



## **AP<sup>®</sup> World History 2013 Scoring Guidelines**

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# AP<sup>®</sup> WORLD HISTORY

## 2013 SCORING GUIDELINES

### Question 1

**BASIC CORE** (competence)

**0–7 Points**

**1. Has acceptable thesis.**

**1 Point**

- The thesis must address at least one **connection** between regional issues and European struggles for global power using the documents.
- 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 is split among multiple paragraphs is unacceptable.
- A thesis that merely restates the prompt is unacceptable.
- The thesis cannot be counted for credit in any other category.

**2. Understands the basic meaning of documents.**

**1 Point**

- 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 regional issues or European struggles for global power.
- Merely restating verbatim or quoting the content of the documents without providing context does not adequately demonstrate an understanding of basic meaning.

**3. Supports thesis with appropriate evidence from all or all but one document.**

**2 Points**

**For 2 points:**

- Specific and accurate evidence of regional issues or European struggles for global power 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:**

- Specific and accurate evidence of regional issues or European struggles for global power 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 particular person might have this particular opinion or what particular 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, and/or how the intended outcome may have influenced the author's opinion.
- 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.
- 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 three ways.

1 Point

- Students must explicitly and correctly group the documents in three ways.
- A minimum of two documents (used appropriately) constitutes a group or subgroup.
- Groupings must coherently address specific regional issues or European struggles for global power.
- Groupings may be geographic or thematic.

#### 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 the document or source will contribute to analysis of either a regional issue or European struggle for global power.

#### 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 the connection between regional issues and European struggles for global power 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.
  - Recognizes change and continuity in the relationship.
  - 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 authors' background, intended audience, tone, or historical context.
- Includes groupings beyond the three 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.
  - Integrates request(s) for additional document(s) into the essay and into a broader analysis.

#### Subtotal

2 points

#### Total

9 points

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## 2013 SCORING GUIDELINES

### Question 2

**BASIC CORE** (competence)

**0–7 Points**

**1. Has acceptable thesis.**

**1 Point**

- The thesis accurately addresses and qualifies how political transformations contributed to change **and** continuity in the cultures of the Mediterranean region during the period 200 C.E. to 1000 C.E.
- 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 addresses how political transformations contributed to both change and continuity in cultures of the Mediterranean region within the time period.
- The essay may not necessarily relate to the majority of the time period.

**For 1 point:**

- The essay accurately addresses how a political transformation contributed to **either** change or continuity in the cultures of the Mediterranean region within the time period.
- The essay may not necessarily relate to the majority of the time period.

**3. Substantiates thesis with appropriate historical evidence.**

**2 Points**

**For 2 points:**

- The essay provides a minimum of **six** pieces of evidence that support discussion of political transformations, change, and/or continuity in the cultures of the Mediterranean region within the time period.
- Evidence provides support for the discussion of change OR continuity.

**For 1 point:**

- The essay provides a minimum of **three** pieces of evidence that support discussion of political transformations, change, and/or continuity in the cultures of the Mediterranean region within the time period.
- Evidence provides support for the discussion of change OR continuity.

**4. Uses relevant world historical context effectively to explain change over time and/or continuity.**

**1 Point**

The essay explains how world historical context shaped one political transformation's contribution to change or continuity in a culture of the Mediterranean region within the time period. OR, the essay explains how one political transformation's contribution to change or continuity in a culture of the Mediterranean impacted a region outside of the Mediterranean.

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### Question 2 (continued)

**5. Analyzes the process of change over time and/or continuity.**

**1 Point**

The essay analyzes the way(s) a political transformation contributed to a change or continuity in one culture of the Mediterranean region in the time period.

**Subtotal**

**7 Points**

**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 thoroughly (as relevant): comparisons, chronology, causation, connections, themes, interactions, and content.
- Provides even and ample evidence of change and continuity.
- Analyzes both change and continuity throughout the essay.
- Recognizes nuances within the role of the states.
- Distinguishes between similarities and differences in the effects of political transformations on different cultures of the Mediterranean region

**Subtotal**

**2 Points**

**Total**

**9 Points**

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## 2013 SCORING GUIDELINES

### Question 3

**BASIC CORE** (competence)

**0–7 Points**

**1. Has acceptable thesis.**

**1 Point**

- The thesis must include both a specific, valid **similarity** and a specific, valid **difference** between the **role of the state in economic development** in Meiji Japan and the role of the state in the economic development of one of the specified countries (China, Russia, or the Ottoman Empire) during the time period. Because the time period specified is the late 19<sup>th</sup> and early 20<sup>th</sup> century, students may address similarities and differences in the years from circa 1850 to circa 1950.
- 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 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:**

- Addresses at least one valid similarity **AND** one valid difference between the **role of the state in economic development** in Meiji Japan and the **role of the state in economic development** in one of specified country choices during the time period.
- Discusses Japan and the other country but not necessarily evenly.

**For 1 point:**

- Addresses at least one valid similarity **OR** at least one valid difference between the **role of the state in economic development** in Meiji Japan and the **role of the state in economic development** in one of specified countries during the time period.
- Discusses Japan and the other country but not necessarily evenly.

**3. Substantiates thesis with appropriate historical evidence.**

**2 Points**

**For 2 points:**

- Must provide at least **five** pieces of relevant and accurate evidence related to the economic role of the state.
- At least **two** of the five pieces of relevant and accurate evidence must relate to **Japan** and **two** to the specified country choice.

**For 1 point:**

- Must provide at least **three** pieces of relevant and accurate evidence related to the economic role of the state.
- At least **one** piece of evidence must relate to **Japan** and **one** to the specified country choice.

**4. Makes at least one direct, relevant comparison between the countries.**

**1 Point**

- Makes at least **ONE** explicit, concrete, and factually correct statement of similarity or difference between the role of the state in Japan's economic development and the role of the state in the economic development of the country chosen. The statement must also be a different comparison from the ones used to address a similarity and a difference.

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### Question 3 (continued)

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

**1 Point**

Explains **why** there was a similarity or a difference between the countries in the state's role.

**Subtotal**

**7 Points**

**EXPANDED CORE** (excellence)

**0–2 Points**

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

**Examples:**

- Has a clear, analytical, and comprehensive thesis.
- Addresses all parts of the question thoroughly (as relevant): comparisons, chronology, causation, connections, themes, interactions, and content.
- Provides ample historical evidence to substantiate the thesis.
- Relates comparisons to larger global context.
- Makes several direct, relevant comparisons between the countries.
- Consistently analyzes relevant similarities and differences in the role of the state in the two countries.
- Applies relevant knowledge of other countries or regions or world historical processes.
- Recognizes nuances within the role of the states.

**Subtotal**

**2 Points**

**Total**

**9 Points**