



AP[®] World History 2003 Scoring Commentary

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Question 1

Sample	Score	Commentary
IK	6	Essay has a split thesis with cause emphasized in the introduction and consequence in the conclusion. The essay uses 8 of the 9 documents and has no major misinterpretations. It supports causes (Document 2) and consequences (Document 6). It groups (Documents 1 and 2) to support the assertion that Europeans justified their need for labor by a benign interpretation of indenture, explains the common factors resulting in Asian laborers' migratory patterns (Documents 3 and 4) and contrasts the claims made in Document 7 with the experience of indentured laborers (Documents 5 and 8). It requests a "first hand account" of an indentured servant, which is already included in the documents, but also requests "an account of a servant once they were free." No point of view is identified.
IN	8	The essay has a well-constructed thesis, uses all of the documents, and correctly interprets them. It supports both causes and consequences with evidence from the documents. The essay effectively analyzes point of view in three documents (2, 7, and 8). It groups documents to demonstrate the movement of Asian peoples (Documents 3, 4, 6, and 9) and the "deplorable conditions" (Documents 5, 7, and 8). It requests a female perspective as an additional document.
IP	9	The essay has a complex thesis statement that addresses causation (an economically driven shift from slave to indentured labor), and consequences (shift in the geographic origins of labor and changes in the working conditions of plantation laborers). It uses all the documents effectively with no misunderstandings. It supports both cause and consequence with documentary evidence and has numerous examples of sophisticated understanding of point of view. Three groups are analyzed: the status and condition of indentured laborers (Documents 1, 5, 7, and 8); the origins of indentured servitude (Documents 2, 6, and 3); and a shift from African to Asian labor supplies (Documents 3, 4, and 9). The request for additional documents includes letters from Asian governments regarding the exportation of their labor forces and a personal diary of an indentured servant.

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Question 2

Sample	Score	Commentary
DDD	6	The thesis establishes a chronological break in the nature of Islamic impact. The essay addresses cultural, economic, and political aspects with weak though adequate evidence. Continuity is shown through references to Catholicism and religious tension. Meets the basic core requirement but does not move into the expanded core.
CCC	7	The essay has an adequate thesis that emerges more clearly in the conclusion. It clearly addresses cultural, political and economic aspects though it does contain a few historical inaccuracies. Good global context and specific evidence to support claims, receiving 1 expanded core point.
GGG	9	The essay meets the requirements for the basic core. It clearly exceeded the core by communicating a clear sense of chronology and global context. The essay also excelled in making comparisons and connections on a global scale. The essay received 3 expanded core points.

Question 3

Sample	Score	Commentary
SS	6	The essay has an acceptable thesis and addresses all parts of the question. Two pieces of evidence are given for each region and the essay has one direct comparison. Thus the essay achieved the basic core of 6 points.
U	7	The essay meets the basic core requirements for 6 points. In addition, the essay received an expanded core point for its analysis of causes.
RR	9	The essay meets the basic core requirements for 6 points. In addition, the essay received two expanded core points for global context, analytical thesis, and additional evidence.