

AP[®] WORLD HISTORY 2007 SCORING GUIDELINES

Question 3—Comparative

BASIC CORE (competence)

0–7 Points

1. Has acceptable thesis.

1 Point

- The thesis correctly addresses similarities **and** differences in empire building in the Spanish Empire and the Ottoman or Russian Empire.
- The thesis must be accurate for the period 1450–1800, but actual dates are not mandatory.
- 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 statement cannot be counted for credit in any other category.

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

2 Points

For 2 points:

- Both similarities and differences in empire building in the two empires are addressed.

For 1 point:

- Either similarities or differences in empire building in the two empires are addressed.

3. Substantiates thesis with appropriate historical evidence.

2 Points

For 2 points:

- The essay provides at least **FOUR examples of specific evidence** that supports empire building, with at least **one** example from **each** empire.

For 1 point:

- The essay provides **THREE examples of specific evidence** that supports empire building, with at least **one** example from **each** empire.

4. Makes at least one relevant, direct comparison between or among societies.

1 Point

- Makes at least one explicit, relevant comparison about the empire-building process.
- The direct comparison must be distinct from the thesis statement.

5. Analyzes at least one relevant reason for a similarity or difference between the empires in the essay.

1 Point

- May be an expansion of core point 2 or 4.
- Typical sentence may include: “This was a difference between the Spanish and Russian Empires *because*. . .”

Subtotal

7 Points

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Question 3—Comparative (continued)

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 (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.

Subtotal

2 Points

TOTAL

9 Points

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The Mid-fifteenth Century was a time of great significance for both the Spanish and the Ottoman Empires. Both were up-and-coming world powers just achieving ~~amazing~~ amazing milestones for ~~themselves~~ themselves. Spain had just discovered the Americas while the Ottomans had just taken Constantinople. And ~~both~~ ^{both} were only just beginning their glory days.

With the discovery, and subsequent conquest of South America, Spain solidified its reputation as a great power. Spanish conquistadors and missionaries brought vast native empires to their knees while, on the other side of the globe Ottoman armies were expanding over the regions surrounding the Ottoman state. It was this conquest that made the Ottomans a very real power on the world stage.

Both empires were devoutly religious. The Spanish royals were faithful Catholics while the Ottoman Sultan was a strict Muslim. Because of their religious natures, an official policy of conversion was

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adopted by both nations. Christian missionaries in the Americas spread the word of God among the savage natives to bring them into the church while Islamic officials would take christian boys for conversion and entrance into the elite Janissary ranks. But converted Natives could look forward to life as second-class citizens in their own land while Janissary converts went on to wealth and power in the Ottoman Government.

The administrative processes of the two Empires were different from one another in theory but not often so in practice. The Spanish Encomienda system but wealthy spanish nobles and merchants in relatively independant control of Spanish held land, reporting only to the viceroy, who in turn reported to the King. The Ottomans, in an effort to weed out nepotism, drew their administrators from a well trained and well educated administrative class. But later in the Empires life corruption ran rampant and the careful system was all but abandoned.

The greatest difference between the two

Empires was their goals for conquest. Spain's was a merchant Empire, the whole structure allowed for freest exchange of goods. While the Ottoman's maintain a militant empire, their goal was power through strength of arms. Ironically, both empires were ultimately undone by the systems they valued most. The Spanish lacked any significant financial infrastructure so the vast wealth they gained flew straight from the Americas into Dutch or English banks. Massive corruption in the Ottoman government allowed the military, led by Janissary converts, to stage a coup only to collapse under the pressure of the Empire they had to maintain.

Both the Spanish and Ottoman Empires experienced a meteoric rise to power and prominence between 1450 and 1800 only to be left in object ruin, an example of imperialism gone bust for the rest of the world. In their heyday both empires stressed the value of religion and maintained elaborate administrative systems.

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Write in the box the number of the question you are answering on this page as it is designated in the exam.

~~From 1450 to 1500 both the Spaniards~~

Before 1450 Russia was a backward nation. The Mongols had just left the empire and ~~that was~~ the Russians were trying to improve from there. Ferdinand and Isabella had just come to power in Spain. Both Spain and Russia were working to make their empire more successful yet Spanish focused on exploration and things outside their land while Russia was like a nation starting over.

In Spain, Ferdinand and Isabella allowed Christopher Columbus to take a ~~trip~~ voyage. On this voyage in 1492, Columbus found ~~was~~ the first ~~British~~ European to ~~arrive there~~ be in America. In ^{North} America, he landed in the Caribbean and was greeted by a group of Indians. They thought of Columbus as their king and gave him goods that were not found in Spain. In North America new cash crops were also found. These goods made Spanish Empire a much wealthier nation, ~~and~~ It also ~~expanded~~ them made them a world power at the time. Through exploration Spain was able to become ~~more~~ ~~wealthier~~ ~~wealthier~~ making their economy increase. Spanish truly made their empire a more successful and stronger empire through the time.

In Russia, they were just starting fresh. The Mongol rule had just ended and Russia was completely backward.

Write in the box the number of the question you are answering on this page as it is designated in the exam.

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The man to ~~return~~^{make} Russia a great nation was Peter the Great. He brought western ideas to Russia. This improved the nation greatly. His western ideas brought a new form of government to Russia. ~~It~~ With Peter the Great Russia was starting to become a very successful nation. After Peter the Great came Catherine the Great. She expanded Russia and said she was for enlightenment ideas. She also expanded serfdom in Russia. After these two came the beginning of the czar. The Romanov family became one ~~of~~ the leaders of Russia. Alexander the I is the first czar. He entered in the Crimean War to try to take over the Ottoman Empire and expand Russia. But British and French will not let this happen. The three empires ~~the~~ defeat ~~Spain~~ Russia, and Russia gains no land. Later Russia also entered a war in Japan to gain land in Korea, but they suffer an embarrassing defeat in the war. Czarism keeps power all the way until 1800. It is the way that Russia grew.

^{keeps growing from outside influence but,}
After 1800 Spain ^{doesn't} become a huge world power. But Russia keeps growing. Czarism ends with Nicholas II during World War I. Russia then enters another ~~stage~~ rebuilding stage. It goes from the provisional government all the way to the USSR. Both nations grow and expand their empires during the time period.

From 1450 - 1800 both Russia & Spain used Western life to build their empire. They both expanded yet they each went about it a different way.

Russia sought westernization to strengthen its culture & politics. From there they went into much of Eurasia & far east. They conquered parts of China and most of Central Asia. After that Russia industrialized around 1800 and women & men both went to work just like in any other industrialized country.

Spain took colonies in America & used its silver wealth to rise up as the most powerful European state. The economy in Spain boomed much better than in Russia & Spain never really fully industrialized. As Spain went into their conquered lands they spread their culture & ~~their~~ language as opposed to Russia in which their conquered lands remained the same culturally.

As these countries expanded they spread themselves whether or not it stuck to the conquered land.

AP[®] WORLD HISTORY 2007 SCORING COMMENTARY

Question 3—Comparative

Overview

The comparative question asked, “Within the period from 1450 to 1800, compare the processes (e.g., political, social, economic) of empire building in the Spanish Empire with the empire-building processes in ONE of the following: The Ottoman Empire OR The Russian Empire.” The heart of the question gets to the idea of empire *building*, not merely the existence of empire. As part of the core-scoring method, students were to develop an explicit thesis that compared and contrasted the process of empire building in Spain with either the Ottoman Empire or the Russian Empire. Second, students were to address similarities and differences in the development of the two empires chosen in their thesis. Third, evidence supporting empire-building in both empires was required. Fourth, students were to provide a direct comparison between the two empires related to the process of empire building. Finally, in the basic core, students were instructed to analyze a reason for a similarity or difference between the two empires. Students who fulfilled all of these core points were eligible for up to 2 expanded core points by providing a well-written essay that could include, but not necessarily be limited to, a strong thesis, numerous examples of evidence, and/or several direct comparisons.

Sample: 3A

Score: 8

The thesis in the first paragraph focuses on the similarities between the Spanish Empire and the Ottoman Empire at a key point in the building of their empires in “[t]he Mid-Fifteenth Century” (1 point). The essay goes on to address the similarities in how the two empires expanded their territories by conquest and were devoted to religion, and the differences between the two in attitudes toward converts and in administrative structures (2 points). Accurate evidence about the process of empire building is abundant for both empires (2 points). Direct comparisons are ample, particularly in the last part of the essay (1 point). Analysis of the reason for a similarity is found in the discussion of religion and empire (“Because of their religious natures,”), receiving 1 point. The essay earned an expanded core point for sophistication of argument, giving it a final score of 8.

Sample: 3B

Score: 4

The thesis in the first paragraph (“Both Spain and Russia were working to make their empire[s] more successful yet [the] Spanish focused on exploration and things outside their land while Russia was like a nation starting over”) is minimally adequate (1 point). The essay addresses a similarity in the last sentence (“Both nations grow and expand their empire[s] during the time period”), earning 1 point, and adequate evidence about the process of empire building in Spain and in Russia is presented (2 points). There are no direct comparisons or any analysis, so the final score was 4.

Sample: 3C

Score: 2

The thesis attempt does not compare similarities and differences in the process of empire building in Russia and Spain, so the essay did not receive the thesis point. Further, the essay does not present similarities or differences in the process of empire building, so it did not receive the points for addressing all parts of the question. Sufficient evidence is used to support the process of empire building in each empire (2 points), but attempts at direct comparison are historically inaccurate and received no credit. The final score was 2.