


Long Essay Question: LEQ

Reminder of the AP World History Exam Structure:

Section	Question Type	Number of Questions	Timing	Percentage of Total Exam Score
I	Part A: Multiple-choice questions	55 questions	55 minutes	40%
	Part B: Short-answer questions	4 questions	50 minutes	20%
II	Part A: Document-based question	1 question	55 minutes (includes a reading period with a suggested time of 15 minutes)	25%
	Part B: Long essay question	1 question (chosen from a pair)	35 minutes	15%

LEQ Requirements:

Students will choose **one of two** long essay questions to answer in writing. The long essay requires that students demonstrate their ability to use historical evidence in crafting a thoughtful historical argument. Students will analyze an issue using the historical thinking skills of **COMPARISON, CAUSATION, CONTINUITY & CHANGE, or PERIODIZATION**. As with any good essay, a good response begins with the development of a relevant **THESIS**. In the rest of the essay, students should provide evidence in a manner that is convincing, thoughtful, and built on a sound knowledge of historical information relevant to the topic.

	COMP COMPARE/CONTRAST	CAUSE CAUSATION	CCOT CONT/ CHANGE OVER TIME	PERIOD PERIODIZATION
ONE POINT	THESIS MAKES A HISTORICALLY DEFENSIBLE CLAIM			
ONE POINT	DESCRIBES SIMILARITIES AND DIFFERENCES!	DESCRIBES CAUSES AND/OR EFFECTS	DESCRIBES HISTORICAL CONTINUITY & CHANGE O.T.	DESCRIBES HOW HISTORICAL DEVELOPMENT IN THIS ERA WAS SIMILAR/DIFFERENT COMPARED TO PREVIOUS OR FOLLOWING ERA
ONE POINT	EXPLAINS REASONS FOR SIMILARITIES/DIFFERENCES	EXPLAINS REASONS FOR CAUSES AND EFFECTS	EXPLAINS REASONS FOR C.C.O.T.	EXPLAINS THE EXTENT OF THE ABOVE
ONE POINT	ADDRESSES THE TOPIC W/SPECIFIC EVIDENCE			
ONE POINT	UTILIZES SPECIFIC EVIDENCE TO SUBSTANTIATE THESIS			
ONE POINT	SYNTHESIZE ARGUMENT BY EXTENDING IT TO ANOTHER AREA, TIME, FIELD, ETC.			

Long Essay Question Rubric: Targeted Skill - CAUSATION

Category	Description	Points			
<p>A. Thesis</p> <p><i>(Targeted AP Skill: Argumentation)</i></p>	<ul style="list-style-type: none"> • Presents a thesis that makes a historically defensible claim and responds to all parts of the question. <ul style="list-style-type: none"> ○ The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion. 	1			
<p>B. Argument Development Using the Targeted Historical Thinking Skill</p> <p><i>(Targeted AP Skill: Argumentation & Causation)</i></p>	<p>Develops and supports an argument that:</p> <p>CAUSATION:</p> <ul style="list-style-type: none"> • DESCRIBES causes AND/OR effects of a historical event, development, or process. • EXPLAINS the reasons for the causes AND/OR effects of a historical event, development, or process. <p>Scoring Notes: <i>If the prompt requires discussion of both causes and effects, responses must address both causes and effects in order to earn both points.</i></p>	<p>1</p> <p>1</p>			
<p>C. Argument Development Using Evidence</p> <p><i>(Targeted AP Skill: Argumentation)</i></p>	<ul style="list-style-type: none"> • Addresses the topic of the question with specific examples of relevant evidence. • Utilizes specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument. <p>Scoring Note: <i>To fully and effectively substantiate the stated thesis or a relevant argument, responses must include a broad range of evidence that, through analysis and explanation, justifies the stated thesis or a relevant argument.</i></p>	<p>1</p> <p>1</p>			
<p>D. Synthesis</p> <p><i>(Targeted AP Skill: Synthesis)</i></p>	<ul style="list-style-type: none"> • Extends the argument by EXPLAINING the connections between the argument and ONE of the following: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; padding: 5px;">d) A development in a different historical period, situation, era, or geographical area.</td> <td style="width: 33%; padding: 5px;">e) A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history)</td> <td style="width: 33%; padding: 5px;">f) A different discipline or field of inquiry (such as economics, government and politics, art history or anthropology)</td> </tr> </table> <p>Scoring Note: <i>The synthesis point requires an explanation of the connections to different historical periods, situation, era, or geographical area, and is not awarded for merely a phrase or reference.</i></p>	d) A development in a different historical period, situation, era, or geographical area.	e) A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history)	f) A different discipline or field of inquiry (such as economics, government and politics, art history or anthropology)	1
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Total Points		6			

Long Essay Question Rubric: Targeted Skill - CCOT

Category	Description	Points			
A. Thesis <i>(Targeted AP Skill: Argumentation)</i>	<ul style="list-style-type: none"> • Presents a thesis that makes a historically defensible claim and responds to all parts of the question. <ul style="list-style-type: none"> ○ The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion. 	1			
B. Argument Development Using the Targeted Historical Thinking Skill <i>(Targeted AP Skill: Argumentation & CCOT)</i>	Develops and supports an argument that: CHANGE AND CONTINUITY OVER TIME (CCOT): <ul style="list-style-type: none"> • DESCRIBES historical continuity AND change over time. • EXPLAINS the reasons for historical continuity AND change over time. 	1 1			
C. Argument Development Using Evidence <i>(Targeted AP Skill: Argumentation)</i>	<ul style="list-style-type: none"> • Addresses the topic of the question with specific examples of relevant evidence. • Utilizes specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument. <p>Scoring Note: <i>To fully and effectively substantiate the stated thesis or a relevant argument, responses must include a broad range of evidence that, through analysis and explanation, justifies the stated thesis or a relevant argument.</i></p>	1 1			
D. Synthesis <i>(Targeted AP Skill: Synthesis)</i>	<ul style="list-style-type: none"> • Extends the argument by EXPLAINING the connections between the argument and ONE of the following: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px; vertical-align: top;">g) A development in a different historical period, situation, era, or geographical area.</td> <td style="padding: 5px; vertical-align: top;">h) A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history)</td> <td style="padding: 5px; vertical-align: top;">i) A different discipline or field of inquiry (such as economics, government and politics, art history or anthropology)</td> </tr> </table> <p>Scoring Note: <i>The synthesis point requires an explanation of the connections to different historical periods, situation, era, or geographical area, and is not awarded for merely a phrase or reference.</i></p>	g) A development in a different historical period, situation, era, or geographical area.	h) A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history)	i) A different discipline or field of inquiry (such as economics, government and politics, art history or anthropology)	1
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Total Points		6			

Long Essay Question Rubric: Targeted Skill - PERIODIZATION

Category	Description	Points			
A. Thesis <i>(Targeted AP Skill: Argumentation)</i>	<ul style="list-style-type: none"> • Presents a thesis that makes a historically defensible claim and responds to all parts of the question. <ul style="list-style-type: none"> ○ The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion. 	1			
B. Argument Development Using the Targeted Historical Thinking Skill <i>(Targeted AP Skill: Argumentation & Periodization)</i>	Develops and supports an argument that: PERIODIZATION: <ul style="list-style-type: none"> • DESCRIBES the ways in which the historical development specified in the prompt was different from and similar to developments that preceded AND/OR followed • EXPLAINS the extent to which the historical development specified in the prompt was different from and similar to developments that preceded AND/OR followed. <p><i>Scoring Notes: For both points, if the prompt requires evaluation of a turning point, then responses must discuss developments that preceded AND followed. For both points, if the prompt requires evaluation of the characteristics of an era, then responses can discuss developments that EITHER preceded OR followed.</i></p>	1 1			
C. Argument Development Using Evidence <i>(Targeted AP Skill: Argumentation)</i>	<ul style="list-style-type: none"> • Addresses the topic of the question with specific examples of relevant evidence. • Utilizes specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument. <p><i>Scoring Note: To fully and effectively substantiate the stated thesis or a relevant argument, responses must include a broad range of evidence that, through analysis and explanation, justifies the stated thesis or a relevant argument.</i></p>	1 1			
D. Synthesis <i>(Targeted AP Skill: Synthesis)</i>	<ul style="list-style-type: none"> • Extends the argument by EXPLAINING the connections between the argument and ONE of the following: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; padding: 5px;">j) A development in a different historical period, situation, era, or geographical area.</td> <td style="width: 33%; padding: 5px;">k) A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history)</td> <td style="width: 33%; padding: 5px;">l) A different discipline or field of inquiry (such as economics, government and politics, art history or anthropology)</td> </tr> </table> <p><i>Scoring Note: The synthesis point requires an explanation of the connections to different historical periods, situation, era, or geographical area, and is not awarded for merely a phrase or reference.</i></p>	j) A development in a different historical period, situation, era, or geographical area.	k) A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history)	l) A different discipline or field of inquiry (such as economics, government and politics, art history or anthropology)	1
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Total Points		6			