



## **AP<sup>®</sup> World History 2008 Scoring Guidelines**

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# AP<sup>®</sup> WORLD HISTORY

## 2008 SCORING GUIDELINES

### Question 1—Document-Based Question

**BASIC CORE** (competence)

**0–7 Points**

**1. Has acceptable thesis.**

**1 Point**

- The thesis must address at least two factors that shaped the modern Olympics.
- The thesis must be explicitly stated in the introduction or the 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. Understands the basic meaning of documents.**

**1 Point**

(May misinterpret 1 document.)

- Students must address all 10 documents in the essay.
- Students must demonstrate understanding of the basic meaning of at least 9 documents.
- Documents must be addressed individually to show understanding in a way that goes beyond listing and attribution.
- Merely quoting from the document does not demonstrate basic understanding.

**3. Supports thesis with appropriate evidence from all or all but 1 document.**  
**For 2 points:**

**2 Points**

- Evidence must be drawn from 9 or 10 documents and address the question.

**For 1 point:**

- Evidence must be drawn from 8 documents and address the question.

**4. Analyzes point of view in at least 2 documents.**

**1 Point**

- Students must correctly analyze point of view in at least 2 documents.
  - Point of view explains why this particular person or organization might have this particular opinion or what particular feature informs the author's point of view.
  - Students must move beyond mere description of the individual by considering and explaining the tone, the characteristics and experiences of the author, the intended audience, and/or how the intended outcome may have influenced the author's opinion.
  - Mere attribution is not sufficient. Attribution is copying or repeating information verbatim from the source line of the document.

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

**1 Point**

- Students must explicitly address the question by grouping the documents in at least two ways.
- Students may either group documents showing factors affecting the Olympics AND/OR group documents showing the effects of the Olympics.  
Some examples include
  - Economic factors (Documents 5, 7, 9): sponsors, profits, commercial gain, development, trade benefits, finances.

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## 2008 SCORING GUIDELINES

### Question 1—Document-Based Question (continued)

- Political factors (Documents 1, 3, 4, 6, 10): national pride/patriotism; rivalries; improvement of a country's morale, image, or standing in the world; Cold War rivalries; alliances; international relations; ideological conflicts.
- Gender (Documents 2 and 8): women, feminism, equality, underrepresentation.
- Social factors: entertainment, inspiration, betterment of world, global cooperation, spectators.
- Competition: desire to win, love for the Games, personal gain or recognition, team spirit.
- Peace: unity, fighting through sports.
- Types of sources: organizers, media.

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

**1 Point**

- Students must identify an appropriate additional type of document or source and explain how the document or source will contribute to an analysis of the factors that shaped the modern Olympics movement from 1892 to 2002.

**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.
- Shows careful and insightful analysis of the documents.
  - Recognition of the historical context of the documents.
  - Analysis of all 10 documents.
- Uses documents persuasively as evidence.
- Analyzes point of view in most or all documents.
  - Thoughtful analysis of author's background, intended audience, or historical context
- Analyzes the documents in additional ways—groupings, comparisons, syntheses.
  - Inclusion of groupings beyond the two required.
  - Additional analysis of subgroups within a larger grouping.
- Brings in relevant “outside” historical content.
- Explains why additional types of document(s) or sources are needed.
  - Identification of more than one type of appropriate additional document.
  - Sophisticated explanation of why the additional document is necessary.
  - Requests for additional documents are woven into the essay and integrated into a broader analysis.
- Has a clear and comprehensive conclusion that brings the argument into a meaningful perspective. (Cannot be used if conclusion is used for the thesis point.)

**Subtotal**

**2 Points**

**TOTAL**

**9 Points**

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## 2008 SCORING GUIDELINES

### Question 2—Continuity/Change over Time

#### BASIC CORE (competence)

0–7 Points

**Note:** Points should normally be allotted in the order of these scoring guidelines.  
No “double-dipping” should occur.

**1. Has acceptable thesis.**

1 Point

- The thesis correctly specifies BOTH change and continuity in Indian Ocean commerce from 650 C.E. to 1750 C.E.
- The thesis must be explicitly stated in the introduction or the 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. “There were many changes and continuities . . .” without specifics, is unacceptable.
- The thesis CANNOT count for any other point.

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

2 Points

**For 2 points:**

- The essay addresses BOTH continuity and change in the period 650–1750 regarding commerce in the Indian Ocean region.

**For 1 point:**

- The essay addresses EITHER continuity or change in the period 650–1750 regarding commerce in the Indian Ocean region.

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

2 Points

**For 2 points:**

- The essay provides **five pieces of accurate evidence** of change AND continuity.
  - At least one piece of evidence must be about change AND one about continuity.
  - Each piece of evidence must be a specific example of continuity or change in Indian Ocean commerce in the period 650–1750, for example: materials exchanged, participants involved, and/or new technologies.

**For 1 point:**

- The essay provides **four pieces of accurate evidence** of change AND/OR continuity.
  - Each piece of evidence must be a specific example of continuity or change in Indian Ocean commerce in the period 650–1750, for example, materials exchanged, participants involved, and/or new technologies.

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

1 Point

- The essay relates an extraregional or global process to explain a change OR continuity in Indian Ocean commerce in the period 650–1750. For example, “The desire for spices led Europeans to explore the Indian Ocean region and the New World.”

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

1 Point

- Accurately explains a reason for a change OR continuity in Indian Ocean commerce in the period 650–1750. For example, “This happened because . . .”

**Subtotal**

**7 Points**

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## 2008 SCORING GUIDELINES

### Question 2—Continuity/Change over Time (continued)

#### **EXPANDED CORE** (excellence)

**0–2 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.
- Analyzes multiple changes and continuities in Indian Ocean commerce in the period 650–1750.
- Provides ample, accurate evidence of change and continuity.
- Provides sophisticated analysis throughout the essay.

**Subtotal**

**2 Points**

**TOTAL**

**9 Points**

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## 2008 SCORING GUIDELINES

### Question 3—Comparative

**BASIC CORE** (competence)

**0–7 Points**

**1. Has acceptable thesis.**

**1 Point**

- The thesis must address EITHER similarities OR differences in the emergence of nation-states in nineteenth-century Latin America AND that of nation-states in EITHER sub-Saharan Africa OR the Middle East in the twentieth century.
- The thesis must be explicitly stated in the introduction or the 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. For example, “There were many similarities and differences . . .” is not acceptable.
- Discussion may include nation-states as political as well as religious, cultural, or legal entities.
- The thesis CANNOT count for any other point.

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

**2 Points**

- Students may use one or more countries per region as examples.
- Students may discuss specifics about a region without mentioning a particular nation-state.
- The essay must focus on emerging nation-states, but discussion may include nation-building.
- Students need not cover the entire time period but should compare relevant time periods.
- For Latin America, students may write about the long nineteenth century (1750–1914).
- The twentieth century is 1901–2000.

**For 2 points:**

- BOTH a similarity AND a difference in the emergence of nation-states in the TWO regions are addressed.

**For 1 point:**

- EITHER a similarity OR difference in the emergence of nation-states in the TWO regions is addressed.

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

**2 Points**

**For 2 points:**

- Provides at least **four pieces of specific evidence** that support the emergence of nation-states with at least ONE example from EACH region.

**For 1 point:**

- Provides at least **three pieces of specific evidence** that support the emergence of nation-states with at least ONE example from EACH region.

**4. Makes at least one direct comparison between or among societies.**

**1 Point**

- Makes at least ONE direct, relevant, and factually correct comparison between the regions about the emergence of nation-states.

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

**1 Point**

- Analyzes at least ONE relevant reason for a similarity or a difference between the regions concerning the emergence of nation-states.

**(Must be an expansion of core points 2, 3, or 4.)**

**Subtotal**

**7 Points**

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## 2008 SCORING GUIDELINES

### Question 3—Comparative (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 (as relevant) thoroughly and evenly: comparisons, chronology, causation, connections, themes, interactions, content.
- Provides ample historical evidence to substantiate thesis.
- Relates comparisons to larger global context.
- Makes several direct comparisons consistently between or among societies.
- Consistently analyzes the causes and effects of relevant similarities and differences.

**Subtotal**

**2 Points**

**TOTAL**

**9 Points**