



AP[®] World History

2015 Scoring Guidelines

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AP[®] WORLD HISTORY

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Question 1

BASIC CORE (competence)

0-7 Points

1. Has acceptable thesis.

1 Point

- The thesis must address **TWO RESPONSES** to the spread of influenza in the early 20th century plausibly drawn from the documents.
- The thesis must be explicitly stated in the introduction or specified conclusion of the essay.
- The thesis may appear as one sentence or as multiple consecutive sentences.
- A thesis that merely restates the prompt is unacceptable.
- The thesis **CANNOT** count in any other category.

2. Understands the basic meaning of documents.

1 Point

- Students must address **ALL NINE** of the documents.
- Students must demonstrate an understanding of the basic meaning of **AT LEAST EIGHT** documents.
- Students may demonstrate understanding of the basic meaning of a document by grouping it in regard to **A RESPONSE** to the spread of influenza.
- 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.

1-2 Points

For 2 points:

- Specific and accurate evidence of **A RESPONSE** to the spread of influenza. Must be explicitly drawn from a minimum of eight documents.
- A document that is simply listed does not count as using the document as evidence.

For 1 point:

- Specific and accurate evidence of **A RESPONSE** to the spread of influenza. Must be explicitly drawn from a minimum of seven documents.
- A document that is simply listed 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 individual might have this opinion or what 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, or how the intended outcome may have influenced the author's opinion (or some combination of these).
- Students may challenge the veracity of the author's opinion or point of view, but they must move beyond a mere statement that the author is "biased" by providing some plausible analysis of how or why.
- 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 demonstrating **A RESPONSE** to the spread of influenza.
- An extended discussion of a minimum of two documents (used appropriately) constitutes a group or subgroup.

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 or why the document or source will contribute to analysis of **A RESPONSE** to the spread of influenza.

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:

- Provides consistent discussion of responses to the spread of influenza.
- Has a clear, analytical, and comprehensive thesis that goes well beyond the minimally acceptable thesis.
- Shows careful and insightful analysis of most documents.
 - Recognizes the historical context of the documents.
 - Explains corroboration and links between documents.
- Uses documents persuasively as evidence.
- Analyzes point of view in more than the required number of documents and/or provides thoughtful analysis of author's background, intended audience, tone, or historical context.
- Includes appropriate 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 of a relationship.
 - 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 one continuity and one change in labor systems during the period circa 1450 to circa 1900.
- The thesis must be explicitly stated in the introduction or 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.

1-2 Points

For 2 points:

- The essay addresses one change **AND** one continuity in labor systems within the specified time period.
- May not necessarily relate to the majority of the time period.

For 1 point:

- The essay addresses one change **OR** one continuity in labor systems within the specified time period.
- May not necessarily relate to the majority of the time period.

3. Substantiates thesis with appropriate historical evidence.

1-2 Points

For 2 points:

- The essay provides a minimum of **seven** pieces of evidence to support discussion of changes and continuity in labor systems within the time period.

For 1 point:

- The essay provides a minimum of **five** pieces of evidence that support discussion of change **and/or** continuity in labor systems within the time period.

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

1 Point

- The essay explains how world historical movements or processes influenced labor system change or continuity,
- **OR** the essay explains how labor systems change or continuity influenced global historical movements or processes,
- **OR** relates discussion of change or continuity to similar processes in other world regions and/or other historical periods.

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

1 Point

The essay explains continuity and change in labor systems in one of the specified regions.

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.
- Addresses all parts of the question comprehensively.
- Provides even and ample evidence of change and continuity.
- Provides ample world historical context.
- Extensively explains multiple labor systems.
- Provides extensive analysis of change and continuity throughout the period 1450–1900.

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 similarity **AND** a difference between two of the specified trade networks in the period 600 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 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. Addresses all parts of the question, though not necessarily evenly or thoroughly.

1-2 Points

For 2 points:

- Identifies at least one similarity **AND** one difference in trade networks during the specified time period.

For 1 point:

- Identifies one similarity **OR** one difference in trade networks during the specified time period.

3. Substantiates thesis with appropriate historical evidence.

1-2 Points

For 2 points:

- Must provide at least **five** pieces of relevant and accurate evidence related to trade networks during the specified time period.

For 1 point:

- Must provide at least **three** pieces of relevant and accurate evidence related to trade networks during the specified time period.

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

1 Point

- Provides an additional difference **OR** similarity in trade networks beyond that stated for Core Point 2.

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

1 Point

Subtotal

7 Points

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Question 3 (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 thoroughly (as relevant): comparisons, chronology, causation, connections, themes, interactions, content.
- Provides ample historical evidence to substantiate thesis.
- Relates comparisons to a larger global context.
- Makes several direct, relevant comparisons between or among trade networks.
- Consistently analyzes relevant similarities and differences in trade networks.
- Applies relevant knowledge of other regions or world historical processes.
- Recognizes nuances within trade networks.

Subtotal

2 Points

TOTAL

9 Points