

# AP<sup>®</sup> WORLD HISTORY

## 2011 SCORING GUIDELINES

### Question 3 — Comparative Question

**BASIC CORE** (competence)

**0–7 Points**

**1. Has acceptable thesis.**

**1 Point**

- The thesis must include both a valid similarity and a valid difference in the **rise** of two of the empires.
- The thesis must be explicitly stated in the introduction or the specified 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.
- The thesis may not be counted for credit in any other category.

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

**2 Points**

**For 2 points:**

- Identifies at least one valid similarity and one valid difference in the **rise** of the two empires.
- Discusses two empires but not necessarily evenly.

**For 1 point:**

- Identifies at least one valid similarity or at least one valid difference in the **rise** of the two empires.
- Discusses two empires but not necessarily evenly.

**3. Substantiates thesis with appropriate historical evidence.**

**2 Points**

**For 2 points:**

- Must provide at least four pieces of relevant and accurate evidence.
- Includes at least two pieces of evidence from each empire.
- Includes at least one piece of evidence that specifically addresses the **rise** of an empire.

**For 1 point:**

- Must provide at least four pieces of relevant and accurate evidence.
- Includes at least one piece of evidence from each empire.

All evidence not specifically about the rise of an empire must be connected to characteristics of empire, e.g., religion, trade/economic systems, government, infrastructure, and /or military.

**4. Makes at least one direct, relevant comparison between the empires.**

**1 Point**

- To earn this point, the comparison must be made somewhere other than in the thesis, and it must also be a different comparison from the ones used to address a similarity and a difference.

The direct comparison may discuss either similarities or differences and may address characteristics of empires other than those related to the rise of empires.

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**Question 3 — Comparative Question (continued)**

**5. Analyzes at least one reason for a similarity or a difference identified in a direct comparison.** **1 Point**

**Subtotal** **7 Points**

**EXPANDED CORE** (excellence) **0–2 Points**

Expands beyond basic core of 1–7 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.
- Addresses all parts of the question thoroughly (as relevant): comparisons, chronology, causation, connections, themes, interactions, content.
- Provides ample historical evidence to substantiate thesis.
- Relates comparisons to larger global context.
- Makes several direct, relevant comparisons between or among empires.
- Consistently analyzes relevant similarities and differences in the rise of empires.
- Applies relevant knowledge of other regions or world historical processes.
- Recognizes nuances within empires.

**Subtotal** **2 Points**

**Total** **9 Points**

The rise of the Mali empire and the Mongol empire both had massive effects on their respective regions where they were located. While the rising of both resulted from their implementation of religious tolerance, Islam was predominant in Mali, while in the Mongol Empire, complete religious tolerance existed with no predominant religion exerting itself. Also, while the Mongols brutally attacked already established states, ~~the~~ Mali arose ~~by~~ by much more peaceful methods, although warfare did happen, and it arose from regional kingdoms. The Mali Empire and the Mongol Empire rose in different regions and with different methods <sup>with regards to violence,</sup> but also shared some key aspects as well.

The Mongol Empire arose by the conquests of other established states and empires. Under the lead of Genghis Khan, other civilizations experienced massacre and destruction. These places include Russia, China, and the Abbasid Caliphate in the Islamic world. Many people were brutally killed with no mercy shown by the military might of the Mongols. The Mali empire arose through relatively peaceful methods, as regional states consolidated into the Empire. Another difference was that the Mongol military power was a much stronger force and was much more influential in establishing the Mongol empire than Mali's was for its own empire. This ties in to the <sup>differing</sup> extent of violence used in establishing the

respective empires. A similarity, however, was the practice of religious tolerance within both empires. ~~Although~~ Although the Mali king was Muslim and although Islam had a huge influence in Mali, original religions and traditions of the African people living there was also allowed. In the Mongol Empire, ~~was~~ ~~an~~ many religions that had previously conflicted with one another, like Islam and Christianity, were allowed to be practiced freely. This shared method was really ~~effective~~ helpful, since it prevented a lot of religious hatred and oppression experienced in other empires. The reason why the Mongols allowed for this is because they were mainly interested in gaining territory, and the only way to do this was to allow people to practice their own religions freely to prevent revolt. Also, both Mali and ~~Ghana~~ the Mongols didn't put ~~emphasis~~ emphasis on religious oppression like other empires (like Rome) did, because they didn't see other religions as a threat to their ability to rule effectively.

A difference between the two, however, was that Mali was really influenced by Islam, while the Mongols didn't experience massive influence from a single religion. This was because Mali was located in sub-Saharan Africa where the gold trade between Muslim merchants and Mali kings took place. ~~In order to~~



Mali really enjoyed this trade because it could tax caravans traveling through it for its own benefit. In order to keep it strong, ~~the~~ Mali kings accepted Islam as their faith. Mansa Musa was a key example of this. The Mongols, however, were outside invaders of established religions and so they weren't influenced by one over another. They conquered <sup>some</sup> territories that practiced one religion and other territories that practiced another one, so one specific religion never became predominant for them. Lastly, a similarity they shared was cultural growth in their rise of empire as a result of trade. The Mongols controlled the Silk Roads where massive trade between cultures took place while ~~the~~ <sup>culture</sup> Mali traded with Islamic peoples and therefore developed Islamic institutions within its borders.

Both Mali and the Mongols rose to become really influential and powerful empires. They differed in the extent of violence they put to use to establish their regimes, but they <sup>also</sup> shared ~~some~~ ~~key~~ aspects like trade between cultures that really helped them consolidate power. While Mali was located in Sub-Saharan Africa and the Mongols were in Asia, both developed similarly to become magnificent empires.

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

Part C

In history, empires have risen and fallen, having great influences on people. These empires ~~may~~ have had many similarities and differences in economics, politics and society. Two of these Empires are the Mali and the Aztec Empire. The Mali Empire was a Western African civilization which flourished from 1000-1300. The Aztec Empire was a Meso-American ~~Empire~~ civilization which flourished from about 600-1480. Both of these empires shared similar beliefs, political structures and ~~to~~ economic structures.

Socially, the Aztec and Mali empires were both polytheistic and Animistic. They both believed in nature gods and ancestor worship, and they shared the idea that their emperor was ~~god~~ like semi-divine. However, the Aztec Religion was present in all levels of society, and involved extensive human sacrifice. The Mali Empire had no such practice of sacrifice, and only at the lower ~~levels~~ and middle levels of society were people animistic. The upper ruling class was ~~AA~~ Islamic, on account of the large influence of the Muslim World along with Mansa Musa, a very influential Mali ruler who was Muslim. Mali society also had a greater emphasis on laws than the Aztec society had.

Politically, both the Aztecs and Mali ~~empire~~ Mali were empires. They ruled over large areas of land, and expanded using military. However, there are ~~many~~ differences as to how ~~what~~, and where they ruled. The Aztecs ruled using military authority, with the Emperor

being all powerful. In the case of the Mali, rulers ruled through tribal leaders, and while Mansa (emperors) were all powerful, the type of government was considered a centralized feudal empire. Similarly, both the Aztecs and the Mali had cultural centers, ~~the~~ the Aztecs had Tenochtitlan and the Mali had Timbuktu. However, the Aztecs ruled directly from Tenochtitlan, whereas the Mansa did not rule from Timbuktu. Military was also important in both empires, as they both conquered large areas. However, Aztecs conquered in order to gain more sacrifices to their gods, and also to collect more tribute. The Mali conquered ~~to~~ in order to gain more control of the Gold & Salt trade, which benefited them economically. Both of these empires were demolished by outside political forces, with the Berbers in Mali's case and the Spanish ~~for~~ conquistadors in the case of the Aztecs.

Economically, both of these regions flourished because of trade. In the Mali Empire, the Gold and Salt trade established wealth for the ~~the~~ merchant and ruling classes. The Salt Trade occurred across much of ~~which~~ the empire controlled by Mali, and large amounts of Gold deposits on Mali territory led to wealth. In the Aztec Empire, Tenochtitlan was an important trading city, in which cocoa beans were used as currency. Aztec rulers had incredible amounts of gold, and built temples to glorify themselves. Merchants also played a large role in both societies, but for different

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

Part C

Reasons. In the Mali empire, emphasis was placed on the merchant class because of Islamic influences and the Gold and salt trade. In the Aztec Empire, merchants were considered to be bringers of wealth and an honorable profession. Merchants were often used as spies for the Aztec Empire, placing much government related importance on them.



# 3

3c

1 of 2

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

The Aztec Empire located in the Americas and the Mongol Empire over in Asia have many similarities and differences regarding religion, trade, and views.

Both were polytheistic. The Aztecs worshipped sun gods and focussed on human sacrifice and pleasing them. The Mongols demonstrate their religious tolerance and acceptance by protecting the Silk Roads and not fighting the others with different religious beliefs and tradition.

Both were very involved in trade. The Mongols used the silk roads all the time and traded goods and culture with European and Chinese societies. The Aztecs participated in the Turquoise Roads which ran vertically through the Americas. This helped them learn and share ideas with many tribal groups around them. They also were exposed to vertical trade, up mountains. It was harder for the Aztecs to trade because climate regions vary more than the Europe to Asia area.

Both the Aztecs and Mongols were very powerful empires. The Aztecs were able to conquer the Mayans and other native groups. The Mongols had so much land because they conquer anyone in their way. Both were very violent

and harsh towards the people they conquered. The Mongols had a harsh mentality and reputation that they were worried about maintaining. During their rule. The Aztecs used to capture people they conquer and use them in human sacrifice. Both empires killed many people in their rules. Both were also very powerful and often the most powerful in their areas where they lived.

Toward the end of their rule, they both were overtaken by more powerful and modern empires. The Spanish took over the Aztecs with their advanced technological advancements. Both empires contributed to our modern day societies from their knowledge and military tactics.

# AP<sup>®</sup> WORLD HISTORY

## 2011 SCORING COMMENTARY

### Question 3

#### Overview

The intent of the question was for students to compare the rise of two of the following empires: a West African Sudanic empire (Mali, Ghana, or Songhay), the Aztec Empire, or the Mongol Empire. Students were explicitly instructed to choose two empires from the list and analyze both the similarities and the differences in their rise. One of the central questions of world history is: How similar and how different were historical changes in different parts of the world? For this reason, comparison is an important historical thinking skill emphasized in the AP World History course.

#### Sample: 3A

**Score: 8**

The essay contains a valid thesis in the last paragraph (1 point). The student earned 2 points for addressing the question but does so in different parts of the essay. In the first paragraph the student addresses difference in the rise of empires: “while the Mongols brutally attacked already established states, Mali arose by much more peaceful methods, although warfare did happen, and it arose from regional kingdoms.” The student addresses similarity in the rise of empires at the end of the third paragraph: “a similarity they shared was cultural growth in their rise of empire as a result of trade.” Throughout the essay the student provides ample evidence to support comparisons of the empires and provides evidence related to the rise of the Mongols in the second paragraph: “Under the lead of Genghis Khan, other civilizations experienced massacre and destruction” (2 points). The student makes several relevant, direct comparisons between empires (1 point). The student provides a comprehensive analysis of the reason for a similarity (that both empires practiced a measure of religious tolerance) at the end of the second paragraph (1 point). The essay contains multiple direct, relevant comparisons and sufficient depth of comparisons to earn 1 expanded core point.

#### Sample: 3B

**Score: 6**

There is no valid thesis in the introductory paragraph, and the student does not write a concluding paragraph. The student states in the introduction that there are similarities and differences between the Mali and Aztec empires but does not identify any specific comparisons between the two in relation to their rise to power. In the three body paragraphs that follow, the student addresses each of the three areas of comparison identified in the introduction (“economics, politics and society”). In the third paragraph the student identifies a comparison in relation to the rise of empires and earned 2 points for addressing the question: “They ruled over large areas of land, and expanded using military. However, there are differences as to how and where they ruled.” Throughout the essay the student provides ample evidence to support comparisons of the empires. In the third paragraph the student provides evidence for both the Aztecs and Mali that supports the comparison that the empires were similar politically (related to their rise): “The Aztecs ruled using military authority, with the Emperor being all powerful. In the case of the Mali, rulers ruled through tribal leaders, and while Mansas (emperors) were all powerful, the type of government was considered a centralized feudal empire” (2 points). The student makes several relevant, direct comparisons between empires (1 point). At the end of the last paragraph the student identifies one similarity between empires: “Merchants also played a large role.” The student analyzes that similarity at the end of the essay: “In the Mali empire, emphasis was placed on the merchant class because of Islamic influences and the Gold and Salt trade. In the Aztec Empire, merchants were considered to be bringers of wealth.” The student earned 1 point for analysis of a reason for the difference within the more general similarity.

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**Question 3 (continued)**

**Sample: 3C**

**Score: 3**

There is no valid thesis in either the introductory or concluding paragraph. The student states that there are similarities and differences between the Mongol and Aztec empires in the introduction but does not identify specific comparisons between the two empires in relation to their rise to power. Similarly, in the last paragraph, the student does not specifically address comparisons between the two empires in relation to their rise. In the body paragraphs of the essay the student identifies similarities between the two empires and does not address difference. In the third paragraph the student implies a similarity between the two empires in relation to their rise to power: “Both were very violent and harsh towards the people they conquered.” As a result, the student earned 1 point for addressing part of the question. Additionally, in the body paragraphs of the essay, the student addresses each of the three areas of comparison identified in the introduction (“religion, trade, and views”). In doing so, the student provides four pieces of evidence; three in relation to the Aztecs and one in relation to the Mongols. However, none of this evidence is tied to comparisons about the rise of empires (1 point). Each direct comparison in the essay identifies characteristics of the empires in relation to religion, trade, and “views” of the people they conquered (1 point).