

AP[®] WORLD HISTORY 2013 SCORING GUIDELINES

Question 2

BASIC CORE (competence)

0–7 Points

1. Has acceptable thesis.

1 Point

- The thesis accurately addresses and qualifies how political transformations contributed to change **and** continuity in the cultures of the Mediterranean region during the period 200 C.E. to 1000 C.E.
- The thesis must be explicitly stated in the introduction or specified conclusion of the essay.
- The thesis may appear as one sentence or as multiple consecutive sentences.
- A thesis that is split among multiple paragraphs, or merely restates the prompt, is unacceptable.
- The thesis may **not** be counted for credit in any other category.

2. Addresses all parts of the question, though not necessarily evenly or thoroughly. **2 Points**

For 2 points:

- The essay addresses how political transformations contributed to both change and continuity in cultures of the Mediterranean region within the time period.
- The essay may not necessarily relate to the majority of the time period.

For 1 point:

- The essay accurately addresses how a political transformation contributed to **either** change or continuity in the cultures of the Mediterranean region within the time period.
- The essay may not necessarily relate to the majority of the time period.

3. Substantiates thesis with appropriate historical evidence.

2 Points

For 2 points:

- The essay provides a minimum of **six** pieces of evidence that support discussion of political transformations, change, and/or continuity in the cultures of the Mediterranean region within the time period.
- Evidence provides support for the discussion of change OR continuity.

For 1 point:

- The essay provides a minimum of **three** pieces of evidence that support discussion of political transformations, change, and/or continuity in the cultures of the Mediterranean region within the time period.
- Evidence provides support for the discussion of change OR continuity.

4. Uses relevant world historical context effectively to explain change over time and/or continuity.

1 Point

The essay explains how world historical context shaped one political transformation's contribution to change or continuity in a culture of the Mediterranean region within the time period. OR, the essay explains how one political transformation's contribution to change or continuity in a culture of the Mediterranean impacted a region outside of the Mediterranean.

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Question 2 (continued)

5. Analyzes the process of change over time and/or continuity.

1 Point

The essay analyzes the way(s) a political transformation contributed to a change or continuity in one culture of the Mediterranean region in the time period.

Subtotal

7 Points

EXPANDED CORE (excellence)

0–2 Points

Expands beyond basic core of 1–7 points. A student must earn **7 points** in the basic core area before earning points in the expanded core area.

Examples:

- Has a clear, analytical, and comprehensive thesis.
- Addresses all parts of the question thoroughly (as relevant): comparisons, chronology, causation, connections, themes, interactions, and content.
- Provides even and ample evidence of change and continuity.
- Analyzes both change and continuity throughout the essay.
- Recognizes nuances within the role of the states.
- Distinguishes between similarities and differences in the effects of political transformations on different cultures of the Mediterranean region

Subtotal

2 Points

Total

9 Points

Write in the box the number of the question you are answering on this page as it is designated in the exam.

2A 1 of 4

Between 200 CE and 1000 CE, the Mediterranean region experienced political transformations and turmoil that led to ^{creation of} ~~the~~ new and different cultures. At the beginning of the period, there was political centralization under the Roman Empire, which allowed for technologic and artistic advances and much trade. With the fall of Rome and the development of feudalism, the culture was drastically different and revolved around protection. Throughout the changes, Christianity and patriarchal society remained constant guiding factors in Mediterranean culture. By the end of the period, there was political fragmentation of the culture took the shape of ~~more~~ the Middle Ages, with ~~the~~ less ability for trade and cultural exchange.

At the start of the time period, in 200 CE, the Roman Empire was vast and flourishing. Power was highly centralized under the emperor, with a ^{functioning} Senate and praesults administering each district. As a multinational empire, many different ideas of various ethnic and regional groups were spread. There were vibrant, sophisticated, cosmopolitan cities that served as centers for art, painting, music, and

2A 2 of 4

Write in the box the number of the question you are answering on this page as it is designated in the exam.

literature. Under Roman rule, people felt safe to trade both within the empire and as far away as Han China. This trade led to cultural diffusion and spread of technology, knowledge, goods, and ideas. Christianity existed as a growing power that dictated many aspects of day to day life.

When the Roman empire fell around 600 CE, ~~many~~ political upheavals occurred. Without a centralizing force, invasions from outside people couldn't be stopped. Germanic people entered and established kingdoms, bringing their own values and beliefs. Without a cause bigger than themselves to rally for, many people turned to Christianity as a unifying force, so the church popularity grew. Feudalism developed as local leaders became powerful; the system of lords, peasants, vassals, and fiefs became the dominant source of political organization. There was more isolation because each manor was focused on protecting itself and being economically self sufficient. Although there was still art, learning, and writing, more people had to do agricultural labor or produce

Write in the box the number of the question you are answering on this page as it is designated in the exam.

2A 3 of 4

necessary items like clothing, thus eliminating time for high culture. The medieval culture was a ~~fashion~~ fusion of old Roman law, Germanic customs, and values of Christianity.

Throughout the disunity and changes, there were a few constants in Mediterranean culture. The rich still held the power in society. In Rome, ~~Patricians~~ Patricians were more powerful than the poorer Plebeians. In feudal society, wealthy landowners were the powerful lords. ~~The~~ Societies were still patriarchal. Women were expected to be domestic workers and not much more, and they were almost always subservient to men. Christianity was also a factor that remained ~~as~~ as a unifying presence during chaos. People were very willing to accept a divine force as a means for salvation, and many lived their lives according to Biblical and papal authority.

By 1000 CE, the regions around the Mediterranean were much more fragmented politically. Feudalism and manorialism were ^{primary} ways to organize people, and the culture of these people was dictated by

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Write in the box the number of the question you are answering on this page as it is designated in the exam.

the need to fight as soldiers or knights, work as farmers or craftspeople, or pray as part of the church system. These roles dictated everyday life. Limited trade due to lack of protection along trade routes hindered cultural exchange, although some did take place. Christianity ~~was~~ still played a key part in society, as did patriarchy, but overall the political system and culture was greatly changed from 200-1000 CE.

2 B 1 of 2

Write in the box the number of the question you are answering
on this page as it is designated in the exam.

Between the years 2000CE and ~~1000CE~~^{10000CE} the Mediterranean region went from being controlled by one large empire into the creation of small Kingdoms and decentralized power which caused a shift in its culture.

Beginning in 600 BCE the Roman Empire conquered almost all of the land around the Mediterranean Sea and by 200 CE it was ruled by an emperor and his advisors.

Politically this region was centralized with the Roman emperors power stretching to the borders

because of his extensive army and advisors ~~that~~ to

~~make~~ ^{make} sure everything ran smoothly. In the

years before it collapsed the Roman empire decreased in size and became less culturally

diverse. By 600 CE it had collapsed and the Mediterranean region was no longer under

the power of a centralized government. ^{Because of} After

the fall the culture was effected and began to change. Art was no longer created on

the scale that it was during the Roman Empire and there were no monuments created like

the Colosseum. The diverse cultures around

the Mediterranean were no longer connected as they were during the Roman Empire.

2B

2 of 2
write in the box the number of the question you are answering
on this page as it is designated in the exam.

After the fall of Rome, Europe
~~when~~ went into the dark ages. In these
years learning and education ^{was not predominant} ~~were not important~~
and art and performance became less common.
During this time feudalism developed.
Feudalism was decentralized and instead
of being ruled by ~~the~~ ^{one} ~~an~~ emperor, each
manor was run by a ~~lord~~ lord or king. On
the manor food was grown to support its
small community ~~and~~ with serfs to work the
land. Each manor was mainly self-sufficient
with ^{all} its people working so there was not
time for philosophers to make great discoveries.
Within the manors there was not much outside
contact ~~is~~ so trade also decreased. After the
fall of the Roman Empire the culture of
the Mediterranean region declined greatly and
did not recover completely until the Enlightenment.

Write in the box the number of the question you are answering on this page as it is designated in the exam.

20

The political changes in the Mediterranean region during the period circa 200 C.E. to 1000 C.E. had a large affect on the cultures. As the rulers in the areas changed they kept what they thought was good about the culture and changed other parts.

During the time of the Roman Empire most of the area was under the control of the Roman Empire and was therefore very similar in a cultural aspect. However as the Roman Empire fell the area was split into different Empires and dynasties. One thing that changed at this time was Religion. During the Roman Empire they believed in a polytheistic religion, but as the Roman Empire began to collapse Christianity became the popular religion. The Roman Empire was lead by a single Emperor and as it collapsed all of the nations that formed from its different areas had either an emperor or a king. Throughout this time the nations used trade as a major factor in economic wealth.

In conclusion, ~~the~~ the rulers of the nation around the Mediterranean see changed the culture, but kept some parts after the obtained that piece of land ~~from~~ from 200 C.E. until 1000 C.E.

AP[®] WORLD HISTORY

2013 SCORING COMMENTARY

Question 2

Overview

This question asked students to analyze how political transformations contributed to changes and continuities in the cultures of the Mediterranean region during the period circa 200 C.E. to circa 1000 C.E. Students were expected to provide historical evidence to support a discussion of change and continuity as impacted by political transformations in the Mediterranean within the time period. Further, students were to analyze world historical context by identifying regions outside the Mediterranean that shaped political transformations that contributed to cultural change and continuity. The AP World History course is designed to support student learning of four key historical thinking skills, one of which is “the ability to recognize, analyze, and evaluate the dynamics of historical continuity and change over periods of time of varying length, as well as relating these patterns to larger historical processes or themes.” Additionally, AP World History is anchored by five course themes. Although this question aligns with many of them, it is explicitly aligned with Theme 2: Development and Interaction of Cultures and Theme 3: State-Building, Expansion, and Conflict. The question provided an opportunity for students to demonstrate both an understanding of historical content and the application of historical thinking skills.

Sample: 2A

Score: 8

The thesis addresses how specific political transformations contributed to specified cultural change and continuity (1 point). The student addresses political transformations that contributed to cultural change and continuity (2 points). Fifteen pieces of evidence support political transformation, cultural change, or cultural continuity (2 points). Discussion of Germanic invasions earned world historical context credit (1 point). The student analyzes change and continuity in two places (1 point). An additional point (1 point) was awarded for addressing change and continuity twice each, two instances of analysis, and extensive evidence. The relatively weak thesis prevented the essay from gaining an additional score point.

Sample: 2B

Score: 4

The thesis does not adequately specify political transformation or discuss continuity. Although the student addresses political transformations contributing to cultural change four times (1 point), no continuity is addressed. Eleven pieces of evidence support discussion of political transformation, cultural change, or cultural continuity (2 points). Two examples of analysis explain the contribution of political transformations to change (1 point). The student does not provide world historical context for political transformations contributing to cultural change or continuity.

Sample: 2C

Score: 2

The thesis lacks overall specificity. The student addresses political transformations that contributed to cultural change (1 point) but fails to address continuity. Five pieces of evidence support discussion of political transformation and cultural change (1 point). The student does not provide analysis or world historical context.