



AP[®] World History

2016 Scoring Guidelines

© 2016 The College Board. College Board, Advanced Placement Program, AP, AP Central, and the acorn logo are registered trademarks of the College Board.

Visit the College Board on the Web: www.collegeboard.org.

AP Central is the official online home for the AP Program: apcentral.collegeboard.org.

AP[®] WORLD HISTORY

2016 SCORING GUIDELINES

Question 1

BASIC CORE (competence)

0-7 Points

1. Has acceptable thesis

1 Point

- The thesis must address at least two relationships between gender and politics in Latin America in the twentieth century plausibly drawn from the documents.
- The thesis must be explicitly stated in the introduction or specified in the 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 10 of the documents.
- Students must demonstrate an understanding of the basic meaning of at least nine documents.
- Students may demonstrate the basic meaning of a document by grouping it in regard to a relationship between gender and politics.
- 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 relationship between gender and politics must be explicitly drawn from a minimum of **nine** 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 relationship between gender and politics 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.

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, perhaps 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 verbatim or only repeating information from the source line of the document.

AP[®] WORLD HISTORY

2016 SCORING GUIDELINES

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 relationship between gender and politics.

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 relationship between gender and politics.

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 many relationships between gender and politics.
- Has a clear, analytical, and comprehensive thesis that goes well beyond the minimally acceptable thesis.
- Shows careful and insightful analysis of the documents.
 - Recognizes the historical context of the documents.
 - Analyzes all 10 documents.
 - Explains corroboration and links between documents.
- Uses documents persuasively as evidence.
- Analyzes point of view in the more than the required number of documents.
- 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.
 - Identifies more than one type of appropriate additional document.
 - Provides a sophisticated explanation of why the additional document will contribute to analysis of a relationship.
 - Request for additional document(s) is woven into the essay and integrated into a broader analysis.

Subtotal **2 Points**

TOTAL **9 Points**

AP[®] WORLD HISTORY

2016 SCORING GUIDELINES

Question 2

BASIC CORE (competence)

0-7 Points

1. Has acceptable thesis

1 Point

- The thesis accurately addresses or identifies at least one economic continuity and at least one economic change in trade networks within Afro-Eurasia in the period circa 600 C.E. to 1450 C.E.
- A continuity must be appropriate for the majority of the time period; a change may occur at any point within the time period.
- A thesis that applies only to Africa or only to Eurasia **IS** acceptable.
- The thesis must be explicitly stated in the introduction or specified in the conclusion of the essay.
- The thesis may appear as one or as multiple consecutive sentences.
- A thesis split among multiple paragraphs or merely restating the prompt is unacceptable.
- The thesis may **NOT** be counted for credit in any other category.

2. Addresses all parts of the question, though not necessarily evenly or thoroughly

1-2 Points

For 2 points:

- The essay addresses or identifies one economic continuity **AND** one economic change in trade networks within Afro-Eurasia in the period circa 600 C.E. to 1450 C.E.
- A continuity must be appropriate for the majority of the time period; a change may occur at any point within the time period.
- A continuity or change that applies only to Africa or only to Eurasia **IS** acceptable.

For 1 point:

- The essay addresses or identifies one economic continuity **OR** one economic change in trade networks within Afro-Eurasia in the period circa 600 C.E. to 1450 C.E.

3. Substantiates thesis with appropriate historical evidence

1-2 Points

- Factual evidence must apply to aspects or consequences of trade networks, but may be economic or noneconomic.
- Factual evidence may apply to either continuity or change.

For 2 points:

- The essay provides a minimum of **eight** pieces of evidence to support the discussion of economic continuity **AND/OR** change in trade networks within Afro-Eurasia in the period circa 600 C.E. to 1450 C.E.

For 1 point:

- The essay provides a minimum of **five** pieces of evidence to support the discussion of economic continuity **AND/OR** change in trade networks within Afro-Eurasia in the period circa 600 C.E. to 1450 C.E.

AP[®] WORLD HISTORY

2016 SCORING GUIDELINES

Question 2 (continued)

4. Uses relevant world historical context effectively to explain change over time and/or continuity **1 Point**

- The essay provides context that extends geographically outside of Afro-Eurasia, **OR** the essay provides context that extends chronologically outside of the period 600 C.E. to 1450 C.E.

5. Analyzes the process of continuity and change over time **1 Point**

- The essay explains a cause helping to shape economic continuity **AND** a cause helping to shape economic change in Afro-Eurasian trade networks in the period circa 600 C.E. to 1450 C.E.

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, and content
- Provides even and ample evidence of economic change and continuity in Afro-Eurasian trade networks
- Analyzes both change and continuity throughout the essay
- Provides ample world historical context

Subtotal **2 Points**

TOTAL **9 Points**

AP[®] WORLD HISTORY

2016 SCORING GUIDELINES

Question 3

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

1. Has acceptable thesis **1 Point**

- The thesis must include **BOTH** a similarity **AND** a difference between the CAUSES of any two of the specified revolutions.
- 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 **1-2 Points**

For 2 points:

- Identifies at least one similarity **AND** one difference in the CAUSES of two identified revolutions.

For 1 point:

- Identifies one similarity **OR** one difference in the CAUSES of two identified revolutions.

3. Substantiates thesis with appropriate historical evidence **1-2 Points**

For 2 points:

- Must provide at least **six** pieces of relevant and accurate evidence related to TWO specified revolutions.

For 1 point:

- Must provide at least **four** pieces of relevant and accurate evidence related to ONE or TWO specified revolutions.

4. Makes at least one direct, relevant comparison between the revolutions **1 Point**

- Provides an additional difference OR similarity in the CAUSES of the identified revolutions beyond that stated for Core Point 2

5. Analyzes at least one reason for a similarity or a difference identified in a direct comparison **1 Point**

Subtotal **7 Points**

AP® WORLD HISTORY

2016 SCORING GUIDELINES

Question 3 (continued)

EXPANDED CORE (excellence)

0 - 2 Points

Expands beyond the 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, and content.
- Provides ample historical evidence to substantiate thesis.
- Relates comparisons to larger global context.
- Makes several direct, relevant comparisons between or among revolution causes.
- Consistently analyzes relevant similarities and differences in causes of revolutions.
- Applies relevant knowledge of other regions or world historical processes.
- Recognizes nuances within revolution causes.

Subtotal

2 Points

TOTAL

9 Points