



## **AP<sup>®</sup> World History 2006 Scoring Guidelines**

### **The College Board: Connecting Students to College Success**

The College Board is a not-for-profit membership association whose mission is to connect students to college success and opportunity. Founded in 1900, the association is composed of more than 5,000 schools, colleges, universities, and other educational organizations. Each year, the College Board serves seven million students and their parents, 23,000 high schools, and 3,500 colleges through major programs and services in college admissions, guidance, assessment, financial aid, enrollment, and teaching and learning. Among its best-known programs are the SAT<sup>®</sup>, the PSAT/NMSQT<sup>®</sup>, and the Advanced Placement Program<sup>®</sup> (AP<sup>®</sup>). The College Board is committed to the principles of excellence and equity, and that commitment is embodied in all of its programs, services, activities, and concerns.

© 2006 The College Board. All rights reserved. College Board, AP Central, APCD, Advanced Placement Program, AP, AP Vertical Teams, Pre-AP, SAT, and the acorn logo are registered trademarks of the College Board. Admitted Class Evaluation Service, CollegeEd, connect to college success, MyRoad, SAT Professional Development, SAT Readiness Program, and Setting the Cornerstones are trademarks owned by the College Board. PSAT/NMSQT is a registered trademark of the College Board and National Merit Scholarship Corporation. All other products and services may be trademarks of their respective owners. Permission to use copyrighted College Board materials may be requested online at: [www.collegeboard.com/inquiry/cbpermit.html](http://www.collegeboard.com/inquiry/cbpermit.html).

**Visit the College Board on the Web: [www.collegeboard.com](http://www.collegeboard.com).**

**AP Central is the official online home for the AP Program: [apcentral.collegeboard.com](http://apcentral.collegeboard.com).**

**AP<sup>®</sup> WORLD HISTORY  
2006 SCORING GUIDELINES**

**Question 1—Document-Based Question**

**BASIC CORE** (competence)

(Historical skills and knowledge required to show competence.)

**0–7 Points**

**1. Has acceptable thesis.**

**1 Point**

- The thesis cannot be split and must be located in either the introductory paragraph or the conclusion.
  - It may be a number of contiguous sentences.
  - It cannot simply repeat the question.
- The thesis must address the social and economic effects of the global flow of silver as indicated in the documents.

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

**1 Point**

(May misinterpret one document.)

- There are eight documents. Students must address all documents in the essay and demonstrate understanding of the basic meaning of at least seven documents. Listing the documents separately or listing the documents as part of a group does sufficiently demonstrate an understanding of basic meaning.

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

**2 Points**

**For 2 points:**

- Evidence must be drawn from seven or eight documents and be connected to the thesis.

**For 1 point:**

- Evidence must be drawn from six documents and must be connected to the thesis.

**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 of that individual by considering and explaining the tone, the characteristics 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 the information 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 group the documents in at least two ways.

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

**1 Point**

- Students must identify an appropriate additional document or source and explain how the document or source will contribute to an analysis of the effects of the silver trade.

**AP<sup>®</sup> WORLD HISTORY**  
**2006 SCORING GUIDELINES**

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

**EXPANDED CORE** (excellence)

**0–2 Points**

(Historical skills and knowledge required to show excellence.)

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.
  - More sophisticated thesis, well beyond the minimum acceptable thesis.
- Shows careful and insightful analysis of the documents.
  - Recognition of temporal differences, change over time, or historical context of the documents.
  - Analysis of all eight documents.
- Analyzes point of view in more than two 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 groupings required by the core.
  - Additional analysis of subgroupings within a larger group.
- Brings in relevant “outside” historical content.
  - Mercantilism and the global trade system.
  - Historical context of the silver trade.
- Identifies more than one type of appropriate additional document or provides a particularly sophisticated explanation of why the additional document is necessary.
  - Request(s) for additional document(s) woven into the body of the essay and integrated into the broader analysis.

**AP<sup>®</sup> WORLD HISTORY  
2006 SCORING GUIDELINES**

**Question 2—Continuity/Change Over Time**

**BASIC CORE** (competence)

(Historical skills and knowledge required to show competence.)

**0–7 Points**

**1. Has acceptable thesis.**

**1 Point**

- The thesis must address both change and continuity within the time period.
- In the thesis, both change and continuity must be qualified, and it must address relevant cultural and/or political developments.
- The thesis cannot be split and must be located in either the introductory paragraph or the conclusion.
  - It may be a number of contiguous sentences.
  - It cannot simply repeat the question.

A global reference is not necessary to get the thesis point.

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

**2 Points**

**For 2 points:**

- The essay provides relevant discussion of both continuity and change within the time period.

**For 1 point:**

- The essay provides relevant discussion of either continuity or change within the time period.

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

**2 Points**

**For 2 points:**

- The essay provides accurate and specific evidence of both culture and politics within the time period.

**For 1 point:**

- The essay provides accurate and specific evidence of either culture or politics within the time period.

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

**1 Point**

- The essay provides accurate and relevant world historical context for either change or continuity.
- This context may relate to broad world historical patterns or to specific global historical developments.

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

**1 Point**

- The essay analyzes (with accuracy and specificity) the causes of either change or continuity across the majority of the time period.
- This analysis may be split.

It may not count as the thesis point.

**AP<sup>®</sup> WORLD HISTORY**  
**2006 SCORING GUIDELINES**

**Question 2—Continuity/Change Over Time (continued)**

**EXPANDED CORE** (excellence)

**0–2 Points**

(Historical skills and knowledge required to show excellence.)

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 both change and continuity.
- Provides even and ample evidence of change and continuity.
- Provides even and ample evidence of politics and culture.
- Addresses both broad world historical patterns and specific global historical developments in discussing global context.
- Gives a sophisticated analysis of the entire time period.

**AP<sup>®</sup> WORLD HISTORY  
2006 SCORING GUIDELINES**

**Question 3—Comparative**

**BASIC CORE** (competence)

**0–7 points**

(Historical skills and knowledge required to show competence.)

**1. Has acceptable thesis.**

**1 point**

- The thesis cannot be split and must be located in either the introductory paragraph or the conclusion. It cannot simply repeat the question.
- The thesis must address BOTH countries, as well as BOTH a similarity and a difference, and must address either goals or outcomes.

The thesis statement cannot 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:**

Essays must address:

- two countries
- both similarity AND difference
- at least one goal AND at least one outcome

**For 1 point:**

Essays must address:

- two countries
- either similarity OR difference
- either one goal OR one outcome

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

**2 points**

Essays must include at least one accurate piece of evidence for each country.

**For 2 points:**

- Essays should include a minimum of FIVE accurate pieces of evidence related to goals and/or outcomes.

**For 1 point:**

- Essays should include a minimum of THREE accurate pieces of evidence related to goals and/or outcomes.

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

**1 point**

- The comparison/contrast between countries must be explicit and relevant to revolutionary goals or outcomes. [It is not sufficient to make statements that would be obvious from the question (e.g., “Both Mexico and Russia wanted political change in the 1910’s.”).]
- Mere parallel construction is not enough to earn this point.
- The direct comparison must be distinct from the thesis statement.

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

**1 point**

- In regard to goals or outcomes, students must explain why a similarity or a difference occurs, or why a similarity or a difference is significant. [Analysis of goals or outcomes within one country is not sufficient for this point.]

**Note 1:** For thesis, direct comparison, and comparative analysis points, the entire statement must be accurate. For evidence points, an inaccurate phrase can be ignored within an otherwise accurate sentence.

**Note 2:** All categories *but* the thesis can double count. For example, a direct comparison might yield two or more evidence points.

**AP<sup>®</sup> WORLD HISTORY**  
**2006 SCORING GUIDELINES**

**Question 3—Comparative (continued)**

**EXPANDED CORE** (excellence)

**0–2 points**

(Historical skills and knowledge required to show excellence.)

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; e.g., assesses goals and outcomes effectively.
- Addresses all parts of the question with depth and balance:
  - Comparisons
  - Connections
  - Chronology
  - Themes
  - Interactions
  - Outcomes and goals
- Provides ample historical evidence to substantiate the thesis.
- Relates comparisons to the larger global context.
- Makes several direct comparisons consistently between countries.
- Consistently analyzes causes and effects of relevant similarities and differences.