
AP World History

Sample Student Responses and Scoring Commentary

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Question 2 — Long Essay Question

In the period 600 B.C.E. to 600 C.E., different factors led to the emergence and spread of new religions and belief systems, such as Buddhism, Confucianism, and Christianity.

Develop an argument that evaluates how such factors led to the emergence or spread of one or more religions in this time period.”

Maximum Possible Points: 6

Points	Rubric	Notes
A: Thesis/Claim (0–1)	<p>Thesis/Claim: Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning (1 point)</p> <p><i>To earn this point the thesis must make a claim that responds to the prompt, rather than merely restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.</i></p>	<p>The thesis statement must make a historically defensible claim about the way in which one or more factors led to the emergence and/or spread of one or more new religions or belief systems in the period 600 B.C.E. to 600 C.E., with some indication of the reasoning for making that claim.</p> <p><i>The thesis does <u>not</u> need to encompass the entire period, but it must identify a relevant development or developments in the period.</i></p> <p><i>Note: The thesis does <u>not</u> need to refer to a specific religion or belief system. The three religions listed in the introductory statement are provided as examples; it is <u>not</u> required that a successful thesis focus on one of these three religions.</i></p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • “Long-distance trade was the most significant factor in the spread of religions such as Buddhism and Christianity in the period 600 B.C.E. to 600 C.E. because trade facilitated greater and more enduring contact among cultural groups.” (<i>Responds to the prompt with an evaluative claim that establishes a line of reasoning</i>) • “Religions spread in the period 600 B.C.E. to 600 C.E. because they received state support.” (<i>Responds to the prompt with a minimally acceptable claim that establishes a line of reasoning</i>)

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Question 2 — Long Essay Question (continued)

B: Contextualization (0–1)	<p>Contextualization: Describes a broader historical context relevant to the prompt (1 point)</p> <p><i>To earn this point the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or a reference.</i></p>	<p>To earn this point the response must accurately describe a context relevant to the emergence and spread of new religions or belief systems in the period 600 B.C.E. to 600 C.E.</p> <p><i>Note: Contextualization attempts that refer to events <u>after</u> the period 600 B.C.E. to 600 C.E. can earn the contextualization point <u>only</u> if the events are immediately adjacent to the period.</i></p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • “In the period 600 B.C.E. to 600 C.E., large imperial states such as the Roman Empire and Han China dominated big parts of Afro-Eurasia and helped spread technology and religion.” (<i>Relates broader events and developments to the topic</i>)
C: Evidence (0–2)	<p>Evidence: Provides specific examples of evidence relevant to the topic of the prompt (1 point)</p>	<p>To earn the first point the response must <u>identify at least two specific historical examples</u> relevant to the spread of religions or belief systems in the period 600 B.C.E. to 600 C.E.</p> <p><i>Note: For the three religions listed in the introductory statement, general assertions that they spread during the period should <u>not</u> be credited as “specific historical examples.”</i></p> <p><i>Example (acceptable):</i></p> <ul style="list-style-type: none"> • “Emperor Constantine’s policies helped spread Christianity across the Roman Empire.” (Counts toward earning the point because there is a specific historical example relevant to the prompt) <p><i>Example (unacceptable):</i></p> <ul style="list-style-type: none"> • “Christianity emerged and spread during the period 600 B.C.E. to 600 C.E.” (Does not count toward earning the point because there is no specific information beyond what is provided in the introductory statement)

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Question 2 — Long Essay Question (continued)

C: Evidence (0–2)	<p>OR</p> <p>Supports an Argument: Supports an argument in response to the prompt using specific and relevant examples of evidence (2 points)</p>	<p>OR</p> <p>To earn the second point the response must <u>use at least two specific historical examples to support an argument</u> in response to the prompt.</p> <p>If a response has a multipart argument (e.g., religions spread because of state support; religions spread because of trade), then the response can earn the second evidence point by using only one specific historical example for <u>each</u> part of the multipart argument (but the total number of examples used must still be at least two).</p> <p><i>Evidence used to support an argument might include:</i></p> <ul style="list-style-type: none">• State support helping to spread religions, such as Christianity under the Roman Empire and Buddhism under the Mauryan Empire• Merchants helping to spread religions in Eurasia, such as the Sogdians facilitating the spread of Buddhism in Central Asia and Christianity to China• Compatibility between religious systems helping to spread religious practices, such as common principles of Greco-Roman and Egyptian polytheistic beliefs contributing to the spread of the cults of Osiris and Isis in the Mediterranean
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Question 2 — Long Essay Question (continued)

D: Analysis and Reasoning (0–2)	<p>Historical Reasoning: Uses historical reasoning (e.g., comparison, causation, continuity and change over time) to frame or structure an argument that addresses the prompt (1 point)</p> <p><i>To earn the first point the response must demonstrate the use of historical reasoning to frame or structure an argument about how different factors led to the emergence or spread of religions in the period from 600 B.C.E. to 600 C.E.</i></p> <p style="text-align: center;">OR</p> <p>Complexity: Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the prompt (2 points)</p> <p><i>To earn the second point the response must demonstrate a complex understanding of how different factors led to the emergence or spread of religions in the period from 600 B.C.E. to 600 C.E.</i></p> <p><i>This understanding must be part of the argument, not merely a phrase or reference.</i></p>	<p>Essays must use historical reasoning to explain how different factors led to the emergence or spread of religions in the period 600 B.C.E. to 600 C.E.</p> <p><i>Examples of using historical reasoning might include:</i></p> <ul style="list-style-type: none"> • Explaining how state support led to the spread of a religion or a belief system • Explaining how changes in trading patterns or volumes influenced the spread of religions or belief systems • Explaining how different or similar factors led to the spread of one or more religions or belief systems in different places <p style="text-align: center;">OR</p> <p><i>Demonstrating complex understanding might include:</i></p> <ul style="list-style-type: none"> • Explaining the nuance of an issue by analyzing multiple variables or by considering diverse or alternative perspectives or evidence, such as <u>constructing an argument</u> about the interaction of multiple factors in the spread of religious or cultural tradition in this period • Qualifying or modifying the main argument of the essay to demonstrate awareness of historical complexity, such as <u>constructing an argument</u> that political or economic factors led not only to the spread but sometimes also to the transformation of religious traditions through cultural syncretism • Explaining relevant and insightful connections across time and space, such as <u>explaining how</u> the same factors that led to the spread of religions or belief systems in the period from 600 B.C.E. to 600 C.E. also led to the spread of religions or belief systems before or after that time period
<p>If response is completely blank, enter - - for all four score categories: A, B, C, and D.</p>		

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Question 2 — Long Essay Question (continued)

Scoring Notes

Introductory notes:

- Except where otherwise noted, each point of these rubrics is earned independently; for example, a student could earn a point for evidence without earning a point for thesis/claim.
- **Accuracy:** The components of these rubrics require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam essays should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.

Note: Student samples are quoted verbatim and may contain grammatical errors.

A. Thesis/Claim (0–1 point)

Responses earn **1** point by responding to the prompt with a historically defensible thesis that establishes a line of reasoning about the topic. To earn this point the thesis must make a claim that responds to the prompt rather than simply restating or rephrasing the prompt. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.

The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.

The thesis must take a position on the factors that led to the spread of religions or belief systems in the period 600 B.C.E. to 600 C.E.

The thesis does not need to encompass the entire period, but it must identify a relevant development or developments in the period.

Note: The thesis does not need to refer to a specific religion or belief system. The three religions listed in the introductory statement are provided as examples; it is not required that a successful thesis focus on one of these three religions.

Examples of acceptable theses (hypothetical):

- “The expansion of empires and long-distance trade helped spread religions in the period 600 B.C.E. to 600 C.E. because these processes facilitated contact between different peoples.” (*Responds to the prompt with a claim that establishes a line of reasoning*)
- “Long-distance trade was the most significant factor in the spread of religions such as Buddhism and Christianity in the period 600 B.C.E. to 600 C.E. because trade facilitated greater and more enduring contact among cultural groups.” (*Responds to the prompt with an evaluative claim that establishes a line of reasoning*)
- “Religions spread in the period 600 B.C.E. to 600 C.E. because they received state support.” (*Responds to the prompt with a minimally acceptable claim that establishes a line of reasoning*)

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Question 2 — Long Essay Question (continued)

Examples of unacceptable theses (hypothetical):

- “New religions spread across Afro-Eurasia in the period 600 B.C.E. to 600 C.E.” (*Offers a historically defensible claim but includes no additional information beyond what is provided in the introductory statement and no indication of a line of reasoning.*)
- “The spread of Buddhism and Confucianism to China shows that military conquest was the most significant factor in spreading religion in the period 600 B.C.E. to 600 C.E. because rulers preferred to force others to accept their ideas.” (*Not a historically defensible claim*)
- “Afro-Eurasia was a melting pot of religious groups who shared ideas while trading.” (*Potentially relevant to the prompt, but does not reference a specific factor leading to the spread of religions*)

B. Contextualization (0–1 point)

Responses earn **1** point by describing a broader historical context relevant to the prompt. To earn this point the response must relate the topic of the prompt to broader historical events, developments, or processes that occurred before, during, or continued after the time frame 600 B.C.E. to 600 C.E. This point is not awarded for merely a phrase or a reference.

To earn the point the essay must accurately describe a context relevant to the emergence and spread of new religions or belief systems in the period 600 B.C.E. to 600 C.E.

Note: Contextualization attempts that refer to events after the period 600 B.C.E. to 600 C.E. can earn the contextualization point only if the events are immediately adjacent to the period.

Example of acceptable contextualization: (hypothetical):

- “In the period 600 B.C.E. to 600 C.E., large imperial states such as the Roman Empire and Han China dominated big parts of Afro-Eurasia and helped spread technology and religion.” (*Relates broader events and developments to the topic*)

Examples of unacceptable contextualization (hypothetical):

- “Buddhism originated in India.” (*Potentially relevant, but is merely a reference and does not meet the requirement of “describe”*)
- “Alexander’s conquests destroyed the Persian empire and briefly unified politically all of the eastern Mediterranean.” (*Potentially relevant, but has no clear link to the spread of religions*)

C. Evidence (0–2 points)

Evidence

Responses earn **1** point by providing at least two specific examples of evidence relevant to the **topic** of the prompt. Responses can earn this point without earning the point for a thesis statement. To earn this point the response must identify specific historical examples of evidence relevant to the topic of how religions or belief systems spread in the period 600 B.C.E. to 600 C.E. These examples of evidence must be different from the information used to earn the point for contextualization.

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Question 2 — Long Essay Question (continued)

Typically, statements credited as **contextualization** will be more general statements that place an argument or a significant portion of it in a broader context. Statements credited as **evidence** will typically be more specific information.

For the three religions listed in the introductory statement, general assertions that they spread during the period should not be credited as “specific historical examples.”

Example of a statement that counts toward earning 1 point for evidence (hypothetical):

- “Emperor Constantine’s policies helped spread Christianity across the Roman Empire.” (Counts toward earning the point because there is a specific historical example relevant to the prompt)

Example of a statement that does not count toward earning 1 point for evidence (hypothetical):

- “Christianity emerged and spread during the period 600 B.C.E. to 600 C.E.” (Does not count toward earning the point because there is no specific information beyond what is provided in the introductory statement)

OR

Supports an Argument

Responses earn **2** points if they support an **argument** in response to the prompt using specific and relevant examples of evidence. To earn the second point the response must use specific historical evidence to support an argument regarding how religions or belief systems spread in the period 600 B.C.E. to 600 C.E.

Example of successfully supporting an argument with evidence (hypothetical):

- “Roman persecutions of Christian populations in the Mediterranean prior to 300 C.E. failed to stop the spread of the new religion. The emperor Constantine I recognized this fact and became convinced that legalizing Christianity would unify the empire and bolster his legitimacy as a ruler. So Constantine issued the Edict of Milan and held a great church council at Nicaea.” (*Uses multiple, specific pieces of evidence in accurate support of an argument that addresses the prompt*)

D. Analysis and Reasoning (0–2 points)

Historical Reasoning

Responses earn **1** point by using a historical reasoning skill to frame or structure an argument about how religions or belief systems spread in the period 600 B.C.E. to 600 C.E. To earn this point the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven, imbalanced, or inconsistent.

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Question 2 — Long Essay Question (continued)

Examples of using historical reasoning might include:

- Explaining how state support led to the spread of a religion or a belief system
- Explaining how changes in trading patterns or volumes influenced the spread of religions or belief systems
- Explaining how different or similar factors led to the spread of one or more religions or belief systems in different places

OR

Complexity

Responses earn **2** points by demonstrating a complex understanding of the ways in which religions or belief systems spread in the period 600 B.C.E. to 600 C.E. by using evidence to corroborate, qualify, or modify an argument that addresses the question.

Demonstrating complex understanding might include:

- Explaining the nuance of an issue by analyzing multiple variables or by considering diverse or alternative perspectives or evidence, such as constructing an argument about the interaction of multiple factors in the spread of religious or cultural tradition in this period
- Qualifying or modifying the main argument of the essay to demonstrate awareness of historical complexity, such as constructing an argument that political or economic factors led not only to the spread but sometimes also to the transformation of religious traditions through cultural syncretism
- Explaining relevant and insightful connections across time and space, such as explaining how the same factors that led to the spread of religions or belief systems in the period 600 B.C.E. to 600 C.E. also led to the spread of religions or belief systems before or after that time period

Circle the question number that you are answering on this page.

2A
193

Mandatory 1	Circle one (2) or 3 or 4
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In the period 600 B.C. to 600 C.E. classical civilizations were developing such as Rome, the Mauryan empire and Qin and Han dynasties. Persia was also a huge empire taken over by Alexander the Great leading to his Hellenistic culture. Trade was also starting to become a big deal with trade routes like the Silk Road and routes around the Mediterranean basin. While ^{empire} ~~countries~~ were rising and falling, the people were held together but also brought apart by religions such as Buddhism, Christianity, and Confucianism and their spread. Factors that led to the spread of Christianity, Buddhism, and Confucianism were trade and merchants, missionaries, and conquest, and government.

Trade and merchants were huge factors when it came to the spread of religions. In the beginning merchants traded items along the Silk roads and around the Mediterranean basin like silk, spices, porcelain, and olives but as time went on, ideas and religion started being shared as well. Specifically Buddhism was traded along the silk roads, as it went from ~~the~~ India and the Mauryan empire to China. There it actually started with Confucianism but in South East Asia it was adopted and adapted for the area. Confucianism was also traded and found its way to Japan where it influenced its government. Christianity was also brought to China on the Silk roads but mostly spread around the Mediterranean. Rome at first was very against Christianity but trade was a major part of their economy so they couldn't stop it.

Missionaries were also responsible for the spread of religion due

Circle the question number that you are answering on this page.

2A
293

Mandatory 1	Circle one 2 or 3 or 4
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missions around Afro-Eurasia. Buddhist monks had helped spread Buddhism east by them creating temples for their missions in China. Christian missionaries also traveled Afro-Eurasia spreading their religion which is actually one of the reasons the Romans did not like Christianity. Even so, followers of Jesus spread Christianity hoping to bring people salvation, like John and the apostles. Also Nestorian Christians journeyed to China to try to convert them and even though they failed ~~they~~ on a large scale, they still managed to convert some.

Conquest and ~~conquering~~ ^{government} of civilizations also spread religion. Although religiously tolerant, Alexander the Great's conquest of Persia and Rome led to a syncretic culture that helped spread religion among his people. Also when Constantine converted to Christianity, the whole empire had to convert, ~~the~~ spreading Christianity on a large scale. Ashoka of the Mauryan empire also spread Buddhism around India and the lands that he conquered through his edicts posted everywhere. Confucianism was also mostly spread by government because the Chinese government believed that the way to be politically and socially balanced was to follow the teachings of Confucius.

Overall, what caused the spread of religions and belief systems were the trading of ideas, the work of missionaries and monks, and the power and influence of the government. Not only is this seen with Buddhism, Christianity, and Confucianism, but also with Islam. The prophet Muhammad first had his revelation, then spread it through trade and his followers spread it on missions and also trade

Circle the question number that you are answering on this page.

Mandatory 1	Circle one (2) or 3 or 4
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2A
393

until eventually the whole government of the Middle East was Islamic.
This continued to be a trend with Islam, ^{and Judaism.} ~~the government and even~~
Empires like the Abbasid and countries like Israel today use religion
as a cultural connector but also continue to spread Islam and Judaism
around the world.

Circle the question number that you are answering on this page.

Mandatory

1

Circle one

2 or 3 or 4

2B
192

During period 2, 600 B.C.E to 600 C.E, many religions began to spread. Before then, regions just ~~continued~~ continued to practice whatever they ~~was~~ wanted to believe in.

Period 2 is a time where new modes of transportation came about and cities or countries began trading goods with other cities/countries. ~~But~~ Although some regions may have been left uninfluenced by trade routes and missionaries, trade routes and missionaries are what led to the emergence of many religions in period 2.

Trade routes and missionaries are the factors that led to the spread of many religions in period 2. In period 2, many new trade routes such as the silk roads, trans saharan, ~~mediterranean~~ mediterranean and indian were developed. These trade routes connected different countries all over different areas.

Along with the use of boats and ships, merchants were able to travel to different countries to sell/buy goods. As they travelled, they "brought" their religion with them. Like items, books, clothes, etc. so when a merchant/ traveller arrived ~~to~~ to their destination;

Circle the question number that you are answering on this page.

Mandatory 1	Circle one 2 or 3 or 4
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2B
2q2

The native people in that region, were exposed to a new religion. And maybe adopted it / began to practice it. Missionaries also purposely spread their religion to other regions in order for their religion to have a bigger following. Some people may have even mixed their religion along with one they were exposed to. ~~It is possible that some regions may have been left uninfluenced by trade routes and missionaries. Some people may have been too devoted to the religion they were already practicing. And some might have just never been exposed to travelling merchants or missionaries.~~ Therefore, creating new religions that people could follow too.

~~Some regions may have been left uninfluenced by trade routes and missionaries. Some people could have just been too devoted to the religion they were already practicing. And some might have just never been exposed to travelling merchants or missionaries.~~ Some regions may have been left uninfluenced by trade routes and missionaries. Some people could have just been too devoted to the religion they were already practicing. And some might have just never been exposed to travelling merchants or missionaries.

Circle the question number that you are answering on this page. 2C

Mandatory

1

Circle one

2 or 3 or 4

192

~~With the spread~~ Between 600 B.C.E and 600 C.E Christians, Buddhism, and Confucianism had different factors of spreading. With Christians the Bible was the main source of spreading Christianity and also missionaries. With Confucianism forming into a government based religion in China. And Buddhism with buildings and statues. But all that spreaded through trade.

With trading comes with religion luxury goods and ideas. Christianity, Buddhism, and Confucianism all spreaded through trade from the silk road, South east asia, and the med. sea trades. And so these religious items became rare too. For example, the 'holy ^{stone,} ~~item~~ ~~it~~. When spread ^{from the romans} ~~the romans~~ stabed Jesus on the cross ^{with} ~~and~~ so then ~~one~~ different religions would try to find it for a price.

With the differences they ~~sp~~ also spreaded with ~~sp~~ their own way. Like, the Christians used the bible, Confucianism used the government and Buddhism with art. And with the trades, different nationalities would see that and see what it's about. And then if they have religious vovables then religion spreades with that ~~to~~ item. And with missionary work.

Circle the question number that you are answering on this page.

Mandatory 1	Circle one 2 or 3 or 4
-----------------------	----------------------------------

2C
292

With different techniques of ways to use religion as a economic and Political way then it would spread in 600 B.C.E and 600 C.E. with trade.

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Question 2 — Long Essay Question

Overview

Responses to this question were expected to demonstrate students' knowledge of the factors that contributed to the emergence or spread of one or more religious traditions in the period from 600 B.C.E. to 600 C.E. The question addressed Key Concepts 2.1 and 2.3 of the AP World History Curriculum Framework, focusing on both the formation and codification of religious traditions and on how religions spread via networks of communications and exchange. The question primarily tested students' ability to deploy the historical reasoning skills of Causation and Contextualization and the disciplinary practice of Argument Development. Students were not, however, limited to using the skill of Causation, and successful responses demonstrated historical understanding by comparing religions or evaluating the changes in the spread of religions over the course of the time period. The question was open geographically to allow responses from multiple areas, with a specific chronological tie to the Classical era. Three religion/belief systems were presented in the prompt as examples (Buddhism, Confucianism and Christianity); however, students could address any religious system that arose or spread during the time period specified in the prompt.

Sample: 2A

Score: 6

The response earned 1 point for thesis/claim because it presents a clear thesis in the first paragraph of the essay. This thesis is well developed and identifies “trade and merchants, missionaries, and conquest and government” as factors that led to the expansion of Christianity, Buddhism, and Confucianism.

The response earned 1 point for contextualization because it creates a strong context in which to situate the argument by giving detailed description of the time period. Inclusion of specific details such as the development of “Rome, the Mauryan empire and Qin and Han dynasties” indicates an understanding of the political developments of the time.

The response earned 2 points for using evidence because it provides specific evidence throughout the essay and connects it to several arguments. Details such as “Silk roads,” “silk, spices, porcelain, and olives” help to provide support for the argument being made that, in addition to these goods, religion also traveled along the trade routes. The second evidence point was also earned repeatedly throughout the essay, with explanations that as “as time went on, ideas and religion started being shared as well” connecting the roles of the Silk Road to Buddhism's spread from India to China. Support for the argument is repeated in each paragraph, with numerous pieces of evidence used to develop each element of the argument.

The response earned 1 point for historical reasoning because it clearly uses the skill of causation throughout the essay to develop each aspect of the argument. Each paragraph correlates to a specific factor identified in the prompt and is then developed as a reflection of the cause-and-effect relationship of that factor to multiple religions.

The response earned 1 point for demonstrating a complex understanding because it is thoroughly developed and presents multiple sides of each argument. It is notable that within each paragraph multiple religions are addressed as evidence of the point being made, demonstrating a high level of awareness of historical complexity by indicating how the factor being discussed was important to the spread of these religions. For example, in the second body paragraph, the response identifies “missionaries” as “responsible for the spread of religion around Afro-Eurasia.” This paragraph goes on to develop the argument using numerous specific examples from not only Christianity, but also Buddhism. Similarly, the next paragraph develops an argument about conquest spreading religion by using support that ranges from the conversion of Constantine to that of Emperor Ashoka. This ability to make connections between disparate regions of the world in the context of a well-developed and clearly

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Question 2 — Long Essay Question (continued)

articulated argument that is fully supported with detailed specific evidence indicates a level of complexity more than sufficient to earn this point.

Thesis: 1

Contextualization: 1

Evidence: 2

Analysis and Reasoning: 2

Sample: 2B

Score: 4

The response earned 1 point for thesis/claim because it presents an adequate claim that “trade routes and missionaries” were factors that led to the emergence of religions.

The response did not earn the point for contextualization because the attempt found in the first paragraph is too vague and also falls outside the acceptable time periods. The reference to “new modes of transportation” indicates an attempt to address the context of the spread of religion, but it does not clearly indicate modes of transportation, nor does it explain how these created a context in which religions would be likely to emerge.

The response earned 2 points for using evidence, beginning in the second body paragraph. The list of trade routes identified by the response (“Silk Roads, Trans Saharan, Mediterranean”) serves as three facts and earned the first evidence point. The continued discussion following this list indicates very nicely how these trade routes were factors in the spread of the religion. The response’s explanation that “As they travelled, they ‘brought’ their religion with them” opens the door to a clear explanation of the role the listed trade routes played in the expansion of religion, which earned the second evidence point.

The response earned 1 point for using historical reasoning because it is clearly centered on the use of the skill of causation. While this is evident in several places (such as the trade route paragraph discussed above), one indication is in the final body paragraph, where the explanation of how missionaries served as a factor in the expansion of religions demonstrates a clear cause-and-effect relationship. The response explains that missionaries’ expand their religion for the purpose of obtaining a “bigger following,” indicating that the effect of missionary action is the growth of the religion. Another example of historical reasoning (also causation) is present immediately before this, where the essay explains how the identified trade routes were used by merchants who “‘brought’ their religion with them” and were able to spread the religion by converting natives.

The response did not earn the point for demonstrating a complex understanding because it fails to develop a complex argument. In the concluding paragraph, there is one attempt to go beyond the task of the prompt where the response introduces a vague mention of some areas that may never have been “uninfluenced” by trade routes and missionaries; however, this argument is not well developed.

Thesis: 1

Contextualization: 0

Evidence: 2

Analysis and Reasoning: 1

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Question 2 — Long Essay Question (continued)

Sample: 2C

Score: 2

The response earned 1 point for thesis/claim because the opening paragraph presents a clear claim in response to the prompt. In this case, the thesis identifies the time period and then identifies “missionaries” and “government [*sic*] based religion” as causes of expansion for Christianity and Confucianism. The phrase, “But all that spreaded [*sic*] through trade,” continues the claim by identifying trade as a factor for expansion of all identified religions.

The response did not earn a point for contextualization because the response does not attempt to create a context for its argument.

The response earned 1 point for using evidence because it identifies a series of specific facts that can be used to support the argument, but it does not develop these facts into evidentiary arguments. Examples of accepted evidence include “silk road,” “med. sea trades,” and even the “holy lance.” These facts are presented merely as a list; however, and are not developed or tied into a base argument because the fact that religious items “became rare” is not an adequate explanation of how those facts led to the spread of religion.

The response did not earn a point for historical reasoning because the response does not apply historical reasoning skills.

The response did not earn a point for complexity because the response does not develop a complex line of argument.

Thesis: 1

Contextualization: 0

Evidence: 1

Analysis and Reasoning: 0