AP® World History
2003 Scoring Guidelines

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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 19th and 20th 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
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
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
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Question 2

Basic Core (competence)

0-6 Points

1) Has acceptable thesis: 1 Point
   • An acceptable thesis must be explicit, be correct, and:
     o be more than a simple restating of the question (qualifies the impact);
     o address the impact of Islam in West Africa, South Asia OR Europe; and
     o 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:
     o comparisons to other regions OR
     o historical depth OR
     o connection to global processes OR
     o interactions among 2 or more regions.

Subtotal: 6 Points

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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
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.  2 Points

(Addresses most parts of question.)  (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.  2 Points

(Partially substantiates thesis with appropriate historical evidence.) (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
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: 3 Points

Total: 9 Points