



AP[®] World History 2004 Scoring Guidelines

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Question 1—Document-Based Question

BASIC CORE (competence):

0-7 Points

1. Has acceptable thesis.

1 Point

Thesis must be located at the beginning (introduction) or the end (conclusion) of the essay. No split thesis; although it may be 2 connected sentences. Thesis must include specific references to different types of responses. Examples include:

- There were positive and negative responses (minimally acceptable).
- Change over Time: there were more positive responses early in the period than later.
- Buddhism more acceptable in times of disorder; Confucianism more acceptable in stable times.
- Blending: positive, negative, and some advocated blending or coexistence of religions/philosophies.

“There were many responses,” without qualification, is not sufficient as a thesis.

2. Uses 6 or 5, of the 6 documents.

1 Point

There are 6 documents. Students must make use of 6 or 5 documents. It is not sufficient to mention a document in a list.

3. Understands the basic meaning of documents cited in the essay.

1 Point

(May misinterpret one document.)

Students must understand the basic meaning of 4 of 5 or 5 of 6 documents.

- #3 is frequently misinterpreted as being hostile to Buddhism.
- If the typographical error on the date in Document 1 is the root of a misinterpretation, it does not count against the student (e.g., if Buddha is used with a C.E. date, instead of B.C.E. date).

4. Supports thesis with appropriate evidence from the documents.

1 Point

- For 3 documents, students support thesis by analyzing documents: why a document is significant or how it supports their thesis (analysis, not “plot summary”).
- This may be in the form of student commentary on concrete details, or the application of documents to the student’s argument.

5. Analyzes bias or point of view (POV) in three documents.

1 Point

Students must analyze POV correctly in 3 documents.

- POV explains *why this particular person might have this particular opinion* **or** *what informs the author’s POV*. Students must consider the characteristics of the author, and/or the intended audience, and/or the form or medium (official documents, sermon, etc.), and/or the tone of the document, and/or how the temporal context (e.g., writing in a period of stability/instability) may have influenced the author’s opinion.
- Mere attribution is not sufficient. Attribution is copying/repeating source information verbatim from the documents.

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Question 1—Document-Based Question (cont'd.)

6. Analyzes the documents by grouping them in at least two ways.

1 Point

- Positive responses: (1), 2, 3, 5
- Negative responses: 4, 6
- Responses during upheaval (pre-Tang): (1), 2, 3
- “Traditional Confucian,” xenophobic, historical responses: 4, 6 with evidence from 3, 5
- Universalist, individualistic, blending, inclusionary responses: (1), 2, 3, 5

7. Identifies one type of appropriate additional document.

1 Point

Students must identify an additional document or type of document and *explain why that document is appropriate for their argument*. The mostly commonly called-for documents are:

- lower class documents (peasant, farmer, merchant) to show contrast with the elite documents;
- women's voices to contrast with the male elite documents;
- chart, graph, or map showing populations of Buddhist converts over time.

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Question 1—Document-Based Question (cont'd.)

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. Could be:
 - Placement in the introductory paragraph as a controlling idea, and not merely used as a conclusion
 - A more sophisticated and nuanced thesis than the “positive and negative responses” thesis
 - A nuanced understanding of the importance of change over time
- Shows careful and insightful analysis of the documents.
 - Recognition of the inferences of mass/lower-class involvement in Buddhism in Documents 3, 4, 5
 - Analysis of 4 or more documents
 - Deals thoughtfully with change over time, or dates of documents
- Uses documents persuasively as evidence.
 - Documents woven into broader conceptual frameworks (social, economic, political, for example)
- Analyzes point of view or bias in 4, 5, or 6 documents.
 - Thoughtful analysis of authors’ backgrounds, intended audiences, or format/medium or tone of the documents
- Analyzes the documents in additional ways—groupings, comparisons, syntheses.
 - More than 2 basic groupings: subgroups of positive and negative responses
 - Unusual but legitimate groupings other than positive/negative
- Brings in relevant “outside” historical content.
 - Buddhism appealed to lower classes and women
 - Threat to Confucian elites, scholar-bureaucrats
 - Tax-exempt status of Buddhist monasteries under Tang dynasty
 - Buddhism’s philosophy of Bodhisattvas can ease one’s entrance into Buddhist heaven (Chinese adaptation of ancestor worship with Nirvana)
 - Empress Wu as a Buddhist empress and misogynist backlash from Confucian scholars and advisors
 - Connection of local (Chinese) documents to larger historical trends
- Identifies more than one type of appropriate additional document.
 - Sophisticated explanation of why the additional type of document is necessary to the argument
 - Requests for additional document(s) woven into the body and ongoing argument of the essay

TOTAL:

9 Points

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Question 2—Change Over Time (COT)

BASIC CORE (competence):

0-6 Points

1. Has acceptable thesis.

1 Point

An acceptable thesis must be explicit, correct, and:

- Be more than a simple restating of question;
- Address change OR continuity with some specificity;
- May be split and may appear in any location in the essay.

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

2 Points

(Addresses most parts of the question.)

(1 point)

Two points require that students ACCURATELY do ALL of the following:

- Describe BOTH change and continuity specific to labor systems in Latin America and the Caribbean, or Russia, or sub-Saharan Africa from 1750-1914.
- Analyze EITHER the causes of change OR the reasons for continuity specific to labor systems in Latin America and the Caribbean, or Russia, or sub-Saharan Africa in the period 1750-1914.

One point requires that students ACCURATELY do ALL of the following:

- Describe BOTH change and continuity specific to labor systems in Latin America and the Caribbean, or Russia, or sub-Saharan Africa from 1750-1914.

3. Substantiates thesis with appropriate historical evidence, showing change or continuity.

2 Points

(Partially substantiates thesis with appropriate historical evidence.)

(1 Point)

Two points require that students do the following:

- Include at least FIVE pieces of accurate historical evidence related to labor systems in the specified region in the period 1750-1914. (Evidence may be implicit.)

One point requires that students do the following:

- Include at least THREE pieces of accurate historical evidence related to labor systems in the specified region in the period 1750-1914. (Evidence may be implicit.)

4. Uses global historical context effectively to show change OR continuity.

1 Point

Uses global historical context effectively to show change OR continuity in labor systems within the specified region through:

- Connection to global processes, or
- Interaction among 2 or more regions, or
- Comparisons to other regions.

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Question 2—Change Over Time (COT) (cont'd.)

EXPANDED CORE (excellence):

0-3 Points

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

Examples:

- Has a clear, analytical, and comprehensive thesis.
- Demonstrates depth or complexity in analyzing change or continuity.
- Addresses both continuity and change over time in a balanced fashion.
- Addresses sequencing, chronology, and some key dates for the area of the world that is chosen.
- Demonstrates sophisticated global historical thinking by analyzing global patterns over time and space.
- Includes unique, relevant information, evidence, or perspective.
- Makes broad regional generalizations about labor systems in Latin America and the Caribbean, Russia, or Sub-Saharan Africa supported by specific examples.
- Demonstrates with sophistication the long-term impact of a shift in labor systems.
- Discusses the issue of differing historical interpretations pertaining to labor systems.

TOTAL:

9 Points

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Question 3—Comparative (COMP)

BASIC CORE (competence):

0-6 Points

- 1. Has acceptable thesis that addresses comparison of the issues or themes specified. 1 point**

An acceptable thesis:

- must connect two of the regions and make reference to the ways in which the First World War and its outcomes affected each region
- must stay within the time frame of World War I through the 1930s
- may appear anywhere in the essay and can be split
- may address the regions as a whole or select specific countries within the regions.

- 2. Addresses ALL parts of the question though NOT necessarily evenly or thoroughly. 2 points**

(Addresses most parts of the question.)

(1 point)

Two points: Students must accurately demonstrate how the outcomes of the War affected BOTH regions (the region as a whole or using specific countries within those regions) through the 1930s.

One point: Students must accurately demonstrate how the outcomes of the War affected ONE region (the region as a whole or using specific countries within those regions) through the 1930s.

Does not need to be contained in a single sentence but must be explicit in the broader context of the essay.

CANNOT use thesis statement as this point.

- 3. Substantiates thesis with appropriate historical evidence. 2 points**
(Partially substantiates with appropriate historical evidence.) (1 point)

Two points: Minimum of THREE pieces of relevant evidence in the appropriate chronological context about the effect of the war with at least one piece of evidence in each area.

One point: Minimum of at least TWO pieces of relevant evidence in the appropriate chronological context about the effect of the war (in either or both areas).

- 4. Makes at least one direct relevant comparison between or among societies. 1 point**

Makes at least one relevant and substantiated DIRECT comparison or contrast regarding the effect of the First World War on the two regions selected. CANNOT use thesis statement as this point.

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Question 3—Comparative (COMP) (cont'.d)

EXPANDED CORE (excellence):

0-3 Points

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

Examples:

- Has an **exceptionally strong thesis** that is clear, analytical, and comprehensive and compares/contrasts the First World War and its outcomes in TWO of the requisite regions in the period from the War through the 1930s.
- Provides **additional examples** or richness of evidence to substantiate the thesis.
- Goes beyond the basic comparison by analyzing the reasons for similarities/differences by:
 - Discussing ideological, class, or gender issues
 - Tracing the effect of the war through the entire period
- Contrasts or makes direct comparisons **consistently** between or among regions by:
 - Contrasting/comparing within a region, such as between Turkey and Egypt
 - Making explicit linkages and connections across both areas and through the entire period
- Sophisticated analysis of causes within and across regions and/or establishes additional global connections
 - Significant and explicit contrast

TOTAL:

9 Points