



AP[®] World History 2012 Scoring Guidelines

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Question 1

BASIC CORE (competence)

0–7 Points

1. Has acceptable thesis

1 Point

- The thesis must address a specific relationship between cricket and politics in South Asia, using evidence from 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 10 of the documents.
- Students must demonstrate understanding of the basic meaning of at least nine documents.
- Students may demonstrate the basic meaning of a document by grouping it in regard to a specific relationship between cricket and politics.
- Merely restating verbatim or quoting the content of the documents without 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 the relationship between cricket and politics must be explicitly drawn from a minimum of nine documents.
- Simply listing a document does not count as using the document as evidence.

For 1 point:

- Specific and accurate evidence of the relationship between cricket and politics must be explicitly drawn from a minimum of eight documents.
- Simply listing a document 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 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.
- Students may not receive credit for both the larger group and the subgroups within it.
- Groupings must address with coherence the specific relationship between cricket and politics. **Examples include:**
 - Positive influences of the relationship between politics and cricket, such as:
 - Breaking racial or caste barriers
 - Relaxing religious tensions
 - Unifying South Asians, or South Asians and Europeans
 - Negative influences of the relationship between politics and cricket, such as:
 - Increasing religious or ethnic tensions
 - Creating class antagonisms
 - Development of nationalism
 - Continuation of British imperialism

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 the relationship between cricket and politics in South Asia.

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 relationship between cricket and politics 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.
 - Recognition of the historical context of the documents.
 - Recognition of the change/continuity in the relationship.
 - Analyzes all 10 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 author's background, intended audience, tone, or historical context.

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Question 1 (continued)

- 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.
 - Request for additional document(s) is woven into the essay and integrated into a broader analysis.

Subtotal

2 Points

Total

9 Points

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Question 2

BASIC CORE (competence)

0–7 Points

1. Has acceptable thesis

1 Point

- The thesis accurately addresses and qualifies change and continuity in trade networks between Africa and Eurasia from circa 300 C.E. to 1450 C.E.
- 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 consecutive sentences.
- A thesis that is split among multiple paragraphs, or merely restates the prompt, is unacceptable.
- The thesis 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:

- The essay addresses both change and continuity in trade networks between Africa and Eurasia in the relevant time period.
- May not necessarily relate to the majority of the time period.

For 1 point:

- The essay accurately addresses either change or continuity in trade networks between Africa and Eurasia in the relevant time period.
- 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 five pieces of evidence that support discussion of change and/or continuity in trade networks between Africa and Eurasia within the time period.
- Evidence provides supporting examples.

For 1 point:

- The essay provides a minimum of three pieces of evidence that support discussion of change and/or continuity in trade networks between Africa and Eurasia within the time period.
- Evidence provides supporting examples.

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

1 Point

- The essay accurately describes change or continuity, or both, in trade networks between Africa and Eurasia across the majority of the time period.

5. Analyzes the process of continuity and change over time

1 Point

- The essay analyzes continuity or change, or both, in trade networks between Africa and Eurasia in the time period.

Subtotal

7 Points

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Question 2 (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.
- Analyzes all issues of the question (as relevant): global context, chronology, causation, change, continuity, effects, content.
- Provides ample historical evidence to substantiate thesis.
- Provides links with relevant ideas, events, and trends in an innovative way.

Subtotal

2 Points

TOTAL

9 Points

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Question 3

BASIC CORE (competence)

0–7 Points

1. Has acceptable thesis

1 Point

- The thesis must include both a valid **similarity** and a valid **difference** in **demographic AND environmental effects** on the Americas and one other region during the time period.
- 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 in the **effects** on the Americas and on one other region during the time period.
- Discusses the Americas and the other region but not necessarily evenly.

For 1 point:

- Addresses at least one valid similarity **OR** at least one valid difference in the **effects** on the Americas and on one other region during the time period.
- Discusses the Americas and the other region but not necessarily evenly.

3. Substantiates thesis with appropriate historical evidence

2 Points

For 2 points:

- Must provide at least **seven** pieces of relevant and accurate evidence related to demographic or environmental effects of the Columbian Exchange.
- At least **two** pieces of evidence related to demographic or environmental effects of Columbian Exchange must relate to the non-American region.

For 1 point:

- Must provide at least **four** pieces of relevant and accurate evidence related to demographic or environmental effects of the Columbian Exchange.
- At least **one** piece of evidence related to demographic or environmental effects of the Columbian Exchange must relate to the non-American region.

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

1 Point

- Makes at least ONE explicit, concrete, and factually correct statement of similarity or difference between the effects of the Columbian Exchange in the two regions. The statement must also be a comparison that is different from the ones used to address a similarity and a difference.

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

1 Point

- Explains one effect of the Columbian Exchange linked to a similarity or difference.

Subtotal

7 Points

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Question 3 (continued)

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:

- Has a clear, analytical, and comprehensive thesis.
- Addresses all parts of the question thoroughly (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, relevant comparisons between or among regions.
- Consistently analyzes relevant similarities and differences in demographic and environmental effects.
- Applies relevant knowledge of other regions or world historical processes.
- Recognizes nuances within effects and/or regions.

Subtotal

2 Points

Total

9 Points