



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
<ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• Must provide four specific pieces of evidence (two from each region) to support the thesis. For 1 point: <ul style="list-style-type: none">• 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
<ul style="list-style-type: none">• Must give a <u>reason why</u> Latin America/Caribbean and North America were <u>similar or different</u> 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