

**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. Global cross-cultural interactions, including the transfer of knowledge, scientific learning, and technological developments, increased throughout the period 1200 to 1750.

Develop an argument that evaluates the extent to which ongoing cross-cultural interactions affected trade and/or exploration during the period circa 1450 to 1750.

3. In the period circa 1750 to 1900, revolutions and independence movements such as the American Revolution, the French Revolution, the Haitian Revolution, and Latin American independence movements occurred around the world.

Develop an argument that evaluates the extent to which Enlightenment ideas were the primary cause of one of the revolutions or independence movements (other than the American Revolution) from the period circa 1750 to 1900.

4. In the twentieth century, revolutionary movements were inspired by a variety of ideologies, including communism, nationalism, and/or religious ideas.

Develop an argument that evaluates the extent to which a twentieth-century revolutionary movement was inspired by one of these ideologies.

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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.**

**WHEN YOU FINISH WRITING, CHECK YOUR WORK ON SECTION II IF TIME PERMITS.**

**Question 2: Long Essay Question, Cross-Cultural Interactions, Trade, and/or Exploration**

**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.

Global cross-cultural interactions, including the transfer of knowledge, scientific learning, and technological developments, increased throughout the period 1200 to 1750.

Develop an argument that evaluates the extent to which ongoing cross-cultural interactions affected trade and/or exploration during the period circa 1450 to 1750.

| Reporting Category  | Scoring Criteria   |   |
|---|--|---|
| Row A<br>Thesis/Claim<br><br>(0-1 points)   | <b>0 points</b><br>Does not meet the criteria for one point. | <b>1 point</b><br>Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.  |
| <b>Decision Rules and Scoring Notes</b>   |  |   |
| <p><b>Responses that do not earn this point:</b></p> <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> <p><b>Examples that do not earn this point:</b></p> <p><b>Do not focus on the topic of the prompt</b></p> <ul style="list-style-type: none"> <li><i>"Empires facilitated cross-cultural interactions by continuously attempting to expand their territories."</i></li> </ul> <p><b>Provide a historically defensible claim, but do not establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li><i>"Cross-cultural interactions increased trade between people."</i></li> </ul> <p><b>Provide a claim that is not historically defensible</b></p> <ul style="list-style-type: none"> <li><i>"European exploration in the Americas led to increased trade, but there was very little interaction between Europeans and indigenous Amerindians."</i></li> </ul> |  | <p><b>Responses that earn this point:</b></p> <p>Provide a historically defensible thesis or claim about the extent to which ongoing cross-cultural interactions affected trade and/or exploration during the period circa 1450 to 1750. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.</p>   |
| <p><b>Additional Notes:</b></p> <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>  |  | <p><b>Examples that earn this point:</b></p> <p><b>Establish a line of reasoning that evaluates the topic of the prompt</b></p> <ul style="list-style-type: none"> <li><i>"European long-distance merchants were successful because they adopted and built upon navigational and commercial knowledge from African and Asian traders."</i></li> </ul> <p><b>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</b></p> <ul style="list-style-type: none"> <li><i>"European exploration relied on navigational knowledge, technology, and local geographical knowledge from Muslim and Asian sources."</i></li> </ul> <p><b>Establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li><i>"Europeans' desire to spread Christianity led them to discover many regions previously unknown to them."</i> (Minimally acceptable thesis/claim)</li> </ul> |

| Reporting Category  | Scoring Criteria  |  |
|---|---|--|
| Row B<br>Contextualization<br><br>(0-1 points)  | <b>0 points</b><br>Does not meet the criteria for one point.  | <b>1 point</b><br>Describes a broader historical context relevant to the prompt. |
|   | <b>Decision Rules and Scoring Notes</b>   |  |
| <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 phase or reference.</li> </ul> <p><b>Examples that do not earn this point:</b></p> <ul style="list-style-type: none"> <li><i>"The Mongol conquests contributed to cross-cultural exchange in many parts of the world."</i></li> <li><i>"The period from 1450 to 1750 is often called the Age of Exploration."</i></li> </ul> <p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>To earn this point, the context provided must be more than a phrase or reference.</li> </ul> | <p><b>Responses that earn this point:</b><br/>Accurately describe a context relevant to cross-cultural interactions and/or trade during the period circa 1450 to 1750.</p> <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>Trade networks in the Indian Ocean, Silk Roads, and Trans-Saharan trade</li> <li>Chinese technological innovations, such as the compass or gunpowder</li> <li>Indian scientific and mathematical knowledge</li> <li>The sciences of the Arab Golden Age, such as mathematics, Greek scholarship, cartography, history</li> <li>The Crusades</li> <li>Christian conquests in the Iberian Peninsula</li> <li>Italian merchants and travelers along the Silk Roads and in the Mediterranean region</li> <li>The Renaissance</li> <li>European trading posts</li> <li>Knowledge of current and wind patterns (monsoon winds) and trade practices in the Indian Ocean</li> <li>Commercial rivalries between various European states and between European and non-European states (e.g., European-Ottoman and European-Mughal interactions)</li> </ul> <p><b>Example of acceptable contextualization:</b></p> <ul style="list-style-type: none"> <li><i>"European interactions with West African societies increased significantly during the 15th century as European states and merchants heard of the vast wealth of African empires such as Mali."</i></li> <li><i>"Even before the arrival of the Europeans, local and regional trade networks flourished in many parts of Afro-Eurasia."</i> (Minimally accepted contextualization)</li> </ul> |  |