

AP[®] WORLD HISTORY

2008 SCORING GUIDELINES

Question 2—Continuity/Change over Time

BASIC CORE (competence)

0–7 Points

Note: *Points should normally be allotted in the order of these scoring guidelines.
No “double-dipping” should occur.*

1. Has acceptable thesis.

1 Point

- The thesis correctly specifies BOTH change and continuity in Indian Ocean commerce from 650 C.E. to 1750 C.E.
- 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. “There were many changes and continuities . . .” without specifics, is unacceptable.
- 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:

- The essay addresses BOTH continuity and change in the period 650–1750 regarding commerce in the Indian Ocean region.

For 1 point:

- The essay addresses EITHER continuity or change in the period 650–1750 regarding commerce in the Indian Ocean region.

3. Substantiates thesis with appropriate historical evidence.

2 Points

For 2 points:

- The essay provides **five pieces of accurate evidence** of change AND continuity.
 - At least one piece of evidence must be about change AND one about continuity.
 - Each piece of evidence must be a specific example of continuity or change in Indian Ocean commerce in the period 650–1750, for example: materials exchanged, participants involved, and/or new technologies.

For 1 point:

- The essay provides **four pieces of accurate evidence** of change AND/OR continuity.
 - Each piece of evidence must be a specific example of continuity or change in Indian Ocean commerce in the period 650–1750, for example, materials exchanged, participants involved, and/or new technologies.

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

1 Point

- The essay relates an extraregional or global process to explain a change OR continuity in Indian Ocean commerce in the period 650–1750. For example, “The desire for spices led Europeans to explore the Indian Ocean region and the New World.”

5. Analyzes the process of change over time and/or continuity.

1 Point

- Accurately explains a reason for a change OR continuity in Indian Ocean commerce in the period 650–1750. For example, “This happened because . . .”

Subtotal

7 Points

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Question 2—Continuity/Change over Time (continued)

EXPANDED CORE (excellence)

0–2 Points

The basic core score of **7** must be achieved before a student can earn expanded core points.

Examples:

- Has a clear, analytical, and comprehensive thesis.
- Analyzes multiple changes and continuities in Indian Ocean commerce in the period 650–1750.
- Provides ample, accurate evidence of change and continuity.
- Provides sophisticated analysis throughout the essay.

Subtotal

2 Points

TOTAL

9 Points

question 2

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When examining commerce in the Indian Ocean region from 650 CE to 1750 CE among traders, there were many changes and continuities. A significant continuity was the use of the same trade routes because the traders and economic groups of the Indian Ocean basin continued to use the Indian Ocean to export and import goods. A significant change was the increase involvement of European traders because over time they began to involve themselves more in the Indian Ocean basin and began to colonize and undergo economic ambitions.

A significant continuity was the use of the same trade routes because the traders and economic groups of the Indian Ocean basin continued to use the Indian Ocean to export and import goods. For example merchants and traders have constantly used the monsoon winds from getting to one place to another. They relied on the seasonal winds to transport their goods and themselves. In addition, many merchants and traders used the same trading ports and cities they have been using. Trading ports in East Africa has continued to be used to transport goods from the interior of Africa with merchants from India and other Pacific islands. Also, storehouses to store goods when merchants traveled from that area to another were still in use. Those storehouses allowed merchants to travel to another area without worrying about their goods back at home. Furthermore, the same goods were transported across the Indian Ocean. Gold and Silver and other precious metals were transported to India, where merchants transported textiles and various crops

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from India to the East African Coast. Globally, many other countries began to participate in the Indian Ocean trade overtime. Including Japan and Muslims Merchants. They have been involving themselves more and more with the Commerce of the Indian Ocean Basin and eventually, emerged as a major aspect of that region. ≠

A significant change was the increased involvement of European traders and merchants because overtime they began to involve themselves more in the Indian Ocean Basin and began to colonize and undergo economic ambitions. For example, European merchants and traders have begun to colonize and establish trading ports and cities throughout India, Africa, and the Pacific region countries. Also, the Opium trade with China allowed British merchants to earn a profit by producing the Opium in India and transporting it into China for trade. Furthermore, the European states have been establishing spheres of influence throughout the region. This allowed them to control much of the trade done in their territory. In addition, the Indian Ocean region was used as both as an agricultural center and industrial center. European states used them to supplement and provide natural resources to their home country. ~~be them as major~~. This is different from previously because this allowed European ~~States~~ states and nations to expand their influence and power, while limiting and reducing the influence and power of the local economy and authority. Globally, new advancements and the spread of inventions assisted in the change because this enabled the European nations to travel to the Indian Ocean Basin and

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Use their weapons to take advantage and control the economics of that region. Also, the Columbian Exchange brought new crops and increases in silver to the Indian Ocean Basin which provided new types of resources and goods to be traded.

2Bp.1g3

In the periods 650 C.E. to 1750 C.E. The Indian Ocean region continued to be a place of commerce and economically ~~productively~~ beneficial for countries to trade and exchange ^{of} resources and ideas while changes in urbanization ^{and} cultural diffusion began to spread and ~~them~~ changed other countries ways of living. Regions around the Indian Ocean such as Europe ~~and~~ Asia, And the middle east all benefited because commerce continued to ^{be} important for trading and the need for resources such as spices that other countries didn't have. As well as benefiting from trade some of the regions around the Indian Ocean societies had changed such as ~~China~~ China ^{which} ~~and~~ became ~~more~~ more westernized and influence by European culture.

The Indian ocean ~~became~~ ~~and~~ at the time is an important place of commerce. Countries continue to use the Indian Ocean to export and import items through shipping. Navigational systems ~~were~~ became important when using the Indian ocean as a place ~~of~~ ~~for~~ ~~commerce~~ trading, cultural diffusion, and innovations from other countries. Over time mercantiles also used it as a way to influence other

Countries ~~could~~ and convert people into their religion such as Christianity. ~~From~~ Europe, ~~Asia~~ China, the middle east, and India ~~had~~ had all benefited ~~at~~ from exchanging goods with one another.

Between 650 C.E. and 1750 C.E. ~~at~~ the regions around ~~to~~ the Indian Ocean that participated in trade had become more ~~of~~ economically wealthy and productive. The Indian ocean trade routes had also extended to farther ^{and more} regions such as Africa and South America. The countries that had wanted to ~~to~~ trade with china had used ~~the~~ the Indian Ocean trade to do that. China ~~had~~ had important commodities that other countries needed such as paper, silk, and gunpowder.

There became ~~a~~ more ~~the~~ demand in goods and countries ~~like~~ like the Dutch who tried to have control of trade in the Indian Ocean. Countries began to industrialize and navigational systems developed such as compasses, ~~the~~ larger ship vessels, and ~~the~~ a maritime system.

The Indian Ocean between the time periods 650 C.E. and 1750 C.E. was a ~~an~~ very important

place of commerce and continues to still be
for many countries in shipping. It is
beneficial in economy and communication
between countries. As it is important it
has ~~also~~ also extended and became a major
trading route. ~~At the time~~ ~~for~~ ~~the~~ ~~Indian~~ ~~ocean~~ ~~had~~ ~~been~~ ~~used~~ ~~to~~ ~~reach~~ ~~people~~ ~~idea~~ ~~try~~ ~~to~~ ~~discover~~ ~~ways~~ ~~to~~
~~get~~ ~~to~~ ~~China~~ ~~and~~ ~~as~~ ~~a~~ ~~result~~, ^{the} ^{Indian} ^{ocean} ~~had~~ ~~become~~
a major route for exchanging to China.

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Indian Ocean commerce has always played a key role in trading throughout history. As time went on, easier ways to navigate and transport throughout the Indian Ocean became easier due to new technologies although some things remained the same.

The Indian Ocean trade region ~~was~~ has increased significantly over time although some things remained ^{constant.} ~~constant.~~ New technologies introduced ~~the~~ faster and effective ways to increase the commerce throughout the Indian Ocean. ~~Compasses~~ From around 650 C.E., the commerce in the Indian Ocean was limited and having little technology restricted the people to ~~the~~ certain ~~boundaries~~ boundaries. The people and ports around this time made profits on goods imported and exported. ~~As time grew on, newer and advanced products~~ ~~help~~ The Indian Ocean region provided trade ~~the~~ routes from all over the world (China, India, Mesopotamia, Africa). This was a big way to ~~the~~ trade for most ^{societies.} ~~societies.~~ As time grew on, newer and advanced products developed, which helped people navigate ~~the~~ ~~oceans~~ and withstand the seas high waves

and monsoons. Due to these new technologies such as stronger ships, compasses, the trade throughout this region increased. One similarity is the places that traded within them. Although the names of the societies may have changed as well as with the products being traded, the places and parts that were ~~same~~ there in 650 C.E. still remained there in 1750 C.E. but only more powerful.

The Indian Ocean region has always been one of the centers of trade. It started ~~at~~ ~~slowly~~ and as new technologies were introduced, it increased in a number of ways.

Even though it was changing in many ~~ways~~ ways, the continuities of this area still reflect ~~how~~ ~~it~~ ~~was~~ ~~like~~ ~~in~~ ~~650~~ ~~C.E.~~ Indian ocean trade was like in 650 C.E.

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2008 SCORING COMMENTARY

Question 2—Continuity/Change over Time

Overview

The continuity and change-over-time question asked: “Analyze the changes and continuities in commerce in the Indian Ocean region from 650 C.E. to 1750 C.E.” The intent of this question was to have students explain the reasons for the changes and continuities in commerce in the Indian Ocean region during those 1100 years. The focus of the question, Indian Ocean trade in that time period, is considered a “mainstream” topic in the AP World History course.

Sample: 2A

Score: 8

The thesis, located in the first paragraph, is specific in terms of continuity and change and addresses the time frame of the question, commerce, and the Indian Ocean region (1 point). Continuity is addressed in the beginning of the second paragraph on the first page, and change is addressed in the first paragraph on the second page (2 points). Evidence of continuity is located in the second paragraph on page 1, and evidence of change is found in the first paragraph on the second page (2 points). Relevant global context is discussed in the first full paragraph of page 2 (“European states . . .”) (1 point). Analysis is included in the second paragraph on page 1 (“Those storehouses allowed . . .”) (1 point). An expanded core point was earned for the essay’s high degree of specific evidence, especially for continuity (1 point). Although the references to Japan and the opium trade are out of the time frame of the question, no points were deducted.

Sample: 2B

Score: 6

The thesis, located in the first paragraph, is specific in terms of continuity and change and addresses the time frame of the question, commerce, and the Indian Ocean region (1 point). The discussion of society in China at the bottom of the first paragraph is not germane to the question, but no points were deducted. The essay addresses continuity in the first paragraph (“Regions around . . . other countries didn’t have”), and the discussion of changes begins at the bottom of page 1 (“Over time . . .”) (2 points). The essay presents several examples of change (introduction of Christianity; the Dutch in the Indian Ocean region; changes in technology such as the compass and “larger ship vassals” [*sic*]) and one example of continuity evidence (spices) (2 points). The essay provides global context by relating the link between the Indian Ocean region and South America to the growth of commerce in the Indian Ocean region (1 point). There is no analysis.

Sample: 2C

Score: 2

The attempted thesis in the introduction and conclusion does not fully address the question. The essay addresses change in the second paragraph (“has increased significantly over time”) and continuity on page 2 (“One similarity”) (2 points). The attempts to cite evidence of change in the second paragraph (“technology” and “advanced products”) are too vague to receive credit. The two valid, specific pieces of evidence in support of change (stronger ships and compasses) are too few in number to meet the core requirement. The two attempts to cite evidence of continuity on page 2, “places and ports,” are also too vague to receive credit. In an attempt to supply global context (near the bottom of the first page), the student lists areas that traded within the Indian Ocean region but does not fulfill the core requirement for global context and thus did not receive the point.