

Sample Responses from the

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AP<sup>®</sup> World History  
Practice Exam

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Sample Questions

Scoring Guidelines

Student Responses

Commentaries on the Responses

Effective Fall 2016

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# Contents

4	<b>Preface</b>
	<b>Section I, Part B: Short-Answer Questions</b>
5	<b>Short-Answer Question 1</b>
6	Curriculum Framework Alignment and Scoring Guidelines
9	Student Responses
13	Scores and Commentary
15	<b>Short-Answer Question 2</b>
16	Curriculum Framework Alignment and Scoring Guidelines
19	Student Responses
23	Scores and Commentary
25	<b>Short-Answer Question 3</b>
26	Curriculum Framework Alignment and Scoring Guidelines
29	Student Responses
33	Scores and Commentary
36	<b>Short-Answer Question 4</b>
37	Curriculum Framework Alignment and Scoring Guidelines
40	Student Responses
44	Scores and Commentary
	<b>Section II: Free-Response Questions</b>
47	<b>Document-Based Question 1</b>
52	Scoring Guidelines and Notes for Document-Based Question 1
73	Student Responses
82	Scores and Commentary
89	<b>Long Essay Question 2</b>
90	Scoring Guidelines and Notes for Long Essay Question 2
101	Student Responses
106	Scores and Commentary
111	<b>Long Essay Question 3</b>
112	Scoring Guidelines and Notes for Long Essay Question 3
122	Student Responses
129	Scores and Commentary

## Preface

This publication is designed to help teachers and students understand and prepare for the revised AP<sup>®</sup> World History Exam. The publication includes sample short-answer and free-response questions, scoring guidelines, student responses at various levels of achievement, and Reader commentaries. Information is provided for the document-based question and long essay questions, and for a set of short-answer questions, which is a new question type that has been added to the redesigned AP history exams. Collectively, these materials accurately reflect the design, composition, and rigor of the revised exam.

The sample questions are those that appear on the AP World History Practice Exam, and the student responses were collected from actual AP students during a field test of the exam. The students gave permission to have their work reproduced at the time of the field test, and the responses were read and scored by AP World History Readers in 2015. The instructions and other materials in this publication are based on the revisions to the scoring rubrics announced by the College Board in July 2015.

Following each free-response question, its scoring guideline, and three or four student responses, there is commentary about each sample. Commentaries include the score that each response would have earned, as well as a brief rationale to support the score.



# Short-Answer Question 1

**WORLD HISTORY****SECTION I, Part B****Time — 50 minutes****4 Questions**

**Directions:** Read each question carefully and write your responses in the corresponding boxes on the free-response answer sheets.

Some questions have multiple parts. Be sure to answer all parts of every question. Use complete sentences; an outline or bulleted list alone is not acceptable. You may plan your answers in this exam booklet, but only your responses in the corresponding boxes on the free-response answer sheets will be scored.

Sources have been edited for the purpose of this exercise.

**Answer all parts of the question that follows.**

1. Some historians have argued that the adoption of agriculture during the Neolithic period and the adoption of industrial production during the nineteenth and twentieth centuries C.E. are the two most important transformations in world history.
  - a) Identify and explain TWO shared results of both transformations that would support the historians' assertion.
  - b) Identify and explain ANOTHER transformation in world history that can be interpreted as being of equal or greater importance.

**GO ON TO THE NEXT PAGE.**

**Curriculum Framework Alignment for Short-Answer Question 1**

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
<p><b>ENV-2</b> Explain and compare how hunter-forager, pastoralist, and settled agricultural societies adapted to and affected their environments over time.</p> <p><b>ENV-9</b> Analyze the environmental causes and effects of industrialization.</p> <p><b>ECON-1</b> Evaluate the relative economic advantages and disadvantages of foraging, pastoralism, and agriculture.</p> <p><b>ECON-4</b> Analyze how technology shaped the processes of industrialization and globalization.</p> <p><b>ECON-5</b> Explain and compare forms of labor organization, including families and labor specialization within and across different societies.</p> <p><b>SOC-2</b> Assess how the development of specialized labor systems interacted with the development of social hierarchies.</p>	Periodization	1.2 I 1.2 II 5.1 I

**Scoring Guidelines for Short-Answer Question 1**

Answer all parts of the question that follows.

Some historians have argued that the adoption of agriculture during the Neolithic period and the adoption of industrial production during the 19th and 20th centuries c.e. are the two most important transformations in world history.

- a) Identify and explain TWO shared results of both transformations that would support the historians' assertion.
- b) Identify and explain ANOTHER transformation in world history that can be interpreted as being of equal or greater importance.

**Scoring Guide****0–3 points**

- ONE point for identifying one shared result of the adoption of agriculture during the Neolithic period and the adoption of industrial production during the 19th and 20th centuries c.e. and explaining why the shared result supports the historians' assertion regarding the importance of the two transformations

- ONE point for identifying another shared result of the adoption of agriculture during the Neolithic period and the adoption of industrial production during the 19th and 20th centuries C.E. and explaining why the shared result supports the historians' assertion regarding the importance of the two transformations
- ONE point for identifying a transformation in world history other than the adoption of agriculture or the adoption of industrialization and explaining why that transformation can be interpreted as being of equal or greater importance than the adoption of agriculture or the adoption of industrialization

### Scoring Notes

#### Examples of responses to part (a) that would earn credit:

Responses could claim that both the adoption of agriculture during the Neolithic period and the adoption of industrial production in the 19th and 20th centuries C.E. had the following results:

- Significant population growth, as humans were able to increase the amount of nutritional resources that could be produced and stored (in the case of the Neolithic period, through the domestication of plants and animals, the development of pottery, and the development of irrigation techniques; in the case of industrial production, through the development of mechanized farming, refrigeration and other food-preservation technologies, chemical fertilizers, and new industrially produced crop varieties and animal breeds).
- Restructuring of economic activities, as relatively fewer people, compared to preceding periods, needed to be occupied in full-time food production. This led to increasing labor specialization and a cascade of demographic, social, and political effects, for example, greater social stratification, the emergence of new social classes, restructuring of gender roles, etc.
- Denser spatial concentration of human populations in some areas, contributing to the emergence of the first urban centers (following the adoption of agriculture during the Neolithic period) and greater urbanization (during the 19th and 20th centuries), with further effects related to disease prevalence and overcrowding.
- A significant increase in the impact of humans on the environment, including deforestation and soil depletion (in both periods) and air and water pollution (as an effect of industrialization).
- A dramatic increase in the ability of humans to harness and utilize available energy resources (of any source) in their natural environment.

#### Examples of responses to part (b) that would earn credit:

Responses could make the claim that any of the following transformations are equally important or more important than the economic transformations of the adoption of agriculture or the adoption of industrial production. Regardless of which transformation is chosen, the point is earned for explaining why the transformation is important (e.g., it affected the lives of many people; it was truly

global in scope; it marked a change that continues to affect the world in which we live today; it shaped the subsequent unfolding of world historical processes in a significant way, etc.). The list of examples below is not exhaustive.

- Political transformations — for example, imperialism, decolonization, the emergence of the nation-state, etc.
- Social transformations — for example, the emergence and consolidation of patriarchy, the concept of legal equality, or the concept of gender equality.
- Medical or technological advances — for example, vaccines, antibiotics, air and space travel, computers, the internet, etc.
- Milestones that resulted in the greater interconnectedness of world regions — for example, the European voyages of exploration in the 15th and 16th centuries C.E. or the process of globalization in the late 20th century C.E.

## Student Responses

## Sample SA-1A

## QUESTION 1

The adoption of agriculture during the neolithic period and the adoption of industrial production during the nineteenth and twentieth centuries C.E. are ~~the~~ argued to be the two most important transformations in history. Both transformations resulted in the mass change of the population's behavior. The Agricultural revolution was the switch from nomadic hunter-gatherers to settled villages for farming. The Industrial Revolution led to a massive increase of people moving off farms and into cities, while looking for jobs. They also both led to the development of important technology. During the Agricultural Revolution, advancements in agriculture were made such as the wheel and the plow. During the Industrial Revolution, industrial advancements such as the steam engine and the spinning Jenny were made. Another transformation that can be interpreted as being of equal importance was the Renaissance. This period brought Europe out of the dark ages and revived the art and literary achievements of ancient Greco-Roman Civilizations. The mass increase of learning from the Renaissance was just as important as the Agricultural and Industrial revolutions.

## Sample SA-1B

## QUESTION 1

The adoption of agriculture during the Mesolithic period and the adoption of industrial production during the nineteenth and twentieth centuries C.E. are the two most important transformations in world history. With the adoption of both of these came a growth in population. Once agriculture was established there was no need for lots of hunting and gathering to sustain people. With agriculture lots of food could be grown to feed many people without the need to move around. Also with industrial production food could be processed much quicker so creating much more food could be made to feed more people growing population. Another effect agriculture and industrial production had on the world is the growth of cities. After agriculture people began to settle in one place leading to the growth of cities. The same effect came with industrial production but increasing the population of cities. Another equally important transformation would be International air travel. This allows people from all over the world to travel very quickly thus for blending cultures. The introduction of both agriculture and industrial production are the two most important transformations in world history.

## Sample SA-1C

## QUESTION 1

The Neolithic period and the Industrial Revolution both had the effects of bigger populations and improved technology. The Neolithic period gave the human population a true culture and established the basis of our modern lives. The Industrial Revolution gave us the technology that allows us to live the way that we do.

The age of Enlightenment is another major transformation ~~area~~ in world history. It ended feudalism and ~~the~~ established modern day forms of countries. During the Enlightenment the foundation of our Constitution was laid down with the development of liberty and happiness for all.



## Sample SA-1D

## QUESTION 1

Two results coming from the adoption of agriculture and industrial production are the ability to maintain life ~~and settlements to~~ in one place and using industrialization you can produce manufactured goods quicker and on higher demand. Another transformation in world history that had a huge impact was the ability to hunt and make weapons. Weaponry made hunting a lot easier and with hunting easier means eating and staying a live is easier.



## Scores and Commentary

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

### Overview

This question asks students to provide evidence that would support the argument that historians have made regarding the significance of the adoption of agriculture during the Neolithic period and the adoption of industrial production during the nineteenth and twentieth centuries as the most important transformations in world history. Additionally, students are asked to identify and explain another significant transformation in world history.

### Sample: SA-1A

#### Score: 3

- a) This response earns two points for part a. One point is earned for stating that both the adoption of agriculture during the Neolithic period and industrial production during the 19th and 20th centuries “resulted in the mass change of the populations behavior.” This statement is qualified with the further explanation that both transformations resulted in significant changes in human lifestyles and work: the Agricultural Revolution saw the “switch from nomadic hunter-gatherers to settled villages for farming,” while the Industrial Revolution “led to a massive increase of people moving off farms and into cities.”

Another point is earned by stating that both “led to the development of important technology.” This statement is qualified with an explanation of the particular technologies in each era: The Agricultural Revolution led to advancements “such as the wheel and the plow.” The Industrial Revolution led to advancements “such as the steam engine and the spinning jenny.”

- b) The response earns one point for part b. The response identifies the Renaissance as being of equal importance because it “brought Europe out of the dark ages and revived art and literary achievements of ancient Greco-Roman Civilizations.” This transformation is both identified and explained.

### Sample: SA-1B

#### Score: 2

- a) This response earns one point for part a. The response identifies and explains growth in population during both transformations. The response states that agriculture made it possible for “food to be grown to feed many people without the need to move around,” and industrial production meant “food could be processed much quicker,” leading to more food to feed more people.

The response does not earn the second point for part a. It attempts to address the role both transformations played in the growth of cities, but the analysis of why these cities grew is incomplete. To earn the point, the response might have mentioned the establishment of urban spaces during the Neolithic Revolution to protect nearby farmland and allow for the specialization of labor, and the Industrial Revolution’s contribution to the growth of cities due to the increased demand for labor in urban factories.

- b) The response earns one point for part b, identifying international air travel as a transformation of equal importance. The response explains how this transformation makes it possible for people to travel quickly anywhere in the world, which leads to a blending of cultures.

**Sample: SA-1C****Score: 1**

- a) This response does not earn the first point for part a. There is no analysis of how the adoption of agriculture and industrial production led to population growth and improved technology. The response attempts to credit the Neolithic Revolution with giving “the human population a true culture and establish the basis of our modern lives,” but it does not explain how “true culture” or “the basis of our modern lives” emerged from either transformation. Using specific examples of how the Neolithic and Industrial Revolutions shaped human culture in important ways would have strengthened the response and earned the point.

The response does not earn the second point for part a, because while it attempts to credit the Industrial Revolution with giving “us the technology that allows us to live the way that we do,” it does not address the development of important technologies as a shared result of both transformations. Explaining how both revolutions led to important technological developments by using specific examples would have strengthened the response and earned the point.

- b) The response earns one point for part b. The response identifies the Enlightenment as shaping “modern day forms of countries” and the era in which the U.S. Constitution was written. The transformation is both identified and explained.

**Sample: SA-1D****Score: 0**

- a) This response does not earn any points for part a. The response attempts to address how both transformations contributed to a settled lifestyle, but it lacks sufficient specificity and analysis. It would have been strengthened, and earned the point, by addressing the way the Neolithic Revolution encouraged settlement in one place in order to tend to crops and the creation of communal structures to support agriculture, and addressing the way the Industrial Revolution encouraged the movement of people to cities in order to find employment in new industries.

The response attempts to address how industrialization allowed goods to be produced faster, but it does not address a similar result for the Neolithic Revolution (e.g, that agriculture allowed food to be produced in larger quantities and with greater reliability), thus it does not earn the second point for part a. Recognizing that both transformations revolutionized production would have strengthened the response and earned the point.

- b) The response does not earn the point for part b. The development of weaponry is mentioned as another transformation, but the response lacks the detail, specificity, and context to explain the development of weaponry as a distinct transformation. Addressing the use of new metallurgic technologies, such as iron, for the development of better weapon materials or mentioning specific weapons of great importance and their resulting impacts would have strengthened the explanation and earned the point.

## Short-Answer Question 2

Use the passage below to answer all parts of the question that follows.

“[This] book acknowledges that cultural traditions spread over long distances even in ancient times, but it also recognizes that expansive traditions often faced fierce opposition, and it holds further that cross-cultural conversion is a deeply problematical concept. Indeed, [this] book argues that religious and cultural traditions rarely won foreign converts except when favored by a powerful set of political, social or economic incentives. Sometimes the prospect of trade or political alliance drew a people’s attention to a foreign cultural tradition. Other times state sponsorship made political and military support available to an expanding cultural tradition. Yet even under the best of circumstances . . . expansive cultural traditions rarely attracted large numbers of foreign adherents without the aid of a syncretic process.”

Jerry H. Bentley, historian, *Old World Encounters*, 1993

2. a) Identify and explain TWO examples in the period 600 C.E. to 1450 C.E. that support the author’s argument concerning the role of political, social, or economic incentives in the spread of religious or cultural traditions.
- b) Identify and explain ONE example after 1450 C.E. in which syncretism played an important role in the spread of religious or cultural traditions.

**GO ON TO THE NEXT PAGE.**

### Curriculum Framework Alignment for Short-Answer Question 2

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
<p><b>CUL-2</b> Explain how religious belief systems developed and spread as a result of expanding communication and exchange networks.</p> <p><b>CUL-3</b> Explain how major philosophies and ideologies developed and spread as a result of expanding communication and exchange networks.</p> <p><b>CUL-9</b> Explain the relationship between expanding exchange networks and the emergence of various forms of transregional culture, including music, literature, and visual art.</p> <p><b>SB-10</b> Analyze the political and economic interactions between states and non-state actors.</p> <p><b>SOC-8</b> Analyze the extent to which migrations changed social structures in both the sending and receiving societies.</p>	<p>Argumentation</p> <p>Interpretation</p>	<p>3.1 III</p> <p>3.2 I</p> <p>3.2 II</p> <p>4.1 VI</p>

### Scoring Guidelines for Short-Answer Question 2

Use the passage below to answer all parts of the question that follows.

“[This] book acknowledges that cultural traditions spread over long distances even in ancient times, but it also recognizes that expansive traditions often faced fierce opposition, and it holds further that cross-cultural conversion is a deeply problematical concept. Indeed, [this] book argues that religious and cultural traditions rarely won foreign converts except when favored by a powerful set of political, social, or economic incentives. Sometimes the prospect of trade or political alliance drew a people’s attention to a foreign cultural tradition. Other times state sponsorship made political and military support available to an expanding cultural tradition. Yet even under the best of circumstances . . . expansive cultural traditions rarely attracted large numbers of foreign adherents without the aid of a syncretic process.”

Jerry H. Bentley, historian, *Old World Encounters*, 1993

- Identify and explain TWO examples in the period 600 C.E. to 1450 C.E. that support the author’s argument concerning the role of political, social, or economic incentives in the spread of religious or cultural traditions.
- Identify and explain ONE example after 1450 C.E. in which syncretism played an important role in the spread of religious or cultural traditions.

**Scoring Guide****0–3 points**

- ONE point for identifying one example in the period 600 C.E. to 1450 C.E. that supports the author's argument concerning the role of political, social, or economic incentives in the spread of religious or cultural traditions and explaining how that example supports the author's argument
- ONE point for identifying a second example in the period 600 C.E. to 1450 C.E. that supports the author's argument concerning the role of political, social, or economic incentives in the spread of religious or cultural traditions and explaining how that example supports the author's argument
- ONE point for identifying one example after 1450 C.E. in which syncretism played an important role in the spread of religious or cultural traditions and explaining how it played a role

**Scoring Notes****Examples of responses to part (a) that would earn credit:**

- Explanation of how the spread of Islam across Afro-Eurasia in the period circa 600 C.E. to 1450 C.E. was facilitated by the expansion of the Islamic caliphates and other Muslim states, for example, the role of the Umayyad caliphate in spreading Islam in North Africa and Iran or the role of the Delhi sultanates in spreading Islam in northern India.
- Explanation of how the spread of Islam across Afro-Eurasia in the period circa 600 C.E. to 1450 C.E. was facilitated by the intensification of trade along the Silk Roads and the creation of diasporic Muslim merchant communities in the Indian Ocean basin, for example, the role of Muslim merchant communities in spreading Islam to parts of southeast Asia such as Aceh and Melaka.
- Explanation of how the spread of Islam across Afro-Eurasia in the period circa 600 C.E. to 1450 C.E. was facilitated by the appeal of conversion to Islam as a means to pursue various political and military occupations under Muslim rule and to escape the restrictions of the *dhimma* system, as seen, for example, in the fact that many prominent state officials during the early caliphates were themselves converts to Islam (usually of Persian origin).
- Explanation of how the tribute-trade system helped facilitate the spread of Chinese cultural traditions such as Confucianism and Buddhism to parts of East and Southeast Asia, for example, Japan, Korea, and Vietnam.
- Explanation of how the close relationship between European states and the Christian church authorities facilitated the spread of Christianity, for example, in the conversion of the Slavic, Baltic, and Nordic peoples of Europe.
- Explanation of how economic, political, and social incentives (such as Abbasid patronage of philosophical and scientific pursuits) led Muslim scholars to adopt Greek and Indian learning.
- Explanation of how economic, political, and social incentives (such as the way in which Christian Iberian rulers encouraged contact between Christian, Muslim, and Jewish scholars during the Reconquista) led Christian scholars to obtain Islamic, Greek, and Indian learning through the works of Muslim scholars.

**Examples of responses to part (b) that would earn credit:**

- The use of Amerindian and African religious practices and traditions in Christian worship in American and Caribbean societies after 1500 could be used as an example of the way in which syncretism helped spread Christianity in the Americas.
- The continued use of indigenous religious practices and traditions in African societies in the period circa 1450–1750 could be used as an example of the way in which syncretism helped spread Islam and Christianity in Africa.
- The Sufi method of accommodating local practices within Islamic traditions could be used as an example of the way in which syncretism helped spread Islam in parts of Central Asia, West Africa, and eastern Europe in the period after 1450.
- The mixture of indigenous cultural practices with Buddhist practices and traditions in Mongolia and mainland Southeast Asia could be used as an example of the way in which syncretism helped spread Buddhism.
- The emergence of the Chan (Zen) school of Buddhism, which included elements from Daoism and Shinto, could be used as an example of the way in which syncretism helped spread Buddhism in Japan and parts of China.
- The emergence of the Taiping Movement, which subsumed Chinese beliefs within a Christian theological construct, could be used as an example of the way in which syncretism helped spread religious and cultural traditions.

## Student Responses

## Sample SA-2A

## QUESTION 2

A. In the examples of <sup>Buddhism</sup> ~~Christianity~~ in <sup>China</sup> ~~Latin~~ American ~~& Native American~~ ~~civilizations~~ and <sup>the spread of</sup> Islam in African countries, we see that a foreign religion prevails when favored by a variety of incentives. Originally adopted in India, Buddhist ideas ~~was~~ transmitted into Chinese culture and appealed to the ~~poor~~ lower classes; ~~the~~ Buddhist monks gained support from travelers ~~&~~ <sup>poor</sup> people by offering places to rest. The spread of Islam, driven mainly by Muslim victories and the implementation of jizya, <sup>a tax</sup> on those who did not practice Islam, was also driven by economic incentives.

B. Syncretism, the development of culture ~~by~~ <sup>through</sup> ~~the~~ combining two or more cultural patterns, could be seen in the adoption of Christianity in Native American/Latin American civilizations. Scrutinizing artifacts of natives in these areas, we can see ~~the~~ blending of native ideas/gods in Christianity. Through syncretism, Christianity continues to be one of the, if not most, dominant religion in Latin America.



## Sample SA-2B

## QUESTION 2

Buddhism had a social incentive that attracted many foreign people, particularly of the lower class. It obliterated the harsh caste system brought on by Hinduism and freed the lower class from discrimination. Confucianism brought a political incentive that mainly attracted higher officials. It established relationships in which one was to obey and the other respected. This attracted kings who adopted Confucianism and demanded respect. After 1450 c.e., syncretism played a large role in the spread of Christianity. Native American civilizations that were already developed and strong were suddenly visited by Europeans whom they referred to as "White Men". These Europeans exposed the Natives to Christianity and forced many to convert and then brought them into slavery. Soon, these ~~civil~~ ~~civil~~ civilizations were destroyed, but Christianity had grown into a large, dominating religion, spreading around the world. ~~to spread like the~~



## Sample SA-2C

**QUESTION 2**

The spread of Islam through trade helps to support the author's argument. The Hindu caste system also made the lower caste people to be drawn towards ~~Islam~~ Buddhism. Buddhism stressed the importance of all men being equal and that no one should be held up higher than another so that helped to spread the religion. And since merchants, who believed in Islam, traveled to so many different places, they spread their religion also, but just in a different way.

## Sample SA-2D

## QUESTION 2

Between the period 600 c.e. and 1450 c.e. political, ~~social~~ social, and economic incentives in the spread of religions and cultural traditions can be seen in the ~~late~~ <sup>Bantu Migrations</sup> ~~attempts to spread~~ and the pursuits of the Roman Empire to spread Catholicism. The Bantu languages and culture can be seen from the northwestern regions of Africa all the way down to South Africa. That is how historians tracked their migrations. Their ways blended with the locals for generations and then they migrated. The Roman Empire enforced Catholicism throughout the Empire. England ~~is~~ was originally a Norse religion until the Romans forced them to convert to Catholicism.

After 1450, Muslims spread Islam through their ~~the~~ trading empire and by the "Sword of Islam." Islam traveled on ~~the~~ the trans-Saharan, Indian Ocean, and Silk Road trade routes.

## Scores and Commentary

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

### Overview

This question asks students to identify and explain two specific examples in the period 600 C.E. to 1450 C.E. that support the historian's argument about the spread of religious or cultural traditions. Students are asked to identify an additional example from after 1450 C.E.

### Sample: SA-2A

#### Score: 3

- a) This response earns two points for part a. One point is earned by explaining how the spread of Buddhism into China was aided by its appeal to the lower classes and the support of travelers and the poor who were given shelter by Buddhist monks. An additional point is earned by explaining that Muslim military victories and economic incentives, such as the *jizya*, assisted in the spread of Islam.
- b) The response earns one point for part b by explaining that syncretism can be seen “in the adoption of Christianity in Native American/Latin American civilizations.” In particular, the response addresses artifacts from the region that demonstrate the “blending of native ideas/gods in Christianity.”

### Sample: SA-2B

#### Score: 2

- a) This response earns two points for part a. One point is earned by explaining that Buddhism possessed a social incentive because “It obliterated the harsh caste system brought on by Hinduism and freed the lower class from discrimination.” While its impact may not have been quite that dramatic, the response explains a social incentive that led to the expansion of Buddhism.

An additional point is earned by explaining that Confucianism's establishment of relationships of obedience among different members of society “attracted kings who adopted Confucianism and demanded respect.” The response sufficiently explains the power of the political incentives offered by Confucianism to high officials (who would have been attracted to Confucianism's support of obedience to authority).

- b) The response does not earn the point for part b. There is an attempt to explain the forceful conversion to Christianity in the Americas, but the response does not address any syncretic common ground that was identified in order to assist in the conversion. The response could have earned the point by discussing how Christianity incorporated Amerindian beliefs that were present prior to the Europeans' arrival.

**Sample: SA-2C****Score: 1**

- a) This response earns one point for part a. The response explains that many Hindus of a low caste were drawn to Buddhism because it “stressed the importance of all men being equal and that no one should be held up higher than another,” clearly identifying an incentive for low-caste Hindus to convert to Buddhism.

The response does not earn a second point for part a, because although it addresses the spread of Islam through trade, it does not identify incentives for conversion by non-Muslims. To earn the point, the response might have mentioned how non-Muslims seeking integration into Muslim trading networks and the attainment of favorable trade contacts in East Africa, Arabia, Persia, India, and Southeast Asia encouraged the spread of Islam throughout the Indian Ocean region.

- b) The response does not earn the point for part b. It addresses the role merchants played in spreading Islam, but there is no mention of syncretism facilitating the spread of the faith. In order to receive the point, the response might have mentioned the embrace of Islam in West Africa — where it arrived via the Trans-Saharan Routes — and how Islam’s religious teachings accommodated the local gender and social norms.

**Sample: SA-2D****Score: 0**

- a) This response does not earn any points for part a. The response discusses Bantu language and culture being spread throughout Africa, but it fails to suggest an incentive for other Africans to adopt Bantu language and culture. Identifying other aspects of Bantu culture, such as agriculture, art, and metallurgy, could have strengthened the response. Suggesting that other African peoples adopted Bantu languages and certain other Bantu cultural characteristics because of increased political, economic, or social pressures stemming from Bantu migrations, or to expand trade and develop better political relations with Bantu peoples would have helped to explain possible incentives.

The response also attempts to discuss Roman efforts to “enforce Catholicism” throughout the empire and includes incorrect information about England’s conversion from Norse religion to Catholicism. Aside from the issues of historical inaccuracy, there is no discussion of an incentive for conversion. To earn the point, the response might have explained how missionary efforts, laws, and political support for Christianity in the late Roman imperial era and early medieval Europe promoted Christianity and spread the faith to non-Christian peoples.

- b) The response does not earn the point for part b. While it addresses how trade routes were used to assist in the spread of Islam, there is no discussion of the role played by syncretism. Explaining that Islam was adaptable to local gender and social norms, such as in West Africa, would have assisted in addressing the syncretic nature of Islam and thus earned the point.

## Short-Answer Question 3

Use the passage below to answer all parts of the question that follows.

“There is no doubt that the Gujaratis from the northwest coast of India are men who understand merchandise; they are also diligent, quick men in trade. They do their accounts with numbers like ours. There are also merchants from Egypt settled in Gujarat, as well as many merchants from Persia and the Arabian Peninsula, all of whom do a great trade in the seaport towns of Gujarat. Those of our people who want to be clerks and traders ought to go there and learn, because the business of trade is a science in itself.”

Tomé Pires, Portuguese merchant, book describing travels  
in South Asia, 1515

3. a) Identify and explain ONE way in which the Indian Ocean trade described in the passage was a continuity of the Indian Ocean trade that occurred during the period 600 to 1450 C.E.
- b) Identify and explain TWO ways in which merchants such as Pires changed the Indian Ocean trade system in the period 1450 to 1750 C.E.

**GO ON TO THE NEXT PAGE.**

### Curriculum Framework Alignment for Short-Answer Question 3

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
<p><b>ENV-6</b> Explain how people used technology to overcome geographic barriers to migration over time.</p> <p><b>CUL-2</b> Explain how religious belief systems developed and spread as a result of expanding communication and exchange networks.</p> <p><b>CUL-6</b> Explain how cross-cultural interactions resulted in the diffusion of technologies and scientific knowledge.</p> <p><b>CUL-7</b> Analyze how new scientific, technological, and medical innovations affected religions, belief systems, philosophies, and major ideologies.</p> <p><b>CUL-9</b> Explain the relationship between expanding exchange networks and the emergence of various forms of transregional culture, including music, literature, and visual art.</p> <p><b>SB-9</b> Assess how and why commercial exchanges have influenced the processes of state building, expansion, and dissolution.</p> <p><b>SB-10</b> Analyze the political and economic interactions between states and non-state actors.</p> <p><b>ECON-10</b> Analyze the roles of pastoralists, traders, and travelers in the diffusion of crops, animals, commodities, and technologies.</p> <p><b>ECON-12</b> Evaluate how and to what extent networks of exchange have expanded, contracted, or changed over time.</p>	<p>Continuity and Change</p>	<p>3.1 I 3.1 III 4.1 I</p>

### Scoring Guidelines for Short-Answer Question 3

Use the passage below to answer all parts of the question that follows.

“There is no doubt that the Gujaratis from the northwest coast of India are men who understand merchandise; they are also diligent, quick men in trade.

They do their accounts with numbers like ours. There are also merchants from Egypt settled in Gujarat, as well as many merchants from Persia and the Arabian Peninsula, all of whom do a great trade in the seaport towns of Gujarat. Those of our people who want to be clerks and traders ought to go there and learn, because the business of trade is a science in itself.”

Tomé Pires, Portuguese merchant, book describing travels in South Asia, 1515

- a) Identify and explain ONE way in which the Indian Ocean trade described in the passage was a continuity of the Indian Ocean trade that occurred during the period 600 to 1450 C.E.
- b) Identify and explain TWO ways in which merchants such as Pires changed the Indian Ocean trade system in the period 1450 to 1750 C.E.

### Scoring Guide

0–3 points

- ONE point for identifying one way in which Indian Ocean trade in the 16th century was a continuity of Indian Ocean trade in the period 600 to 1450 C.E. and explaining how it was a continuity
- ONE point for identifying one way in which European merchants such as Pires changed the Indian Ocean trade system in the period 1450 to 1750 C.E. and explaining how they changed the trade system
- ONE point for identifying a second way in which European merchants such as Pires changed the Indian Ocean trade system in the period 1450 to 1750 C.E. and explaining how they changed the trade system

### Scoring Notes

Examples of responses to part (a) that would earn credit:

- The continued participation in Indian Ocean trade by merchants from the Muslim Middle East, West Africa, India, and Southeast Asia
- The continued presence of various merchant diasporic communities in many of the key areas involved in Indian Ocean trade
- The fact that the types of goods traded in the Indian Ocean networks (with an emphasis on luxury goods, such as spices and expensive textiles) changed little with the arrival of the Europeans
- The fact that most of the trade in the Indian Ocean basin continued to be carried out by Asian merchants even after the arrival of Portuguese and other European fleets in the 16th century
- The fact that even though the arrival of the Europeans brought new ship designs and naval weaponry to the Indian Ocean, the basic navigational knowledge and technology — including knowledge of monsoonal wind patterns, navigational tools such as the astrolabe, and the use of lateen sails on most sailing ships — remained unchanged
- The fact that the use of Hindu-Arabic numerals remained central to the conduct of trade in the Indian Ocean basin both before and after the arrival of European fleets in the 16th century

**Examples of responses to part (b) that would earn credit:**

- European merchants' role in the establishment of European trading posts and empires in the region in the period 1450 to 1750 C.E.
- European merchants' role in the introduction of new European practices and institutions concerning the regulation and conduct of trade in the region in the period 1450 to 1750 C.E. (for example, the Portuguese *cartaz* system, mercantilist economic philosophy, or joint-stock trading companies such as the Dutch East India Company and the British East India Company)
- European merchants' role in bringing about an overall intensification of maritime trade in the period 1450 to 1750 C.E. and the concomitant decline of trade along the Eurasian land networks
- European merchants' role as agents of European colonial rivalries and as factors in disrupting and reorganizing patterns of Indian Ocean trade in the period 1450 to 1750 C.E.
- European merchants' role in provoking Asian governmental responses to European encroachment in the period 1450 to 1750 C.E., including attempts to control, limit, or channel trade with Europe (for example, by China, Japan, and the Ottoman Empire) or attempts by Asian states (for example, by the Ottoman Empire) to compete militarily or commercially with European powers in the Indian Ocean basin



## Student Responses

## Sample SA-3A

## QUESTION 3

Indian Ocean trade in 1515 was a continuation of the earlier trade networks, as settled ports continued to be "hotspots" of culture, learning, and trade. These ports developed in the period 600-1450 CE, as cultures spread with trade along the routes and to the ports. These ports became valuable centers of learning and cultural interaction, as traders from different places interacted. This continued, as Pires describes the seaport towns of Gujarat and the learning that is valued there.

Merchants also ~~had~~ changed this system, though, as European traders established a presence in the network. Two different kinds of this are the Portuguese trading post empire and the Dutch/~~Portuguese~~ English businesses (East India companies) that developed. The Portuguese established trade posts where they economically benefitted from traders passing through, ~~but~~ which changed the network's dynamic slightly. The Dutch (British East India companies) traded spices and took ~~control~~ <sup>presence</sup> in areas like Indonesia, establishing a powerful influence in the spice ~~the~~ trade.

## Sample SA-3B

**QUESTION 3**

A. The Indian Ocean trade continued to be an important means of cultural exchange throughout Afro-Eurasia. The passage describes the use of a common number system, implying cultural diffusion amongst these world regions. Additionally, the passage reflects a European desire to learn from the rest of the world, implying exchange of ideas made possible by the Indian Ocean trade.

B. The European merchants changed the Indian Ocean trade by establishing trading post empires. New cities emerged where European merchants frequented along trade routes, creating an overseas empire in the Indian Ocean trade system. Additionally, European merchants were able to incorporate the trade of luxury goods found in the Indian Ocean trade with trade in the Americas. As the Americas were colonized by European powers, the demand for goods found in the Indian Ocean trade, like tea, increased. Thus, the Indian Ocean trade was incorporated into a larger system of global exchanges.

## Sample SA-3C

## QUESTION 3

The Indian Ocean trade of 600-1450 C.E. has always existed, but slowed until the early 16<sup>th</sup> century. The two separate eras are ~~the~~ <sup>roughly the</sup> same due to the areas. During these periods of time, Egypt, Persia, <sup>the</sup> Arabian Peninsula, and other surrounding areas are keys for this trade. Each place needs the others resources, without them the trade would practically fall apart.

<sup>time</sup> Pires, a Portuguese merchant, stated that "business of trade is a science". By this, one can assume that to be a merchant and conduct business, a person must be skillful at it. As such, merchants bring knowledge for this trade wherever they visit. Along with that, merchants bring certain goods <sup>only</sup> available in their homeland, like China's silk worms.

## Sample SA-3D

## QUESTION 3

From 600ce to 1450ce, the Indian Ocean trade system was being practiced. During this time of trading, there was an expansion in contacts, making the market rise. This trade helped to tie political contacts and make trading deals with other foreign countries not located directly around India. As in the years following (circa 1450-1750) these contacts were kept. Expansion was key in the trading market. After these years of 1450-1750 and during, there was a massive increase in sea trade. Ships were more widely used as better technology became available. Many seaports were set up because of this, inflating the economy. Another aspect of trade during this time was better accounting. Many people specially became clerks and accountants to record the trading that was being done. Overall, the Indian Ocean trading market has continued to grow over time.

## Scores and Commentary

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

### Overview

Responding to a text-based primary source, students are asked to identify and explain one continuity in Indian Ocean trade between 600 and 1450 C.E. and two changes in the Indian Ocean trade system between 1450 and 1750 C.E.

### Sample: SA-3A

#### Score: 3

- a) This response earns one point for part a. The response identifies how “settled ports continued to be ‘hotspots’ of culture, learning, and trade.” It continues by identifying the cities of Gujarat as one of those areas where “learning . . . is valued.” The discussion of how cultural interactions in those port cities led to their importance as “valuable centers of learning” represents a clear explanation of a continuity within the Indian Ocean trade network.
- b) The response earns two points for part b. The response earns one point by explaining how European traders “established a presence” through the establishment of the Portuguese trading post empire and how these trading posts “benefitted from traders passing through” and “changed the network’s dynamic slightly.” The response earns its second point by explaining how European traders “established a presence” through the establishment of the “Dutch/English businesses (East India Companies) that developed,” their presence in Indonesia, and “powerful influence in the spice trade.” This explanation demonstrates how Dutch and English business strategies were used to help acquire a commanding role in spice trading.

### Sample: SA-3B

#### Score: 2

- a) This response does not earn a point for part a. The response does not address the earlier era of 600–1450, prior to the arrival of European merchants. It does attempt to identify the importance of Indian Ocean trade as a “means of cultural exchange,” but it then shifts to a European desire to learn from the “exchange of ideas made possible by the Indian Ocean Trade.” It also attempts to address the use of a common number system, but the example is not clearly articulated as a continuity throughout the time period. To earn the point, the response should have provided clear examples of cultural exchange that were taking place throughout the time period within the region, such as the spread of the Islamic faith by merchants or the continual linguistic exchange that contributed to the development of Swahili in East Africa.

- b) The response earns two points for part b. One point is earned by clearly explaining how the arrival of European merchants led to the establishment of trading post empires, new cities, and overseas empires. The response earns its second point by explaining that “Indian Ocean trade was incorporated into a larger system of global exchange” as a result of European colonization of the Americas. The response clearly explains that colonization of the Americas by Europeans opened new markets and a demand for Indian Ocean goods. This is a strong explanation for a change and shows the ability of the student to place Indian Ocean trade into a larger world historical context.

**Sample: SA-3C****Score: 1**

- a) This response earns one point for part a. The response identifies the regions (“Egypt, Persia, the Arabian Peninsula, and surrounding areas”) that remain a part of Indian Ocean trade throughout the period from 600 to 1450, and it explains the continual interdependence of the specified trade regions. The claim that “each place needs the others resources” to maintain trade strengthens the response’s description of a continuity.
- b) The response does not earn any points for part b. The response attempts to explain the skill and knowledge necessary to succeed as a merchant, but there is no discussion of changes brought about by merchants, such as Pires, which are specific to the Indian Ocean trade system in the period from 1450 to 1750. To earn the point, the response might have addressed changes, such as how the arrival of European merchants in the Indian Ocean introduced new potential business partners, opened Indian Ocean goods to new markets, or resulted in conflict as Europeans sought greater control and influence over trade.

There is an attempt to mention products produced in one location within the network: “China’s silk worms.” This example does not address how European merchants changed Indian Ocean trade, but it could have provided a starting point for a discussion explaining how European merchants acquired goods, such as coffee, sugar, and bananas, which were only produced within the Indian Ocean, and established production centers in the Americas and West Africa. Moving the centers of production of certain products to regions outside of the Indian Ocean helped diversify the hubs of global trade and increased Europeans’ portion of the trade in those products. This discussion would have addressed the role of European merchants in changing the Indian Ocean trading system and earned a point.

**Sample: SA-3D****Score: 0**

- a) This response does not earn a point for part a. There is no clear attempt to address continuity within the response. It mentions an “expansion of contacts,” which implies change instead of continuity within the time period. The response does make an inference to continuity; however, it is outside the time period: “as in the years following (circa 1450–1750) these contacts were kept.” This statement could have been expanded to earn the point by discussing the continuity of trade relationships between merchant communities in East Africa, Arabia, Persia, India, and Southeast Asia as major participants in Indian Ocean trade between 600 and 1450.



- b) The response does not earn any points for part b. The response makes several attempts at discussing changes, but they are not clearly linked to merchants, such as Pires, or the arrival of Europeans within the specific time period of 1450 to 1750. Ship technology is mentioned, but the reference is not connected to Europeans. To earn the point, the response might have mentioned the Portuguese use of cannon technology to compel local merchants in the Indian Ocean to trade in Portuguese-controlled ports.

There is also an attempt to discuss better accounting techniques and the growth in the number of clerks and accountants, but these examples are not used to demonstrate change in the Indian Ocean trade system. To earn the point, the response might have connected these examples to the arrival of European merchants and formal joint-stock companies, such as the Dutch and English East India companies, as these ventures would have required accounting practices and professionals in the Indian Ocean region that could report back to investors in Amsterdam and London.

## Short-Answer Question 4

Use the charts below to answer all parts of the question that follows.

Chart 1

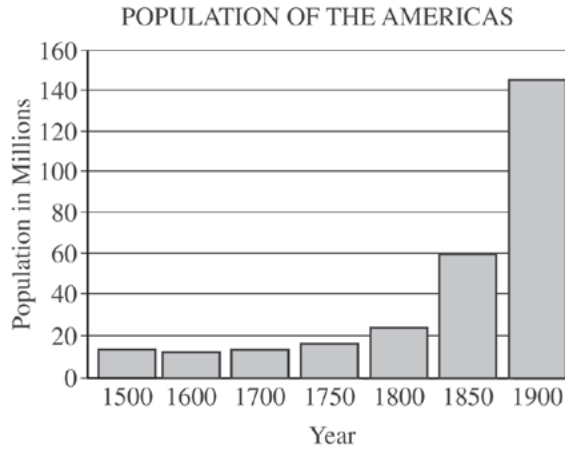
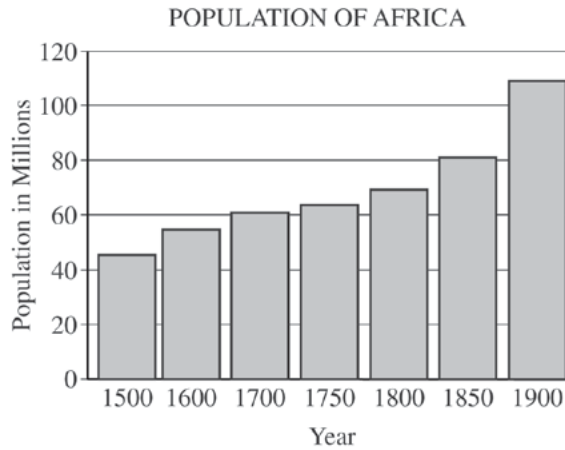


Chart 2



4. a) For the period 1500–1750, explain ONE factor behind the population changes in Chart 1.
- b) For the period 1750–1900, explain ONE factor behind the population changes in Chart 1.
- c) For the period 1500–1900, explain ONE factor behind the population changes in Chart 2.

**GO ON TO THE NEXT PAGE.**



### Curriculum Framework Alignment for Short-Answer Question 4

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
<p><b>ENV-5</b> Explain how human migrations affected the environment.</p> <p><b>ENV-6</b> Explain how people used technology to overcome geographic barriers to migration over time.</p> <p><b>ENV-7</b> Assess the causes and effects of the spread of epidemic diseases over time.</p> <p><b>ENV-8</b> Assess the demographic causes and effects of the spread of new foods and agricultural techniques.</p> <p><b>ECON-5</b> Explain and compare forms of labor organization, including families and labor specialization within and across different societies.</p> <p><b>ECON-6</b> Explain and compare the causes and effects of different forms of coerced labor systems.</p> <p><b>ECON-10</b> Analyze the roles of pastoralists, traders, and travelers in the diffusion of crops, animals, commodities, and technologies.</p> <p><b>ECON-12</b> Evaluate how and to what extent networks of exchange have expanded, contracted, or changed over time.</p>	Causation	4.1 V 4.2 III 5.1 VI 5.2 I 5.4 II

### Scoring Guidelines for Short-Answer Question 4

Use the appropriate chart to answer all parts of the question that follows.

Chart 1

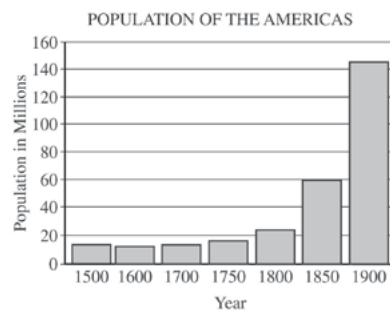
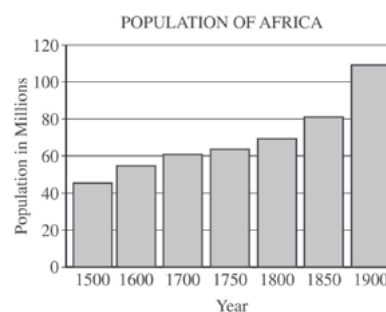


Chart 2



- a) For the period 1500–1750, explain ONE factor behind the population changes in Chart 1.
- b) For the period 1750–1900, explain ONE factor behind the population changes in Chart 1.
- c) For the period 1500–1900, explain ONE factor behind the population changes in Chart 2.

**Scoring Guide****0–3 points**

- ONE point for explaining one factor behind the population changes in Chart 1 from 1500–1750
- ONE point for explaining one factor behind the population changes in Chart 1 from 1750–1900
- ONE point for explaining one factor behind the population changes in Chart 2 from 1500–1900

**Scoring Notes****Examples of responses to part (a) that would earn credit:**

Factors behind the population changes in Chart 1 from 1500–1600 could include the following:

- The transfer of pathogens from Eurasia to the Americas as part of the Columbian Exchange led to outbreaks of epidemic diseases, such as smallpox, measles, and influenza and to a decline in the indigenous population of the Americas.
- The forced migration of enslaved Africans to the Americas as a source of labor for cash crop production increased American populations and contributed to the offsetting of the population losses among Amerindian populations.
- The migration of European colonists to the Americas, though relatively limited in size during the period prior to 1750, contributed to increasing American populations and the offsetting of the population losses among Amerindian populations.

**Examples of responses to part (b) that would earn credit:**

Factors behind the population changes in Chart 1 from 1750–1900 could include the following:

- The impact of war, famine, and revolution in Europe, where rapid but uneven economic changes, coupled with continued political instability, led to a dramatic increase in rates of emigration to the Americas.
- Industrialization intensified in some parts of the Americas, especially in the United States. Especially toward the end of the 19th century, United States economic growth attracted millions of new migrants, thereby increasing the population.

- The ready availability of agricultural land in some American countries, including the United States, Canada, Brazil, and Argentina, which drew numerous migrants from land-poor or overpopulated parts of Europe, thereby increasing American populations.
- The continued forced migration of enslaved Africans to the Americas, which increased population.
- The migration of indentured servants from East and South Asia to the Americas following the abolition of the African slave trade, which increased populations.

**Examples of responses to part (c) that would earn credit:**

Factors behind the population changes in Chart 2 could include the following:

- The abolition of the trans-Atlantic slave trade, which contributed to population growth in Africa in the period after circa 1800.
- The spread of American food crops such as corn, peanuts, squash, beans, and cassava to Africa, which contributed to population growth in the period after circa 1600.
- The negative demographic impacts of the trans-Atlantic slave trade from 1500 to circa 1850 led to a slowing down of the rate of growth in parts of Africa; population growth would have been faster if the slave trade had not resulted in the forcible displacement of millions of Africans from Africa to the Americas.

## Student Responses

## Sample SA-4A

## QUESTION 4

A In the Americas, the population of the land was characterized in this period (1500-1750) by the enormous migration of European and African peoples/slaves to the continents and the catastrophic loss of life of the Native populations in many areas as a result. The consistency or "flat rate" of the number of peoples most likely attributes itself to the fact; while huge numbers of Europeans and slaves were migrating, the Native peoples were dying at a high rate.

B Post 1750, the Americas are European-dominated. Because of this, the Native population is not an important factor in numbers, and now it turns into a game of tech and medical advancements. The large hike in population most likely attributes itself to these things; as the Industrial Revolution provided cities and the avg. life span grew with medical advancements, there was nowhere put up to go! ~~What, etc~~

C In Africa, there was a similar situation. Thousands of Africans were being taken off the books through the Atlantic Slave Trade, and the Scramble for Africa meant that Europeans were also entering. As the slave trade ends, however, we see population numbers rising as many European nations no longer accepted slavery and, therefore, no longer stole these people from their homes. Thus, the nations of Africa could finally finally begin to breathe and grow.

## Sample SA-4B

## QUESTION 4

From 1500 to 1750 the population in the Americas was for the most part the same, with little population growth or decrease. However it can be seen in Chart 1 that from 1500 to 1600 there is a small drop in population. This is most likely from the death of millions of natives in the Americas as a result of European conquest. And from 1700 to 1750 there is a slight rise in population most likely from the ~~increased~~ rising migration of Europeans into the Americas. From 1750 to 1900 the population is increased by almost 8 times the population in 1750. This is a direct result of Europeans settling and living in the Americas and the rising nations of Canada and the United States of America.

From 1500 to 1900 the population in Africa increases but not as substantially as in the Americas. This is a result of European imperialism and growing African nations.

## Sample SA-4C

## QUESTION 4

A. From 1500 to 1750 the population in the Americas did not increase drastically. This was due to the fact that the Americas were discovered in 1492 and still being settled. Settlers also had to contend with disgruntled Native Americans, but the population did increase slightly.

B. One factor behind the massive population growth in the Americas from 1750 to 1900 was that settlers finally settled the whole country. This dealt with purchases of land such as the Louisiana Purchase.

C. From 1500 to 1900 Africa's population increased due to an increase in agricultural techniques because of knowledge gained from Europeans. Europeans helped Africans tend crops and taught them better agricultural methods.



## Sample SA-4D

## QUESTION 4

- A. The discovery of America led to more people coming to live in America, but the diseases they brought quickly spread. The population remained ~~the~~ <sup>nearly the</sup> same because of these diseases.
- B. New trade systems, like the Columbian Exchange, brought more people to America, to live. The population drastically increased, and continued to, due to the trade systems and the development of new and more developed technology and medicine.
- C. More slaves were sent to Africa, which steadily increased the population of Africa. The shipment of these slaves continued to ~~to~~ increase the population, over time.



## Scores and Commentary

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

### Overview

This short answer question includes two population charts — one of the Americas and one of Africa — over the period 1500 to 1900, and asks to explain the factors behind various population shifts.

### Sample: SA-4A

#### Score: 3

- a) This response earns one point for part a by explaining how “the enormous migration of European and African peoples/slaves” and the “catastrophic loss of life of the Native populations” led to a “‘flat rate’ of the number of peoples” in the Americas, clearly detailing how these factors offset each other.
- b) The response earns one point for part b by explaining how “tech and medical advancements” and “the Industrial Revolution provided cities and the avg. life span grew with medical advancements” in such a way that a population increase was inevitable.
- c) The response earns one point for part c by appropriately attributing population growth in Africa to the end of the African Slave Trade and suggesting that “the Scramble for Africa meant that Europeans were also entering.” While this response focuses primarily on the period from 1800 to 1900, rather than the entire period covered by the chart, it is still acceptable.

### Sample: SA-4B

#### Score: 2

- a) This response earns one point for part a by clearly explaining that a small drop in population from 1500 to 1600 is “most likely from the death of millions of natives in the Americas as a result of European conquest.” The response goes further to explain that “from 1700–1750 there is a slight rise in population most likely from the rising migration of Europeans to the Americas.” Additionally, the response demonstrated clear chronological understanding of how specific factors shaped specific segments of time.
- b) The response earns one point for part b. The response recognizes the dramatic growth (“almost 8 times”) in population that took place from 1750 to 1900 as being caused by “the rising migration of Europeans into the Americas.” Despite the fact that the response does not explain how the prosperity, growth, and potential opportunities present in “the rising nations of Canada and the United States” may have led to increased population, it is still sufficient to earn the point.

- c) The response does not earn a point for part c because it does not adequately explain the ways in which European imperialism might have led to African population growth or other factors that caused “growing African nations.” European imperialism could have been used as an acceptable reason for population growth had the response explained European colonization and migration to Africa, the arrival of medicines and agricultural techniques, the shift away from the Atlantic slave trade, or other aspects of 19th-century imperialism that would have promoted population growth in Africa.

**Sample: SA-4C****Score: 1**

- a) This response does not earn a point for part a. The response fails to explain the slight increase in population from 1500 to 1750 and states instead that population change was caused by the Americas “still being settled” or because settlers “had to contend with disgruntled Native Americans.” Neither explanation provides a clear rationale for the increasing population. To earn the point, the response might have discussed the relationship between settlers and indigenous populations with regard to disease and occasional violence as reasons for only a slight increase in population.
- b) The response does not earn a point for part b. There is an attempt to explain “massive population growth” by the fact “that settlers finally settled the whole country.” If the settlers were already somewhere in the Americas, total population would not be affected by their location. To earn the point, the response might have addressed the steep increases in immigration to the Americas or even the population growth that occurred as settled families grew in size.
- c) The response earns one point for part c. Suggesting that agricultural techniques and methods learned from Europeans contributed to African population growth does represent a plausible factor for the changes represented in chart 2. The response represents a minimally sufficient explanation of a factor; it would have been strengthened by providing specific examples of techniques, methods, or even new crops that were introduced to Africa. It also could have more explicitly explained how an increase in food supply might have resulted in population growth.

**Sample: SA-4D****Score: 0**

- a) This response does not earn a point for part a. The response does suggest two potential factors (“more people coming to live in America” and “diseases they brought quickly spread”) behind the population change from 1500 to 1750, but they do not adequately or accurately explain how those factors shaped the slight increase in population shown on chart 1. The response could have earned the point if it had explained a reason for more people coming to live in the Americas beyond mere discovery of new land. The response also could have earned the point through a discussion of how disease contributed to the decline in population from 1500 to 1600, explaining that there was only slight population growth by 1750 because the arrival and growth of the European population barely offset the death of indigenous peoples from disease.

- b) The response does not earn a point for part b. The response does attempt to explain population growth from 1750 to 1900 being caused by “new trade systems, like the Columbian Exchange, brought more people to America, to live,” but the migration caused by the Columbian Exchange would have taken place prior to 1750. The significance 19th-century European migration to the Americas is not mentioned or explained. In addition, the response mentions technology and medicine, but does not explain how those factors would have led to population growth in the period 1750–1900. The response could have earned the point by discussing how specific technologies, medicines, and possibly the Industrial Revolution improved survivability and life expectancies in the Americas, leading to dramatic population growth.
- c) The response does not earn a point for part c. The response suggests that “more slaves were sent to Africa” as a reason for population growth in Africa, but this argument is not historically accurate. To earn the point, the response might have used the ideas of medicine and technology from part b to again explain higher survival rates and life expectancy, or it might have introduced the demographic impact of the ending of the Atlantic slave trade after the early 1800s.

# Document-Based Question 1

## WORLD HISTORY

### SECTION II

Total Time—1 hour, 30 minutes

#### Question 1 (Document-Based Question)

Suggested reading and writing time: 55 minutes

It is suggested that you spend 15 minutes reading the documents and 40 minutes writing your response.

Note: You may begin writing your response before the reading period is over.

**Directions:** Question 1 is based on the accompanying documents. The documents have been edited for the purpose of this exercise.

In your response you should do the following.

- **Thesis:** Present a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.
- **Argument Development:** Develop and support a cohesive argument that recognizes and accounts for historical complexity by explicitly illustrating relationships among historical evidence such as contradiction, corroboration, and/or qualification.
- **Use of the Documents:** Utilize the content of at least six of the documents to support the stated thesis or a relevant argument.
- **Sourcing the Documents:** Explain the significance of the author's point of view, author's purpose, historical context, and/or audience for at least four documents.
- **Contextualization:** Situate the argument by explaining the broader historical events, developments, or processes immediately relevant to the question.
- **Outside Evidence:** Provide an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument.
- **Synthesis:** Extend the argument by explaining the connections between the argument and ONE of the following.
  - A development in a different historical period, situation, era, or geographical area.
  - A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history).
  - A different discipline or field of inquiry (such as economics, government and politics, art history, or anthropology).

1. Using the documents provided and your knowledge of world history, analyze the degree to which communist movements affected women's struggle for rights in the twentieth century.

**GO ON TO THE NEXT PAGE.**

**Document 1**

Source: Alexandra Kollontai, Russian Communist revolutionary and member of the Bolshevik government, autobiography, Soviet Union, 1926.

In 1905, at the time the so-called first revolution in Russia broke out, after the famous Bloody Sunday, I had already acquired a reputation in the field of economic and social literature. And in those stirring times, when all energies were utilized in the storm of revolt, it turned out that I had become popular as an orator. Yet in that period I realized for the first time how little our Party concerned itself with the fate of the women of the working class and how meager was its interest in women's liberation. To be sure a very strong bourgeois women's movement was already in existence in Russia. But my Marxist outlook pointed out to me with overwhelming clarity that women's liberation could take place only as the result of a new social order and a different economic system. . . . I had above all set myself the task of winning over women workers in Russia to socialism and, at the same time, of working for the liberation of women, for her equality of rights.

**Document 2**

Source: Mariia Fedorovna Muratova, Soviet official in the Women's Department of the Bolshevik Central Committee, working in Soviet Uzbekistan, 1930.

It is incompatible for a member of the party to be in the party and Komsomol\* if his wife, sister, or mother is veiled [as was customary for Central Asian Muslim women]. It is necessary to demand of every Communist the fulfillment of this directive. And to that Communist who resists, who does not want to carry out this party directive, who wants to preserve the remnants of feudal relations and seclusion, to that Communist and Komsomol member we say: there is no place for you in the party and Komsomol.

\*Soviet organization for young people

**Document 3**

Source: Communist North Vietnamese Constitution of 1960.

Article 24: Women in the Democratic Republic of Vietnam enjoy equal rights with men in all spheres of political, economic, cultural, social, and domestic life. For equal work, women enjoy equal pay with men. The state ensures that women workers and office employees have fully paid periods of leave before and after childbirth. The state protects the mother and child and ensures the development of maternity hospitals, day care centers, and kindergartens.

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## Document 4

Source: Study published by the National Science Foundation, Washington, D.C., 1961.

**PERCENTAGE OF WOMEN AMONG RESEARCH AND PROFESSIONAL  
PERSONNEL IN THE SOVIET UNION, 1947–1959**

	1947	1950	1955	1959
Doctorate degree holders or doctoral candidates	29%	27%	27%	29%
Professors	5%	5%	6%	7%
Associate professors	14%	15%	17%	17%
Senior research associates	31%	30%	30%	29%
Junior research associates	48%	48%	52%	51%
All research and professional categories	35%	36%	36%	36%

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## Document 5

Source: “Encourage Late Marriage, Plan for Birth, Work Hard for the New Age,” propaganda poster for the Chinese Cultural Revolution, published by the Hubei Province Birth Control Group, Wuhan city, circa 1966–1976.



‘Encourage Late Marriage, Plan for Birth, Work Hard for the New Age,’ published for the Wuchang Town Birth Control Group, Wuhan City, 1970s (colour litho), Chinese School, (20th century) / Private Collection / DaTo Images / Bridgeman Images

## Document 6

Source: Fidel Castro, president of Cuba, speech to Federation of Cuban Women, 1974.

In Cuba there remains a certain discrimination against women. It is very real, and the Revolution is fighting it. This discrimination even exists within the Cuban Communist Party, where we have only thirteen percent women, even though the women contribute a great deal to the Revolution and have sacrificed a great deal. They often have higher revolutionary qualifications than men do.

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**Document 7**

Source: Open letter circulated by anonymous women's group in Romania, addressed to Elena Ceausescu, wife of Romanian Communist dictator Nicolae Ceausescu, 1980. Published in a French periodical in 1981.

Where is our agricultural produce, dear "First Lady of the country"\*? We would dearly love to know it, from yourself, in your capacity of communist woman, wife and mother, where is our foodstuff? Where on earth could one find cheese, margarine, butter, cooking oil, the meat which one needs to feed the folk of this country?

By now, you should know, Mrs. Ceausescu, that after so many exhausting hours of labor in factories and on building sites we are still expected to rush about like mad, hours on end, in search of food to give our husbands, children, and grandchildren something to eat.

You should know that we may find nothing to buy in the state-owned food shops, sometimes for days or weeks on end. And finally if one is lucky to find something, as we must stand in endless lines, which in the end stop all desire to eat and even to be alive! Sometimes we would even feel like dying, not being able to face the suffering, the utter misery and injustice that is perpetrated on this country.

\*First lady Elena Ceausescu was known for her lavish lifestyle.

**END OF DOCUMENTS FOR QUESTION 1**

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## Scoring Guidelines and Notes for Document-Based Question 1

Using the documents provided and your knowledge of world history, analyze the degree to which communist movements affected women’s struggle for rights in the twentieth century.

### Curriculum Framework Alignment

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
<p><b>CUL-5</b> Explain and compare how teachings and social practices of different religious and secular belief systems affected gender roles and family structures.</p> <p><b>SB-1</b> Explain and compare how rulers constructed and maintained different forms of governance.</p> <p><b>SOC-1</b> Analyze the development of continuities and changes in gender hierarchies, including patriarchy.</p> <p><b>SOC-3</b> Assess the impact that different ideologies, philosophies, and religions had on social hierarchies.</p> <p><b>SOC-4</b> Analyze ways in which legal systems have sustained or challenged class, gender, and racial ideologies.</p> <p><b>SOC-6</b> Analyze the extent to which philosophies, medical practices, and scientific theories sustained or challenged class, gender, and racial ideologies.</p> <p><b>SOC-7</b> Analyze the ways in which colonialism, nationalism, and independence movements have sustained or challenged class, gender, and racial ideologies.</p>	<p>Primary Targeted Skill: Continuity and Change</p> <p>Additional Skills: Argumentation Analyzing Evidence: Content and Sourcing Contextualization Synthesis</p>	<p>5.3 IV 6.2 IV 6.3 I 6.3 III</p>

**Scoring Guidelines**

Maximum Possible Points: 7

*Please note:*

- Each point of the rubric is earned independently, e.g., a student could earn the point for argument development without earning the point for thesis.
- Unique evidence from the student response is required to earn each point, e.g., evidence in the student response that is used to earn the contextualization point could not be used to earn the point for synthesis or the point for sourcing the documents.

**A. Thesis and Argument Development (2 points)**

**Targeted Skill: Argumentation (E1, E4, and C1)**

**1 point** Presents a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.

*Scoring Note:* Neither the introduction nor the conclusion is necessarily limited to a single paragraph.

**1 point** Develops and supports a cohesive argument that recognizes and accounts for historical complexity by explicitly illustrating relationships among historical evidence, such as contradiction, corroboration, and/or qualification.

**0 points** Neither presents a thesis that makes a historically defensible claim and responds to all parts of the question nor develops and supports a cohesive argument that recognizes and accounts for historical complexity.

**B. Document Analysis (2 points)**

**Targeted Skills: Analyzing Evidence: Content and Sourcing (A1 and A2) and Argumentation (E2)**

**1 point** Utilizes the content of at least six of the documents to support the stated thesis or a relevant argument.

**1 point** Explains the significance of the author's point of view, author's purpose, historical context, and/or audience for at least four documents.

**0 point** Neither utilizes the content of at least six of the documents to support the stated thesis or a relevant argument nor explains the significance of the author's point of view, author's purpose, historical context, and/or audience for at least four documents.

**C. Using Evidence Beyond the Documents (2 points)****Targeted Skills: Contextualization (C3) and Argumentation (E3)****Contextualization**

**1 point** Situates the argument by explaining the broader historical events, developments, or processes immediately relevant to the question.

Scoring Notes:

- Contextualization requires using knowledge not found in the documents to situate the argument within broader historical events, developments, or processes immediately relevant to the question.
- The contextualization point is **not** awarded for merely a phrase or reference but instead requires an explanation, typically consisting of multiple sentences or a full paragraph.

**Evidence Beyond the Documents**

**1 point** Provides an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument.

Scoring Notes:

- This example must be different from the evidence used to earn other points on this rubric.
- This point is **not** awarded for merely a phrase or reference. Responses must reference an additional piece of specific evidence and explain how that evidence supports or qualifies the argument.

**D. Synthesis (1 point)****Targeted Skill: Synthesis (C4, C5, or C6)**

**1 point** Extends the argument by explaining the connections between the argument and ONE of the following.

- a) A development in a different historical period, situation, era, or geographical area
- b) A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history)
- c) A different discipline or field of inquiry (such as economics, government and politics, art history, or anthropology) (Note: For AP World and European History only)

**0 points** Does not extend the argument by explaining the connections between the argument and the other areas listed.

Scoring Note: The synthesis point requires an explanation of the connections to a different historical period, situation, era, or geographical area, and is not awarded for merely a phrase or reference.

**On Accuracy:** *The components of this rubric each require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, the essay may contain errors that do not detract from the overall quality, as long as the historical content used to advance the argument is accurate.*

**On Clarity:** *These 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 and skills described above.*

### Scoring Notes

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

#### A. Thesis and Argument Development (2 points)

##### a) Thesis

Responses earn one point by presenting a thesis that makes a historically defensible claim that responds to all parts of the question (1 point). While the thesis does not have to be a single sentence, it must be discrete, meaning that it cannot be pieced together from across multiple places within the essay. It can be located in either the introduction or the conclusion, but it cannot be split between the two.

##### Examples of acceptable theses:

- A basic thesis: “In the twentieth century Communist movements strongly affected women’s struggle for rights. Those who supported the women’s rights movement encouraged education and equal work rights.”
- A more sophisticated thesis may show changes over time: “As communism spread across some parts of the globe, communist regimes initially enacted some gender reforms in order to gain a female following. However, as feminist movements became more radical, communist governments slowed this reform.”

##### Examples of unacceptable theses:

- A general statement about women being oppressed or mistreated historically that is not connected to communism or communist ideology: “Throughout history, women have been considered second class-citizens and communism basically did not change that.”
- A statement describing government policies with respect to women as seen in the document but without relating the policies to communist ideology: “Women in some of these countries (Vietnam and China) were given rights, but in most countries they continued to be held back from gaining power (USSR, Cuba, and Romania).”

##### b) Argument Development

To earn this point, responses must move beyond a single sentence or a listing of facts in support of the thesis or argument. They must explain the relationship of historical evidence to a complex and cohesive thesis or argument and do so throughout the essay (1 point). Evidence can be related to the argument

in ways such as contradiction (e.g., using evidence to address a possible counterargument to the main argument in the essay), corroboration (e.g., combining multiple pieces of evidence to support a single argument), or qualification (e.g., using evidence to present an argument that is subsequently made more complex by noting exceptions).

Unacceptable argument development would include:

- Responses that do not develop a cohesive essay
- Responses that simply parrot the documents or list the documents in order
- Responses that fail to organize documents in any meaningful way
- Responses that do not connect the evidence of the essay to a thesis or argument

**Example of acceptable argument development:**

- A response that develops a sophisticated argument that is grounded in the documents and posits a change in the way Communism affected women's rights from the pre-revolutionary and revolutionary stage to the late or post-revolutionary stage: "In the early stages of communism, women brought successful reform to a radical new society . . . because communism and Marxism was so radical and new, such gender reforms were possible." This assertion is supported with material from Documents 1 and 2. The essay goes on to note (referring to Document 3 in particular) that initially communist regimes "tried to gain female popular support by giving women freedoms that they did not have under the previous regime." The essay then shifts to an analysis of the post-revolutionary stage and states, "However after the communist regimes became established and female activists very radical and threatened the male-dominated strength of the communist party, communist leaders were less willing to give in to female demands." This assertion is supported with material from Documents 4, 5, and 7. The essay continues by noting the irony that in regimes that had started by fighting "valiantly for feminist rights" some women end up worrying about "the basic need for food, as their countries were plagued by corruption and nearing collapse" in the 1980s. Overall, the essay demonstrates an ability to develop a nuanced historical argument accounting for contradictions between stated goals and political realities, complex factors motivating policy, and changing historical trends.

**Example of unacceptable argument development:**

- A response that attempts to develop an argument that communist movements had an ambivalent impact on the struggle for women's rights but fails because the disparate and contradictory evidence from the documents is addressed using categories of analysis that are either simplistic or do not fit the documents, e.g., an essay that misconstrues the documents as belonging to two groups "those who agree with the communist movements" and "people who disagree with the communist movements."

**B. Document Analysis (2 points)****a) Document Content**

Responses earn one point by utilizing the content from at least six of the documents to support the stated thesis or a relevant argument (1 point). Responses cannot earn a point by merely quoting or paraphrasing the documents with no connection to a thesis or argument. (*See the document summaries section below for descriptions of document content.*)

**Examples of acceptable utilization of content from a document to support a thesis or relevant argument:**

- Document 1: Kollontai “noticed how little her party cared about the fate of working-class women.”
- Document 2: “A female Soviet official explains that the Central Asian Muslim tradition of wearing veils clearly opposes the fundamentals of the Communist Party . . . this shows how communist ideals supported equality.”
- Document 3: “The constitution speaks for women’s rights, protecting the equal treatment of women with men.”
- Document 4: “The percentage of women among research and professional personnel in the Soviet Union shows that, while a substantial percentage of research/professional personnel were women . . . true equality was not met.”
- Document 5: “Shows women doing male dominated jobs such as scientist, military, and doctors. This spoke for equality in professional fields . . .”
- Document 6: Castro was “speaking out against women’s discrimination.”
- Document 7: Romanian “families are starving while [Ceausescu] is living a life of luxury, not caring or speaking out for the people.”

**Examples of unacceptable utilization of content from a document to support a thesis or relevant argument:**

- Using a document in a way that shows a misreading or misunderstanding of the document’s content.
  - For Document 6: “According to the President of Cuba, women are not qualified enough for the revolution and haven’t attended any communist parties to voice their concerns.”
  - For Document 4: “Statistically, the percentage of women working among professional jobs in the Soviet Union has gone up according to the National Science Foundation.” (This is technically correct because the table shows there is a one percent overall increase, but a blanket statement like this disregards the all-important nuances and sub-trends within the data.)

**b) Significance of Point of View, Purpose, Context, and/or Audience**

Responses also earn one point by explaining the significance of the author’s point of view, author’s purpose, historical context, and/or audience for at least four documents (1 point). (*See the document summaries below for description of point of view, purpose, historical context, and audience for each document.*)

**Example of an acceptable explanation of the significance of the author’s point of view:**

- Explicitly connecting the source of a document to its content and/or evaluating the document’s reliability in light of the authorial point of view; for example, for Document 3: “In the North Vietnamese Constitution,



it not only claims democracy, but claims women have complete equality to men, which they did not. It is a government document, so obviously it would glorify Vietnam as a country flooding with equality . . .”

**Example of an unacceptable explanation of the significance of the author’s point of view:**

- Attempting to source the document for author’s point of view while misunderstanding the author’s perspective or argument; for example, for Document 2: “As a Soviet official, it is not surprising that [Muratova] would view veils as a means of keeping women equal.”

**Example of an acceptable explanation of the significance of the author’s purpose:**

- Stating explicitly how a document’s purpose e.g., government propaganda, affects its content and/or its usefulness as a source of historical information: “Document 5 . . . depicts a woman flourishing in the industrial workforce, seemingly happy . . . but it is important to remember that propaganda’s intent is to persuade and while that might be the government’s view, civilians might feel different.”

**Example of an unacceptable explanation of the significance of the author’s purpose:**

- Misunderstanding the author’s purpose by misconstruing the circumstances in which a document was created; for example, for Document 1 claiming that Kollontai’s statement is intended to demonstrate ongoing gender inequality and rally women (in 1926) for action against the government: “Aimed towards the working class, Kollontai attempts to persuade them to rally for equality, showing their rights were not granted.”

**Examples of an acceptable explanation of the significance of the historical context of a document:**

- Pointing out how contemporaneous developments not specifically described in a document affect the content or source reliability of that document.
  - For example, for Document 7, noting that continued social norms of domesticity (despite the fact that women had joined the workforce) influenced the perspective of the letter’s authors: “the ideas . . . that the woman was the household goddess were left unchanged. The suffering women of Romania speak of this in Document 7 where they abuse the dictator’s wife, because though they have work, they still need to do the extra job of feeding the family and taking care of everything. That did not change.”
  - Or, for Document 4, pointing to the possible limitations of the chart as a source of accurate information because of the ideological rivalry between the United States and the Soviet Union: “While likely accurate, coming from a US source raises the question of its legitimacy, as the US was locked in the Cold War with the USSR, and may have simply wanted to rally the American people against the Soviet Union.”

**Example of an unacceptable explanation of the significance of the historical context of a document:**

- Attributing the source or content of a particular document or documents to the wrong historical context. Such misattribution would often be grounded in an erroneous understanding of chronology; for example, in the analysis of Document 7, claiming that the document “shows that Romanian women were emboldened by Mikhail Gorbachev’s glasnost policy to more openly protest against the Ceausescu regime.”

**Example of an acceptable explanation of the significance of the audience:**

- Questioning whether Castro (in Document 6) truly supported women’s rights or was simply trying to appeal to his female audience: “Whether or not Castro truly rallied for women equality or simply made an appeal to the women audience, he does make clear the problems women face in that they are unable to obtain jobs that go to men less deserving of them.”

**Example of an unacceptable explanation of the significance of the audience:**

- Making various inferences about the intended audience of individual documents based on parts of the document’s content but without clearly and explicitly stating how the intended audience affects the document’s content; for example, for Document 1: “Readers notice that the passage is intended for Communist males, as it references ‘our party’ (the Communist Party).” While this inference is partly correct (the document addresses a communist, though not necessarily male, audience), the response does not connect the intended audience to the document’s content.

**C. Using Evidence Beyond the Documents (2 points)****a) Contextualization**

Responses earn a point for contextualization by explaining the broader historical events, developments, or processes immediately relevant to the question (1 point). To earn the point, the essay must situate the thesis, argument, or parts of the argument by accurately and explicitly connecting the effects of communism on women’s rights to larger global historical processes. Examples of events, developments, or processes that could be explained as immediately relevant to the effects of communism on women’s rights include:

- Marxist ideology, specifically relating to class struggle, stages of historical development, need to radically reform society, inevitability of progress to communism, etc.
- Soviet and other communist countries’ economic and social policies, including collectivization, nationalization, rapid industrialization, economic planning, drastic expansion of educational opportunities, expanding social welfare, guaranteeing employment, etc.
- Communist policies of suppressing dissent and projecting a vision of a unified society, specifically through the use of propaganda
- The Cold War, the establishment of communist governments in Eastern European countries, and the spread of communist governments or communist movements in Asian, African, or Latin American countries, often in the context of proxy conflicts with the United States

- The economic stagnation and decline experienced by most communist countries in the latter decades of the 20th century (The events surrounding the fall of communism in the late 1980s, while chronologically later than the documents, can be used successfully to earn the contextualization point, provided they are explicitly connected to the topic of women’s rights.)
- Global context — expansion of legal, political, and reproductive rights, as well as educational opportunities for women all over the world
- Global context — the limitations of the women’s rights movements as legal and political promises of equality clash with the persistence of patriarchal structures and discriminatory attitudes in countries worldwide

**Examples of acceptable contextualization:**

- Linking the expansion of women’s rights in communist countries to the global process of women struggling for legal and political equality with men, e.g., through statements such as “While women struggled for freedom throughout the western world, communist revolutions were radically equalizing for females, helping the suffragettes everywhere.” and “The Soviets even had a special part of the government devoted to women, whereas in the west, women struggled to vote, have jobs, or gain political voices.”
- Linking the limitations of the expansion of women’s rights in communist countries to the prevalence of patriarchal social structures, e.g., through statements such as “However, despite these positive laws, women were still subjugated under the patriarchal views that had bound them for centuries and had retarded progress.”

**Example of unacceptable contextualization:**

- Attempts to outline a global context of increasing rights for women but fails to connect communism’s role explicitly to that context: “For women’s rights, the women of the United States and other nations with a similar democracy gave them rights. The fight for women’s rights gave us figures like Alice Paul, which is an inspiration for all to fight for something one believes in.”

**b) Evidence Beyond the Documents**

Responses earn a separate point for providing an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument (1 point).

**Examples of providing an example or an additional piece of specific evidence beyond those found in the documents to support or qualify the argument:**

- Communist ideology’s emphasis on rapid industrialization and the corresponding need to include large numbers of women in the industrial workforce: “As the ideology of communist movements . . . advocated for tremendous industrial production, the presence of women in the professional sphere . . . was vital.”
- Bringing up a racial or cultural aspect of ongoing discrimination against women or women’s struggle for equal rights: “Inequalities exist especially for women of different races, just like women with veils were especially discriminated against.”

- Noting that the percentages of the female participation in professional fields in the Soviet Union in the 1940s and 1950s (Document 4) are “substantially [higher] than [those] of many non-communist countries at the time, which indicates progress.”

**Example of improperly providing an example or an additional piece of specific evidence beyond those found in the documents to support or qualify the argument:**

- A response that misinterprets the evidence-beyond-the-documents requirement as a requirement to identify an additional type of document that might help develop their argument: “An additional document that could have helped would be from a working class person, preferably woman, that’s not a communist and how it affects them.”

**D. Synthesis (1 point)**

Responses earn a point for synthesis by extending their argument in one of three possible ways (1 point).

- a) Responses can extend their argument by appropriately and explicitly connecting the effects of communism on women’s rights to other historical periods, situations, eras, or geographical areas (Synthesis proficiency C4). These connections must consist of more than just a phrase or reference.

**Example of acceptable synthesis by appropriately connecting the argument to a development in a different historical period, situation, era, or geographic area:**

- A well-developed comparison between the legal promise of equal rights in North Vietnam and the legal promise of gender equality in the United States. The comparison first establishes the legal promise of equal rights in North Vietnam through a discussion of Document 3 and then uses the example of women’s rights in the United States to question whether that promise corresponded to reality: “The North Vietnam Constitution in Doc 3 also proves the Communist intention for equal working rights as ‘women enjoy equal pay with men.’ Although we still should question if women actually did, as laws aren’t always followed, seen even today as modern countries such as the USA where gender discrimination is outlawed, but a wage gap still exists.”

**Example that did not accurately connect the argument to a development in a different historical period, situation, era, or geographic area:**

- A response that attempts to make a connection with a different historical period, situation, or geographical area but demonstrates inaccuracies and/or misunderstanding of chronology or fact: “The table [Document 4] can be potentially biased because it is coming from another country, but it still shows how low Soviet women’s position in the workplace was. At the same time when women in the West are becoming more equal through the efforts of feminists in terms of working and being paid equally, Soviet women still don’t have many opportunities to work and many must stay at home.”

- b) Responses can extend their argument by appropriately connecting the topic of communism's effect on women's rights to course themes and/or approaches to history that are not the main focus of the question. An example of acceptable themes and/or approaches to history is environmental or economic history (Synthesis proficiency C5). These connections must consist of more than just a phrase or reference.

**Example of acceptable synthesis by connecting the argument to different course themes and/or approaches to history that are not the main focus of the question:**

- A possible example might be an essay that connects the communist rhetoric of gender equality in the workplace, and in society in general, to an analysis of Soviet-style economic development, with its emphasis on forced industrialization, full employment, and centrally planned economic parameters. Such a response might point out that having a workforce that incorporates all members of society of working age was essential for meeting the economic objective of the Soviet state. Alternatively, an analysis of Soviet economic priorities, with their unwavering emphasis on heavy industry and landmark macroeconomic projects, may have pointed out that producing consumer goods in many communist countries was seen as a relatively low priority, resulting in chronic shortages and deficits of food items and other basic needs. These shortages placed an especially heavy burden on women and, ultimately, discredited the regimes' emancipatory rhetoric by the 1970s and 1980s.

**Example that did not appropriately connect the argument to course themes and/or approaches to history that are not the main focus of the question:**

- The response attempts to incorporate economic analysis, but it does not go far enough to earn the point: "Communism, as they say, is a great idea until you run out of people's money. So, with the focus of planned economy and not allowing for free markets, the women of Romania should not have been surprised they couldn't find food to buy."
- c) Responses can extend their argument by using insights from a different discipline or field of inquiry to explain the effects of communism on women's rights (Synthesis proficiency C6). These connections must consist of more than just a phrase or reference.

**Examples of acceptable synthesis by using insights from a different discipline or field of inquiry to extend the argument:**

- A response might use insights from the discipline of comparative government and politics to extend the argument or qualify its interpretation of the documents: "While these documents [Document 3 and Document 5] paint a rosy picture of women's life under communist rule, we know that women (like all communist citizens) did not have the right to express themselves freely, as there was censorship and a lack of free press. Likewise, we know from the political systems of communism that they all pretended to have a democratic system, while in reality the one single communist party was controlling everything. Elections happened, but they didn't decide much, as only the candidates approved

by the party could win. One could be sent to prison or worse if one protested his or her conditions too openly. Thus we should question how much it means to have laws or constitutions give equality to women, if the state and the party could change any policy they wanted.”

**Example of an essay that did not appropriately use insights from a different discipline or field of inquiry to extend the argument:**

- This response refers to knowledge from a different discipline (demography) that is broadly relevant to changes in gender and family dynamics in the 20th century, but it fails to connect these insights clearly and specifically to the topic of communism’s effect on women’s rights: “Like many countries going through industrialization, communist countries go from women having lots of children but few of them surviving in the early period to women having only one or two children who have a great chance of surviving to be adults. Eventually, the birth rates shrinks even further and population declines.”

**Document Summaries**

The following pages present the DBQ documents along with the key aspects of each that students might offer in support of their arguments. Also provided are some of the major subjects, concepts, themes, or processes mentioned in the course that students might use to contextualize their arguments.

**Document 1**

Source: Alexandra Kollontai, Russian Communist revolutionary and member of the Bolshevik government, autobiography, Soviet Union, 1926.

In 1905, at the time the so-called first revolution in Russia broke out, after the famous Bloody Sunday, I had already acquired a reputation in the field of economic and social literature. And in those stirring times, when all energies were utilized in the storm of revolt, it turned out that I had become popular as an orator. Yet in that period I realized for the first time how little our Party concerned itself with the fate of the women of the working class and how meager was its interest in women's liberation. To be sure a very strong bourgeois women's movement was already in existence in Russia. But my Marxist outlook pointed out to me with overwhelming clarity that women's liberation could take place only as the result of a new social order and a different economic system. . . . I had above all set myself the task of winning over women workers in Russia to socialism and, at the same time, of working for the liberation of women, for her equality of rights.

**Summary of key points explaining content from a source or argument made by the author:**

- The author is recalling her disappointment with the lack of concern for women's rights she perceived among members of the Communist Party in 1905, before the revolution.
- The author states that her "Marxist outlook" taught her that true women's liberation can only be achieved as part of a communist revolution that would establish "a new social order and a different economic system."
- The author implicitly dismisses the efforts of Russia's "bourgeois" women's movement to advance women's rights.

**Example of author's point of view:**

- As a prominent Soviet government official writing a memoir 20 years after the events she describes, the author may be trying to emphasize how much the party's position on women's rights has changed since 1905.

**Example of author's purpose:**

- The author's purpose may be to impress upon readers how much the Communist Party has done to advance women's rights since the 1917 Bolshevik Revolution; therefore, she may be exaggerating the extent to which the party was unconcerned with women's rights in 1905.
- As with many autobiographies, there may be an element of the author's wishing to overemphasize her own role in the events she describes.



**Example of historical context:**

- The autobiography is written in 1926, well after the communists had established and consolidated their rule over Russia and the Soviet Union but before Stalin's repressions had made any dissent and criticism of the party impossible. This may explain Kollontai's negative assessment of early party policies on women's rights.

**Example of audience:**

- It can be surmised that the author's intended audience consisted primarily of other Communist Party members. Since the party's membership remained largely male in the 1920s, Kollontai's description of events may have been influenced by a desire to assert the importance of the party remaining engaged in policies that advance women's rights.

**Document 2**

Source: Mariia Fedorovna Muratova, Soviet official in the Women's Department of the Bolshevik Central Committee, working in Soviet Uzbekistan, 1930.

It is incompatible for a member of the party to be in the party and Komsomol\* if his wife, sister, or mother is veiled [as was customary for Central Asian Muslim women]. It is necessary to demand of every Communist the fulfillment of this directive. And to that Communist who resists, who does not want to carry out this party directive, who wants to preserve the remnants of feudal relations and seclusion, to that Communist and Komsomol member we say: there is no place for you in the party and Komsomol.

\*Soviet organization for young people

**Summary of key points explaining content from a source or argument made by the author:**

- The communist authorities in Soviet Uzbekistan strongly opposed the traditional Muslim practice of women wearing the veil.
- Members of the Communist Party and its youth organization, the Komsomol, are being exhorted through a "party directive" to put an end to the practice among their female relatives.
- There is evidence that the practice of veiling is continuing, even among Communist Party members and their families, despite the authorities' efforts to stamp it out.
- It can be inferred that Soviet communists believed that the eradication of the practice of veiling would advance women's rights in Central Asia.

**Examples of author's point of view:**

- As a local communist official, the author expresses her complete and unwavering support for the party's policy. This is clearly evidenced in her denunciation of veiling as "the remnants of feudal relations and seclusion."
- The author is a member of a "Women's Department" in the party structure for Soviet Uzbekistan. Her official position may explain her contention that an individual's stance on the veiling "directive" can be used to decide whether the individual belongs in the party.

**Example of author's purpose:**

- The author's purpose is to convince Uzbek members of the Communist Party and the Komsomol of the need to start implementing the party's policy on veiling. This is reflected in the uncompromising tone of her message ("incompatible," "necessary to demand," "no place for you," etc.).

**Example of historical context:**

- The appeal is made during a time when Soviet control of Uzbekistan (and other Central Asian republics) is still relatively new and Soviet officials' plans for radically transforming society must contend with established cultural and social practices, such as veiling. The document makes it clear that Soviet officials are facing some resistance to their policies, including from within the party's ranks. This helps explain the author's vehemence in denouncing veiling and those who continue to practice it.

**Example of audience:**

- It is clear from the contents of the document that the appeal is made primarily to male Muslim members of the Communist Party and the Komsomol who continue to allow their female relatives to wear the veil, contrary to party policy. The intended audience may have influenced the urgency of Muratova's appeal to them — if the vanguard of society can be persuaded to adopt the party policy on the matters, then the rest of Uzbek society would follow and, vice versa, even if the party cadres cannot be relied upon to implement the party's directive within their own families, then wider adoption of the policy among Uzbek society would be difficult.

**Document 3**

Source: Communist North Vietnamese Constitution of 1960.

Article 24: Women in the Democratic Republic of Vietnam enjoy equal rights with men in all spheres of political, economic, cultural, social, and domestic life. For equal work, women enjoy equal pay with men. The state ensures that women workers and office employees have fully paid periods of leave before and after childbirth. The state protects the mother and child and ensures the development of maternity hospitals, day care centers, and kindergartens.

**Summary of key points explaining content from a source or argument made by the author:**

- The communist government of North Vietnam is constitutionally bound to the principle of gender equality, specifically pledging to provide women with equal pay for equal work with men.
- The Constitution also guarantees a number of welfare benefits specifically related to the topic of working women's rights, such as paid maternity leave, access to maternity health care, and child-care services.

**Examples of author's point of view:**

- The document's author is the communist government of North Vietnam. Given that communist parties self-identify with and claim to speak on behalf of the working class, it is not surprising that the North Vietnamese Constitution provides guarantees of state support for working women.

- Since this is a legal document, its contents are programmatic in nature; the document tells us how the government of North Vietnam wished to message its policies on women's rights, not necessarily whether it delivered on its promises.

**Example of author's purpose:**

- The document's purpose is to announce and publicize the legal guarantees included in Article 24. The purpose may explain why the document discusses as present reality rights that had likely not been attained on the ground by North Vietnamese women in 1960 ("Women in the Democratic Republic of Vietnam enjoy equal rights with men in all spheres of political, economic, cultural, social, and domestic life. For equal work, women enjoy equal pay with men.").

**Example of historical context:**

- The 1960 Constitution was adopted at a time when North Vietnam (backed by the Soviet Union) was engaged in an ideologically based military conflict with South Vietnam (increasingly backed by direct United States military involvement). The Vietnam War's status as a proxy conflict between the two superpowers explains why the communist rulers of North Vietnam and their Soviet patrons were interested in adopting a progressive-sounding constitution that would have regional or international appeal.

**Example of audience:**

- The North Vietnamese Constitution of 1960 was intended for both a domestic and an international audience. The adoption of a foundational legal document such as the 1960 Constitution, with its extensive provisions safeguarding the rights of North Vietnamese citizens (including women), undoubtedly was intended, at least in part, to increase the appeal of communism in the eyes of South Vietnamese citizens, who did not have similar constitutional guarantees.

**Document 4**

Source: Study published by the National Science Foundation, Washington, D.C., 1961.

**PERCENTAGE OF WOMEN AMONG RESEARCH AND PROFESSIONAL PERSONNEL IN THE SOVIET UNION, 1947–1959**

	1947	1950	1955	1959
Doctorate degree holders or doctoral candidates	29%	27%	27%	29%
Professors	5%	5%	6%	7%
Associate professors	14%	15%	17%	17%
Senior research associates	31%	30%	30%	29%
Junior research associates	48%	48%	52%	51%
All research and professional categories	35%	36%	36%	36%

**Summary of key points explaining content from a source or argument made by the author:**

- There is a slight increase in the percentage of women in some categories (“professors,” “associate professors,” “junior research associates”) and no change or a slight decrease in the percentage of women in other categories (“doctorate degree holders or doctoral candidates” and “senior research associates”). There is a one percentage point increase in the “all research and professional” (overall) category.
- The numerical changes represented in the table suggest that Soviet communist claims that women were quickly achieving equality with men in all lines of work were not borne out by the facts.
- The more senior the position, the less the percentage of women occupying it, suggesting that women in Soviet academia faced continuing obstacles to their professional advancement after obtaining their degrees.

**Example of author’s point of view:**

- The study comes from the National Science Foundation in Washington, D.C., so it was ostensibly designed to inform United States policy in the context of its Cold War rivalry with the Soviet Union. But the authorship of the sources raises questions regarding both the accuracy of the numbers and possible source bias for ideological reasons (see “author’s purpose,” “historical context,” and “audience” below).

**Example of author’s purpose:**

- It can plausibly be inferred that the purpose of the study was, at least in part, to show that Soviet women’s advances in education and in the professional fields were smaller than what official Soviet government statements suggested. A finding such as this would have been highly desirable from the perspective of the United States government, so it is not inconceivable that a study by a government agency, such as the National Science Foundation, would have been commissioned with a political (or partly political) purpose.

**Example of historical context:**

- Within the broader context of the Cold War, the date when the study was published (1961) coincided with a particularly intense period of United States fears of a widening technological and military “missile gap” between the Soviet Union and the West. Sputnik 1 had been launched in 1957, and the first manned Soviet space flight took place in April of 1961. This explains the great United States interest in Soviet scientific capabilities and the Soviet scientific establishment.

**Example of audience:**

- See the discussion under “author’s point of view” above. While the direct intended audience of the study likely consisted of Washington policy makers, it is easy to see how the study’s findings could have been used to reach a broader international audience in the context of Cold War propaganda claims and counterclaims.

## Document 5

Source: “Encourage Late Marriage, Plan for Birth, Work Hard for the New Age,” propaganda poster for the Chinese Cultural Revolution, published by the Hubei Province Birth Control Group, Wuhan city, circa 1966–1976.



‘Encourage Late Marriage, Plan for Birth, Work Hard for the New Age,’ published for the Wuchang Town Birth Control Group, Wuhan City, 1970s (colour litho), Chinese School, (20th century) / Private Collection / DaTo Images / Bridgeman Images

**Summary of key points explaining content from a source or argument made by the author:**

- The poster shows an idealized image of women engaged in a variety of professional occupations, including science, medicine, and national defense.
- Based on the image and the caption, the poster draws a connection between family planning and women’s pursuit of professional opportunities.
- The poster’s background shows symbols of China’s communist-led industrialization, including trains, ships, factories, airplanes, electrification, telecommunication, and military technologies.

**Example of author’s point of view:**

- The author is a member of a regional birth-control group affiliated with the government. The author’s point of view is evident in the association made by the poster between women’s delaying of marriage and childbirth and women’s pursuit of professional opportunities.

**Example of author’s purpose:**

- The poster is a work of Chinese government propaganda, intended to convince young Chinese women to prioritize work over having a family. Because of this, and in common with most propaganda works, the poster’s idolized depiction of the equal opportunities awaiting Chinese women in the workplace may be misleading.

**Examples of historical context:**

- The poster was produced during China's Cultural Revolution, a set of government policies ostensibly aimed at ridding the country of all remnants of bourgeois or traditional elements, including traditional gender and social norms. It is not surprising that government-sponsored art during the Cultural Revolution would have advocated a radical break with traditional patriarchal gender norms in Chinese society.
- The message of the poster can also be seen through the context of Chinese communists' long-standing efforts to bring China's demographic growth under control and stabilize the country's enormous population. Although the one-child policy had not yet been enshrined into law at the time the poster was created, there had been numerous government-led campaigns to discourage early marriage and limit birth rates.

**Example of audience:**

- See the discussion under "purpose" above. It can be inferred that the primary intended audience of the poster consisted of young Chinese women weighing the pros and cons of starting a family versus pursuing a career. The poster's portrayal of the professional opportunities awaiting women is designed to appeal to that audience.

**Document 6**

Source: Fidel Castro, president of Cuba, speech to Federation of Cuban Women, 1974.

In Cuba there remains a certain discrimination against women. It is very real, and the Revolution is fighting it. This discrimination even exists within the Cuban Communist Party, where we have only thirteen percent women, even though the women contribute a great deal to the Revolution and have sacrificed a great deal. They often have higher revolutionary qualifications than men do.

**Summary of key points explaining content from a source or argument made by the author:**

- The president of Cuba acknowledges that the communist revolution has not ended "discrimination against women."
- Only 13 percent of the members of the Communist Party are women, despite the fact that women "often have higher revolutionary qualifications than men do."

**Example of author's point of view:**

- Fidel Castro is the president of Cuba and the leader of the Cuban communist revolution. His point of view explains why he sees women's contributions to the revolution as the primary justification for advancing women's rights in the new Cuban society. His point of view also explains why, despite acknowledging the persistence of gender inequalities, he maintains that the government is "fighting" to remove these inequalities.

**Examples of author's purpose:**

- The author's purpose is to appeal to a gathering of Cuban communist women (see discussion under "audience" below) by showing that the government is aware of the issues facing them and that the government is working to address those issues. It can be surmised that the excerpt is from a part of the speech that served as a prelude to Castro's proposing specific policies to address the underrepresentation of women in the Communist Party.

**Example of historical context:**

- The speech was made 15 years after the end of Castro's communist revolution in Cuba. By that time, the Cuban communist regime, buoyed by Soviet military and economic aid, was firmly established in government. One way in which this historical context may have been relevant to the context of the document may be that, despite over a decade of communist development, traditional male-centered social attitudes remained entrenched in Cuban society, as reflected in the low percentage of women party members.

**Example of audience:**

- The audience for the speech was a gathering of the Federation of Cuban Women. It can be surmised that, like all similar organizations in communist-led countries, the Federation of Cuban Women was not an independent citizen association, but rather a semi-official, pro-communist organization with strong links to the government. This type of friendly audience may explain why Castro felt at liberty to engage in self-criticism while pledging to work to remedy the problem of women representation in the party.

**Document 7**

Source: Open letter circulated by anonymous women's group in Romania, addressed to Elena Ceausescu, wife of Romanian Communist dictator Nicolae Ceausescu, 1980. Published in French periodical in 1981.

Where is our agricultural produce, dear "First Lady of the country"\*? We would dearly love to know it, from yourself, in your capacity of communist woman, wife and mother, where is our foodstuff? Where on earth could one find cheese, margarine, butter, cooking oil, the meat which one needs to feed the folk of this country?

By now, you should know, Mrs. Ceausescu, that after so many exhausting hours of labor in factories and on building sites we are still expected to rush about like mad, hours on end, in search of food to give our husbands, children, and grandchildren something to eat.

You should know that we may find nothing to buy in the state-owned food shops, sometimes for days or weeks on end. And finally if one is lucky to find something, as we must stand in endless lines, which in the end stop all desire to eat and even to be alive! Sometimes we would even feel like dying, not being able to face the suffering, the utter misery and injustice that is perpetrated on this country.

\*First lady Elena Ceausescu was known for her lavish lifestyle.



**Summary of key points explaining content from a source or argument made by the author:**

- There are shortages of basic foodstuffs in Romania.
- Romanian women have demanding jobs in industry and agriculture, but are still expected to procure groceries and feed their families at the end of the workday.
- Ordinary Romanian women perceive a deep gap between their lives and the lives of the communist elite.
- Romanian women's daily struggles to feed their families while working full time have driven them to despair.

**Example of author's point of view:**

- The open letter is written by an anonymous group of Romanian women. The authors' anonymity has a direct bearing on the contents of the document in that it allows for the expression of open criticisms of regime policies that would have been impossible in a document in which the author was known. The anonymity of the authors is also directly connected to the indignant tone adopted throughout the document and in the intentionally ironic use of the term "dear 'First Lady of the country.'"

**Example of author's purpose:**

- It can be inferred from the tone of the document and the circumstances of its publication that its authors' primary purpose was not so much to change the Ceausescus' minds as it was to incite political change in Romanian society. This may explain parts of the document's content, especially the overly dramatic description of despair in the third paragraph.

**Example of historical context:**

- The historical context that is directly relevant for understanding the contents of this document is the economic stagnation experienced by the Soviet Union and most of its Eastern European satellites (including Romania) in the 1970s and 1980s. With the inefficiencies of communist-style planned economy, massive corruption, and a focus on showcase heavy-industry projects, the production of many consumer goods declined dramatically, resulting in chronic shortages, rationing, and long lines.

**Examples of audience:**

- The intended recipient of the letter is the wife of the communist leader of Romania. The authors' opinion of their addressee is reflected in the fact that they present their everyday struggles as something that the dictator's wife would not be familiar with ("You should know..."). This shows how the communist leaders had become a sheltered elite, isolated from the day-to-day problems of their fellow citizens.
- Secondly, the open letter is intended to reach the Western European audience of the French periodical in which it was published. It is possible that the authors of the letter were eager to gain the sympathies of their Western readers and therefore exaggerated the extent of their economic hardships.



## Student Responses

## Sample 1A

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

Mandatory <u>1</u>	Circle one 2 or 3
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While communist countries often claimed within their governing laws and bodies that women enjoyed equal rights to men, accounts of women's situations prove that equality existed only on the surface, in words, and was never truly established.

Despite all their contributions and capabilities, women were still greatly discriminated against, ~~especially within the government~~, during the 20<sup>th</sup> century under Communist rule.

In the North Vietnamese Constitution, it not only claims democracy, but claims women ~~are~~ have complete equality to men, which they did not. It is a government document, so obviously it would glorify Vietnam as a country flooding with equality, however a document from a common woman during this time would provide a more accurate description of women's situations during the 20<sup>th</sup> century Vietnam.

The government propogando photo ~~is~~ in a similar way is very pro-government. It shows women in many different fields, like science and military. The woman in the middle holds the Red Book, the ~~same~~ symbol of the Chinese Cultural revolution, as if advocating the Chinese government as a means for women's ~~the~~ equality. The supposed equality is counteracted by the source, because it is from a government group that "encourages" women to marry and birth late. During the Chinese cultural revolution, encourage would not be a suitable world. Rather ~~enjoin~~ force or coercion would be better.

## Sample 1A

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

Mandatory <b>(1)</b>	Circle one <b>2 or 3</b>
-------------------------	-----------------------------

since those who went against the government were executed, ~~were~~ "taken care of" by the government. Any government that makes decisions about a woman's relationships or body/birth without her consent is NOT providing equality for women, thus contradict all the "freedom" the Chinese government portrays in the propaganda.

In a similar way, women wearing veils were in the Soviet Union were discriminated against, and those associated with veiled women were also seen as shameful and not allowed in the government. This is another example of a communist government either making decisions for women or discriminating against women who chose to wear the veil. This perpetuates the idea that the government has the right to be at all involved in personal decisions, something completely against women's rights. In this example, communism does not positively affect women's rights.

Fidel Castro admitted the discrimination against women in his 1974 speech, describing the inequalities women experience. He may have been saying these things to gain support of women, who played a major role in the Revolution. Whether or not he planned to act ~~up~~ to change the social inequalities, he gain much support of women and furthered his own

## Sample 1A

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

Mandatory <b>1</b>	Circle one <b>2 or 3</b>
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personal agenda. This shows that communist ~~the~~ countries ~~really~~ really only concerned themselves with feminism and women's rights when it provided personal gain.

The lack of communist support of women's rights is exemplified in Alexandra Kollontai's autobiography, where she details her life as a Soviet revolutionary. She supported the right of workers, however noticed that the communist party did not concern itself with the right of women ~~in~~ ~~was~~ workers. She said that women would not ~~at~~ ever have equality in a communist society, or any existing social order or economic system. Her Marxist view is supported by the current state of the world, where even in capitalist countries, women are very UN-EQUAL to men, seen in their underrepresentation in government and existing wage gaps. ~~Especially in~~ Inequalities exist especially against women of different races, just like women with veils were especially discriminated against.

The letter from Romanian Women also details the inequalities of women, who not only worked all day, but had to also come home and take care of her family. They were starved and miserable under communist rule, which would later be overthrown.

Under communist rule, women did not have anything closer to equality than before, and their situations were even worsened in some places, despite what the government said.

## Sample 1B

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

Mandatory <u>1</u>	Circle one 2 or 3
-----------------------	----------------------

The rise of Communism impacted the lives of many and we can still see evidence of that today. Women and their role in Communism <sup>was</sup> ~~were~~ effected greatly by the practices of this type of government. The firm control of Communism led to a rise in the role of women activists and positions of women in the work field. Women also were promoted to be unconventional for this time period by using child birth and asserting themselves. Additionally in later documents there is evidence of problems in the household and continued discrimination of women in communist governments.

Communism brought a new wave of social equality and the importance of obedience to their country. This is seen by women activists who fiercely tell how <sup>women</sup> ~~people~~ should carry out their duty and not resist. (Doc 2) Women's roles in the work field were mainly research based and ~~the~~ focused on the practices of Communism within their country. In a document there is evidence of women's job percentages in these fields rising, thus proving the point of women's jobs to support nationalism in their country. (Doc 4) Women in these governments ~~held~~ apart parties help promote and encourage each other to pursue jobs to help supreme power of their governments.

Women Communist countries were also encouraged to use childbirth; <sup>which</sup> ~~was~~ was very common all for this time period. Posters were seen to promote late marriage and the importance of pursuing a career to make a new age. This was used by governments to further push communist practices into everyday



## Sample 1B

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

Mandatory <b>1</b>	Circle one <b>2 or 3</b>
-----------------------	-----------------------------

~~lives of women (Doc 5) It is also seen that in the  
Communist constitution~~

(No.) Mariia Fedorovna Maratova, a soviet official in the women's department of the Bolshevik Central Committee explains how ~~the~~ women should have their duty to their government and that women who resist the duty of Communist practices and try to preserve old ways will be excluded/ostracized from the government and potentially society. ~~Seeing~~ Since she is a soviet official she was probably influenced by the government to encourage people women to follow in Communist ways or essentially be punished. Mariia is fierce in her arguments and has truly been brainwashed by the Communist party.

Women in Communist countries were also encouraged to use childbirth; which was very controversial <sup>for</sup> this time. Posters and propaganda were directed towards women to pursue careers and have late marriages to make a "new age." This was used by governments to further push communist practices into everyday lives of women. (Doc 5) It is also seen that in the communist constitution of North Vietnam a form of pay was given to women in maternity leave. The document explains how the state protects the mother and the child even offering day cares to children after birth. (Doc 3) The document proves equality between women and men with equal pay showing practices of communism. Another document describes how a Russian Communist Revolutionary woman used her

## Sample 1B

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

Mandatory

1

Circle one

2 or 3

the Russian  
Revolution in  
1905

Marxist outlook to understand that in order for women to truly have rights liberation must occur. This shows how ~~women~~ women asserted themselves through Communism. During a time of ~~revolution~~ women used this as a way to finally express rights they never had before, even in Communist governments. (Doc 1) <sup>POV</sup> Alexandra Kollontai a Russian Communist revolutionary show how her marxist outlook ~~helped her to realize that the only way for women to get a~~ ~~good~~ ~~her~~ ~~place~~ ~~to~~ ~~gain~~ ~~the~~ and her influence as a orator in the Bolshevik party helped her to gain rights for women. She made it her task to win over women into a Communist government, thus helping the rise of Communism in <sup>Russia.</sup> ~~the Soviet Union~~

Although several early documents have shown how the rights of women were promoted in Communist countries, in later times there is evidence of the deterioration of women and family life ~~assisted~~ ~~in~~ in Communist gov. In cuba a document from 1974 explains how even though women contribute much to the revolution, there is still discrimination. This proves that even though years before the Communist practices promoted women's rights, this ideal decreased in the daily lives of women. However the document does state that the Communist revolution in Cuba will try to resolve the problems of discrimination in the Communist revolution. (Doc 6) Another document states that the Communist gov in 1980 family life had deteriorated and famine was spread far. This proves that the tight

## Sample 1B

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

Mandatory

1

Circle one

2 or 3

(Da 2)  
 Grip on the people lead to the ultimate downfall of  
 Communism. (POV) Fidel Castro states that he will by  
 and fix the problems within the communist revolution  
 dealing with the discrimination of women. This is  
 said to the Federation of Cuban women, thus Castro was  
 trying to win the support of the women. This being said  
 his statements may not be true.

In conclusion the analysis would further be  
 proven by an additional document. There is  
 not a side of the American approach or the  
 American women. An addition of a document  
 that tells the opinion of a woman from a  
 democratic country would help clarify the accuracy  
 of the documents. Women in the time of Communism  
 was greatly affected and there are many  
 different viewpoints as seen from the documents.



## Sample 1C

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

Mandatory <b>1</b>	Circle one <b>2 or 3</b>
-----------------------	-----------------------------

In the twentieth century Communist movements strongly affected women's struggle for rights. Those who supported the women's rights movement ~~argued~~ encouraged ~~the~~ education and equal work rights. ~~the~~ While a study showed that there was ~~little~~ small percentages of women among research and professional personnel.

The Hubei Province Birth Control Group encouraged hard work for the New Age (Doc 5). Meaning education was key to becoming successful and was needed in order to ~~the~~ help the Chinese culture grow. As a Russian Communist revolutionary and member of the Bolshevik government, Alexandra Kollontai used her skills ~~of~~ of economic and social literature to become an orator. (Doc 1)

The Constitution of Communist North Vietnam states that women enjoy equal rights. (Doc 3) Women enjoy equal pay for equal work. Mariia Fedorovna Muratova believes that ~~the~~ all workers and those who are part of the Communist party shouldn't have any woman in their family veiled (Doc 2). ~~As an anonymous group~~ ~~women's group in Romania led by~~ ~~the~~ ~~of~~ ~~women~~ While President Castro of Cuba recognizes



## Sample 1C

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

Mandatory <b>1</b>	Circle one <b>2 or 3</b>
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The discrimination against women, he states that women have a big impact on the communist party and tend to have higher qualifications. (Doc 6)

The National Science Foundation published a study that noted percentages of women among research and professional personnel, it shows how there wasn't an increase in the amount of women who obtained degrees. (Doc 4) An anonymous women's group in Romania feels that women work too hard and become exhausted from working in factories.

(Doc 7) A document from a ~~non-communist~~ woman of a non-communist party would be helpful in identifying the difference in beliefs and privileges they have.

People who supported women's rights were encouraging of education and work status. While others claimed women worked too much to the point of exhaustion.

## Scores and Commentary

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

### Overview

This document-based question focuses on the skill of continuity and change over time by asking students to analyze the degree to which communist movements affected women's struggle for rights over the course of the twentieth century. The seven documents include five text-based sources, one chart, and one image, with publication dates ranging from 1926 to 1980.

### Sample: 1A

Score: 6

#### A. Thesis and Argument Development (2 points)

##### a) Thesis (1 point)

The thesis can be found in the first two sentences of the response: "While communist countries often claimed within their governing laws and bodies that women enjoyed equal rights to men, accounts of women's situations prove that equality existed only on the surface, in words, and was never truly established. Despite all their contributions and capabilities, women were still greatly discriminated against, during the 20th century under Communist rule." The first sentence argues that communist countries claimed equality but actual accounts show that equality existed only on the surface, while the second sentence argues that women participated in the social, economic, and political life of communist states but remained unequal in the 20th century.

##### b) Argument Development (1 point)

The thesis is defended comprehensively throughout the essay through the use of six of the documents. The essay is organized in defense of the two premises within the thesis. Documents 3 and 5 are connected and utilized to support and corroborate the assertion in the first sentence of the thesis that "equality existed only on the surface." The author uses evidence from documents 6 and 7 to corroborate claims made through the utilization of documents 1 and 2. With the use of these four documents, the author supports the claim made in the second half of the thesis statement that while women were active participants in and contributors to all aspects of communist life, they were nonetheless discriminated against.

#### B. Document Analysis (2 points)

##### a) Document Content (1 point)

The response explicitly utilizes six documents (document 4 was omitted) to support the thesis that despite communist governments' claims of gender equality, women still faced discrimination.

- ♦ From document 3, the response discusses how the North Vietnamese Constitution claims complete equality but in reality equality is only superficial.
- ♦ From document 5, the response notes that the Chinese government "propaganda" poster shows "supposed equality."

- ♦ The response uses document 2 to demonstrate that “women wearing veils in the Soviet Union were discriminated against.”
- ♦ In the discussion of document 6, the response notes, “Fidel Castro admitted the discrimination against women in his 1974 speech, describing the inequalities women experience.”
- ♦ The response discusses how the “lack of communist support of women’s rights is exemplified in Alexandra Kollontai’s autobiography, where she details her life as a Soviet revolutionary.” (Document 1)
- ♦ The response discusses how “the letter from Romanian Women also details the inequalities of women.” (Document 7)

**b) Significance of POV, Purpose, Historical Context, and/or Audience (1 point)**

The response successfully analyzes four documents to earn this point.

- ♦ The discussion of document 3 demonstrates extended analysis by explaining the author’s point of view and purpose: “It is a government document, so obviously it would glorify Vietnam as a country flooding with equality.”
- ♦ Similarly, the response explains the author’s point of view and purpose for document 5: “The supposed equality is counter-acted by the source, because it is from a government group that ‘encourages’ women to marry and birth late. During the Chinese cultural revolution, encourage would not be a suitable word. Rather force or coerce would be better.”
- ♦ The discussion of document 2 situates the document within the context of communist states claiming “the right to be involved in personal decisions.”
- ♦ For document 6, the response analyzes the purpose of Castro’s speech and argues that his reference to the continued inequality of women in communist Cuba before an assembled audience of women had underlying political motivations: “He may have been saying these things to gain support of women, who played a major role in the Revolution.”

**C. Using Evidence Beyond the Documents (1 point)**

**a) Contextualization (0 points)**

The essay fails to situate the argument in the broader context of the time. The documents could possibly be situated within broader historical processes, such as the Cold War, the global feminist movement, and the need for communist states to industrialize rapidly.

**b) Evidence Beyond the Documents (1 point)**

The response provides additional evidence beyond the documents in the context of its discussion of the Chinese propaganda poster (document 5) when it explains the forceful and coercive nature of the Cultural Revolution and that “those who went against the government were executed.” This outside evidence strengthens the assertion that the communist state in China made claims about equality that were not demonstrated in practice.

**D. Synthesis (1 point)**

The response demonstrates synthesis proficiency C4 by making connections between the essay's argument that women were discriminated against in communist countries and in today's world. In the discussion of document 1, referring to Alexandra Kollontai, the response states: "Her Marxist view is supported by the current state of the world, where even in capitalist countries, women are very UN-EQUAL to men, seen in their underrepresentation in government and existing wage gaps. Inequalities exist especially against women of different races, just like women with veils were especially discriminated against."

**Sample: 1B****Score: 3****A. Thesis and Argument Development (1 point)****a) Thesis (1 point)**

The first several sentences of the essay establish a thesis, arguing that communism affected the lives of women by providing better opportunities: "The rise of Communism impacted the lives of many and we can still see evidence of that today. Women and their role in Communism was effected greatly by the practices of this type of government. The firm control of Communism led to a rise in the role of women activists and positions of women in the work feild. Additionally in later documents there is evidence of problems in the household and continued discrimination or women in communist governments."

**b) Argument Development (0 points)**

The response does not earn this point because there is no comprehensive development of the thesis or argument. The response utilizes documents 1 through 6 in an attempt to support the essay's thesis that communism provided more opportunity for women; however, there is no attempt to link the documents by corroborating the claim from one document to evidence of women obtaining more opportunity in communist societies in another document. The documents are taken at face value in making claims about greater opportunities for women in communist movements without qualifying or taking into account that some (e.g., documents 3 and 5) may represent communist ideals and propaganda more than the reality for women in communist societies. The essay does recognize that document 6 contains contrary evidence — evidence of discrimination against women. The response vaguely corroborates this contradiction with evidence from document 7 that points to a decline in opportunities for women who are burdened by deterioration in family life and living standards. The linking of only two of the documents in support of an argument is well short of meeting the requirement for developing a cohesive and comprehensive response that is needed to earn this point.

**B. Document Analysis (2 points)****a) Document Content (1 point)**

The response explicitly utilizes six documents to support the thesis that communism provided better opportunities for women.

- ♦ From document 2, the response argues that "Communism brought a new wave of social equality . . . This is seen by women activists who fiercely tell how women should carry out their duty and not resist."

- ♦ From document 4, the response argues that “there is evidence of women’s job percentages . . . rising.”
- ♦ From document 5, the response argues, “Posters and propaganda were directed towards women to pursue careers and have late marriages to make a ‘new age.’”
- ♦ From document 3, the response argues, “in the communist constitution of North Vietnam a form of pay was given to women in maternity leave. The document explains how the state protects the mother and the child even offering day cares to children after birth.”
- ♦ From document 1, the response argues, “Alexandra Kollontai a Russian Communist revolutionary show how her marxist outlook and her influence as a orator in the Bolshevik party helped her to gain rights for women.”
- ♦ From document 6, the response argues, “In cuba a document from 1974 explains how even though women contribute much to the revolution, there is still discrimination. This proves that even though years before the Communist practices promoted women’s rights, this ideal decreased in the daily lives of women. However the document does state that the Communist revolution in Cuba will try to resolve the problems of discrimination in the Communist revolution.”
- ♦ Coupled with document 6, document 7 is used to show how deteriorating family circumstances and living standards challenged women’s opportunities and contradicted communist ideals and government propaganda.

**b) Significance of POV, Purpose, Historical Context, and/or Audience (1 point)**

The response successfully analyzes four documents to earn this point.

- ♦ The discussion of document 2 demonstrates extended analysis by explaining the point of view of the author: “Since she is a soviet official she was probably influenced by the government to encourage women to follow in Communist ways or essentially be punished. Maria is feirce in her arguments and has truly been brainwashed by the Communist party.”
- ♦ The discussion of document 4 demonstrates extended analysis by explaining the context of the source: “There is evidence of women’s job percentages in these fields rising, thus proving the point of women’s jobs to support nationalism in their country. Women in these governments were apart of parties to help promote and encourage each other to pursue jobs to help the supreme power of their governments.”
- ♦ The discussion of document 1 demonstrates extended analysis by situating the document within the context of the 1905 Russian Revolution in which “women used [Communism] as a way to finally express rights they never had before.”
- ♦ The discussion of document 5 demonstrates extended analysis by analyzing the potential audience of the source: “Posters and propaganda were . . . used by governments to further push communist practices onto everyday lives of women.”

**C. Using Evidence Beyond the Documents (0 points)****a) Contextualization (0 points)**

The essay fails to situate the argument in the broader context of the time. The documents could possibly be situated within broad historical processes, such as the Cold War, the global feminist movement, and the need for communist states to industrialize rapidly.

**b) Evidence Beyond the Documents (0 points)**

The only attempt at evidence beyond the documents was the request for an additional document that was not applicable to this essay.

**D. Synthesis (0 points)**

The response does not earn a point for synthesis. It makes no attempt to link the material to another period, geographic location, or situation, or to draw in an alternate historical approach or discipline.

**Sample: 1C****Score: 1****A. Thesis and Argument Development (1 point)****a) Thesis (1 point)**

A basic thesis is found in the introduction of the essay, where the response claims that the “Communist movements strongly affected women’s struggle for rights. Those who supported the women’s rights movement encouraged education and equal work rights.” The response also acknowledges evidence of women entering the professional ranks.

**b) Argument Development (0 points)**

The response does not earn this point because no cohesive argument is established beyond the thesis statement. There is an attempt to analyze all of the documents, but only in the case of documents 3 and 6 does the essay attempt to link the evidence acquired from the documents to the thesis statement. Moreover, documents 3 and 6 are addressed separately and there is no attempt to link them as a form of corroboration. The rest of the documents are interpreted independently from each other without concern for supporting assertions or claims about women’s rights.

**B. Document Analysis (0 points)****a) Document Content (0 points)**

The response does not earn this point since it needed to provide evidence from at least six documents to support the stated thesis or a relevant argument. The response does make several efforts to utilize the documents, but the analysis of only two of the documents successfully supported the stated thesis or a relevant argument about the impact of communist movements on women’s rights. The essay uses document 3 to support an assertion about the policies of communism supporting women’s right to receive equal pay for equal work, and it uses document 6 to make a claim about women having higher qualifications within the communist movement.



There are several unsuccessful attempts to use the documents to support assertions about the relationship between communist movements and women's rights:

- ♦ In addressing document 1, there is no clear attempt to use the document as support for an assertion about the relationship between communism and women's rights: "As a Russian Communist revolutionary and member of the Bolshevik government, Alexandra Kollontai used her skills of economic and social literature to become an orator." The response would have needed to add something like, ". . . which showed the degree to which the Communist revolution was aiding women like her to establish positions of influence" to qualify for this point.
- ♦ From document 2, the response states, "Muratova believes that all workers and those who are part of the communist party shouldn't have any woman in their family veiled." While this is an accurate description of a statement within the document, there is no clear attempt to use it as evidence to support a claim about the relationship between communism and women's rights. The response would have needed to mention the significance of this as it pertains to the degree that the communist movement affected the struggle for woman's rights — in this case either limiting a woman's right to religious expression or supporting their equality — to qualify for this point.
- ♦ From document 7, the response states, "An anonymous women's group in Romania feels that women work too hard and become exhausted from working in factories." This is an accurate description of content within the document, but there is no clear attempt to use it as evidence to support a claim about the relationship between communism and women's rights. The response would have needed to relate specific evidence that manifested the degree to which the communist government in Romania affected women's rights. In this case, to qualify for the point, the response would have needed to make the claim from the evidence within the document that the policies of the state worsened the double standard of women having to work in factories while still responsible for all duties in the home.

**b) Significance of POV, Purpose, Historical Context, and/or Audience (0 points)**

The response does not earn this point since it does not explain the significance of the author's point of view, author's purpose, historical context, and/or audience for at least four documents.

Following are some examples of extended analysis that the response could have incorporated for two of the documents:

- ♦ In a speech delivered at the Federation of Cuban Women, Castro reassures women that the revolution is fighting the existing gender discrimination and hails the efforts and sacrifices women have made to the movement, perhaps in an attempt to retain their support.
- ♦ In a propaganda poster launched by the Hubei Province Birth Control Group, the availability of women's rights and career possibilities are showcased in an effort to encourage women to have late marriages, to plan parenthood, and to work hard for a new age brought upon by the Cultural Revolution.

**C. Using Evidence Beyond the Documents (0 points)****a) Contextualization (0 points)**

The response fails to situate the argument in the broader context of the time. The documents could possibly be situated within broad historical processes, such as the Cold War, the global feminist movement, and the need for communist states to industrialize rapidly.

**b) Evidence Beyond the Documents (0 points)**

The response does not provide an example or additional piece of specific evidence beyond those found in documents to support or qualify the argument.

**D. Synthesis (0 points)**

The response does not earn a point for synthesis. It makes no attempt to link the material to another period, geographic location, or situation, or to draw in an alternate historical approach or discipline.



## Long Essay Question 2

### Question 2 or Question 3

Suggested writing time: 35 minutes

**Directions:** Choose EITHER question 2 or question 3.

In your response you should do the following.

- **Thesis:** Present a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.
  - **Application of Historical Thinking Skills:** Develop and support an argument that applies historical thinking skills as directed by the question.
  - **Supporting the Argument with Evidence:** Utilize specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument.
  - **Synthesis:** Extend the argument by explaining the connections between the argument and ONE of the following.
    - A development in a different historical period, situation, era, or geographical area.
    - A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history).
    - A different discipline or field of inquiry (such as economics, government and politics, art history, or anthropology).
2. Using specific examples, analyze causes of imperial expansion and consolidation in the period circa 600 B.C.E. to 600 C.E. (*Historical thinking skill: Causation*)
3. Using specific examples, analyze causes of imperial decline and collapse in the period circa 600 B.C.E. to 600 C.E. (*Historical thinking skill: Causation*)

WHEN YOU FINISH WRITING, CHECK YOUR WORK ON SECTION II IF TIME PERMITS.

**GO ON TO THE NEXT PAGE.**

## Scoring Guidelines and Notes for Long Essay Question 2

Using specific examples, analyze causes of imperial expansion and consolidation in the period circa 600 B.C.E. to 600 C.E. (*Historical thinking skill: Causation*)

### Curriculum Framework Alignment

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
<p><b>ENV-4</b> Explain how environmental factors influenced human migrations and settlements.</p> <p><b>CUL-8</b> Explain how economic, religious, and political elites defined and sponsored art and architecture.</p> <p><b>SB-1</b> Explain and compare how rulers constructed and maintained different forms of governance.</p> <p><b>SB-2</b> Analyze how the functions and institutions of governments have changed over time.</p> <p><b>SB-4</b> Explain and compare how social, cultural, and environmental factors influenced state formation, expansion, and dissolution.</p> <p><b>SB-6</b> Assess the relationships between states with centralized governments and those without, including pastoral and agricultural societies.</p> <p><b>SB-9</b> Assess how and why commercial exchanges have influenced the processes of state building, expansion, and dissolution.</p> <p><b>SB-10</b> Analyze the political and economic interactions between states and non-state actors.</p> <p><b>ECON-2</b> Analyze the economic role of cities as centers of production and commerce.</p> <p><b>ECON-3</b> Assess the economic strategies of different types of states and empires.</p> <p><b>ECON-5</b> Explain and compare forms of labor organization, including families and labor specialization within and across different societies.</p>	<p>Primary Targeted Skill: Causation</p> <p>Additional Skills: Argumentation Synthesis</p>	<p>2.2 I 2.2 II 2.2 III</p>

**Curriculum Framework Alignment (Continued)**

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
<p><b>ECON-6</b> Explain and compare the causes and effects of different forms of coerced labor systems.</p> <p><b>SOC-4</b> Analyze ways in which legal systems have sustained or challenged class, gender, and racial ideologies.</p>		

**Scoring Guidelines**

Maximum Possible Points: 6

*Please note:*

- Each point of the rubric is earned independently e.g., a student could earn the point for synthesis without earning the point for thesis.
- Unique evidence from the student response is required to earn each point, e.g., evidence in the student response that qualifies for either of the targeted skill points could not be used to earn the point for thesis.

**A. Thesis (1 point)**

**Targeted Skill: Argumentation (E1)**

- 1 point** Presents a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.
- 0 points** Does not present a thesis that makes a historically defensible claim and responds to all parts of the question.

**B. Argument Development: Using the Targeted Historical Thinking Skill (2 points)**

**Targeted Skill: Causation (C2, D1, D2, D3/D4, D5, or D6)**

- 1 point** Describes causes AND/OR effects of a historical event, development, or process.
- 1 point** Explains the reasons for the causes AND/OR effects of a historical event, development, or process.
- 0 points** Does not describe causes AND/OR effects of a historical event, development, or process.

*Scoring Note:* If the prompt requires discussion of both causes and effects, responses must address both causes and effects in order to earn either point.

**C. Argument Development: Using Evidence (2 points)****Targeted Skill: Argumentation (E2 and E3)**

- 1 point** Addresses the topic of the question with specific examples of relevant evidence.
- 1 point** Utilizes specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument.
- 0 points** Does not address the topic of the question with specific examples of relevant evidence.

*Scoring Note: To fully and effectively substantiate the stated thesis or a relevant argument, responses must include a broad range of evidence that, through analysis and explanation, justifies the stated thesis or a relevant argument.*

**D. Synthesis (1 point)****Targeted Skill: Synthesis (C4, C5, or C6)**

- 1 point** Extends the argument by explaining the connections between the argument and one of the following.
- a) A development in a different historical period, situation, era, or geographical area
  - b) A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history)
  - c) A different discipline or field of inquiry (such as economics, government and politics, art history, or anthropology) (Note: For AP World and European History only)
- 0 points** Does not extend the argument by explaining the connections between the argument and the other areas listed.

*Scoring Note: The synthesis point requires an explanation of the connections to a different historical period, situation, era, or geographical area, and is **not** awarded for merely a phrase or reference.*

**On Accuracy:** The components of this rubric each require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, the essay may contain errors that do not detract from the overall quality, as long as the historical content used to advance the argument is accurate.

**On Clarity:** These 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 and skills described above.

**Scoring Notes**

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

**A. Thesis (1 point)**

Responses earn one point by presenting a thesis that makes a historically defensible claim that responds to all parts of the question (1 point). While the thesis does not need to be a single sentence, it does need to be discrete, meaning it cannot be pieced together from across multiple places within the essay. It can be located in either the introduction or the conclusion, but it cannot be split between the two.

**Examples of acceptable theses:**

- This thesis is an example of a comparative/general statement that identifies factors common to the expansion or consolidation of more than one empire: “While on opposite sides of the world, both the Roman Empire and China successfully created their powerful empires through a strong central government, technology, and cultural unity.”
- This thesis addresses only a single empire, but as long as two or more causes are identified, it is still acceptable: “Early China expanded by absorption of northern nomads . . . and was able to consolidate and hold tight because of their strong control on morals and religious background supporting government.”
- This is an example of a minimally acceptable thesis: “dominant armies and the strong government led to the expansion and consolidation of imperialism.”

**Examples of an unacceptable theses:**

- This attempted thesis provides only categories of causes, without specificity: “There were economic, political, and religious causes of imperial expansion and consolidation.”
- These attempted theses provide only an indication of multiple causes, without specificity: “There were many causes of imperial expansion” or “There were several causes of imperial expansion.”
- These attempted theses provide only a single cause: “Empires expanded and were consolidated due to having powerful rulers” or “Empires grew because they had large armies and their neighbors did not.”
- This attempted thesis hints at processes of imperial expansion and consolidation but is entirely embedded in the context of out-of-period or factually incorrect examples: “Between 600 B.C.E. and 600 C.E. the Mongols expanded in Asia, making an expansive empire. Power was consolidated under Genghis Khan.”

**B. Argument Development: Using the Targeted Historical Thinking Skill  
(2 points)**

*Note: If the prompt requires discussion of both causes and effects, responses must address both causes and effects in order to earn either point. In this case, the prompt only requires discussion of causes, so responses only need to address causes.*

**a) Argument Development — Describes**

Responses earn one point by describing at least two causes of imperial expansion and/or consolidation in the period 600 B.C.E. to 600 C.E. (1 point).

**Examples of acceptable description of causes:**

- In most cases, examples of acceptable descriptions of causes will consist of statements that identify a cause but do not provide an explanation or analysis: “One cause of imperial expansion was the wealth that empires had through their taxes. Another cause was they made it easy to travel and trade through a system of roads.”
- An acceptable description of a cause or causes can also be developed over several sentences, as long as the connection between the sentences remains largely narrative and/or chronological: “The Roman imperial system knew how to grow, plain and simple. Their first tool became their armies. Their advanced knowledge of warfare allowed their military to become one of the best. As they conquered new lands, this came in their favor. Not only did it allow them to win but it instilled another great tool into the people they took over: fear. Fear is something that the Empire would use over the course of its existence ...” This paragraph is credited as a description rather than an explanation of causes because it uses only a narrative throughout, providing only a sequential/chronological link between the two identified causes: “armies” and “[instilling] fear.”

**Examples of unacceptable description of causes:**

- A narrative of historical events related to imperial expansion and consolidation that mistakes effects for causes or is generally unclear about causality: “Trade routes such as the Silk Roads and Indian Ocean trade network connected empires and allowed culture and ideas to spread. The Silk Road connected many areas on land and allowed them to reach areas on the other side of the continent more easily . . . The Indian Ocean trade network did the same thing, except it involved the use of ships to cross oceans.”
- A narrative that identifies only a single cause of imperial expansion and consolidation.

**b) Argument Development — Explains**

Responses earn one point by analyzing or explaining the reasons for at least two causes of imperial expansion and/or consolidation in the period specified in the prompt (1 point).

**Examples of acceptable explanation of reasons for causes:**

- An essay that presents (in combination with an explanation of at least one other cause) causative factors in an explicitly analytical framework, including an explanation of factors for imperial expansion and consolidation that apply across multiple empires: “Another example of something that would aid empire building would be religious justification. Not only did the emperors use God to justify their rule, some of them even made the people believe that they themselves were gods, and forced the people to worship them. This religious justification allowed for emperors to almost brainwash the people into believing that they were supposed to be in power, that God had chosen them. This allowed for the rulers of the empire to inflict many harsh taxes and laws on the people, without very much opposition.”
- An essay that identifies (in combination with an explanation of at least one other cause) a cause of imperial expansion and/or consolidation and then proceeds to explain clearly how the cause resulted in the expansion and/or the consolidation. Specific evidence may be provided in support but is not required: “The use of technology was also critical in the empire building process for Rome and China. Advanced military technology allowed Rome and China to conquer nearby regions, effectively expanding their territory. Technology was also critical to maintaining these large empires. Agricultural technology, such as irrigation systems, maintained the populations of the empires, while infrastructure like canals and roads helped link all parts of the empire together. Without advanced technology, Rome and China would not have been able to maintain their empires.”

**Examples of unacceptable explanation of reasons for causes:**

- An essay may fail to earn this point if it is organized around a single cause, even if it is analyzed and explained competently and extensively, with multiple examples from more than one empire. For example, an essay that is organized around “charismatic leaders” as the single cause of imperial expansion is unacceptable: “As seen through much of history, nationalism may be inside every citizen of a certain nation, but charismatic leaders such as Alexander propel that nationalism outwards and thus causing imperial expansion towards neighboring countries . . . Rome can be analyzed the same way. With the collapse of the republic, and the advent of an emperor, Rome’s borders reached its farthest circa 116 C.E. Charismatic leaders such as Caesar, Augustus, Aurelius, and Hadrian projected their country’s nationalism and superior technology and culture towards groups such as the Gauls in France, the Picts and Celts in Britain and the Parthians east of modern-day Turkey.” In this example, the point for “explanation of causes” is not earned because the response explains only a single cause, albeit quite well and with a wealth of relevant supporting evidence. Two other possible causes of imperial expansion — “superior technology” and “culture” — are mentioned in passing, but neither one of them is explained.

**C. Argument Development: Using Evidence (2 points)****a) Using Evidence — Examples**

Responses earn one point by *addressing* the topic of the question by referring to at least three pieces of relevant evidence from one or more appropriate examples of states or empires from 600 B.C.E. to 600 C.E. (1 point). Responses can earn this point without having a stated thesis or a relevant argument.

**Examples of specific evidence that could be used to address the topic of the question:**

- In-period examples of monarchs or leaders who were instrumental in expanding and/or consolidating their empires, e.g., Cyrus the Great, Alexander of Macedon, Julius Caesar, Octavian Augustus, Qin Shihuangdi, Han Wudi, Ashoka, Chandragupta Maurya, etc.
- In-period examples of specific religious or cultural traditions used to expand or consolidate imperial or dynastic rule, e.g., China's use of Confucianism, emperor worship and deification in the early Roman Empire; Constantine's conversion to Christianity, the Maurya and Gupta empires use of Buddhism and Hinduism, etc.
- In-period examples of specific government or bureaucratic structures that facilitated imperial expansion and consolidation, e.g., "Rome had a powerful emperor assisted by the Senate and other consuls" or "In China, the emperor held power and was advised by bureaucrats appointed through a rigorous examination."
- In-period examples of specific technological, military, or infrastructural developments that facilitated imperial expansion and consolidation, e.g., the Roman legion and Roman roads, Macedonian phalanx, China's Great Wall and network of canals, etc.

**Examples of unsuccessfully using evidence to address the topic of the question:**

- Out-of-period evidence, e.g., Arab/Muslim or Mongol expansion, Islam and the caliphates, the Crusades, factors in the consolidation of the Holy Roman Empire, presenting as new technology that which had either existed long before (e.g., archery) or did not exist during the period in question (e.g., gunpowder weapons, lateen sails, the magnetic compass); ahistorical causative factors (e.g., Social Darwinism), etc.
- Factually incorrect, unclear, or overgeneralized statements offered as evidence: "An example of new technology [under the Roman Empire] would be the domestication of large animals to be used for carrying more and more necessities as well as being able to carry people farther distances than they could walk, as well as being able to carry them away from the battlefield if someone got injured or needed to bring a message somewhere quickly."
- Statements offered as evidence that do not directly support a stated cause of expansion or consolidation: "That fact provided the [Roman] empire with an additional resource: diversity. The human resources were extremely high and this meant that talent in the land became a commodity. Take Augustine of Hippo for example. His skills of oration led him from a normal life to a lifestyle of wealth and success because he was able to travel for schooling."



**b) Using Evidence — Effective Substantiation**

Responses earn one point by utilizing at least three pieces of relevant evidence from one or more appropriate examples of states or empires from the time period specified in the prompt to *fully and effectively substantiate a thesis or relevant argument* about the causes of imperial expansion and consolidation (1 point). Fully and effectively substantiating the thesis goes beyond merely providing many examples. This point is earned by clearly and consistently linking significant evidence to the argument and showing how the evidence demonstrates the causes of imperial expansion and consolidation in the time period specified in the prompt.

**Examples of evidence that could be utilized to substantiate an argument:**

- This example includes multiple pieces of specific evidence (filial piety, benevolence, ancestor worship, “Son of Heaven”), which are embedded in an analysis that fully and effectively substantiates the claim that Confucianism contributed to China’s imperial expansion and consolidation:
  - “Confucianism became a unifying factor for China, because of the way it conceptualized society and people’s private and public relations. Confucius argued that different groups in Chinese society had the same basic set of obligations to other members of society (for example, filial piety, benevolence, loyalty, and performing religious rituals) but that one’s proper place in society decided who these obligations should be directed to. So the emperor or “the Son of Heaven” worships Heaven, must be benevolent to his subjects, and can expect to receive their loyalty and worship, provided he performs his duties well. Likewise, a father worships the family ancestors, must be benevolent to his wife and children, and can expect their loyalty if he acts according to his obligations. In this way, Confucianism holds the entire fabric of China’s society, from the family to the state, and helped empires consolidate and survive.”
- This example includes multiple pieces of specific evidence (legion, specific methods of military recruitment, specific information about legions’ deployment, Roman roads, etc.) that are embedded in an analysis that fully and effectively substantiates (despite some minor factual inaccuracies) the claim that Roman military organization contributed to Roman imperial expansion and consolidation:
  - “The Roman military organization was a major advantage allowing the empire to prosper. The legion was the basic unit and it was organized and used in such a way to make the most of the empire’s limited manpower. In the early days of the republic, army service was only open to Roman citizens of noble birth, but, as time went by, the poor citizens of Rome were allowed to enlist, and eventually any male in the empire could serve and some could even become citizens through their service. Thus military service became a way to bind the poorer members of society to Rome and increase their loyalty. The soldiers were also well paid, well trained, and each legion was posted in a different part of the empire. Often the ones that were

best off were those that were posted at the farthest or most dangerous borders of the empire. Thus, when an invasion happened, the legions could be dispatched to meet it either locally, or, because of the great Roman roads, from a nearby region.”

**Examples of unsuccessfully attempting to substantiate an argument with evidence:**

- A response that brings in multiple pieces of specific evidence but does not use the evidence in support of an argument or an assertion. In this response, even though the discussion contains a factually correct narrative of Ashoka’s reign and conversion to Buddhism with multiple examples of specific evidence, there is no linkage between the evidence and a discernible assertion or argument regarding causes of imperial expansion and consolidation:
  - “The Mauryan Empire’s most famous ruler was emperor Ashoka the Great. He fought many wars and conquered the Kalingas after much bloodshed and violence. But then, he had a personal ‘born again’ moment and discovered Buddhism. This made Ashoka regret all the wars he had fought to expand his empire. Based on the teachings of his new Buddhist faith, Ashoka built many stone columns throughout his realm proclaiming the teachings of Buddhism and announcing that he was against violence. It was during Ashoka’s reign that the Mauryans reached their greatest power.”

**D. Synthesis (1 point)**

Responses earn a point for synthesis by extending their argument in one of three possible ways (1 point).

- a) Responses can extend their argument by explaining the connections between their argument and a development in a different historical period, situation, era, or geographical area (Synthesis proficiency C4). These connections must consist of more than just a phrase or reference.

**Example of synthesis by connecting the argument to a development in a different historical period, situation, era, or geographical area:**

- A successful response may offer a cross-chronological comparison between territorial expansion and state consolidation in the Roman Empire and the territorial expansion and consolidation in post-1500 European overseas empires. To effectively extend the argument, such a comparison must effectively explain connections and commonalities between the two processes in terms of incorporating conquered populations, methods of projecting and maintaining rule, and/or ideologies or cultural traditions underpinning imperial rule.

**Examples that did not accurately connect the argument to a development in a different historical period, situation, era, or geographical area:**

- This attempt at a cross-chronological comparison is only a passing reference: “Like the Romans, all empires need to have a common religion to unify them and give them purpose. This is seen for example in the Spanish and Portuguese empires in later periods.”

- This attempt at a transregional comparison presents an accurate narrative but does not provide an analytical connection between that narrative and imperial expansion and consolidation in core areas: “Other places, like The Roman Empire’s German border, China’s border with the Xiongnu, and India’s northern border, remained outside the reach of imperial expansion and consolidation. These places were too remote and their climate too harsh for the empires to control effectively. So they only had a series of nomads coming and going, with many of them attacking the empires in the process.”

b) Responses can extend their argument by explaining the connections between their argument and a course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history) (Synthesis proficiency C5). These connections must consist of more than just a phrase or reference.

**Examples of synthesis by connecting the argument to a different course theme or approach to history:**

- Although the main focus of the question is on the themes of State Building, Expansion, and Conflict and Creation, Expansion, and Interaction of Economic Systems, this response draws upon a different course theme by extending the argument to address specific environmental factors in China’s imperial expansion. As part of the analysis of the causes of imperial expansion and consolidation, this response brings in specific and relevant information concerning the way in which empires’ environmental settings facilitated their expansion: “China also had a lot of land they could take control of and use for farming. . . . With the Yellow River creating fertile farm land along the banks and making flooding something they could track.”
- An extension of the analysis that explicitly brings up social causes of imperial consolidation and stability, such as linguistic or cultural cohesion: “Cultural unity was necessary to maintain the Roman and Chinese Empires. Both empires had pride in their respective nationalities and identified with their empires. The people were bound by common languages, like Latin and Chinese, and shared similar belief systems. This cultural unity made consolidation of many various peoples possible.”

**Example that did not accurately connect the argument to a different course theme or approach to history:**

- This response attempts to connect the theme of imperial expansion and consolidation to environmental factors, but it is insufficient because of inaccuracies and over-simplification: “The Romans were also lucky that their empire was based in the Mediterranean and their colonies faced each other across the Mediterranean ‘like frogs around a pond.’ The Mediterranean’s mild climate allowed them to grow all sorts of crops, and, though they only controlled a narrow stretch of land along the coast, that was all they needed to build a might empire.” In this example, the synthesis point is not earned because the essay shows a misunderstanding of the great extent to which the Roman Empire expanded inland from the Mediterranean, as well as a confusion between Phoenician/Greek and Roman methods of expansion.

- c) Responses can extend their argument by explaining the connections between their argument and a different discipline or field of inquiry (Synthesis proficiency C6). These connections must consist of more than just a phrase or reference.

**Example of synthesis by connecting the argument to a different discipline or field of inquiry:**

- A response may earn this point by offering insights from human geography and demographics; for example, by utilizing a core-periphery analysis to describe the relationship between population growth and imperial expansion. The response might discuss, for example, how certain geographic and environmental settings allow for a combination of high agricultural productivity and relative safety from invasion that can lead to sustained and sizable population growth as well as the formation of durable linguistic and cultural identities. Such insights can then be linked to imperial expansion and consolidation to point out how some world regions (notably China) become imperial cores, despite the numerous dynastic changes.

**Example that did not accurately connect the argument to a different discipline or field of inquiry:**

- This response attempts to bring insights from sociology or psychology but fall short of providing an explanation for the specific processes of imperial expansion and consolidation discussed in the essay: “Throughout history, the rich have oppressed the poor. But sooner or later the oppressed become conscious of the oppression and begin to plot and organize to change their fate. The Roman empire went on for hundreds of years making the rich richer and keeping the poor poorer. But finally they could not keep the con going. The poor had had enough of ‘bread and circus,’ they wanted real change. Gladiators revolted, soldiers didn’t want to fight because they were not getting paid, and imperial expansion came to an end.”

## Student Responses

## Sample 2A

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

Mandatory <b>1</b>	Circle one <b>2</b> or <b>3</b>
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The period from 600 BCE to 600 CE was a time of imperial expansion and consolidation. Two of the most powerful and prominent empires of the time were the Roman Empire and China. While on opposite sides of the world, both ~~of~~ the Roman Empire and China successfully created their powerful empires through a strong central government, technology, and cultural unity.

Both Rome and China had strong central governments. Rome had a powerful emperor, assisted by the Senate and other consuls. In China, the emperor held power and was advised by bureaucrats appointed through rigorous examination. In both empires, the rulers wielded considerable political authority over their subjects. Thus, it was possible to build up and maintain large empires effectively.

The use of technology was also critical in the empire-building processes for Rome and China. Advanced military technology allowed Rome and China to conquer nearby regions, effectively expanding their territory. Technology was also critical to maintaining these large

## Sample 2A

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

Mandatory <b>1</b>	Circle one <b>(2)</b> or <b>3</b>
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empire. Agricultural technology, <sup>such as irrigation systems,</sup> maintained the populations of the empire, while infrastructure like canals and roads helped link all parts of the empire together. Without advanced technology, Rome and China would not have been able to maintain their empires.

Cultural unity was ~~at~~ necessary to maintain the Roman and Chinese Empires. Both empires had pride in their respective nationalities and identified with their empires. ~~They were~~ <sup>The people</sup> bound by common languages, like Latin and Chinese, and shared similar belief systems. This cultural unity made consolidation of many various peoples possible. Unlike the Mauryan and Gupta Empire, where there were too many diverse ethnic groups, Rome and China could successfully create true empires.

Rome and China were successful in their imperial expansion and consolidation because they possessed a strong ~~central~~ central government, technology, and cultural unity in spite of the fact they are located on opposite ends of the world. Thus, it is evident that these factors are the most critical pieces to successfully creating strong empires.



## Sample 2B

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

Mandatory <b>1</b>	Circle one <b>2</b> or <b>3</b>
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During the <sup>middle of the</sup> period from 600 BCE to 600 CE, the Han ruled China (more specifically from 200 BCE to 200 CE). This dynasty was one of the longest ruling Chinese dynasties. ~~Their centralized government and technological advances caused the Han to expand.~~ The Han were able to consolidate their empire due to their centralized government. After consolidating, technological and military advances caused the Han to expand.

The Han ruled through a bureaucracy, which allowed the government to be filled with qualified bureaucrats. Because of this system of government, the Han experienced long periods of political stability. This enabled the empire to become more unified and consolidated. This consolidation allowed a military to build up, which eventually led to expansion.

When the Han dynasty was stable enough, politically, to create a military, they did. The military started out small, but grew to a massive size. Because they weren't having to worry about the stability of the government, the Han were able to send the military out to conquer other areas. They conquered the other areas quickly and expanded the empire greatly. In fact, the expansion of the Han is one of the things that they are most well known for, other than their stable government.

Also during this time, the Han were working towards improving their technology. The advancement of things such as irrigation allowed many more crops to be grown. New



## Sample 2B

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

Mandatory <b>1</b>	Circle one <b>(2)</b> or <b>3</b>
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inventions also helped the efficiency of people to increase. Because work was getting easier and food was more plentiful, people didn't have to worry as much about their quality of life and were able to have bigger ~~more~~ families due to the availability of natural resources and food. The population increase expanded the empire. Technological advances allowed the military to be more efficient, which also caused external expansion.

During the middle of the period from 600 BCE to 600 CE, the Han dynasty ruled in China. They were in power for almost 400 years, reigning from approximately 200 BCE to 200 CE. During their reign, the Han were able to consolidate their empire due to their centralized government. However, technological advances and the use of a military also allowed the Han to expand the borders of their empire.

## Sample 2C

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

Mandatory <b>1</b>	Circle one <b>(2)</b> or <b>3</b>
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Between 600 B.C.E and 600 C.E. The imperial expansion of the Roman Empire was aided by different factors. Such things as the roman military which had a great sense of nationalism and massive numbers were a great asset to its expansion. Different and many factors lead to the imperial expansion of the roman empire.

One very large reason for the expansion of the roman empire between 600 B.C.E and 600 C.E. was ~~the~~ the roman army. The roman army had many people in it wanting for a great powerful empire. Another factor was the roads. The roman roads covered the entire empire allowing for people and military forces to travel very quickly from point A to point B. And finally another cause of the roman expansion was that when the romans would conquer a place they would give them the opportunity to surrender and become a part of the roman empire without having to be taken over. Many different aspects lead to the imperial expansion of the Holy Roman Empire.

## Scores and Commentary

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

### Overview

This causation long essay question asks students to analyze the causes of imperial expansion and consolidation in the period c. 600 B.C.E. to 600 C.E.

### Sample 2A

Score: 6

#### A. Thesis (1 point)

The thesis is found in the last sentence of the introductory paragraph: “While on opposite sides of the world, both the Roman Empire and China successfully created their powerful empires through a strong central government, technology, and cultural unity.” The response identifies three historically defensible claims about the consolidation and expansion of empires within the time period 600 B.C.E. to 600 C.E.: a strong central administration, technology, and cultural unity.

#### B. Argument Development: Using the Targeted Historical Thinking Skill (2 points)

##### a) Argument Development – Describes (1 point)

While only two causes of imperial consolidation and expansion were required, three causes are clearly identified and described:

- ♦ Strong central government: “Both Rome and China had strong central governments.”
- ♦ Technology: “Advanced military technology allowed Rome and China to conquer nearby regions, effectively expanding their territory. Technology was also critical to maintaining these large empires.”
- ♦ Cultural unity: “Cultural unity was necessary to maintain the Roman and Chinese Empires.”

##### b) Argument Development – Explains (1 point)

Although this question only required explanation of two causes to earn this point, the response provided explanations for all three causes that were identified:

- ♦ Strong central government: “Both Rome and China had strong central governments, Rome had a powerful emperor, assisted by the Senate and other consuls. In China, the emperor held power and was advised by bureaucrats appointed through rigorous examination. In both empires, the rulers wielded considerable political authority over their subjects.”
- ♦ Technology: “Advanced military technology allowed Rome and China to conquer nearby regions, effectively expanding their territory. Technology was also critical to maintaining these large empires. Agricultural technology, such as irrigation systems, maintained the populations of the empires, while infrastructure like canals and roads helped link all parts of the empire together.”

- ♦ Cultural unity: “Cultural unity was necessary to maintain the Roman and Chinese Empires. Both empires had pride in their respective nationalities and identified with their empires. The people bond by common languages, like Latin and Chinese, and shared similar belief systems. This cultural unity made consolidation of many various peoples possible.”

### C. Argument Development: Using Evidence (2 points)

#### a) Using Evidence – Examples (1 point)

This response contains many concrete and specific historical examples associated with imperial consolidation and expansion within the specified time period, including the Chinese imperial examination system and the Roman Senate and consuls (paragraph 2), irrigation systems (paragraph 3), canals (paragraph 3), roads (paragraph 3), and the use of Chinese (paragraph 4) and Latin (paragraph 4).

#### b) Using Evidence – Effective Substantiation (1 point)

This essay contains concrete and specific historical examples that are utilized to support an assertion associated with the explanation of imperial consolidation. While three such examples were required to earn the point, this response provided four. In paragraph 3, two examples of technology are provided to explain the consolidation of China under Han rule: “canals and roads helped link parts of the [Han] empire together.” In paragraph 4, two specific examples of language are utilized: “The people were bound by common languages, like Latin and Chinese . . . that “made consolidation of many various people possible.”

### D. Synthesis (1 point)

The response earns the point for synthesis by extending the argument through the use of an additional course theme or approach (cultural history) that is not the focus of the question (political history). In addition to analyzing how political structure and uses of technology affected imperial consolidation, the response also considers how “pride in their respective nationalities,” “common languages,” and “shared similar belief systems” facilitated cultural cohesion for both the Roman and Chinese empires.

### Sample 2B

#### Score: 3

### A. Thesis (1 point)

This response identified three causes for imperial expansion and/or consolidation using the Han Empire as an example, asserting the following thesis: “The Han were able to consolidate their empire due to their centralized government. After consolidating, technological and military advances caused the Han to expand.”

### B. Argument Development: Using the Targeted Historical Thinking Skill (2 points)

#### a) Argument Development – Describes (1 point)

The response earns this point for describing the three causes of imperial expansion and/or consolidation that are identified in the thesis: bureaucracy, development of the military, and technological advances.

- ♦ Bureaucracy: “The Han ruled through a bureaucracy, which allowed the government to be filled with qualified bureaucrats.”

- ♦ Development of the military: “The military started out small, but grew to a massive size.”
- ♦ Technological advances: “The Han were working toward improving their technology. The advancement of things such as irrigation allowed many more crops to be grown.”

### **b) Argument Development – Explains (1 point)**

Although at times simplistic in its execution, the response nevertheless earns this point for explaining the reasons for the three causes of imperial expansion and/or consolidation that were identified in the thesis:

- ♦ Bureaucracy: “The Han ruled through a bureaucracy, which allowed the government to be filled with qualified bureaucrats. Because of this system of government, the Han experienced long periods of political stability. This enabled the empire to become more unified and consolidated. This consolidation allowed a military to build up, which eventually led to expansion.”
- ♦ Development of the military: “The military started out small, but grew to a massive size. Because they weren’t having to worry about the stability of the government, the Han were able to send the military out to conquer other areas. They conquered the other areas quickly and expanded the empire greatly.”
- ♦ Technological advances: “The Han were working toward improving their technology. The advancement of things such as irrigation allowed many more crops to be grown. New inventions also helped the efficiency of people to increase. Because work was getting easier and food was more plentiful, people didn’t have to worry as much about their quality of life and were able to have bigger families due to the availability of natural resources and food. The population increase expanded the empire.”

### **C. Argument Development: Using Evidence (0 points)**

#### **a) Using Evidence – Examples (0 points)**

The response does not receive this point because it only provides two, rather than the required three, pieces of accurate, specific evidence: “qualified bureaucrats” and “irrigation.”) The response would have received the point if it had noted another specific piece of evidence such as a specific technological innovation or the ruler of the Han.

#### **c) Using Evidence – Effective Substantiation (0 points)**

The essay does not receive the point for effectively substantiating evidence because it only provides two, not the requisite three, pieces of evidence. The effectively substantiated pieces of evidence were:

- ♦ Linking the training of “qualified” bureaucrats to political stability and consolidation
- ♦ Connecting irrigation to plentiful food, which in turn lead to expansion

The essay would have received a point had another piece of specific evidence been utilized to support a relevant argument or the thesis.

**D. Synthesis (0 points)**

The response does not earn a point for synthesis. It makes no attempt to link the material to another period, geographic location, or situation, or to draw in an alternate historical approach or discipline.

**Sample 2C****Score: 1****A. Thesis (0 points)**

This response identifies one accurate cause for expansion during the period — the Roman military. In order to earn this point, the thesis must make a historically defensible claim identifying at least two causes of imperial expansion and/or consolidation in the period 600 BCE to 600 C.E.

This point could have been earned had the response identified, in the thesis, the role of Roman roads or the role of Roman policies of encouraging surrender and incorporation into the empire as causes of imperial expansion. These causes are included in the body of the response, but not in the thesis.

**B. Argument Development: Using the Targeted Historical Thinking Skill (1 point)****a) Argument Development — Describes (1 point)**

The response earns this point by identifying three causes of imperial expansion (one more than the requisite two to earn this point): the successful campaigns of the Roman army, the connectivity and efficiency of Roman roads, and Roman policies related to the surrender of conquered groups and their incorporation into the empire.

**c) Argument Development — Explains (0 points)**

The response explains only one cause of Roman imperial expansion: Roman roads. The essay explains that the roads allowed “for people and military forces to travel very quickly from point A to point B.” The essay could have earned this point had it explained an additional cause: for example, it would have earned the point if had it included one the following:

- ◆ Growth of the Roman army: The Roman military grew in size when the Marian reforms relaxed restrictions that had previously kept citizens from the lower socioeconomic classes from serving in the army on an equal footing with wealthier citizens.
- ◆ The incorporation of local communities into the Roman Empire: The Roman Empire successfully expanded due to its policy of giving conquered peoples a measure of legal and political rights within the empire, thereby strengthening the loyalty and participation of newly incorporated peoples in further imperial expansion.

**C. Argument Development: Using Evidence (0 points)****a) Using Evidence — Examples (0 points)**

The response does not earn a point for using evidence because the essay does not provide specific factual evidence (place names, people, events, etc.) beyond what it identifies as the causes for the expansion. Had the response articulated all of the following pieces of specific additional evidence it would have received the point:

- ♦ The organization of the Roman military into legions around the empire
- ♦ Roman roads extended into Gaul
- ♦ The surrender of Greek city-states to the Roman Empire after Roman expansion into the region

**b) Using Evidence — Effective Substantiation (0 points)**

The response does not earn a point for effective substantiation of the evidence because the response does not provide any specific evidence points that could have been utilized to support an assertion about the causes of imperial expansion and consolidation.

**D. Synthesis (0 points)**

The response does not earn a point for synthesis. It makes no attempt to link the material to another period, geographic location, or situation, or to draw in an alternate historical approach or discipline.



## Long Essay Question 3

### Question 2 or Question 3

Suggested writing time: 35 minutes

**Directions:** Choose EITHER question 2 or question 3.

In your response you should do the following.

- **Thesis:** Present a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.
  - **Application of Historical Thinking Skills:** Develop and support an argument that applies historical thinking skills as directed by the question.
  - **Supporting the Argument with Evidence:** Utilize specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument.
  - **Synthesis:** Extend the argument by explaining the connections between the argument and ONE of the following.
    - A development in a different historical period, situation, era, or geographical area.
    - A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history).
    - A different discipline or field of inquiry (such as economics, government and politics, art history, or anthropology).
2. Using specific examples, analyze causes of imperial expansion and consolidation in the period circa 600 B.C.E. to 600 C.E. (*Historical thinking skill: Causation*)
3. Using specific examples, analyze causes of imperial decline and collapse in the period circa 600 B.C.E. to 600 C.E. (*Historical thinking skill: Causation*)

WHEN YOU FINISH WRITING, CHECK YOUR WORK ON SECTION II IF TIME PERMITS.

**GO ON TO THE NEXT PAGE.**

### Scoring Guidelines and Notes for Long Essay Question 3

Using specific examples, analyze causes of imperial decline and collapse in the period circa 600 B.C.E. to 600 C.E. (*Historical thinking skill: Causation*)

#### Curriculum Framework Alignment

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
<p><b>ENV-5</b> Explain how human migrations affected the environment.</p> <p><b>SB-3</b> Analyze how state formation and expansion were influenced by various forms of economic organization, such as agrarian, pastoral, mercantile, and industrial production.</p> <p><b>SB-4</b> Explain and compare how social, cultural, and environmental factors influenced state formation, expansion, and dissolution.</p> <p><b>SB-6</b> Assess the relationships between states with centralized governments and those without, including pastoral and agricultural societies.</p> <p><b>SB-8</b> Assess how and why external conflicts and alliances have influenced the process of state building, expansion, and dissolution.</p>	<p>Primary Targeted Skill: Causation</p> <p>Additional Skills: Argumentation Synthesis</p>	<p>2.2 IV 2.3 III</p>

#### Scoring Guidelines

Maximum Possible Points: 6

*Please note:*

- Each point of the rubric is earned independently e.g., a student could earn the point for argument development without earning the point for thesis.
- Unique evidence from the student response is required to earn each point e.g., evidence in the student response that qualifies for either of the targeted skill points, could not be used to earn the point for thesis.

#### A. Thesis (1 point)

**Targeted Skill: Argumentation (E1)**

- 1 point** Presents a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.
- 0 points** Does not present a thesis that makes a historically defensible claim and responds to all parts of the question.

**B. Argument Development: Using the Targeted Historical Thinking Skill  
(2 points)****Targeted Skill: Causation (C2, D1, D2, D3/D4, D5, or D6)**

- 1 point** Describes causes AND/OR effects of a historical event, development, or process.
- 1 point** Explains the reasons for the causes AND/OR effects of a historical event, development, or process.
- 0 points** Does not describe causes AND/OR effects of a historical event, development, or process.

*Scoring Note: If the prompt requires discussion of both causes and effects, responses must address both causes and effects in order to earn either point.*

**C. Argument Development: Using Evidence (2 points)****Targeted Skill: Argumentation (E2 and E3)**

- 1 point** Addresses the topic of the question with specific examples of relevant evidence.
- 1 point** Utilizes specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument.
- 0 points** Does not address the topic of the question with specific examples of relevant evidence.

*Scoring Note: To fully and effectively substantiate the stated thesis or a relevant argument, responses must include a broad range of evidence that, through analysis and explanation, justifies the stated thesis or a relevant argument.*

**D. Synthesis (1 point)****Targeted Skill: Synthesis (C4, C5, or C6)**

- 1 point** Extends the argument by explaining the connections between the argument and ONE of the following.
- A development in a different historical period, situation, era, or geographical area
  - A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history)
  - A different discipline or field of inquiry (such as economics, government and politics, art history, or anthropology) (Note: For AP World and European History only)
- 0 points** Does not extend the argument by explaining the connections between the argument and the other areas listed.

*Scoring Note: The synthesis point requires an explanation of the connections to a different historical period, situation, era, or geographical area, and is **not** awarded for merely a phrase or reference.*

**On Accuracy:** The components of this rubric each require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, the essay may contain errors that do not detract from the overall quality, as long as the historical content used to advance the argument is accurate.

**On Clarity:** These 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 and skills described above.

### Scoring Notes

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

#### A. Thesis (1 point)

Responses earn one point by presenting a thesis that makes a historically defensible claim that responds to all parts of the question (1 point). While the thesis does not need to be a single sentence, it does need to be discrete, meaning it cannot be pieced together from across multiple places within the essay. It can be located in either the introduction or the conclusion, but it cannot be split between the two.

#### Examples of acceptable theses:

- This thesis is an example of a comparative/general statement that identifies factors common to the decline and collapse of multiple empires: “Imperial decline/collapse in the period circa 600 B.C.E. to 600 C.E. was often characterized by a common over-expansion of empires/states, coupled with accompanying instability in government or caused by invasions or conflicting cultures.”
- This thesis addresses a single empire only, but since two or more causes are identified, it is still acceptable: “Due to problems in the noble class, disease, and outside invasions, the Roman empire started their decline and eventually collapsed.”
- This is an example of a minimally acceptable thesis: “The cause of the decline was bad leadership, invasion, and not a well-run government.”

#### Examples of unacceptable theses:

- This attempted thesis provides only categories of causes without specificity: “There were economic, political, and religious causes of imperial decline.”
- These attempted theses provide only an indication of multiple causes without specificity: “There were many causes of imperial decline” or “There were several causes of imperial decline.”
- This attempted thesis provides only a single cause: “Empires in this period collapsed because of weak leadership.”
- This attempted thesis hints at processes of imperial decline and collapse but is entirely embedded in the context of out-of-period or factually incorrect examples: “The founding of Islam in 622 C.E. greatly affected the Holy Roman Empire. The empire exhausted their troops by sending them

to the Holy Land to reclaim it from their Muslim neighbors. A plague of sickness also weakened the empire's defenses. The weakness was taken advantage of by nomadic people called Mongols."

**B. Argument Development: Using the Targeted Historical Thinking Skill (2 points)**

*Note: If the prompt requires discussion of both causes and effects, responses must address both causes and effects in order to earn either point. In this case, the prompt only requires discussion of causes, so responses only need to address causes.*

**a) Argument Development — Describes**

Responses earn one point by describing at least two causes of imperial decline and/or collapse in the period 600 B.C.E. to 600 C.E. (1 point).

**Examples of acceptable descriptions of causes:**

- In most cases, an acceptable description of causes will consist of statements that identify a cause but do not provide an explanation or analysis: "Imperial decline and collapse happened because empires faced economic crises and were attacked by nomadic peoples living outside their borders."
- An acceptable description of a cause can also be developed over several sentences, as long as the connection between the sentences remains largely narrative and/or chronological. In the following example, a description of a cause was credited (in combination with a description of another cause) because there is no attempt to explain: "The collapse of Rome was caused by nomadic invaders. Initially these invasions took territory on the outskirts of the Roman Empire. As the government weakened and its control loosened, the invaders were able to work themselves deeper into the Empire. Eventually, the invaders took Rome and the Empire collapsed."

**Examples of unacceptable descriptions of causes:**

- A generic doom-and-gloom narrative that does not provide any specific causes of imperial decline and collapse: "The dynasties kept dying out. The people of China were losing hope. The leaders were only trying to help themselves, not thinking about the future of China. They just could not find a strong leader to help China succeed."
- A narrative of historical events related to imperial collapse that mistakes effects for causes: "After the fall of Rome, the empire was split into 2 sections: East and West. West Rome did not reunify . . . The East, however, was reunified under emperor Constantine. This new empire became the Byzantine Empire . . ."
- A narrative that identifies only a single cause of imperial decline and collapse.

**b) Argument Development — Explains**

Responses earn one point by analyzing or explaining the reasons for at least two causes of imperial decline and/or collapse in the period specified in the prompt (1 point).

**Examples of acceptable explanations of the reasons for causes:**

- The response presents (in combination with an explanation of at least one other cause) causative factors in an explicitly analytical framework, including an explanation of general patterns of decline and collapse, before proceeding to offer specific examples: “The chief cause of imperial collapse during this period was an overexpansion of territory. During this time, power was defined by land, so empires/states focused on accumulating and controlling as much land as possible. While this strategy initially contributed to the power of the states, it ultimately led to their decline as the expanse of the empires became too much for the state to control. In the Roman Empire . . .”
- The response identifies (in combination with an explanation of at least one other cause) a cause of imperial decline and collapse and then proceeds to explain clearly how the cause resulted in the decline and collapse. Specific evidence may be provided in support but is not required: “Ineffective economic system also caused the weakening of Rome. From all the conquests and expansion, Rome was left with extensive wealth. This led to inflation. As the prices of food and materials rose dramatically, peasants and the lower class were now not able to afford food. Also, with the price of goods raised, farmers and soldiers . . . became in debt and were not being paid.”

**Example of an unacceptable explanation of the reasons for causes:**

- Attempts to explain a cause may be unsuccessful because they provide irrelevant or factually inaccurate information in support of a claim. In the following example, an attempt is made to explain two factors of imperial decline (disease and population decline), but the cause that is given (sanitation systems) is incorrect: “The development of sanitation systems led to a vulnerability to disease, so when plagues hit, the populations of both empires decreased rapidly.”

**C. Argument Development: Using Evidence (2 points)****a) Using Evidence — Examples**

Responses earn one point by addressing the topic of the question by referring to at least three pieces of relevant evidence from one or more appropriate examples of states or empires in the period 600 B.C.E. to 600 C.E. (1 point). Responses can earn this point without having a stated thesis or a relevant argument.

**Examples of specific evidence that could be used to address the topic of the question:**

- In-period examples of nomadic invaders: Germanic tribes (Ostrogoths, Visigoths, Vandals), Xiongnu, Huns, Hephthalites, etc.
- In-period examples of specific imperial policies or ruling philosophies that weakened empires: “Legalism . . . fostered enmity of the citizens, leading to the decline and collapse of the Qin dynasty.”
- In-period examples of specific internal conflicts and/or revolts: the time of the Roman soldier emperors, the Yellow Turban rebellion in Han China.
- In-period examples of specific economic problems: inflation, peasant indebtedness, decline of traditional labor systems and agricultural practices.

- In-period examples of specific environmental factors, including disease, that contributed to the decline and collapse of empires: the plague of Justinian.

**Examples of unsuccessfully using evidence to address the topic of the question:**

- Out-of-period evidence: “Mongol or Viking invaders; Merovingian/ Carolingian Frankish empire building; the “Black Death . . .”
- Factually incorrect or overgeneralized statements offered as evidence: “The nobles of the Roman empire began to have children later in life and some didn’t have children before passing away. At the time the noble class were the ones who fought for the empire and with a smaller noble class you have a smaller army.”
- Statements offered as evidence that do not directly support a stated cause of imperial decline or collapse: “In India, the change from the Mauryan to the Gupta empire was very momentous because it led to the triumph of Hinduism over Buddhism and created Indian society as we now know it. Though it ended Ashoka’s well-intentioned experiment with Buddhism, this shows that imperial collapse can lead to positive outcomes.”

**b) Using Evidence — Effective Substantiation**

Responses earn one point by utilizing at least three pieces of relevant evidence from one or more appropriate examples of states or empires from the time period specified in the prompt to fully and effectively substantiate a thesis or relevant argument about the causes of imperial decline and collapse (1 point). Fully and effectively substantiating the thesis goes beyond merely providing many examples. This point is earned by clearly and consistently linking significant evidence to the argument and showing how the evidence demonstrates the causes of imperial decline and collapse in the time period specified in the prompt.

**Examples of evidence that could be utilized to substantiate an argument:**

- This example includes multiple pieces of specific evidence (Mandate of Heaven, the rise of the Qin state, Legalism, the persecution of Confucianism, the Xian terra cotta warriors’ tomb) that are embedded in an analysis that fully and effectively substantiates the claim that Shi Huangdi’s embrace of Legalism contributed to the Qin dynasty’s decline and collapse.
  - “The Chinese explained how empires rose and fell through the concept of the mandate of Heaven. According to this, when rulers rule according to Confucian principles and guide and protect the people, the dynasty grows and prospers. But when rulers become too harsh and exceed the norms of being good and wise kings, the dynasty loses the mandate of Heaven and is overthrown. A great example is the Qin Dynasty. Shi Huangdi, the greatest Qin ruler, defeated all other small states in China and became the only emperor. But then he began following the harsh teachings of legalism, which say that people should be kept on a tight leash, taxed and worked until they could no longer take it. Shi also banned Confucianism and burned their books. He wasted China’s resources by building a giant



tomb in the capital, with thousands of clay guards. In all these ways, he stretched China's resources and caused his dynasty to lose the mandate of Heaven."

- This example includes multiple pieces of specific evidence (emperor worship, Mithraism and other salvation religions, Roman persecutions of Christianity, Christian refusal to participate in emperor cults, early Christianity's emphasis on salvation in the afterlife) that are embedded in an analysis that fully and effectively substantiates the claim that the spread of Christianity contributed to the decline and collapse of the Roman empire.
  - "One of the main factors that led to the decline and fall of the Roman Empire was religious change, especially Christianity. For a long time, Romans had been unified by their embrace of their old pagan gods. They also worshipped the emperor and previous great emperors as gods. This gave the Romans a sense of belonging and loyalty to the empire. But, as the empire began to decline, the old religion did not appeal to people anymore. With the empire under constant attack by barbarians, people needed new religious beliefs that gave them hope for the afterlife. Some started worshipping Mithras, others chose other smaller religions. But most went for Christianity because it promised them salvation in the afterlife. Though Roman leaders banned and persecuted Christianity, it grew like wildfire. Christians would not worship the emperor because they could only pray to their God, and they were focused on saving their souls in the afterlife, and not on serving the emperors. So fewer and fewer people remained loyal to the empire and that continued until one of the emperors, Constantine, became a Christian himself. But by then it was too late and the Roman empire was too weak."

**Example of unsuccessfully attempting to substantiate an argument with evidence:**

- This example brings in multiple pieces of specific evidence but does not use the evidence in support of an argument or an assertion. Even though this discussion contains numerous examples of specific evidence (in addition to some minor errors), it does not link the evidence to any specific assertion or argument regarding causes of imperial decline and collapse.
  - "In the last century of the Rome it seemed like everyone could defeat the Roman armies. They were defeated by the Iranian Sassanid dynasty, the Goths in Greece, Vandals in Africa, Visigoths in Spain and Germans from the north. One commander of the Visigoths even attacked and took Rome itself (in 410), though he quickly moved on. Then there were the armies of Attila the Hun who swept through the European parts of the empire."

**D. Synthesis (1 point)**

Responses earn a point for synthesis by extending their argument in one of three possible ways (1 point).

- a) Responses can extend their argument by explaining the connections between their argument and a development in a different historical period, situation, era, or geographical area (Synthesis proficiency C4). These connections must consist of more than just a phrase or reference.

**Example of synthesis by connecting the argument to a development in a different historical period, situation, era, or geographical area:**

- A successful response may contain a cross-chronological comparison between imperial decline in the period specified in the question and other instances of imperial decline and collapse in other periods. The comparison must clearly explain the commonalities between the dynamics of imperial decline and collapse in the two contexts to earn the point; for example, in an essay that had identified territorial overextension as one of the causes of imperial collapse in the period 600 B.C.E. to 600 C.E.: “From a different historical context, at a much later time period, Napoleon’s state met similar causes of decline. While Napoleon’s wild ambition drove him to expand far beyond the stretches he was capable of maintaining, the stability of his power was compromised and reached a decline. In attempting to create a Europe-wide empire as well as an Empire in the New World, he reached his limits.”

**Examples that did not accurately connect the argument to a development in a different historical period, situation, era, or geographical area:**

- This example includes an attempt at a cross-chronological comparison that is only a passing reference: “Plagues and epidemics played a huge role in the decline of Rome and Han China, as they often do in the decline of empires in general.”
  - In this example, an attempt at a cross-chronological comparison presents an accurate narrative but does not provide an explicit analytical connection between that narrative and imperial expansion and consolidation in the period circa 600 B.C.E. to 600 C.E.: “The European colonial empires in the nineteenth and twentieth century also declined for various reasons. Especially after WWI, many people living in the colonies could no longer buy the civilizing mission excuse for why they were being colonized. This led to the formation of many decolonization movements, such as the Indian National congress, pan-Africanism, Negritude, the Vietnamese national movement, etc.”
- b) Responses can extend their argument by explaining the connections between their argument and a course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history) (Synthesis proficiency C5). These connections must consist of more than just a phrase or reference.

**Example of synthesis by connecting the argument to a different course theme or approach to history:**

- Although the main focus of the question is on the themes of State Building, Expansion, and Conflict and Interactions between Humans and the Environment, this response draws on a different course theme by extending the argument to address specific social factors in the decline and collapse of the Roman Empire. The argument is extended by an explanation of how social dislocation led to imperial decline: “But as time progressed, the encapsulated people became more and more different and thus distant from imperial bureaucratic practices. For example, Rome held territory from Spain to the Middle East, and, as cultures diverged, the representation lessened, leading to the rise of feudal societies . . . Feudal states [also] became more common as urban areas were wiped out by disease.”

**Example that did not accurately connect the argument to a different course theme or approach to history:**

- This response attempts to connect the theme of imperial decline and collapse to environmental factors but fails to extend the argument because of factually incorrect statements or overgeneralizations. The synthesis point is not earned because the essay greatly overstates the historical significance of the environmental factor it identifies, leading to factually unsupported overgeneralizations (lead poisoning being a major cause of population decline):
    - “At the same time that the empire was under attack from outside, it was also undermined by a silent enemy from the inside—lead. The Romans used lead pipes in their water and sewer systems, and cooked their meals and stored their wine in lead pans and jugs. The wealthy Roman women even used makeup that had lead and mercury in it. If only they knew what we know now they would not have been doing those things because lead can leach out in your water and food and poison you. Lead poisoning was a major cause why the population of Rome plummeted and the survivors were weakened and couldn’t fight against the barbarians. They just had no idea what was killing them.”
- c) Responses can extend their argument by explaining the connections between their argument and a different discipline or field of inquiry (Synthesis proficiency C6). These connections must consist of more than just a phrase or reference.

**Example of synthesis by connecting the argument to a different discipline or field of inquiry:**

- A response may earn this point by offering insights from economics about the role of inflation, currency manipulation (including coinage debasement) and imposing politically motivated market regulations (e.g., attempts to impose uniform prices across a large territory) in destabilizing the economy. Such insights can then be linked to specific policies that led to the decline and collapse of empires in the period 600 B.C.E. to 600 C.E., particularly the Roman and Han empires.

**Example that did not accurately connect the argument to a different discipline or field of inquiry:**

- The response attempts to bring insights from cultural anthropology but falls short of providing a clear and explicit explanation for the processes of imperial decline and collapse discussed in the essay. In this example, the insight from an outside discipline, though promising, was not developed well enough to illustrate effectively how factors such as overextension and difficulties in maintaining political legitimacy played a role in the decline and collapse of the Roman and Han empires:
  - “Studies of indigenous tribes in Africa, New Guinea, and the Amazon show that the smaller the society the more closely people identify with their leaders (elders) and the more tight-knit the communities are. In bigger societies, ruling becomes harder as leaders feel more removed from ordinary people and, in the end, impossible. That was the problem of big world empires like the Romans and the Hans—they had grown too large for their own good and could not carry on.”

## Student Responses

## Sample 3A

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

Mandatory <b>1</b>	Circle one <b>2</b> or <b>3</b>
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Imperial decline/collapse in the period circa 600 B.C.E. to 600 C.E. was often characterized by a common over-expansion of empires/states, coupled with ~~increased~~ accompanying instability ~~in~~ in government or caused by invasions/conflicting cultures, as seen by the Roman Empire and Han China.

The chief cause of <sup>imperial</sup> decline/collapse during this period was an over-expansion of territory. During this time, ~~the~~ power was defined by land, so empires/states focused on accumulating and controlling as much land as possible. While this strategy initially contributed to the power of the states, it ultimately led to their decline, as the expanse of the empires became too much for the state to control. In the Roman Empire, the state expanded too far from its core location, <sup>in Rome</sup> ~~in~~ <sup>leading</sup> spanning cultures that did not blend in and overstepping the ability of the state to control its land. As the empire expanded into North Africa and ~~the~~ began to expand into ~~back~~ ~~the~~ ~~modern-day~~ ~~middle east~~, it reached its limits. These new areas had ~~more~~ different cultures and did not match the Christian ideology/structure of the empire's Roman center. As these lands became difficult to control, an unstable government plagued with power struggles was unable to meet new needs. ~~The~~ Han China also overexpanded, as it stretched out from its central location. New lands with new people and a financial/political inability of the established

## Sample 3A

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

Mandatory <b>1</b>	Circle one <b>2</b> or <b>3</b>
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bureaucracy to control these newlands contributed to the state's decline.

Other factors contributed to this overall over-expansion, as outside groups disturbed the stability of the state. In the Roman Empire, Germanic peoples from the west and competing, powerful states from the East threatened the stability of the Empire. As it stretched from its center, it ~~was~~ ~~reached~~ pushed to the boundaries of other powers and peoples, who threatened the expansive tactics of the Romans. In Han China, ~~a~~ continuous ~~unending~~ conflicting powers and nomadic peoples disturbed the careful stability of the bureaucratic system. Both ~~the~~ locations were simply unable to maintain stability, as their precarious state from over-expansion met threats from outside and within.

The states themselves were also contributing factors to their decline, as many imperial states had not established a government strong enough for its ambitions. In the Roman Empire, a chronically conflicting central government and fragile bureaucracy met ~~the~~ individuals battling to be emperor, which did not create a strong/stable center to control its wild ambitions in expansion. In Han China,

## Sample 3A

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

Mandatory <b>1</b>	Circle one <b>2 or 3</b>
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a careful Bureaucratic system ~~was~~ with elected officials was simply not strong enough, either, to meet expanding territory and threats to stability.

From a different historical context, at a much later time period, Napoleon's state met similar causes of decline. While Napoleon's wild ambition drove him to expand far beyond the stretches he was capable of maintaining, the stability of his power was compromised and reached a decline.

In attempting to create a Europe-wide empire as well as an Empire in the New world, he reached his limits.

Imperial collapse / decline in the period circa 600 B.C.E. to 600 C.E. was characterized by over-expansion as a key cause, accompanied by outside threats and internal weakness / instability, as evident in the Roman Empire and Han China.



## Sample 3B

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

Mandatory <b>1</b>	Circle one <b>2</b> or <b>3</b>
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There are many reasons for an empire to fall and collapse. The Roman empire, once strong, powerful and one of the biggest empires in history, fell and declined for many reasons. Rome began to struggle in many areas, including pay of soldiers and corruption. Many other reasons led to its decline, as well. Rome's decline and fall can be connected with social, political, and economic weaknesses such as invasion, corruption, and inflation of currency.

There are many weaknesses in the social aspects of Rome that contributed to its collapse. At its height of power, the Roman empire conquered other lands for wealth and citizens. Once it began to stop conquering and expanding, the lack of money and resources led to decline in social status. Also, outside barbarian tribes, such as the Franks and the Vikings attacked the borders. With the army losing pride in Rome, they began to hire mercenaries. They were not as powerful, and they could not hold the borders that were being attacked. The declining social status of Rome led to its eventual fall.

## Sample 3B

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

Mandatory <b>1</b>	Circle one <b>2</b> or <b>3</b>
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<sup>Economic systems</sup>  
 Ineffective ~~economic systems~~ also  
 caused the weakening of Rome. From all of  
 the conquest and expansion, Rome was left  
 with extensive wealth. This led to inflation, and  
 the prices of food and materials rose dramatic  
 Peasants and the lower class were now not  
 able to afford food. Also, with the price of  
 goods raised, farmers and soldiers both  
 became in debt and were not being paid.  
 Rome was now not able to feed or  
 protect its army. The economy of Rome  
 dramatically declined, leading to the fall of Rome.  
 Political aspects of Rome also  
 played a part in Rome's collapse. Ineffective  
 rulers came to power, and were not able  
 to protect the empire. Also, greedy politicians  
 stole ~~money~~ vast amounts of money,  
 worsening the economic situation.  
 Political aspects further hastened the  
 fall of the great empire of Rome.

## Sample 3C

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

Mandatory <b>1</b>	Circle one <b>2</b> or <b>3</b>
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Imperial decline + Collapse, specifically the Roman Empire, from 600 BCE to 600 CE was caused by nomadic invaders. These invasions weakened the empire, + ultimately led to its collapse.

The collapse of Rome was caused by nomadic invaders. Initially, these invasions took ~~away~~ territory on the outskirts of the Roman Empire. As the government weakened + its control loosened, the invaders were able to work themselves ~~into~~ deeper into the Empire. Eventually, the invaders took Rome, + the Empire collapsed.

After the fall of Rome, the empire was split into 2 sections: East + West. ~~that~~ <sup>West</sup> Rome did not reunify. It was split into many small kingdoms. No improvements or extensions were made to the Roman Empire in the ~~East~~ <sup>West</sup>. The ~~East~~ East however, was reunified under the emperor Constantine. This new empire became the Byzantine Empire. The Byzantine Empire sought to restore the Roman Empire. Though the Byzantine Empire flourished, it did not restore the glory of the Roman Empire completely.

In conclusion, the <sup>imperial</sup> decline + collapse from 600 BCE to 600 CE of the Roman Empire was

## Sample 3C

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

Mandatory 1	Circle one 2 or <b>3</b>
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caused by nomadic invaders. Though the Empire was partially reunited by the Byzantine Empire, the Roman Empire was never fully restored.

## Scores and Commentary

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

### Overview

This causation long essay question asks students to analyze the causes of imperial decline and collapse in the period c. 600 B.C.E. to 600 C.E.

### Sample 3A

Score: 6

#### A. Thesis (1 point)

The thesis is the entirety of the first paragraph, where the response identifies a number of historically defensible claims about the decline of empires within the time period 600 B.C.E. to 600 C.E., including imperial overexpansion, invasions and cultural conflicts, and internal governmental instability.

#### B. Argument Development: Using the Targeted Historical Thinking Skill (2 points)

##### a) Argument Development – Describes (1 point)

While only two causes of imperial decline were required to earn this point, three causes are clearly identified and described:

- ♦ Territorial overexpansion: “The chief cause of imperial decline/collapse during this period was an over-expansion of territory.”
- ♦ Internal instability due to external threats: “Other factors contributed to this overall over-expansion, as outside groups disturbed the stability of the state.”
- ♦ Governmental weaknesses: “The states themselves were also contributing factors to their decline, as many imperial states had not established a government strong enough for its ambitions.”

##### b) Argument Development – Explains (1 point)

Only two causes of imperial decline require explanation to earn this point, but this response explains the three causes of imperial decline and/or collapse that it presents:

- ♦ Territorial overexpansion: “The chief cause of imperial decline/collapse during this period was an over-expansion of territory. During this time, power was defined by land, so empires/states focused on accumulating and controlling as much land as possible. While this strategy initially contributed to the power of the states, it ultimately led to their decline, as the expanse of the empires became too much for the state to control.”
- ♦ Internal instability due to external threats: “Other factors contributed to this overall over-expansion, as outside groups disturbed the stability of the state. In the Roman Empire, Germanic peoples from the West and competing, powerful states from the East threatened the stability of the Empire . . . In Han China, continuous conflicting powers and nomadic peoples disturbed the careful stability of the bureaucratic system.”

- ♦ Governmental weaknesses: “The states themselves were also contributing factors to their decline, as many imperial states had not established a government strong enough for its ambitions. In the Roman Empire, a chronically conflicting central government and fragile bureaucracy met individuals battling to be emperor, which did not create a strong/stable center to control its wild ambitions in expansion.”

### C. Argument Development: Using Evidence (2 points)

#### a) Using Evidence – Examples (1 point)

The response identifies multiple specific historical examples associated with imperial decline and collapse. These include specific reference to Roman expansion in North Africa and the Middle East, the identification of Germans as invaders, and imperial dynastic rivalry.

#### b) Using Evidence – Effective Substantiation (1 point)

This response provides multiple instances where the specific evidence provided is used to effectively substantiate the thesis or argument:

- ♦ The response explains that the Roman expansion in North Africa and the Middle East led to Roman control over “cultures that did not blend in” (the statement that the expanding Roman Empire had a “Christian ideology” is chronologically inaccurate, but that error does not detract from the overall argument).
- ♦ The response explains that the Germanic invasions were caused by Roman infringement into “the boundaries of other powers and peoples.”
- ♦ The response explains that succession struggles weakened the Roman and Han empires because they coincided with chronic conflict between the “central government and [a] fragile bureaucracy.”

### D. Synthesis (1 point)

The response earns the point for synthesis by extending and enriching the argument by bringing in an example of imperial decline from a different historical time period: “From a different historical context, at a much later time period, Napoleon’s state met similar causes of decline. While Napoleon’s wild ambition drove him to expand far beyond the stretches he was capable of maintaining, the stability of his power was compromised and reached a decline. In attempting to create a Europe-wide empire as well as an Empire in the new world, he reached his limits.”

### Sample 3B

Score: 4

#### A. Thesis (1 point)

This response earns the point for thesis as it makes the historically defensible claim that “Rome’s decline and fall can be connected with social, political, and economic weaknesses such as invasion, corruption, and inflation of currency.” Had the response not included the specific references to invasion, corruption, and inflation of currency to support the claim, it would not have earned the point.



**B. Argument Development: Using the Targeted Historical Thinking Skill (1 point)****a) Argument Development – Describes (1 point)**

The response includes a discussion of three causes. The discussion of the first cause (the “decline of social status” contributing to the decline of the empire) is too vague and broad to earn credit on its own. The response would have had to be more specific about which social classes were affected or be more precise about what is meant by “weaknesses in social aspects” for this cause to count toward the point. In this case, the discussion of the other two causes does qualify this response to earn this point. The response notes that “ineffective economic systems also caused the weakening of Rome” and that “ineffective rulers came to power . . . Also, greedy politicians stole vast amounts of money worsening the economic situation.”

**b) Argument Development – Explains (0 points)**

For the three causes identified, only one includes an explanation of the reasons for the decline and/or collapse; thus, the response does not earn this point. The one viable explanation the response provided pertained to how inflation led to economic decline: “From all of the conquest and expansion, Rome was left with extensive wealth. This led to inflation and the prices of goods and materials rose dramatically. Peasants the lower class were now not able to afford food. Also, with the price of goods raised, farmers and soldiers both became in debt and were not being paid.”

There is no explanation of how the decline of “social status” contributed to the decline of the empire. The response notes that attacks by “Franks and the Vikings” led to a loss of pride in the army, leading to the hiring of mercenaries and eventual collapse of the borders, but none of these are connected to “weaknesses in social aspects.” If the essay had argued that a cause of decline was overexpansion or the decline of the military, these explanations would have counted toward earning the point.

Similarly, there is no explanation of how political corruption led to decline. If the essay contained an such an explanation, it would have counted toward earning the point. The response also could have noted how increasing competition between political figures led to instability and then decline.

**C. Argument Development: Using Evidence (2 points)****a) Using Evidence – Examples (1 point)**

The response includes multiple mentions of specific evidence; for instance, noting that the Franks threatened the Roman Empire, the empire employed mercenary soldiers, inflation was rampant within the empire, and the debts of farmers and soldiers increased rapidly within the empire.

**b) Using Evidence – Effective Substantiation (1 point)**

The response is awarded this point because it utilizes three pieces of evidence to fully and effectively substantiate the thesis, explaining how the invasions by the Franks contributed to the decline of the empire; explaining how the use of mercenaries, who were not as powerful as Roman soldiers, contributed to decline of the empire; and explaining how inflation and debt led to the decline of the empire.



**D. Synthesis (0 points)**

The response does not earn the point for synthesis because the essay does not attempt to develop arguments about a different historical period, situation, or era. It does not bring in an additional course theme or approach, nor does it introduce insights from a different discipline.

**Sample 3C****Score: 1****A. Thesis (0 points)**

This response does not earn a point for thesis as it only provides one cause (nomadic invasion) for the decline and collapse of imperial states between 600 B.C.E. and 600 C.E. The response could have earned the point if it had clearly articulated in the thesis paragraph factors related to the political and cultural divisions within the Roman Empire, which the response begins to explore in the body of the essay.

**B. Argument Development: Using the Targeted Historical Thinking Skill (0 points)****a) Argument Development – Describes (0 points)**

The response does not earn a point for describing the causes because it only accurately describes one cause of imperial decline and collapse in the body of the essay, whereas two are required to earn this point. The response achieves one description of a cause when it states, “The collapse of Rome was caused by nomadic invaders.” The statement, “After the fall of Rome, the empire was split into 2 sections: East & West” does not accurately describe a cause of the collapse of the empire. This statement describes imperial fragmentation, but not a cause of that fragmentation. Moreover, the essay asserts that the fragmentation caused the growth of the Byzantine Empire, which is not an example of decline or collapse. The response could have earned the point if it had accurately described a cause for the political or cultural fragmentation of the Roman Empire in the later part of the identified period.

**b) Argument Development – Explains (0 points)**

The response does not earn a point for explaining the causes because it successfully explains only one cause of imperial decline and collapse when two explanations are required. The one adequate explanation of a cause states that the invaders took advantage of government weakness to push further into the Roman territory, eventually being able to capture the capital, Rome.

**C. Argument Development: Using Evidence (1 point)****a) Using Evidence – Examples (1 point)**

The response addresses the topic of the question with three pieces of specific evidence:

- ♦ The taking of the capital Rome
- ♦ The fragmentation of the empire as the split between East and West
- ♦ The leadership of the empire, Emperor Constantine

**b) Using Evidence — Effective Substantiation (0 points)**

The response does not effectively use evidence to substantiate the argument. The response identifies that invaders took Rome, but it does not extend this evidence to explain why or how the fall of the city led to full imperial collapse or decline. The response identifies the fragmentation of the empire during the period, but it does not specifically explain how this fragmentation led to collapse or decline. The response identifies a leader, Constantine, who is appropriate to the period and topic, but it does not explain how or why Constantine played a role in the empire's decline.

**D. Synthesis (0 points)**

The essay does not achieve synthesis because the essay does not attempt to develop arguments about a different historical period, situation, or era. It does not bring in an additional course theme or approach, nor does it introduce insights from a different discipline.