Ap world history 2010 q3

WORLD HISTORY 2010 SCORING GUIDELINES Question 3 — Comparative BASIC CORE (competence) 0–7 Points 1. Has acceptable thesis. 1 Point • The thesis must include both a valid similarity and a valid difference in methods of political control in two of the empires. • The thesis must be relevant to the time period, but the dates need not be explicit. • 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. 2 Points For 2 points: • Identifies at least one valid similarity and one valid difference in methods of political control. • Discusses two empires but not necessarily evenly. For 1 point:

• Identifies at least one valid similarity or at least one valid difference in methods of political control. • Discusses two empires but not necessarily evenly. 3. Substantiates thesis with appropriate historical evidence. 2 Points For 2 points: Must provide at least five specific pieces of evidence (at least two from each empire). • Evidence must be within the designated time periods (e. g. , evidence from the Roman Republic or Qin dynasty is not acceptable). For 1 point: • Must provide at least three specific pieces of evidence (at least one from each empire). • Evidence must be within the designated time periods. 4. Makes at least one direct, relevant comparison between/among societies. 1 Point (The direct comparison may discuss either similarities or differences.) • To earn this point, the comparison must be made somewhere other than in the thesis. . Analyzes at least one reason for

a similarity or a difference identified in a direct comparison. • Analysis (reason why) must be related to a similarity or a difference in methods of political control between the two empires. Subtotal 1 Point 7 Points © 2010 The College Board. Visit the College Board on the Web: www. collegeboard. com. AP® WORLD HISTORY 2010 SCORING GUIDELINES Question 3 — Comparative (continued) EXPANDED CORE (excellence) 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. 0–2 Points

Examples: • Has a clear, analytical and comprehensive thesis. • Addresses all parts of the question thoroughly (as relevant): comparisons, chronology, causation, connections, themes, interactions, content. • Provides ample historical evidence to substantiate thesis. • Relates comparisons to larger global context. • Makes several direct, relevant comparisons between or among societies. • Consistently analyzes the causes and effects of relevant similarities and differences. • Applies relevant knowledge of other regions or world historical processes. • Discusses change over time (e. g. changing methods of political control as the empires began to decline). • Recognizes nuances within empires. Subtotal 2 Points TOTAL 9 Points © 2010 The College Board. Visit the College Board on the Web: www. collegeboard. com. © 2010 The College Board. Visit the College Board on the Web: www. collegeboard. com. © 2010 The College Board. Visit the College Board on the Web: www. collegeboard. com. © 2010 The College Board.

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AP® WORLD HISTORY 2010 SCORING COMMENTARY Question 3 Overview The intent of the question was for students to pick two of the stipulated empires — Han China (206 B. C. E. to 220 C. E.), Mauryan/Gupta India (320 B. C. E. to 550 C. E.), Imperial Rome (31 B. C. E. to 476 C. E.) — and compare the ways those empires exerted political control over their populaces.

Students were explicitly told to discuss both similarities and differences in methods of political control. Sample: 3A Score: 8 The essay contains a valid thesis in the second and third sentences of the first paragraph (1 point). In the fourth paragraph, the essay addresses a similarity (" Both empires had unstable borders") and several differences, including " However, Han China dealt with the Turkic Huns through the tribute systems, thus placating them with gifts and avoiding costly & expensive warfare, which Rome preferred when dealing with their enemies" (2 points).

Although there is ample evidence for the Han, Roman evidence is limited by discussion of the Republic, which could not be counted. There is, however, enough evidence for 2 evidence points. In addition to the direct comparison listed above, there is another difference at the bottom of the second paragraph — " However, because there was less emphasis as a collective group in Rome, the political organization was a lot less structured than China's" — which earned 1 point for the comparison and 1 point because the statement also involves an analysis.

This essay contained a complex thesis, sufficient depth of comparison, and supporting evidence to earn 1 Expanded Core point. Sample: 3B Score: 6 This essay contains a valid thesis in the first paragraph (1 point) and addresses both similarities and differences (2 points). There is sufficient evidence for both the Mauryan/Gupta and the Han empires (2 points). The direct comparison is found in the second paragraph: " Han China and Maurya Gupta [sic] both consolidated their power through military buildup" (1 point).

The essay attempts analysis in the next to the last paragraph but only analyzes the Han: " Due to their lack of a devout religion, China was able to assimilate the Huns when they began to invade China. " There is no analysis of a comparison of Han and Mauryan/Gupta methods of political control. Sample: 3C Score: 3 There is no valid thesis because the essay attempts to show a difference between Han and Rome in terms of the Roman Republic, which is outside the time period. The essay only addresses similarities, not valid differences (1 point).

The evidence is sufficient for the Han, but the only valid piece of evidence for Rome is the statement that " He [Augustus] defeated Cleopatra and Mark Anthony making sure that Rome is politically secured" (1 point). Most of the Roman evidence is prior to 31 B. C. E. and therefore did not earn credit. The essay has a valid direct comparison in the fourth paragraph: " The size of both empires was an issue that led to leaders ultimately losing political control of both empires" (1 point). © 2010 The College Board. Visit the College Board on the Web: www. collegeboard. com.