

# AP<sup>®</sup> WORLD HISTORY

## 2013 SCORING GUIDELINES

### Question 1

**BASIC CORE** (competence)

**0–7 Points**

**1. Has acceptable thesis.**

**1 Point**

- The thesis must address at least one **connection** between regional issues and European struggles for global power using 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 be counted for credit in any other category.

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

**1 Point**

- 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 regional issues or European struggles for global power.
- Merely restating verbatim or quoting the content of the documents without providing 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 regional issues or European struggles for global power 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 regional issues or European struggles for global power 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 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 they 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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## 2013 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.
- A minimum of two documents (used appropriately) constitutes a group or subgroup.
- Groupings must coherently address specific regional issues or European struggles for global power.
- Groupings may be geographic or thematic.

**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 either a regional issue or European struggle for global power.

**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 the connection between regional issues and European struggles for global power 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.
  - Recognizes change and continuity in the relationship.
  - 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 authors' background, intended audience, tone, or historical context.
- Includes 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.
  - Integrates request(s) for additional document(s) into the essay and into a broader analysis.

**Subtotal 2 points**

**Total 9 points**

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

1 (A)

In the mid 18<sup>th</sup> century, various European powers were seeking to spread their influence throughout Europe and the world.

However, this expansion of power was not without hindrance. The European powers of this time had to overcome issues including ~~native~~ alliances in new territory ~~and the willingness to cooperate economically in terms of trade with other powers.~~ ~~status~~ In a more peaceful approach, the European powers had to overcome diplomatic negotiation and peace agreement in order to expand their powers globally and on the home front.

Economic stability and prosperity were and still are key components in the power of a nation, kingdom, etc. At this time especially, economic strength allowed the expansion of power as a whole for the European powers of the ~~mid~~ mid 18<sup>th</sup> century.

~~A major problem~~ <sup>Major problems</sup> were contraband smuggling and high taxes.

In Document 6 (César de Choiseul's letter to a French ambassador in London), he addresses proposing a "clause on the navigation" of waters around the Louisiana territory to stop Spanish smuggling. Smuggling undermines the economy as a whole and here, he wants to end it ~~and water~~ ~~is~~ ~~not~~ ~~of~~ ~~the~~. However, he sees the futility

in an agreement because of how difficult it is to manage and enforce. ~~As prime minister of foreign affairs,~~ As prime minister of foreign affairs, Choiseul would most definitely want to seek an end to such smuggling and this further proves why he would be pushing so greatly for sanctions against the Spanish. In document 9,

1 (A)<sub>2</sub>

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however, Andrew Symmer (British rep for the Turk Islands in the Caribbean) wants to work with Spain to end smuggling. By effectively ending tariffs on Spanish colonists, trade would be opened up even further and the economy as a whole would benefit. Again, an undermined economy prevents true growth and max potential. ~~Again, as~~ Also, as a rep for the British islands, it again makes sense that he wants trade conducted freely so that they can prosper. He most likely also sees it as an opportunity for the Spanish, swayed by British relations, will open their ports. A good additional document here would be ~~a~~ <sup>or</sup> ~~letter~~ <sup>report</sup> by a smuggler between the nations. It would truly help ~~by~~ <sup>by</sup> giving insight as to how the operation ran and what kept it alive under the noses of their rulers. Economics were one aspect of European struggles, but another was one they had to conquer in most new lands: forming alliances with natives.

The native peoples of newly investigated land would play a monumental role in establishing European power in other lands. Happy natives, usually meant a smoother transition into colonial power in the region. For example in document 2 (A speech by Nipissing Chief Kisenisik), the natives were willing to help and cooperate with those that returned the favor. Here he thanks the French for ~~defending~~ defending them from the British. He also mentions that they are Catholic, meaning that the French must have had the natives' attention and that they were influential. As a native chief, ~~the~~ Kisenisik was probably viewing these foreigners as saviors and thought highly of them, shown in ~~the~~ his mention of Catholicism among them.

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

1 (A)<sub>3</sub>

Also, in document 7 (Pontiac speech to several tribes), we see the effects of ineffective native alliances. He questions why the British should be helped over the French. They have done nothing but disrespect them and trade only the poorest quality goods. The French are sympathizers and good hearted. Pontiac even swears "their (British) destruction" Pontiac is most definitely seeing the French as allies worth keeping and sees them as economic ones too. Document 8 also shows this problem of keeping on good terms with Natives and even foreign provocation to keep natives upset. The Augustinian (Spanish) friars are telling the natives to oppose the British and raise arms against them. This would definitely create ~~an unstable~~ instability among the British holdings. Being a B. E. I. C. employee makes this point of view one of nervousness and disgust. He sees the trouble in keeping on good terms with natives and ~~wants~~ wants an end to it. An additional document that would be useful here would be ~~the~~ a trade report from ~~a~~ a merchant dealing with the natives. Here we could see the ways that commerce or trade affected the natives and nations influence them. Finally, peace talks and diplomacy were used in the struggles for regional power, as explained next.

In order to establish a lasting peace for the European powers at home and abroad, peaceful negotiation, terms, and diplomacy were used. As in Document 1 (Robert Clive's terms to Bengal) upon its defeat, the specific terms laid <sup>out</sup> ~~out that gave~~ ~~people~~ ~~to the regions~~ ~~some power~~ ~~to keep~~ ~~the~~ ~~happy~~ ~~and~~ ~~out~~ ~~to~~

1 (A)

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~~These~~ ones that kept the Europeans in power. These terms were negotiated by a leading B. E. I. C. officer, so this greatly changes how they were planned out. They most definitely were considered to give the European rulers more power and compensation and tip things in Britain's favor. In Document 3 (letter by Maria Theresa) shows how alliances and peace were sought in the regional European struggles for power. Austria here was looking to lead back King Frederick of Prussia and use their military alliances to keep him subdued. She also wanted peace, but knew this was hard to create with Prussia still moving against her allies. In Document 4, we also see the struggles of relying on alliances. King Frederick is relying Ottomans to help, but it is clear they are a long way from receiving such aid. Again, Frederick believes if the Turks don't come, peace is going to have to somehow, through all of the hostility, be negotiated. In these two documents, we have the point of views of rulers. They both see the problems with their alliances, such as the failure of the Russians (for Austria) and the Turks (for Prussia). So, they are wise to want to negotiate peace and end the hostilities. Document 5 (terms of surrender by the French in the Caribbean) show the problems with keeping conquered peoples in line and in this case, diplomatically. The terms are laid out to keep French people's loyalty to Britain and to prevent them from rebelling. Keeping the conquered subdued in times like these were instrumental in establishing and maintaining peace. ~~Again, like in Document 4~~ ~~the terms were negotiated~~. These terms come from French colonists

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

1 (A) 5

and are therefore a little more inclined to keep the French happy. By agreeing to such terms, the British are keeping the people satisfied with knowing they are living on their own terms. An additional document here could be a formal letter from the Russian or Turkish allies to discuss why they withdrew their aid or provided little to their allies. This would further show the shakiness of alliances of the day.

Clearly, as shown above ~~the~~ the were struggles by European powers to keep power, both domestically and abroad. By overcoming the problems with natives, diplomacy and alliances, and trade/economic stability, the European powers would have been able to establish and maintain lasting power.

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

13,

The European struggles for global power in the mid-eighteenth century in Asia and the Americas for colonial dependency is connected to Europe's regional issues for dominance. The European nations were dealing with political struggles at around the same time colonial conflicts were occurring. Trade was a major cause of this because subjected peoples were forced to give compensation to the European controllers, but stemming from this is feeling of resentment which leads to conflict; sometimes in favor of the colonial population other times not. An additional document that would support this claim is a statistical chart showing the effects of European control on Asian and American trade.

As stated, in Europe there was a struggle for regional dominance by various monarchs. According to Maria Theresa in her letter to Maria Antonia she states the political implications of Russia's withdrawal and how the Prussians are most likely to attack Saxony now. Being an empress, Maria Theresa's letter is written as part of an alliance. By supporting allies, European monarchs remained and gained power over their enemies. This is shown through a letter to the Prussia foreign minister after a series of defeats at the hands of the Austrians. What in turn occurred was the necessity of aid from an ally such as the Ottomans. Without



13,

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

and the Prussians will surrender and Saxony and Austria will have accomplished their goals of keeping the Prussians at bay.

These alliances are also important when talking about the impact on defeated colonial movements. As demonstrated by Robert Clive, a victorious general working to increase the British East India Company's power, his treaty with the ruler of Bengal is one that imposes deference on the people through compensation but also an alliance to protect Bengal from the French who Britain is in a battle with regionally for world dominance. The same situation occurred in the surrender of the Martinique colonists to the British. Both colonies were in no position to bargain for their own agreement after having been defeated, but the British were smart enough to give these colonists no reason to rebel by keeping in regional rulers such as Mr Jaffer.

However this happy alliance system did not occur everywhere as we see with Kiseri's speech in 1757 thanking fellow Indians for defending Jentay against the British. What's interesting is that this tribe was made up of Catholic Indians just as the Maritan people who rebelled according to a secret report from the British East India company.

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

1B<sub>3</sub>

were Catholic. This interesting connection can be seen through the Catholic missionaries appalled at the enslavement and degradation seen towards native populations and their response to change this by supporting resistance ideology among the Native populations.

Finally, the importance of trade in the colonies and its effects on European politics. As seen through ~~the~~ César de Choiseul a French minister who's interests are tied to the state realized the British attempt to quiet Gulf of Mexico trade would negatively affect France's possession of Louisiana which could only be communicated by ~~thru~~ trade. The British heavily realized that this option was not possible turned to taking advantage of the massive amount of Spanish trade by allowing British smugglers to get their goods onto Spanish ships as proposed by Andrew Symmer. He was a British representative on the Turks island so his inside knowledge of colonial workings most likely led him to come up with a plan to increase the exploitation of trade occurring there through the Spanish. Finally we can see from an Indigenous American's point of view, Pontiac's, to be exact, the importance of trade in establishing colonial resistance. The defeat of the French in the

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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.

Battle he's taking about can be seen as a turning point in <sup>Native American</sup> ~~Indian~~ Ideology. He argues that they may side with the British for now, but France is a much better trade partner (quality of goods) and political partner (compassion of deaths). As shown trade impacts differently how the natives ~~but~~ perceive European powers and how the Europeans perceive themselves but overall it leads to the desire of getting advantages (the British over the Spanish and Indians over the British) over enemies.

Dominance politically through colonies and economically through trade profit has guided European struggles regionally and globally. Alliances as early as those between monarchies housed great power and could lead to a decisive win or loss in conflict as shown through Saxony and Prussia. In the colonial sense they are also important in gaining colonial support ~~of~~ harboring resistance. The power of trade and exploitation also has played its role in the mid-1700s. Another additional document to bring together all these <sup>conclusions</sup> ~~documents~~ is a missionary's point of view because they have seen political effects of this conflict at home, but also the economic effects in the colonies as well.

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

10172

During the time in the mid-eighteenth century, European nations fought globally for control over essential territories, however, most of these battles were fought between the European nations with their allies on foreign turf.

Many European nations began to expand during the mid-eighteenth century, however, the nations of France and Britain fought mostly over the acquisition of territories from each other. In his address to fellow Indian Pontiac gave an empowering speech to rid the land of the British and make it livable for themselves and their French brother (Doc 7). After the British defeated the French in the French and Indian War, France was forced to give up territory that belonged to them and the natives. This act bred hatred into the Indians towards the British and as a result many Indian chiefs like Pontiac wanted revenge on the British. This global conflict turned into a fierce regional conflict to take back territory that was lost. In the Battle of the Caribbean, French colonists lost to the British and this had to cede to the British throne and its laws (Doc 5). The French controlled island of the Caribbean was lost to the British through a series of battles. The cause of this was to have a strategic economic advantage point in favor of the British to control sugar cane production and establish economic might in the Caribbean. This regional issue became a beneficial asset to Britain in its quest for global power.

The nations of ~~Germany~~ Prussia and Austria also waged wars between each other in a quest for global power. These battles were close to home and waged in each of the opposing countries for the acquisition of lost land. Maria Theresa, the Empress of Austria

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write a letter to the wife of the future ruler of Saxony that a war against Prussia was inevitable (Doc. 3). Maria Theresa knew that since the Russians withdrew their troops that Frederick of Prussia would strike next against Austria to acquire more land and resources for his empire. The Austrians however, wanted to take back territory from Prussia and thus warned its ally Saxony to prepare for war. An interesting document that could of been included would of been a letter of Saxony to Austria in response of their cry for help if it was right for war or to compromise a peace with Frederick. The defeat of the Prussians by the Austrians led to Frederick asking the Ottomans for help or else his army would be destroyed (Doc. 4). With the defeat of his troops, Frederick implied the help of the Turks to come to his aid via his foreign minister. This regional battle over territory turned into a global battle involving other nations to join the fight so that Prussia could maintain its global power.

The battles between opposing European nations and its allies over territories led to regional battles that escalated into global struggles of power. These battles were mostly fought on foreign land that involved the natives, which then turned into a harsh regional war.

# AP<sup>®</sup> WORLD HISTORY

## 2013 SCORING COMMENTARY

### Question 1

#### Overview

Students were asked to analyze the connections between regional issues and European struggles for global power in the mid-18<sup>th</sup> century. The Seven Years' War was clearly the global struggle that was meant to frame student answers, yet this was not stated in the historical background or explicitly stated in the documents. Students with deep knowledge of 18<sup>th</sup> century world, United States, or European history successfully understood the context of the question. The wording of the question led some students to group the documents geographically or to frame their responses as a purely European phenomenon. Although a map was given to help the students place the global areas identified in the documents, a historical description of the Seven Years' War may have helped students better understand the context of the documents.

Most of the source attributions gave students ample opportunity to assess point of view and to explain the need for an additional document. A lack of visual or quantitative sources provided students with an obvious choice for an additional document.

The scoring guidelines asked students to make connections between regional issues and European struggles for global power only in the thesis, while all other score points could be earned by focusing on either regional issues or European struggles for global power.

#### Sample: 1A

**Score: 8**

The student presents a clear thesis in the introduction, focusing on the connection between European struggles for global power and the regional issues that they had to overcome to expand their power: native alliances, trade cooperation, diplomatic negotiation, and peace (1 point). The student addresses and understands all nine documents (1 point) and uses them all as evidence (2 points). Point of view is presented in documents 9, 2, 8, 7, and the 4/3 group (1 point). The student groups the documents in three ways: Economic Stability (documents 6 and 9), Native American Alliances (documents 2 and 7), and Austro-Prussian reliance on alliances (documents 3 and 4) (1 point). There are two successful attempts at an additional document, one from the perspective of a smuggler and the other from a merchant's perspective (1 point). The essay was granted an additional point in the expanded core for point of view and the overall framing of the response with emphasis on connections (1 point).

#### Sample: 1B

**Score: 5**

The student presents a weak thesis in the introduction with a stronger restatement in the conclusion, focusing on political and economic dominance that led to regional and global issues, specifically Saxony-Prussia and colonial resistance (1 point). The student addresses and understands all nine documents (1 point) and uses them all as evidence (2 points). Point of view is presented only in document 9, with a weaker attempt in document 3, so the response received no credit. The student groups the documents in four ways: Austro-Prussian struggle (documents 3 and 4), Colonial Alliances (documents 1 and 5), Failed Colonial Alliances (documents 2 and 8), and Colonial Trade (documents 6, 9, and 7) (1 point). There are two unsuccessful attempts at an additional document, one in the introduction and the other in the conclusion, that fail due to a lack of explanation.

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**Question 1 (continued)**

**Sample: 1C**

**Score: 2**

The student presents a weak thesis in the introduction with a stronger restatement in the conclusion, focusing on regional battles that escalated to global struggles for power (1 point). The student addresses only four documents (documents 7, 5, 3, and 4) and received no credit; the essay uses all of the addressed documents as evidence, but it needed to use at least seven to receive credit and therefore received no credit. Point of view is presented only in document 7, so the response received no credit. The student groups the documents in only two ways: French-British conflict in North America (documents 7 and 5) and Austro-Prussian War (documents 3 and 4) and received no credit. There is a successful attempt at an additional document on the last page (1 point).