



AP[®] World History 2014 Scoring Guidelines

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AP[®] WORLD HISTORY

2014 SCORING GUIDELINE

Question 1

BASIC CORE (competence)

0–7 Points

1. Has acceptable thesis.

1 Point

The thesis must address a relationship between Chinese peasants and the Chinese Communist Party using evidence from the documents.

- The thesis must be further qualified if it simply states a positive/negative or good/bad relationship.
- The thesis must be explicitly stated in the introduction or the specified conclusion of the essay.
- The thesis may appear as one sentence or multiple sentences.
- A thesis that merely restates the prompt is unacceptable.
- The thesis CANNOT count as meaning, evidence, or grouping.

2. Understands the basic meaning of documents.

1 Points

- Students must address all nine of the documents.
- Students must demonstrate understanding of the basic meaning of at least eight documents.
- Students may demonstrate the basic meaning of a document by grouping it in regard to a relationship between Chinese peasants and the Chinese Communist Party.
- Merely restating verbatim or quoting the content of the documents without context does not adequately demonstrate an understanding of basic meaning.

3. Supports thesis with appropriate evidence from all or all but one document. For 2 points:

2 Points

- Specific and accurate evidence of a relationship between Chinese peasants and the Chinese Communist Party. Must be explicitly drawn from a minimum of eight documents.

- A document that is simply listed does not count as using the document as evidence.

For 1 point:

1 Point

- Specific and accurate evidence of a relationship between Chinese peasants and the Chinese Communist Party. Must be explicitly drawn from a minimum of seven documents.

- A document that is simply listed does not count as using the document as evidence.

4. Analyzes point of view in at least two documents.

1 Point

Students must correctly analyze point of view in at least two documents.

- Point of view explains why this individual might have this opinion or what feature informs the author's point of view.
- Students must move beyond mere description by explaining a document's tone, the characteristics of the author, the intended audience, or how the intended outcome may have influenced the author's opinion (or some combination of these).
- Students may challenge the veracity of the author's opinion or point of view, but they must move beyond a mere statement that the author is "biased" by providing some plausible analysis of how or why.
- Mere attribution is not sufficient. Attribution is copying or repeating information verbatim from the source line of the document..

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Question 1 (continued)

5. Analyzes documents by grouping them in two or three ways, depending on the question. **1 Points**

- Students must explicitly and correctly group the documents in two ways demonstrating a relationship between Chinese peasants and the Chinese Communist Party.
- An extended discussion of a minimum of two documents (used appropriately) constitutes a group or subgroup.

6. Identifies and explains the need for one type of appropriate additional document or source. **1 Point**

- Students must identify an appropriate additional document, source, or voice and explain how or why the document or source will contribute to analysis of a relationship between Chinese peasants and the Chinese Communist Party.

Subtotal **7 Points**

EXPANDED CORE (excellence) **0-2 Points**

Expands beyond basic core of 1–7 points. The basic core score of **7** must be achieved before a student can earn expanded core points.

Examples:

- Provides consistent discussion of a relationship between Chinese peasants and the Chinese Communist Party throughout the essay.
- Has a clear, analytical, and comprehensive thesis.
 - Goes well beyond the minimally acceptable thesis.
- Shows careful and insightful analysis of the documents.
 - Recognizes the historical context of the documents.
 - Analyzes all nine documents.
 - Explains corroboration and links between documents.
- Uses documents persuasively as evidence.
- Analyzes point of view in most or all documents.
 - Provides thoughtful analysis of author’s background, intended audience, tone, or historical context.
- Includes appropriate groupings beyond the two required.
- Brings in accurate and relevant “outside” historical context.
- Explains why additional types of document(s) or sources are needed.
 - Identifies more than one type of appropriate additional document.
 - Provides a sophisticated explanation of why the additional document will contribute to analysis of a relationship.
 - Request for additional document(s) is woven into the essay and integrated into a broader analysis.

Subtotal **2 Points**

TOTAL **9 Points**

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Question 2

BASIC CORE (competence)

- 1. Has acceptable thesis** **1 Point**
- The thesis accurately addresses and qualifies at least one change **AND** one continuity in the ways one of the specified regions participated in **interregional trade** during the period circa 1500 to 1750.
 - 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 identifies one change **AND** one continuity in the ways one of the specified regions participated in **interregional trade** during the specified time period.
 - A continuity must persist from the 16th century to the 18th century.
- For 1 point:**
- The essay identifies one change **OR** one continuity in the ways one of the specified regions participated in **interregional trade** during the specified time period.
 - A continuity must persist from the 16th century to the 18th century.
- 3. Substantiates thesis with appropriate historical evidence.** **2 Points**
- For 2 points:**
- The essay provides a minimum of **six** pieces of evidence to support discussion of trade within the time period.
- For 1 point:**
- The essay provides a minimum of **three** pieces of evidence that support discussion of trade within the time period.
- 4. Uses relevant world historical context effectively to explain change over time and continuity.** **1 Point**
- The essay explains how world historical movements or processes influenced change or continuity in interregional trade
 - **OR** the essay explains how change or continuity in interregional trade influenced global historical movements or processes
 - **OR** the essay accurately addresses and qualifies trade in at least three regions of the world.
- 5. Analyzes the process of change over time and continuity.** **1 Point**
- The essay provides a reason for a change **OR** a continuity in interregional trade in the time period.
- Subtotal** **7 Points**

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Question 2 (continued)

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 comprehensively.
- Provides even and ample evidence of change and continuity.
- Analyzes both change and continuity throughout the essay.
- Provides ample world historical context.
- Explains intraregional trade as well as interregional trade.
- Provides reasons for both a change and a continuity.
- Provides extended analysis of change or continuity.

Subtotal

2 Points

TOTAL

9 Points

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Question 3

BASIC CORE (competence)

0–7 Points

1. Has acceptable thesis.

1 Point

- The thesis must correctly address both a similarity and a difference in how TWO empires used religion to govern.
- The thesis must be explicitly stated in the introduction or the specified conclusion of the essay.
- The thesis may appear as one sentence or as multiple sentences.
- A thesis that is split among multiple paragraphs or merely restates the prompt is unacceptable.
- The thesis CANNOT count for any other point.

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

1–2 Points

For 2 points:

- Identifies at least one similarity AND one difference in the use of religion to govern in the specified empires.

For 1 point:

- Identifies one similarity OR one difference in the use of religion to govern in the specified empires.

3. Substantiates thesis with appropriate historical evidence.

1–2 Points

For 2 points:

- Must provide at least five pieces of relevant and accurate evidence related to religions in the specified empires.
- At least one piece of evidence must be from each empire.

For 1 point:

- Must provide at least three pieces of relevant and accurate evidence related to religions in the specified empires.

4. Makes at least one direct, relevant comparison in the way two empires used religion to govern.

1 Point

- Makes at least ONE explicit and factually correct statement of similarity or difference in the use of religion to govern in the specified empires.

5. Analyzes at least one reason for a similarity or a difference identified in a direct comparison.

1 Point

- The analysis must explain the reason for a similarity or difference as it applies to both empires.

Subtotal

7 Points

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Question 3 (continued)

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.
- Provides ample historical evidence to substantiate the thesis.
- Relates comparisons to larger global context.
- Makes several direct, relevant comparisons between the ways empires used religion to govern.
- Consistently analyzes relevant similarities and differences in the way empires used religion to govern.
- Recognizes nuances in the way empires used religion to govern.

Subtotal

2 Points

TOTAL

9 Points