



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

**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 COMMENTARY**

**Question 1**

<b>Sample</b>	<b>Score</b>	<b>Commentary</b>
IK	6	Essay has a split thesis with cause emphasized in the introduction and consequence in the conclusion. The essay uses 8 of the 9 documents and has no major misinterpretations. It supports causes (Document 2) and consequences (Document 6). It groups (Documents 1 and 2) to support the assertion that Europeans justified their need for labor by a benign interpretation of indenture, explains the common factors resulting in Asian laborers' migratory patterns (Documents 3 and 4) and contrasts the claims made in Document 7 with the experience of indentured laborers (Documents 5 and 8). It requests a "first hand account" of an indentured servant, which is already included in the documents, but also requests "an account of a servant once they were free." No point of view is identified.
IN	8	The essay has a well-constructed thesis, uses all of the documents, and correctly interprets them. It supports both causes and consequences with evidence from the documents. The essay effectively analyzes point of view in three documents (2, 7, and 8). It groups documents to demonstrate the movement of Asian peoples (Documents 3, 4, 6, and 9) and the "deplorable conditions" (Documents 5, 7, and 8). It requests a female perspective as an additional document.
IP	9	The essay has a complex thesis statement that addresses causation (an economically driven shift from slave to indentured labor), and consequences (shift in the geographic origins of labor and changes in the working conditions of plantation laborers). It uses all the documents effectively with no misunderstandings. It supports both cause and consequence with documentary evidence and has numerous examples of sophisticated understanding of point of view. Three groups are analyzed: the status and condition of indentured laborers (Documents 1, 5, 7, and 8); the origins of indentured servitude (Documents 2, 6, and 3); and a shift from African to Asian labor supplies (Documents 3, 4, and 9). The request for additional documents includes letters from Asian governments regarding the exportation of their labor forces and a personal diary of an indentured servant.

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

**Question 2**

<b>Sample</b>	<b>Score</b>	<b>Commentary</b>
DDD	6	The thesis establishes a chronological break in the nature of Islamic impact. The essay addresses cultural, economic, and political aspects with weak though adequate evidence. Continuity is shown through references to Catholicism and religious tension. Meets the basic core requirement but does not move into the expanded core.
CCC	7	The essay has an adequate thesis that emerges more clearly in the conclusion. It clearly addresses cultural, political and economic aspects though it does contain a few historical inaccuracies. Good global context and specific evidence to support claims, receiving 1 expanded core point.
GGG	9	The essay meets the requirements for the basic core. It clearly exceeded the core by communicating a clear sense of chronology and global context. The essay also excelled in making comparisons and connections on a global scale. The essay received 3 expanded core points.

**Question 3**

<b>Sample</b>	<b>Score</b>	<b>Commentary</b>
SS	6	The essay has an acceptable thesis and addresses all parts of the question. Two pieces of evidence are given for each region and the essay has one direct comparison. Thus the essay achieved the basic core of 6 points.
U	7	The essay meets the basic core requirements for 6 points. In addition, the essay received an expanded core point for its analysis of causes.
RR	9	The essay meets the basic core requirements for 6 points. In addition, the essay received two expanded core points for global context, analytical thesis, and additional evidence.