

2017

AP[®]

 CollegeBoard

AP World History

Scoring Guidelines

AP® WORLD HISTORY 2017 SCORING GUIDELINES

Short Answer Question 1

Use the image below to answer all parts of the question that follows.

DETAIL IMAGE FROM A SCROLL PAINTED DURING THE SONG DYNASTY, CIRCA 1100 C.E.



The Granger Collection, New York

The image shows (on left) Guo Ziyi, a Chinese general of the Tang dynasty, meeting with Uighur nomads on the frontier of China.

- Identify and explain ONE way in which the interaction depicted in the image represents a continuity in Chinese imperial history.
- Identify and explain ANOTHER way in which the interaction depicted in the image represents a continuity in Chinese imperial history.
- Identify and explain ONE way in which the interaction between imperial China and Central Asian nomads changed after 1100 C.E.

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Short Answer Question 1 (continued)

0–3 points

Score 3

Response accomplishes all three tasks set by the question.

Score 2

Response accomplishes two of the tasks set by the question.

Score 1

Response accomplishes one of the tasks set by the question.

Score 0

Response accomplishes none of the tasks set by the question.

Score —

Is completely blank

Scoring Guide

0–3 points

- ONE point for identifying AND explaining one way in which the interaction depicted in the image represents a continuity in Chinese imperial history.
- ONE point for identifying AND explaining another way in which the interaction depicted in the image represents a continuity in Chinese imperial history.
- ONE point for identifying AND explaining one way in which the interaction between imperial China and Central Asian nomads changed after 1100 C.E.

Scoring Notes

Examples of responses to parts (a) and (b) that would earn credit:

- The Chinese imperial state, from the Han to the Tang, and, to some extent the Song, as it sought to expand its empire, came into contact with nomadic peoples from whom they continued to demand tribute and submission.
- Nomadic peoples, because of their pastoral lifestyles, continued to rely on settled Chinese people for finished goods and products that they were unable to produce themselves.
- Chinese imperial power, both economic and military, forced nearby nomadic peoples to submit, kowtow, and give tribute to the Chinese state throughout the period from the Han to the Tang and, to some extent, the Song dynasty.
- The Chinese imperial belief in their own cultural superiority led them to consistently depict nomadic peoples as inferior and needing to submit.
- Respectful relationships, identified in the drawing, between nomads and the Chinese represented Confucian ideals that were a continuity in imperial China.

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Short Answer Question 1 (continued)

Examples of responses to part (c) that would earn credit:

- The tributary system, used by previous dynasties to pacify Central Asian nomads, was reversed by officials during the Qing dynasty, who used conquest and governance to dominate this region.
- Mongolian nomads gained control over the Chinese imperial state rather than merely seeking trade opportunities, reversing the role they played in previous centuries.
- The Khitan and the Jurchen, unwilling to maintain the old tributary relationship with the Chinese imperial state, defeated the Song, conquered portions of northern China, and forced the Song to pay tribute and recognize their dynasties as equals.

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Short Answer Question 2

Use the passage below to answer all parts of the question that follows.

“First and most important in the early modern era [1450–1750 C.E.] is the intensified human land use in every world region. Rising human numbers put increasing pressure on the land. Almost invariably [human] expansion caused a reduction in the quantity and diversity of vegetation or, to put it in other terms, a reduction in biomass and biodiversity. That is, sedentary cultivation depended on selection of one or a few favored plant species . . . in place of a variety of grass, shrubs, and trees. . . . Agriculture was and continues to be the single most important means by which humans change the world’s lands and its ecosystems.

John F. Richards, historian, *The Unending Frontier: An Environmental History of the Early Modern World*, 2003

- Identify and explain ONE historically specific example of intensified human land use in the period 1450–1750 C.E. that would support the author’s argument.
- Identify and explain ONE historically specific example from the period before 1450 C.E. in which humans interacted with the environment in ways similar to those described in the passage.
- Identify and explain ONE late-twentieth-century development that likely explains historians’ interest in the subject of the passage.

0–3 points

Score 3

Response accomplishes all three tasks set by the question.

Score 2

Response accomplishes two of the tasks set by the question.

Score 1

Response accomplishes one of the tasks set by the question.

Score 0

Response accomplishes none of the tasks set by the question.

Score —

Is completely blank

Scoring Guide

0–3 points

- ONE point for identifying AND explaining one historically specific example of intensified human land use in the period 1450–1750 C.E. that would support Richards’s argument.
- ONE point for identifying AND explaining one historically specific example from the period before 1450 C.E. in which humans interacted with the environment in ways similar to those described in the passage.
- ONE point for identifying AND explaining one late-twentieth-century development that likely explains historians’ interest in the subject of the passage.

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Short Answer Question 2

Scoring Notes

Examples of responses to part (a) that would earn credit:

- The establishment of plantation agriculture in the Americas after 1492 resulted in new forms of intensive agriculture for cash crops for export, such as sugar, that reduced the agricultural diversity of the region.
- The Aztecs altered the surrounding landscape through the use of *chinampas* in order to produce specific crops.
- The Columbian Exchange dramatically changed the biodiversity and expansion of agriculture in Ming and Qing China through the cultivation of sweet potatoes, maize, and potatoes.

Examples of responses to part (b) that would earn credit:

- The agricultural revolution in Mesopotamia resulted in intensive cultivation of cereal grains and use of irrigation, leading to increased salinization of the soil.
- Greater rice cultivation and the spread of cash crops like tea and cotton during the Song Dynasty led to transformation of the landscape to meet the economic needs of the rising merchant class.
- An agricultural revolution in medieval Europe led to the use of the three-field system, resulting in increased deforestation as more land was cleared for cultivation.

Examples of responses to part (c) that would earn credit:

- The Green Revolution's focus on increasing agricultural productivity in the 1960s led historians to consider other events or times when human agency also impacted the ecosystem.
- The growing environmental movement of the late twentieth century brought greater attention to the damaging effects of deforestation and pollution.
- The massive mobilization and relocation of people to increase agricultural production in China during the 1950s and 1960s led to environmental stresses.

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Short Answer Question 3

Answer all parts of the question that follows.

- Identify and explain ONE way in which industrialization in the period circa 1750–1900 can be considered an economic turning point in global history.
- Identify and explain ONE way in which industrialization in the period circa 1750–1900 can be considered a political turning point in global history.
- Identify and explain ONE way in which industrialization in the period circa 1750–1900 can be considered a social turning point in global history.

0–3 points

Score 3

Response accomplishes all three tasks set by the question.

Score 2

Response accomplishes two of the tasks set by the question.

Score 1

Response accomplishes one of the tasks set by the question.

Score 0

Response accomplishes none of the tasks set by the question.

Score —

Is completely blank

Scoring Guide

0–3 points

- ONE point for identifying AND explaining one way in which industrialization in the period circa 1750–1900 can be considered an economic turning point in global history.
- ONE point for identifying AND explaining one way in which industrialization in the period circa 1750–1900 can be considered a political turning point in global history.
- ONE point for identifying AND explaining one way in which industrialization in the period circa 1750–1900 can be considered a social turning point in global history.

Scoring Notes

Examples of responses to part (a) that would earn credit:

- Machine-driven methods of production replaced the traditional ways of creating consumer products, making those products more available to consumers.
- Factories became the new centers of production and labor demand, replacing the older systems and leading to the advent of wage-earning work.
- Natural resources from Africa, Asia, and Latin America were extracted and used for factories in western Europe and North America, while China's and India's share of manufacturing wealth declined throughout the nineteenth century.

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Short Answer Question 3 (continued)

Examples of responses to part (b) that would earn credit:

- Industrialized nations pursued imperial expansion and political control over regions in Africa and Asia that had previously been independent.
- The working class, which had traditionally been denied political power, gained influence as movements based on socialism, communism, and Marxism became more prevalent and more powerful in some industrialized regions.
- Under pressure from unions and other workers' movements, governments became active in improving working conditions and wages.

Examples of responses to part (c) that would earn credit:

- Industrialization produced migrations of people, either to cities within industrializing areas or around the globe, to take advantage of new industrialization.
- Pollution and poor living conditions resulting from industrialization led to movements to improve urban environments.
- Traditional class structures had divided landowners and agricultural workers, but industrialization introduced a new divide between an industrial working class of factory laborers and a middle class of factory managers, professionals, and bureaucrats.
- Women moved into factory jobs, which propelled the movement for additional women's rights.

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Short Answer Question 4

Answer all parts of the question that follows.

- a) Identify ONE technology that has contributed to globalization since the end of the Second World War and explain how it contributed to globalization.
- b) Identify a SECOND technology that has contributed to globalization since the end of the Second World War and explain how it contributed to globalization.
- c) Identify a THIRD technology that has contributed to globalization since the end of the Second World War and explain how it contributed to globalization.

0–3 points

Score 3

Response accomplishes all three tasks set by the question.

Score 2

Response accomplishes two of the tasks set by the question.

Score 1

Response accomplishes one of the tasks set by the question.

Score 0

Response accomplishes none of the tasks set by the question.

Score —

Is completely blank

Scoring Guide

0–3 points

- ONE point for identifying one technology that has contributed to globalization since the end of the Second World War and explaining how it contributed to globalization.
- ONE point for identifying a second technology that has contributed to globalization since the end of the Second World War and explaining how it contributed to globalization.
- ONE point for identifying a third technology that has contributed to globalization since the end of the Second World War and explaining how it contributed to globalization.

Scoring Notes

Examples of responses to parts (a), (b), and (c) that would earn credit:

- The development of the Internet has increased the accessibility of information and created opportunities for collaboration through global networks.
- The increased availability of jet travel allowed people to reach distant locations quickly and easily thereby integrating peoples and markets as never before.
- The expansion of television ownership and viewing practices provided shared sources of information, entertainment, and culture, which shaped public views.

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Short Answer Question 4 (continued)

- Cellular networks and devices allowed for greater ease and convenience of communication of images and information around the world.
- The development and adoption of personal computers provided for the formation of and access to sources of information that linked global digital communities.
- The development of space travel and communication technologies, such as the International Space Station, led eventually to international cooperation and collaboration.
- The development of inventory technologies, container shipping processes, and large container ships revolutionized the scope and efficiency of moving products to global markets.
- The threat of nuclear weapons has forced the formation of international organizations to monitor geopolitical relationships and maintain peace.
- Data networks and monitoring systems measure the impact of humans on the environment and promote cooperative action to address environmental stressors and challenges.

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Question 1 — Document-Based Question

Maximum Possible Points: 7

“Evaluate the extent to which religious responses to wealth accumulation in Eurasia in the period circa 600 B.C.E. to 1500 C.E. differed from state responses to wealth accumulation.”

Points	Scoring Criteria	Notes
A: Thesis and Argument Development 0-2	<p>Thesis: Presents a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion. (1 point)</p>	<ul style="list-style-type: none"> • Acceptable thesis statements must EXPLICITLY address a difference between at least one aspect of religious responses and at least one aspect of state responses to wealth accumulation in Eurasia during the period circa 600 B.C.E. to 1500 C.E. <p><i>Commonly seen examples might include:</i></p> <ul style="list-style-type: none"> • Religious and state responses to wealth accumulation differ in that religious responses encouraged the rejection of wealth to obtain salvation or create harmony, while state responses were to regulate the accumulation of wealth through administrative functions or state sponsored hierarchies. • States responded to wealth accumulation by creating bureaucracies and laws that protected trade. This differed from religious responses which encouraged the wealthy to redistribute wealth and strengthen the religious organization.
	<p>Argument Development: Develops and supports a cohesive argument that recognizes and accounts for historical complexity by explicitly illustrating relationships among historical evidence such as contradiction, corroboration, and/or qualification. (1 point)</p>	<ul style="list-style-type: none"> • Students earn the point by noting that there are a variety of state and religious responses to wealth accumulation, while also corroborating the thesis statement or overarching argument consistently and cohesively throughout the essay with multiple pieces of evidence.

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Question 1 — Document-based Question (continued)

B: Document Analysis 0-2	<p>Document Analysis (Content): Utilizes the content of at least six of the documents to support the stated thesis or a relevant argument. (1 point)</p> <p>Document Analysis (Sourcing): Explains the significance of the author’s point of view, author’s purpose, historical context, and/or audience for at least four documents. (1 point)</p>	<p><i>See document summaries for details.</i></p> <ul style="list-style-type: none"> • Doc. 1: <i>The Chronicle of Zuo</i>, ca. 350 B.C.E. • Doc. 2: Chanakya, <i>Arthashastra</i>, ca. 250 B.C.E. • Doc. 3: Cicero, <i>Essay about Duties</i>, ca. 50 B.C.E. • Doc. 4: Gerontius, <i>Life of Melania</i>, ca. 450 C.E. • Doc. 5: <i>The Qur’an</i> • Doc. 6: Bezeklik Buddhist painting, ca. 800 C.E. • Doc. 7: Ganapatideva, edict, ca. 1245 C.E. <p><i>Commonly seen examples might include:</i></p> <ul style="list-style-type: none"> • <u>Content (Doc. 1)</u>: The Chronicle of Zuo allowed Chinese merchants to accumulate as much wealth as possible so long as they didn’t try to topple the ruler. • <u>Sourcing (Doc. 1)</u>: It makes sense that Doc. 1 would allow merchants to gain a lot of wealth in an attempt to preserve the political power of the ruler. The climate of fear at this tumultuous time likely caused the government to be more accepting of rich traders. • <u>Content (Doc. 4)</u>: The life of Melania the Younger shows that Christianity encouraged successful merchants to give away their wealth to the needy and to monasteries, as was done by this saint. • <u>Sourcing (Doc. 4)</u>: Because the purpose of the biography was to tell a positive story about the life of Melania, Doc. 4 likely exaggerated the amount of wealth given away by the saint.
C: Using Evidence Beyond the Documents 0-2	<p>Contextualization: Situates the argument by explaining the broader historical events, developments, or processes immediately relevant to the question. (1 point)</p>	<p>This point can be earned by explaining historical events, developments, or processes that occur before, during, or continue after the time frame of the question.</p> <p><i>Commonly seen examples might include:</i></p> <ul style="list-style-type: none"> • The rise of empires and the development of imperial administrations. • The rise and spread of religions; foundational beliefs regarding salvation and living “the good life” of major religious traditions. • The growth of interregional trading networks across Afro-Eurasia and corresponding rise in the economic and social prominence of merchants.

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Question 1 — Document-Based Question (continued)

	<p>Evidence beyond the Documents: Provides an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument. (1 point)</p>	<p><i>Commonly seen examples might include:</i></p> <ul style="list-style-type: none"> • Other rulers or empires that promoted commerce (e.g., Mongols, Ming) • Other communities that were involved in commercial activity (e.g., Jews, Sogdians) • Other examples of religious traditions that either championed or expressed doubts about wealth accumulation (e.g., Greek belief systems, or Hindu, or Christian asceticism)
<p>D: Synthesis 0-1</p>	<p>Synthesis: Extends the argument by explaining the connection between the argument and either a development in a</p> <ul style="list-style-type: none"> • different historical period • geographical area • course theme and/or approach that is not the focus of the essay, or • a different discipline. (1 point) 	<p><i>Commonly seen examples might include:</i></p> <ul style="list-style-type: none"> • Different period (e.g., Protestant views on wealth and economic success) • Different region (e.g., Aztec or Inca policies such as road building or the <i>pochteca</i> system) • Different theme (e.g., analysis of environmental factors that suggests that in some regions commerce was the predominant occupation, and argues that religions and states in such regions adapted to that situation) • Different discipline (e.g., a sociological approach to argue that both religions and states were concerned about the economic inequalities and social upheaval that unrestricted commercial wealth might bring)
<p>If response is completely blank, enter - - for all four score categories A, B, C, and D.</p>		

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Question 1 — Document-Based Question (continued)

Document Summaries

Document	Content	Sourcing
1. <i>The Chronicle of Zuo</i> , ca. 350 B.C.E.	<ul style="list-style-type: none"> A Chinese state official refuses the request of an ambassador from another Chinese state to confiscate merchant property and claims that his state does not interfere in the commercial activities of merchants so long as they are loyal to the ruler. 	<ul style="list-style-type: none"> The chronicle relates the viewpoints of a state official (POV) Historical chronicle that would have primarily been read by government officials (audience) Diplomacy and competition between Chinese states during the Warring States period (context)
2. Chanakya, <i>Arthashastra</i> , ca. 250 B.C.E.	<ul style="list-style-type: none"> Advocates for regulating commercial activity within the Mauryan Empire by ordering the fixing of prices and government supervision of merchants and their goods. 	<ul style="list-style-type: none"> Government official concerned about unregulated commerce (POV) Treatise aimed at rulers and other members of the government elite (audience) Wants to establish government supervision of merchants to ensure social stability within the empire and to ensure proper taxation (purpose)
3. Cicero, <i>Essay about Duties</i> , ca. 50 B.C.E.	<ul style="list-style-type: none"> Promotes agriculture as the best and most moral occupation while arguing that the occupations of merchants and moneylenders are “vulgar” and unsuitable for gentlemen. 	<ul style="list-style-type: none"> Member of the Roman elite advocating for maintaining the traditional agrarian foundations of the Roman state (POV) Members of the Roman elite (audience) Political turmoil during the late Republican period, growth of interregional and transregional trade and growing profits for merchants (context)
4. Gerontius, <i>Life of Melania</i> , ca. 450 C.E.	<ul style="list-style-type: none"> Relates the story of how an early Christian saint and her husband, both of whom came from wealthy Roman families, relinquished their wealth and donated most of it to the church because they realized that wealth comes from the devil. 	<ul style="list-style-type: none"> Monk using a story about an early Christian saint to advocate for the renunciation of wealth and for donating wealth to the church (POV) Other monks, clergy, and Christian elites (audience) Early development of Christianity, growth of monasticism (context)
5. <i>The Qur’an</i>	<ul style="list-style-type: none"> States that some accumulated wealth should be given as charity for those less fortunate. Assures believers that if they fulfil this duty God will provide for them. 	<ul style="list-style-type: none"> The Muslim community (audience) Early development and spread of Islam (context) To establish guidance for the Muslim community about using wealth to help others (purpose)

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Question 1 — Document-Based Question (continued)

<p>6. Bezeklik Buddhist painting, ca. 800 C.E.</p>	<ul style="list-style-type: none"> • Shows the Buddha and four bodhisattvas blessing the merchants who bring gifts for the temples. While the Buddha and the bodhisattvas are portrayed as having Chinese features, the merchants are portrayed as having Central and/or West Asian features. 	<ul style="list-style-type: none"> • Buddhist community in Central Asia along the Silk Roads (POV) • Other Buddhists and merchants along the Silk Roads (audience) • Increasing overland trade along the Silk Roads, spread and development of Buddhism (context) • Illustrate that the Buddha and bodhisattvas approved of commercial activities and that merchants should donate gifts to the Buddhist temples (purpose)
<p>7. Ganapatideva, edict, ca. 1245 C.E.</p>	<ul style="list-style-type: none"> • Edict pronouncing that royal officials will only take a percentage tax on shipwrecked goods instead of the entire cargo. The king proclaims his support for the sea traders arriving in Kakatiya from everywhere. 	<ul style="list-style-type: none"> • Ruler attempting to patronize merchants and thereby increase commerce in his realm (purpose/POV) • State officials and merchants (audience) • Growth of interregional trade in the Indian Ocean, growth of luxury goods trade (context)

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Question 2 — Long Essay Question

Maximum Possible Points: 6

“Describe and explain a significant continuity and a significant change in labor migration in the period 1450–1750 C.E.” (*Historical thinking skill: Continuity and Change*)

Please note:

- Each point of the rubric is earned independently, e.g., a student could earn the point for synthesis without earning the point for thesis.
- Unique evidence from the student response is required to earn each point, e.g., evidence in the student response that qualifies for either of the targeted skill points could not be used to earn the point for thesis.

Points	Scoring Criteria	Notes
A: Thesis 0-1	<p>Thesis: Presents a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion. (1 point)</p>	<ul style="list-style-type: none"> • Must address at least one continuity <u>and</u> at least one change in labor migrations <u>and</u> have some explanatory element for each. • Does NOT have to mention specific migrations. • <i>Sample: A continuity during this period in labor migration was the forced movement of artisans, manual laborers, and prisoners by states to build empires, while a major change was the development of North American colonies where free, forced, and indentured migrant laborers were used to build new economies.</i>
B: Argument Development: Using the Historical Thinking Skill 0-2	<p>Argument Development — Describes: Describes a historical continuity AND a change. (1 point)</p>	<ul style="list-style-type: none"> • Must <u>describe/identify</u> at least one relevant example of continuity <u>and</u> one example of change in labor migration in the period 1450–1750 C.E. • <i>Samples: European colonization of the Americas, regional migration within the Americas, trans-Atlantic slave trade, importance of growing sea-based trade networks shaping migrations.</i>
	<p>Argument Development — Explains: Explains the reasons for a historical continuity AND a change. (1 point)</p>	<ul style="list-style-type: none"> • Must <u>explain a cause</u> for at least one relevant example of continuity <u>and</u> a cause for one relevant example of change in labor migration in the period 1450–1750 C.E. and connect them back to the argument.

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Question 2 — Long Essay Question (continued)

C: Argument Development: Using Evidence 0-2	<p>Using Evidence — Examples: Addresses the topic of the question with specific examples of relevant evidence. (1 point)</p>	<ul style="list-style-type: none"> • Must <u>address</u> the topic of the question by referring to at least TWO specific examples or pieces of relevant evidence reflecting labor migrations. Essays can earn this point without having a stated thesis or a relevant argument. • <i>Samples: trans-Atlantic slave trade, trans-Saharan slave trade, debt or indentured servitude in the Atlantic world, slavery in the Indian Ocean; free Europeans to the Americas, rural to urban migrations in Europe, Ottoman Empire slave soldiers, Chinese migrations throughout Southeast Asia.</i>
	<p>Using Evidence — Effective Substantiation: Utilizes specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument. (1 point)</p>	<ul style="list-style-type: none"> • Must <u>both</u> present a significant amount of relevant evidence <u>and</u> clearly and consistently link that evidence to an argument about continuity <u>or</u> change in labor migration in the period 1450–1750 C.E.
Synthesis 0-1	<p>Synthesis: Extends the argument by explaining the connection between the argument and either a development in a</p> <ul style="list-style-type: none"> • different historical period • geographical area • a course theme and/or approach that is not the focus of the essay or • a different discipline. <p>(1 point)</p>	<ul style="list-style-type: none"> • (Period) may offer a relevant connection between the in-period continuity and/or change in labor migration and developments in other periods, e.g. during 1750–1900 C.E. or 1945–2000. • (Geography) not allowable because prompt is global. • (Theme) may connect the continuity and/or change in labor migration in this period to a course theme or approach that is NOT economic history. Examples might include migrations driven by religious or environmental factors. • (Discipline) may connect the argument to a different discipline, such as political science, sociology, or demography, to extend a discussion of the continuity and/or change in labor migration.
<p>If response is completely blank, enter - - for all four score categories A, B, C, and D.</p>		

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Question 3 — Long Essay Question

Maximum Possible Points: 6

“Describe and explain a significant continuity and a significant change in the global balance of political power in the period 1900 C.E. to the present.” (*Historical thinking skill: Continuity and Change*)

Please note:

- Each point of the rubric is earned independently, e.g., a student could earn the point for synthesis without earning the point for thesis.
- Unique evidence from the student response is required to earn each point, e.g., evidence in the student response that qualifies for either of the targeted skill points could not be used to earn the point for thesis.

Points	Scoring Criteria	Notes
A: Thesis 0-1	<p>Thesis: Presents a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion. (1 point)</p>	<ul style="list-style-type: none"> • Must address at least one continuity <u>and</u> at least one change in the global balance of power 1900-present <u>and</u> have some explanatory element for each. • Does NOT have to mention specific states but must be defensible with reference to political power across more than one region. • <i>Sample: Throughout the 20th century, the global balance of power continuously relied on alliances and coalitions in global conflicts; however, there was a change over the 20th century from power resting primarily within Western Europe to the Cold War balancing between the United States and the Soviet Union.</i>
B: Argument Development: Using the Historical Thinking Skill 0-2	<p>Argument Development — Describes: Describes a historical continuity AND a change. (1 point)</p>	<ul style="list-style-type: none"> • Must <u>describe/identify</u> at least one relevant example of continuity <u>and</u> one example of change in global balance of political power in the period 1900-present. • <i>Samples: role of the nation-state, Western power centers, rise of former colonies, hegemonic stability, impact of anti-imperialist movements.</i>
	<p>Argument Development — Explains: Explains the reasons for a historical continuity AND a change. (1 point)</p>	<ul style="list-style-type: none"> • Must <u>explain a cause</u> for at least one relevant example of continuity <u>and</u> a cause for one relevant example of change in the global balance of political power in the period 1900–present and connect them back to the argument.

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Question 3 — Long Essay Question (continued)

C: Argument Development: Using Evidence 0-2	<p>Using Evidence — Examples: Addresses the topic of the question with specific examples of relevant evidence. (1 point)</p>	<ul style="list-style-type: none"> • Must <u>address</u> the topic of the question by referring to at least TWO <u>specific</u> examples or pieces of relevant evidence reflecting global balance of political power. Essays can earn this point without having a stated thesis or a relevant argument. • <i>Samples: colonial empires, decolonization movements, alliances, fluctuations in state power tied to the world wars, Cold War interactions.</i>
	<p>Using Evidence — Effective Substantiation: Utilizes specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument. (1 point)</p>	<ul style="list-style-type: none"> • Must <u>both</u> present a significant amount of relevant evidence <u>and</u> clearly and consistently link that evidence to an argument about continuity <u>or</u> change in global balance of political power in the period 1900–present.
D: Synthesis 0-1	<p>Synthesis: Extends the argument by explaining the connection between the argument and either a development in a</p> <ul style="list-style-type: none"> • different historical period • geographical area • a course theme and/or approach that is not the focus of the essay or • a different discipline. (1 point) 	<ul style="list-style-type: none"> • (Period) may offer a relevant connection between the in-period continuity and/or change in global balance of political power and developments in other periods, e.g., during 1750–1900 C.E. or 1450–1750 C.E. • (Geography) not allowable because prompt is global. • (Theme) may connect the continuity and/or change in global balance of political power in this period to a course theme or approach that is NOT political history. Examples might include use of economic factors or cultural changes or environmental interactions. • (Discipline) may connect the argument to a different discipline, such as sociology, economics, or demography, to extend a discussion of the continuity and/or change in global balance of political power in the period 1900–present.
<p>If response is completely blank, enter - - for all four score categories A, B, C, and D.</p>		