Question 1

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

1. **Has acceptable thesis.** 1 Point
   - The thesis must address **TWO RESPONSES** to the spread of influenza in the early 20th century plausibly drawn from the documents.
   - The thesis must be explicitly stated in the introduction or specified conclusion of the essay.
   - The thesis may appear as one sentence or as multiple consecutive sentences.
   - A thesis that merely restates the prompt is unacceptable.
   - The thesis **CANNOT** count in any other category.

2. **Understands the basic meaning of documents.** 1 Point
   - Students must address **ALL NINE** of the documents.
   - Students must demonstrate an understanding of the basic meaning of **AT LEAST EIGHT** documents.
   - Students may demonstrate understanding of the basic meaning of a document by grouping it in regard to **A RESPONSE** to the spread of influenza.
   - Merely restating verbatim or quoting the content of the documents without context does not adequately demonstrate an understanding of basic meaning.

3. **Supports thesis with appropriate evidence from all or all but one document.** 1-2 Points
   - **For 2 points:**
     - Specific and accurate evidence of **A RESPONSE** to the spread of influenza. Must be explicitly drawn from a minimum of eight documents.
     - A document that is simply listed does not count as using the document as evidence.
   - **For 1 point:**
     - Specific and accurate evidence of **A RESPONSE** to the spread of influenza. Must be explicitly drawn from a minimum of seven documents.
     - A document that is simply listed does not count as using the document 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 individual might have this opinion or what feature informs the author’s point of view.
     - Students must move beyond mere description by explaining a document’s tone, the characteristics of the author, the intended audience, or how the intended outcome may have influenced the author’s opinion (or some combination of these).
     - Students may challenge the veracity of the author’s opinion or point of view, but they must move beyond a mere statement that the author is “biased” by providing some plausible analysis of how or why.
     - Mere attribution is not sufficient. Attribution is copying or repeating information verbatim from the source line of the document.
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Question 1 (continued)

5. Analyzes documents by grouping them in three ways. 1 Point
   • Students must explicitly and correctly group the documents in three ways
demonstrating A RESPONSE to the spread of influenza.
   • An extended discussion of a minimum of two documents (used appropriately)
constitutes a group or subgroup.

6. Identifies and explains the need for one type of appropriate additional document or source. 1 Point
   • Students must identify an appropriate additional document, source, or voice and
explain how or why the document or source will contribute to analysis of A
RESPONSE to the spread of influenza.

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 consistent discussion of responses to the spread of influenza.
   • Has a clear, analytical, and comprehensive thesis that goes well beyond the
minimally acceptable thesis.
   • Shows careful and insightful analysis of most documents.
     o Recognizes the historical context of the documents.
     o Explains corroboration and links between documents.
   • Uses documents persuasively as evidence.
   • Analyzes point of view in more than the required number of documents and/or
provides thoughtful analysis of author’s background, intended audience, tone, or
historical context.
   • Includes appropriate groupings beyond the three required.
   • Brings in accurate and relevant “outside” historical context.
   • Explains why additional types of document(s) or sources are needed.
     o Identifies more than one type of appropriate additional document.
     o Provides a sophisticated explanation of why the additional document will
contribute to analysis of a relationship.
     o Request for additional document(s) is woven into the essay and integrated
into a broader analysis.

Subtotal 2 Points

TOTAL 9 Points
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Question 2

BASIC CORE (competence)

1. Has acceptable thesis.  
   - The thesis accurately addresses and qualifies one continuity and one change in labor systems during the period circa 1450 to circa 1900.  
   - The thesis must be explicitly stated in the introduction or specified conclusion of the essay.  
   - The thesis may appear as one sentence or as multiple consecutive sentences.  
   - A thesis that is split among multiple paragraphs, or merely restates the prompt, is unacceptable.  
   - The thesis CANNOT be counted for credit in any other category.

2. Addresses all parts of the question, though not necessarily evenly or thoroughly.  
   For 2 points:  
   - The essay addresses one change AND one continuity in labor systems within the specified time period.  
   - May not necessarily relate to the majority of the time period.  
   For 1 point:  
   - The essay addresses one change OR one continuity in labor systems within the specified time period.  
   - May not necessarily relate to the majority of the time period.

   For 2 points:  
   - The essay provides a minimum of seven pieces of evidence to support discussion of changes and continuity in labor systems within the time period.  
   For 1 point:  
   - The essay provides a minimum of five pieces of evidence that support discussion of change and/or continuity in labor systems within the time period.

4. Uses relevant world historical context effectively to explain change over time and/or continuity.  
   - The essay explains how world historical movements or processes influenced labor system change or continuity,  
   - OR the essay explains how labor systems change or continuity influenced global historical movements or processes,  
   - OR relates discussion of change or continuity to similar processes in other world regions and/or other historical periods.

5. Analyzes the process of continuity and change over time.  
   The essay explains continuity and change in labor systems in one of the specified regions.

Subtotal  

0-7 Points

1 Point

1-2 Points

1-2 Points

1 Point

1 Point

7 Points
EXPANDED CORE (excellence)  

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 comprehensively.
- Provides even and ample evidence of change and continuity.
- Provides ample world historical context.
- Extensively explains multiple labor systems.
- Provides extensive analysis of change and continuity throughout the period 1450–1900.

Subtotal 2 Points

TOTAL 9 Points
Question 3

**BASIC CORE** (competence)

1. Has acceptable thesis.
   - The thesis must include **BOTH** a similarity **AND** a difference between two of the specified trade networks in the period 600 C.E. to 1450 C.E.
   - The thesis must be explicitly stated in the introduction or the specified 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.

   **For 2 points:**
   - Identifies at least one similarity **AND** one difference in trade networks during the specified time period.

   **For 1 point:**
   - Identifies one similarity **OR** one difference in trade networks during the specified time period.


   **For 2 points:**
   - Must provide at least **five** pieces of relevant and accurate evidence related to trade networks during the specified time period.

   **For 1 point:**
   - Must provide at least **three** pieces of relevant and accurate evidence related to trade networks during the specified time period.

4. Makes at least one direct, relevant comparison between the trade networks.
   - Provides an additional difference **OR** similarity in trade networks beyond that stated for Core Point 2.

5. Analyzes at least one reason for a similarity or a difference identified in a direct comparison.

**Subtotal**

0-7 Points

1 Point

1-2 Points

1-2 Points

1 Point

1 Point

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 a larger global context.
- Makes several direct, relevant comparisons between or among trade networks.
- Consistently analyzes relevant similarities and differences in trade networks.
- Applies relevant knowledge of other regions or world historical processes.
- Recognizes nuances within trade networks.

Subtotal 2 Points

TOTAL 9 Points