AP® World History
2009 Scoring Guidelines

The College Board

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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. 1 Point

(May misinterpret one document.)

- 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.
  o Point of view explains why this particular person might have this particular opinion or what particular feature informs the person’s point of view.
  o 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.
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 corroborations 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.
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
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.
     o 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.
     o Each piece of evidence must be a supporting example of continuity OR change in patterns of interactions along the Silk Roads.
     o 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.
     o 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.
     o 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).
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
   • 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:
   • 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:
   • 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:
   • Must provide four specific pieces of evidence (two from each region) to support the thesis.
   For 1 point:
   • 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. 1 Point
   (May discuss EITHER similarities or differences.)

5. Analyzes at least one reason for a similarity or difference identified in a direct comparison. 1 Point
   • Must give a reason why Latin America/Caribbean and North America were similar or different in either their ideologies or the effect of those ideologies.

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.
• 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