

AP[®] WORLD HISTORY

2015 SCORING GUIDELINES

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.

AP[®] WORLD HISTORY

2015 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 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.
 - Recognizes the historical context of the documents.
 - 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.
 - 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**

1A1 of 4

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

In response to the spread of ~~the Spanish~~ influenza in the early 20th century, people were met with mostly negative feelings such as anger and fear. Some ~~blamed~~ believed that the influenza was ~~was~~ a message from their ~~god~~ god and let their religion guide their actions towards the pandemic. Others felt angry that their governments were taking the situation lightly and that people were getting insufficient care due to lack of resources / doctors. Finally there were also doctors and volunteers who witnessed the deaths of people first hand and began to feel an ^{emotional} immunity ~~toward~~ towards the flu. After analyzing the documents it is clear that there was a mixed response towards the worldwide spread of the influenza.

As shown in documents 4, 5 and 8, ~~some~~ some people believed their religions ~~to be the cause~~ could explain the cause of the pandemic. Hindu people believed the flu to be ~~was~~ a visitation of one of their goddesses and that no treatment should be attempted (Doc 4). The source of the document was from the British controlled portion of India, Madras. This could mean that the author isn't ~~even~~ a Hindu themselves and therefore don't really know if that is why the Hindu people were adverse to treatment. Document 5 ~~believes~~ states that some Christians believe God sent the influenza for the good of the people ~~and~~ and that they had no right to protect themselves against it. The document comes from an editorial which is a purely ~~interpretation~~ opinion-based piece of writing. The author of document

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

1A2 of 4

5 displays a bias towards Christian beliefs which affects their response to the flu. Document 6 talks about how natives in Africa believed the pandemic to be a plague sent by God to wipe humanity off of the world. This response would create a fear among people ~~was~~ and they would think that there's no hope for them. Although these documents help in understanding the religious response to the post-WWE influenza, an additional document that comes from the point of view of a ~~priest~~ ^{religious} priest from Hinduism / Christianity would be helpful. This document would show if ~~the religious~~ ^{religious} ~~character~~ officials actually believed the flu to be god-sent.

Documents 1, 2 and 7 come from the point of view of doctors or volunteers who tried to help those who were infected by the pandemic. Document 1 says that an infected camp has seen so many deaths from the flu that the camp has become "demoralized". Since the source of this document is a medical doctor, the author is experiencing and witnessing these events first hand while trying to keep up with all of their work, which can provide reason for the less emotional response towards the pandemic that they have. The influenza was so serious and affected so many ~~for~~ people that ~~the~~ camps were desperate for volunteers (doc 2). ~~Volunteers were~~ Because of the intensity of the disease, all public places were closed ~~to~~ due to fear of infection. Document 7 mentions another person who volunteered in aiding the infected ~~peo~~ people at the time as well as someone who spent

their childhood with memories of the influenza. The document states how people tried to avoid public settings or contact with the sick & in fear of getting infected as well. The source of this document is from two women who were children at the time of the influenza outbreak, so their memories might not be clear since at the time they might not have had a clear understanding of the situation. An additional document that would help to understand the relationship between the documents would be the diary of a person who was ~~also~~ infected with the disease. This additional document would help someone gain insight on whether the ~~volunteers~~ volunteers or doctors actually tried to help them or if people just avoided them.

Documents 3, 6, and 9 are a response to the ~~the~~ government action regarding the influenza. Document 3 comes from the British colonial gov't in West Africa and states that some sickly people were just turned to the streets ~~because~~ due to people wanting to avoid those that were sick or insufficient treatment. This document displays bias because ~~the~~ the source is from a member of the colonial government and these areas in Africa had insufficient access to care because colonial governments didn't allow their colonies to have a reliable infrastructure. Document 6 expresses anger towards the Brazilian government for being ~~very~~ ignorant about the spread of the influenza world wide. This document is an editorial meaning its purely based on opinion and that

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

1A4 of 4

the author isn't a reliable source for facts. In New Zealand, the people of Savaii blame the British samoaan government for the spread of the influenza. (Doc 9). It states that the gov't did not properly guard the island from infection and the death could have been avoided. The author was an American resident of British Samoa so they saw how the flu spread ~~to~~ didn't spread in the American Samoa. ~~An author~~ To better understand the connection between these documents, an official government announcement ~~from the gov't~~ regarding the pandemic would be useful. This additional document would help gain understanding on if the government actually tried to ~~stop~~ ^{grad} the spread of disease to people.

The only thing that kept the influenza pandemic from being as destructive as the plague was the creation of a vaccine to rid the virus. Though the whole world saw the virus as an awful thing, some chose to leave it be. It is shown by these documents that the western hemisphere dealt with the virus hands on while the East (places not run by Britain / America) got out of its path.

In all nine documents, proof is given to provide a stance that every author thought that influenza needed to be handled head on. In document one, the author describes the provisions taken to avoid the disease. The author states, "...the camp is demoralized and all ordinary work is held up...". Also, "doctors.. have (has) been increased to over 250..". It is shown that at camp Devens, all measures are being taken to stop the spread and reduce the amount of casualties. In the contrary, in document

three, (setting of Sierra Leone) a report is written on the epidemic. The document states that, "... sick were simply turned out on to the streets." In contrary to America, in Africa nothing is being done and all any civilian can do is flee.

Though each part of the world has different ways of dealing with the disease, all the documents take a stand to keep the healthy away from the sick. In document four, in the very last sentence, the words "... no treatment by drugs should be attempted." is stated. This document is taking place in India, where it is believed that a goddess is creating the illness and it should not be messed with. Though they are going by what they believe, the virus is going to continue to spread. It seems the same ideas might be taking a hold in Boston as well. Document five discusses the need for churches to keep the people sane. The only problem is, the author states,

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

IB 3 of 4

"... God sends pestilence into the world." The idea is arising that humans should let God do what he wants.

Children are a symbol of innocence but disease can take that away. Document seven uses a point of view of childhood flashbacks to show how the virus has impacted everyone. It is shown how even children have to take a roll to stop the flu in its tracks too. In document eight, the point of view of soldiers is given. It is said that, "Rumors spread... this was THE END...". Soldiers are a main target for the disease because they are the most vulnerable. Due to this, soldiers are in the same place as the rest of the world. A gun cannot stop an epidemic, but it can spread it.

In document six, setting ~~top~~ of Rio de Janeiro, it is shown that the press is all over the epidemic but no one tries to stop it. In document nine, the same thing occurs. Death is in the


air and it could have been secured.

"Had British Samoa been... guarded we would have continued (a) safe...". No one is fighting the disease, they are writing about it.

In document two, precautions are being made to keep order. It is said that volunteers are being used and worked around the clock. Also, "... a bill... in the senate authorizing all the wartime government workers to stay home...". It is clear America is willing to do anything to keep their country safe.

An additional document that should be included is a scientific record of Thomas Francis Jr.. This is because he was the lead researcher on the influenza vaccine and input on why he began research and what he encountered would give a better understanding of what Americans did in response to the epidemic.

Regarding the ~~epidemic~~ ^{pandemic} that killed millions of citizens ~~over~~ all over the world, demonstrates the overall impact of disease in which it easily spread from countries, trade routes, and even coastlines. When referring to the Influenza pandemic, we can ~~see~~ ~~the~~ see the destruction people faced as the epidemic broke loose. Overall the Influenza spread along coast lines, required ~~a~~ lots of medical attention, caused lots of suffering, and even philosophically influenced ~~people's~~ people's outlook on religion depending on how the epidemic resulted in so much weary and destruction. Through the different results of such a disease, it caused many responses such as desperate need for medical attention, suffering, how it spread near bodies of water, and how it influenced people's outlook on God regarding on if they were being punished.

When referring to how the disease spread along water, demonstrates how trade routes/ports easily connected people ~~and~~ and especially the Influenza. As shown by ^{the picture} document , the sites of Influenza disease was mainly by bodies of water as we can see the overall proximity it was to different oceans like Atlantic, Pacific, Indian, etc. ~~From the document, people can understand how people were connected along trade routes and influenced the overall~~

Spread of the disease.

Regarding the overall destruction of the disease, we can learn the amount of medical attention needed as a way to attempt controlling the disease. From document 1, the amount of medical attention kept raising in response to so many deaths, "As the epidemic broke loose... We have been averaging about 100 deaths a day... the normal ^{number of} doctor here is about 25 and that has been increased to over 250." From the document, as the amount of death tolls kept increasing so does the amount of doctors/medical attentions needed to contain/treat the disease. In addition in document 2, not only the amount of doctors raise but also the amount of nurses, "give medicines to the patients, take temperatures, fix ice packs... They are certainly desperate for nurses." Because of the destruction that the disease caused the amount of medical attention increase to attempt to treat patient; however it certainly displays the response of Influenza.

In addition to requiring medical attention, the Influenza caused lots of suffering among the people. As shown in Documents 3 ^{6, 7, 9} the number of patients that were suffering with Influenza raised as they were dying as well as the ignorance regarding who had the disease, an even the way the spreading took place/the lasting effects. In document

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

1C3of4

3, it displays that ~~because~~ many patients were dying so they required medical attention, "number of patients were suffering from want of attention and were dying from insufficient care and treatment." As it explains the epidemic caused a medical attention response in order to treat those suffering with the disease. In document 6, it displays the overall ignorance that the public health agencies had in regards to this epidemic that killed thousands of people, "public's health agency's unbelievable ignorance regarding this sickness." Therefore if the public ^{health agencies} are not helping treat these diseases more people will die. In ~~document~~ document 9, it shows ~~the~~ the destruction that small populations like the British Samoa had in regards to the disease, "small population in British Samoa have died... and had spread over." Because of the way it spreaded, the disease caused many responses in order on how to deal with the way it affected many people. Lastly in document 7 it shares personal stories regarding the way people suffered, "people were barely able to pick up ^{containers left for them:} ~~Furthermore,~~ to the way the disease caused many medical responses it also affected religious outlook on how because people are genuinely bad they are punished ~~and thus~~ and thus a disastrous pandemic. In document 4, and 5 it shows ~~that~~ that the people are the ones who are being punished in regards to God's anger. In document 4 it displays that there is no reason for drugs/medications

because God intentionally ^{is} punishing them. "Goddess Aman and that no treatment by drugs should be attempted." As the documents assert, it gives an ~~an~~ new perspective on how the disease affected religious outlooks. In document 5 it also shows ~~the~~ why the disease is so prevalent, "anger of the land from taking effect." In regards to the utter destruction the disease sets that people will suffer as a punishment. Additionally in document 8, it shows that God's weary of war takes effect and causes "The End." A plague more fatal than man's destructiveness." Thus, as the disease takes route, it causes responses to change outlook of people who believe in God and how he is setting them in punishment.

Through the different documents, it show the problems of the disease in which it caused many problem especially through desperate medical needs, suffering, and changed outlook based on religion.

AP[®] WORLD HISTORY

2015 SCORING COMMENTARY

Question 1

Overview

The document-based question (DBQ) directly addresses Curriculum Framework Key Concept 6.1 (Science and the Environment). The 1918 Influenza Pandemic is specifically identified as one of the illustrative examples in Section III (Disease, scientific innovations, and conflict led to demographic shifts).

Students were asked to analyze the varied responses to the 1918–1919 Influenza Pandemic in the nine documents. The nine documents lent themselves to comparing responses to the pandemic in various places around the world as well as responses from persons of varied roles and socioeconomic backgrounds. These responses included volunteering to help the sick, isolation or quarantine to prevent infection, paralysis or lack of action, and arriving at the belief that the pandemic was caused by divine intervention. These four responses became the basis for the most common groupings, though other groupings included blaming the government, fear, and demoralization among others.

The documents provided ample basis for a thorough response to the prompt. The details, coupled with the clear language in the documents, made their effective use as evidence and support for analysis straightforward. Each of the nine documents offered at least one clearly identifiable response that could be paired with a response in another document, though many documents had more than one pairing option. Most of the document attributions gave ample grounds for students to use as a basis for analyzing the point of view of the source. The language used in many of the documents also provided a means of analyzing point of view by evaluating tone. Although some students had difficulty with document 5 due to lack of familiarity with the ideology of Christian Scientists, many were still able to make full use of the document, including its tone.

Sample: 1A

Score: 9

The thesis of this essay is found in consecutive sentences in the introduction where the student identifies three responses (1 point). All nine documents are addressed in the essay, and the student demonstrates an understanding of all nine (1 point). The student also draws evidence of a response to the influenza epidemic from all nine documents (2 points). The essay has three analyses of point of view. The emotional point of view of the medical doctor in document 1 is explained, as is the colonial perspective of the student of the report in document 3. The essay also explains the qualifications of the testimonies in document 7 as based on the women's recollection of events that occurred 50 years earlier (1 point). The topic sentences create three groups of documents effectively. The first groups documents 4, 5, and 8 around the belief in the divine cause of the epidemic. The second groups documents 1, 2, and 7 on the response of volunteering. The third groups documents 3, 6, and 9 on the responses of governments (1 point). There are three successful requests for additional documents, one at the end of each paragraph grouping of documents, and each supplies an explanation for the requested source (1 point). Two expanded core points were earned by the quality of the analysis of multiple documents, the additional analysis of point of view, the extra requests for an additional document, and the strong organization of the information and structure of the argument (2 points).

AP[®] WORLD HISTORY
2015 SCORING COMMENTARY

Question 1 (continued)

Sample: 1B

Score: 5

The essay does not provide an adequate thesis. The statement at the end of the introductory paragraph does not clearly articulate responses. The student addresses and demonstrates a basic understanding of all nine documents (1 point). The essay identifies evidence of a response in all nine documents (2 points). There is no successful analysis of point of view in the essay. The attempt to analyze the point of view in document 7 does not move beyond identifying the documents as “childhood flashbacks,” while the attempt for document 8 is only attribution of the source as soldiers. There are three groupings in the essay. The essay groups documents 1 and 3 as opposites in the category of care for the sick, documents 4 and 5 based on the belief that the epidemic was a divine punishment, and documents 6 and 9 based on the lack of response of governments (1 point). In the final paragraph, the additional document request and reason for the additional source is excellent (1 point).

Sample: 1C

Score: 1

There is no adequate thesis in either the introductory paragraph or the final sentence of the essay. Only one response is identified, influence on one’s religious outlook. The student addresses and demonstrates a basic understanding of all nine documents (1 point). The essay identifies a response in documents 1, 2, 3, 4, 5, and 8 only and therefore earned no points. The essay makes no attempts at point-of-view analysis. There are only two groups of documents. The essay groups documents 1 and 2 around the response of increasing medical staffing and documents 4, 5, and 8 around the response of changing religious outlook. The essay does not include a request for an additional document.