

2022

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

## Sample Student Responses and Scoring Commentary

### Inside:

#### Long Essay Question 4

- Scoring Guidelines
- Student Samples
- Scoring Commentary

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## Question 4: Long Essay Question, Free-market Ideas and Economic 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the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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 late twentieth century, the spread of free-market economic ideas led to numerous changes around the world.

Develop an argument that evaluates the extent to which the spread of free-market ideas led to economic change during this period.

Reporting Category	Scoring Criteria					
<p><b>Row A</b> <b>Thesis/Claim</b>  <b>(0-1 points)</b></p>	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.</p>				
<b>Decision Rules and Scoring Notes</b>						
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<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs).</li> <li>• The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period.</li> </ul>						

Reporting Category	Scoring Criteria			
<p><b>Row B</b> <b>Contextualization</b>  (0-1 points)</p>	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Describes a broader historical context relevant to the prompt.</p>		
<b>Decision Rules and Scoring Notes</b>				
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<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• The response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question.</li> <li>• To earn this point, the context provided must be more than a phrase or reference.</li> </ul>				

Reporting Category	Scoring Criteria		
<b>Row C Evidence</b>  <b>(0-2 points)</b>	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Provides specific examples of evidence relevant to the <b>topic</b> of the prompt.	<b>2 points</b> Supports an <b>argument</b> in response to the prompt using specific and relevant examples of evidence.
<b>Decision Rules and Scoring Notes</b>			
<b>Responses that do not earn points:</b> <ul style="list-style-type: none"> <li>Identify a single piece of evidence.</li> <li>Provide evidence that is not relevant to the topic of the prompt.</li> <li>Provide evidence that is outside the time period or region specified in the prompt.</li> <li>Repeat information that is specified in the prompt.</li> </ul>	<b>Responses that earn 1 point:</b> <ul style="list-style-type: none"> <li>Identify at least two specific historical examples relevant to free-market ideas or economic change in the late twentieth century.</li> </ul>	<b>Responses that earn 2 points:</b> <ul style="list-style-type: none"> <li>Use at least two specific historical examples to support an argument regarding how the spread of free-market ideas led to economic change in the late twentieth century.</li> </ul>	
<b>Examples that do not earn points:</b> <ul style="list-style-type: none"> <li><i>“Joseph Stalin sent many of his political opponents to gulags.”</i></li> </ul>	<b>Examples of evidence that are specific and relevant include the following (two examples required):</b> <ul style="list-style-type: none"> <li>Mikhail Gorbachev</li> <li><i>Glasnost</i> and <i>perestroika</i></li> <li>Ronald Reagan</li> <li>Margaret Thatcher</li> <li>Berlin Wall falling</li> <li>Deng Xiaoping</li> <li>Neocolonialism</li> <li>World Bank or IMF</li> <li>Specific developing states that adopted liberal economies in Latin America or Asia</li> <li>Expansion of specific multinational corporations</li> <li>Creation of international trade organizations like NAFTA or ASEAN</li> <li>Economic development or underdevelopment of specific states or regions</li> </ul> <b>Example of a statement that earns 1 point for evidence:</b> <ul style="list-style-type: none"> <li><i>“Margaret Thatcher weakened the labor unions and privatized several industries in Great Britain.”</i></li> </ul>	<b>Examples that successfully support an argument with evidence:</b> <ul style="list-style-type: none"> <li><i>“China and India liberalized their economies and adopted mixed socialist-capitalist economies in order to increase foreign investment and economic growth.”</i> (Uses multiple, specific pieces of evidence to support the argument regarding how the spread of free-market ideas led to economic change in the late twentieth century)</li> <li><i>“International economic institutions like the IMF and World Bank required states to adopt free-market policies in order to get loans or forgive debts.”</i> (Uses evidence to support the argument regarding how the spread of free-market ideas led to economic change in the late twentieth century)</li> </ul>	
<b>Additional Notes:</b> <ul style="list-style-type: none"> <li>Typically, statements credited as evidence will be more specific than statements credited as contextualization.</li> <li>If a response has a multipart argument, then it can meet the threshold of two pieces of evidence by giving one example for one part of the argument and another example for a different part of the argument, but the total number of examples must still be at least two. (For example, the development of international institutions promoting free trade like the IMF; the development of individual nations transitioning into a free-market economic system like Russia)</li> </ul>			

Reporting Category	Scoring Criteria		
<p><b>Row D</b> <b>Analysis and Reasoning</b>  <b>(0-2 points)</b></p>	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Uses historical reasoning (e.g., comparison, causation, continuity, and change) to frame or structure an argument that addresses the prompt.</p>	<p><b>2 points</b> Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.</p>
<b>Decision Rules and Scoring Notes</b>			
<p><b>Responses that do not earn points:</b></p> <ul style="list-style-type: none"> <li>May include evidence but offer no reasoning to connect the evidence to an argument.</li> <li>May assert the use of historical reasoning but does not use it to frame or structure an argument.</li> </ul>			
<p><b>Responses that earn 1 point:</b></p> <ul style="list-style-type: none"> <li>Must demonstrate the use of historical reasoning to explain how the spread of free-market ideas led to economic change in the late twentieth century</li> </ul> <p><b>Responses that earn 2 points:</b></p> <p>May demonstrate a complex understanding in a variety of ways, such as:</p> <ul style="list-style-type: none"> <li>Explaining the nuance of an issue by analyzing multiple variables.</li> <li>Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects.</li> <li>Explaining relevant and insightful connections within and across periods.</li> <li>Confirming the validity of an argument by corroborating multiple perspectives across themes.</li> <li>Qualifying or modifying an argument by considering diverse or alternative views or evidence.</li> </ul>			
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.</li> </ul>			

**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.

It is difficult to pinpoint when exactly globalisation began, but by the late 1900's it was in full swing. The development of better communication and transportation technology during the cold war allowed for a more inter-connected world. This combined with the decline of communism and slight market freedoms in the USSR allowed for the free market to spread across and nearly encompass the entire globe. Although the spread of the free market encouraged industry in developing countries and the imposition of capitalism into Eastern Europe, ultimately the global economy remained the same in that the West retained its hegemony.

The spread of free market ideals to the 3rd world finally allowed for industrialisation to take place in countries that were used as fuel for European industrialisation. Countries like Indonesia and Vietnam have become the world's largest textile producers, China became one of the world's largest plastic and steel producers. The west used to dominate manufacturing, but now newly industrialised countries became the primary manufacturers of many basic goods, a significant change resulting from the spread of the free market.

Another significant change was the end of communism in Eastern Europe due to economic liberalisation. Gorbachev instituted perestroika, economic liberalisation reform, in order to jump start the Soviet economy. Instead, the shock proved too much to bear and

Page 6

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

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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.

the Soviet bloc came crumbling down. This led to the quick ~~re~~ imposition of capitalism onto the former ~~the~~ communist states, known as shock therapy. This led to the opening up of Eastern Europe to Western goods, and allowed for the creation of the European Union that ~~even~~ allowed for freer trade between European states, a remarkable change in the European and Global economy.

Despite all these supposed changes, the hierarchy of the world economy remained the same. Western Europe and the US maintained their economic dominance. US based companies built the factories in the developing world, imposing harsh labor and low pay to sell cheap goods to the West, just another form of economic exploitation. Shock ~~or~~ therapy in Eastern Europe led to major downturn that continued long after the Soviets were gone. These states also experienced rampant corruption, and many industries were monopolized by Western companies, maintaining an economic East/West divide. The "free" market was ruled by the West, so even though its spread did cause economic change, the global economy stayed the same, meaning much more stayed the same than changed.

Page 7

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



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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 mid to late 20th century the world's 2 primary super powers were ~~the~~ the United States and USSR. The two superpower had two conflicting ideologies, the U.S believe in a free market capitalist system, while the U.S.S.R believed in a state controlled market communism. To combat the ideologies of the U.S.S.R the United States spread free-market ideas across the world. The spread of free-market ideas to a large extent, ~~are~~ led to economic change.

One ~~of~~ way free market ideas changed the world was by all or most economies of the world interconnected (globalization). What this means is that the economies of ~~most~~ countries are all related. An example could be the trade of steel from China to the U.S, then the U.S uses the goods from China to create cars which are purchased by Americans and exported to other countries like Japan. In this one example the economies of China, Japan, and the U.S this is because all nations can freely trade with each other making the connected (inter).

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



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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.

Freedom of business and trade is big ~~big~~ for many. The availability to do what you want with a business opens up many doors for all sorts of people. In the late twentieth century, people were quite free with their economic choices.

One example of this would be after the fall of the Soviet Union, there was opportunity for American business in Russia. Putting a business there would help Russia economically, and the company itself grow in that market.

Technology around this time started to boom, and there was a big market for computers, phones, cars, etc. Many homes, schools, businesses and governments needed the best and new technology and tech companies made millions due to this reason. One big new idea could open a door for profit.

The end of the twentieth century was a period of rebuilding and rebranding for many countries and people on the free market. People were granted chances to restart their lives, and the free market helped majority.

Page 3

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## Question 4—Long Essay Question

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

### Overview

Responses to Long Essay Question 4 (LEQ 4) were expected to develop an essay that addressed the extent to which the spread of free-market ideas led to economic change in the late twentieth century. 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 economic change in different areas, explained causes for the adaptation or rejection of free-market economic ideas, or discussed how these economic changes were continuations or changes of previous economic trends. Most essays engaged the continuity/change historical thinking skill with a focus on late 20<sup>th</sup>-century developments covered in Topic 9.4 Economics in the Global Age. Students who engaged with comparisons mainly focused on a comparison of changes in the USSR and China in the late 20<sup>th</sup> century.

**Sample: 4A**

**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 first paragraph with a historically defensible claim that establishes a line of reasoning (“Although the spread of the free market encouraged industry in developing countries and the imposition of capitalism into Eastern Europe, ultimately the global economy remained the same in that the West retained its hegemony”).

### B. Contextualization (0–1 points): 1

The response earned 1 point for contextualization in the first paragraph by relating the decline of communism in the USSR with the spread of free-market ideas.

### C. Evidence (0–2 points): 2

The response earned 2 points for using multiple pieces of evidence to support arguments about the extent to which the spread of free-market ideas led to economic changes. Examples of evidence used in support of claims or arguments include the development of textile industry in Indonesia and Vietnam (used to support an argument that the spread of free-market ideas led to the spread of industrialization to more world regions), Gorbachev’s *perestroika* and its unintended effect of destroying the economy of the Soviet Union (used to support an argument that the spread of free-market ideas led to the collapse of communism), and United States-based companies establishing production facilities overseas (used to support an argument that the spread of free-market ideas did not change the basic fact of United States and European hegemony over the global economy).

## Question 4—Long Essay Question (continued)

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

The response earned 1 point for historical reasoning by constructing a multi-faceted causal narrative illustrating how the spread of free-market ideas affected the developing world, the former Soviet bloc, and the global economy and overall led to greater industrialization. In addition to causal analysis, the response also develops arguments concerning both economic changes and economic continuities resulting from the spread of free-market ideas.

The response earned 1 point for complexity because it includes multiple nuanced arguments throughout the essay to qualify the thesis/claim. The response identifies changes in parts of the world as a result of free-market ideas (“China became the world’s largest textile producers”) in the second paragraph and changes in Europe due to “economic liberalization” in the third paragraph. The response offers a nuanced argument concerning historical continuity and change, by arguing that, despite multiple changes, “the hierarchy of the world economy remained the same,” with Western Europe and the West maintaining “their economic dominance.”

### Sample: 4B

**Thesis/Claim: 0**

**Contextualization: 1**

**Evidence: 2**

**Analysis and Reasoning: 1**

**Total Score: 4**

### A. Thesis/Claim (0–1 points): 0

The response did not earn the point for thesis/claim. The response identifies a historically defensible claim in the introductory paragraph (“The spread of free-market ideals to a large extent, led to economic change.”) but does not establish a line of reasoning.

### B. Contextualization (0–1 points): 1

The response earned 1 point for contextualization in the introductory paragraph. The response describes the free-market system of the United States and the communist system of the Soviet Union.

### C. Evidence (0–2 points): 2

The response earned 2 points for evidence. Specific examples of evidence in the second paragraph include “trade of steel from China to the U.S,” the trade of “cars which are purchased by Americans,” and finally, the export of cars to “other countries like Japan.” These pieces of evidence are used in support of a claim that, as a result of the spread of free-market ideas, “all or most economies of the world interconnected (globalization).”

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

The response earned 1 point for historical reasoning. Although the discussion of the global trade in automobiles (in the second paragraph) is quite rudimentary and overgeneralized, it nevertheless provides an outline of the causal connections between free trade and economic globalization. The response did not earn the point for complexity. There is no attempt to demonstrate a complex understanding of how the spread of free-market ideas led to economic change.

## Question 4—Long Essay Question (continued)

**Sample: 4C**

**Thesis/Claim: 0**

**Contextualization: 0**

**Evidence: 1**

**Analysis and Reasoning: 0**

**Total Score: 1**

### **A. Thesis/Claim (0–1 points): 0**

The response did not earn the point for thesis/claim because it does not provide a historically defensible claim about how the spread of free-market ideas led to economic change. There are attempts at a thesis in the introductory paragraph and in the concluding paragraph, but both statements are vague (“people were quite free with their economic choices” and the “free market helped majorly”) and neither establishes a 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 relevant to free-market ideas and economic change.

### **C. Evidence (0–2 points): 1**

The response earned 1 point for mentioning two pieces of evidence relevant to the spread of free-market ideas or two to economic change in the late twentieth century. The first example of evidence is the discussion of the fall of the Soviet Union creating “opportunity for American business in Russia” (in the second paragraph). The second example is the passing reference to new consumer goods (“computers, phones”) related to “technology.”

The response did not earn the second Evidence point (for using evidence to support an argument) because neither one of the two pieces of evidence included in the essay is clearly connected to an argument about free-market ideas and economic change.

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

The response did not earn the point for historical reasoning because it does not fully and effectively explain how the spread of free-market ideas led to economic changes.

The response did not earn the point for complexity. There is no attempt to demonstrate a complex understanding of how the spread of free-market ideas led to economic changes.