

2017 AP[®] WORLD HISTORY FREE-RESPONSE QUESTIONS

Question 2 or Question 3

Suggested writing time: 35 minutes

Directions: Choose EITHER question 2 or question 3.

In your response you should do the following.

- **Thesis:** Present a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.
 - **Application of Historical Thinking Skills:** Develop and support an argument that applies historical thinking skills as directed by the question.
 - **Supporting the Argument with Evidence:** Utilize specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument.
 - **Synthesis:** Extend the argument by explaining the connections between the argument and one of the following.
 - A development in a different historical period, situation, era, or geographical area.
 - A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history).
 - A different discipline or field of inquiry (such as economics, government and politics, art history, or anthropology).
2. Describe and explain a significant continuity and a significant change in labor migration in the period 1450–1750 C.E. (*Historical thinking skill: Continuity and Change*)
3. Describe and explain a significant continuity and a significant change in the global balance of political power in the period 1900 C.E. to the present. (*Historical thinking skill: Continuity and Change*)

WHEN YOU FINISH WRITING, CHECK YOUR WORK ON SECTION II IF TIME PERMITS.

STOP

END OF EXAM

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Question 3 — Long Essay Question

Maximum Possible Points: 6

“Describe and explain a significant continuity and a significant change in the global balance of political power in the period 1900 C.E. to the present.” (*Historical thinking skill: Continuity and Change*)

Please note:

- Each point of the rubric is earned independently, e.g., a student could earn the point for synthesis without earning the point for thesis.
- Unique evidence from the student response is required to earn each point, e.g., evidence in the student response that qualifies for either of the targeted skill points could not be used to earn the point for thesis.

Points	Scoring Criteria	Notes
A: Thesis 0-1	<p>Thesis: Presents a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion. (1 point)</p>	<ul style="list-style-type: none"> • Must address at least one continuity <u>and</u> at least one change in the global balance of power 1900–present <u>and</u> have some explanatory element for each. • Does NOT have to mention specific states but must be defensible with reference to political power across more than one region. • <i>Sample: Throughout the 20th century, the global balance of power continuously relied on alliances and coalitions in global conflicts; however, there was a change over the 20th century from power resting primarily within Western Europe to the Cold War balancing between the United States and the Soviet Union.</i>
B: Argument Development: Using the Historical Thinking Skill 0-2	<p>Argument Development — Describes: Describes a historical continuity AND a change. (1 point)</p>	<ul style="list-style-type: none"> • Must <u>describe/identify</u> at least one relevant example of continuity <u>and</u> one example of change in global balance of political power in the period 1900–present. • <i>Samples: role of the nation-state, Western power centers, rise of former colonies, hegemonic stability, impact of anti-imperialist movements.</i>
	<p>Argument Development — Explains: Explains the reasons for a historical continuity AND a change. (1 point)</p>	<ul style="list-style-type: none"> • Must <u>explain a cause</u> for at least one relevant example of continuity <u>and</u> a cause for one relevant example of change in the global balance of political power in the period 1900–present and connect them back to the argument.

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Question 3 — Long Essay Question (continued)

C: Argument Development: Using Evidence 0-2	<p>Using Evidence — Examples: Addresses the topic of the question with specific examples of relevant evidence. (1 point)</p>	<ul style="list-style-type: none"> Must <u>address</u> the topic of the question by referring to at least TWO <u>specific</u> examples or pieces of relevant evidence reflecting global balance of political power. Essays can earn this point without having a stated thesis or a relevant argument. <i>Samples: colonial empires, decolonization movements, alliances, fluctuations in state power tied to the world wars, Cold War interactions.</i>
	<p>Using Evidence — Effective Substantiation: Utilizes specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument. (1 point)</p>	<ul style="list-style-type: none"> Must <u>both</u> present a significant amount of relevant evidence <u>and</u> clearly and consistently link that evidence to an argument about continuity <u>or</u> change in global balance of political power in the period 1900–present.
D: Synthesis 0-1	<p>Synthesis: Extends the argument by explaining the connection between the argument and either a development in a</p> <ul style="list-style-type: none"> different historical period geographical area a course theme and/or approach that is not the focus of the essay or a different discipline. (1 point) 	<ul style="list-style-type: none"> (Period) may offer a relevant connection between the in-period continuity and/or change in global balance of political power and developments in other periods, e.g., during 1750–1900 C.E. or 1450–1750 C.E. (Geography) not allowable because prompt is global. (Theme) may connect the continuity and/or change in global balance of political power in this period to a course theme or approach that is NOT political history. Examples might include use of economic factors or cultural changes or environmental interactions. (Discipline) may connect the argument to a different discipline, such as sociology, economics, or demography, to extend a discussion of the continuity and/or change in global balance of political power in the period 1900–present.
<p>If response is completely blank, enter - - for all four score categories A, B, C, and D.</p>		