



AP[®] World History 2009 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 address at least two specific African responses to imperialism in a plausible fashion using evidence from the documents.
- Thesis statements such as “there were more reactions than actions” are not acceptable.
- Thesis statements that there were “positive and negative African reactions to” or “differing African views concerning” imperialism are not acceptable.
- The thesis must be explicitly stated in the introduction or in the specified conclusion of the essay.
- The thesis may appear as one sentence or as multiple contiguous sentences.
- A thesis that is split among multiple paragraphs is unacceptable.
- A thesis that merely restates the prompt is unacceptable.
- The thesis CANNOT count as a point for meaning, evidence, or grouping.

**2. Understands the basic meaning of the documents.
(May misinterpret one document.)**

1 Point

- Students must address all nine of the documents.
- Students must demonstrate understanding of the basic meaning of at least eight documents.
- Students may demonstrate understanding of the basic meaning of documents by grouping them with others that show a similar African reaction to imperialism.
- Students may demonstrate the basic meaning of the documents by accurately discussing European actions.
- Restating or quoting the content of the documents separately does not demonstrate an adequate understanding of meaning.

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

2 Points

For 2 points:

- Specific and accurate evidence of an African response to imperialism must be explicitly drawn from a minimum of eight documents.
- A document that is simply listed cannot count as evidence.

For 1 point:

- Specific and accurate evidence of an African response to imperialism must be explicitly drawn from a minimum of seven documents.
- A document that is simply listed cannot count 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 person’s point of view.
 - Students must move beyond mere description 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.

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Question 1—Document-Based Question (continued)

- Students may challenge the veracity of the author's opinion or point of view but must move beyond a mere statement of "bias" by providing some plausible analysis.
- 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 ways.

1 Point

- Students must explicitly and correctly group the documents in two ways.
- A minimum of two documents (used appropriately) constitutes a group or subgroup.
- Groupings must coherently address African responses to imperialism. Examples of such groupings include:
 - Violent resistance (Documents 4, 5, 7, 8, 9)
 - Nonviolent/call for resistance (Documents 2, 6, 7, 8)
 - Diplomacy/work with Europeans (Documents 1, 2, 3)
 - Accommodation to European demands (Documents 1, 4, 6, 7)
 - Resort to tradition or past ways (Documents 2, 3, 5, 6, 8)
- Documents grouped by "action and reaction," location, or type of document are appropriate **only if** the student establishes a coherent and common African response for all documents within the group.

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 it will contribute to the analysis of African responses to imperialism.

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 more than two clear responses.
- Has a clear, analytical, and comprehensive thesis.
 - Goes well beyond the minimally acceptable thesis.
- Shows careful and insightful analysis of the documents.
 - Recognizes the historical context of the documents.
 - Analyzes all nine 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 the authors' backgrounds, intended audiences, tones, or historical contexts.
- Includes groupings beyond the two required.
- Brings in accurate "outside" historical content.

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Question 1—Document-Based Question (continued)

- 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 would be helpful.
 - Requests an additional document as an integral part of the essay and places the request into a broader analysis.

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

- Addresses the global issues and the time period(s) specified.
- The thesis correctly specifies BOTH continuity and change in patterns of interactions along the Silk Roads from 200 B.C.E. to 1450 C.E.
- Students **need not** address “the patterns” but must address interactions.
 - Examples: religions, diseases, economic systems, technology, animals, products.
- 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. For example, “There were many continuities and changes ...” is not acceptable.
- The thesis CANNOT count for any other point.

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

2 Points

For 2 points:

- Essay addresses BOTH continuity AND change in patterns of interactions along the Silk Roads with historically relevant specificity.

For 1 point:

- Addresses EITHER continuity OR change in patterns of interactions along the Silk Roads with historically relevant specificity.
- “Addressing ...” CANNOT count for any other point.

3. Substantiates thesis with appropriate historical evidence.

2 Points

For 2 points:

- Provides at least five pieces of accurate evidence of continuity AND change in patterns of interactions along the Silk Roads.
 - Each piece of evidence must be a supporting example of continuity OR change in patterns of interactions along the Silk Roads.
 - Examples: religions, disease, economic systems, technology, animals, products.

For 1 point:

- Partially substantiates thesis with appropriate historical evidence.
- Provides at least four pieces of accurate evidence of continuity AND/OR change in patterns of interactions along the Silk Roads.
 - Each piece of evidence must be a supporting example of continuity OR change in patterns of interactions along the Silk Roads.

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

1 Point

- The essay relates or describes an extraregional connection or a global process to explain a continuity OR change in patterns of interactions along the Silk Roads.
 - Example: “Over a period of time, Silk Roads were responsible for bringing different cultures into contact” is NOT acceptable because of the lack of specificity.
- Using “relevant world historical context” CANNOT count for the analysis point (#5).

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Question 2—Continuity/Change over Time (continued)

5. Analyzes the process of continuity and change over time. **1 Point**

- Accurately explains reason for or impact of a continuity OR change in patterns of interactions along the Silk Roads.
 - Example: “The introduction of paper along the Silk Roads allowed governments to keep more detailed records and enhance their power.”
- “Analyzes ...” CANNOT count for “uses relevant world historical context” (#4).

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.
- 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—Comparative

BASIC CORE (competence)

0–7 Points

1. Has acceptable thesis.

1 Point

- The thesis must include BOTH North America and Latin America/Caribbean.
- The thesis must address BOTH ideology and effects of ideology (although not necessarily defined).
- The thesis must show some notion that the student has understood “racial ideology” (may be general, such as racism or racial superiority).
- The thesis must identify a valid similarity OR difference.
- The thesis must be relevant to the time period, but the dates **need not** be explicitly cited.
- 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 CANNOT count for any other point.

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

2 Points

For 2 points:

- Identifies at least one similarity AND one difference.
- Discusses BOTH ideologies and effects (but not necessarily evenly).
- Discusses BOTH regions (but not necessarily evenly).
- Students need not cover the entire time period but should compare relevant time periods.

For 1 point:

- Addresses BOTH regions.
- Identifies one similarity OR one difference.
- Discusses an ideology OR an effect.

3. Substantiates thesis with appropriate historical evidence.

2 Points

For 2 points:

- Must provide four specific pieces of evidence (two from each region) to support the thesis.

For 1 point:

- Must provide two specific pieces of evidence (one from each region) to support the thesis.

4. Makes at least one direct, relevant comparison between/among societies.
(May discuss EITHER similarities or differences.)

1 Point

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

1 Point

- Must give a reason why Latin America/Caribbean and North America were similar or different in either their ideologies or the effect of those ideologies.

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 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 comparisons consistently between or among societies.
- Consistently analyzes the causes and effects of relevant similarities and differences.
- Applies relevant knowledge of other regions or world historical processes.
- Discusses change over time (e.g., the hardening of racial ideologies).
- Recognizes nuances within regions.

Subtotal

2 Points

TOTAL

9 Points