



AP[®] World History 2005 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 4,700 schools, colleges, universities, and other educational organizations. Each year, the College Board serves over three and a half 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[®], the PSAT/NMSQT[®], and the Advanced Placement Program[®] (AP[®]). 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.

Copyright © 2005 by 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 Entrance Examination 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 Entrance Examination Board. PSAT/NMSQT is a registered trademark of the College Entrance Examination Board and National Merit Scholarship Corporation. Other products and services may be trademarks of their respective owners. Permission to use copyrighted College Board materials may be requested online at: <http://www.collegeboard.com/inquiry/cbpermit.html>.

Visit the College Board on the Web: www.collegeboard.com.

AP Central is the official online home for the AP Program and Pre-AP: apcentral.collegeboard.com.

**AP[®] WORLD HISTORY
2005 SCORING GUIDELINES**

Question 1—Document-Based Question

BASIC CORE (competence):	0–7 Points
1. Has acceptable thesis. The thesis must appear at the beginning (introduction) or end (conclusion) of the essay and may be found in multiple sentences. Thesis must refer to specific ways in which Muslim leaders confronted and/or defined their nationalist sentiments.	1 Point
2. Uses at least five of the six documents. There are six documents. Students must use five or six documents. An essay may NOT simply list numbers of documents.	1 Point
3. Understands the basic meaning of the documents cited in the essay. (May misinterpret one document.) Students must exhibit understanding of the basic meaning of at least four documents.	1 Point
4. Supports thesis with appropriate evidence from documents. Students must support thesis utilizing at least three documents by including <i>why</i> a document is significant or <i>how</i> it supports their thesis (analysis that displays a deeper grasp of the document).	1 Point
5. Analyzes point of view. Students must include analysis of the author's point of view in at least one document. <ul style="list-style-type: none">• 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 information verbatim from the source line of the document.	1 Point
6. Analyzes the documents by grouping them in at least two appropriate ways. Sample groupings include: <ul style="list-style-type: none">• Anti-Western colonialism (Documents 2 and 4)• Internal Muslim unity (Documents 1 and 4)• Role of education (Documents 1 and 6)	1 Point
7. Identifies one type of appropriate additional document. Students must identify an additional document or type of document and <i>explain why that document is appropriate for their argument</i> . The additional document must provide a perspective other than those found in the documents AND offer an explanation as to what this additional document would add to the analysis. Common examples of this are: nonelite, female, or non-Muslim perspectives to demonstrate a degree of contrast with the elite male Muslim documents.	1 Point
SUBTOTAL:	7 Points

AP[®] WORLD HISTORY
2005 SCORING GUIDELINES

Question 1—Document-Based Question (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, analytic, and comprehensive thesis.
 - A more sophisticated thesis going well beyond the minimum acceptable thesis.
- Shows careful and insightful analysis of the documents.
 - Recognition of the temporal differences, change over time, or historical context of the documents.
 - Analysis of all six documents.
- Analyzes point of view in more than one document.
 - Thoughtful analysis of author's background, intended audience, or historical context.
- Analyzes the documents in additional ways—including groupings, comparisons, or syntheses.
 - Inclusion of groupings beyond the two groupings required for the basic core.
 - Additional analysis of groups with subgroupings within a larger grouping.
- Brings in relevant “outside” historical content.
 - Impact of the First World War on India, Egypt, or North Africa.
 - Post–Second World War decolonization trends.
 - Broader independence goals and/or movements.
- Identifies more than one type of appropriate additional document or provides a particularly sophisticated explanation of why the additional document is necessary.
 - Request for additional document(s) woven into the body of the essay and integrated into the broader analysis.

TOTAL:

9 Points

**AP[®] WORLD HISTORY
2005 SCORING GUIDELINES**

Question 2—Change Over Time

BASIC CORE (competence):

0–6 Points

1. Has acceptable thesis.

1 Point

The thesis must be located at the beginning or the end of the essay. It may not be split.
The thesis must:

- Be more than a simple restatement of the question.
- Explicitly address social AND economic transformations.

The thesis cannot count for other basic core points, such as a transformation, evidence, or global context.

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

2 Points

To earn 2 points, students must ACCURATELY:

- Describe FOUR social and economic transformations that occurred as a result of new contacts in the Atlantic world from 1492 to 1750. The essay must describe at least ONE social transformation and ONE economic transformation.
- Analyze at least ONE social or economic transformation.

Students may address the transformations in the Atlantic world or transformations within specific regions: i.e., Western Europe, Africa, and the Americas. The regions need not be addressed evenly.

(Addresses most parts of the question.)

(1 Point)

To earn 1 point, students must ACCURATELY describe ONE social transformation and ONE economic transformation that occurred as a result of new contacts in the Atlantic world from 1492 to 1750.

Students may address the transformations in the Atlantic world or transformations within specific regions: i.e., Western Europe, Africa, and the Americas. The regions may not be addressed evenly.

3. Substantiates thesis with appropriate historical evidence.

2 Points

To earn 2 points, students must include FOUR pieces of historical evidence related to social and economic transformations. Students must cite at least ONE piece of evidence for a social transformation and ONE piece of evidence for an economic transformation.

(Partially substantiates thesis with appropriate historical evidence.)

(1 Point)

To earn 1 point, students must include TWO pieces of historical evidence related to social and economic transformations. Students must cite at least ONE piece of evidence for a social transformation and ONE for an economic transformation.

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

1 Point

The student uses global historical context effectively to show change OR continuity in the Atlantic world from 1492 to 1750 by

- placing the Atlantic world in the context of world history, OR
- connecting the Atlantic world to global processes, OR
- describing the interactions between at least two regions.

SUBTOTAL:

6 Points

**AP[®] WORLD HISTORY
2005 SCORING GUIDELINES**

Question 2—Change Over Time (continued)

EXPANDED CORE (excellence):

0–3 Points

Response goes beyond the basic core of 1–6 points. An essay must earn 6 points in the basic core *before* earning points in the expanded core.

Examples:

- Has a clear, analytical, and comprehensive thesis.
- Consistently analyzes social and economic transformations.
- Provides thorough treatment of all parts of the question.
- Addresses all parts of the question evenly.
- Addresses continuities in the Atlantic world.
- Provides abundant specific historical evidence to substantiate the thesis.
- Provides innovative links with relevant ideas, events, and trends.

TOTAL:

9 Points

**AP[®] WORLD HISTORY
2005 SCORING GUIDELINES**

Question 3—Comparative

BASIC CORE (competence):

0–6 Points

1. Has acceptable thesis.

1 Point

The thesis must be stated directly and located at the beginning or end of the essay.
It may not be split. Two topic sentences of two separate paragraphs do not make a thesis.

There must be some minimal qualification of *both* differences and similarities to be an acceptable thesis. “There were economic similarities but political differences” is minimally acceptable; “There were similarities and differences” is not acceptable.

2. Addresses all parts of the question.

2 Points

To earn 2 points, students must acknowledge the task of analyzing four categories (political and economic effects on two regions).

To earn 1 point, students must acknowledge TWO or THREE categories of analysis. (1 Point)

No points are earned for acknowledging only one of the four categories.

3. Substantiates thesis with appropriate historical evidence.

2 Points

To earn 2 points, students must present FOUR or more correct relevant pieces of information (historical examples).

To earn 1 point, students must use TWO or THREE correct/relevant examples. (1 Point)

Evidence of *deliberate* changes in social, cultural, or religious policies can be counted as political effects (i.e., these changes were consequences of political policy).

One piece of evidence can be used for two regions and count for evidence in each region, *if* it is specifically explained for each region. (For example, “Reinvigoration of the Silk Roads benefited the economies of both X and Y regions by doing *a* in X and by doing *b* in Y.”)

If there was no acceptable thesis, evidence must be relevant to the task.

4. Makes at least TWO relevant, direct comparisons among or between societies. 1 Point

Students must make at least TWO direct, *explicit* comparisons or contrasts between the two regions to earn this point. One comparison must be political and the other must be economic.

The comparisons must be distinct from the thesis. No double bonuses: For example, “There were economic similarities and political differences” cannot count for both the thesis point and the direct comparison point.

Mere parallel construction is not enough to earn this point.

Comparisons must be relevant and on task.

SUBTOTAL:

6 Points

**AP[®] WORLD HISTORY
2005 SCORING GUIDELINES**

Question 3—Comparative (continued)

EXPANDED CORE (excellence):

0–3 Points

Expands beyond the basic core of 1–6 points. The basic core score of 6 must be achieved *before* a student can earn expanded core points.

Examples:

- Has a clear, analytical, and comprehensive thesis.
- Provides balanced treatment of both regions.
- Shows balance in the treatment of similarities and differences.
- Includes a balanced treatment of political and economic analyses.
- Provides ample historical evidence to substantiate thesis.
- Includes comparisons related to larger global context(s), for example:
 - Substantial and relevant connections between Mongol rule and the periods subsequent to Mongol rule.
 - Discussion of backlash or reactions of indigenous peoples to the Mongols.
 - Discussion of themes of nomad/settler interactions or historical context of Mongol societies.
- Makes direct comparisons consistently between regions.

TOTAL:

9 Points