

2023



AP[®] World History: Modern

Sample Student Responses and Scoring Commentary Set 2

Inside:

Long Essay Question 2

- Scoring Guidelines
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Question 2: Long Essay Question, Cross-Cultural Interactions, Trade, and/or Exploration

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the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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.

Global cross-cultural interactions, including the transfer of knowledge, scientific learning, and technological developments, increased throughout the period 1200 to 1750.

Develop an argument that evaluates the extent to which ongoing cross-cultural interactions affected trade and/or exploration during the period circa 1450 to 1750.

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: Provide a historically defensible thesis or claim about the extent to which ongoing cross-cultural interactions affected trade and/or exploration during the period circa 1450 to 1750. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.</p>
<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>“Empires facilitated cross-cultural interactions by continuously attempting to expand their territories.”</i> <p>Provide a historically defensible claim, but do not establish a line of reasoning</p> <ul style="list-style-type: none"> • <i>“Cross-cultural interactions increased trade between people.”</i> <p>Provide a claim that is not historically defensible</p> <ul style="list-style-type: none"> • <i>“European exploration in the Americas led to increased trade, but there was very little interaction between Europeans and indigenous Amerindians.”</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>“European long-distance merchants were successful because they adopted and built upon navigational and commercial knowledge from African and Asian traders.”</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>“European exploration relied on navigational knowledge, technology, and local geographical knowledge from Muslim and Asian sources.”</i> <p>Establish a line of reasoning</p> <ul style="list-style-type: none"> • <i>“Europeans’ desire to spread Christianity led them to discover many regions previously unknown to them.”</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</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>
<p>(0-1 points)</p>	<p>Decision Rules and Scoring Notes</p>	
<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>“The Mongol conquests contributed to cross-cultural exchange in many parts of the world.”</i> • <i>“The period from 1450 to 1750 is often called the Age of Exploration.”</i> 	<p>Responses that earn this point: Accurately describe a context relevant to cross-cultural interactions and/or trade during the period circa 1450 to 1750.</p> <p>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> • Trade networks in the Indian Ocean, Silk Roads, and Trans-Saharan trade • Chinese technological innovations, such as the compass or gunpowder • Indian scientific and mathematical knowledge • The sciences of the Arab Golden Age, such as mathematics, Greek scholarship, cartography, history • The Crusades • Christian conquests in the Iberian Peninsula • Italian merchants and travelers along the Silk Roads and in the Mediterranean region • The Renaissance • European trading posts • Knowledge of current and wind patterns (monsoon winds) and trade practices in the Indian Ocean • Commercial rivalries between various European states and between European and non-European states (e.g., European-Ottoman and European-Mughal interactions) <p>Example of acceptable contextualization:</p> <ul style="list-style-type: none"> • <i>“European interactions with West African societies increased significantly during the 15th century as European states and merchants heard of the vast wealth of African empires such as Mali.”</i> • <i>“Even before the arrival of the Europeans, local and regional trade networks flourished in many parts of Afro-Eurasia.”</i> (Minimally accepted contextualization) 	
<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					
<p>Row C Evidence (0-2 points)</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Provides specific examples of evidence relevant to the topic of the prompt.</p>	<p>2 points Supports an argument in response to the prompt using specific and relevant examples of evidence.</p>			
Decision Rules and Scoring Notes						
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; vertical-align: top; padding: 5px;"> <p>Responses that do not earn points:</p> <ul style="list-style-type: none"> • Identify a single piece of evidence. • Provide evidence that is not relevant to the topic of prompt. • Provide evidence that is outside the time period or region specified in the prompt. • Repeat information that is specified in the prompt. <p>Examples that do not earn points:</p> <ul style="list-style-type: none"> • <i>“In some cases, cross-cultural interactions led to religious conflict.”</i> </td> <td style="width: 33%; vertical-align: top; padding: 5px;"> <p>Responses that earn 1 point: <u>Identify at least two specific historical examples</u> relevant to cross-cultural interactions and/or trade or exploration during the period circa 1450 to 1750.</p> <p>Examples of evidence that are specific and relevant include the following (two examples required):</p> <ul style="list-style-type: none"> • Specific information about existing trade routes, such as gold and salt trade across the Sahara • Navigational technologies, such as the compass, astrolabe, and cartography • Shipbuilding techniques and technologies, such as deep-water keels or lateen sails • Columbian Exchange • Atlantic slave trade • European explorers and conquerors, such as Columbus, Da Gama, or Cortez • Henry the Navigator and early Portuguese exploration • Christian-Muslim rivalries • European trading posts in the Indian Ocean • Europeans traded silver with China • Japan and China continued to trade with one another • Muslim religious tolerance • Religious enclaves in Europe and the Middle East <p>Example of a statement that earns 1 point for evidence:</p> <ul style="list-style-type: none"> • <i>“European transoceanic exploration relied on technologies such as the compass and the astrolabe.”</i> </td> <td style="width: 33%; vertical-align: top; padding: 5px;"> <p>Responses that earn 2 points: <u>Use at least two specific historical examples</u> to support an argument regarding whether ongoing cross-cultural interactions affected trade and/or exploration during the period circa 1450 to 1750.</p> <p>Examples that successfully support an argument with evidence:</p> <ul style="list-style-type: none"> • <i>“Cross-cultural interactions and conflicts were frequently the primary motivation for exploration. For example, Ottoman exploration in the Indian Ocean was driven primarily by conflicts and trade between the Ottomans and European states and merchants, which was similar to how European conflicts and interactions with West Africans led to exploration to the Americas.”</i> (Uses multiple, specific pieces of evidence to support the argument that cross-cultural interactions were the primary motivation for exploration) • <i>“Europeans used Muslim geographical knowledge to help navigate in the Indian Ocean. They also used the compass, which originated in China, to help navigate across oceans. These two developments demonstrate that cross-cultural interactions were critical to exploration.”</i> (Uses multiple, specific pieces of evidence to support the argument that cross-cultural interactions were critical to exploration) </td> </tr> </table>				<p>Responses that do not earn points:</p> <ul style="list-style-type: none"> • Identify a single piece of evidence. • Provide evidence that is not relevant to the topic of prompt. • Provide evidence that is outside the time period or region specified in the prompt. • Repeat information that is specified in the prompt. <p>Examples that do not earn points:</p> <ul style="list-style-type: none"> • <i>“In some cases, cross-cultural interactions led to religious conflict.”</i> 	<p>Responses that earn 1 point: <u>Identify at least two specific historical examples</u> relevant to cross-cultural interactions and/or trade or exploration during the period circa 1450 to 1750.</p> <p>Examples of evidence that are specific and relevant include the following (two examples required):</p> <ul style="list-style-type: none"> • Specific information about existing trade routes, such as gold and salt trade across the Sahara • Navigational technologies, such as the compass, astrolabe, and cartography • Shipbuilding techniques and technologies, such as deep-water keels or lateen sails • Columbian Exchange • Atlantic slave trade • European explorers and conquerors, such as Columbus, Da Gama, or Cortez • Henry the Navigator and early Portuguese exploration • Christian-Muslim rivalries • European trading posts in the Indian Ocean • Europeans traded silver with China • Japan and China continued to trade with one another • Muslim religious tolerance • Religious enclaves in Europe and the Middle East <p>Example of a statement that earns 1 point for evidence:</p> <ul style="list-style-type: none"> • <i>“European transoceanic exploration relied on technologies such as the compass and the astrolabe.”</i> 	<p>Responses that earn 2 points: <u>Use at least two specific historical examples</u> to support an argument regarding whether ongoing cross-cultural interactions affected trade and/or exploration during the period circa 1450 to 1750.</p> <p>Examples that successfully support an argument with evidence:</p> <ul style="list-style-type: none"> • <i>“Cross-cultural interactions and conflicts were frequently the primary motivation for exploration. 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<p>Additional Notes:</p> <ul style="list-style-type: none"> • Typically, statements credited as evidence will be more specific than statements credited as contextualization. • 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, discussion of Christian-Muslim rivalries in the Mediterranean; the establishment of religious enclaves in Europe and the Middle East.) 						

Reporting Category	Scoring Criteria		
<p>Row D Analysis and Reasoning (0-2 points)</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Uses historical reasoning (e.g., comparison, causation, continuity, and change) to frame or structure an argument that addresses the prompt.</p>	<p>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.</p>
Decision Rules and Scoring Notes			
<p>Additional Notes: This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.</p>			

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.

Many explorers helped Europe in the process of expanding their sea-based empires and feeding their imperialism. For example, Christopher Columbus's accidental discovery of the Americas set the Spanish on a race for conquest, colonizing many parts of America and using its resources for trade. This eventually led to the Columbian Exchange, where foods, animals, and diseases are exchanged. Foods like maize and potatoes became staples and boosted population growth. The introduction of animals to the Americas like cows also fed into transportation and food, and introduced diseases like smallpox had a devastating effect on the Natives, killing up to as many as 90% of the population, according to some historians. Vasco de Gama also helped Portugal gain control in trade and expand, being the first to go around West Africa to India, and showing the path to how the Portuguese are able to establish their trading-post empire. However, these trade and/or exploration movements could not have been done without cross-cultural interactions in which the Europeans took advantage of these exchanges, including the trans-atlantic slave trade from Africa which sourced the European's laborers in the Americas, gunpowder that originated in China and is used in the cannons in the process of establishing control over key trading posts, and maritime developments like the astrolabe from China used by the European ships for their trade and/or exploration.

A staple cross-cultural interaction that affected trade, namely the European trade, is the trans-atlantic slave trade. For example, when the Europeans discovered the abundance of sugar cane in the Caribbean and the potential profit they can earn from all these resources, they required laborers to do the work for them. However, it was very difficult to enslave the Native people since many of them either

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died off from the exchanged diseases or could easily escape because they knew these foreign lands better than the colonizers did. The Europeans turned to the Trans-Atlantic slave trade, purchasing laborers and shipping them over to the Americas where they would ~~not~~ be enslaved under the colonizers.

This left a lasting affect on trade, as the sugar cane harvested by the African slaves earned the Europeans a lot of wealth, power, and dominance.

Another cross-culture interaction that affected trade/exploration is the gunpowder that originated in China. Starting ~~to the son~~ from the Song Dynasty and eventually making its way through several nations and improvements, the Portuguese got a hold of them and used them for cannons on their ships. Because many ships on the Indian Ocean trade routes were not heavily armed and mostly just carried bulk goods, the Portuguese ships used their gunpowder cannons to seize control over many vital trading posts along the Indian Ocean trade route. With control over these important, trade-filled areas, the Portuguese generated tons of revenue through the usage of gunpowder to expand their trading post empire.

Lastly, the astrolabe from China affected trade and/or exploration for the Europeans. The astrolabe, which is created to measure the distance North or South from the equator, was used in many Chinese maritime expeditions. One main one which utilized the Astrolabe was Zheng-He's explorations all across the Indian Ocean. The European colonial conquest required this exchange of knowledge, as their conquests ~~mainly~~ consist of using the ocean and being a sea-based empire.

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

Mandatory
Question 1

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Choose one
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The European process of expansion needed many cross-cultural interactions and exchanges of knowledge and ~~information~~ innovations, such as the trans-atlantic slave trade from Africa,

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With trade/travel circulating around the globe, this ultimately leads to diffusion of ~~the~~ information from all around to spread into more areas with different opinion. These on-going cross cultural interactions affected trade by ~~spreading~~ ~~the~~ bringing in more ideas, ~~and the~~ spread of people, and goods.

Using technological developments in order to move around had a big part in getting ideas and interactions around. The magnetic compass and latten sails helped boats move quickly with a sense of direction if one were travelling maritime.

Page 5

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

The extent to which on going cross-cultural interactions affected trade and/or exploration during the period circa 1450-1750 was that of ~~a~~ a positive impact due to the expansion of trade, Religion, and land. Trade and exploration during the period circa 1450-1750 was increasing more and more as different inventions and technological advances were starting to be made and improved.

Some evidence/examples that help support the extent to which on going cross cultural interactions affected trade and exploration during the period 1450-1750 ~~could~~ could have been for the global cross cultural interactions of the transfer of knowledge, scientific learning, Technological developments because these were increasing during the time period 1200-1750.

This could have been in effect due to causation as the trade and exploration both affect on the people from these native lands that were being explored. As well as for some continuities being that trade and expansion would be something done ~~over~~ over many years which could over time have changed due to rulers and the people having so many ~~of~~ different cultures blended into their daily lives and trade routes.

Some examples of these reasons could be that of different new trades and places explored having ~~new~~ changes but as well as the same trades and places having

Page 5

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Question 1

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The same interactions with each other not having new ideas being presented to them.

This is how the extent to which on going cross-cultural interactions affected trade and or exploration during the period circa 1450-1750 due to ~~are~~ global cross-cultural interactions with transfer of knowledge, scientific learning and technological developments.

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

Long Essay Question 2

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

Overview

The question required students to develop an argument that evaluates the extent to which ongoing cross-cultural interactions affected trade and/or exploration during the period circa 1450 to 1750. The question primarily addressed content from Units 2 and 4 in the course framework, while also providing students with the opportunity to bring up content knowledge from Units 1 and 3 to earn the contextualization point.

The question was mainly focused on the reasoning process of causation, requiring students to evaluate the effect of cross-cultural interactions on trade and/or exploration.

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.

The time period of the question allowed but did not necessarily require students to address European exploration and European-dominated trade networks. Responses could earn both evidence and contextualization points by discussing non-European developments, such as ongoing exchange networks in the Indian Ocean, or the Ming exploration in the Indian Ocean.

The question tested content primarily from Topics 2.3, 2.5, 4.1, 4.2, 4.4., and 4.5 of the course framework.

Sample: 2A

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 introduction: “However, these trade and/or exploration movements could not have been done without cross-cultural interactions in which the Europeans took advantage of these exchanges, including the trans-atlantic slave trade from Africa which sourced the European laborers in the Americas, gunpowder that originated in China and is used in the Portuguese cannons in the process of establishing control over key trading ports, and maritime developments like the astrolabe from China used by the European ships for their trade and/or exploration.”

Long Essay Question 2 (continued)

B. Contextualization (0–1 points): 1

The response earned 1 point for contextualization in the introduction. The response describes the role of explorers in aiding Europe “in the process of expanding their sea-based empires and feeding their imperialism.” It goes on to discuss the creation of the Columbian Exchange through Christopher Columbus’s “accidental discovery of the Americas” and its effects on both the indigenous people in the Americas and on the expansion of European empires. A second example of contextualization is found in the following sentences of the first paragraph, where the response explains how “Vasco de Gama also helped Portugal gain control in trade and expand, being the first to go around West Africa to India,” providing context for the establishment of “their trading post empire.”

C. Evidence (0–2 points): 2

The response earned 2 points for evidence. The response supports the argument that the discovery of sugar cane in the Caribbean and the Trans-Atlantic slave trade led to the use of “laborers and shipping them over to the Americas where they would be enslaved under the colonizers.”

A second argument supported by evidence is included in the third paragraph: “Another cross-culture interaction that affected trade/exploration is the gunpowder that originated in China.” The response includes the use of gunpowder on Portuguese ships to “seize control over many vital trading ports along the Indian Ocean trade route.”

A third argument using multiple pieces of evidence is found in the fourth paragraph. The response describes how the astrolabe was used by the Europeans in their maritime expeditions, colonial conquests, and establishment of “a sea-based empire.”

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

The response earned 1 point for historical reasoning. The response explains how the need for laborers to harvest sugar cane resulted in enslaved Africans being brought to the Caribbean and how the Portuguese adoption of ship-mounted cannon changed the balance of power in the Indian Ocean.

The response earned 1 point for complexity because it includes multiple examples of causes and effects in addition to extensive use of evidence to corroborate the arguments. The response included numerous examples of causation: the trans-Atlantic slave trade, Chinese gunpowder, and the astrolabe.

Long Essay Question 2 (continued)

Sample: 2B

Thesis/Claim: 1

Contextualization: 0

Evidence: 2

Analysis and Reasoning: 0

Total Score: 3

A. Thesis/Claim (0–1 points): 1

The response earned 1 point for thesis/claim in the introduction with a minimally acceptable claim: “These on-going cross cultural interactions affected trade by bringing in more ideas, spread of people, and goods.”

B. Contextualization (0–1 points): 0

The response did not earn the point for contextualization. The response does not attempt to describe a broader historical context relevant to the prompt.

C. Evidence (0–2 points): 2

The response earned 2 points for evidence by providing two pieces of evidence in support of how cross-cultural interactions affected exploration (magnetic compass and lateen sails).

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

There is no attempt at historical reasoning; therefore, the response did not earn the point.

The response did not earn the point for complexity. There is no attempt to demonstrate a complex understanding of how cross-cultural interaction affected trade and/or exploration.

Sample: 2C

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 in the introduction: “The extent to which on going cross-cultural interactions affected trade and/or exploration during the period circa 1450–1750 was that of a positive impact due to the expansion of trade, religion, and land.”

Long Essay Question 2 (continued)

B. Contextualization (0–1 points): 0

The response did not earn the point for contextualization. The statement, “[t]rade and exploration during the period circa 1450–1750 was increasing more and more as different inventions and technological advances were starting to be made and improved,” is a relevant but overgeneralized statement about the time period referenced in the prompt.

C. Evidence (0–2 points): 0

The response did not earn the point for evidence. The response does not offer any specific historical examples related to the prompt.

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

The response did not earn a point for historical reasoning, as its attempt to discuss causation in paragraph 3 is too vague: “This could have been in effect due to causation as the trade and exploration took affect on the people from these native lands that were being explored.”

The response did not earn the point for complexity. There is no attempt to demonstrate a complex understanding of how cross-cultural interaction affected trade and/or exploration between 1450 and 1750.