

AP[®] WORLD HISTORY

2016 SCORING GUIDELINES

Question 2

BASIC CORE (competence)

0-7 Points

1. Has acceptable thesis

1 Point

- The thesis accurately addresses or identifies at least one economic continuity and at least one economic change in trade networks within Afro-Eurasia in the period circa 600 C.E. to 1450 C.E.
- A continuity must be appropriate for the majority of the time period; a change may occur at any point within the time period.
- A thesis that applies only to Africa or only to Eurasia **IS** acceptable.
- The thesis must be explicitly stated in the introduction or specified in the conclusion of the essay.
- The thesis may appear as one or as multiple consecutive sentences.
- A thesis split among multiple paragraphs or merely restating 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

1-2 Points

For 2 points:

- The essay addresses or identifies one economic continuity **AND** one economic change in trade networks within Afro-Eurasia in the period circa 600 C.E. to 1450 C.E.
- A continuity must be appropriate for the majority of the time period; a change may occur at any point within the time period.
- A continuity or change that applies only to Africa or only to Eurasia **IS** acceptable.

For 1 point:

- The essay addresses or identifies one economic continuity **OR** one economic change in trade networks within Afro-Eurasia in the period circa 600 C.E. to 1450 C.E.

3. Substantiates thesis with appropriate historical evidence

1-2 Points

- Factual evidence must apply to aspects or consequences of trade networks, but may be economic or noneconomic.
- Factual evidence may apply to either continuity or change.

For 2 points:

- The essay provides a minimum of **eight** pieces of evidence to support the discussion of economic continuity **AND/OR** change in trade networks within Afro-Eurasia in the period circa 600 C.E. to 1450 C.E.

For 1 point:

- The essay provides a minimum of **five** pieces of evidence to support the discussion of economic continuity **AND/OR** change in trade networks within Afro-Eurasia in the period circa 600 C.E. to 1450 C.E.

AP[®] WORLD HISTORY

2016 SCORING GUIDELINES

Question 2 (continued)

4. Uses relevant world historical context effectively to explain change over time and/or continuity **1 Point**

- The essay provides context that extends geographically outside of Afro-Eurasia, **OR** the essay provides context that extends chronologically outside of the period 600 C.E. to 1450 C.E.

5. Analyzes the process of continuity and change over time **1 Point**

- The essay explains a cause helping to shape economic continuity **AND** a cause helping to shape economic change in Afro-Eurasian trade networks in the period circa 600 C.E. to 1450 C.E.

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 economic change and continuity in Afro-Eurasian trade networks
- Analyzes both change and continuity throughout the essay
- Provides ample world historical context

Subtotal **2 Points**

TOTAL **9 Points**

2A 1 of 4

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

In the Post-classical era of 600 CE-1450, there were many great Empires that emerged within this time period. Rome had fell in 476 C.E., which lead to rise of Byzantine and Mongols rose to power within the 13th century. However, in this time period there was a great volume of trade within Afro-Eurasia. While a continuity of trade patterns of this time period was the continued significance in the usage of the Silk Roads, the changes of this time period ~~were~~ were greater Trans-Saharan trade and financial instruments utilized in commerce. The reason for these newfound developments were because of technological innovations and presence of strong, centralized empires.

Within Afro-Eurasia trade networks, there was a continued use of the Silk Roads within this time period. Two of the great Silk Road Ages occurred within this time period; the Tang-~~Arab~~-Abbasid and the Pax Mongolica. The Chinese were key manufacturers of this time period and luxury commodities coveted among the empire were silk and porcelain. ~~The reason why the Silk Roads were so important~~ Later, in the rise of the Mongol empire, there was a great influx of trade along the silk roads because there were less regulations in the large expansive empire that spanned ~~across~~ across Eurasia. Mongols further facilitated trade along the silk roads because their infamous reputation limited

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

2A 2 of 4

banditry which provided greater security for merchants to participate in trade. ~~Additionally, the silk roads were not utilized until the Han dynasty when they were first used.~~

The reason why the silk roads were continuously utilized within this time period was because of presence of strong centralized empires. The rise of the Tang allowed for revival of silk roads from lack of commercial activity during the Han dynasty after epidemic diseases. Additionally, strong governments ~~was~~ such as Tang and Mongol ~~was~~ provided greater security for merchants that made them more willing to participate in trade.

However, a change of this time period was the increased trans-Saharan trade due to technological innovations and political situations. Previously, there was little trade through the Sahara deserts because of the harsh climate. However, with the introduction of camels from the Arabian ~~peninsula~~ peninsula 1000 CE and the camel saddle facilitated trade.

Camels were the optimal animals to serve as beasts of burden across the Sahara, because they were accustomed to arid conditions. Additionally, there was greater volume of trade across the trans-Saharan because of the fall of Rome in the previous time periods. In order to fill the void of trade, North African kingdoms looked to sub-Saharan states

2A 3 of 4

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

a. new trading partners. The Trans-Saharan trade stimulated West African kingdoms such as Ghana that provided ~~500~~ gold to ^{or ivory} North Africa while the North traded back commodities such as horses and salt.

Another change that occurred within this time period was financial systems that were created to facilitate trade. The Mediterranean utilized the Byzantine gold coin, ~~the~~ ^{the} similar, China developed the concept of flying cash ^{and} paper money. ~~There was~~ Flying cash was a form of credit that benefitted Chinese merchants because other than risk carrying hard cash it was more practical to use credit across the kingdom. Similarly, the Muslims also developed a form of credit known as sahk which was highly utilized in ~~the~~ ^{the} Indian Ocean Trade between South Asia and Swahili city states of east Africa such as Sofala, Kilwa and Mozambique. The Arab merchants dominated Indian Ocean Trade. The reason why these post-Classical societies developed these financial systems was to facilitate financial transactions which would benefit the economy of their empire. Additionally, the reason why all of these societies developed such economic systems was because of their capabilities as highly centralized societies. ~~the~~ Merchants were willing to trust government and banks as stable that they could use forms of credit. ~~As~~ ^{As} centralized societies, they were vast and needed such systems for commercial activities.

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

2A 4 of 4

~~2A~~ In the trade networks within Afro-Eurasia the continuity throughout this time period was use of Silk Road. Changes of this time period were increased trans-Saharan trade and the development of financial systems. The reasons for these developments within these societies were because of highly centralized societies whose intent was to improve economy by facilitating commerce and technological innovations.

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

2B. 10P2

Within Afro-Eurasia in the period from 600 C.E. to 1450 C.E., there were many important trade networks including ~~the~~ Silk Road, ~~Trans-Saharan~~ and Indian Ocean Trade, etc. The trade networks were crucial to the countries' economy as it allowed them to benefit each other through exchange of goods and ideas. The trade networks within Afro-Eurasia remained for a long period of time, as it underwent several changes, ^{and} with several continuities that stayed the same from 600 C.E. to 1450 C.E.

One of the major changes were the rise of Indian Ocean Trade and fall of ~~the~~ Silk Road. There were several factors that caused these changes. The factors that contributed to the rise of Indian Ocean Trade were fall of Rome and spread of Islam. As the Roman Empire fell, it facilitated ~~the~~ and reshaped the Indian Ocean Trade because many empires/societies had been trading with Rome, and as ~~the~~ the empire collapsed, they needed new trading partners through different trade routes. ~~the~~ Also, spread of Islam played a crucial role because it facilitated the trades ~~among~~ along the Indian Ocean. However, as time passed, the Silk Road declined. The reason behind this was that over time, technology developed, and people found it not efficient to use Silk Roads as their trading routes because ~~it~~ it was the route ~~across~~ across the land, not oceans. People preferred the over sea trades, as it was easier ~~and~~ they had better ships (technology) and less time-consuming.

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.

As many things changed in trade-networks, several things remained the same. One of them is slavery. Throughout the ~~po~~ Post-Classical period, slavery was an important ~~part~~ part of trade-networks. Many trade-network systems ~~included~~ involved slavery. Trade-networks had been used as ~~a~~ a means of transporting slaves from one region to another.

AP[®] WORLD HISTORY 2016 SCORING COMMENTARY

Question 2

Overview

This question asked students to analyze economic continuities and changes in trade networks within Afro-Eurasia in the period circa 600 C.E. to 1450 C.E. This content is part of Key Concept 3.1. of the AP World History Curriculum Framework, Expansion and Intensification of Communication and Exchange Networks. The geographic focus of the question was on the entirety of Afro-Eurasia, giving students broad scope to use examples drawn from various states and localities, such as the Sudanic empires, Islamic caliphates, Byzantine and other Roman successor states, South Asian principalities, several major Chinese dynasties, etc. The concept of the continuity-and-change-over-time question type is to require students to trace historical developments related to a particular topic through time, explaining reasons for continuity and change, and placing the continuities and changes in a broader world context. For this particular question, the intent of the wording was to narrow the focus to economic continuities and changes and to de-emphasize social, political, cultural, and environmental themes, in favor of the economic theme. In practice that meant that the focus of the question was on trade itself and on features of the trade networks that were directly linked to the economics of trade — for example, the types of goods and services exchanged, the geographic extent of the networks, and the organizational, logistical, infrastructural, or financial aspects of the trade carried along the networks. However, at the upper end of the score scale, some discussion of social, political, or other factors that influenced the process of trade route expansion and contraction was expected for essays to earn the point for analyzing the causes of continuity and change.

Sample: 2A

Score: 9

The essay includes a thesis in the first paragraph, and earned the thesis point. In the first body paragraph (pages 1–2), the essay addresses a continuity (continued use of the Silk Roads), then addresses and analyzes a change (the impact of the Mongol conquests on Silk Road trade), and, finally, shifts back to provide an analysis of the continuity (the role of large empires in maintaining commercial stability along the Silk Roads). The essay then proceeds (on pages 2–3) to address *and* analyze four additional economic changes: technological innovations that contributed to the growth in trade, increased volume in trans-Saharan trade, the development of financial mechanisms to support long-distance trade, and government support for merchants. The coherent discussion and analysis of both a continuity and multiple changes earned the essay 2 points for addressing all parts of the question and 1 point for analyzing the process of continuity and change. The essay substantiates the thesis with over 20 pieces of relevant historical evidence, which earned 2 points for evidence support. World Historical/Global context is successfully deployed to explain an economic change at the bottom of page 2, where the collapse of the Roman Empire is used as a factor in the analysis of the expanding volume of trans-Saharan trade. This earned the essay 1 point for using relevant context to explain continuity or change. In addition to earning all 7 points in the Basic Core, the essay earned the maximum 2 points in the Expanded Core for the wealth of analysis and evidence provided, as well as for the seamless way that evidence and analysis are integrated in a complex and nuanced overall argument.

Sample: 2B

Score: 4

The attempted thesis in the introductory paragraph did not earn the Basic Core point for thesis because it is not specific regarding the economic continuities and changes. The statement that “trade-networks within Afro-Eurasia remained for a long period of time, as it [*sic*] underwent several changes, and with several continuities that stayed the same from 600 C.E. to 1450 C.E.” was not sufficient to earn the thesis point. The essay does address one continuity (the economic importance of slavery, addressed on page 2) and

AP® WORLD HISTORY
2016 SCORING COMMENTARY

Question 2 (continued)

two changes (the rise of Indian Ocean trade and the decline of Silk Roads trade, both addressed on page 1). Although the argument for the decline of the Silk Roads in particular is a little overstated, it was deemed sufficient. Because it addresses both an economic continuity and an economic change, the essay earned 2 points for addressing all parts of the question. The essay supports the argument with five relevant pieces of evidence, which earned 1 point for evidence support. The credited examples of using evidence were the Silk Roads, Indian Ocean trade, the spread of Islam, “better ships (technology),” and the use of slavery. World Historical/Global context is used to expand the argument toward the middle of page 1, where the essay discusses the impact of the fall of the Roman Empire on encouraging the expansion of Indian Ocean trade. Although the explanation is a bit vague, it was sufficient to earn the essay 1 point for using relevant context to explain continuity or change. The two instances in which the essay addresses economic change (both on page 1) are accompanied by acceptable analysis of the changes. However, since there is no analysis of the one continuity that is addressed (on page 2), the essay did not earn the Basic Core point for analysis.

Sample: 2C

Score: 1

The essay includes two attempts at a thesis (one in the introductory paragraph and one in the concluding paragraph), but neither attempt was deemed sufficient to earn the thesis point. The attempt in the introduction addresses two economic changes but does not address a specific continuity, whereas the attempt in the conclusion does not address specific continuities and offers a chronologically inaccurate statement of continuity: the “dominant European power and trade networks.” The essay did earn 1 point for addressing the question because it mentions (toward the middle of page 2) three trade networks that remained in operation throughout the period: the trans-Saharan trade networks, the Silk Roads, and the Indian Ocean trade networks. The essay did not, however, earn points for addressing economic changes, as its attempts to do so (especially the discussion of slavery on pages 1–2) lacked focus and specificity. Slavery as an economic institution was too prevalent in the period covered by the question to represent an economic change without further qualification specific to a time period and/or geographical region. The essay did not earn the Basic Core point for using World Historical/Global context to explain a continuity or a change. Several statements that can be read as attempts to bring broader context into the argument are either outside the time period of the question (for example, the Opium Wars and the Columbian Exchange), or are not used effectively to explain in-period economic continuities or changes (for example, the Church schism in Europe or the fall of Rome). Similarly, many of the examples of evidence provided in the essay are either not relevant to the question on chronological grounds, or are not linked to aspects or consequences of trade networks in any way. Only four examples of relevant, in-period historical evidence are used — the three trade networks addressed on page 2 and the mention of slavery on pages 1–2 — not enough to earn the essay any points for evidence support. The essay did not earn the Basic Core point for analysis, as there are no chronologically accurate attempts at analyzing economic continuities and/or changes.