

# AP<sup>®</sup> WORLD HISTORY

## 2007 SCORING GUIDELINES

### Question 2—Continuity/Change Over Time

<b>BASIC CORE</b> (competence)	<b>0–7 Points</b>
<b>1. Has acceptable thesis.</b>	<b>1 Point</b>
<ul style="list-style-type: none"><li>• The thesis correctly specifies <u>both</u> 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.</li><li>• The thesis must be explicitly stated in the introduction or the conclusion of the essay.</li><li>• The thesis may appear as one sentence or as multiple sentences.</li><li>• A thesis that is split among multiple paragraphs, or merely restates the prompt, is unacceptable.</li><li>• Thesis sentences may not be used for any other rubric points.</li></ul>	
<b>2. Addresses all parts of the question, though not necessarily evenly or thoroughly.</b>	<b>2 Points</b>
<b>For 2 points:</b> <ul style="list-style-type: none"><li>• The essay provides relevant discussion of <u>both</u> continuity and change within the time period in the formation of national identity in one of the regions.</li></ul>	
<b>For 1 point:</b> <ul style="list-style-type: none"><li>• The essay provides relevant discussion of <u>either</u> continuity or change within the time period in the formation of national identity in one of the regions.</li></ul>	
<b>3. Substantiates thesis with appropriate historical evidence.</b>	<b>2 Points</b>
<b>For 2 points:</b> <ul style="list-style-type: none"><li>• The essay provides FOUR pieces of accurate evidence of change AND continuity.<ul style="list-style-type: none"><li>○ Change evidence must be a concrete example related to a specific country.</li><li>○ Continuity evidence may be general to the selected region.</li><li>○ At least one piece of evidence must be about change AND one about continuity.</li></ul></li></ul>	
<b>For 1 point:</b> <ul style="list-style-type: none"><li>• The essay provides THREE pieces of accurate evidence of change AND/OR continuity.<ul style="list-style-type: none"><li>○ Evidence for change must be related to a country or countries.</li></ul></li></ul>	
<b>4. Uses relevant world historical context effectively to explain change over time and/or continuity.</b>	<b>1 Point</b>
<ul style="list-style-type: none"><li>• The essay relates a global or transregional process to a change OR continuity that affected the formation of national identity.<ul style="list-style-type: none"><li>○ e.g., imperialism/colonization, world wars, cold war, globalization, decolonization<ul style="list-style-type: none"><li>▪ Nineteenth-century imperialism can count if connected to the time period of the question.</li></ul></li></ul></li><li>• Global context may be on a regional or country/countries level.</li></ul>	
<b>5. Analyzes the process of change over time and/or continuity.</b>	<b>1 Point</b>
<ul style="list-style-type: none"><li>• The essay explains a reason for a change or continuity in national identity during the time period in a region or country/countries.</li></ul>	
<b>Subtotal</b>	<b>7 Points</b>

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## 2007 SCORING GUIDELINES

### 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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Part B

Write in the box the number of the question you are answering on this page as it is designated in the exam.

The world wars and the end of the colonial era created an ideological revolution in sub-Saharan Africa (as well as in other parts of the world). The struggles of the European powers with one another changed ~~both~~ both their ability to hold on to their colonies and colony attitudes toward the powers. The diffusion of western ~~and~~ concepts of nationalism and liberty spawned movements for independence and self-identity, but obstacles such as internal conflict and ~~the~~ arbitrary state divisions made the struggles of the nationalists very difficult.

1914 was the beginning of the first world war and of a time when colonial peoples in Africa and other parts of the world ~~to~~ saw the white, European powers from a new perspective. Africans were ~~used by European powers~~ conscripted by European powers to serve in the military, not usually as soldiers but often for labor. Africans exposed to the ~~global~~ conflict in Europe returned with a new impression about the lack of European solidarity and strength. Post-war Africans approached the possibility of independence with greater hope, because they saw whites as more vulnerable.

Ironically, much of the development of ~~the~~

Nationalist (and therefore anti-colonial) ideology in Africa and other colonial areas came from the diffusion of western thought. ~~Wilson~~ U.S. President Wilson ~~presided~~ inspired the pursuit of national independence all over the world. Much of the time the leaders of nationalist movements were non-western but westernized elites, people educated by those they sought to overthrow.

~~The~~ World War I and II weakened the European powers, forcing ~~the~~ ~~to~~ countries such as Britain and France to gradually give up colonial territory. Belgium literally abandoned its African possessions, withdrawing politically from the Congo, for example, in the 1950s. This ~~was~~ created a power vacuum and created violence and civil war in the area. The colonial era had a ~~long~~ lasting impact on the organization of African states. The Africans, more so than other colonized peoples, struggled with establishment, national identities. One of the major reasons for this was that the Europeans had carved up parts of Africa to benefit their own economic pursuits, leaving Africa arbitrarily fragmented.

In some areas the presence of white dominating peoples did not ~~to~~ vanish with the colonial era.

## Part B

Write in the box the number of the question you on this page as it is designated in the exam.

In South Africa, a white minority controlled an oppressed black majority, instituting a practice of apartheid, which segregated and discriminated against black people. South African nationalism developed more powerfully as a response to oppression and injustice. Thanks to outside pressures and the leadership of Nelson Mandela and his allies, South Africa was able to end apartheid and establish a new, democratic government and a successful national identity.

Sub-Saharan Africa faced ~~the~~ possibly the greatest difficulties ~~in achieving the goals~~ in developing national identities of any of the colonized areas. Many of the leaders that gave African peoples hope ended as cruel military dictators. Their <sup>political</sup> divisions created by European interference remain a problem, and the economies ~~of~~ through much of ~~the continent~~ Africa still exist in a sort of slavery to the west. Sub-Saharan Africa continues its struggle for better governments and national identities to this day.

Write in the box the number of the question you are answering on this page as it is designated in the exam.

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Southeast Asian <sup>countries</sup> ~~have~~ <sup>have</sup> a distinct, Chinese-influenced culture. The countries have similar histories before the 20<sup>th</sup> ~~century~~ century, but afterwards developed distinct national identities. ~~The~~ These national identities range from communism (China, Vietnam, North Korea, and other Asian countries), to liberal democracies formed with aid by the United States (Japan), to countries still very economically dependent upon the West.

Communism in China existed during the early 20<sup>th</sup> century, but did not gain ground as a national identity ~~or~~ until after Russia became fully communist. After China adopted communist practices, Vietnam and Korea took up ~~to~~ the communist form of government as ~~well~~. Despite U.S. intervention in Vietnam, communism remained firmly lodged as part of its national identity (the U.S. was able to keep South Korea from becoming communist like North Korea). A common theme for the 20<sup>th</sup> and beginning of the 21<sup>st</sup> centuries in these countries has been communism - a continuity in the region that is unlikely to change soon.

Other ~~cont~~ continuities in Southeast Asia include the dependence of countries on the West. Pre-decolonization, smaller island countries in Southeast Asia were dependent both ~~politically~~ politically and economically on Europe. After decolonization, these third-world countries are still economically dependent, which indirectly ~~suggests~~ also affects the politics of these countries. Even though they have gained

Par:

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political independence by title, they are still very dependent on the European countries that colonized them.

The biggest change in Southeast Asia occurred in Japan. Japan, throughout history, was an extremely militaristic society, shown through the importance of the warrior class. Japan adopted the imperialistic spirit of the west, and post-WWI, built up a major military power. However, after their defeat by the U.S. in WWII, and the bombing of Hiroshima and Nagasaki, Japan's national identity completely changed. The United States helped rebuild Japan, and a new government came into power that ~~was~~ followed the western model of democracy and capitalism.

Despite differences in political identity, Southeast Asia has a common cultural identity through the huge influence of China throughout history. Language and religion of these regions had their roots in China.

Between 1914 and the present day, parts of Asian national identities have changed and some have stayed the same. Major changes include the change of Japan into a westernized country. Major continuities include the presence of ~~and~~ communism, as well as the dependence upon the west as a result of previous colonialization, and ~~the~~ the region's universal continuity of Chinese-influenced culture.

The Middle East has had many dramatic changes since 1914. The middle east started out being poverty stricken and having unfair treatment towards its citizens.

While the middle east is seeing changes in terms of religion, government and money they are coming to be a independent area.

The Middle East has been mostly Islamic in terms of religion. Today however the middle east is being introduced to new religions such as christianity, Judaism, Hindu and Buddhism. This is allowing them to see there are many diverse beliefs but they can all be accepted.

Government is by the biggest change happening in the Middle East. While they were under the control of terrorist dictators they are now looking at the possibility of democracy. The changes in government are very slow because of all the dictator control and terrorist groups still under ~~control~~ great control.

The middle East has also seen changes in money. The area that was known for

Write in the box the number of the question you are answering on this page as it is designated in the exam.

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poverty is now becoming financially independent. The economic system still has not been properly set to work in the middle east but it's slowly taking its course to become a free market trade.

The Middle East is seeing changes that are trying to help build their nation to resemble the American nations. They are attempting to practically redefine everything about the government and economic systems in the area. Since 1914 these changes have come to face the Middle East.

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## 2007 SCORING COMMENTARY

### Question 2—Continuity/Change Over Time

#### Overview

Students were expected to trace and explain the changes and continuities from 1914 to the present in how peoples and their leaders in one of three regions (the Middle East, Southeast Asia, or sub-Saharan Africa) created either distinct or unique national identities, using evidence from specific countries. For example, what would make a nation-state Vietnamese or South African or Turkish throughout the twentieth century?

#### Sample: 2A

##### Score: 8

The concluding paragraph serves as the thesis: the student focuses on the change of sub-Saharan African leaders, which gave people in the newly formed nation-states hope, but then the new leaders “ended as cruel military dictators.” Continuity for the thesis is evident in the mention of political divisions created by persistent European interference (1 point). Three pieces of change evidence are given: the Congo gaining independence from Belgium; the leadership of Nelson Mandela and his supporters leading to the end of apartheid in South Africa; and the establishment of a new South African government. The one piece of continuity evidence is the mention of the presence of white domination persisting after decolonization in South Africa (2 points). The same evidence also counted as addressing the question and received 2 points. Although the first paragraph lacks continuity and thus does not serve as the thesis, it does contain global context (1 point) and analysis of the colonies’ attitudes toward the European powers changing as a result of the World Wars (1 point). Another example of analysis is the student’s statement that sub-Saharan Africans recognized Europe’s weakened solidarity and increased vulnerability, increasing the Africans’ hopes for decolonization. The analysis in this essay is well above the basic core requirement, so with the expanded core point added, the final score was 8.

#### Sample: 2B

##### Score: 4

The thesis does not include continuity and therefore did not receive the thesis point. Change is addressed with the evidence of Vietnam becoming Communist, and continuity is addressed in the discussion of European political and economic influence and the cultural influence of China (2 points). Analysis is present in the reference to Vietnam being influenced by Chinese Communism (1 point). Global context is demonstrated in the student’s comments on the continued European influence on the politics of countries in Southeast Asia (1 point). The evidence specific to China, Japan, and North Korea received no points because those countries are not part of Southeast Asia. The final score was 4.

#### Sample: 2C

##### Score: 1

The thesis is incomplete. The essay does address change by mentioning the shift to more democracy in the Middle East (1 point), but there is no appropriate specific historical evidence, relevant world historical context, or analysis. Thus the final score was 1.