

2005 Compare & Contrast Annotated Rubric: Effects of Mongols

Note to teachers:

This Annotated Rubric is specifically designed for the College Board's AP World History course, but could also be helpful in any world history survey course. The best source of information about how to teach essay skills is the [AP World History Course Description](#), (aka the "Acorn" Book), published every 2 years by the College Board. It can be downloaded for no cost at http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/4484.html

Another great source of learning how to teach good writing skills is by being an Essay Reader. You'll have direct, first-hand experience reading essays, and get an unforgettable amount of insight into the most common writing techniques, both effective and otherwise. You'll also enjoy meeting other dedicated, talented, and resourceful World History teachers from around the world who will encourage and challenge you in a myriad of ways. You can apply to be an AP Reader at <http://apcentral.collegeboard.com/apc/public/homepage/4137.html>

The discussions on the AP World History Electronic Discussion Group (EDG) heavily influenced the comments & insights in this Annotated Rubric. The EDG is a great way to ask questions of 1,800+ world history professionals. You can register for the EDG at <http://apcentral.collegeboard.com/apc/public/homepage/7173.html>

This Annotated DBQ Rubric is by no means intended as a "turn-key" solution to improving your students' writing. If you want the *real* training as to how to teach a good AP World History course, go to an 1-day AP Workshop or a 5-day Summer Institute. See <http://apcentral.collegeboard.com/apc/Pageflows/InstitutesAndWorkshops/InstitutesAndWorkshopsController.jspf>

How to use this Annotated Rubric

The overall goals for this document are to help students improve their writing and to reinforce the "Habits of Mind" discussed in the Acorn book. In my high school, I am fortunate to have an excellent English department that teaches students the importance of clear thesis statements and good writing mechanics. My job is made far easier in that

"all" I have to do is to show the students how to apply what they've already learned in their English classes to AP World History.

I've tried to show 3 levels of answers to each Rubric category: 1) an unacceptable response that fails to meet the criteria; 2) an acceptable response; and 3) an excellent response that demonstrates mastery of the required skill. Only you know your students' writing strengths and weaknesses. The danger here is that some students may see the excellent examples and give up, thinking, "I can't possibly do that." Encourage them to take it one step at a time, to improve incrementally towards mastery, and eventually they WILL master the subject. Keep in mind that there are five different categories on the Generic Rubric, with seven possible points. The national median score, at the *end* of the academic year, was 2.56.¹ A student who scores "only" three points on their first attempt should be heartily encouraged, and should not despair that they'll never achieve all seven points on the generic rubric.

Even though this question was from the 2005 test, I've used the Generic Rubric from the current Acorn book to illustrate the grading criteria. Given that this is the direction the World History Test Development Committee is moving, I think it's only appropriate to use the current standards, even though the actual rubric at the time was slightly different.

I hope this teaching tool helps your students to write and think better, and helps you enjoy grading their writing more.

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http://moodle.egrps.org/mod/resource/view.php?id=1855&subdir=/Annotated_Rubrics

¹ http://apcentral.collegeboard.com/apc/members/exam/exam_questions/2090.html

Question: Compare and contrast the political and economic effects of Mongol rule on TWO of the following regions: China, Middle East, Russia.

Point #	Generic Description <i>Explanation/Commentary</i>	Examples and <i>Commentary</i>
1 Thesis	<p>Has acceptable thesis. (1 pt)</p> <p>The Thesis Should:²</p> <ol style="list-style-type: none"> 1. Address all parts of the question 2. Take a position on the question 3. Set out categories for discussion <p>The thesis must be stated directly and located at the beginning or end of the essay. No split theses (in non-contiguous sentences).</p> <p>There must be some minimal qualification of <u>both</u> similarities and differences.</p>	<p>Unacceptable</p> <ul style="list-style-type: none"> • The Mongols affected China and Russia similarly and differently. <i>This merely parrots the question, and is too vague to count for anything.</i> • The Mongols greatly affected China and the Middle East. <i>This doesn't answer the question. (The question <u>doesn't</u> ask "Did the Mongols have a small or great effect?")</i> • The Mongols affected the Middle East and Russia in similar ways. They both benefitted from Silk Road trade and both were politically subordinate to Mongol rule.³ <i>While this thesis does qualify political and economic effects, it doesn't address differences.</i> <p>Acceptable</p> <ul style="list-style-type: none"> • There were economic similarities but political differences to the Mongols' effects in the Middle East and Russia. <i>This thesis is weak, but marginally acceptable.</i> • The Mongols had significant political and economic impact on both Russia and China during their rule, but China was affected more, being ruled directly by Mongols, whereas Russia was largely left to its own devices under independent princedoms [sic] and felt Mongol influence largely via taxes. <i>This thesis isn't perfectly focused, but it adequately answers the question</i> <p>Excellent</p> <ul style="list-style-type: none"> • While the Mongols' political influence in China was more dramatic in the short term, the Mongols actually influenced China less than they did Russia, which labored under a longer (if less obvious) Mongol influence for centuries. Economically though, the Mongols had a far reaching impact on both Russia and China. • Although the Mongols' military domination was near absolute, they inadvertently contributed to Middle Eastern political and Chinese economic autonomy.

² Social Studies Vertical teams guide book p. 140

³ I have a rule in my classroom, "Any thesis that contains the words 'very,' 'many,' 'things,' 'lots,' 'stuff,' or 'ways' is automatically vetoed." Possibly the hardest skill to learn is the ability to form a sophisticated, complex thesis. One strategy I've learned (from Geri McCarthy of Barrington, RI) is to require students to begin their thesis with either "While", "Although", or "Despite/In spite of." These words strongly encourage students to formulate a mature thesis that helps structure the rest of their essay. Once students can consistently write a competent thesis sentence, then I concentrate on having them develop an essay preview/outline of later paragraphs. The result should be a thesis paragraph that is several sentences long (the paragraph should NOT just be a single sentence).

Point #	Generic Description <i>Explanation/Commentary</i>	Examples and <i>Commentary</i>
2 Parts of the Question	<p>Addresses all parts of the question, though not necessarily evenly or thoroughly. (2 pts)</p> <p><i>Students must acknowledge the task of analyzing 4 topics (political and economic effects on 2 regions)</i></p> <p>(Addresses most parts of the question: for example, deals with differences but not similarities.) (1 pt)</p> <p><i>One point is earned for acknowledging 2 or 3 categories of analysis.</i></p> <p><i>Zero points for acknowledging only 1 of the 4 categories.</i></p> <p>-----</p> <p><i>Students CANNOT use thesis statement as this point.</i></p>	See sample essay "Putting It All Together" on p. 10.

Point #	Generic Description <i>Explanation/Commentary</i>	Examples and <i>Commentary</i>
3 Evidence Support	<p>Substantiates thesis with appropriate historical evidence. (2 pts)</p> <p><i>Students must present 4 or more correct/ relevant pieces of information (historical examples)</i></p> <p>(Partially substantiates these with appropriate historical evidence 1 pt)</p> <p><i>Students must use 2 or 3 correct/relevant examples</i></p> <p>-----</p> <p><i>Evidence of deliberate changes in social, cultural, or religious policies can be counted as political effects (i.e. these changes were consequences of political policy)</i></p> <p>-----</p> <p><i>Note: Evidence CAN appear in the same sentences that are counting towards “Addresses Parts of the Question” OR “Direct Comparisons.”</i></p> <p><i>The minimum requirement for how many pieces of evidence is determined by the reader/teacher, NOT the student.⁴</i></p>	<p>Inappropriate/Inaccurate Examples</p> <p>The Mongols had a big political impact on</p> <p>Acceptable</p> <p>“Reinvigoration of the Silk roads benefitted economies in both region X by doing a,b,c and benefitted region Y by doing d,e,f...” <i>One piece of evidence can be used for two regions and count for evidence in each regions IF it is specifically explained for each region.</i></p> <p>Common Appropriate Examples</p> <p><i>Evidence must support the thesis. It can’t just “hang out there” unrelated to anything else in the essay.</i></p>

⁴ This illustrates an important teaching point. This rubric is designed to spell out the bare minimum that students must do to get a point when the national exam is graded. In the classroom, teachers should aim higher. Ideally, students should do every part of this rubric to every question or document they ever read. That is part of the teacher’s responsibility in training students in the historian’s craft. So how many should teachers demand in the classroom as ‘enough’? College Board Consultant Bard Keeler’s advice is the “Rule of 3.” No matter what the category, give three examples: 3 pieces of evidence; 3 similarities & 3 differences; 3 Changes & 3 Continuities; (for COT essays); 3 POV’s; 3 Content Analyses/Groups; (for DBQ essays) etc. This “Rule of 3” not only helps students earn full credit for Evidence, but also requires students to Address all Parts of the Question (Point #2).

Examples of Relevant Evidence & Information

Often students feel that teachers are unreasonable demanding “too many” specific examples by name. Below is a list that AP Readers used as a guide to the most common historical evidence examples students used. It is NOT exhaustively complete. Obviously, no student could possibly include ALL of these examples. The point is that there’s more than enough evidence available for students to use.

The 2005 Comparative Essay presented a unique challenge for Readers because the specific info re: the Mongols varied considerably from text to text. (The vast majority of students chose China as one of the regions to compare. Very few students compared the Mongols impact on Russia vs. Middle East.)

	What textbooks agreed on	Significant or Unique Interpretations of Data
China	Political: <ul style="list-style-type: none"> • didn’t use scholar-gentry • use foreigners or Mongols for bureaucrats (Marco Polo); • essential imperial structure remains the same; • extensive use of international diplomacy; • toleration; • Pax Mongolica 	Bentley: Lousy administrators (“conquerors, not governors”) Bulliet: <ul style="list-style-type: none"> • “China as we know it did not exist before the Mongols” • Ming continue to use provincial nobles as bureaucrats • International trade continued under Ming, Zheng He Spielvogel: tripartite admin. of civilian, military, censorate Stearns: <ul style="list-style-type: none"> • astute and tolerant rulers • Increased Eurasian trade led to growth of Italian city states & Renaissance • Persian & Byzantine science, medicine, arts introduced into China (eastward diffusion) Tignor: <ul style="list-style-type: none"> • 10,000 postal relay stations • instituted new hierarchy w/ legal privileges to Mongols & allies • Ming kept ornate classification system for controlling & classifying subjects.
	Economic <ul style="list-style-type: none"> • Pax Mongolica • increase in Eurasian trade (Silk Roads) • extract taxes from peasants • elevated status of merchants • detrimental use of paper money • Plague 	

Middle East / Persia	<p>Political (Not well covered in any text except Tignor.)</p> <ul style="list-style-type: none"> • Used local lords to administer taxes and census-taking; • tolerant; • lots of diplomatic contacts; • assimilated Persian outlooks 	<ul style="list-style-type: none"> • Tamerlane’s effects: either complete devastation & chaos or led to patronage of Islamic scholars; murder of Abbasid caliph & family created political chaos in dar al-Islam. • Turks (Mongol allies) migrate into middle east setting base for Turkish influences. • <u>Tignor</u>: rolled Abbasid caliph in a rug & had horses trample him, thereby destroying hope of political unity in dar al-Islam; • Mongol destruction of old political order cleared way for newcomers like Ottomans in Anatolia and Safavids in W. Persia after il-khanate.
	<p>Economic</p> <ul style="list-style-type: none"> • Mongol il-khans extract taxes and tribute • Fiasco of paper money experiments • Reinvigorate Eurasian trade routes 	<ul style="list-style-type: none"> • Destruction of Baghdad was destruction of Islamic culture or demonstrated resiliency of Islamic culture with its rebound • Bulliet: tax farming, when land-based trade improves, sea trade declines; destroyed dams & irrigation systems & causing starvation
Russia	<p>Political</p> <ul style="list-style-type: none"> • Golden Horde did not occupy/run Russian gov’t • Used princes to extract taxes and tribute • Rise of Moscow and decline of Kiev • Increase in international diplomacy 	<ul style="list-style-type: none"> • Bulliet, Craig: Most gov’t and social structures remained intact; • Stearns: “Mongol yoke” (harsh rule) • Bulliet, Craig: <u>no</u> Mongol yoke • Bentley: Courier network of communication • Stearns: Russian princes learn to centralize their authority from Mongols
	<p>Economic</p> <ul style="list-style-type: none"> • Increased Eurasian trade = prosperity • Facilitated plague • High Taxes on peasants 	<ul style="list-style-type: none"> • Stearns: peasants flee or become indebted serfs, Mongol yoke responsible for Russian isolation from W. Europe, lack of Russian involvement in Renaissance-Reformation; • Texts differ on severity of peasant taxes

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4 Direct Comparisons	<p>Makes at least 1 or 2 relevant, direct comparisons between or among societies. (1 pt)</p> <p><i>Students must make at least 2 direct, explicit comparison/contrasts between the two regions. One comparison must be political and the other must be economic.</i></p> <p><i>The comparisons must be distinct from the thesis. No “double-dipping.” (CANNOT use the thesis statement as the Comparison point.)</i></p> <p><i>Mere parallel construction is not enough to earn this point. Comparison(s) must be relevant and on task.</i></p> <p><i>Common comparison “Cue” Words</i></p> <table border="0"> <tr> <td>also</td> <td>as well</td> </tr> <tr> <td>both</td> <td>shared</td> </tr> <tr> <td>in addition</td> <td>like</td> </tr> <tr> <td>similarly</td> <td>too</td> </tr> </table> <p><i>Common contrast “Cue” Words</i></p> <table border="0"> <tr> <td>however</td> <td>on the other hand</td> </tr> <tr> <td>conversely</td> <td>differently</td> </tr> <tr> <td>disagree</td> <td>in contrast</td> </tr> <tr> <td>either</td> <td>in opposition to</td> </tr> <tr> <td>unlike</td> <td>in contrast to</td> </tr> <tr> <td>while</td> <td></td> </tr> </table>	also	as well	both	shared	in addition	like	similarly	too	however	on the other hand	conversely	differently	disagree	in contrast	either	in opposition to	unlike	in contrast to	while		<p>Unacceptable</p> <ul style="list-style-type: none"> • The similarity between Russia and China is that they started out before the Mongols as one thing and became something else afterwards. <i>If the next few sentences described more specifically what “thing” each region was both before and after the Mongols, that would count. By itself, though, this sentence is simply too vague.</i> • Both regions were greatly affected by the Mongols, but they were affected in different ways, instead of similar. <i>This sentence seems to want to be <u>both</u> a Thesis and a Comparison, but is so vague that it is neither.</i> • China differed from Russia in the fact that the Mongol’s economic impact led Russia to become independent whereas China had to gain independence from other means. <i>This sentence is too vague or factually inaccurate. (What ‘means’ did China use?)</i> • China was ruled directly by the Mongols. Russia was allowed a modicum of self-rule. <i>This is an example of parallel construction. The comparison is <u>implied</u> (‘This happened here. That happened there.’) without any <u>direct</u> linkage between ‘this’ and ‘that,’ ‘here’ and ‘there.’ A small change can make this comparison direct/explicit. Instead of a period between these two sentences, substitute a comma, and add “while.”</i> <p>Acceptable</p> <ul style="list-style-type: none"> • The Mongols taxed the population in both China and Russia. <i>Simple, sweet, and effective comparative statement.</i> <p>Excellent <i>An essay that makes direct comparisons consistently between or among societies. See sample essay excerpted on p. 2</i></p>
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5 Analysis ⁵	<p>Analyzes at least one reason for a similarity or difference identified in a direct comparison.</p> <p><i>Common Analysis “Cue” Words</i></p> <table border="0"> <tr> <td><i>because</i></td> <td><i>led to</i></td> </tr> <tr> <td><i>caused by</i></td> <td><i>due to</i></td> </tr> <tr> <td><i>affected</i></td> <td><i>impacted</i></td> </tr> <tr> <td><i>came from</i></td> <td><i>in order to</i></td> </tr> <tr> <td><i>as a result</i></td> <td><i>consequently</i></td> </tr> </table>	<i>because</i>	<i>led to</i>	<i>caused by</i>	<i>due to</i>	<i>affected</i>	<i>impacted</i>	<i>came from</i>	<i>in order to</i>	<i>as a result</i>	<i>consequently</i>	<p>Unacceptable <i>Virtually any narrative that can be summarized as ‘This happened. That happened,’ without breaking down the reasons behind the events is NOT analysis. Students need to explain WHY history happened the way it did.</i></p> <p><i>See the next page for a more complete discussion of “What is Analysis?”</i></p> <p>Acceptable The Mongol empire established a network that allowed for easier long distance trade. <i>Clear identification of a cause-effect relationship.</i></p> <p>Excellent Although being part of the empire, Russia did benefit by finding a larger market for its chief export, fur, because the Mongol presence was felt less the benefit was notably less comparatively, all of the positive and negative effects felt in both regions were amplified in China but diminished in Russia. The exception to this was the Bubonic Plague, which the Mongols helped spread. It began in China, but it was largely the Mongol mail system that helped bring it to many parts of Russia, so in this way Russia did suffer as a result of Mongol rule whereas China would have suffered either way.</p>
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⁵ When this question was administered in 2005, Analysis was not included in the official rubric. The current Generic Comparative Rubric has since made Analysis a distinct category, so I’ve attempted to create an Analysis category, along with relevant examples. This is my interpretation of what is ‘Analysis,’ and should NOT be considered part of the College Board’s official grading criteria.

What *IS* Analysis?

The pursuit of Analysis is a perennial quest of AP students (and teachers!) Students who consistently analyze earn high marks on the AP World History Exam. Monica Bond-Lamberty, a teacher at Northwood High School in Silver Spring, MD, and a former member of the AP World History Test Development Committee puts it this way:⁶

Analyze: determine their component parts; examine their nature and relationship.⁷ Bloom's Taxonomy refers to "the ability to break down material into its component parts so that its organizational structure may be understood. This may include the identification of parts or components, examination of the relationship between parts, recognition of hidden meanings and detection of the organizational principles or patterns involved."

So when doing historical analysis what is being done is breaking down the item being analyzed into its parts which generally include (depending on what is being analyzed):

- historical actors: events, processes, institutions, ideas, etc. (examination of multiple causation which looks at cause and effect relationships)
- evidence (determining the significance and reliability of various perspectives like when point of view is analyzed)
- interpretations of what happened (comparing and contrasting changing versions of developments or theories)

- underlying structures (determining how all the processes, institutions, ideas, events, actors, motives, evidence, interpretations are connected and related and affect each other)
- overall process of change and continuity (connecting different regions and eras)

This is different from just explaining because of the need to look at multiple causation.

For example: if the 2005 CCOT essay question asked students to explain a transformation that took place, [it] would have been okay with a single description - ("*the population of the Americas declined*"). Instead we required [students] to go further with looking at why the population declined, ideally several steps forward and backward.

If we asked them to explain the causes of the demographic change in the Americas from 1450-1750, simply describing the Atlantic slave trade and European colonization would cut it; whereas if we asked them to analyze demographic change in the Americas we would want them to also look at why they needed the slave trade, why there was colonization and the differences in which genders were involved?

We need to work with students to help them distinguish between analysis and just a simple explanation of causation or a really good description.

⁶ Monica Bond-Lamberty's AP World History EDG message, 7/1/2005.

⁷ AP World History Course Description, p. 32.
http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/4484.html

General Notes

Most students have been writing Compare and Contrast essays for several years, but often don't understand how to structure/organize their essay. Ellen Bell, an AP World History Consultant from Houston, TX has analyzed the overall structure of common Compare and Contrast essays. Her notes below (with our *italicized comments*) can help virtually every aspect of students' writing.

Compare & Contrast Essay Organizational Structures		
Geographic “Lump”	Similarities and Differences	Categorical “Split”
<ul style="list-style-type: none"> • Thesis • Body paragraph 1- region 1 Political Economic Social⁸ • Body paragraph 2—region 2 Political Economic Social <p>Note: When writing body paragraph 2 you MUST make comparisons and contrasts back to information in body paragraph 1.</p>	<ul style="list-style-type: none"> • Thesis • Body paragraph 1—similarities between regions Political Economic Social • Body paragraph 2—differences between regions Political Economic Social <p>Note: There may not be similarities and differences in all three categories.</p>	<ul style="list-style-type: none"> • Thesis <u>Paragraph</u> (chooses 3 categories: e.g. political, economic, and social) • Body paragraph 1 <u>Political</u> (similarities AND differences between BOTH regions) • Body paragraph 2 <u>Economic</u> (similarities AND differences between BOTH regions) • Body paragraph 3 <u>Social</u> (similarities AND differences in BOTH regions)
<p><i>This is the most common (and usually least effective) structure students use. While it CAN work effectively, all too often students forget or fail to make <u>direct comparisons</u> between the regions. (Most comparisons are implied, at best.) Frequently, students are so eager to begin writing they fail to adequately develop their thesis. Also, there's nothing in the overall structure that inherently encourages analysis.</i></p>	<p><i>Students are more likely to initially feel comfortable listing similarities and differences, so this structure might be less intimidating than the Categorical Split.</i></p> <p><i>Good analysis though is more likely to come <u>if/when</u> students proceed to the next level of categorization (political, economic, social, etc).</i></p>	<p><i>Effective pre-writing is vitally important. The Categorical Split structure requires students to spend considerable time planning their thesis and organization. Because the thesis contains categories, it is usually more sophisticated and often automatically helps structure later paragraphs. It may even be good enough for “extra credit” (Expanded Core). Students are more likely to include <u>analysis</u> and numerous direct comparisons. In short, there's nothing like a strong thesis to help everything else.</i></p>

⁸ The “political, economic, and social” categories are illustrative only. Obviously, if the question called for religious, cultural, and technological evidence then those categories would apply.

While the APWH Rubric is designed to provide a consistent means of scoring essays, the Rubric itself is NOT the “goal” that students should aiming for. Quality writing usually combines several “Habits of Mind” and general English Language Arts characteristics⁹ (constructing arguments, sentence structure, vocabulary, transition sentences, etc.) While students should be AWARE of the rubric by which essays are scored, they should also be aware that high-quality writing usually satisfies multiple rubric categories simultaneously. Note how the following sample essay (structured according to the “Categorical Split”) scores points for several rubric categories

Sample Essay

The political impact of Mongol rule was much more significant on the Chinese than it was on the Russians. Fundamentally, the Mongols were nomadic and the Chinese and Russians sedentary. Led by Genghis Khan and motivated by very real economic means, the Mongols established the largest land empire ever known. China lies just south of Mongolia, and was ruled directly by the Mongols. By great contrast, Russia was a cold, more resource-poor area that was ruled by a number of independent princes. The Mongols did not rule them directly but rather, upon defeating them, let them be so long as they remained under Mongol control and paid taxes to the Mongols. The Mongols allowed them to continue to practice Christianity and let the princes maintain rulership in most respects. In China the Mongols defeated the imperial armies and established themselves as direct rulers. Civil service exam became less important and Mongol rulers taxed the people heavily. It boils down to the fact that the Mongols exerted much more influence over Chinese sovereignty, culture, and policy than they did over the Russians.

Economically, the effects were similar. In both regions, the Mongols taxed the populace. The tax was comparable in amount and served the Mongols similarly. Mongol rule, however, did bring some economic boon to the whole region. The Mongol empire established a network that allowed for easier long distance trade, with respect to goods, technology, and ideas. As early as 1200, the Mongols were experimenting with gunpowder in China and its export via the Mongol empire was good for the Chinese markets. With buyers as far away as the Middle East, trade was facilitated by Mongol maintenance of the larger empire and subsequent peace that allowed for easier trade. Such ease of trade is characteristic of imperialism, established networks and prevailing peace in Asia and the Middle East allowed for such trade. Although being part of the empire, Russia did benefit by finding a larger market for its chief export, fur, because the Mongol presence was felt less the benefit was notably less. Comparatively, all of the positive AND negative effects felt in both regions were amplified in China but diminished in Russia. The exception to this was the bubonic plague, which the Mongols helped spread. It began in China, but it was largely the Mongol mail system that helped bring it to many parts of Russia, so in this way Russia did suffer as a result of Mongol rule whereas China would probably have suffered either way.

Scoring Commentary

Whole paragraph address politics in both China and Russia

- *Direct Comparison(s)*
- *Analysis (motive)*
- *Evidence: Russia = resource-poor, independent princes*
- *Evidence: Christianity*
- *Evidence: Direct rule in China*
- *Summary conclusion “boils down”*

Whole paragraph address economics in both China and Russia

- *Direct Comparison*
- *Analysis: “facilitated by ...”*
- *Analysis: “allowed for ...”*
- *Evidence: Russian fur*
- *Direct Comparison & Analysis*
- *The “exception” of the bubonic plague is an excellent example of the student noting that history is not uniformly consistent or simple.*

⁹ See the 2008, 2009 APWH Course Description (“Acorn Book”) p. 9 at http://apcentral.collegeboard.com/apc/public/repository/ap07_worldhist_coursedesc.pdf.