

AP[®] WORLD HISTORY 2015 SCORING GUIDELINES

Question 3

BASIC CORE (competence)	0-7 Points
1. Has acceptable thesis.	1 Point
<ul style="list-style-type: none">• The thesis must include BOTH a similarity AND a difference between two of the specified trade networks in the period 600 C.E. to 1450 C.E.• 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 CANNOT count for any other point.	
2. Addresses all parts of the question, though not necessarily evenly or thoroughly.	1-2 Points
For 2 points:	
<ul style="list-style-type: none">• Identifies at least one similarity AND one difference in trade networks during the specified time period.	
For 1 point:	
<ul style="list-style-type: none">• Identifies one similarity OR one difference in trade networks during the specified time period.	
3. Substantiates thesis with appropriate historical evidence.	1-2 Points
For 2 points:	
<ul style="list-style-type: none">• Must provide at least five pieces of relevant and accurate evidence related to trade networks during the specified time period.	
For 1 point:	
<ul style="list-style-type: none">• Must provide at least three pieces of relevant and accurate evidence related to trade networks during the specified time period.	
4. Makes at least one direct, relevant comparison between the trade networks.	1 Point
<ul style="list-style-type: none">• Provides an additional difference OR similarity in trade networks beyond that stated for Core Point 2.	
5. Analyzes at least one reason for a similarity or a difference identified in a direct comparison.	1 Point
Subtotal	7 Points

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Question 3 (continued)

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.
- 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 a larger global context.
- Makes several direct, relevant comparisons between or among trade networks.
- Consistently analyzes relevant similarities and differences in trade networks.
- Applies relevant knowledge of other regions or world historical processes.
- Recognizes nuances within trade networks.

Subtotal

2 Points

TOTAL

9 Points

3A124

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

The most advanced and intricate trade networks from 600 CE to 1450 CE were the Indian Ocean Trade Network and the network of the Silk Road. Both incredibly culturally diverse and commercially diverse, in the period discussed they would both become dominated by Muslim traders and rely heavily on Chinese products while being threatened by political agendas of relatively small powers. But vitally, unlike the Silk Road, the Indian Ocean trade network was never united under ~~any~~ large, stability encouraging empires and maintained comparative commercial neutrality up to 1450.

It cannot be overestimated how powerful the impact of the rise of Islam was on both the Indian Ocean and the Silk Roads. Being part of either network brought with it pressure to convert to Islam as the influence of Muslim powers and traders grew. ~~The~~ The fact that Ibn Battuta was so successful in his travels through both networks supports this. His key talents being knowledge of the Arabic language and knowledge of Islamic law he was seen as vital for rulers from India to Southeast Asia because he was a gateway to

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3A 284

The lucrative network of Muslim dominated trade. Had these networks not been commercially bias toward traders of the Muslim religion Ibn Battuta would not have been able to support himself for decades by going from court to court offering his services. However exchanges did not end in the cultural sphere in the Indian Ocean and Silk Road networks simply because of Islam growing dominance. Battuta noted the difference of Egyptian Islam when compared to Mongol-Persian Islam and ~~many~~ also the Sultan of Delhi's relaxing of certain religious restrictions to better accommodate his subjects. Both of these observations were made about the Silk Roads, but he had plenty to say about the Indian Ocean trade network adaptations of Islam as well. In South East Asia and Indonesia Islam had been brought through trade to peoples that were largely Buddhist animist. And their mosques seemed to be a fusion of not only two kinds of architecture, but also ~~many~~ many different format of worship. ~~The~~ The Indian Ocean and Silk Road trade networks also shared a weakness. The Buddhist monk Xuanzang noted in his travels

3A 3g4

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across the silk road that the network passed through many smaller kingdoms who could at any time hamper all that commercial and cultural exchange because they controlled the passes that connected China to the rest of Afro-Eurasia. In the same way, ~~many~~ fabulously wealthy kingdoms rose up on the Indonesian Strait of Malacca and in other Indonesian islands because they controlled important avenues to China.

The previously mentioned weakness however only lasted in the case of the Indian Ocean. The unification of the Silk Road under the Mongol emperor revitalized the trade network and imposed a new tax system that helped pay for the forming of such upstart kingdoms. The Indian Ocean would never become so commercially busy, never being united under a single power and allowing for more free interactions. Before the arrival of the Portuguese no one had sufficient power to even attempt to require a trade license on the Indian Ocean. The Mongols instituted such a requirement almost immediately along the silk road and subsequent empires continued

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3A494

this.

While the Indian Ocean and the Silk Road were similar in that they became heavily bias towards Muslim merchants and encouraged cultural blending between Islam and all other cultures touched by their trade, they differed when it came to the maintenance of commercial neutrality. While the Silk Road became controlled by religious and secular tax systems, the Indian Ocean remained relatively neutral.

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

Between the years of 600 CE to 1450 CE the Indian Ocean and the Silk Roads were very popular trading systems. ~~the~~ They both allowed cultural diffusion to take place and for the spread of new ideas. However ~~the~~ ~~per~~ different regions were always trying to take control of them, which resulted in different goods being traded, and constant conflict.

The Silk Road was one of the first major trading roads to be established. It stretched all the way from Europe to China and went everywhere else in between. However the Indian Ocean Trade Network was across regions, it stretched across the ocean. It was centered ~~around~~ around India but traveled anywhere in Indonesia, and along the coasts of Africa and South Asia. Both of these ~~regis~~ trading routes were how ideas were spread to other regions. It was important for regions to influence other regions because they wanted everyone to be like them. For example religion played a big part in traveling across these routes, such as Islam. Islam's golden age took place from 622 ^{when Islam was founded} to about 1450. So many merchants and Islamic followers would travel these routes trying to spread and share their beliefs with everyone that they can,

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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so ~~they~~ ^{their religion} can become the most powerful and well-known religion, ~~along the Silk Road~~. So like the spreading of Islam, many merchants traveled along the routes trying to sell or influence others for the sake of their region becoming more powerful. In other words cultural diffusion really started among these routes.

However ~~the~~ both routes had trouble with ~~the~~ who wanted to control the route. But the regions/people that wanted to ~~be~~ control the Silk Road and Indian Ocean were different. For example ~~at~~ the Mongols sought to control the Silk Roads. So they expanded their territory along the Silk Road and began to control who travels it. The Mongols wanted to control the Silk Roads because it would give them a lot of power and they would look superior to the rest of the world. So the Mongols used lots of violence to get what they wanted. But they ended up helping the Silk Road. The Mongols made traveling safer for the merchants which was a big deal because before ~~often~~ merchants would often be ~~to~~ looted, so they wouldn't obtain any other goods or money. In the Indian Ocean, no one ever fully ~~seemed~~ succeeded in controlling the ~~the~~ routes. Many times China and Europe tried but they both failed numerous times. One thing that is different

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

between the two is that the Indian Ocean had to keep track of the Monsoon Winds. They relied on the wind because they didn't have a compass and map yet. So people could only travel on the Indian Ocean when it was the right time of the year, unlike the Silk Road where it was always active. But the Silk Road carried lots of diseases such as the Black Death, influenza, ~~etc~~ etc. Which caused many people to die, and the diseases spread everywhere. So it effected everyone.

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

Trade was stressed in ancient cultures economics. It provided them with new resources in exchange for their natural resources. Two trade networks that were essential to multiple countries were the Silk Roads and the Trans-Saharan trading network.

There are multiple similarities and differences between the two trading networks. Both were very important and economically helpful. The Silk Roads started in Asia during the Qing dynasty. They traded with Africa and Europe. Textiles were one of the most important products traded on the Silk Roads. The Trans-Saharan began in Africa off the coast of Swahili. Like the Silk Road, the three major ~~continent~~ regions involved were Africa, Asia and Europe.

Unlike the Silk Roads, the Trans-Saharan trading network was used to trade gold and salt. They traded these for ~~new~~ other resources from their neighboring countries. Salt was an essential nutrient needed in Asia and Europe.

Both trading networks traded by land but the Silk Roads also traded by sea using sailboats and traveling along the coasts.

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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Both trading networks help to advance their countries. It helped them to build and become a stronger country both politically and ~~economically~~ economically. The similarities and differences of these trades show how parts of the world influenced one another and the differences show that each country had different things to offer and were unique.

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2015 SCORING COMMENTARY

Question 3

Overview

The question asked students to identify and analyze similarities and differences in any TWO of the following trade networks (Indian Ocean, Silk Roads, Trans-Saharan) in the period 600 C.E. to 1450 C.E. Students were prompted that their response could include examples of biological, commercial, or cultural exchanges. In particular the question measured the historical thinking skill of comparison and contextualization (Skill 3). The question directly addresses Period 3 (600–1450). The question also directly addresses the fourth theme of the course (Creation, Expansion, and Interaction of Economic Systems) within a period when that theme is substantially related to many other historical developments of the period. The question most directly relates to Key Concepts 3.1 (Expansion and Intensification of Communication and Exchange Networks) and 3.2 (Continuity and Innovation of State Forms and their Interactions).

Sample: 3A Score: 9

The thesis paragraph at the top of page 1 identifies valid similarities between the Silk Roads and the Indian Ocean network (dominated by Muslim traders and relied on Chinese luxury goods) and a difference (Indian Ocean trade was never controlled by a single empire and was more open than the Silk Roads) (1 point). The essay addresses a similarity in the second paragraph on page 1 and a difference in the first full paragraph on page 3 (2 points). The essay includes eight acceptable pieces of evidence throughout the essay, surpassing the required five pieces of evidence (2 points). It earned a point for a direct comparison on page 3 by focusing on Ibn Battuta's documented influence of Islam on both trade routes (1 point) and for analysis of the same material (1 point). There is additional analysis at the top of page 3. Finally, the essay earned 2 points in the expanded core for making multiple comparisons, supported by detailed evidence, directly and thoroughly. The essay makes effective use of the extended illustrative examples of the travels of Ibn Battuta, as well as exhibiting a clear thesis that directs an effectively organized argument.

Sample: 3B Score: 5

The essay has an attempt at a thesis, but goods, regions, and culture are too vague. The essay addresses a similarity at the bottom of the first page (both spread Islam) and a difference on the second page (people attempting to take control of the trade routes) (2 points). The essay identifies five pieces of evidence (2 points): spread of Islam, Mongols, monsoon winds, Black Death, and influenza. The essay includes a direct comparison at the bottom of page 2: the Indian Ocean trade was active only when monsoon winds permitted, while the Silk Roads trade was year round (1 point). There is no acceptable analysis.

Sample: 3C Score: 1

This essay has no acceptable thesis. The essay addresses a similarity at the bottom of the first page (1 point). The essay includes only two pieces of evidence. There is neither direct comparison nor analysis.