

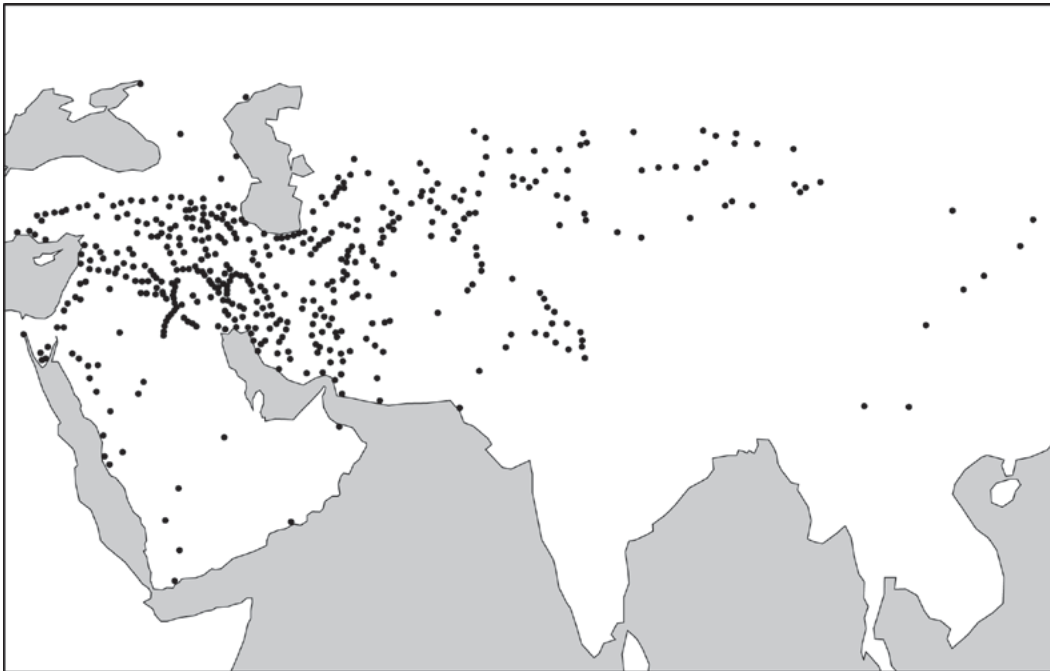
Part B: Short-Answer Questions

There are four short-answer questions on the exam. The following questions are meant to illustrate the various types of these questions. Note that the short-answer questions do not require students to develop and support a thesis statement. In each short-answer question, students will be asked to do three things, each of which will be assigned one point in the scoring.

Question 1: This question asks students to analyze the cause of changing patterns of long-distance trade and networks of exchange in Eurasia through 1750 C.E. In doing so, students utilize not only the historical thinking skill of causation but contextualization as well.

1. Use the map below and your knowledge of world history to answer all parts of the question that follows.

LOCATIONS OF RUINS OF *CARAVANSERAI* (LODGING STATIONS FOR MERCHANTS) IN EURASIA



Source: adapted from UNESCO's "Analytic and Systematic Inventory of Caravanserais," accessed at <http://www.unesco.org/culture/dialogue/eastwest/caravan/countries.htm>

- a) Identify and explain TWO factors before 1450 c.e. that account for the pattern of the *caravanserais* shown on the map.
- b) Identify and explain ONE reason that the *caravanserais* shown on the map declined in significance in the period 1450–1750 c.e.

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
CUL-3 Explain how major philosophies and ideologies developed and spread as a result of expanding communication and exchange networks.	Causation	3.1.I
	Contextualization	3.1.III
ECON-12 Evaluate how and to what extent networks of exchange have expanded, contracted, or changed over time.		4.1.III
		4.1.IV
ECON-13 Analyze how international economic institutions, regional trade agreements, and corporations—both local and multinational—have interacted with state economic authority.		

What good responses will include

A good response will provide and explain two factors that account for the spatial patterns of the spread of the *caravanserai* before 1450 C.E. Such factors might include the improved transportation technologies and commercial practices that led to an increased volume and geographic expansion of trade, as well as the expansion of empires, such as the caliphates and the Mongols, that facilitated Eurasian trade and drew new peoples and places into trade networks. A good response must also briefly explain the decline of these overland trade routes after 1450 C.E. due to, for example, the growing volume of maritime trade facilitated by European traders and joint-stock companies that used American silver to purchase Asian goods.

Question 2: This question addresses state expansion and consolidation during the period 1450 C.E. to 1750 C.E. In responding to the question, students must analyze the actions and practices of rulers, and shifts and developments of political institutions, within a concrete historical context.

2. Answer all parts of the question that follows.

Identify and explain THREE ways in which rulers legitimized or consolidated their power during the period 1450 C.E. to 1750 C.E. Use specific examples from one or more states or empires.

Learning Objectives	Historical Thinking Skill	Key Concept in the Curriculum Framework
CUL-4 Analyze the ways in which religious and secular belief systems affected political, economic, and social institutions.	Contextualization	4.3.I
SB-1 Explain and compare how rulers constructed and maintained different forms of governance.		
SB-2 Analyze how the functions and institutions of governments have changed over time.		
SB-4 Explain and compare how social, cultural, and environmental factors influenced state formation, expansion, and dissolution.		

Learning Objectives	Historical Thinking Skill	Key Concept in the Curriculum Framework
SB-5 Assess the degree to which the functions of cities within states or empires have changed over time.		
SB-7 Assess how and why internal conflicts, such as revolts and revolutions, have influenced the process of state building, expansion, and dissolution.		
SB-9 Assess how and why commercial exchanges have influenced the processes of state building, expansion, and dissolution.		
SB-10 Analyze the political and economic interactions between states and non-state actors.		
ECON-3 Assess the economic strategies of different types of states and empires.		
ECON-8 Analyze the relationship between belief systems and economic systems.		
SOC-3 Assess the impact that different ideologies, philosophies, and religions had on social stratification.		
SOC-5 Analyze ways in which religious beliefs and practices have sustained or challenged class, gender, and racial ideologies.		
SOC-7 Analyze the ways in which colonialism, nationalism, and independence movements have sustained or challenged class, gender, and racial ideologies.		

What good responses will include

In a good response, students identify and explain three distinct ways that rulers legitimized or consolidated power. One example might be the use of religion, art, and architecture (such as that associated with the Mughal Empire) as means to legitimize rule. Students might also explain how states such as the Ottoman Empire utilized specific ethnic and religious groups for economic contributions while limiting their ability to challenge the authority of the state. A brief discussion of the growth of professional administrative bureaucracies and armies in places such as Tokugawa Japan would also be an appropriate means for explaining state consolidation in this period. Students can choose to provide their examples from one or more states and empires.

Question 3: This question addresses the development of industrialization, nationalism, and imperialism outside of Europe between the late 19th century and World War II. Focusing on Japan, students are required to analyze these developments through the lens of causation, and continuity and change.

3. Use the artwork below and your knowledge of world history to answer all parts of the question that follows.



Image Courtesy of the British Library

Mizuno Toshikata, Japanese painter, *Picture of a Discussion by [Japanese] Naval Officers about the Battle Strategy against China*, three-panel woodblock print created during the 1894–1895 war between Japan and China.

- Identify and explain ONE factor that enabled Japan to develop the military capacity alluded to in the painting.
- Identify and explain ONE way in which the painting reflects the development of new cultural identities in the nineteenth century.
- Identify and explain ONE way in which Japanese militarism affected international politics in the period circa 1900–1945.

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
SB-1 Explain and compare how rulers constructed and maintained different forms of governance.	Causation	5.1.V
SB-4 Explain and compare how social, cultural, and environmental factors influenced state formation, expansion, and dissolution.	Continuity and Change	5.2.II 5.3.II
SB-8 Assess how and why external conflicts and alliances have influenced the process of state building, expansion, and dissolution.	Contextualization	6.2.IV
SB-9 Assess how and why commercial exchanges have influenced the processes of state building, expansion, and dissolution.		
ECON-4 Analyze how technology shaped the processes of industrialization and globalization.		

What Good Responses Will Include

A good response must briefly relate the Meiji Restoration and industrialization to Japan's expanding military and imperial capacities in the late 19th century. In addition, students must contextualize Toshikata's painting and provide specific evidence from it (e.g., Western-style military uniforms) that demonstrates the impact of modernity upon changes and continuities in Japanese national identity during this period. Finally, students must also briefly identify and explain a consequence of Japanese militarism upon international politics in the first half of the 20th century. For example, students might analyze the impact of the Russo-Japanese War (1904-1905) upon the Russian Revolution, or the expansion of Japanese imperialism and militarism in the 1930s as contributing to the origins of World War II.

Question 4: Students must analyze the differing interpretations of historians Ronald Powaski and Ralph Levering about the origins of the Cold War. They must identify and explain historical evidence that substantiates the arguments of both historians.

4. Use the two passages below and your knowledge of world history to answer all parts of the question that follows.

Source 1:

“It seems, in hindsight, that the Cold War was inevitable. From the very beginning of the Russian-American relationship, the ideologies of the two nations were fundamentally incompatible. Founded in 1776, the young United States was republican and democratic. Russia, on the other hand, was an old autocracy, hostile to democracy, xenophobic, and known for ruthless suppression of its numerous subjects. There was another factor that seemed to make eventual conflict between the two nations inevitable: both were expansionist states whose respective spheres of interest would eventually expand to global dimensions.”

Ronald E. Powaski, *The Cold War: The United States and the Soviet Union, 1917–1991*, 1998

Source 2:

“Some scholars argue that the Cold War began in 1917–1920 with the first ideological, political, and military clashes between the U.S.S.R. and the West. But most scholars believe that it makes more sense to place the start of the Cold War in the mid-1940s when American and Soviet leaders had the military power, the economic resources, and the determination to engage in a far-flung and intense ideological, political, military, and cultural struggle for influence.”

Ralph Levering, *Debating the Origins of the Cold War: American and Russian Perspectives*, 2001

- Identify and explain ONE piece of historical evidence that would support Powaski’s interpretation about the origins of the Cold War.
- Identify and explain ONE piece of historical evidence that would support Levering’s interpretation about the origins of the Cold War.
- From the two interpretations above, select the one that, in your opinion, better accounts for the origins of the Cold War. Briefly explain your choice using additional evidence beyond that used to answer a or b.

Learning Objective	Historical Thinking Skills	Key Concept in the Curriculum Framework
SB-8 Assess how and why external conflicts and alliances have influenced the process of state building, expansion, and dissolution.	Argumentation Analyzing Evidence: Content and Sourcing Interpretation	6.2.IV

What Good Responses Will Include

A good response must identify and explain how a specific piece of historical evidence supports Powaski’s interpretation of the origins of the Cold War. For example, a student might substantiate Powaski’s argument about the early and inevitable ideological and political origins of the Cold War by analyzing examples such as the Comintern and the First Red Scare in this regard. Students might also provide evidence that supports Powaski’s claim that both the United States and Russia were expansionist states and briefly analyze examples of American imperialism and Soviet expansion before World War II. Students must support Levering’s interpretation, and a good response might identify and explain how the Cuban Missile Crisis, or the U.S. and Soviet supported proxy wars that developed between and within postcolonial states, evidenced the far-flung and post-World War II origins and dimensions of the Cold War. In weighing the relative strength of the two arguments, a good response might present and explain evidence that challenges the argument of one of the historians. For example, in challenging Powaski, a student might identify and explain the impact and contingency of nuclear rivalry initiated in the mid-1940s as a key and essential cause and component of the Cold War.

Section II

Part A: Document-Based Question

There will be one document-based question on the exam. The document-based question will have one of the following historical thinking skills as its main focus: **comparison**, **causation**, **patterns of continuity and change over time**, or **periodization**. In addition, all document-based questions will always assess the historical thinking skills of **argumentation**, **analyzing evidence**, **contextualization**, and **synthesis**.

In the sample question shown that follows, the main historical thinking skill being assessed is **comparison** (actual document-based questions on the exams may focus on other skills); in employing this skill, students will also use the skill of **patterns of continuity and change over time**. The learning objectives addressed in this sample document-based question are primarily from Theme 4: Creation, Expansion, and Interaction of Economic Systems (ECON). The directions to students will explain the discrete tasks necessary to score well on this question.

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)

Question 1: Using the documents and your knowledge of world history, compare industrialization in Japan and Russia between 1850 and 1914.

Document 1

Source: Sergey Witte, Russian finance minister, secret letter to Tsar Nicholas II, 1899.

The entire economic structure of the empire has been transformed in the course of the second half of the current century, so that now the market and its price structure represent the collective interest of all private enterprises which constitute our national economy. Buying and selling and wage labor penetrate now into much deeper layers of our national existence than was the case at the time of serf economy . . .

I realized, of course, that there were very weighty arguments against the protectionist system and against high tariffs. But I supposed that even the proponents of free trade must be aware that it would be extremely harmful from the government viewpoint to remove the protective system before those industries had been securely established for whose creation whole generations had paid by a high tariff.

The gradual growth of industry in the country, always accompanied by falling prices for manufactured goods, will make it possible for our export trade to deal not only in raw materials, as at present, but also in industrial goods. Our present losses in the European trade can then be converted into profits in the Asiatic trade.

The influx of foreign capital is, in my considered opinion, the sole means by which our industry can speedily furnish our country with abundant and cheap goods. Each new wave of capital, swept in from abroad, knocks down the high level of profits to which our monopolistic entrepreneurs are accustomed and forces them to seek compensation in technical improvements, which, in turn, will lead to price reductions.

If we carry our commercial and industrial system, begun in the reign of Alexander III, consistently to the end, then Russia will at last come of age economically. Then her prosperity, her trade and finance, will be based on two reliable pillars, agriculture and industry; and the relations between them, profitable to both, will be the chief motive power in our economy.

Document 2

Source: Count Okuma Shigenobu, former prime minister of Japan, "The Industrial Revolution in Japan," article published in a United States magazine, 1900.

One of the principal measures adopted by the Meiji government, with the object of promoting the national prosperity and enlightenment, was the education of the young as well as of grown men, some of whom held high government positions. These latter were made to travel through civilized countries for the purpose of observing and examining their social, industrial, and political institutions, with a view to transplanting to Japanese soil whatever seemed to them likely to bear good fruit there.

Another measure which the government steadily pursued was the establishment of various kinds of factories, under the direct supervision and management of its officials. In the School of Mechanical Engineering, a small iron-foundry was built, and machines were made for the purpose of practical instruction. The Department of the Army started the manufacture of gun-powder and implements of war, while the Department of the Navy built and equipped a dockyard. The Department of Finance . . . also felt the need of an establishment where the paper currency, the national bonds and various kinds of stamps could be printed, and founded one under its direct control. In a similar manner a paper factory was established . . . Thus various manufactures sprang up, one after another.

The government also encouraged the introduction of the machinery for reeling silk thread and spinning cotton yarns, both of which operations had formerly been done almost wholly by manual labor. The government succeeded in concentrating the capital until now scattered by issuing Bank Regulations and establishing national banks. For the purpose of facilitating foreign trade, it used its influence for the establishment of the Bank of Yokohama. Again, the government undertook the construction of the first railway in Japan.

Document 3

Source: Julian Cochrane, photographer employed by a United States company that distributed photos for educational books, silk factory in central Japan, 1904.



Courtesy of www.MeijiShowa.com

Document 4

Source: S. I. Somov, Russian socialist, memoirs published in 1907, recalling his participation in the 1904–1905 strike at the Putilov factory in Saint Petersburg.

I remember the enormous impression which the first workers' meeting [during the strike] produced on me and my comrades. A kind of mystical, religious ecstasy reigned the whole time at the meeting; thousands of people stood side by side for hours in the dreadful heat [of the factory floor] and thirstily devoured the artless, strikingly powerful, simple, and passionate speeches of their exhausted fellow workers. The whole time the content of the speeches was meager, the same phrases being repeated in many ways: "our patience has come to an end," "our suffering has gone beyond all measure," "better death than this life," and so forth. But they were all pronounced with such marvelous, touching sincerity, flowed so much from the very depths of an exhausted human soul, that the same phrase, pronounced for the hundredth time, brought tears to the eyes, and conveyed the certainty that it was really necessary to do something in order to give vent to this worker bitterness and dissatisfaction, which had overflowed its limits.

Document 5

Source: Yamamoto Shigemi, Japanese historian, interviews with elderly Japanese women who had worked in silk factories in eastern Japan in the early 1900s, published in 1968.

SURVEY OF 580 FORMER JAPANESE SILK WORKERS

Aspect of Life in the Silk Factories	Workers' Impressions		
Food	Poor: 0%	Average: 10%	Good: 90%
Nature of work	Hard: 3%	Average: 75%	Easy: 22%
Pay compared to other work	Lower: 0%	Average: 30%	Good: 70%
Treatment of sick workers	Poor: 40%	Average: 50%	Good: 10%
Asked if they were glad they had gone to work in a silk factory	Not glad: 0%	Neutral: 10%	Glad: 90%

Document 6

Source: Pavel Buryshkin, Russian merchant, from his published memoirs, written between 1911 and 1914.

The final ten years of the last century and the first years of the present were characterized by the extraordinary growth of industry in Russia . . . Mining and metallurgical industries, ironworks, sugar production, and textiles especially cotton, prospered greatly . . . The growth of Russian industry was furthered by both Russia's immense natural resources and by a series of necessary government measures promulgated during Sergey Witte's administration of Russia's finances, for example, the monetary reform or the protective tariff policy, which had existed in Russia from the early 1800s. The general atmosphere that prevailed among Russian businesses and government circles, also stimulated this growth. The slogan of the day was the development of Russia's protective forces, the building of its own industry, the organization of Russia's own production to utilize the country's enormously rich productive capacities. Qualitative improvement of factory equipment went along with quantitative growth. Many of the textile mills in Russia, especially in the Moscow district, were among the best equipped in the world.

Document 7

Source: M. I. Pokzovskaya, Russian physician, excerpt from her article published in the magazine of an international woman suffrage organization, London, 1914.

In the majority of the factories where women are employed the working day is from 10 to 11½ hours . . . On Saturday, in many factories . . . the work sometimes lasts 16 and 18 hours per day. The workers are forced to work overtime on pain of instant dismissal or of transference to inferior employment, and in the case of children actual physical force is used to make them continue in their places.

It happens sometime, as on April 25th, 1913, at a cotton spinning factory in St. Petersburg, that the workers strike as a protest against the dismissal of old workers and their replacement by girls between 14 and 16 years of age. The result of the strike was a wholesale dismissal of all the women, whose places were filled by young girls.

In a large tobacco factory in St. Petersburg the women workers who were asking for raised pay were cynically informed that they could augment their income by prostitution.

Learning Objectives	Key Concepts in the Curriculum Framework
SB-5 Assess the degree to which the functions of cities within states or empires have changed over time.	5.1.I
SB-9 Assess how and why commercial exchanges have influenced the processes of state building, expansion, and dissolution.	5.1.II
ECON-2 Analyze the economic role of cities as centers of production and commerce.	5.1.III
ECON-3 Assess the economic strategies of different types of states and empires.	5.1.IV
ECON-5 Explain and compare forms of labor organization, including families and labor specialization within and across different societies.	5.1.V
ECON-9 Explain and compare the ways in which economic philosophies influenced economic policies and behaviors.	5.1.VI
ECON-12 Evaluate how and to what extent networks of exchange have expanded, contracted, or changed over time.	5.2.I
ECON-13 Analyze how international economic institutions, regional trade agreements, and corporations – both local and multinational – have interacted with state economic authority.	5.3.IV
SOC-2 Assess how the development of specialized labor systems interacted with the development of social hierarchies.	5.4.I

What Good Responses Will Include

A good response would draw on six or seven documents (that is, all or all but one of the documents provided) to present a comparative analysis of industrialization in Japan and Russia between 1850 and 1914. Given the thrust of the question, the thesis should address both similarities and differences in comparing Japanese and Russian industrialization within the particular time period noted. An example of a good thesis might state that in both Japan and Russia the government played a significant role in the promotion of industrialization; although the former relied upon domestic capital while the latter was dependent upon foreign sources of investment.

The analysis of the documents should provide evidence to support the thesis or relevant argument. In addition to using evidence from at least six documents to support the thesis or argument, the essay should explain the significance of the author's point of view, purpose, audience, and/or its specific historical context for at least four of the documents. For example, in discussing document 1, students might argue that the secret nature of Witte's letter increases its reliability as evidence of the motivations and character of Russian industrialization. In discussing document 3, students might question the veracity of the evidence from the photo by a foreign photographer of Japanese working conditions. In discussing document 5, students might question the reliability of the evidence of oral histories that were recorded a half century after the period of historical investigation. In discussing document 7, students might situate the discussion of gender in the labor force within the historical context of feminist movements and concerns just prior to World War I. A good essay will weave in these crucial observations about the veracity of the evidence to strengthen the argument about similarities and differences

in Japanese and Russian industrialization. A strong essay will consistently and cohesively address the reliability of the evidence that supports or contests the stated thesis.

A strong essay, however, does not simply list the characteristics of one document after another. Instead, it makes connections between documents or parts of documents to corroborate evidence that is used to make compelling arguments and assertions in response to the question. For example, a good essay might claim that Japan and Russia were similar in their use of female labor in industrial manufacturing as corroborated with evidence from Julian Cochrane's photo of a Japanese silk factory (document 3) and excerpts from M.I. Pokzovskaya's magazine article (document 7). Another similarity in Japanese and Russian industrialization relates to the significant role of the government in promoting manufacturing as evidenced in Sergey Witte's secret letter (document 1), Count Okuma's article (document 2), and Buryshkin's memoir (document 6).

Witte's letter and Okuma's article could also be used as evidence to corroborate and assert a claim of difference in that the Japanese raised and concentrated capital internally by "issuing Bank Regulations and establishing national banks" (document 2) while the Russians did so through the "influx of foreign capital" (document 1). A student might also make an argument addressing difference by juxtaposing the responses of each to labor conditions. While Russian workers reacted aggressively to the conditions by striking (as evidenced in documents 4 and 7), the Japanese workers did not (as evidenced in documents 3 and 5). In making the case for both similarity and difference, a strong essay will be cohesive and utilize all the documents and organize the essay to support the assertions within the thesis statement.

In the document-based question, students are required to use outside examples and knowledge to support their stated theses or relevant arguments. Both of the aforementioned arguments concerning differences between Japanese and Russian industrialization can be supported by knowledge beyond the documents at hand. For example, as students may point out, Russian industrialization in the late 19th century relied heavily on foreign capital. Witte's reforms liberalized rules relating to foreign investment. His moves to bring Russia onto the gold standard, and to stabilize the ruble, also attracted foreign investment.

In Japan, by contrast, state-guided industrialization was financed almost entirely by the government or private Japanese investors. In terms of worker willingness to assert their rights and grievances, students might establish in their responses that this was more pronounced in Russia where urban workers eventually instigated the Bolshevik Revolution, while in Japan even strikes were rare prior to the 1920s. In both these examples, the inclusion of knowledge that extends beyond the documents themselves strengthens the argument about difference, and demonstrates an appreciation for the nuances of historical thinking.

A strong response also demonstrates an understanding of the broader context of issues relevant to the question and situates the thesis or relevant argument within a larger historical context. In this case, a comparison of industrialization in Japan and Russia could be situated within a discussion of larger relevant global processes such as modernization or responses to global industrial capitalism or Western European imperialism.

Finally, a good response synthesizes and extends the argument. A strong essay might connect the issues of Japanese and Russian industrialization in the late 19th century to industrial expansion in the same economies later in the 20th century (e.g., during the time of Stalin or in the 1960s in the case of Japan). Alternatively, a student might compare late 19th-century industrialization in Japan and Russia with other examples from the same time period, such as in Brazil, Mexico, or India. A student might also juxtapose the significance of the failure of China to industrialize during the same time period. A strong essay might extend the argument by analyzing the environmental and social consequences of industrialization in Japan and Russia. Or, a student might bring in ideas from a discipline beyond history, such as economics, to further support an argument about the relative role of the state in Japanese and Russian industrialization.

Part B: Long Essay Question

Students will choose one of two long essay questions to answer in writing. The long essay requires that students demonstrate their ability to use historical evidence in crafting a thoughtful historical argument. In the sample questions presented here, students will analyze an issue using the historical thinking skills of **argumentation** and **periodization**. As with any essay, a good response begins with the development of a relevant **thesis**. In the rest of the essay, students should provide evidence in a manner that is convincing, thoughtful, and built on a sound knowledge of historical information relevant to the topic.

The following questions are meant to illustrate an example of a question pairing that might appear in this part of the exam, in which both questions focus on the same historical thinking skills but apply them to different time periods. Therefore, the question pairing allows students to make a choice concerning which time period and historical perspective they are best prepared to write about.

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).

Question 2: Evaluate the extent to which the emergence of Buddhism in the fifth century B.C.E. can be considered a turning point in world history.

In the development of your argument, explain what changed and what stayed the same from the period before the emergence of Buddhism in the fifth century B.C.E to the period after the emergence of Buddhism in the fifth century B.C.E (*Historical thinking skill: Periodization*).

Learning Objectives	Key Concepts in the Curriculum Framework
CUL-1 Compare the origins, principal beliefs, and practices of the major world religions and belief systems.	2.1.II
CUL-2 Explain how religious belief systems developed and spread as a result of expanding communication and exchange networks.	2.3.III
CUL-4 Analyze the ways in which religious and secular belief systems affected political, economic, and social institutions.	3.3.III
CUL-5 Explain and compare how teachings and social practices of different religious and secular belief systems affected gender roles and family structures.	
CUL-9 Explain the relationship between expanding exchange networks and the emergence of various forms of transregional culture, including music, literature, and visual art.	
SB-4 Explain and compare how social, cultural, and environmental factors influenced state formation, expansion, and dissolution.	
ECON-8 Analyze the relationship between belief systems and economic systems.	

What Good Responses Will Include

In challenging or substantiating a claim about a turning point, this question asks students to analyze what changed and what stayed the same with the emergence of Buddhism in the fifth century B.C.E. A good response will have a stated thesis that makes a historically defensible claim that addresses the extent to which the emergence of Buddhism functioned as a turning point during the fifth century B.C.E. The thesis must go beyond simply stating that it was or was not a turning point. A good thesis might make the claim that because Buddhism eventually became the predominant religion in East and Southeast Asia, it was an important turning point in world history. However, another good thesis might also make the claim that the emergence of Buddhism was not a turning point because in the fifth century B.C.E., the extent to which it was a turning point was limited only to South Asia.

While it is acceptable for the thesis to focus on either changes (by making an argument that the emergence of Buddhism in the fifth century B.C.E. was a turning point) or continuities (by making the argument that the emergence of Buddhism in the fifth century B.C.E. did not mark a significant turning point), the body of the essay must evaluate to some degree both changes AND continuities in order to earn full points.

In a good response, students will support their argument with specific examples that clearly and consistently demonstrate ways in which the period before the rise of Buddhism was similar to and different from the period after its rise. A strong essay will not only describe these similarities and differences but will also use them to analyze and explain the significance or extent of the impact of Buddhism on the trajectory of world history. A strong response will demonstrate knowledge of the relevant chronology and a detailed understanding of the events and circumstances of the period.

In supporting a thesis that asserts the emergence of Buddhism was a turning point, students might describe and explain the significant changes and differences brought to South Asia during the time of the Mauryan Empire. For example, a strong essay might make the case that Buddhism challenged existing caste and gender hierarchies in South Asia, or it might make the claim that the promotion of Buddhism by the Mauryan Empire was associated with the first large centrally administered state in South Asia. In supporting a thesis that asserts that the emergence of Buddhism was not a turning point, students might describe and explain the significant continuities and similarities found throughout Eurasia before and after the fifth century B.C.E. Examples might include the continued significance of religions such as Daoism and Shintoism in East Asia both before and well after the fifth century B.C.E.

Student responses should support or qualify their arguments about the effects of the emergence of Buddhism by examining the potential role of other developments beyond Buddhism in causing change during this time period. Students might point to the formation and expansion of empires, the origins of Confucianism, or the impact of the *Upanishads* in the development of what became Hinduism, to make their arguments. Some students might argue that these developments were more significant than Buddhism in making the fifth century B.C.E. a turning point. Other students might argue that the rise of Buddhism marked a turning point in world history, but that these other developments were also harbingers of significant change.

A good response also synthesizes and extends the argument. One way to do this would be to compare the effects of the emergence of Buddhism with other possible turning points in world history in different time periods. A strong essay asserting

that the emergence of Buddhism was not a significant turning point could do so by comparing it with another turning point in a different place or time that had greater coherence and impact across world history. A student could make the case, for example, that the fall of the Classical empires in the third and fourth centuries C.E. was a more significant turning point in world history than the rise of Buddhism. Another response might compare Buddhism's effects with the impact of new religions and belief systems outside of Asia at roughly the same time period, such as the emergence of Greek moral and natural philosophy, or the establishment of Zoroastrianism as a state religion. Finally, a response might bring in ideas from a discipline beyond history to support the argument. For example, a strong essay might introduce the significance of archaeological evidence – or the absence thereof – in making the case for the extent of Buddhist significance in the fifth century B.C.E.

Question 3: Evaluate the extent to which the emergence of Islam in the seventh century C.E. can be considered a turning point in world history.

In the development of your argument, explain what changed and what stayed the same from the period before the emergence of Islam in the seventh century C.E. to the period after the emergence of Islam in the seventh century C.E. (*Historical thinking skill: Periodization*).

Learning Objectives	Key Concepts in the Curriculum Framework
CUL-1 Compare the origins, principal beliefs, and practices of the major world religions and belief systems.	3.1.I
CUL-2 Explain how religious belief systems developed and spread as a result of expanding communication and exchange networks.	3.1.III
CUL-4 Analyze the ways in which religious and secular belief systems affected political, economic, and social institutions.	
CUL-9 Explain the relationship between expanding exchange networks and the emergence of various forms of transregional culture, including music, literature, and visual art.	
SB-1 Explain and compare how rulers constructed and maintained different forms of governance.	

What Good Responses Will Include

In challenging or substantiating a claim about a turning point, this question asks students to analyze what changed and what stayed the same with the emergence of Islam in the seventh century C.E. A good response will have a stated thesis that makes a historically defensible claim that addresses the extent to which the emergence of Islam functioned as a turning point during the seventh century C.E. The thesis must go beyond simply stating that it was or was not a turning point. A good thesis might make the claim that because Islam became the dominant religion throughout much of Afro-Eurasia, it was an important turning point in world history. However, another good thesis might also make the claim that the emergence of Islam was not a turning point because in the seventh century C.E., it was limited to the Middle East and its extensive impact in Afro-Eurasia came many centuries later and in differing forms of Muslim religious practice.

While it is acceptable for the thesis to focus on either changes (by making an argument that the emergence of Islam in the seventh century C.E. was a turning point) or continuities (by making the argument that the emergence of Islam in the seventh century C.E. did not mark a significant turning point), the body of the essay must evaluate to some degree both changes AND continuities in order to earn full points.

In a good response, students will support their argument with specific examples that clearly and consistently demonstrate ways in which the period before the rise of Islam was similar to and different from the period after its rise. A strong essay will not only describe these similarities and differences but also use them to analyze and explain the significance or extent of the impact of Islam on the trajectory of world history. A strong response will demonstrate knowledge of the relevant chronology and a detailed understanding of the events and circumstances of the period.

In supporting a thesis that asserts that the emergence of Islam as a turning point, students might describe and explain the significant changes and differences brought to the Middle East and North Africa during the time of the Umayyad Caliphate. Students might point to the importance of Arab Muslim traders and the Umayyad Caliphate in promoting and extending trade from Spain to the Indus Valley that in turn facilitated important cross-cultural encounters and the diffusion of technologies as well as cultural practices. In supporting a thesis that asserts that the emergence of Islam was not a turning point, students might describe and explain the significant continuities and similarities found throughout Eurasia before and after the seventh century C.E. Examples might include role of the *jizya* in maintaining the continued importance of Judaism, Christianity, and Zoroastrianism within the Umayyad Caliphate.

Student responses should support or qualify their arguments about the effects of the emergence of Islam by examining the potential role of other developments beyond Islam in causing change during this time period. Students might point to the revival and expansion of empire in China under the Tang during this period. They might also address the revival of trade across Eurasia through the Silk Roads and Indian Ocean during the period.

A good response also synthesizes and extends the argument. One way to do this would be to compare the effects of the emergence of Islam with other possible turning points in world history in different time periods. A strong essay asserting that the emergence of Islam was not a significant turning point could do so by comparing it with another turning point in a different place or time that had greater coherence and impact across world history. A student could make the case, for example, that the fall of the Classical empires across Eurasia in the third and fourth centuries C.E. was a more significant turning point in world history than the rise of Islam in the seventh century C.E. Finally, a response might bring in ideas from a discipline beyond history to support the argument. For example, a strong essay supporting the emergence of Islam as a turning point might introduce the significance of findings from anthropology or religious studies that address the means by which the practices of Islam adapted to local circumstances as the religion spread.

Document-based and long-essay question rubrics, additional questions, sample responses, and scoring guidelines can be found on AP Central.