
AP[®] World History

Sample Student Responses and Scoring Commentary

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AP[®] WORLD HISTORY

2019 SCORING GUIDELINES

Question 2 — Long Essay Question

“In the period 600 B.C.E. to 600 C.E., the rise of large-scale empires led to increasing regional and transregional trade.

Develop an argument that evaluates the extent to which the rise of one or more empires contributed to an increase in trade in this time period.”

Maximum Possible Points: 6

Scoring Note: Essays may discuss increases in any type of trade, including regional and local trade.

Points	Rubric	Notes
A: Thesis/Claim (0–1)	<p>Thesis/Claim: Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning. (1 point)</p> <p><i>To earn this point, the thesis must make a claim that responds to the prompt, rather than merely restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.</i></p>	<p>The thesis statement must make a historically defensible claim about the extent to which the rise of one or more empires contributed to an increase in trade in the period from 600 B.C.E. to 600 C.E., with some indication of the reasoning for making that claim.</p> <p><i>The thesis is <u>not</u> required to encompass the entire period, but must identify a relevant development or developments in the period.</i></p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • “In the period 600 B.C.E. to 600 C.E. rising empires encouraged an increase in trade both within and across world regions in a variety of ways such as by providing peace and security, developing roads and markets, and issuing currencies.” (<i>Responds to the prompt with an evaluative claim that establishes a line of reasoning.</i>) • “Empires in this period increased trade by providing security across their territories.” (<i>Responds to the prompt with a minimally acceptable claim that establishes a line of reasoning.</i>)
B: Contextualization (0–1)	<p>Contextualization: Describes a broader historical context relevant to the prompt. (1 point)</p> <p><i>To earn this point, 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. This point is not awarded for merely a phrase or a reference.</i></p>	<p>To earn this point, the essay must accurately describe a context relevant to the rise of one or more empires and/or increasing trade in the period circa 600 B.C.E. to 600 C.E.</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • “In the period 600 B.C.E.-600 C.E., the rulers of many empires created more complex governments, raised larger armies, and some empires used new religions developing in this period to bolster their power.” (<i>Relates broader events and developments to the topic.</i>)

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Question 2 — Long Essay Question (continued)

C: Evidence (0–2)	<p>Evidence: Provides specific examples of evidence relevant to the topic of the prompt. (1 point)</p>	<p><i>To earn the first point, the response must identify <u>at least two specific historical examples</u> relevant to whether the rise of empires led to increases in trade in the period from 600 B.C.E. to 600 C.E.</i></p> <p><i>Examples (acceptable):</i></p> <ul style="list-style-type: none"> ● “The Persians used some of the first minted coins.” <i>(Counts toward earning the point because there is a specific historical example relevant to the prompt.)</i> ● “Parthia’s location contributed to the growth of trade in spices.” <i>(Counts toward earning the point because there is a specific historical example relevant to the prompt.)</i> ● “The network of paved roads in the Roman Empire helped increase trade in the empire.” <i>(Counts toward earning the point because there is a specific historical example relevant to the prompt.)</i> ● “The Qin and Han dynasties in China helped expand trade by standardizing weights and measures, and appointing market inspectors.” <i>(Counts toward earning the point because there is a specific historical example relevant to the prompt.)</i> <p><i>Examples (unacceptable):</i></p> <ul style="list-style-type: none"> ● “The paving of trade roads led to the growth of trading practices.” <i>(Does not count toward earning the point because the information provided is not specific to a time and place.)</i> ● “During the period 600 B.C.E. to 600 C.E. rising imperial states contributed to the growth of both regional and transregional trade, as people exchanged more goods.” <i>(Does not count toward earning the point because there is no specific information beyond what is provided in the introductory statement.)</i>
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Question 2 — Long Essay Question (continued)

	<p>OR</p> <p>Supports an Argument: Supports an argument in response to the prompt using specific and relevant examples of evidence. (2 points)</p>	<p>OR</p> <p><i>To earn the second point, the response must <u>use at least two specific historical examples to support an argument</u> in response to the prompt.</i></p> <p><i>If a response has a multipart argument (e.g., the expansion of some empires increased trade while the expansion of other empires disrupted trade), then the response can earn the second evidence point by using only one specific historical example for <u>each</u> part of the multipart argument (but the total number of examples used must still be at least two).</i></p> <p><i>Evidence used to support an argument might include:</i></p> <ul style="list-style-type: none"> ● The Royal Road in the Persian Empire shortened travel times and stimulated trade between the capital and the provinces. ● The Hellenistic empires greatly expanded trade in the Eastern Mediterranean because of the common language and culture. ● The Han Dynasty used the Silk Road to export luxury goods to distant locations. ● The Roman Empire developed a system of state sponsored purchases of grain from Egypt in order to feed the growing population of Rome.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">D: Analysis and Reasoning (0–2)</p>	<p>Historical Reasoning: Uses historical reasoning (e.g., comparison, causation, continuity and change over time) to frame or structure an argument that addresses the prompt. (1 point)</p> <p><i>To earn the first point, the response must demonstrate the use of historical reasoning to frame or structure an argument about the extent to which the rise of one or more empires contributed to an increase in trade in the period from 600 B.C.E. to 600 C.E.</i></p>	<p><i>Essays must use historical reasoning to explain the extent to which the rise of one or more empires contributed to an increase in trade in the period from 600 B.C.E. to 600 C.E.</i></p> <p><i>Examples of using historical reasoning might include:</i></p> <ul style="list-style-type: none"> ● Explaining <u>how</u> imperial expansion or consolidation contributed to the geographic expansion of trade networks ● Explaining <u>how</u> imperial expansion or consolidation led to growing demand for trade goods ● Explaining <u>how</u> imperial expansion or consolidation led to the drawing of new peoples into commercial networks

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Question 2 — Long Essay Question (continued)

<p>OR</p> <p>Complexity: Demonstrates a complex understanding of the historical development that is the focus of prompt, using evidence to corroborate, qualify, or modify an argument that addresses the prompt. (2 points)</p> <p><i>To earn the second point, the response must demonstrate a complex understanding of the extent to which the rise of one more empires contributed to an increase in trade in the period from 600 B.C.E. to 600 C.E.</i></p>	<p>OR</p> <p><i>Demonstrating complex understanding might include:</i></p> <ul style="list-style-type: none">• Explaining the nuance of an issue by analyzing multiple variables or by considering diverse or alternative perspectives or evidence, such as <u>constructing an argument</u> about how trade expansion in this period was mostly accomplished by nonimperial actors, such as commercial city-states (as in Phoenicia and Greece) or merchant groups (such as Sogdians or diaspora Jews)• Qualifying or modifying the main argument of the essay to demonstrate awareness of historical complexity, such as <u>constructing an argument</u> that the rise of empires generally expanded trade, but in other cases limited trade either by disrupting existing trade networks (for example, Alexander’s conquests led to an economic and commercial decline of the core Persian territories) or by empires implementing policies to limit the power of merchants (for example, the Han Dynasty imposing heavy taxes on merchants and limiting their ability to own land)• Explaining relevant and insightful connections across time and space, such as <u>explaining how</u> the rise of empires in Eurasia contributed both to the increased trade in the so-called First Silk Roads period (from circa 50 B.C.E. to circa 200 C.E.) and to the revival of that trade in the so-called Second Silk Roads period (from circa 700 to circa 1200 C.E.) <p><i>This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.</i></p>
<p>If response is completely blank, enter - - for all four score categories: A, B, C, and D.</p>	

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Question 2 — Long Essay Question (continued)

Scoring Notes

Introductory 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.

Note: Student samples are quoted verbatim and may contain grammatical errors.

A. Thesis/Claim (0–1 point)

Responses earn 1 point by responding to the prompt with a historically defensible thesis that establishes a line of reasoning about the topic. To earn this point, the thesis must make a claim that responds to the prompt rather than simply restating or rephrasing the prompt. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.

The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.

The thesis must take a position on the extent to which the rise of one or more empires contributed to an increase in trade in the period from 600 B.C.E. to 600 C.E.

The thesis does not need to encompass the entire period, but it must identify a relevant development or developments in the period.

Scoring Note: Essays may discuss increases in any type of trade, including regional and local trade.

Examples of acceptable theses (hypothetical):

- “In the period 600 B.C.E. to 600 C.E. rising empires encouraged the increase in trade both within and across world regions in a variety of ways such as by providing peace and security, developing roads and markets, and issuing currencies.” (*Responds to the prompt with an evaluative claim that establishes a line of reasoning.*)
- “Although the rise of large-scale empires certainly contributed to expanding trade in the period 600 B.C.E.–600 C.E., it was only one of several factors in doing so, other factors being population growth, the growth of cities, and improved technological and environmental knowledge.” (*Responds to the prompt with an evaluative claim that establishes a line of reasoning.*)
- “Empires in this period increased trade by providing security across their territories.” (*Responds to the prompt with a minimally acceptable claim that establishes a line of reasoning.*)

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Question 2 — Long Essay Question (continued)

Examples of unacceptable theses (hypothetical):

- From 600 B.C.E. to 600 C.E. many large empires developed and led to increasing regional and transregional commercial connections. (*Offers a historically defensible claim, but it includes no additional information beyond what is provided in the introductory statement and no indication of a line of reasoning.*)
- “Most empires in the period 600 B.C.E. to 600 C.E. depended on long-distance transregional trade for the daily needs of their growing populations.” (*Not a historically defensible claim.*)
- “Alexander the Great conquered the Persian Empire and spread Greek culture in the period from 600 B.C.E. to 600 C.E.” (*Potentially relevant to the prompt, but it does not reference a specific factor relevant to how imperial expansion affected the growth of trade.*)
- The Roman Empire went through a long period of peace, called the *Pax Romana*. (*Potentially relevant but has no clear link to trade.*)

B. Contextualization (0–1 point)

Responses earn 1 point by describing a broader historical context relevant to the prompt. To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occurred before, during, or continued after the time frame from 600 B.C.E. to 600 C.E. This point is not awarded for merely a phrase or a reference.

To earn this point, the essay must accurately describe a context relevant to the rise of one or more empires and/or increasing trade in the period circa 600 B.C.E. to 600 C.E.

Example of acceptable contextualization (hypothetical):

- “In the period 600 B.C.E.-600 C.E., the rulers of many empires created more complex governments, raised larger armies, and used some of the new religions developing in this period to bolster their power.” (*Relates broader events and developments to the topic.*)

Examples of unacceptable contextualization (hypothetical):

- “The period from around 600 B.C.E. to around 600 C.E. is sometimes referred to as the “Axial Age.” (*Potentially relevant but is merely a reference and does not meet the requirement of “describe.”*)
- “In India, the Mauryan emperor Ashoka completed the conquest of Kalinga and then focused on spreading and promoting Buddhism.” (*Potentially relevant but has no clear link to increases in trade.*)

C. Evidence (0–2 points)

Evidence

Responses earn 1 point by providing at least two specific examples of evidence relevant to the **topic** of the prompt. Responses can earn this point without earning the point for a thesis statement. To earn this point, the response must identify specific historical examples of evidence relevant to the topic of whether the rise of empires led to increases in trade in the period from 600 B.C.E. to 600 C.E. These examples of evidence must be different from the information used to earn the point for contextualization.

Typically, statements credited as **contextualization** will be more general statements that place an argument or a significant portion of it in a broader context. Statements credited as **evidence** will typically be more specific information.

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Question 2 — Long Essay Question (continued)

Example of a statement that counts toward earning 1 point for evidence (hypothetical):

- “The network of paved roads in the Roman Empire helped increase trade in the empire.” (*Counts toward earning the point because there is a specific historical example relevant to the prompt.*)

Example of a statement that does not count toward earning 1 point for evidence (hypothetical):

- “During the period 600 B.C.E. to 600 C.E., rising imperial states contributed to the growth of both regional and transregional trade, as people exchanged more goods.” (*Does not count toward earning the point because there is no specific information beyond what is provided in the introductory statement.*)

OR

Supports an Argument

Responses earn 2 points if they support an **argument** in response to the prompt using specific and relevant examples of evidence. To earn the second point, the response must use specific historical evidence to support an argument regarding the extent to which the rise of one or more empires contributed to an increase in trade in the period from 600 B.C.E. to 600 C.E.

Example of successfully supporting an argument with evidence (hypothetical):

- “Empires often led to an expansion trade within their boundaries simply by establishing and maintaining peace and the rule of law over large areas. In the Roman Empire in the first and second century C.E., the *Pax Romana* was a long period of prosperity and booming trade. In China, after the upheavals of the short-lived Qin Dynasty, the Han Dynasty established a period of peace and public order that lasted several centuries, also leading to an expansion of trade.” (*Uses multiple, specific pieces of evidence in accurate support of an argument that addresses the prompt.*)

D. Analysis and Reasoning (0–2 points)

Historical Reasoning

Responses earn 1 point by using a historical reasoning skill to frame or structure an argument about the extent to which the rise of one or more empires led to an increase in trade from 600 B.C.E. to 600 C.E. To earn this point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven, imbalanced, or inconsistent.

Examples of using historical reasoning might include:

- Explaining how imperial expansion or consolidation contributed to the geographic expansion of trade networks
- Explaining how imperial expansion or consolidation led to growing demand for trade goods
- Explaining how imperial expansion or consolidation led to the drawing of new peoples into commercial networks

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Question 2 — Long Essay Question (continued)

OR

Complexity

Responses earn 2 points by demonstrating a complex understanding of the extent to which the rise of one or more empires led to increased trade from 600 B.C.E. to 600 C.E. by using evidence to corroborate, qualify, or modify an argument that addresses the question.

Demonstrating a complex understanding might include:

- Explaining the nuance of an issue by analyzing multiple variables or by considering diverse or alternative perspectives or evidence, such as constructing an argument about how trade expansion in this period was mostly accomplished by nonimperial actors, such as commercial city-states (as in Phoenicia and Greece) or merchant groups (such as Sogdians or diaspora Jews)
- Qualifying or modifying the main argument of the essay to demonstrate awareness of historical complexity, such as constructing an argument that the rise of empires generally expanded trade, but in other cases limited trade either by disrupting existing trade networks (for example, Alexander's conquests led to an economic and commercial decline of the core Persian territories) or by empires implementing policies to limit the power of merchants (for example, the Han Dynasty imposing heavy taxes on merchants and limiting their ability to own land)
- Explaining relevant and insightful connections across time and space, such as explaining how the rise of empires in Eurasia contributed both to the increased trade in the so-called First Silk Roads period (from circa 50 B.C.E. to circa 200 C.E.) and to the revival of that trade in the so-called Second Silk Roads period (from circa 700 to circa 1200 C.E.)

Circle the question number that you are answering on this page.

2A

Mandatory



Circle one



or 3 or 4



1 of 3

~~Through~~ ^{Before} the period from 600 ~~to 1450 BCE~~ BCE to 600 CE, ~~the~~
large-scale trading networks existed between overland ~~empires~~ ~~and~~
~~and~~ communities such as the Sumerian city-states and the
~~the~~ ancient Egyptians. These networks, however, were slow to travel
on ~~and~~ risky, and un-standardized, as merchants mainly bartered
or exchanged local currency. In ~~the~~ ^{East} Asia, communities
in the Shang or Zhou dynastic periods mainly focused on regional
trade rather than transregional trade, as the fertile land near
the Yellow River was fairly self-sufficient in providing resources and
food for the Chinese. In the period 600 BCE to 600 CE, the rise of
large-scale empires led to increasing regional and transregional
trade due to the creation of ~~an~~ extensive road ^{and water} networks (which
linked to a greater Silk Road network) for ~~trans~~ regional trade
~~and~~ interactions, and the standardization of currency, which
aided merchants from different regions in efficient exchange.

Large-scale empires led to immense regional trade, as
~~as~~ ~~the~~ rulers ~~offered~~ ~~to~~ ~~increase~~ ~~their~~ ~~wealth~~ ~~and~~ ~~power~~ ~~the~~
aided in creating extensive waterway and overland trade
routes that connected their empire. The Romans in Western and
Eastern Europe, under the ~~the~~ dictatorial leadership of the Roman
empire, facilitated immense regional trade by establishing
extensive road networks throughout their land empire, in order
to increase wealth through trade and trade taxation. Due to
their desire for rapid communication and mobilization of
the military, the Persians in the Achaemenid ~~the~~ dynasty also
created extensive road networks and encouraged use of the

Circle the question number that you are answering on this page.

2A
2 of 3

Mandatory 1	Circle one 2 or 3 or 4
-----------------------	----------------------------------

roads for trade, which led to greater interaction and economic exchange throughout the region. The need for military supplies and more food to feed a rising urban population ~~also~~ attributed to the rise of Rome ~~and~~ also facilitated greater regional trade, ~~which~~ because the Roman emperors had to trade for more resources and food for their populations, or suffer/face popular unrest or rebellion. ^{Due to} ~~through~~ the demand for ~~the rise~~ greater resources; ^{as a result of increased populations} large-scale empires expanded their trade by constructing and establishing extensive roads and trade networks throughout their empires.

Large-scale empires also contributed to transregional trade during this time period, as standardization and formal political regulation increased trade efficiency and safety. ^{Due to} the urban and elite demand for luxury products from ~~foreign and~~ ~~for~~ culturally diverse regions, rulers of large-scale empires needed a way to standardize trade in order to increase their profitability and lower luxury-item cost. This led to the standardization of currency, for example in the Han dynasty, which contributed to increased transregional trade, especially along the Silk Road. Because political regulations, as written/codified in the 12 Roman Tables, and expressed by rulers/leaders increased the ~~efficiency~~ ~~and~~ safety of trade by providing formal support of ~~traders~~ trade and merchants, transregional trade also increased as more merchants could travel larger distances with increased success.

Circle the question number that you are answering on this page.

Mandatory 1	Circle one (2) or 3 or 4
----------------	-----------------------------

2A
3 of 3

The expansion of trading networks and regional and transregional trade during 600 BCE to 600 CE reflects the efforts made by rulers to increase efficiency. In the face of rising demand for varied products, the expansion of trade during this time period is similar to the expansion of trade during ~~the 1450 CE to 1750 CE~~ 1450 CE to 1750 CE, because in both instances, political rulers were active in establishing trade routes to increase wealth and resources, like the Romans and the Portuguese of the 16th & 17th centuries. The increased trade was also similar in both time periods because of the increased efficiency and safety of trade, as the standardization of currency increased transregional trade immensely just as the implementation of ~~banking and credit systems~~ banking and credit systems made long-distance trade safer and more profitable because merchants could collectively spread costs & risks. Finally, the increase in trade during the 600 BCE to 600 CE was ~~different~~ ^{similar} in that rulers ~~associated~~ associated conquering with trade; in both cases, ~~the~~ empires like the Roman empire needed trade to provide wealth and resources for its military and growing urban population, similar to how the Spanish and Portuguese ~~desired~~ desired political conquest in the New World to increase its wealth and global prestige.

Circle the question number that you are answering on this page.

Mandatory

1

Circle one

2 or 3 or 4

2B

1062

In the 2nd period of World History, many empires rose to power in many areas. They did so by using religion and architecture to legitimize their rule, and through this leaders were able to stay in power. Some empires, like the Qin Dynasty in China, suppressed scholarly to keep nobles from rising up against them, while others leaders like Ashoka utilized religious tolerance to keep new his populations of his empire content. Either way, once these empires had risen, trade began to flourish along the silk road. Because of the Roman Empire and Han & Qin China, trade increased dramatically from 600 BC - 600 AD.

The Roman empire was one of the largest in all of history, and the infrastructure built on the land it conquered under Julius Caesar is a big reason as to why trade increased so much. The Romans built roads in its conquered areas and these roads helped to facilitate trade. Because of the rising of urban centers, roads helped to connect places. Because of these roads, merchants from both in and outside of the empire were able to easily find places to trade.

The Chinese were a very big deal when it came to trade, and because of their large amounts of resources and huge work force. Only the Chinese knew how to make silk, which was a very valuable and demanded good in foreign countries. This meant only the Chinese could directly export

Circle the question number that you are answering on this page.

Mandatory 1	Circle one 2 or 3 or 4
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2B
2062

silk, making the Silk Road Trade Route so important. This encouraged merchants to be desperate for trade with China, and directly increased trade in a massive way.

The Romans were very big on trade as well, and also exported goods such as paintings, and by expanding their empire, they introduced new places to their goods. They were also prominent in Mediterranean trade with North Africa and the Middle East. They continued to encourage trade by establishing ports along both South Europe and coastal North Africa. This brought up free trade, which gave more opportunities to the merchants to trade in many areas with goods from all across the huge empire.

Circle the question number that you are answering on this page.

Mandatory

1

Circle one

2 or 3 or 4

2C

1 of 2

In the period 600 B.C.E. to 600 C.E. the rise of large-scale empires led to increasing regional and transregional trade. Trade in this time period was done mainly on the Silk Roads. Many empires used this trade route to trade with other empires. A few empires involved in the Silk Roads were the Byzantine Empire, the Muslim Empire, and China, these empires contributed to an increase of trade.

The Byzantine Empire used the Silk Roads to trade with its neighboring peoples. The Byzantine Empire was known as the "Middle Man" because to get to the northern countries merchants and traders needed to go through them. The Byzantine Empire put a tax on people who crossed through, but they also provided safe passage with caravans for people to rest and trade.

The Muslim empire at this time was huge and had control over many parts of the Silk Roads. They would tax people if they used the silk roads that was a part of their empire. Just like the Byzantine Empire, the Muslim Empire was a "Middle Man" for anyone trying to trade with any Western country. The Silk Roads also went down into Africa where the Muslims would get involved with trade.

China played a big part in trade along the Silk roads. The trade route was called "the Silk Roads" because of the trading of silk from China. Many merchants went to China for silk and many merchants and traders from China went to other places to trade with silk. Along with silk China also traded with many other things especially champa rice. Champa rice was able to be harvested twice in one season which ~~gave~~ gave China the opportunity to sell more of it and it helped them survive the winter. Along with the

Circle the question number that you are answering on this page.

Mandatory 1	Circle one 2 or 3 or 4
-----------------------	----------------------------------

2C
2 of 2

Byzantine and Muslim Empire, China had Caravansari For Merchants and traders to rest and trade, and ~~China~~ China ~~taxed~~ taxed anyone that used the Silk Roads in China.

In the period 600 B.C.E to 600 C.E., the rise of large-scale empires led to increasing regional and transregional trade. The Silk Roads were created to make trade easier on merchants and traders and it also was safer. Many people used the trade route because the Byzantine Empire, the Muslim Empire, and ~~China~~ China contributed to an increase ~~in~~ in trade in this time period.

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Question 2 — Long Essay Question

Note: Student samples are quoted verbatim and may contain spelling and grammatical errors.

Overview

Responses to this question were expected to demonstrate students' knowledge of the agency and role of empires and empire-building in the increase in trade from 600 B.C.E. to 600 C.E. The question addressed Key Concepts 2.3.I, 2.3.II, and 2.3.III of the AP World History Curriculum Framework. Students were expected to address the means by which states facilitated the expansion of trade through policies, administration, infrastructure development, and the provision of security. Responses were to address one or more specific empires in the period. The question tested students' ability to utilize multiple historical reasoning skills and disciplinary practices, specifically Argument Development, Contextualization, and Causation. While the question was focused upon causation, there were successful student responses that compared the roles that various rising empires played in increasing trade. There were also opportunities for responses to discuss changes and continuities over time regarding the role of empires in increasing trade. The question was broadly constructed geographically and was open to multiple answers drawn from various regions and empires within the Classical Era.

Sample: 2A

Score: 6

The response earned 1 point for thesis/claim at the end of the first paragraph. The thesis identifies two ways in which the rise of “large-scale empires” increased trade: “creation of road and water networks” and “the standardization of currency.” The thesis also briefly describes the commercial benefits of each of these types of imperial policies. The response also earned 1 point for contextualization because (at the beginning of the introductory paragraph) there is a discussion of the limitations of trade networks in the period before 600 B.C.E. This discussion states that Sumerian and ancient Egyptian trade networks were “slow to travel on,” “risky,” and “un-standardized,” while, in East Asia, the Shang and Zhou dynasties “mainly focused on regional trade rather than transregional trade, as the fertile land near the Yellow River was fairly self-sufficient.” While some of these statements are overgeneralizations, they nonetheless serve to effectively set the stage for the argument about the benefits of imperial policies on trade after 600 B.C.E.

The response earned 2 points for using evidence. It contains multiple examples of empires' influence on trade, including the “extensive road networks” built by the Roman and the Achaemenid Persian empires; Roman leaders need to “trade for more resources and food for their populations, or suffer/face popular unrest”; “urban and elite demand for luxury products from culturally diverse regions”; “standardization of currency, for example in the Han dynasty”; commercial provisions in laws such as “the 12 Roman Tables,” etc. The response also successfully and explicitly connects most of these pieces of evidence to arguments or claims about the prompt. For instance, the evidence of the Roman and Persian roads (pages 1–2) is used in support of claim regarding empires' need for “rapid communication,” “mobilization of the military,” and increasing revenues “through trade and trade taxation.”

The response earned 1 point for using historical reasoning because there are multiple examples of the successful use of the historical reasoning process of Causation to explain the effects of the rise of empires on trade. For example, the importance of the standardization of the currency under the Han Empire (on page 2) is explained both by linking it to motivations/causes (Han rulers' desire to “increase their profitability and lower luxury-item cost”) and effects of the policy (“increased transregional trade, especially along the Silk Road”). The second and third paragraphs contain several other examples of successful use of historical reasoning.

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Question 2 — Long Essay Question (continued)

The response earned 1 point for demonstrating a complex understanding because it employs a variety of detailed examples of trade throughout the time period. The response presents a complex contextualization of the Roman Republic and Empire, particularly in its rise and growth into a dominant regional power. The response also demonstrates a deep knowledge of trading patterns and goods that moved along the trade routes during the time period. Finally, the response weaves the wide breadth of knowledge and use of historical thinking skills throughout, creating a conclusion that contextualizes the fall of Rome and the effect that its fall had on trade.

The response earned 1 point for demonstrating a complex understanding because it displays an extensive use of historical reasoning skills. Complexity is demonstrated by the response's reference to multiple causes and effects pertaining to the historical processes being discussed. The extensive comparison (in the last paragraph) of the effects of imperial trade practices in the period from 600 B.C.E. to 600 C.E. and the effects of European imperial trade practices in the period from 1450 to 1750 C.E. probably would not have been sufficient, by itself, to earn the complexity point; however, when added to an already well-developed and nuanced argument, it works well and contributes to the earning of the point. The cross-period comparison includes some insightful observations, for example, the comparison of roads and “banking and credit systems” as factors leading to greater safety in long-distance trade in their respective time periods.

Sample: 2B

Score: 4

The response did not earn the point for thesis/claim. The attempted thesis at the end of the introductory paragraph (“Because of the Roman Empire and Han & Qin China, trade increased dramatically from 600BC – 600 AD.”) contains only a token modification of the information provided in the introductory statement of the prompt and does not provide a discernible line of reasoning. The preceding statement that “once these empires had risen, trade began to flourish, along the silk road” also fails to establish a line of reasoning. However, the discussion in the introductory paragraph did earn the response the point for contextualization. It did so by providing a brief synopsis of some of the factors leading to the emergence of empires in the Classical period (rulers “using religion and architecture to legitimize their rule”) and by sketching out specific historical details concerning the rise of two empires (the Qin Empire in China and Ashoka’s Mauryan Empire in India). While only marginally connected to trade or trade policies, this discussion is nonetheless sufficient to provide historical context for the argument.

The response earned 2 points for using evidence. The evidence provided in the response is the bare minimum needed to earn the 2 points, both in terms of the number of pieces of evidence used and the extent to which the evidence is used effectively in support of claims or arguments. The response develops the arguments that Roman roads were built to facilitate trade and connect rising urban centers (paragraph 2) and that Roman policies encouraged seaborne trade in the Mediterranean “by establishing ports along both South Europe and coastal North Africa.” (paragraph 4). The discussion of Chinese silk production and the Silk Roads (paragraph 3) is not connected to the rise of any Chinese state, or to any Chinese imperial policy; therefore, it was not credited toward earning the evidence points.

The response earned 1 point for using historical reasoning. The second and fourth paragraphs contain examples of using the historical reasoning process of Causation to address both causes of Roman road and port building and the effects of these building projects on trade. However, the response did not earn the point for demonstrating a complex understanding because its use of evidence and historical reasoning is minimal, and there is no indication of awareness of historical complexity or nuance.

AP[®] WORLD HISTORY
2019 SCORING COMMENTARY

Question 2 — Long Essay Question (continued)

Sample: 2C

Score: 2

The response did not earn the point for thesis/claim. There are attempts at a thesis in both the introduction and the conclusion. While both attempts include a historically defensible claim (“the rise of large-scale empires led to increasing regional and transregional trade”) and both attempts include a discussion of trade on the Silk Roads, there is no clear line of reasoning connecting the rise of empires to trade, on the Silk Roads or elsewhere. The inclusion of “the Muslim Empire” also detracts from the argument, since Islam is out of the period.

The response did not earn the point for contextualization. There is no clear attempt at contextualization in the response. There is a discussion of the “Muslim empire” (in paragraph 3), presumably the Abbasid Caliphate; however, the response incorrectly identifies this “Muslim empire” as being part of the time period indicated in the prompt, and its general use suggests that it is being offered as evidence, rather than as contextualization.

The response earned 2 points for using evidence. There are two lines of argument developed in the body paragraphs of the response: the role of the Byzantine Empire as a “Middle Man” in long-distance trade (paragraph 2) and China’s role as supplier of the sought-after trade good of silk (paragraph 4). The addition of “Chompa rice” to the discussion in paragraph 4 was treated as a read-through error, as the adoption of Champa rice in China occurred outside of the time period of the prompt. For each of these lines of argument, the response provides a few examples of evidence that directly reference either state involvement or the impact of state policies (taxing trade, providing “safe passage,” use of caravanserai, etc.). While much of the discussion in these paragraphs is oversimplified and monocausal, there was enough both in terms of the number of pieces of evidence used and of connecting the evidence to the argument to earn both points.

The response did not earn the point for using historical reasoning. An attempt is made to show causation by discussing the benefits of Champa rice’s fast ripening cultivation cycle for China (paragraph 4); however, because this discussion is chronologically inaccurate (out of period), it was not credited for the historical reasoning point. The response also did not earn the point for demonstrating a complex understanding. There is no attempt to expand the scope of the argument outside of the time period or to create nuance beyond a general statement of evidence.