

AP[®] WORLD HISTORY

2009 SCORING GUIDELINES

Question 2—Continuity/Change over Time

BASIC CORE (competence)

0–7 Points

1. Has acceptable thesis.

1 Point

- Addresses the global issues and the time period(s) specified.
- The thesis correctly specifies BOTH continuity and change in patterns of interactions along the Silk Roads from 200 B.C.E. to 1450 C.E.
- Students **need not** address “the patterns” but must address interactions.
 - Examples: religions, diseases, economic systems, technology, animals, products.
- The thesis must be explicitly stated in the introduction or the conclusion of the essay.
- The thesis may appear as one sentence or as multiple sentences.
- A thesis that is split among multiple paragraphs or merely restates the prompt is unacceptable. For example, “There were many continuities and changes ...” is not acceptable.
- The thesis CANNOT count for any other point.

2. Addresses all parts of the question, though not necessarily evenly or thoroughly.

2 Points

For 2 points:

- Essay addresses BOTH continuity AND change in patterns of interactions along the Silk Roads with historically relevant specificity.

For 1 point:

- Addresses EITHER continuity OR change in patterns of interactions along the Silk Roads with historically relevant specificity.
- “Addressing ...” CANNOT count for any other point.

3. Substantiates thesis with appropriate historical evidence.

2 Points

For 2 points:

- Provides at least five pieces of accurate evidence of continuity AND change in patterns of interactions along the Silk Roads.
 - Each piece of evidence must be a supporting example of continuity OR change in patterns of interactions along the Silk Roads.
 - Examples: religions, disease, economic systems, technology, animals, products.

For 1 point:

- Partially substantiates thesis with appropriate historical evidence.
- Provides at least four pieces of accurate evidence of continuity AND/OR change in patterns of interactions along the Silk Roads.
 - Each piece of evidence must be a supporting example of continuity OR change in patterns of interactions along the Silk Roads.

4. Uses relevant world historical context effectively to explain continuity and change over time.

1 Point

- The essay relates or describes an extraregional connection or a global process to explain a continuity OR change in patterns of interactions along the Silk Roads.
 - Example: “Over a period of time, Silk Roads were responsible for bringing different cultures into contact” is NOT acceptable because of the lack of specificity.
- Using “relevant world historical context” CANNOT count for the analysis point (#5).

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Question 2—Continuity/Change over Time (continued)

5. Analyzes the process of continuity and change over time. **1 Point**

- Accurately explains reason for or impact of a continuity OR change in patterns of interactions along the Silk Roads.
 - Example: “The introduction of paper along the Silk Roads allowed governments to keep more detailed records and enhance their power.”
- “Analyzes ...” CANNOT count for “uses relevant world historical context” (#4).

Subtotal **7 Points**

EXPANDED CORE (excellence)

0–2 Points

Expands beyond basic core of 1–7 points. A student **must** earn **7 points** in the basic core area before earning points in the expanded core area.

Examples:

- Has a clear, analytical, and comprehensive thesis.
- Analyzes all issues of the question (as relevant): global context, chronology, causation, change, continuity, effects, content.
- Provides ample historical evidence to substantiate thesis.
- Provides links with relevant ideas, events, and trends in an innovative way.

Subtotal **2 Points**

TOTAL **9 Points**

From 200 BCE to 1450 CE, the Silk Road was ~~an~~ extremely important ~~to~~ ⁱⁿ connecting China in the East to the empires of the West. While goods traded, ~~countries~~ ^{and} nations, and people involved changed over time, the continuous flow of new technology, religions, customs, ideas, and the occasional plague never abated.

Circa roughly 200 BCE, the Silk Roads came into use. At this time, they linked the Roman empire to the Han Dynasty. Both empires dominated their respective regions and were very wealthy and powerful, so luxury goods such as silk were typically traded. The Roads were in heavy use, especially during the Pax Romana and the Han Golden Age.

In 476 CE, ~~Rome fell~~ Western Rome fell. Eastern Rome rose again as the Byzantine empire, which was to last for nearly a thousand years. They picked up trade where Rome had left off, albeit on a considerably smaller scale when the Han Dynasty fell.

The Silk Roads were revived once again under the Islamic Umayyad and Abbasid empires in the west, and the Tang and Song Dynasties in the east. The trade ~~flows~~ patterns were much the same as in previous years. Also just as, or perhaps more, important than the goods traded.

was the cultural interactions and diffusion that took place. For instance, the Muslim empires adopted paper money from the Chinese. This was especially important when most of Asia was taken over by the Mongols. Kublai Khan expanded the ~~S~~ network of the Silk Roads, trading heavily with the Delhi Sultanate and Ilkhanate to the south and south-west, respectively. This allowed for the rapid spread of the Bubonic Plague, which killed 35 million people in China, and up to $\frac{1}{3}$ of the ~~E~~ people of Western Europe. The Silk Roads continued unabated ~~until~~ even after the fall of the Mongols, until it was usurped by Atlantic Ocean trade at roughly the end of the fifteenth century CE.

While there were many changes in the pattern of trade through the Silk Road in this millennium and a half, some things remained the same. For instance, the spread of religion and culture was just as important as the ~~spread~~ trade itself. Religions such as Islam, Christianity, and Buddhism were spread this way. Ideas and technology were also often also spread among the participating peoples. This is how ship-building and navigation technologies found their way to Europe, beginning the Age of Exploration.

The Silk Roads were a set of trading routes that spanned across most of Asia linking Eastern Europe to areas from Eastern Europe all the way to China. Patterns of interaction both changed and remained the same during 200 BCE to 1450 CE due to the rise and fall of different societies and cultures.

Muslim merchants constantly dominated the Silk Road trade routes throughout its existence. Muslim traders were prevalent in the Indian Ocean trade and also controlled major areas through the Middle East and Persia. It was through Muslim ^{traders} ~~diffusion~~ that ~~is~~ products from China made their way to Rome and vice versa. Another major item that the Silk Road continually spread was religion. Buddhism was introduced to China by way of the Silk Road, and even religions such as Christianity were transmitted from Europe to Asia.

However, a major source of cultural diffusion - invasions and war - was not really apparent on the Silk Road in any large scale until the rise of the Mongols. While having no taste for cultural development themselves, the Mongols usually allowed existing cultures to remain. Thus, when the Mongols ~~for~~ conquered their way throughout Eurasia, eventually establishing an enormous empire, the result was a linking of ~~and~~ cultures that may not have been so closely involved before. The Mongols caused a boom of cultural and trading interactions along the Silk Roads with

Write in the box the number of the question you are answering on this page as it is designated in the exam.

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~~The establishment of their huge Empire, attracted far of the Mongols in 1450 CE, however, as things started to begin to slowly which lasted until its fall in 1450 CE.~~

The Silk Road was the major link between East and West in the time period between 200 BCE to 1450 CE. Muslim merchants dominated Silk Road trade consistently, but the Mongol Empire became a tying force as it brought different cultures together under the same ~~Empire~~. empire.

Over centuries the Silk Road grew from a local network to a massively extensive system of commerce spanning thousands of miles and incorporating many nations and commodities.

The Silk Road grew out of virtually nothing. In 200 BCE, there were 3 zones: the Europeans traded in the Mediterranean, the Arabs traded in Arabia, and the Asians traded with themselves. There was no contact with the outside world. Then as is human nature people began to wonder what lay around them, so they began to explore.

The intermediate stage in the Silk Road lay when it only had two stops, Mediterranean... China. When the first Europeans reached China they found a bustling prosperous metropolis that could match, even surpass, anything that Europe had to offer. It was here that the silk road got its name. The Chinese had a delicate and elegant material they called silk, that the Europeans fell absolutely head-over-

heels for. It would soon become the dominant dress of European aristocracy.

The final stage of the Silk Road developed just before the middle ages. It encompassed all of the known world at the time. Of course the route to China remained intact, but now came the East Coast of Africa, Arabia, the steppes of Russia, and even India. This was an incredibly complex network; now every culture could enjoy the goods of all the others. It was in this time that Marco Polo made his famous trek to China.

The very end of the Silk Road network came at about 1450 when the Ottoman Turks blocked all overland routes. This led to the increased use of sea-going merchant fleets and sparked the Age of Exploration in Europe. The Silk Road allowed the sharing of wealth, of knowledge, and of culture. It led to the economic prosperity for Europe and opened the door to the next age.

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2009 SCORING COMMENTARY

Question 2—Continuity/Change over Time

Overview

Students were asked to analyze the continuities and changes in patterns of interactions along the Silk Roads from 200 B.C.E. to 1450 C.E. They had five tasks: 1) to write an acceptable thesis that correctly specified both continuity and change; 2) to address both continuity and change, although not evenly or thoroughly; 3) to substantiate their thesis with appropriate historical evidence; 4) to use world historical context to effectively explain continuity and change over time; and 5) to analyze the process of continuity and change over time. Although students were not required to address “the patterns,” they did have to address interactions.

Sample: 2A

Score: 8

The thesis is in the first paragraph and addresses both continuity and change with specificity (1 point). A pattern of change (the rise and fall of empires) is explained on the first page in the third paragraph, and a pattern of continuity in trade is discussed on the first page in the fourth paragraph, (“The trade patterns were much the same as in previous years”) (2 points). The student provides abundant and historically accurate evidence for both continuity and change throughout the essay (2 points). The discussion of the Roman Empire and the Han dynasty dominating their regions, on the first page in the second paragraph, incorporates relevant world historical context (1 point). The student analyzes the process of change in a discussion of the effects of the adoption of paper money in the first paragraph on the second page (1 point). The student earned 1 expanded core point for a solid understanding of historical chronology, patterns, and cause and effect; sophisticated analysis; effective use of historically relevant examples; and a sound understanding of world historical context.

Sample: 2B

Score: 4

The essay’s attempted thesis, located in the first paragraph, does not address continuity and change with any historical specificity. A pattern of change is addressed in the third paragraph (“However, a major source of cultural diffusion—invasions and war—was not really apparent on the Silk Road in any large scale until the rise of the Mongols”) and a pattern of continuity in the second paragraph (“Another major item that the Silk Road continually spread was religion”) (2 points). There are four accurate pieces of evidence for change, but there is no accurate evidence for continuity (1 point). The essay includes a discussion of world historical context in explaining a change in the third paragraph, second and third sentences (1 point). The essay does not analyze the process of change or continuity over time using specific information that is different from the discussion of world historical context.

Sample: 2C

Score: 1

There is no thesis in the introduction or in the conclusion. The essay addresses change in the first paragraph (1 point) but does not address continuity. The student does not include enough accurate evidence of change or continuity to earn a point. Additionally, there is no world historical context or analysis of the process of change or continuity.