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AP<sup>®</sup>

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# AP<sup>®</sup> World History: Modern

## Scoring Guidelines

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**Question 1: Short Answer Secondary Source****3 points****General Scoring Notes**

- Each point is earned independently.
- **Accuracy:** These scoring guidelines require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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 responses 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.
- **Describe:** Provide the relevant characteristics of a specified topic. Description requires more than simply mentioning an isolated term.
- **Explain:** Provide information about how or why a historical development or process occurs or how or why a relationship exists.

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- (A)** Identify ONE non-Western nationalist leader whose actions might be used to illustrate the author's argument in the passage. **1 point**

**Examples that earn this point include the following:**

- Mohandas Gandhi is an example of a non-Western nationalist leader whose actions would support the author's argument.
- Ho Chi Minh's campaigns against the French in Vietnam illustrate von Laue's argument.
- An example that supports the author's argument is Kwame Nkrumah, who led Ghana's independence movement.
- Mao Zedong was influenced by Western ideas of socialism and led revolutionary movements, thereby supporting the author's argument about non-Western nationalist leaders.
- One example of a non-Western nationalist leader who would support von Laue's argument is Gamal Abdel Nasser because he was heavily influenced by Western ideals but tried to reduce Western economic and political influence in Egypt.

- 
- (B)** Explain ONE way in which the "world revolution of Westernization" identified by von Laue in the passage disrupted non-Western societies. **1 point**

**Examples that earn this point include the following:**

- Westernization led to imperialism and the destruction of traditional political and economic systems in many non-Western countries.
  - The "world revolution of Westernization" disrupted non-Western societies because it led to colonial rule and poverty for many countries in Asia and Africa.
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- The “world revolution of Westernization” described by von Laue disrupted non-Western societies through imperialism, which brought Western industrial technology to large parts of the world.
- In much of the world, imperialism led many colonial societies to adopt Western ideas such as liberty and freedom and to fight for independence from European rule.
- Western countries exploited the rest of the world through imperialism, both directly and through economic control.

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**(C)** Explain ONE reason why historians in the late twentieth century reinterpreted Western imperialism in the way that von Laue does in the second and third paragraphs of the passage. **1 point**

**Examples that earn this point include the following:**

- Decolonization was one reason why historians in the late twentieth century reinterpreted Western imperialism as something that “perpetuated inequality and ruinous cultural subversion” as von Laue claims.
- Decolonization encouraged many historians to reinterpret Western imperialism because many newly independent Asian and African states had serious economic and political problems that made many historians question the benefits of Western rule.
- As countries became independent from Western rule, historians from those countries could reassert the importance of their own histories and places in the world.
- The Cold War contributed to historians reinterpreting Western imperialism in the late twentieth century because the United States and the Soviet Union opposed continued European colonial rule.
- Globalization in the late twentieth century led many scholars to question assumptions about the superiority of Western society and values, especially as Asian countries caught up to the West economically without necessarily adopting Western cultural or political values.

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**Total for question 1    3 points**

**Question 2: Short Answer Primary Source****3 points****General Scoring Notes**

- Each point is earned independently.
- **Accuracy:** These scoring guidelines require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, responses 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 responses 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.
- **Describe:** Provide the relevant characteristics of a specified topic. Description requires more than simply mentioning an isolated term.
- **Explain:** Provide information about how or why a historical development or process occurs or how or why a relationship exists.

- 
- (A)** Identify ONE way in which the views reflected in the image represent a continuity with traditional notions of gender roles. **1 point**

**Examples that earn this point include the following:**

- The image reflects patriarchal ideas of women.
- The image shows women as nurturers who fulfill domestic roles.
- The image portrays women as holding lower-status occupations.
- The image reinforces the importance of female beauty by placing the clothier at the top of the staircase.
- The poster reflects a male-dominated world view in which women were told that the most important parts of a woman's life were to maintain her beauty, be "virtuous," and perform domestic work.

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- (B)** Identify ONE way in which the views reflected in the image represent a change from traditional notions of gender roles. **1 point**

**Examples that earn this point include the following:**

- The image shows new work and professional opportunities for women, such as being school teachers and factory workers.
  - The image concentrates on women's paid work, not their role as mothers and homemakers.
  - The poster asserts that women play valuable economic roles in society.
  - The descriptions in the poster show that the role of women in Western economies was changing and that women were taking on professions and work that had typically been reserved for men.
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|------------|--|----------------|
| <b>(C)</b> | Explain ONE way in which the format or intended audience of the source may have influenced the way in which gender roles are portrayed in the image. | <b>1 point</b> |
|------------|--|----------------|
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**Examples that earn this point include the following:**

- The poster was aimed at individual women or women's schools, so it was probably intended to reinforce existing ideas about women.
- Many people still could not read in the late nineteenth century, so it uses images as well as text.
- The image was aimed at a society in which agriculture was still important, so it applauds the work of peasant women.
- The image was produced in a Catholic society, so it mentions God and portrays religious women.
- The inclusion of the clothier and the worker in the image is due to the changing working environments and gender roles in industrializing societies.
- The placement of a woman merchant at the top of the image shows that women were gaining increasing economic independence in the nineteenth century.

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**Total for question 2    3 points**

**Question 3: Short Answer No Stimulus****3 points****General Scoring Notes**

- Each point is earned independently.
- **Accuracy:** These scoring guidelines require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, responses 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 responses 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.
- **Describe:** Provide the relevant characteristics of a specified topic. Description requires more than simply mentioning an isolated term.
- **Explain:** Provide information about how or why a historical development or process occurs or how or why a relationship exists.

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**(A)** Identify ONE continuity in the political system of China in the period 1200–1750. **1 point**

**Examples that earn this point include the following:**

- China was ruled by an imperial system for the entire period.
- Chinese government depended on Confucian principles.
- The civil service exam continued to be used throughout this time period.
- China's government had a professional bureaucracy.
- Chinese governments continued to follow the dynastic cycle throughout this period.

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**(B)** Identify ONE change in the political system of China in the period 1200–1750. **1 point**

**Examples that earn this point include the following:**

- The Ming dynasty overthrew the Mongols.
  - The Qing dynasty overthrew the Ming dynasty.
  - China was ruled by multiple non-Chinese dynasties, such as the Jin, Yuan, and Qing.
  - The Mongols sometimes used the traditional examination system but did not allow Chinese officials to obtain high positions in government.
  - The Qing dynasty organized its military and administration according to the banner system.
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- (C)** Explain ONE way in which political continuities in China influenced the development of the global economy in the period 1200–1750. **1 point**

**Examples that earn this point include the following:**

- The relative stability of Chinese governments helped make China a major producer of luxury goods for export to Afro-Eurasia.
- Chinese imperial policies encouraged the import of silver, first from Japan and then from the Americas.
- China's stability and productivity encouraged the growth of trade routes such as the Silk Roads and the Indian Ocean that connected China with other parts of Afro-Eurasia.
- Chinese dynasties continued to demand recognition of their political superiority through the tribute-trade system, which restricted the trading activities of Asian and European merchants.

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**Total for question 3    3 points**

**Question 4: Short Answer No Stimulus****3 points****General Scoring Notes**

- Each point is earned independently.
- **Accuracy:** These scoring guidelines require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, responses 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 responses 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.
- **Describe:** Provide the relevant characteristics of a specified topic. Description requires more than simply mentioning an isolated term.
- **Explain:** Provide information about how or why a historical development or process occurs or how or why a relationship exists.

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- (A)** Identify ONE continuity in the political systems of South or Southeast Asia in the period 1750–1900. **1 point**

**Examples that earn this point include the following:**

- A continuity in South and Southeast Asian politics was that many indigenous rulers continued to rule.
- One continuity in the politics of South and Southeast Asia was that Europeans continued to challenge the power of local rulers.
- One way in which there was continuity in South Asia was that the Mughal emperor remained the figurehead ruler of India until the British deposed him.
- Many rulers in India and Southeast Asia continued to rule by allying themselves with European powers.
- Through the middle of the nineteenth century, the British East India Company rather than the British government ruled many areas of India.

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- (B)** Identify ONE change in the political systems of South or Southeast Asia in the period 1750–1900. **1 point**

**Examples that earn this point include the following:**

- One change in India was that the Mughal Empire collapsed.
  - A significant change in the political order in Southeast Asia during this period was the arrival of the French, who proceeded to colonize Indochina.
  - One major change during this period was that the British crown assumed direct rule over India following the Indian Rebellion in 1857.
  - One change was that the Marathas established an empire in India.
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- One change was that European East India companies (British, Dutch, French, etc.) expanded their political power and transitioned into developing colonial governments.
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**(C)** Explain ONE way in which changes in the global economy led to changes in the political systems of South or Southeast Asia in the period 1750–1900. **1 point**

**Examples that earn this point include the following:**

- One reason that the political systems of South and Southeast Asia changed was the expansion and evolution of European empires.
  - Industrialization in Europe fundamentally changed the political systems of South and Southeast Asia in this period because industrialization allowed Europeans to conquer and administer much of the region through superior weapons and ships.
  - Because of deeper global economic integration and the establishment of European rule, many political elites in South Asia and Southeast Asia continued to hold their traditional political titles but lost all real political power and instead became wealthy landowners whose estates often produced raw materials for industrial factories in Europe.
  - European states reacted to the development of the global capitalist economy by attempting to extract resources and open up markets by force and to create monopolies over trade with certain areas, which required gaining direct or indirect political control.
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**Total for question 4    3 points**

**Question 1: Document-Based Question, Economic Factors in the Mexican Revolution**

**7 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.

Evaluate the extent to which economic factors led to the outbreak of the Mexican Revolution (1910–1920).

Reporting Category	Scoring Criteria	
Row A Thesis/Claim  (0–1 points)	<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.
Decision Rules and Scoring Notes		
<div> <div> <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> </div> <div> <b>Responses that earn this point:</b> <ul style="list-style-type: none"> <li>Provide a historically defensible thesis or claim that establishes a position on the extent to which economic factors led to the outbreak of the Mexican Revolution (1910–1920). The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument.</li> </ul> </div> </div>		
<div> <div> <b>Examples that do not earn this point:</b>  <b>Provide a historically defensible claim, but do not establish a line of reasoning</b> <ul style="list-style-type: none"> <li><i>“Economic factors were critical in leading to the outbreak of the Mexican Revolution.”</i></li> </ul> <b>Establish a line of reasoning, but do not provide a historically defensible claim</b> <ul style="list-style-type: none"> <li><i>“Economic exploitation in Mexico led to the revolution because most of the Mexican people were enslaved on plantations.”</i></li> </ul> <b>Do not focus on the topic of the prompt</b> <ul style="list-style-type: none"> <li><i>“The Mexican Revolution is important to understand because it is the southern neighbor of the United States.”</i></li> </ul> </div> <div> <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>“Mexico’s inability to resist the political dominance of the United States and European powers was the most significant factor in leading to the revolution because foreign dominance prevented the Mexican government from enacting economic reforms.”</i></li> <li><i>“Ethnic tensions were just as important in leading to the Mexican Revolution as economic factors because much of the economic exploitation that was occurring in Mexico affected poor indigenous communities.”</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>“Although noneconomic factors such as government corruption and ethnic tensions contributed to the Mexican Revolution, economic factors such as labor exploitation and economic inequality were the most important factors in sparking the revolution.”</i></li> </ul> <b>Establish a line of reasoning</b> <ul style="list-style-type: none"> <li><i>“The government’s policies led to the Mexican Revolution because the government refused to help workers.”</i> (Minimally acceptable thesis/claim)</li> </ul> </div> </div>		
<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>“The 1910s were period of conflict, because World War I was going on at the same time as the Mexican Revolution.”</i></li> </ul> <p><b>Provide a passing phrase or reference</b></p> <ul style="list-style-type: none"> <li><i>“Neocolonialism hurt many economies in Latin America.”</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 the outbreak of the Mexican Revolution (1910–1920).</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>Neocolonialism in Latin America</li> <li>The spread of liberal economic ideas</li> <li>The spread of industrialization</li> <li>The development of new social classes</li> </ul> <p><b>Examples of acceptable contextualization:</b></p> <ul style="list-style-type: none"> <li><i>“Like many former Spanish colonies, after independence Mexico suffered from overreliance on foreign investment and capital, which hurt Mexico’s ability to direct its own economic development.”</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>	

Reporting Category	Scoring Criteria		
Row C Evidence  (0–3 points)	Evidence from the Documents		
	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Uses the content of at least <b>three</b> documents to address 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>six</b> documents.
	Decision Rules and Scoring Notes		
	<b>Responses that do not earn points:</b> <ul style="list-style-type: none"> <li>Use evidence from less than three of the documents.</li> <li>Misinterpret the content of the document.</li> <li>Quote, without an accompanying description, from the content of the documents.</li> <li>Address documents collectively rather than considering separately the content of each document.</li> </ul>	<b>Responses that earn 1 point:</b> <ul style="list-style-type: none"> <li>Accurately describe—rather than simply quote—the content from at least three of the documents to address the topic of economic factors and their contribution to the outbreak of the Mexican Revolution (1910–1920).</li> </ul> <b>Examples of describing the content of a document:</b> <b>Describe evidence from the documents relevant to the topic but do not use that evidence to support an argument</b> <ul style="list-style-type: none"> <li>(Document 1) <i>“The finance minister tells strikers that unemployment is the result of supply and demand and is out of the government’s hands.”</i></li> </ul>	<b>Responses that earn 2 points:</b> <ul style="list-style-type: none"> <li>Support an argument in response to the prompt by accurately using the content of at least six documents.</li> </ul> <b>Examples of supporting an argument using the content of a document:</b> <ul style="list-style-type: none"> <li>(Document 1): <i>“The finance minister tells strikers that unemployment is the result of supply and demand and is out of the government’s hands, a position which probably increased people’s discontent with the government because they were unwilling to help.”</i> (Connects the contents of the document to an argument about the extent to which economic factors contributed to the outbreak of the Mexican Revolution)</li> <li>(Document 2): <i>“The newspaper cartoon shows that the government was willing to use violence to put down popular protests against a rigged election system. Such oppressive government policies may have contributed to increased support for the eventual revolution.”</i> (Connects the content of the document to an argument about the extent to which economic factors contributed to the outbreak of the Mexican Revolution)</li> </ul>
	<b>Additional Notes:</b> <ul style="list-style-type: none"> <li>To earn two points, the six documents do not have to be used in support of a single argument—they can be used across sub-arguments or to address counterarguments.</li> </ul>		

Row C (continued)	Evidence beyond the Documents:	
	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Uses at least one additional piece of the specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
	Decision Rules and Scoring Notes	
	<b>Responses that do not earn this point:</b> <ul style="list-style-type: none"> <li>Provide evidence that is not relevant to an argument about 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 or in any of the documents.</li> <li>Provide a passing phrase or reference.</li> </ul>	<b>Responses that earn this point:</b> <ul style="list-style-type: none"> <li>Must use at least one specific piece of historical evidence relevant to an argument about the extent to which economic factors led to the outbreak of the Mexican Revolution (1910–1920).</li> </ul> <b>Examples of specific and relevant evidence beyond the documents that earn this point include the following, if appropriate elaboration is provided:</b> <ul style="list-style-type: none"> <li>Specific instances of European economic imperialism in Asia, Africa, and Latin America</li> <li>Socialist revolts in Europe, including the Paris Commune, the Bolshevik Revolution, and the revolt in Germany at the end of the First World War</li> <li>Revolutions in South America and Mexico against Spanish rule during the nineteenth century</li> <li>The abolition of slavery in specific Latin American states in the nineteenth century, such as Cuba and Brazil</li> <li>Specific instances of United States military interventions in Latin America, such as during the Spanish-American War</li> <li>The Pancho Villa expedition in 1916</li> </ul> <b>Examples of evidence beyond the documents relevant to an argument about the prompt:</b> <ul style="list-style-type: none"> <li><i>“Economic problems caused by industrialization and economic inequality led to revolts around the world, not just in Mexico, but also in Russia with the Bolshevik Revolution. (Provides a piece of evidence not in the documents relevant to an argument about the prompt)</i></li> <li><i>“Although slavery was abolished throughout Latin America over the 1800s, new ways of exploiting labor were developed, including indentured labor. This meant that working conditions in Mexico remained very bad, leading to a lot of unhappiness with the Mexican government.” (Provides a piece of evidence not in the documents relevant to an argument about the prompt)</i></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> <li>To earn this point, the evidence provided must be different from the evidence used to earn the point for contextualization.</li> <li>To earn this point, the evidence provided must be more than a phrase or reference.</li> </ul>	

Reporting Category	Scoring Criteria	
<b>Row D</b> <b>Analysis and Reasoning</b>  <b>(0–2 points)</b>	<b>Sourcing</b>	
	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> For at least three documents, explains how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument.
	<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>Explain sourcing for less than three of the documents.</li> <li>Identify the point of view, purpose, historical situation, and/or audience but fail to explain how or why it is relevant to an argument.</li> <li>Summarize the content or argument of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience.</li> </ul> <p><b>Examples that do not earn this point:</b></p> <p><b>Identify the point of view, purpose, historical situation, and/or audience, but do not explain how or why it is relevant to an argument</b></p> <ul style="list-style-type: none"> <li><i>“Document 7 shows how popular Zapata was among the common people and that many people in Mexico were sad that he was killed.”</i></li> </ul> <p><b>Summarize the content of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience</b></p> <ul style="list-style-type: none"> <li><i>“Document 5 shows the extent to which various parts of Mexico’s economy was controlled by capital from Britain, France and the US.”</i></li> </ul>	<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>Must explain how or why—rather than simply identifying—the document’s point of view, purpose, historical situation, or audience is relevant to an argument that addresses the prompt for each of the three documents sourced.</li> </ul> <p><b>Example of acceptable explanation of the significance of the author’s point of view:</b></p> <ul style="list-style-type: none"> <li>(Document 3): “As a diplomatic representative of the Diaz government, Godoy is focused only on the positive aspects of United States investment in Mexico and lavishes praise on Diaz.” (Identifies the point of view of the source and how this might be relevant to the extent to which economic factors contributed to the outbreak of the Mexican Revolution)</li> </ul> <p><b>Example of acceptable explanation of the significance of the author’s purpose:</b></p> <ul style="list-style-type: none"> <li>(Document 7): “<i>The corrido is meant to memorialize a hero of the revolution and to motivate the people to carry on his struggle, and to ‘punish the rich’ and make ‘Indians owners of their lands,’ both of which were major economic goals of the revolutionaries.</i>” (Connects the purpose of the song to an argument about the extent to which economic factors contributed to the outbreak of the Mexican Revolution)</li> </ul> <p><b>Example of acceptable explanation of the relevance of the historical situation of a source:</b></p> <ul style="list-style-type: none"> <li>(Document 6): “<i>Ricardo Magón uses the history of Native Americans, especially the taking of their land and their oppression by white colonizers to argue for a revolution that would take back the land and give it to the workers, pointing out the fundamental corruption that allowed Spanish elites to acquire the land that the native Americans now work.</i>” (Provides sourcing regarding the historical situation of the document and connects that information to an argument about the extent to which economic factors contributed to the outbreak of the Mexican Revolution)</li> </ul> <p><b>Example of acceptable explanation of the significance of the audience:</b></p> <ul style="list-style-type: none"> <li>(Document 3): “<i>In his speech, Consul Godoy is being deferential to the Chamber of Commerce because he is conscious of their influence in channeling United States investment to Mexico.</i>” (Provides information about the audience of the government official that is relevant to an argument about the extent to which economic factors contributed to the outbreak of the Mexican Revolution)</li> </ul>

Row D (continued)	Complexity	
	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.
	Decision Rules and Scoring Notes	
		<p><b>Responses that earn this point:</b> May demonstrate a complex understanding in a variety of ways, such as:</p> <ul style="list-style-type: none"> <li>Explaining nuance of an issue by analyzing multiple variables.</li> <li>Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects.</li> <li>Explaining relevant and insightful connections within and across periods.</li> <li>Confirming the validity of an argument by corroborating multiple perspectives across themes.</li> <li>Qualifying or modifying an argument by considering diverse or alternative views or evidence.</li> </ul> <p><b>Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided:</b></p> <ul style="list-style-type: none"> <li>Analyzing multiple variables, such as considering diverse or alternate perspectives or evidence, such as how, for instance, a response arguing that economic exploitation in Mexico often coincided with the oppression of ethnic minorities could use Documents 6 and 7 to show how some revolutionaries specifically appealed to Native histories of dispossession and complement this analysis with the description of the enslavement of Yaqui Indians in Document 4 in service of plantations producing materials for European and U.S. industry. (Explains nuance)</li> <li>Explaining relevant and insightful connections across time and space, such as explaining similarities and differences between the motivating factors of the Mexican Revolution and other revolutions in the nineteenth and twentieth centuries. For instance, a response could draw explicit and insightful comparisons by bringing in outside information on the situation in Russia prior to the Bolshevik Revolution and then using the documents describing the situation of the peasants and workers in Mexico to show how economic problems fueled revolutionary movements in both countries. (Explains relevant and insightful connections)</li> <li>Corroborating multiple perspectives, such as explaining how different documents corroborate an argument in spite of the differing perspectives of the authors. For instance, a response could use the praise of Diaz in Document 3, which celebrates the business relationship between the U.S. and Mexico and how Mexico enacted laws to benefit U.S. businesses, to corroborate the documents that show the problems and challenges faced by Mexican workers and peasants that result from the economic system that developed in Mexico. (Corroborates, qualifies, or modifies an argument by considering diverse or alternative views or evidence)</li> </ul>
	<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.</li> </ul>	



## Document Summaries

Document	Summary of Content	Explains the relevance of point of view (POV), purpose, situation, and/or audience by elaborating on examples such as:
1. Finance Minister Avendaño letter to striking workers, 1892	<ul style="list-style-type: none"> <li>The finance minister tells the strikers that the problems of the workers are not solvable by the government, as Mexican law prevents interference with business practices regarding wages, working conditions, etc.</li> </ul>	<ul style="list-style-type: none"> <li>By telling striking workers the government is not going to intervene on their behalf, he makes it clear the government favors corporate interests and will not help the strikers. (audience)</li> <li>Shows the economic philosophy of the Mexican government at the time being in favor of unfettered free markets and a noninterventionist, <i>laissez-faire</i> approach to industrial disputes which ultimately favored employers and corporate interests. (historical situation)</li> </ul>
2. Posada newspaper cartoon showing suppression of protests against Díaz, 1892	<ul style="list-style-type: none"> <li>The cartoon shows mounted soldiers violently attacking street protesters demonstrating against a disputed presidential election.</li> </ul>	<ul style="list-style-type: none"> <li>The artist shows the protesters sympathetically, meaning the cartoon was intended to criticize the government's actions against them. (purpose)</li> <li>Published in a mass-produced and likely cheap news print called "Street Gazette," the cartoon is clearly addressing a very broad section of Mexico's public. Even those who were illiterate would have been able to see the violence and brutality of the government's suppression of protest in the cartoon. (POV/audience)</li> </ul>
3. Mexican consul Godoy banquet toast at a United States Chamber of Commerce gala in New York City, 1908	<ul style="list-style-type: none"> <li>Praises the good business relations between the U.S. and Mexico and the economic progress foreign investment has allowed in Mexico. Glorifies President Díaz as the "right man in the right place, at the right time" for Mexico.</li> </ul>	<ul style="list-style-type: none"> <li>As a diplomatic representative of the Díaz government, Godoy is focused only on the positive aspects of United States investment in Mexico and lavishes praise on Díaz. (POV)</li> <li>Godoy wants to ensure the continued support of the United States for the Díaz government, so he presents a rosy picture of economic progress and social harmony under Díaz's rule. (purpose)</li> </ul>
4. Turner travelogue discussing the slave-like condition of indigenous and Asian laborers in Yucatan, 1910	<ul style="list-style-type: none"> <li>Discusses how the production of henequen on plantations involves the use of forced labor from indigenous Mexicans and Asians and how the workers are effectively enslaved by debt servitude.</li> </ul>	<ul style="list-style-type: none"> <li>By using the tradition of "muckraking" journalism during the United States Progressive Era, the author is trying to get people in the United States to be outraged by the use of what is in effect slavery in Mexico. (POV/purpose)</li> <li>Since slavery had been abolished in the United States and the rest of the Western Hemisphere at the time the book was published, this author's use of the term "slavery" to describe the system of labor would be deliberately calculated to inflame public opinion. (historical situation)</li> </ul>

5. Table showing foreign investment in Mexico in 1911, from a report by a United States Consul Marion Letcher to the Senate	<ul style="list-style-type: none"> <li>Shows that United States, British, and French investments play a very prominent role in Mexico's economy, eclipsing domestic Mexican investment in several key industries.</li> </ul>	<ul style="list-style-type: none"> <li>The purpose of the report was to inform the Senate on the levels of United States business investment in Mexico. The Senate may have sought that information because of the perceived risk to United States investments in Mexico given the growing political instability there. (POV/purpose)</li> <li>The table shows the heavy concentration of foreign investment in Mexico in those industries that relied on exploitation of Mexican natural resources (for example, mines, oil industry, rubber industry) or were most likely to be profitable (railways). This investment pattern is the hallmark of neocolonialism / economic imperialism. (historical situation)</li> </ul>
6. Magón article on the right to property in the revolutionary newspaper <i>Rebirth</i> , 1911	<ul style="list-style-type: none"> <li>Attacks the concept of private property as opposed to sharing common resources by highlighting how the indigenous communities in Mexico have used land together. Advocates taking land from large landowners and returning it to the peasants.</li> </ul>	<ul style="list-style-type: none"> <li>As an indigenous person himself, the author uses an idealized vision of the traditional indigenous communities using land and other resources in common to achieve social harmony, and advocates for changing the current economic and political situation along those communal lines. (POV)</li> <li>Shows the possible influence of the spread of Marxist ideology in its attack on the idea of private property and advocating for a return to communalism. (historical situation)</li> </ul>
7. <i>Corrido</i> commemorating the death of Revolutionary leader Emiliano Zapata, 1919	<ul style="list-style-type: none"> <li>Praises Zapata for fighting for the poor and promises his return. Highlights Zapata's role as a champion of the cause of the indigenous Mexicans against those of European ancestry (<i>gachupines</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Meant to inspire Zapata's followers to keep fighting for the cause of the revolution even after their leader's death. (purpose)</li> <li>Folk songs were easy to distribute and reproduce and were an effective way of transmitting information or propaganda among populations that might not be literate. (audience)</li> </ul>

## Question 2: Long Essay Question, Economic and Commercial Practices in Afro-Eurasia

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 1200–1450, commerce along exchange networks such as the Silk Roads, the Indian Ocean, and the trans-Saharan networks involved a number of new economic and commercial practices.

Develop an argument that evaluates the extent to which developments in economic and/or commercial practices in Afro-Eurasia affected trade in 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>Do not focus on the topic of the prompt</b> <ul style="list-style-type: none"> <li><i>“The expansion of empires increased trade in Afro-Eurasia.”</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>“New commercial practices affected trade in Afro-Eurasia in the period 1200–1450.”</i></li> </ul> <b>Establish a line of reasoning, but do not provide a historically defensible claim</b> <ul style="list-style-type: none"> <li><i>“The establishment of joint-stock companies in Afro-Eurasia in the period 1200–1450 greatly increased trade because they allowed investors to pool large amounts of capital.”</i></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 economic or commercial practices in Afro-Eurasia affected trade in the period circa 1200–1450, with some indication of the reasoning for making that claim.</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 commercial practices such as letters of credit greatly increased trade in Afro-Eurasia because they made it easier for merchants to purchase goods.”</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>“The development of new forms of credit and the formation of cooperative commercial partnerships were the most significant factors in expanding trade in Afro-Eurasia in the period 1200–1450.”</i></li> </ul> <b>Establish a line of reasoning</b> <ul style="list-style-type: none"> <li><i>“Trade increased because of the spread of new commercial infrastructure.”</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	
<b>Row B</b> <b>Contextualization</b>  <b>(0–1 points)</b>	<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.
	<b>Decision Rules and Scoring Notes</b>	
	<b>Responses that do not earn this point:</b> <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>	<b>Responses that earn this point:</b> <ul style="list-style-type: none"> <li>Accurately describe a context relevant to commercial practices in Afro-Eurasia in the period circa 1200–1450.</li> </ul>
	<b>Examples that do not earn this point:</b>  <b>Provide an overly generalized statement about the time period referenced in the prompt</b> <ul style="list-style-type: none"> <li><i>“The period 1200–1450 was a time of great change all over Eurasia as empires rose and fell.”</i></li> </ul> <b>Provide historically inaccurate contextualization</b> <ul style="list-style-type: none"> <li><i>“The Portuguese and Spanish voyages of exploration fundamentally changed the economy and trade in Eurasia during this period.”</i></li> </ul>	<b>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</b> <ul style="list-style-type: none"> <li>The establishment of large empires, such as the Mongols and the Empire of Mali</li> <li>The growth of cities across Afro-Eurasia</li> <li>The increasing commercialization of states such as Song China</li> </ul> <b>Example of acceptable contextualization:</b> <ul style="list-style-type: none"> <li><i>“The Mongols established an empire that stretched from China to Eastern Europe, giving them control of the Silk Roads and the ability to dictate terms of trade.”</i></li> </ul>
	<b>Additional Notes:</b> <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>	

Reporting Category	Scoring Criteria		
Row C Evidence (0–2 points)	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Provides specific examples 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 specific and relevant examples of evidence.
	Decision Rules and Scoring Notes		
	<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 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><u>Identify at least two specific historical examples</u> relevant to developments in economic or commercial practices in Afro-Eurasia in the period circa 1200–1450.</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>Specific technologies that facilitated increased trade such as the camel saddle and the dhow</li> <li>Economic practices such as the use of camel caravans to transport goods</li> <li>The development of commercial partnerships in the Mediterranean region and the Indian Ocean</li> <li>The development of the <i>ortaq</i> system under the Mongols to facilitate commerce across Eurasia</li> </ul> <b>Example of a statement that earns one point for evidence:</b> <ul style="list-style-type: none"> <li><i>“The development of specific commercial practices such as banking or issuing bills of exchange, letters of credit, or paper money occurred in this period.”</i></li> </ul>	<b>Responses that earn 2 points:</b> <ul style="list-style-type: none"> <li><u>Use at least two specific historical examples</u> to support an argument regarding how economic or commercial practices in Afro-Eurasia affected trade in the period circa 1200–1450.</li> </ul> <b>Examples that successfully support an argument with evidence:</b> <ul style="list-style-type: none"> <li><i>“The establishment of specific commercial infrastructure such as caravanserais, ports, and postal relay stations greatly facilitated trade along major trade routes during this period, by providing safe resting stations for merchants or speeding up written communications between traders living in different cities.”</i> (Uses multiple, specific pieces of evidence to support the argument that new economic and commercial practices affected trade in Afro-Eurasia during the period circa 1200–1450)</li> <li><i>“New commercial practices emerged during this period as merchants tried to manage the risks of long-distance trade. For example, the Mongol ordaq system involved merchants forming partnerships that involved cooperation both in the actual trade of goods and in the financing of trading voyages. Likewise, in the Italian city-states, new financial practices gave rise to commercial banking and letters of credit.”</i> (Uses multiple, specific pieces of evidence to support the argument that new economic and commercial practices affected trade in Afro-Eurasia during the period circa 1200–1450)</li> </ul>
	<b>Examples that do not earn points:</b>  <b>Provide evidence that is not relevant to the topic of the prompt.</b> <i>“The trans-Saharan trade routes were vital for the growth of the Mali Empire.”</i>		
<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> <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. (For example, changes in commercial practices affected trade more significantly in some regions than others; changes in commercial practices significantly affected trade across all of Afro-Eurasia.)</li> </ul>			

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, using evidence to corroborate, qualify, or modify an argument that addresses the question.
<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 do 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 explain how developments in economic or commercial practices affected trade in Afro-Eurasia in the period 1200–1450.</li> </ul>	<b>Responses that earn 2 points:</b> May demonstrate a complex understanding in a variety of ways, such as: <ul style="list-style-type: none"> <li>Explaining the nuance of an issue by analyzing multiple variables.</li> <li>Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects.</li> <li>Explaining relevant and insightful connections within and across periods.</li> <li>Confirming the validity of an argument by corroborating multiple perspectives across themes.</li> <li>Qualifying or modifying an argument by considering diverse or alternative views or evidence.</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>“China during the Song, Yuan, and Ming periods was renowned for producing fine porcelain, which was in high demand as a trade item.”</i></li> </ul>	<b>Using a historical thinking skill to frame or structure an argument could include:</b> <ul style="list-style-type: none"> <li>Explaining the ways in which the construction of commercial infrastructure increased regional and transregional trade.</li> <li>Explaining how changes in trading patterns or volumes were influenced by the introduction of new economic practices.</li> <li>Explaining how new commercial practices affected regional trade in similar or different ways.</li> </ul> <b>Example of acceptable use of historical reasoning:</b> <ul style="list-style-type: none"> <li><i>“The Mongols’ development of commercial infrastructure, as well as their financial innovations, led to a tremendous expansion of Silk Roads trade.”</i> (Establishes two types of developments that changed trade in the relevant period. This statement would need to be followed up with at least minimal discussion of the two categories introduced.)</li> </ul>	<b>Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided:</b> <ul style="list-style-type: none"> <li>Explaining how new commercial practices were very important in leading to an increase in trade in some regions while new commercial practices only had a marginal effect on trade in other regions of Afro-Eurasia. For instance, a response could highlight the changes that occurred in the Silk Roads trade as a result of the Mongol conquests and their economic policies, while also noting that areas not connected directly to the Silk Roads saw limited effects from these changes. (Explains nuance, considers both causes and effects, and qualifies an argument)</li> <li>Explaining relevant and insightful connections across time and space, such as explaining how the introduction of new commercial practices in later periods also led to an increase in trade. For instance, a response could discuss how the commercial practices of the Song and Yuan dynasties led Europeans to seek routes to Asia for access to trade goods, which led to the development of transoceanic trade after 1450. (Explains relevant and insightful connections)</li> </ul>

			<ul style="list-style-type: none"><li>• Illustrating that the introduction of new economic practices did not always significantly impact trade in some regions because the positive economic effects of the introduction of new practices were sometimes negated by political events such as war. For instance, a response could highlight the rise in prosperity that occurred in the Mongol Empire, while qualifying the argument by noting the destructiveness of the Mongol conquests—the sack of Baghdad for instance—and how this destruction harmed economies and trade in the short term. (Qualifies an argument)</li><li>• Demonstrating how the introduction of the same new economic practice in different regions led to increased trade in both regions. For instance, a response could discuss how the development of letters of credit in Europe and China led to economic growth in Song China and during the Italian Renaissance. (Corroborates an argument, considers both causes and effects)</li></ul>
	<b>Additional Notes:</b> <ul style="list-style-type: none"><li>• This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.</li></ul>		



### Question 3: Long Essay Question, East and South Asian Economic Responses to Imperialism

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 1450–1750, European expansion affected the development of numerous East Asian and South Asian states.

Develop an argument that evaluates the extent to which the economies of East and/or South Asian states in this time period changed in response to European expansion.

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 the economies of East and/or South Asian states changed in response to European expansion in the period 1450–1750, with some indication of the reasoning for making that claim.</li> </ul>
	<b>Examples that do not earn this point:</b>  <b>Do not focus on the topic of the prompt</b> <ul style="list-style-type: none"> <li><i>“The Ming dynasty remained the dominant economic power in East Asia throughout the sixteenth and seventeenth centuries, even after the end of the Zheng He expeditions.”</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>“Many changes in the economies of South and East Asia occurred because of European expansion.”</i></li> </ul> <b>Provide an overly generalized response to the prompt</b> <ul style="list-style-type: none"> <li><i>The expansion of European influence affected the economies of South Asia and East Asia in both positive and negative ways.</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>“European expansion changed the economies of many parts of South and Southeast Asia, as they increasingly produced goods that were sought after by European merchants.”</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>“While European expansion allowed European merchants to take an increasingly greater role in facilitating regional trade, it did not significantly alter East Asian economies because East Asian artisans, producers, and merchants retained the dominant role in producing and distributing luxury goods.”</i></li> </ul> <b>Establish a line of reasoning</b> <ul style="list-style-type: none"> <li><i>“European expansion changed economies of South Asia because Europeans became the middlemen of regional trade.”</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	
	<b>Responses that do not earn this point:</b> <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>	<b>Responses that earn this point:</b> <ul style="list-style-type: none"> <li>Accurately describe a context relevant to European expansion in Asia in the period 1450–1750.</li> </ul>
	<b>Examples that do not earn this point:</b>  <b>Provide an overly generalized statement about the time period referenced in the prompt</b> <ul style="list-style-type: none"> <li><i>“There were technological, economic, and political reasons why Europeans traveled to Asia in the 1500s.”</i></li> </ul> <b>Provide a passing phrase or reference</b> <ul style="list-style-type: none"> <li><i>“Columbus attempted to sail to Japan in 1492.”</i></li> </ul>	<b>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</b> <ul style="list-style-type: none"> <li>Innovations in ship design that allowed Europeans to conduct transoceanic voyages</li> <li>Expansion of Asian empires</li> <li>European attempts to circumvent Ottoman dominance of trans-Eurasian land routes into Europe</li> </ul> <b>Example of acceptable contextualization:</b> <ul style="list-style-type: none"> <li><i>“With the fall of Constantinople and a hostile Ottoman Empire controlling the trade routes to Asia, Europeans tried to find ways of going around them—leading to the Portuguese reaching the Indian Ocean by navigating around Africa.”</i></li> </ul>
	<b>Additional Notes:</b> <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>	

Reporting Category	Scoring Criteria		
Row C Evidence (0–2 points)	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Provides specific examples 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 specific and relevant examples of 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 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><u>Identify at least two specific historical examples</u> relevant to European expansion in Asia in the period 1450–1750.</li> </ul>	<b>Responses that earn 2 points:</b> <ul style="list-style-type: none"> <li><u>Use at least two specific historical examples</u> to support an argument regarding how the economies of East and/or South Asian states changed in response to European expansion in the period 1450–1750.</li> </ul>
	<b>Examples that do not earn points:</b> <b>Provide evidence that is outside the time period</b> <ul style="list-style-type: none"> <li><i>“The Mongol Empire encouraged trade by protecting Silk Road caravan routes.”</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>The Portuguese use of the <i>cartaz</i> system</li> <li>The continued predominance of Arab, Gujarati, Javanese, Chinese, and Omani merchants in regional trade</li> <li>The global silver trade</li> <li>The commercial and territorial expansion of European joint-stock companies</li> </ul> <b>Example of a statement that earns one point for evidence:</b> <ul style="list-style-type: none"> <li><i>“The Portuguese used their superior sailing ship technology and a system of passes for other countries’ merchant ships in an attempt to control the trade on the Indian Ocean.”</i></li> </ul>	<b>Examples that successfully support an argument with evidence:</b> <ul style="list-style-type: none"> <li><i>“Despite the presence of European ships in the Indian Ocean, the vast majority of seagoing trade between Asian ports was still done by Asian ships and sailors, such as the Gujaratis in the Arabian Sea, and the Javanese around the Malay peninsula.”</i> (Uses multiple, specific pieces of evidence to support the argument that there were limits to European impact on Asian economies)</li> <li><i>“The arrival of the European chartered companies in India changed the balance of economic power. These companies not only increasingly controlled trade, but also began using their own armies to wage war on Indian rulers.”</i> (Uses evidence to support the argument that joint stock trading companies changed Asian economies extensively)</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> <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> (For example, the continuing importance in the trade of textiles such as silk in the Mughal and Qing empires shows that the economies of South Asia and East Asia did not change much because of European expansion; European expansion significantly changed the economies of South and East Asia because Europeans became the middlemen of commerce.)			

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, using evidence to corroborate, qualify, or modify an argument that addresses the question.
<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 do 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 explain how the economies of East and/or South Asian states changed in response to European expansion in the period 1450–1750.</li> </ul>	<b>Responses that earn 2 points:</b> May demonstrate a complex understanding in a variety of ways, such as: <ul style="list-style-type: none"> <li>Explaining the nuance of an issue by analyzing multiple variables.</li> <li>Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects.</li> <li>Explaining relevant and insightful connections within and across periods.</li> <li>Confirming the validity of an argument by corroborating multiple perspectives across themes.</li> <li>Qualifying or modifying an argument by considering diverse or alternative views or evidence.</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 Dutch became one of the primary shippers and traders of Japanese silver in the Asian market.”</i></li> </ul>	<b>Using a historical thinking skill to frame or structure an argument could include:</b> <ul style="list-style-type: none"> <li>Explaining the ways in which European expansion affected specific East or South Asian economies.</li> <li>Explaining how East or South Asian merchants changed their commercial practices to adapt to the arrival of Europeans.</li> <li>Explaining regional similarities and differences in the economic impact of European expansion in South or East Asian states.</li> </ul> <b>Example of acceptable use of historical reasoning:</b> <ul style="list-style-type: none"> <li><i>“The decline of Mughal authority in the 1700s, combined with growing European military superiority, allowed the British and French to seize control of vital ports and gain control over Indian trade.</i> (Identifies both causation and references change over time in the discussion of Europeans in Mughal India)</li> </ul>	<b>Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided:</b> <ul style="list-style-type: none"> <li>Explaining the nuance of an issue by demonstrating how the arrival of Europeans changed some parts of South or East Asian states’ economies significantly while affecting other parts minimally. For instance, a response could discuss how Europeans established a presence in Indian port cities and made significant changes to the economies there but had a very limited impact on the interior of India during this period. (Explains nuance, considers both causes and effects, and qualifies an argument)</li> <li>Explaining relevant and insightful connections across time and space, such as explaining why the European arrival in the period 1450–1750 had a more minimal impact in South and East Asia than compared to the activities of Europeans in the period 1750–1950. For instance, a response could compare the Japanese limitations on European trade into the port of Nagasaki in the Tokugawa period with the opening up of Japan in the late 1800s and the westernization program and industrial development of the Meiji period. (Explains relevant and insightful connections)</li> </ul>

			<ul style="list-style-type: none"> <li>• Qualifying an argument by demonstrating how the arrival of Europeans led to minimal changes in the economies of multiple South or East Asian states. For instance, a response could discuss the limited European influence in some smaller Asian states such as Burma or Thailand during this period in comparison to the effects on India, Indonesia, and China. (Qualifies an argument)</li> <li>• Corroborating an argument by demonstrating how the changes to the economies of South or East Asian states as a result of the arrival of the Europeans were connected to broader economic changes. For instance, a response could analyze how the British East India Company's entry into the Asian opium trade affected the economies of both India and China, or a response could analyze how growing European demand for consumer goods such as tea or calico textiles led to changes in the economy of South Asia during this period. (Corroborates an argument, considers both causes and effects)</li> </ul>
	<b>Additional Notes:</b> <ul style="list-style-type: none"> <li>• This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.</li> </ul>		

#### Question 4: Long Essay Question, Economic Responses to the Great Depression

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, governments responded to economic crises in various ways.

Develop an argument that evaluates the extent to which governments (other than the United States government) changed their economic policies in response to the Great Depression.

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 governments (other than the United States government) changed their economic policies in response to the Great Depression, with some indication of the reasoning for making that claim.</li> </ul> <p><b>Note:</b> The thesis does <b>not</b> need to mention two separate nations.</p>
	<b>Examples that do not earn this point:</b>  <b>Do not focus on the topic of the prompt</b> <ul style="list-style-type: none"> <li><i>“The economic crisis of the Great Depression facilitated the rise of fascist regimes such as Hitler’s Nazi Germany.”</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>“Stock market speculation was one of the main causes of the Great Depression.”</i></li> </ul> <b>Provide a claim that is not historically defensible</b> <ul style="list-style-type: none"> <li><i>“Governments across the world joined in the Bretton Woods Conference to create the IMF and the World Bank in response to the Great Depression.”</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>“Although many governments in the West made some changes to their economic policies by introducing socialist measures, most continued to rely on free-market policies to guide economic development.”</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>“In many parts of Asia and Africa, governments only made minimal economic changes in response to the Great Depression because European colonial authorities were unwilling to introduce costly social welfare programs or implement policies that could reduce the profits of their companies.”</i></li> </ul> <b>Establish a line of reasoning</b> <ul style="list-style-type: none"> <li><i>“Governments across the world responded to the Great Depression by making their economies more socialist.”</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	
<b>Row B</b> <b>Contextualization</b>  <b>(0–1 points)</b>	<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.
	<b>Decision Rules and Scoring Notes</b>	
	<b>Responses that do not earn this point:</b> <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> <b>Examples that do not earn this point:</b>  <b>Provide historically inaccurate contextualization</b> <ul style="list-style-type: none"> <li><i>“The devastation of the Second World War led directly to the economic crisis that became known as the Great Depression.”</i></li> </ul> <b>Provide an overgeneralized statement about the time period referenced in the prompt</b> <ul style="list-style-type: none"> <li><i>“The twentieth century experienced many economic crises.”</i></li> </ul>	<b>Responses that earn this point:</b> <ul style="list-style-type: none"> <li>Accurately describe a context relevant to the Great Depression.</li> </ul> <b>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</b> <ul style="list-style-type: none"> <li>The “Roaring ‘20s”</li> <li>The fear of communism in the West following the creation of the Soviet Union</li> <li>Neocolonialism in Latin America</li> <li>Great Power competition that limited free trade</li> <li>Excessive speculation that led to the stock market crash of 1929</li> </ul> <b>Example of acceptable contextualization:</b> <ul style="list-style-type: none"> <li><i>“The responses to the Great Depression by many western European countries reflected their fear of growing power of the Soviet Union as well as of the influence of socialist political parties in many European countries.”</i></li> </ul>
	<b>Additional Notes:</b> <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>	

Reporting Category	Scoring Criteria		
Row C Evidence  (0–2 points)	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Provides specific examples 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 specific and relevant examples of evidence.
	Decision Rules and Scoring Notes		
	<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 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><u>Identify at least two specific historical examples</u> relevant to government responses to the Great Depression.</li> </ul>	<b>Responses that earn 2 points:</b> <ul style="list-style-type: none"> <li><u>Use at least two specific historical examples</u> to support an argument regarding how governments changed their economic policies in response to the Great Depression.</li> </ul>
	<b>Examples that do not earn points:</b>  <b>Provide evidence that is outside the time period</b> <ul style="list-style-type: none"> <li><i>“After the Second World War communism spread rapidly across Eastern Europe in regions occupied by the Soviet Union.”</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>The crash of the Dow Jones in 1929</li> <li>High levels of unemployment across Europe</li> <li>Severe declines in gross domestic product (up to 40% decline) in many world regions</li> <li>Restrictive trade policies imposed by governments around the world, such as the imposition of tariffs on imports by Great Britain</li> </ul> <b>Example of a statement that earns 1 point for evidence:</b> <ul style="list-style-type: none"> <li><i>“In Germany gross domestic product declined dramatically during the early 1930s, and the government increased its import tariffs.”</i></li> </ul>	<b>Examples that successfully support an argument with evidence:</b> <ul style="list-style-type: none"> <li><i>“The severity of economic decline in Germany during the Great Depression was greater than in many other countries because Germany was still under obligation to pay war reparations and relied on foreign investment. As a result of widespread unemployment and poverty, the new Nazi government in Germany embarked on a new policy of economic self-sufficiency (autarky).”</i> (Uses multiple, specific pieces of evidence to support the argument that the German government changed its economic policies as a result of the Great Depression)</li> <li><i>“Great Britain’s economy stagnated during much of the 1920s. Labor unrest and strikes raised fears of class conflict and political instability. The government policies of protectionism and abandoning the gold standard were only partially effective in addressing the crisis.”</i> (Uses multiple, specific pieces of evidence to support the argument that the British government changed its economic policies as a result of the Great Depression)</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> <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> <p>(For example, most governments in Asia and Latin America did not change their economic policies much because they were either under colonial rule, dominated by European or American companies, or they did not have the resources to provide significant government assistance; governments in Western Europe changed their economic policies significantly by imposing greater regulations on the financial sector, sponsoring large public works projects, and creating welfare programs.)</p>			

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, using evidence to corroborate, qualify, or modify an argument that addresses the question.
<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 do 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 explain how governments changed their economic policies in response to the Great Depression.</li> </ul>	<b>Responses that earn 2 points:</b> May demonstrate a complex understanding in a variety of ways, such as: <ul style="list-style-type: none"> <li>Explaining the nuance of an issue by analyzing multiple variables.</li> <li>Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects.</li> <li>Explaining relevant and insightful connections within and across periods.</li> <li>Confirming the validity of an argument by corroborating multiple perspectives across themes.</li> <li>Qualifying or modifying an argument by considering diverse or alternative views or evidence.</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>“Unemployment increased significantly during the Great Depression.”</i></li> </ul>	<b>Using a historical thinking skill to frame or structure an argument could include:</b> <ul style="list-style-type: none"> <li>Explaining why the Great Depression led many governments to enact or expand their social welfare programs.</li> <li>Explaining how changes in government economic policies in response to the Great Depression changed the global economy in the 1930s.</li> <li>Comparing how the Great Depression led to different or similar policy responses by different governments.</li> </ul> <b>Example of acceptable use of historical reasoning:</b> <ul style="list-style-type: none"> <li><i>“Some countries responded to the Great Depression by embracing nationalism, fascism, and militarism, such as in Germany and Japan. Germany expanded its military and pursued economic self-sufficiency.”</i> (Compares responses to the Great Depression enacted by several different governments and connects the reaction to a change)</li> </ul>	<b>Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided:</b> <ul style="list-style-type: none"> <li>Explaining the nuance of an issue by arguing that many governments adopted social welfare programs in response to the Great Depression but tailored them to fit within an overall free-market economic system. For example, a response could discuss the welfare policies pursued by Fascist Italy and Nazi Germany, which were aimed at limiting or abolishing the strength of independent labor unions, while pursuing key goals of the Fascist and Nazi regimes such as encouraging pro-natalist social policies. (Explains nuance, considers both causes and effects, and qualifies an argument)</li> <li>Explaining relevant and insightful connections across time and space, such as explaining how the experiences of the Great Depression encouraged governments to pursue new economic policies in the aftermath of the Depression. For example, a response could argue that the partial success of Keynesian economic policies to address the effects of the Great Depression led Western European governments (for example, the British Labor government) to be more open to the idea of directing economic growth through planning, nationalization of some industries, and expanding the welfare state in the aftermath of the Second World War. (Explains relevant and insightful connections)</li> </ul>

			<ul style="list-style-type: none"> <li>Qualifying an argument by demonstrating that the responses of many governments to the Great Depression evolved over time, for example in Great Britain the government initially adopted measures to raise taxes, hold down wages, and support the Gold Standard before switching course and adopting a more active role in promoting employment and wage stabilization measures as well as deficit spending. (Qualifies an argument)</li> <li>Corroborating an argument by demonstrating how governments' responses to the Great Depression co-evolved with changing economic theories, such as the transition from free-market laissez-faire philosophy to Keynesian economics. (Corroborates an argument, considers both causes and effects)</li> </ul>
	<b>Additional Notes:</b> <ul style="list-style-type: none"> <li>This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.</li> </ul>		