



## AP<sup>®</sup> World History 2002 Scoring Commentary

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# AP<sup>®</sup> WORLD HISTORY

## 2002 SCORING COMMENTARY

### Question 1

#### Sample 1: Score 9

Meets the Basic Core in all categories. The Point of View is met in a number of places, including p. 2, paragraph 2 "...shows a Muslim scholar pointing out the faults of trade from a theological standing," (See Basic Core Rubric) and in the same paragraph, "...Muslim merchants began to show disapproval of new aspects of trade even amongst themselves, basing their arguments on the old religious traditions of the past." Expanded Core points come from the use of outside information, the persuasive use of documents, and careful and insightful analysis of the documents, among others.

#### Sample 2: Score 7

Contains an acceptable thesis, which is split between the first and last paragraphs of the essay. It meets all the Basic Core criteria, but it does misinterpret Document 6 somewhat. It contains multiple examples of Point of View and requests two additional appropriate documents, "... This would have been a good place for a church official to speak," and "...a chart of how much of the merchant's profits were given to the church on an annual basis."

#### Sample 3: Score 5

Contains an acceptable thesis that is split, i.e., portions appear in the first and last paragraphs. It uses a sufficient number of documents, supports the thesis in addressing Change Over Time, demonstrates understanding of the documents, and groups documents to make comparisons. It contains no Point of View, and does not cite an additional, needed document.

### Question 2

#### Sample 1: Score 9

Shows change nicely in both regions through a flow of events, referring to several global trade patterns including slave trade and Cold War. For expanded core: internal comparisons where South/ Southeast Asia is compared to Latin America (1) and more than one place mentioned in South and Southeast Asia, as well as differentiation in Latin America (2).

**AP<sup>®</sup> WORLD HISTORY  
2002 SCORING COMMENTARY**

**Question 2 (cont'd.)**

**Sample 2: Score 7**

Acceptable thesis (1). Addresses question in two parallel essays (2). Provides historical evidence and analysis (2) as well as global context (1). Exceeds core: shows connections to global trade patterns such as NAFTA and imperialism (1).

**Sample 3: Score 6**

Acceptable thesis (1). Addresses question showing three-stage framework (2). Good analysis using balanced evidence to show trade relationships over time (2). Interesting analysis of the Depression demonstrating global context (1).

**Question 3**

**Sample 1: Score 9**

The thesis is clear and comprehensive (1 point) and the essay addresses four of the five parts of the question (2 points). The evidence for the Chinese responses is quite strong and still stronger for the Japanese responses (2 points). The essay makes one relevant and substantiated direct comparison (1 point). Three expanded core points for the strength of the thesis, the richness of the evidence, and the clarity of the comparison.

**Sample 2: Score 7**

The thesis is satisfactory (1 point). The essay addresses four of the five parts of the question (2 points) and provides two examples of relevant evidence each for the Chinese and Japanese responses (2 points). It makes one relevant and substantiated direct comparison between the Chinese and Japanese responses (1 point). For the expanded core point, the essay relates the Chinese and Japanese responses to the larger global context.

**Sample 3: Score 6**

The thesis is satisfactory (1 point). The essay addresses four of the five parts of the question (2 points) and provides two examples each for the Chinese and Japanese responses (2 points). It also makes one relevant and substantiated direct comparison of the Chinese and Japanese responses (1 point).