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# **AP<sup>®</sup> World History**

## **2014 Scoring Guidelines**

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# AP<sup>®</sup> WORLD HISTORY

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### Question 1

**BASIC CORE** (competence)

**0–7 Points**

**1. Has acceptable thesis.**

**1 Point**

The thesis must address a relationship between Chinese peasants and the Chinese Communist Party using evidence from the documents.

- The thesis must be further qualified if it simply states a positive/negative or good/bad relationship.
- 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 merely restates the prompt is unacceptable.
- The thesis CANNOT count as meaning, evidence, or grouping.

**2. Understands the basic meaning of documents.**

**1 Points**

- Students must address all nine of the documents.
- Students must demonstrate understanding of the basic meaning of at least eight documents.
- Students may demonstrate the basic meaning of a document by grouping it in regard to a relationship between Chinese peasants and the Chinese Communist Party.
- 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.**  
**For 2 points:**

**2 Points**

- Specific and accurate evidence of a relationship between Chinese peasants and the Chinese Communist Party. 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:**

**1 Point**

- Specific and accurate evidence of a relationship between Chinese peasants and the Chinese Communist Party. 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.

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### Question 1 (continued)

**5. Analyzes documents by grouping them in two or three ways, depending on the question.** **1 Points**

- Students must explicitly and correctly group the documents in two ways demonstrating a relationship between Chinese peasants and the Chinese Communist Party.
- 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 relationship between Chinese peasants and the Chinese Communist Party.

**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:

- Provides consistent discussion of a relationship between Chinese peasants and the Chinese Communist Party 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.
  - Recognizes the historical context of the documents.
  - Analyzes all nine 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 appropriate groupings beyond the two 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**

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## Question 2

### BASIC CORE (competence)

- 1. Has acceptable thesis** **1 Point**
- The thesis accurately addresses and qualifies at least one change **AND** one continuity in the ways one of the specified regions participated in **interregional trade** during the period circa 1500 to 1750.
  - 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 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:**
- The essay identifies one change **AND** one continuity in the ways one of the specified regions participated in **interregional trade** during the specified time period.
  - A continuity must persist from the 16<sup>th</sup> century to the 18<sup>th</sup> century.
- For 1 point:**
- The essay identifies one change **OR** one continuity in the ways one of the specified regions participated in **interregional trade** during the specified time period.
  - A continuity must persist from the 16<sup>th</sup> century to the 18<sup>th</sup> century.
- 3. Substantiates thesis with appropriate historical evidence.** **2 Points**
- For 2 points:**
- The essay provides a minimum of **six** pieces of evidence to support discussion of trade within the time period.
- For 1 point:**
- The essay provides a minimum of **three** pieces of evidence that support discussion of trade within the time period.
- 4. Uses relevant world historical context effectively to explain change over time and continuity.** **1 Point**
- The essay explains how world historical movements or processes influenced change or continuity in interregional trade
  - **OR** the essay explains how change or continuity in interregional trade influenced global historical movements or processes
  - **OR** the essay accurately addresses and qualifies trade in at least three regions of the world.
- 5. Analyzes the process of change over time and continuity.** **1 Point**
- The essay provides a reason for a change **OR** a continuity in interregional trade in the time period.
- Subtotal** **7 Points**

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**Question 2 (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 comprehensively.
- Provides even and ample evidence of change and continuity.
- Analyzes both change and continuity throughout the essay.
- Provides ample world historical context.
- Explains intraregional trade as well as interregional trade.
- Provides reasons for both a change and a continuity.
- Provides extended analysis of change or continuity.

**Subtotal**

**2 Points**

**TOTAL**

**9 Points**

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**Question 3**

**BASIC CORE** (competence)

**0–7 Points**

**1. Has acceptable thesis.**

**1 Point**

- The thesis must correctly address both a similarity and a difference in how TWO empires used religion to govern.
- 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 use of religion to govern in the specified empires.

**For 1 point:**

- Identifies one similarity **OR** one difference in the use of religion to govern in the specified empires.

**3. Substantiates thesis with appropriate historical evidence.**

**1–2 Points**

**For 2 points:**

- Must provide at least five pieces of relevant and accurate evidence related to religions in the specified empires.
- At least one piece of evidence must be from each empire.

**For 1 point:**

- Must provide at least three pieces of relevant and accurate evidence related to religions in the specified empires.

**4. Makes at least one direct, relevant comparison in the way two empires used religion to govern.**

**1 Point**

- Makes at least ONE explicit and factually correct statement of similarity or difference in the use of religion to govern in the specified empires.

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

**1 Point**

- The analysis must explain the reason for a similarity or difference as it applies to both empires.

**Subtotal**

**7 Points**

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**Question 3 (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.
- Provides ample historical evidence to substantiate the thesis.
- Relates comparisons to larger global context.
- Makes several direct, relevant comparisons between the ways empires used religion to govern.
- Consistently analyzes relevant similarities and differences in the way empires used religion to govern.
- Recognizes nuances in the way empires used religion to govern.

**Subtotal**

**2 Points**

**TOTAL**

**9 Points**