Question 2

BASIC CORE (competence) 0–7 Points

1. Has acceptable thesis. 1 Point
   - The thesis accurately addresses how political transformations contributed to change and continuity in the cultures of the Mediterranean region during the period 200 C.E. to 1000 C.E.
   - The thesis must be explicitly stated in the introduction or specified conclusion of the essay.
   - The thesis may appear as one sentence or as multiple consecutive 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:
   - The essay addresses how political transformations contributed to both change and continuity in cultures of the Mediterranean region within the time period.
   - The essay may not necessarily relate to the majority of the time period.
   
   For 1 point:
   - The essay accurately addresses how a political transformation contributed to either change or continuity in the cultures of the Mediterranean region within the time period.
   - The essay may not necessarily relate to the majority of the time period.

3. Substantiates thesis with appropriate historical evidence. 2 Points
   For 2 points:
   - The essay provides a minimum of **six** pieces of evidence that support discussion of political transformations, change, and/or continuity in the cultures of the Mediterranean region within the time period.
   - Evidence provides support for the discussion of change OR continuity.
   
   For 1 point:
   - The essay provides a minimum of **three** pieces of evidence that support discussion of political transformations, change, and/or continuity in the cultures of the Mediterranean region within the time period.
   - Evidence provides support for the discussion of change OR continuity.

4. Uses relevant world historical context effectively to explain change over time and/or continuity. 1 Point
   The essay explains how world historical context shaped one political transformation’s contribution to change or continuity in a culture of the Mediterranean region within the time period. OR, the essay explains how one political transformation’s contribution to change or continuity in a culture of the Mediterranean impacted a region outside of the Mediterranean.
5. **Analyzes the process of change over time and/or continuity.**  
   The essay analyzes the way(s) a political transformation contributed to a change or continuity in one culture of the Mediterranean region in the time period.

Subtotal 7 Points

**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, and content.
- Provides even and ample evidence of change and continuity.
- Analyzes both change and continuity throughout the essay.
- Recognizes nuances within the role of the states.
- Distinguishes between similarities and differences in the effects of political transformations on different cultures of the Mediterranean region.

Subtotal 2 Points

Total 9 Points
Between 200 CE and 1000 CE, the Mediterranean region experienced political transformations and turmoil that led to new and different cultures. At the beginning of the period, there was political centralization under the Roman Empire, which allowed for technological and artistic advances and much trade. With the fall of Rome and the development of feudalism, the culture was drastically different and revolved around protection. Throughout the changes, Christianity and patriarchal society remained constant guiding factors in Mediterranean culture. By the end of the period, there was political fragmentation of the culture took the shape of the Middle Ages, with less ability for trade and cultural exchange.

At the start of the time period, in 200 CE, the Roman Empire was vast and flourishing. Power was highly centralized under the emperor, with a Senate and praetors administering each district. As a multinational empire, many different ideas of various ethnic and regional groups were spread. There were vibrant, sophisticated, cosmopolitan cities that served as centers for art, painting, music, and
Write in the box the number of the question you are answering on this page as it is designated in the exam.

literature. Under Roman rule, people felt safe to trade both within the empire and as far away as Han China. This trade led to cultural diffusion and spread of technology, knowledge, goods, and ideas. Christianity existed as a growing power that dictated many aspects of daily life.

When the Roman empire fell around 600 CE, many political upheavals occurred. Without a centralizing force, invasions from outside people couldn’t be stopped. Germanic people entered and established kingdoms, bringing their own values and beliefs. Without a cause bigger than themselves to rally for, many people turned to Christianity as a unifying force, so the church popularity grew. Feudalism developed as local leaders became powerful; the system of lords, peasants, vassals, and feuds became the dominant source of political organization. There was more isolation because each manor was focused on protecting itself and being economically self-sufficient. Although there was still art, learning, and writing, more people had to do agricultural labor or produce
necessary items like clothing, thus eliminating time for high culture. The medieval culture was a fusion of old Roman law, Germanic customs, and values of Christianity. Throughout the disunity and changes, there were a few constants in Mediterranean culture. The rich still held the power in society. In Rome, Patricians were more powerful than the poorer Plebeians. In feudal society, wealthy landowners were the powerful lords. Societies were still patriarchal. Women were expected to be domestic workers and not much more, and they were almost always subservient to men. Christianity was also a factor that remained as a unifying presence during chaos. People were very willing to accept a divine force as a means for salvation, and many lived their lives according to Biblical and Papal authority.

By 1000 CE, the regions around the Mediterranean were much more fragmented politically. Feudalism and manorialism were ways to organize people, and the culture of these people was dictated by
the need to fight as soldiers or knights, work as farmers or craftspeople, or pray as part of the church system. These roles dictated everyday life. Limited trade due to lack of protection along trade routes hindered cultural exchange, although some did take place. Christianity still played a key part in society, as did patriarchy, but overall the political system and culture was greatly changed from 200–1000 CE.
Between the years 2000 BCE and 1000 BCE, the Mediterranean region went from being controlled by one large empire into the creation of small kingdoms and decentralized power, which caused a shift in its culture.

Beginning in 600 BCE, the Roman Empire conquered almost all of the land around the Mediterranean Sea, and by 200 BCE, it was ruled by an emperor and his advisors. Polically, this region was centralized with the Roman emperors' power stretching to its borders because of his extensive army and advisors' ability to ensure everything ran smoothly. In the years before it collapsed, the Roman empire decreased in size and became less culturally diverse. By 600 BCE, it had collapsed, and the Mediterranean region was no longer under the power of a centralized government. After the fall, the culture was affected and began to change. Art was no longer created on the scale that it was during the Roman Empire, and there were no monuments created like the Colosseum. The diverse cultures around the Mediterranean were no longer connected as they were during the Roman Empire.
After the fall of Rome, Europe went into the dark ages. In these years learning and education were not prominent and art and performance became less common. During this time feudalism developed. Feudalism was decentralized and instead of being ruled by one emperor each manor was run by a lord, or king. On the manor food was grown to support its small community and with serfs to work the land. Each manor was mainly self-sufficient with its people working so there was not time for philosophers to make great discoveries. Within the manors there was not much outside contact so trade also decreased. After the fall of the Roman Empire the culture of the Mediterranean region declined greatly and did not recover completely until the Enlightenment.
The political changes in the Mediterranean region during the period circa 2000 B.C.E. to 1000 B.C.E. had a large affect on the cultures. As the rulers in the areas changed, they kept what they thought was good about the culture and changed other parts.

During the time of the Roman Empire most of the area was under the control of the Roman Empire and was therefore very similar in a cultural aspect. However, as the Roman Empire fell, the area was split into different Empires and nations. One thing that changed at this time was Religion. During the Roman Empire, they believed in a polytheistic religion, but as the Roman Empire began to collapse, Christianity became the popular religion. The Roman Empire was led by a single Emperor and as it collapsed, all of the nations that formed from its different areas had either an emperor or a king. Throughout this time, the nations used trade as a major factor in economic wealth.

In conclusion, the rulers of the nations around the Mediterranean see changes in the culture, but kept some parts after they obtained that price of land from 2000 B.C.E. until 1000 B.C.E.
Question 2

Overview

This question asked students to analyze how political transformations contributed to changes and continuities in the cultures of the Mediterranean region during the period circa 200 C.E. to circa 1000 C.E. Students were expected to provide historical evidence to support a discussion of change and continuity as impacted by political transformations in the Mediterranean within the time period. Further, students were to analyze world historical context by identifying regions outside the Mediterranean that shaped political transformations that contributed to cultural change and continuity. The AP World History course is designed to support student learning of four key historical thinking skills, one of which is “the ability to recognize, analyze, and evaluate the dynamics of historical continuity and change over periods of time of varying length, as well as relating these patterns to larger historical processes or themes.” Additionally, AP World History is anchored by five course themes. Although this question aligns with many of them, it is explicitly aligned with Theme 2: Development and Interaction of Cultures and Theme 3: State-Building, Expansion, and Conflict. The question provided an opportunity for students to demonstrate both an understanding of historical content and the application of historical thinking skills.

Sample: 2A
Score: 8

The thesis addresses how specific political transformations contributed to specified cultural change and continuity (1 point). The student addresses political transformations that contributed to cultural change and continuity (2 points). Fifteen pieces of evidence support political transformation, cultural change, or cultural continuity (2 points). Discussion of Germanic invasions earned world historical context credit (1 point). The student analyzes change and continuity in two places (1 point). An additional point (1 point) was awarded for addressing change and continuity twice each, two instances of analysis, and extensive evidence. The relatively weak thesis prevented the essay from gaining an additional score point.

Sample: 2B
Score: 4

The thesis does not adequately specify political transformation or discuss continuity. Although the student addresses political transformations contributing to cultural change four times (1 point), no continuity is addressed. Eleven pieces of evidence support discussion of political transformation, cultural change, or cultural continuity (2 points). Two examples of analysis explain the contribution of political transformations to change (1 point). The student does not provide world historical context for political transformations contributing to cultural change or continuity.

Sample: 2C
Score: 2

The thesis lacks overall specificity. The student addresses political transformations that contributed to cultural change (1 point) but fails to address continuity. Five pieces of evidence support discussion of political transformation and cultural change (1 point). The student does not provide analysis or world historical context.