



AP[®] World History 2002 Scoring Guidelines

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**AP[®] WORLD HISTORY
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Question 1

BASIC CORE

1) Has acceptable thesis.

1 Point

The thesis must be explicit and based on the documents. It must deal with **BOTH** a comparison of the attitudes of Christianity **and** Islam and the change in the attitudes of each over time. The thesis may appear in any location, and the comparative and change over time components may be split and appear in different places. It may not be only a simple rewording of the question.

2) Uses all or all but 1 of the documents.

1 Point

May misinterpret documents and still receive the point.

3) Supports thesis with appropriate evidence from documents.

1 Point

Here students must address the issue of *Change Over Time* with appropriate grouping and/or interpretation of the documents. Students need not cite the document, but its use must be evident. The student must use the documents implicitly or explicitly to support the arguments for change over time. The treatment of Islam and Christianity need not be equal, but the discussion of change over time must include both.

Some general groupings:

- Early Christianity condemns trade (Doc. 1, 3)
- Early Islam supports trade (Doc. 2)
- Both religions moderate their earlier positions over the period (Doc. 4-7)

4) Understands the basic meaning of documents cited in the essay.

1 Point

May misinterpret the content of no more than one document in a way that leads to an inaccurate grouping or a false conclusion.

5) Analyzes point of view or bias in at least 2 documents.

1 Point

Must show point of view in at least two documents by:

- Relating the author's POV to the author's religion, occupation, or time period **OR**
- Assessing the reliability of the source **OR**
- Recognizing that different kinds of documents serve different purposes **OR**
- Analyzing tone or intent of documents

6) Analyzes and synthesizes documents by grouping them in at least 1 way.

1 Point

Here students must make *Comparisons* with an appropriate grouping and/or interpretation of the docs. Students must use the documents to support the arguments for comparison. Treatment of Christianity and Islam need not be even, but should be substantive.

Some comparisons are:

- Similarities between Christianity and Islam
- Differences between Christianity and Islam
- Categories of sources (e.g., merchants, scholars)

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Question 1 (cont'd.)

7) Identifies one type of appropriate additional document(s).

1 Point

Students may include a specific type of document(s) or an additional perspective (e.g., non-Muslim, non-Christian). Students must include sources or perspectives that go beyond those already included in the documents or explain why additional documents from sources already cited are needed.

Subtotal 7 Points

EXPANDED CORE

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.

0-2 Points

Examples:

- Has a clear, analytical and comprehensive thesis.
- Uses documents persuasively as evidence.
- Shows careful and insightful analysis of the documents.
- Analyzes point of view or bias consistently and effectively.
- Analyzes the documents in additional ways — groupings, comparisons, syntheses.
- Brings in relevant “outside” historical content.
- Identifies more than one type of appropriate additional document(s).

Total 9 Points

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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

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Question 3

BASIC CORE

Historical skills and knowledge required to show competence.

1) Has acceptable thesis.

1 Point

The thesis must be explicit but may appear in any location. The thesis must accurately **compare** Chinese and Japanese responses to western penetration, ca. 1800-1914.

**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 address FOUR of the following:
(One point requires that students address THREE of the following:)**

- Western penetration
- Chinese responses to the West
- Japanese responses the West
- Comparison of Chinese and Japanese responses
- Analysis/explanation of why the West was able to penetrate China and Japan **and/or** why the Chinese and Japanese responses differed

3) Substantiates thesis with appropriate historical evidence. (Partially substantiates thesis with appropriate historical evidence.)

**2 Points
(1 Point)**

Two points:

Minimum of two relevant examples **each** from China and Japan

One point:

Minimum of one relevant example **each** from China and Japan

4) Makes at least one relevant and substantiated direct comparison between the Chinese and Japanese responses.

1 Point

Subtotal 6 Points

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Question 3 (cont'd.)

EXPANDED CORE

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:

- The essay has an **exceptionally strong thesis** (clear, analytical and comprehensive) that contrasts the responses of China and Japan to Western penetration in the 19th century.
- The essay **thoroughly addresses all parts** of the question.
- The essay provides more than two examples of historical evidence for either China or Japan to substantiate the thesis.
- The student demonstrates the ability to **relate comparisons to the larger global context** (e.g., emergence of Western hegemony in 19th century).
- The essay **shows similarities as well as differences** in the Chinese and Japanese responses to Western penetration (*breakdown of policies of isolation in both; popular uprisings in both*).
- The essay goes beyond comparisons to thoroughly **analyze by explaining and providing reasons for why** China and Japan responded differently to Western penetration (the stronger tradition of cross-cultural borrowing in Japan; the greater political fluidity in semifeudal Japan of the late Tokugawa period as opposed to the continued strength of centralized rule in the late Qing).

Total 9 Points