



## AP Art History 2001 Scoring Guidelines

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**Question 1**

- 4** Pharaoh is correctly identified. The response fully and correctly discusses at least **3** characteristics of the works that are typical of the pharaoh's reign. No significant errors.
- 3** Pharaoh is correctly identified. The response correctly discusses at least **2** characteristics of the works that are typical of the pharaoh's reign. Discussion may not be as clearly or fully articulated as a 4. There may be some significant errors.

**OR**

- Pharaoh is incorrectly identified. The response correctly discusses at least **3** characteristics of the works that are typical of the pharaoh's reign. No significant errors in discussion (thus otherwise a 4 response).
- 2** Pharaoh is correctly identified. The response correctly discusses at least **1** characteristic of the works that is typical of the pharaoh's reign. Response may contain significant errors.

**OR**

- Pharaoh is incorrectly identified. Correctly discusses at least **2** characteristics of the works that are typical of the pharaoh's reign. Response may contain significant errors.
- 1** Response correctly identifies the pharaoh. No other response of merit.

**OR**

- An incorrect identification is given, but response correctly discusses **1** characteristic that is typical of the pharaoh's reign.
- 0** Makes an attempt, but answer is without merit because it rewrites the question or makes only incorrect statements.
- This is a non-response, such as a blank paper, crossed-out words, notes on summer vacations, teachers, etc.

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**Question 2**

- 4** Correctly identifies Augustus. Correctly discusses at least 3 distinct aspects of style and/or content that reflect Roman social and political values. No significant errors.
- 3** Correctly identifies Augustus. Correctly discusses 2 aspects of style and/or content that reflect Roman social and/or political values. May contain significant errors.

**OR**

Incorrectly identifies Augustus. Correctly discusses at least 3 aspects of style and/or content that reflect Roman social and/or political values. Contains no significant errors.

- 2** Correctly identifies Augustus. Correctly discusses 1 aspect of style and/or content that reflects Roman social and/or political values. May contain significant errors.

**OR**

Incorrectly identifies Augustus. Correctly discusses 2 aspects of style and/or content that reflect Roman social and/or political values. May contain significant errors.

- 1** Correctly identifies Augustus, but there is no other response of merit.

**OR**

Incorrectly identifies Augustus. 1 other response of merit.

- 0** Makes an attempt, but the answer is without merit because it rewrites the question or makes only incorrect statements.

- This is a nonresponse, such as a blank paper, crossed-out words, notes on summer vacations or teachers, etc.

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**Question 3**

- 4** Must correctly discuss a total of **3** issues. Must correctly discuss at least **1** way in which the Ingres portrait retains specifically traditional painting characteristics and **1** way that the painting reflects the awareness of the new medium of photography. Contains no significant errors.
- 3** Correctly discusses **3** ways in which the Ingres painting reflects **and** ignores the newer medium of photography. The discussion is incomplete or contains some significant errors.
- 2** Correctly discusses **2** ways in which the Ingres painting reflects or ignores the newer medium of photography. The discussion may contain significant errors.
- 1** Correctly discusses **1** issue only. May contain significant errors.
- 0** Makes an attempt, but the answer is without merit because it rewrites the question, merely describes the works, or makes only incorrect statements.
- This is a non-response, such as blank paper, crossed-out words, notes on summer vacations or teachers, etc.

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**Question 4**

- 4** Correctly identifies at least **2** Early Christian and **2** Gothic characteristics of the building or its plan. No significant errors.
- 3** Correctly identifies **3** characteristics of the building or its plan. Must discuss **both** Early Christian **and** Gothic elements. Thus the discussion is unbalanced. May contain significant errors.
- 2** Correctly identifies **2** characteristics of the building that are Early Christian **and/or** Gothic. May contain significant errors.
- 1** Correctly identifies **1** characteristic of the building.
- 0** Makes an attempt, but answer is without merit because it rewrites the question or makes only incorrect statements.
- This is a nonresponse, such as blank paper, crossed-out words, notes on summer vacations, teachers, etc.

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**Question 5**

- 4** Correctly identifies Dürer. Correctly discusses a total of **3** issues related to how the works reflect the artist's medieval roots and his awareness of Italian Renaissance innovations. Must address both medieval and Italian Renaissance characteristics. Contains no significant errors.
- 3** Correctly identifies Dürer. Correctly discusses **2** issues related to how the works reflect the artist's medieval roots and his awareness of Italian Renaissance innovations. Addresses both medieval and Italian Renaissance characteristics. May contain some errors.

**OR**

Incorrectly identifies the artist. Otherwise the response is a 4.

- 2** Correctly identifies Dürer. Correctly discusses **1** issue that is a medieval or Renaissance characteristic. May contain significant errors.

**OR**

Incorrectly identifies the artist. Correctly discusses **2** issues that are either medieval or Renaissance characteristics.

- 1** Correctly identifies the artist. No other issue of merit.

**OR**

Incorrectly identifies the artist. Correctly discusses **1** issue of merit.

- 0** Makes an attempt, but answer is without merit because it rewrites the question or makes only incorrect statements.

- This is a non-response, such as a blank paper, crossed-out words, notes on summer vacations, teachers, etc.

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**Question 6**

- 4** Correctly identifies the building's style. Correctly discusses at least 3 ways in which the use of this style expressed the social, political, or philosophical reasons for Jefferson's choice of this style. No significant errors.

**Note:** An answer may be scored as a 4 without mentioning specifically the Roman source(s).

- 3** Correctly identifies the building's style. Correctly discusses at least 2 ways in which the use of this style expressed the social, political, or philosophical reasons for Jefferson's choice of this style, but the response may contain some significant errors.

**OR**

Incorrectly identifies the style, but correctly discusses 3 ways in which the style expressed Jefferson's social, political, or philosophical beliefs. The discussion may be somewhat unbalanced.

- 2** Correctly identifies the building's style. Correctly discusses at least 1 way in which the use of the style expressed Jefferson's social, political, or philosophical beliefs. May contain significant errors.

**OR**

Incorrectly identifies the building's style. Correctly discusses at least 2 ways in which the use of the style expressed Jefferson's social, political, or philosophical beliefs, but may contain some significant errors.

- 1** Correctly identifies the building's style. No other response of merit.

**OR**

Incorrectly identifies the building's style. 1 response of merit.

- 0** Makes an attempt but answer is without merit because it rewrites the question or makes only incorrect statements.

- This is a nonresponse, such as a blank paper, crossed-out words, notes on summer vacations or teachers, etc.

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**Question 7**

**4** Correctly identifies the painting. Correctly discusses at least **3** specific ways this painting represents a radical break with many of the traditions of Western art. Discussion contains no significant errors.

**3** Correctly identifies the painting. Correctly discusses **2** specific ways in which this painting represents a radical break with many of the traditions of Western art. May contain some significant errors.

**OR**

Incorrectly identifies the painting. Correctly discusses at least **3** specific ways this painting represents a radical break with many of the traditions of Western art. Discussion contains no significant errors.

**2** Correctly identifies the painting. Correctly discusses **1** specific way this painting represents a radical break with many of the traditions of Western art.

**OR**

Incorrectly identifies the painting. Correctly discusses **2** specific ways in which this painting represents a radical break with many traditions of Western art. May contain some significant errors.

**1** Correctly identifies the painting, but there is no other response of merit.

**OR**

Incorrectly identifies the painting. 1 response of merit. May contain significant errors.

**0** Makes an attempt, but the answer is without merit because it rewrites the question or makes only incorrect statements.

— This is a nonresponse, such as a blank paper, crossed-out words, notes on summer vacations or teachers, etc.

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**Question 8**

- 9/8** Includes two excellent choices, at least one of them from beyond the European tradition. Choices are fully identified, generally demonstrating an understanding of the stylistic periods or their milieus.  
Thorough discussion for each example regarding the space, the religious functions or intents, and good discussion of the relationship between the appearance of the space and its religious function. Responses will contain a good deal of factual information and knowledge of the religion discussed, of the relevant history of the monuments, and of the physical monuments themselves. The essay will successfully relate those data.  
The lower grade is given when an answer contains either a somewhat imbalanced discussion or minor factual errors.
- 7/6** Two good choices, at least one of which must be fully identified. Good discussion of each choice regarding the relationship between the appearance of the space and its religious function. May contain some minor factual errors. The discussion, though relevant, is less fully developed than a 9/8 score.  
Focuses more upon one choice that is well presented, even if with some minor errors. One work is slighted, possibly containing errors.  
The lower score is given when the response includes inaccurate statements, real imbalance in the discussion, too abbreviated a discussion, or truly irrelevant material.
- 5** 2 choices, one of which might not be appropriate. Identification of the works may be incomplete or generic.

**OR**

2 very good, fully identified choices, but badly flawed discussion.  
Choices are discussed in a general way, usually unbalanced, and may include significant factual errors. Discussion may make only a weak attempt to relate function and space.

**OR**

Only 1 choice is discussed, but the discussion is a full one.

**Note:** *The highest score an answer can receive is a 5 if it deals with only one appropriate choice fully and correctly (e.g., if both examples come from the European tradition, or if one example cannot be defended as a sacred space). Usually, the highest score an answer can receive is a 5 if the examples are only generically identified.*

- 4/3** Choices may be appropriate, but be only loosely identified. Discussion is weak, mostly descriptive, meandering, and the essay lacks an adequate understanding of the sacred space/religious function relationship.  
There will probably be significant errors of fact.  
A score of 3 is given to discussion that deals only superficially with the question, uses generic or inappropriate examples with little discussion of specifics, or with significant factual errors.

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**Question 8 (cont'd.)**

- 2/1** May choose 2 good examples and have a discussion of no merit.  
Essay may list 2 generic or even inappropriate choices and discuss them irrelevantly, or essay may discuss only 1 work, and very poorly.  
Lower score is given to students who do not attempt discussion, or to students who attempt a discussion with no examples
- 0** Makes an attempt, but the answer is without merit, because it rewrites the question, includes no identifiable choices, or makes only incorrect statements.
- Indicates a non-response, blank paper, crossed-out words, fantasies, diatribes against teachers, etc.

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**Question 9**

- 9/8** Two appropriate works of art are properly and fully identified from two different periods or cultures.  
Thorough, balanced discussion of the ways each work reflects the cultural values of its time period or place of origin.  
The lower score has minor errors or a somewhat unbalanced discussion.
- 7/6** Two appropriate works of art are identified from two different periods or cultures; at least one is fully identified.  
Good discussion of the ways each work reflects the cultural values of its time period or place of origin.  
There may be some factual errors, and the discussion is less full than a 9/8 score.  
The lower score has an unbalanced discussion or a greater number of factual errors.
- 5** Two choices, which may or may not be equally appropriate or fully identified. The student may deal with two periods, rather than two specific works of art, but does so extremely well.  
Works may be discussed in a general way, with significant imbalance or factual errors. There is minimal discussion of cultural values.

**OR**

Only one fully identified work of art is discussed, but it is done well and fully.

**Note:** A 5 is the highest score an answer can receive when a student deals fully with one appropriate choice only.

- 4/3** One or two choices, which may or may not be appropriate or fully identified.  
Discussion is weak, lacking an adequate understanding of cultural values or demonstrating significant imbalance.  
There may be significant errors of fact.  
The lower score does not discuss cultural values in a significant way.
- 2/1** Essay may list two works without discussing them, or discusses them irrelevantly, with no consideration of cultural values.  
Essay may discuss only one work poorly.  
The lower score does not attempt discussion.
- 0** Makes an attempt, but the answer is without merit because it rewrites the question, includes no identifiable work of art, or makes only incorrect statements.
- This is a non-response, such as a blank paper, crossed-out words, notes on summer holidays or teachers, etc.