

AP[®] WORLD HISTORY
2006 SCORING GUIDELINES

Question 2—Continuity/Change Over Time

BASIC CORE (competence)

(Historical skills and knowledge required to show competence.)

0–7 Points

1. Has acceptable thesis.

1 Point

- The thesis must address both change and continuity within the time period.
- In the thesis, both change and continuity must be qualified, and it must address relevant cultural and/or political developments.
- The thesis cannot be split and must be located in either the introductory paragraph or the conclusion.
 - It may be a number of contiguous sentences.
 - It cannot simply repeat the question.

A global reference is not necessary to get the thesis point.

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

2 Points

For 2 points:

- The essay provides relevant discussion of both continuity and change within the time period.

For 1 point:

- The essay provides relevant discussion of either continuity or change within the time period.

3. Substantiates thesis with appropriate historical evidence.

2 Points

For 2 points:

- The essay provides accurate and specific evidence of both culture and politics within the time period.

For 1 point:

- The essay provides accurate and specific evidence of either culture or politics within the time period.

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

1 Point

- The essay provides accurate and relevant world historical context for either change or continuity.
- This context may relate to broad world historical patterns or to specific global historical developments.

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

1 Point

- The essay analyzes (with accuracy and specificity) the causes of either change or continuity across the majority of the time period.
- This analysis may be split.

It may not count as the thesis point.

AP[®] WORLD HISTORY
2006 SCORING GUIDELINES

Question 2—Continuity/Change Over Time (continued)

EXPANDED CORE (excellence)

0–2 Points

(Historical skills and knowledge required to show excellence.)

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 both change and continuity.
- Provides even and ample evidence of change and continuity.
- Provides even and ample evidence of politics and culture.
- Addresses both broad world historical patterns and specific global historical developments in discussing global context.
- Gives a sophisticated analysis of the entire time period.

2

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

2A
1 of 2

The decline of the Gupta empire at the end of the classical era was not as drastic as the fall of the Roman Empire in the ~~Mediterranean~~ Mediterranean. Important social and cultural aspects of Indian society ~~and~~ survived into the postclassical era and continued to shape life in the region.

The ~~fall~~ ^{decline} of ~~the~~ Gupta rule in India was partially a result of Hun invasions from the north. India had always maintained a large degree of political fragmentation, and the decline of the Guptas only served to facilitate this trend. Regional leaders ruled over their various areas of influence and were largely unsuccessful in uniting the Indian subcontinent.

Many important social and cultural aspects of Indian society outlived the Gupta rule in the classical area. Hinduism remained as the ~~only~~ highly dominant religion, unlike in Rome where the rise in Christianity corresponded with the fall of the Roman Empire. Indian society remained glued together by its common Hindu religion.

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

2 2A
2 of 2

The rigid caste system in India also managed to survive into the postclassical era. The caste system, which used birth to place people into their respective sectors of the social hierarchy, was closely tied to the Hindu religion. This system remained an integral part of ~~the~~ ~~Indian~~ Indian society for centuries.

Advances in Indian culture, particularly mathematics, also continued into the future. Indian artistic styles, which focused primarily on religious images, changed little. The culture of the Indian subcontinent changed little in the transition from the classical to postclassical eras.

The changes in Indian society during the decline of its government were not as drastic as those in Rome and were more similar to those in China. Important social and cultural institutions were largely unaffected and continued well into the future.

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

2B

1 of 3

From 100 CE to 400 CE, Rome underwent a series of political and cultural changes. An examination of these political and cultural changes in the Roman Empire from ~~the~~ 100 CE, across the fourth century (300 CE), to the end of the 400s reveals that increasing nomadic invasions and economic strains led to growing political instability and ultimately division within the empire, while ~~change~~ the spread ~~and~~ of and change in attitude towards Christianity influenced many Romans to become Christians.

Increasing nomadic invasions and economic strains led to political instability and ultimately division within the empire. The 100s were a period of relative peace and political stability. Under the rule of strong Roman ~~emperors~~, ~~the~~ empire expanded ~~to cover much of Europe~~. emperors and successful military campaigns, the empire expanded to cover much of Europe, ~~the~~ and stretched from Spain to the Balkans. ~~The~~ The vastness of the empire, however, eventually put strain on the empire. With increasing nomadic invasions, for example by the Huns, the government struggled to defend its borders. The high cost of such a struggle put economic strains on the empire as well. Thus, by the 300s, the ~~of~~ Roman government was weak and struggling to gain tax revenue to defend the empire. As a result, ~~aristocratic~~ ~~leaders~~ ~~in~~ ~~the~~ ~~provinces~~ ~~gained~~ local bureaucracies

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

2B
2 of 3

began to disintegrate as well under economic strains and growing instability, and peasants began to look to aristocratic landowners of large estates for protection. This further weakened the government as tax revenue declined, and the government grew more and more unable to collect taxes from landlords. This instability is probably best reflected in the movement of the capital of the empire from Rome in the West to Constantinople in ~~Rome~~ the early 300s. During the years of decline, the East had better survived the invasions and instability, and it ~~was~~ was where wealth and merchants had gone. Thus, the empire now split between the Western Roman Empire and Eastern Roman Empire (Byzantine Empire). In the West, the empire ~~was~~ continued to decline throughout the 400s - 600s. Rome was destroyed by nomadic invasions in 476 C.E., and the Western Empire, by the 600s had ~~completely~~ fallen and descended into the dark ages. In the East, however, with relative ~~wealth~~ wealth and prosperity from trade through Constantinople ~~and~~ w/ Arab lands, the Byzantine ~~was~~ Empire in the 600s was relatively strong and stable, and would endure for another ~~the~~ 800 years.

The spread and change in attitude of Christianity motivated many Romans to become Christians. Christianity began in the first century, and at first it faced strong

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

2B
3 of 3

persecution by Roman emperors. Christians were imprisoned, crucified, and fed to the lions for sport. The fire that almost destroyed Rome in the first century (67 CE) was blamed on the Christians. This persecution lasted until the 300s, when Roman Emperor Constantine embraced Christianity and supported it. ~~He even gave special~~ He even gave special privileges to Christians. As a result, many embraced Christianity, especially merchants and scholars, and the religion flourished in the empire. When the capital moved East, Emperor Justinian built the Hagia Sophia to honor Christianity. By the 600s, the ~~Eastern~~ Roman empire that survived in the east was predominantly Christian.

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

2c
1 of 2

In India throughout the fourth and seventh centuries C.E. not much changed. During this time the Mongols were thrashing around Asia and they stayed during a lot of the time in India.

Hinduism was the predominant religion of this time period. Hinduism controlled almost every aspect of the followers lives. The biggest part of Hinduism was the Caste system and if the Indians built up a lot of good Karma they could be reincarnated into a higher caste after they die and come back to life. The conditions of Hinduism weren't favorable to the lower classes, so that's why most people built up good Karma so they could be reincarnated into a higher Caste.

Then, Buddhism came along and severely challenged the Caste system of Hinduism. Buddhism taught about equality among all the people and the Caste System was completely opposite from this. Islamic teachings

also challenged the Caste system because it taught that everyone is equal under the eyes of Allah. There were wars fought because the Hindus didn't want to be around the Muslims and Buddhists, so they fought about who would occupy what land.

At the 600s, Hinduism was still practiced a lot and the challenge from the Buddhists and Muslims was pretty much ignored. There were still ~~even~~ territorial battles going on in the country between the three religions. Therefore, the only changes that really occurred in India were the establishment of two new religions, ~~in the nation.~~

The Mongol rule in India didn't have the cultural diffusion impact that it had in other areas of the world. Some people just aren't open to change and will learn their lessons when the time comes.

AP[®] World History
2006 SCORING COMMENTARY

Question 2—Continuity/Change Over Time

Overview

Students were to discuss and analyze significant changes and continuities in political structures and institutions, and in cultural practices and institutions, during the late classical period in one of three civilizations: Chinese, Roman, or Indian. In all three, this era saw the breakdown of centralized political institutions due to internal problems and external threats. Students were to place these developments within a world historical context.

Sample: 2A

Score: 8

The essay presents the thesis in the first two sentences, with the first sentence discussing change and the second continuities (1 point). The essay discusses both change and continuity in the time period (2 points). It provides evidence of political changes associated with the fall of the Gupta Empire and of several cultural continuities, including Hinduism, the caste system, and artistic styles (2 points). It provides two types of world context with a discussion of the Hun invasions and a comparison of late-classical India with Rome and China (1 point). It analyzes the unusual political unity of the Gupta period and the role of the caste system in providing stability (1 point). The essay earned an expanded core point for its especially strong discussion of continuities (1 point).

Sample: 2B

Score: 6

The thesis of the essay does not address continuities, so it did not receive the thesis point. It discusses both changes and continuities in the time period (2 points). The essay provides evidence for a number of political changes, including political instability, the division of the Roman Empire, and the government's inability to collect taxes effectively. The essay also provides evidence of political continuities, particularly in terms of the Byzantine Empire, and of cultural changes, focusing on Christianity (2 points). World context is brought in with a discussion of the Hun invasions (1 point). The essay analyzes ways in which many different factors led to the decline of the Western Empire and why Constantine's actions led more people to become Christian (1 point).

Sample: 2C

Score: 3

The essay does not have a valid thesis—the first sentence is insufficiently qualified. It discusses changes and continuities in the time period (2 points). The essay only provides accurate evidence of cultural changes, especially the challenge of Buddhism, and of cultural continuities, including Hinduism and the caste system (1 point). No political evidence and no discussion of world historical context in the time frame of the question are provided, as the Mongols and the spread of Islam to India are out of the period. There is no analysis of the causes of change or continuity.