume of communication, transportation, and mobility</li> <li>Advances in agricultural production and biotechnology; the Green Revolution</li> <li>Increased mobility, such as advances in transportation, contributing to spread of diseases</li> <li>Global conflicts, such as the First World War, contributing to the spread of many new military technologies and tactics</li> <li>New technologies that contributed to the growth of state power and its expanding roles in economies and societies</li> <li>States and societies striving to protect the rights of disadvantaged groups, such as women and minorities</li> <li>Conservation movements and environmental movements</li> <li>Nuclear energy and weapons, and the Cold War</li> <li>Ideological or religious responses to the spread of industrialization or new technologies, such as religious fundamentalism, modernization movements, populism, or ethnic nationalism</li> </ul> <p><b>Example of acceptable contextualization:</b></p> <ul style="list-style-type: none"> <li><i>“The Green Revolution relied on biotechnology to create new, more resilient crop varieties, as well as on advances in chemical engineering that allowed for the more efficient mass production of fertilizers and pesticides.”</i></li> <li><i>“Late nineteenth-century inventions like the telegraph and the telephone started a communication revolution.”</i> [Minimally acceptable contextualization]</li> </ul>
	<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>To earn this point, the context provided must be more than a phrase or reference.</li> </ul>	

Reporting Category	Scoring Criteria		
<b>Row C Evidence</b>  <b>[0-2 points]</b>	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Provides specific examples of at least <b>two</b> pieces of evidence relevant to the <b>topic</b> of the prompt.	<b>2 points</b> Supports an <b>argument</b> in response to the prompt using at least <b>two</b> pieces of specific and relevant evidence.
<b>Decision Rules and Scoring Notes</b>			
	<b>Responses that do not earn points:</b> <ul style="list-style-type: none"> <li>Identify a single piece of evidence.</li> <li>Provide evidence that is not relevant to the topic of the prompt.</li> <li>Provide evidence that is outside the time period or region specified in the prompt.</li> <li>Repeat information that is specified in the prompt.</li> </ul>	<b>Responses that earn 1 point:</b> <ul style="list-style-type: none"> <li>Identify at least two specific historical examples relevant to new technologies and improving individuals' lives during the twentieth century.</li> </ul>	<b>Responses that earn 2 points:</b> <ul style="list-style-type: none"> <li>Use at least two specific historical examples to support an argument regarding the extent to which new technologies improved the lives of individuals during the twentieth century.</li> </ul>
	<b>Examples that do not earn points:</b> <b>Repeat information that is specified in the prompt</b> <ul style="list-style-type: none"> <li><i>"New technologies changed peoples' lives in many ways."</i></li> </ul> <b>Provide evidence that is outside the time period specified in the prompt</b> <ul style="list-style-type: none"> <li><i>"The telegraph helped empires communicate with and control their territories."</i></li> </ul>	<b>Examples of evidence that are specific and relevant include the following [two examples required]:</b> <ul style="list-style-type: none"> <li>Medical advancements that contributed to increased life expectancy and population growth, such as vaccines or immunizations, antibiotics</li> <li>International movements to address major epidemics or pandemics, such as Ebola, influenza, or HIV/AIDS</li> <li>Birth control and other advances in women's health or family planning</li> <li>Increased life expectancy, rapid population growth, and their wide-ranging effects</li> <li>Growth of consumer culture and new products</li> <li>Nuclear energy and weapons, the threat of global nuclear war</li> <li>Specific details about new transportation or communications technologies or growth of transregional migrations</li> <li>The rise of labor movements to address changing working conditions due to new technologies</li> <li>The growth of environmental movements to protect or conserve resources and limit pollution or other harm to the environment</li> <li>New military technologies and tactics such as poison gas, tanks, firebombing campaigns, and industrial methods of genocide made warfare deadlier for combatants and non-combatants</li> </ul> <b>Example of a statement that earns one point for evidence:</b> <ul style="list-style-type: none"> <li><i>"The use of personal computers and the creation of the internet affected economic productivity."</i></li> </ul>	<b>Examples that successfully support an argument with evidence:</b> <ul style="list-style-type: none"> <li><i>"The use of technologies to automate or outsource economic production in many manufacturing industries led some workers to organize into labor unions which, in some places, succeeded in negotiating legal protections for workers."</i> [Uses evidence to support an argument about the negative impact of mechanization on industrial jobs in the West]</li> <li><i>"The availability of modern medicine, especially vaccines and antibiotics, as well as advances in agriculture like the Green Revolution, which increased the global food supply, contributed to huge gains in public health, reducing infectious diseases in particular."</i> [Uses evidence to support an argument about modern technologies improving health]</li> </ul>
<b>Additional Notes:</b> <ul style="list-style-type: none"> <li>Typically, statements credited as evidence will be more specific than statements credited as contextualization.</li> </ul>			

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|  | <ul style="list-style-type: none"><li>• 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.</li></ul> |
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Reporting Category	Scoring Criteria		
<b>Row D</b> <b>Analysis and Reasoning</b>  <b>[0-2 points]</b>	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Uses historical reasoning [e.g., comparison, causation, continuity, and change] to frame or structure an argument that addresses the prompt.	<b>2 points</b> Demonstrates a complex understanding of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence.
<b>Decision Rules and Scoring Notes</b>			
	<b>Responses that do not earn points:</b> <ul style="list-style-type: none"> <li>May include evidence but offer no reasoning to connect the evidence to an argument.</li> <li>May assert the use of historical reasoning but does not use it to frame or structure an argument.</li> </ul>	<b>Responses that earn 1 point:</b> <ul style="list-style-type: none"> <li>Must demonstrate the use of historical reasoning to frame or structure an argument about the extent to which new technologies improved the lives of individuals during the twentieth century. The reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking specificity.</li> </ul>	<b>Responses that earn 2 points:</b> 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"> <li>Explaining multiple themes or perspectives to explore complexity or nuance; OR</li> <li>Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR</li> <li>Explaining both cause and effect, both similarity and difference, or both continuity and change; OR</li> <li>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.</li> </ul> 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"> <li>Explaining how multiple pieces of specific and relevant evidence [at least <b>four</b>] support a nuanced or complex argument that responds to the prompt; OR</li> <li>Using evidence effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt.</li> </ul>
	<b>Examples that do not earn points:</b>  <b>Provide evidence but offer no reasoning to connect the evidence to an argument</b> <ul style="list-style-type: none"> <li><i>“The internet made global communication easier.”</i></li> </ul>	<b>Using a historical reasoning process to frame or structure an argument could include:</b> <ul style="list-style-type: none"> <li>Explaining how the creation of vaccines significantly reduced deaths from common diseases like smallpox, which improved people’s lives and led to huge population growth.</li> <li>Explaining how the creation of cellular communications technology provided individuals all over the world with fast, direct communications, which led to more entrepreneurship and social bonds.</li> </ul>	<b>Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided:</b> <ul style="list-style-type: none"> <li>Explaining how multiple pieces of specific and relevant evidence support a nuanced argument about the prompt. For example, explaining how the development of nuclear technologies has provided new sources of energy through nuclear power plants for manufacturing as well as household consumption, but has also introduced new risks including long-term disposal of nuclear waste, possible radiation from nuclear accidents like Three Mile Island or Chernobyl, as well as the threat of nuclear war through the Cold War superpowers’ MAD doctrine as well as through nuclear proliferation.</li> </ul>

		<b>Example of acceptable use of historical reasoning:</b> <ul style="list-style-type: none"><li>• <i>“International organizations like the United Nations and the World Health Organization attempted to spread the benefits of innovations in medicine and public health in developing countries, which reduced deaths due to communicable diseases in many regions.”</i> [Indicates an effect of technological changes and international institutions on individuals in developing countries]</li></ul>	[Explains how at least four pieces of evidence support a nuanced or complex argument] <ul style="list-style-type: none"><li>• Considering how new communications technologies like the internet and satellites informed many people about global issues related to human rights or inequality, while at the same time sparking protest movements against globalization or the influence of Western or American culture. [Explains nuance by exploring multiple perspectives]</li><li>• Explaining how medical and agrarian advances like the Green Revolution contributed to increased health outcomes and life expectancy, while also analyzing the effects of population growth on many economies and environments. [Explains nuance by exploring multiple perspectives or multiple effects]</li></ul>
	<b>Additional Notes:</b> <ul style="list-style-type: none"><li>• 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.</li><li>• This complex understanding must be part of the argument and may be demonstrated in any part of the response.</li><li>• 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.</li></ul>		