
AP[®] African American Studies

Sample Student Responses and Scoring Commentary Set 1

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Question 1: Exam Day Validation

2 points

General Scoring Notes

- The question is a written response to the student’s individual project.
- Answers must be in complete sentences: an outline or bulleted list is not acceptable.
- Students must reference their source or sources by name—either by author or title—in order to receive credit.

Reporting Category	Scoring Criteria		
Exam Day Validation Question (0–2 points)	“Explain how two of your sources provide different perspectives on one aspect of your topic.”		
	0 points Does not meet the criteria for one point.	1 point Responds to the Exam Day Validation prompt with relevant descriptive information and includes reference to specific sources as appropriate in response to the prompt.	2 points Responds to the Exam Day Validation prompt with a relevant explanation and includes reference to specific sources as appropriate in response to the prompt.
	Decision Rules and Scoring Notes		
	Responses that do not earn points: <ul style="list-style-type: none"> Are too vague and do not provide an indication of sources used in the Individual Student Project. Do not reference the specific Exam Day Validation question. May be overly general discussions of or reflections on the project. Only describe or explain the perspective of a single source. Examples that do not earn points: Provide a response that is overly vague: <ul style="list-style-type: none"> “Of the many sources I used, there were generally ones that talked about (this perspective) and ones that talked about (this other perspective).” “My project would not have been possible without the use of these two sources.” 	Responses that earn 1 point: <ul style="list-style-type: none"> Describe the differing perspectives of two sources as they relate to the topic of the project. Examples of specific and relevant evidence include the following with appropriate elaboration: <ul style="list-style-type: none"> The background of the authors Summary of the sources Description of the differences between the information found in two of the sources Examples of a statement that earns one point for evidence: <ul style="list-style-type: none"> “The author of (Source 1) is a noted professor of African American history, while (Source 2) is written by someone who writes mostly poetry and fiction.” “(Source 1) is a primary source, written during the (event of the topic). However, (Source 2) was written decades later.” 	Responses that earn 2 points: <ul style="list-style-type: none"> Explain how the perspectives of two of your sources differ as they relate to the topic of the project. Examples of specific and relevant evidence include the following with appropriate elaboration: <ul style="list-style-type: none"> Explanation of how the background of the authors impacts their perspective on an aspect of the topic Summary of the two sources to then explain how their differences impact an aspect of the topic Explanation of how the difference in the information or perspective of two of your sources impacts an understanding of the topic Examples that earn two points for providing an explanation of how two sources’ perspectives on the topic differed: <ul style="list-style-type: none"> “(Source 1)’s author is a noted historian of African American history, so their work looks at (the topic) from a ‘change over time’ perspective. However, the author of (Source 2) is a poet, resulting in a view of (the topic) that is more focused on the feelings and experiences of one who was impacted by (the topic).” “(Source 1)—a newspaper article—was written as (the topic) was taking place and captures the uncertainty of things as the events unfolded. On the other hand, (Source 2) was authored thirty years after (the topic’s) conclusion, allowing plenty of time for perspective and fact-checking of the events that took place.”

Source 1, "Ida B. Wells: A activist for the history books" and Source 2, "Ida B Wells- Barnet," provides different perpesctive on the topic of Ida B. Wells being the most important women's rights activist. This is because Source 1 gives insight on the hardships Well faced during her time in the movement, while Source 2 focuses just on her accomplishments in the movement. Source 1 allow for the audience to get an understanding of Wells having to make a way for herself through racism and sexism, while Source 2 just goes into understanding of the accomplishment Wells had like her organizations and writings. Source 1 proves she made an impact on the movement through making a way through the challenges she faced, while source 2 proves she made an impact through her accomplishments throughout the movement. This proves that both sources focuses on the topic of Wells in the suffrage movement, but give different perspectives on how she made an impact in the movement allowing for a different insight for the audience.

My topic is the effects of redlining and discrimination of housing on African Americans. My first source is a map of Chicago and its sectioned off areas in the past. Specifically having African Americans in poor housing such as tenement homes compared to other communities around them. This leads to worse schooling, and low income jobs in the area. Setting back African Americans economically. My second source is the purposeful discrimination of housing being shown against Black Americans by property owners. These property owners would purposefully drive up the prices of housing to make the property either unaffordable, or unattractive for African Americans. This uncoincidentally led to African Americans being boxed into communities with much worse economies and less chances for success than those of White Americans.

My two sources provide different perspective on my topic because one of them add more like the history of it an the other one adds what actully happend and how African Americans felt about slavery. One of my sources show the backround of it and my secound sources tells me the exact detiles im looking for but both of my sources give me good information and two ways to look at what happen and what theywent through

Question 1, Exam Day Validation

Note: Student samples are quoted verbatim and may contain spelling and grammatical errors.

Overview

NEW for 2025: The question overviews can be found in the *Chief Reader Report on Student Responses* on [AP Central](#).

Sample: 1A

Score: 2

The response earned 2 points because it explains how the perspectives of two sources differ regarding the topic of “Ida B. Wells being the most important women’s rights activist.”

The response summarizes two sources and then explains how these differences impact the broader understanding of their topic: “Source 1 allow for the audience to get an understanding of Wells having to make a way for herself through racism and sexism, while Source 2 just goes into understanding of the accomplishment Wells had like her organizations and writings.”

Question 1, Exam Day Validation (continued)**Sample: 1B****Score: 1**

This response earned 1 point because it describes two sources and their different perspectives on the topic of “the effects of redlining and discrimination of housing on African Americans.”

The response did not earn a second point because it did not specify both sources. While the map is clearly mentioned (“a map of chicago”), the second source is not identified. Rather, a vague description is offered instead: “the purposeful discrimination of housing being shown against Black Americans by property owners.” Furthermore, the response did not explain how the sources provide differing perspectives on an aspect of the topic.

Question 1, Exam Day Validation (continued)**Sample: 1C****Score: 0**

The response did not earn a point. Although the response does reference two different source perspectives (“My two sources provide different perspective on my topic because one of them add more like the history of it an the other one adds what actully happend and how African Americans felt about slavery”), it did not refer to the sources specially. Moreover, the response did not indicate the topic or describe or explain how the sources’ perspectives differ and relate to the topic.