



AP[®] World History 2007 Scoring Guidelines

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AP[®] WORLD HISTORY

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Question 1—Document-Based Question

BASIC CORE (competence)

0–7 Points

1. Has acceptable thesis.

1 Point

- The thesis must include both Han and Roman attitudes toward technology with correct qualification of each empire.
- The thesis does NOT have to include a comparison of Han and Roman attitudes.
- 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.

2. Understands the basic meaning of documents.

1 Point

(May misinterpret one document.)

- Students must address all eight documents in the essay.
- Students must demonstrate understanding of the basic meaning of at least seven documents.
- Listing the documents separately or as a group does not adequately demonstrate an understanding of basic meaning.
- Merely quoting from the document does not demonstrate basic understanding.

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 address the question.

For 1 point:

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

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 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. Some examples include type(s) of technology, pro and con technology, role(s) of government with respect to technology, or by class, philosophers, government officials.
- Noting the Han documents (Documents 1–4) and/or the Roman documents (Documents 5–8) will NOT count as groupings, BUT noting Han or Roman officials or Han or Roman upper classes as groups is acceptable.

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Question 1—Document-Based Question (continued)

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 Han and Roman attitudes toward technology.
Some potential additional types of documents:
 - Documents by women—to explore whether there are similarities or differences in Han/Roman attitudes according to gender.
 - Documents by workers—to explore the attitudes of those classes that might be most affected by various technologies or those classes that would physically implement a new technology.
 - Documents with data about the effects of various technologies (road building, irrigation) to help explain positive/negative attitudes.
 - Documents regarding the economic effects of technologies to help explain positive/negative attitudes.

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 eight 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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Question 2—Continuity/Change Over Time

BASIC CORE (competence)

0–7 Points

1. Has acceptable thesis.

1 Point

- The thesis correctly specifies both change and continuity in the formation of national identity in the region of the Middle East, Southeast Asia, OR Sub-Saharan Africa from 1914 to the present.
- 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.
- Thesis sentences may not be used for any other rubric points.

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 in the formation of national identity in one of the regions.

For 1 point:

- The essay provides relevant discussion of either continuity or change within the time period in the formation of national identity in one of the regions.

3. Substantiates thesis with appropriate historical evidence.

2 Points

For 2 points:

- The essay provides FOUR pieces of accurate evidence of change AND continuity.
 - Change evidence must be a concrete example related to a specific country.
 - Continuity evidence may be general to the selected region.
 - At least one piece of evidence must be about change AND one about continuity.

For 1 point:

- The essay provides THREE pieces of accurate evidence of change AND/OR continuity.
 - Evidence for change must be related to a country or countries.

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

1 Point

- The essay relates a global or transregional process to a change OR continuity that affected the formation of national identity.
 - e.g., imperialism/colonization, world wars, cold war, globalization, decolonization
 - Nineteenth-century imperialism can count if connected to the time period of the question.
- Global context may be on a regional or country/countries level.

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

1 Point

- The essay explains a reason for a change or continuity in national identity during the time period in a region or country/countries.

Subtotal

7 Points

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

Subtotal

2 Points

TOTAL

9 Points

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Question 3—Comparative

BASIC CORE (competence)

0–7 Points

1. Has acceptable thesis.

1 Point

- The thesis correctly addresses similarities **and** differences in empire building in the Spanish Empire and the Ottoman or Russian Empire.
- The thesis must be accurate for the period 1450–1800, but actual dates are not mandatory.
- 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 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:

- Both similarities and differences in empire building in the two empires are addressed.

For 1 point:

- Either similarities or differences in empire building in the two empires are addressed.

3. Substantiates thesis with appropriate historical evidence.

2 Points

For 2 points:

- The essay provides at least **FOUR examples of specific evidence** that supports empire building, with at least **one** example from **each** empire.

For 1 point:

- The essay provides **THREE examples of specific evidence** that supports empire building, with at least **one** example from **each** empire.

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

1 Point

- Makes at least one explicit, relevant comparison about the empire-building process.
- The direct comparison must be distinct from the thesis statement.

5. Analyzes at least one relevant reason for a similarity or difference between the empires in the essay.

1 Point

- May be an expansion of core point 2 or 4.
- Typical sentence may include: “This was a difference between the Spanish and Russian Empires *because*. . .”

Subtotal

7 Points

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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): 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**