



## AP<sup>®</sup> World History 2003 Scoring Guidelines

**The materials included in these files are intended for use by AP teachers for course and exam preparation; permission for any other use must be sought from the Advanced Placement Program<sup>®</sup>. Teachers may reproduce them, in whole or in part, in limited quantities for noncommercial, face-to-face teaching purposes. This permission does not apply to any third-party copyrights contained herein. This material may not be mass distributed, electronically or otherwise. These materials and any copies made of them may not be resold, and the copyright notices must be retained as they appear here.**

These materials were produced by Educational Testing Service<sup>®</sup> (ETS<sup>®</sup>), which develops and administers the examinations of the Advanced Placement Program for the College Board. The College Board and Educational Testing Service (ETS) are dedicated to the principle of equal opportunity, and their programs, services, and employment policies are guided by that principle.

The College Board is a national nonprofit membership association whose mission is to prepare, inspire, and connect students to college and opportunity. Founded in 1900, the association is composed of more than 4,300 schools, colleges, universities, and other educational organizations. Each year, the College Board serves over three million students and their parents, 22,000 high schools, and 3,500 colleges through major programs and services in college admissions, guidance, assessment, financial aid, enrollment, and teaching and learning. Among its best-known programs are the SAT<sup>®</sup>, the PSAT/NMSQT<sup>®</sup>, and the Advanced Placement Program<sup>®</sup> (AP<sup>®</sup>). The College Board is committed to the principles of equity and excellence, and that commitment is embodied in all of its programs, services, activities, and concerns.

For further information, visit [www.collegeboard.com](http://www.collegeboard.com)

Copyright © 2003 College Entrance Examination Board. All rights reserved. College Board, Advanced Placement Program, AP, AP Vertical Teams, APCD, Pacesetter, Pre-AP, SAT, Student Search Service, and the acorn logo are registered trademarks of the College Entrance Examination Board.

AP Central is a trademark owned by the College Entrance Examination Board. PSAT/NMSQT is a registered trademark jointly owned by the College Entrance Examination Board and the National Merit Scholarship Corporation. Educational Testing Service and ETS are registered trademarks of Educational Testing Service. Other products and services may be trademarks of their respective owners.

For the College Board's online home for AP professionals, visit AP Central at [apcentral.collegeboard.com](http://apcentral.collegeboard.com).

**AP<sup>®</sup> WORLD HISTORY  
2003 SCORING GUIDELINES**

**Question 1**

**BASIC CORE (competence)  
0-7 Points**

**1) Has acceptable thesis. 1 Point**

Thesis must explicitly address the causes and consequences of the system of indentured servitude. Thesis need not be stated at the beginning of the essay and may be split.

**2) Uses all, or all but one, of the documents. 1 Point**

There are 9 documents. Students must use 8 or 9 documents. (Doc. 5 is one document.)

**3) Understands the basic meaning of documents cited in the essay. 1 Point**

Students must show understanding of the basic meaning of 7 or 8 documents.  
(*May misinterpret one document.*)

**4) Supports thesis with appropriate evidence from the documents. 1 Point**

Students must cite appropriately at least two documents — one in support of an analysis of the causes and one in support of an analysis of the consequences of the 19<sup>th</sup> and 20<sup>th</sup> century system of indentured servitude.

**5) Analyzes bias or point of view in at least two documents. 1 Point**

Mere attribution is not sufficient. Includes effective analysis of the author’s perspective.

**6) Analyzes the documents by grouping them in three appropriate ways. 1 Point**

***Possible groupings***

1. *Causes*: Documents relating revival of indentured labor to decline of slave labor — Docs. 2, 3, 4, 6.
2. *Causes*: Documents relating to imperial facilitation of the movement of labor — Docs. 1, 2, 3, 4, 5, 6, 8, 9.
3. *Causes*: Documents situating indentured labor in demands of global economy — Docs. 2,3,4,5,6,7.
4. *Consequences*: Documents relating to working/living conditions of indentured laborers — Docs. 1, 5, 7, 8.
5. *Consequences*: Documents characterizing indentured laborers as “other” or subservient — Docs. 1, 2, 5, 7, 8.
6. *Consequences*: Documents relating to demographic/cultural shifts due to migration — Docs. 3, 4, 5, 6, 9.
7. *Consequences*: Documents characterizing gender distinctions within the labor force — Docs. 5, 6, 7.
8. *Consequences*: Documents comparing/contrasting slavery with indentured labor — Docs. 1,3,5,6,7, 8.

**7) Identifies one type of appropriate additional document. 1 Point**

If a document is called for that is already represented, the student must appropriately explain why. Students may request an appropriate perspective other than those found in the documents.

**Subtotal 7 Points**

**AP<sup>®</sup> WORLD HISTORY  
2003 SCORING GUIDELINES**

**Question 1 (cont'd)**

**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.
- Shows careful and insightful analysis of the documents.
- Analyzes point of view or bias in a sophisticated fashion.
- Analyzes the documents in additional ways — e.g., particularly effective comparisons or syntheses.
- Develops more than three effective groupings.
- Brings in relevant “outside” historical content, beyond the historical background — i.e., situates indentured labor particularly well within the global economic system.
- Identifies more than one type of appropriate additional document.

**Subtotal** **2 Points**

**Total** **9 Points**

**AP<sup>®</sup> WORLD HISTORY**  
**2003 SCORING GUIDELINES**

**Question 2**

**Basic Core (competence)**  
**0-6 Points**

- 1) Has acceptable thesis:** **1 Point**
- An acceptable thesis must be explicit, be correct, and:
    - be more than a simple restating of the question (qualifies the impact);
    - address the impact of Islam in West Africa, South Asia OR Europe; and
    - include some specificity in at least one of the following: changes, continuities, economic, cultural or political aspects or time period required in thesis.
  - The thesis may appear in any location in the essay.
- 2) Addresses all parts of the question, though not necessarily evenly or thoroughly** **2 Points**  
(Addresses most parts of the question.) **(1 Point)**
- Two points requires that students ACCURATELY do ALL of the following:**
- Describe the cultural, economic, and political changes that occurred as the result of the Impact of Islam in West Africa, South Asia OR Europe between 1000 C.E. and 1750 C.E.
  - Discuss at least one continuity with some specificity.
- One point is given for students doing only ONE of the above.**
- 3) Substantiates thesis with appropriate historical evidence, showing change or continuity.** **2 Points**  
(Partially substantiates thesis with appropriate historical evidence.) **(1 Point)**
- TWO points requires that students:**
- Include at least FOUR pieces of **accurate** historical evidence to demonstrate impact of Islam through analysis.
  - At least one piece must be from each category: cultural, economic and political. **(3 + 1)**
- ONE point requires that students:**
- Include at least THREE pieces of accurate historical evidence to demonstrate impact of Islam through analysis. Evidence may be from the same or several categories.
- 4) Uses global historical context effectively to show change-over-time OR continuities.** **1 Point**
- Shows change or continuities with some specificity through:
    - comparisons to other regions OR
    - historical depth OR
    - connection to global processes OR
    - interactions among 2 or more regions.
- Subtotal:** **6 Points**

**AP® WORLD HISTORY**  
**2003 SCORING GUIDELINES**

**Question 2 (cont'd)**

**EXPANDED CORE (excellence)**  
**0-3 Points**

Expands beyond basic core of 1-6 points. A student must earn 6 points in the basic core area before earning points in the expanded core area.

**Examples:**

- Has an analytical thesis.
- Provides ample accurate cultural, economic and political impacts on area selected.
- Addresses all parts of the question in a way that includes both continuity and change-over-time.
- Addresses sequencing, chronology, and some key dates for the area of the world that is chosen (uses a three stage framework).
- Demonstrates global historical thinking using the habits of mind, especially seeing global patterns over time and space as Islam spreads in region selected.
- Documents how and why continuities as well as changes occur.
- Includes unique sources of information/evidence.
- Links to AP themes such as social order and/or gender structures in West Africa, South Asia, or Europe.
- Recognizes that globalization is not only a 20th/21st century phenomenon, but was well underway in the period 1000 to 1750 C.E.
- Supports broad regional generalizations about Islam in West Africa, South Asia or Europe by citing specific examples. (specific empires/ political entities).
- Discusses European, South Asian, or West African response to the impact of Islam.
- Demonstrates how Islam changes over time in a specified region.

**Subtotal**

**3 Points**

**Total**

**9 Points**

**AP<sup>®</sup> WORLD HISTORY**  
**2003 SCORING GUIDELINES**

**Question 3**

**BASIC CORE** (competence)  
**6 Points**

**1) Has acceptable thesis.**

**1 Point**

The thesis must accurately **compare** (similarity and difference) the roles of women during the period from **1750-1914** in **TWO** of the specified regions. Students may elect to address the regions as a whole, or select specific countries within the regions. The thesis must be **explicit** but may be split.

**2) Addresses all parts of the question, though not necessarily evenly or thoroughly.**  
(Addresses most parts of question.)

**2 Points**  
(1 Point)

**Two points requires that students address THREE of the following:**  
**One point requires that students address TWO of the following:**

Parts of the question:

- Addresses two of the specified regions (or countries within two of the specified regions).
- Gives an accurate similarity AND an accurate difference between the two regions.
- Addresses at least two different accurate roles of women.

**3) Substantiates thesis with appropriate historical evidence.**

(Partially substantiates thesis with appropriate historical evidence.)

**2 Points**  
(1 Point)

**Two points:** Minimum of **TWO** relevant examples for **each** region.

**One point:** Minimum of **ONE** relevant example for **each** region.

**4) Makes at least one relevant and substantiated DIRECT comparison OR contrasting point regarding the roles of women in the TWO regions selected. CANNOT use the thesis statement as this point.**

**1 Point**

**Subtotal**

**6 Points**

**AP<sup>®</sup> WORLD HISTORY**  
**2003 SCORING GUIDELINES**

**Question 3 (cont'd)**

**EXPANDED CORE (excellence)**  
**0-3 Points**

Expands beyond basic core of 1-6 points. A student must earn 6 points in the basic core area before earning points in the expanded core area.

**Examples:**

Has an **exceptionally strong thesis**, which is clear, analytical, and comprehensive, and compares/contrasts the roles of women in TWO of the regions selected during the period 1750-1914.

**Addresses thoroughly all parts** of the question (as relevant):

- comparisons
- chronology
- causation
- themes
- connections/interactions
- changes

Provides **additional examples** of historical evidence to substantiate the thesis.

Demonstrates the ability to **relate comparisons to the larger global context**:

- industrialization
- technological innovation
- imperialism
- colonialism
- political trends
- feminism
- revolutions

Goes beyond basic comparisons by analyzing the reasons for similarities/differences by:

- discussing the impact of belief systems in shaping the roles of women or expectations for women.
- tracing the roles of women through the entire period.

Goes beyond making comparisons between the roles of women in TWO regions by:

- comparing women's roles to those of men, and/or
- comparing elite to non-elite women.

Makes direct comparisons **consistently** between or among societies by:

- comparing within a region, such as between China and Japan

**Subtotal**  
**Total**

**3 Points**  
**9 Points**