

2022

AP[®]

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AP[®] World History: Modern

Sample Student Responses and Scoring Commentary

Inside:

Long Essay Question 3

- Scoring Guidelines
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- Scoring Commentary

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Question 3: Long Essay Question, Conflict and Religious Change

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the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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, the global increase in transregional contacts led to both expansion and contraction of existing religions as well as the development of new religious practices.

Develop an argument that evaluates the extent to which military conflict or conquest was the main cause of religious change in this period.

Reporting Category	Scoring Criteria	
<p>Row A Thesis/Claim (0-1 points)</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.</p>
Decision Rules and Scoring Notes		
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Are not historically defensible. • Only restate or rephrase the prompt. • Do not respond to the prompt. • Do not establish a line of reasoning. • Are overgeneralized. 		<p>Responses that earn this point:</p> <ul style="list-style-type: none"> • Provide a historically defensible thesis or claim about how military conflict or conquest was the main cause of religious change in the period 1450 to 1750, with some indication of the reasoning for making that claim OR establish analytic categories of the argument. Scoring Note: The Protestant and Catholic Reformations are acceptable.
<p>Examples that do not earn this point:</p> <p>Do not focus on the topic of the prompt</p> <ul style="list-style-type: none"> • <i>“Ottoman emperors centralized their state bureaucracies.”</i> <p>Provide a historically defensible claim, but do not establish a line of reasoning</p> <ul style="list-style-type: none"> • <i>“European conquistadores destroyed the Aztec and Inca empires.”</i> <p>Provide a claim that is not historically defensible</p> <ul style="list-style-type: none"> • <i>“The spread of Christianity was the main reason for the transatlantic slave trade.”</i> 		<p>Examples that earn this point:</p> <p>Establish a line of reasoning that evaluates the topic of the prompt</p> <ul style="list-style-type: none"> • <i>“In the period from 1450 to 1750 Islamic empires such as the Mughals conquered new territories, which spread Islam in places like India.”</i> <p>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</p> <ul style="list-style-type: none"> • <i>“Contact with European traders and missionaries was the main cause of the spread of Christianity in Africa between 1450 and 1750.”</i> <p>Establish a line of reasoning</p> <ul style="list-style-type: none"> • <i>“The Spanish conquest of the Americas led to religious change.”</i> (Minimally acceptable thesis/claim)
<p>Additional Notes:</p> <ul style="list-style-type: none"> • 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). • The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period. 		

Reporting Category	Scoring Criteria			
<p>Row B Contextualization (0-1 points)</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Describes a broader historical context relevant to the prompt.</p>		
Decision Rules and Scoring Notes				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Provide an overgeneralized statement about the time period referenced in the prompt. • Provide context that is not relevant to the prompt. • Provide a passing phrase or reference. <p>Examples that do not earn this point:</p> <ul style="list-style-type: none"> • <i>“Religions were mostly patriarchal in the early modern period.”</i> • <i>“Islam originated in the teachings of the Prophet Muhammad.”</i> </td> <td style="width: 50%; padding: 5px;"> <p>Responses that earn this point:</p> <ul style="list-style-type: none"> • Accurately describe a context relevant to conflict and religious change in the period circa 1450 to 1750. <p>Examples of relevant context that earn this point include the following if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> • Expansion of Islamic land-based empires • Expansion of European colonial empires • Sunni Islam in the Ottoman and Mughal Empires • Shi’a Islam as the official religion in the Safavid Empire • The Protestant and Catholic Reformations • European Wars of Religion • Early modern world trade and exploration • Christian missionaries and Sufi/ Muslim missionaries proselytizing • Religious syncretism in the Americas • Sikhism developed in South Asia <p>Example of acceptable contextualization:</p> <ul style="list-style-type: none"> • <i>“Many Muslim rulers in the Ottoman and Mughal Empires tolerated a broad range of religious practices in their empires.”</i> </td> </tr> </table>			<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Provide an overgeneralized statement about the time period referenced in the prompt. • Provide context that is not relevant to the prompt. • Provide a passing phrase or reference. <p>Examples that do not earn this point:</p> <ul style="list-style-type: none"> • <i>“Religions were mostly patriarchal in the early modern period.”</i> • <i>“Islam originated in the teachings of the Prophet Muhammad.”</i> 	<p>Responses that earn this point:</p> <ul style="list-style-type: none"> • Accurately describe a context relevant to conflict and religious change in the period circa 1450 to 1750. <p>Examples of relevant context that earn this point include the following if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> • Expansion of Islamic land-based empires • Expansion of European colonial empires • Sunni Islam in the Ottoman and Mughal Empires • Shi’a Islam as the official religion in the Safavid Empire • The Protestant and Catholic Reformations • European Wars of Religion • Early modern world trade and exploration • Christian missionaries and Sufi/ Muslim missionaries proselytizing • Religious syncretism in the Americas • Sikhism developed in South Asia <p>Example of acceptable contextualization:</p> <ul style="list-style-type: none"> • <i>“Many Muslim rulers in the Ottoman and Mughal Empires tolerated a broad range of religious practices in their empires.”</i>
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<p>Additional Notes:</p> <ul style="list-style-type: none"> • 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. • To earn this point, the context provided must be more than a phrase or reference. 				

Reporting Category	Scoring Criteria		
Row C Evidence (0-2 points)	0 points Does not meet the criteria for one point.	1 point Provides specific examples of evidence relevant to the topic of the prompt.	2 points Supports an argument in response to the prompt using specific and relevant examples of evidence.
Decision Rules and Scoring Notes			

Reporting Category	Scoring Criteria					
Row D Analysis and Reasoning (0-2 points)	0 points Does not meet the criteria for one point.	1 point Uses historical reasoning (e.g., comparison, causation, continuity, and change) to frame or structure an argument that addresses the prompt.	2 points 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						
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; padding: 5px;"> Responses that do not earn points: <ul style="list-style-type: none"> • May include evidence but offer no reasoning to connect the evidence to an argument. • May assert the use of historical reasoning but does not use it to frame or structure an argument. </td> <td style="width: 25%; padding: 5px;"> Responses that earn 1 point: <ul style="list-style-type: none"> • Must demonstrate the use of historical reasoning to explain how military conflict or conquest was the main cause of religious change in the period circa 1450 to 1750 </td> <td style="width: 50%; padding: 5px;"> Responses that earn 2 points: May demonstrate a complex understanding in a variety of ways, such as: <ul style="list-style-type: none"> • Explaining the nuance of an issue by analyzing multiple variables. • Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects. • Explaining relevant and insightful connections within and across periods. • Confirming the validity of an argument by corroborating multiple perspectives across themes. • Qualifying or modifying an argument by considering diverse or alternative views or evidence. </td> </tr> </table>				Responses that do not earn points: <ul style="list-style-type: none"> • May include evidence but offer no reasoning to connect the evidence to an argument. • May assert the use of historical reasoning but does not use it to frame or structure an argument. 	Responses that earn 1 point: <ul style="list-style-type: none"> • Must demonstrate the use of historical reasoning to explain how military conflict or conquest was the main cause of religious change in the period circa 1450 to 1750 	Responses that earn 2 points: May demonstrate a complex understanding in a variety of ways, such as: <ul style="list-style-type: none"> • Explaining the nuance of an issue by analyzing multiple variables. • Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects. • Explaining relevant and insightful connections within and across periods. • Confirming the validity of an argument by corroborating multiple perspectives across themes. • Qualifying or modifying an argument by considering diverse or alternative views or evidence.
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<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; padding: 5px;"> Examples that do not earn points: Provide evidence but offer no reasoning to connect the evidence to an argument: <ul style="list-style-type: none"> • <i>“The Ottoman Empire repeatedly invaded Southeastern Europe.”</i> </td> <td style="width: 25%; padding: 5px;"> Using a historical thinking skill to frame or structure an argument could include: <ul style="list-style-type: none"> • Explaining the ways in which Islamic empires developed policies of religious tolerance. • Explaining how European religious institutions often participated in European colonialism. • Explaining how new religious practices developed as a result of cross-cultural contacts. Example of acceptable use of historical reasoning: <ul style="list-style-type: none"> • <i>“Because of the Muslim principle of toleration of ‘people of the Book,’ the expansion of Islamic gunpowder empires such as the Ottomans and the Mughals was generally accompanied by toleration of ethnic and religious minorities.”</i> (Establishes a development that contributed to religious change in this period. This statement would need to be followed up with at least minimal discussion of the development introduced.) </td> <td style="width: 50%; padding: 5px;"> Demonstrating complex understanding might include any of the following if appropriate elaboration is provided: <ul style="list-style-type: none"> • Explaining the nuance of an issue by demonstrating while Catholic priests often participated in Spanish colonialism, they also often criticized colonial policies such as the mistreatment of indigenous peoples. (Explains nuance, considers both causes and effects, and qualifies an argument) • Explaining relevant and insightful connections across time and space, such as demonstrating how competing efforts of territorial expansion by the Ottoman and the Safavid empires resulted in differing religious policies and increased conflict between Sunnis and Shiites. (Explains relevant and insightful connections) • Qualifying an argument by demonstrating that while Islamic empires often tolerated religious minority groups, they also created laws that privileged Muslims socially, economically, and politically. (Qualifies an argument) • Corroborating an argument by showing how the religious tolerance of the Mughal Emperor Akbar and the British Queen Elizabeth I led to greater political stability. (Corroborates an argument, considers both causes and effects) </td> </tr> </table>				Examples that do not earn points: Provide evidence but offer no reasoning to connect the evidence to an argument: <ul style="list-style-type: none"> • <i>“The Ottoman Empire repeatedly invaded Southeastern Europe.”</i> 	Using a historical thinking skill to frame or structure an argument could include: <ul style="list-style-type: none"> • Explaining the ways in which Islamic empires developed policies of religious tolerance. • Explaining how European religious institutions often participated in European colonialism. • Explaining how new religious practices developed as a result of cross-cultural contacts. Example of acceptable use of historical reasoning: <ul style="list-style-type: none"> • <i>“Because of the Muslim principle of toleration of ‘people of the Book,’ the expansion of Islamic gunpowder empires such as the Ottomans and the Mughals was generally accompanied by toleration of ethnic and religious minorities.”</i> (Establishes a development that contributed to religious change in this period. This statement would need to be followed up with at least minimal discussion of the development introduced.) 	Demonstrating complex understanding might include any of the following if appropriate elaboration is provided: <ul style="list-style-type: none"> • Explaining the nuance of an issue by demonstrating while Catholic priests often participated in Spanish colonialism, they also often criticized colonial policies such as the mistreatment of indigenous peoples. (Explains nuance, considers both causes and effects, and qualifies an argument) • Explaining relevant and insightful connections across time and space, such as demonstrating how competing efforts of territorial expansion by the Ottoman and the Safavid empires resulted in differing religious policies and increased conflict between Sunnis and Shiites. (Explains relevant and insightful connections) • Qualifying an argument by demonstrating that while Islamic empires often tolerated religious minority groups, they also created laws that privileged Muslims socially, economically, and politically. (Qualifies an argument) • Corroborating an argument by showing how the religious tolerance of the Mughal Emperor Akbar and the British Queen Elizabeth I led to greater political stability. (Corroborates an argument, considers both causes and effects)
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Additional Notes: <ul style="list-style-type: none"> • This demonstration of complex understanding must be part of the argument, not merely a phrase or reference. 						

Important: Completely fill in the circle that corresponds to the question you are answering on this page.

Mandatory
Question 1

Question 2

Choose one
Question 3

Question 4

Begin your response to each question at the top of a new page. Do not skip lines.

As state sponsored exploration increased between ~~1450~~ 1450-1750, many european powers influenced native religions. In 1492, Christopher Columbus discovered the New World and ^{socially} influenced the ^{native} populations greatly. Many european ^{explorers or} powers were Christian and part of the Catholic Church, while native ^{american} populations ^{believed in different} Gods. Military conquest ^{of latin-american and latin-american empires} by europeans was the main cause of religious change in ~~1450~~ 1450-1750 through religious syncretism or assimilation, and suppression of native ^{religions.} ~~populations~~

Military conquest of latin-american empires such as the Aztecs or Incas ~~and~~ demonstrated syncretism and/or assimilation between native and european religions. For example, many rulers and leaders in europe were strongly Christian and claimed to have the Divine Right of Kings to control, conquest, and ~~convert individuals with~~ blend their religion with native religions. Also, many efforts were made to convert indigenous ^{populations} fully, yet in many cases, assimilation was ^{more common.} ~~attained.~~ ^{On the other hand,} Many Native latin-american populations worshipped Gods such as the Sun God in the Incan Empire. A clear example of syncretism can be seen by the development of La Virgen De Guadalupe commonly found in mesoamerica. This shows how christianity changed or infiltrated into native religion and was commonly accepted.

Military conquest of latin-american empires such

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Important: Completely fill in the circle that corresponds to the question you are answering on this page.

Mandatory
Question 1



Question 2



Choose one

Question 3



Question 4



Begin your response to each question at the top of a new page. Do not skip lines.

as the Aztecs and Incas demonstrated in european suppression of native religions. Many indigenous populations built large ~~temples~~ temples to consolidate their power and worship their gods. At the top of these temples, human sacrifice took place by both the Aztecs and the Incas to give blood to the Gods and receive their validation. Many humans used for sacrifice were collected by tribute systems imposed by the empires. Yet, when european powers noticed what these populations were doing, they largely suppressed the indigenous religious rituals. Although many still practiced idolatry and human sacrifice in secret, many Christian europeans opposed it. They claimed that the practices were those of savages and incorrect. Military conquest of latin-american empires by ^{christian} european powers significantly led to the change in religions in 1450-1750 through religious syncretism or assimilation, and european suppression of native religions.

Page 6

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● **Important:** Completely fill in the circle that corresponds to the question you are answering on this page.

Mandatory
Question 1

Question 2

Choose one
Question 3

Question 4

Begin your response to each question at the top of a new page. Do not skip lines.

Before the 15th century, religions grouped together mostly and religious tolerance was not practiced in most places. There were tensions over converts and discrimination over religious beliefs. In 1450-1750 however, there was more of a global blend of religions and change of religion due to conquest of multicultural cities/empires.

One of the first conquests that began the expansion of religion was the Mongol Empire. The Mongols conquered many empires in Asia, everywhere they conquered, they spread religion to. Since the Mongol Empire was one of the biggest ~~empires~~ in history, they had many different religions like Islam and Christianity in it. The Mongols practiced religious tolerance and allowed the empires they conquered to continue to do what they believe in. This mixing pot. of religion led to the spread of beliefs all over the continent. The Chinese discovered Buddhist ideals and spread them to more parts of Asia. New religious practices were created with Neo-confucianism mostly in China. Islam cultural items could be spread

Page 5

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0246525



Important: Completely fill in the circle that corresponds to the question you are answering on this page.

Mandatory
Question 1

Question 2

Choose one
Question 3

Question 4

Begin your response to each question at the top of a new page. Do not skip lines.

to others under Mongol rule. Religion was also slightly contracted when the Mongols were ruling over the empires because they did not let cultures flourish. No new customs were created or destroyed so they were contracted.

A military conflict that led to religious change in 1450-1750 was the split of the Roman Catholic and Protestant Church. Although this was more of a beliefs issue, it involved the government and some of their military. The priests at the time had too much power in the government and this upset many Christians/Catholics. The priest Martin Luther led the split of the two churches. The Roman Catholics were spoken out against in the 95 theses and lost popularity for a while, while the Protestant Reformation spread to Europe and Asia and gained followers, actively spreading religion. The Roman Catholics conquest of their government led to the moving of the Protestants, creating religious change around the world with ideas of the Protestants everywhere.

Page 6

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Mandatory
Question 1

Question 2

Choose one
Question 3

Question 4

Begin your response to each question at the top of a new page. Do not skip lines.

These two examples are some of the main causes of religious change in the world during 1450-1750. Existing religions could spread across the globe and gain new practices and followers. The extent is huge considering if these events did not happen, we might not have some religions that we have today in certain places.

Page 7

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Mandatory
Question 1

Question 2

Choose one
Question 3

Question 4

Begin your response to each question at the top of a new page. Do not skip lines.

During the period of 1450-1750, religious missionaries were a big thing. As expansion and trade began to occur, different religions like Islam and Christianity began to spread. This caused different regions to develop certain religious practices, like different empires converting to a certain religion because of their ruler's beliefs. When Columbus took his conquest to the New World, he forced Natives to become Christian or they would be killed. Many groups experienced religious change due to force.

Page 4

Use a pen with black or dark blue ink only. Do NOT write your name. Do NOT write outside the box.



Question 3—Long Essay Question 3

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

Overview

Responses to Long Essay Question 3 (LEQ 3) were expected to develop an essay that addressed the extent to which military conflict or conquest caused religious change in the period 1450–1750. The question addressed Topic 3.3 and closely aligned with Key Concept 4.1 of the AP World History Curriculum and Framework. The question was open geographically to allow responses from multiple areas with a specific tie to the period 1450–1750. Students were able to interpret the terms “conflict and conquest” in a variety of ways, including economic conquest and intellectual conflict. The question was designed to allow students to demonstrate their understanding of the factors that led to the significant changes in world religions within this time period. Students were expected to present a historically defensible thesis, describe a historical context relevant to the prompt, use at least two specific examples of evidence relevant to the topic of the prompt, use that evidence to support an argument in response to the prompt, use historical reasoning skills to frame or structure their argument, and demonstrate a complex understanding of the historical development that is the focus of the prompt. Successful responses compared religious change in different areas, explained causes for religious change, or discussed how religious changes continued and ended across the periods.

Sample: 3A

Thesis/Claim: 1

Contextualization: 1

Evidence: 2

Analysis and Reasoning: 2

Total Score: 6

A. Thesis/Claim (0–1 points): 1

The response earned 1 point for thesis/claim in the last sentence of the introductory paragraph, with a claim that establishes a line of reasoning, “Military conquest of American empires by Europeans was the main cause of religious change . . . through religious syncretism or assimilation, and suppression of native religions.”

B. Contextualization (0–1 points): 1

The response earned 1 point for contextualization in the introductory paragraph by explaining a historical context for the prompt including a discussion of Christopher Columbus’s arrival in the New World and the religious beliefs of the European and native populations prior to European arrival.

C. Evidence (0–2 points): 2

The response earned 2 points for evidence in the body paragraphs by using multiple specific pieces of evidence to support an argument. The response uses the “Divine Right of Kings” as evidence to support the argument that Europeans felt justified in converting Native Americans to Christianity. The cult of the Virgin of Guadalupe is used as evidence to support the argument concerning religious syncretism in the Americas. European bans of human sacrifice and “idolatry” as well as the

Question 3—Long Essay Question 3 (continued)

persistence of these practices “in secret” among Native American populations are used as pieces of evidence to support the claim that Europeans suppressed native religious traditions.

D. Analysis and Reasoning (0–2 points): 2

The response earned 1 point for historical reasoning for its overarching explanation of the causal connections between European attempts to impose Christianity in the Americas and the creation of syncretic religions in which “christianity changed or infiltrated into native religion and was commonly accepted.”

The response earned 1 point for complexity for its nuanced argument regarding the extent to which military and political conquest influenced the spread of religion. For example, the response acknowledges how religious practice came from a European model of the Divine Right of Kings, while also noting that Europeans were not able to fully influence local religious practices. In addition, the response provides rich, accurate evidence throughout to support these arguments.

Sample: 3B

Thesis/Claim: 0

Contextualization: 0

Evidence: 2

Analysis and Reasoning: 1

Total Score: 3

A. Thesis/Claim (0–1 points): 0

The response did not earn the point for thesis/claim. The attempt in the introductory paragraph (“In 1450-1750 however, there was more of a global blend of religions and change of religion due to conquest of multicultural cities/empires”) is too vague to earn credit. There is no clear attempt at the end of the response.

B. Contextualization (0–1 points): 0

The response did not earn the point for contextualization. The response does not describe a relevant historical context for an argument about conflict and religious change. The attempt in the first sentence of the introductory paragraph is too vague to earn credit. The discussion of the Mongol Empire and Neo-Confucianism in China (in the second paragraph) is not connected clearly enough to the topic of religious change within the time period specified in the prompt, so it was not credited toward the contextualization point.

C. Evidence (0–2 points): 2

The response earned 2 points in the second body paragraph (on page 2) by using several specific pieces of evidence in support of an argument in response to the prompt. The evidence presented is that the [Catholic] “priests at the time had too much power in the government and this upset many Christians,” and the fact that “Martin Luther led the split of the two churches.” specifically. (Note the use of the terms “Catholic” and “Protestant” alone is not enough to indicate two separate pieces of evidence.) This evidence is used to support an argument that the Catholic-Protestant split, although “more of a beliefs issue . . . involved the government and some of their military.”

Question 3—Long Essay Question 3 (continued)

The evidence presented in the first body paragraph regarding the Mongols and religious change is out of the time period of the prompt.

D. Analysis and Reasoning (0–2 points): 1

The response earned 1 point for historical reasoning because its discussion of the Catholic-Protestant split successfully deploys causal reasoning to sketch out a narrative of some of the causes and effects of the Protestant Reformation.

The response did not earn the point for complexity. There is no attempt to demonstrate a complex understanding of how conflict or conquest led to religious change.

Sample: 3C

Thesis/Claim: 1

Contextualization: 0

Evidence: 0

Analysis and Reasoning: 0

Total Score: 1

A. Thesis/Claim (0–1 points): 1

The response earned 1 point for thesis/claim. Taken in totality, the paragraph presents claims that “religious missionaries” and “force” were two causes of religious change during the period 1450–1750. This constitutes a minimally acceptable thesis claim and line of reasoning.

B. Contextualization (0–1 points): 0

The response did not earn the point for contextualization. The response does not describe a historical context for an argument about conflict and religious change.

C. Evidence (0–2 points): 0

The response did not earn points for evidence because there is no evidence provided outside of the thesis.

D. Analysis and Reasoning (0–2 points): 0

The response did not earn the point for historical reasoning because it does not use historical thinking skills to frame an argument in response to the prompt.

The response did not earn the point for complexity. There is no attempt to demonstrate a complex understanding of how conflict led to religious change.