



AP[®] World History 2011 Scoring Guidelines

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AP[®] WORLD HISTORY

2011 SCORING GUIDELINES

Question 1 — Document-Based Question

BASIC CORE (competence)

0–7 Points

1. Has acceptable thesis.

1 Point

- The thesis must explicitly state at least one specific cause and at least two specific consequences of the Green Revolution as evidenced in the documents.
- The thesis must be explicitly stated in the introduction or the specified conclusion of the essay.
- The thesis may appear as one sentence or multiple 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 meaning, evidence, or grouping.

2. Understands the basic meaning of documents.
(May misinterpret one document.)

1 Point

- Students must address all 10 of the documents.
- Students must demonstrate 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 specified causes and consequences of the Green Revolution.
- 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.

2 Points

For 2 points:

- Specific and accurate evidence of specific cause(s) or consequences of the Green Revolution 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 specific cause(s) or consequences of the Green Revolution 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 one document.

1 Point

Students must correctly analyze point of view in at least one document.

- Point of view explains why this particular person might have this particular opinion or what particular 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, and/or how the intended outcome may have influenced the author's opinion.
- Students may challenge the veracity of the author's opinion or point of view, but must move beyond a mere statement that the author is "biased" by providing some plausible analysis.
- 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 — Document-Based Question (continued)

- 5. Analyzes documents by grouping them in three ways.** **1 Point**
- Students must explicitly and correctly group the documents in three ways.
 - A minimum of two documents (used appropriately) constitutes a group or subgroup.
 - Students may not receive credit for both the larger group and the subgroups within it.
 - Groupings must address with coherence the cause(s) and/or consequences of the Green Revolution. Examples of such groupings include:
 - Causes (hunger/poverty, poor soil/depletion, U.S. policy on containment)
 - Consequences/effects, in terms of how the group or subgroup is characterized, such as:
 - Positive/negative results
 - Economic impact (on productivity, population growth, wealth, women, companies that are beneficiaries)
 - Environmental problems (pollution, competition for water, altered seeds)
 - Social changes (hardships for women, decreased rigidity of caste system, family structural changes, demands for better education, violence, population growth)
 - Graphs depicting growth and development
 - Occupations (government officials, scientists)
 - Regions/countries (India/Punjab, Latin America, Guatemala, Mexico, United States)
 - Organizations (United Nations, labor organizations)
- 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 the document or source will contribute to analysis of the causes **or** consequences of the Green Revolution.
- Subtotal** **7 Points**

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Question 1 — Document-Based Question (continued)

EXPANDED CORE (excellence)

0–2 Points

Expands beyond basic core of 1–7 points. The basic core score of **7** must be achieved before a student can earn expanded core points.

Examples:

- Provides additional causes and consequences.
- Provides consistent comparative analysis throughout the essay.
- Has a clear, analytical, and comprehensive thesis.
 - Goes well beyond the minimally acceptable thesis.
- Shows careful and insightful analysis of the documents.
 - Recognition of 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 most or all documents.
 - Provides thoughtful analysis of author’s background, intended audience, tone, or historical context.
- Includes groupings beyond the three required.
- Brings in accurate and relevant “outside” historical content.
- 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.
 - 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 — Continuity and Change over Time

BASIC CORE (competence)

0–7 Points

1. Has acceptable thesis.

1 Point

- The thesis must accurately address and qualify change and continuity in long-distance migration during the time period.
 - The thesis does not have to directly address global issues.
 - The thesis does not have to contain specific dates but must accurately address migrations within the time period.
 - The thesis does not have to state the two regions.
- 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 consecutive sentences.
- If the thesis is repeated/restated in the conclusion it may count for credit beyond the thesis.
- An acceptable thesis that accurately qualifies change and continuity may also contain some inaccuracies.
- A thesis that is split among multiple paragraphs or merely restates the prompt is unacceptable.
- A statement that there were more changes than continuities does not constitute a thesis.
- 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.

2 Points

For 2 points:

- Essay addresses both change and continuity in long-distance migration that is relevant to the time period.

For 1 point:

- Essay accurately addresses either change or continuity in long-distance migration that is relevant to the majority of the time period.

May not be taken from the thesis unless the thesis is repeated at the end of the essay.

3. Substantiates thesis with appropriate historical evidence.

2 Points

For 2 points:

- Provides a minimum of five pieces of accurate evidence that relate to long-distance migration within the time period.

For 1 point:

- Provides a minimum of three pieces of accurate evidence that relate to long-distance migrations within the time period.

Groups of migrants may include mercenaries, missionaries, colonial elites, laborers, or merchants.

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Question 2 — Continuity and Change over Time (continued)

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

- Essay accurately relates either change or continuity to a long-distance migration within a larger global process such as colonization, industrialization, globalization, or abolition.
- Essay accurately relates changes or continuities in long-distance migration between two specified regions to developments beyond these regions.

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

- Analyzes the causes of either change or continuity in a long-distance migration in the time period.
- Analysis must be more than a discrete statement of evidence.

Subtotal **7 Points**

EXPANDED CORE (excellence) **0–2 Points**

Expands beyond basic core of 1–7 points. The basic core score of **7** must be achieved before a student can earn expanded core points.

Examples:

- Has a clear, analytical, and comprehensive thesis.
- Analyzes all issues of the question (as relevant): global context, chronology, causation, change, continuity, effects, content.
- Analyzes all aspects of the question thoroughly — there is balance in the discussion of change and continuity.
- Addresses all parts of the question evenly.
- Provides ample and accurate historical evidence to substantiate thesis.
- Provides links with relevant ideas, events, and trends in an innovative way.
- Examines long-distance migration beyond two specified world regions.
- May address global continuities and changes in long-distance migration.
- Provides a clear and concrete chronology of change.

Subtotal **2 Points**

Total **9 Points**

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Question 3 — Comparative Question

BASIC CORE (competence)

0–7 Points

1. Has acceptable thesis.

1 Point

- The thesis must include both a valid similarity and a valid difference in the **rise** of two of the empires.
- 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 may not 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:

- Identifies at least one valid similarity and one valid difference in the **rise** of the two empires.
- Discusses two empires but not necessarily evenly.

For 1 point:

- Identifies at least one valid similarity or at least one valid difference in the **rise** of the two empires.
- Discusses two empires but not necessarily evenly.

3. Substantiates thesis with appropriate historical evidence.

2 Points

For 2 points:

- Must provide at least four pieces of relevant and accurate evidence.
- Includes at least two pieces of evidence from each empire.
- Includes at least one piece of evidence that specifically addresses the **rise** of an empire.

For 1 point:

- Must provide at least four pieces of relevant and accurate evidence.
- Includes at least one piece of evidence from each empire.

All evidence not specifically about the rise of an empire must be connected to characteristics of empire, e.g., religion, trade/economic systems, government, infrastructure, and /or military.

4. Makes at least one direct, relevant comparison between the empires.

1 Point

- To earn this point, the comparison must be made somewhere other than in the thesis, and it must also be a different comparison from the ones used to address a similarity and a difference.

The direct comparison may discuss either similarities or differences and may address characteristics of empires other than those related to the rise of empires.

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Question 3 — Comparative Question (continued)

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

Subtotal **7 Points**

EXPANDED CORE (excellence) **0–2 Points**

Expands beyond basic core of 1–7 points. The basic core score of **7** must be achieved before a student can earn expanded core points.

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, relevant comparisons between or among empires.
- Consistently analyzes relevant similarities and differences in the rise of empires.
- Applies relevant knowledge of other regions or world historical processes.
- Recognizes nuances within empires.

Subtotal **2 Points**

Total **9 Points**