

2002 AP® WORLD HISTORY FREE-RESPONSE QUESTIONS

WORLD HISTORY

SECTION II

Part B

(Suggested planning and writing time—40 minutes)

Percent of Section II score—33 1/3

Directions: You are to answer the following question. You should spend 5 minutes organizing or outlining your essay. Write an essay that:

- Has a relevant thesis and supports that thesis with appropriate historical evidence.
- Addresses all parts of the question.
- Uses historical context to show change over time and/or continuities.

2. Choose TWO of the areas listed below and analyze how each area's relationship to global trade patterns changed from 1750 to the present. Be sure to describe each area's involvement in global patterns around 1750 as your starting point.

Latin America

Sub-Saharan Africa

East Asia

The Middle East

Eastern Europe

North America

South and Southeast Asia

Part C

(Suggested planning and writing time—40 minutes)

Percent of Section II score—33 1/3

Directions: You are to answer the following question. You should spend 5 minutes organizing or outlining your essay. Write an essay that:

- Has a relevant thesis and supports that thesis with appropriate historical evidence.
- Addresses all parts of the question.
- Makes direct, relevant comparisons.

3. Analyze and compare the differing responses of China and Japan to western penetration in the nineteenth century.

END OF EXAMINATION

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Question 2

BASIC CORE

Historical skills and knowledge required to show competence.

1) Has acceptable thesis (Addresses the global trade patterns 1750 –present). 1 Point

An acceptable thesis must be explicit, correct, and:

- Is more than a simple restating of question;
- Addresses change and both regions, (need not actually include dates or the word “change”).

The thesis may appear in any location in the essay or there may be two theses-- one for each of the two regions.

**2) Addresses all parts of the question, though not necessarily evenly or thoroughly (Addresses most parts of question.). 2 Points
(1 Point)**

Two points requires that students do ALL of the following:

- Deal with two of the specified regions.
- Use at least a three-stage framework (1750, the middle, and the present), some periods may be implicit.
- Demonstrate change in each area’s relationship to global trade patterns.

One point is given for doing only TWO of the above. OR

Essay does the latter two very well for one region.

**3) Substantiates thesis with appropriate historical evidence (Partially substantiates thesis with appropriate historical evidence.). 2 Points
(1 Point)**

Two points requires that students do ALL of the following:

- Include a total of 5-6 pieces of **accurate** historical evidence to support thesis or argument, with appropriate evidence for each region.
- Analyze (indicate WHY) the change(s) described from 1750 forward for each region occurred.

One point is given if the essay does ONE of the above, OR both in ONE region.

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Question 2 (cont'd.)

4) Uses global, historical context effectively to show change over time and/or continuities. **1 Point**

Effectively means:

- Essay shows how regional evidence connects to the global context, and how it is sustained, within the specified time period of the question.

Subtotal 6 Points

EXPANDED CORE

Historical skills and knowledge required to show excellence.

Expands beyond basic core of 1-6 points. A student **must** earn 6 points in the basic core area **before** earning points in the expanded core area.

0-3 Points

Examples:

- Analytical thesis
- Ample accurate evidence is provided (more than six)
- Addresses all parts of the question addressed in a way that includes continuity
- Well-developed periodization for the topic
- Clear chronology--some dates, adequate sequencing
- More than one country discussed in a region
- Balanced tone; Consideration of diverse interpretations
- Demonstration of genuine world historical thinking using the habits of mind esp. seeing global patterns over time and space and connecting local to global developments
- How and why changes happened documented
- Inclusion of unique sources of information, evidence
- Links to AP themes such as social and gender structures, technological impact, and interaction
- Recognition that globalization is not only a 20th/21st century phenomenon
- Broad regional generalizations supported by specific country/ empire examples

Total 9 Points