AP | CollegeBoard

AP® World History: Modern

Sample Student Responses and Scoring Commentary

Inside:

Document-Based Question

☑ **Scoring Guideline**

☑ **Student Samples**

☑ **Scoring Commentary**

Question 1: Document-Based Question, Economic Factors in the Mexican Revolution 　　　　　　7 points

General Scoring Notes

- Except where otherwise noted, each point of these rubrics is earned independently; for example, a student could earn a point for evidence without earning a point for thesis/claim.
- **Accuracy:** The components of these rubrics require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam essays should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.

Evaluate the extent to which economic factors led to the outbreak of the Mexican Revolution (1910–1920).

Reporting Category	Scoring Criteria	
Row A **Thesis/Claim** **(0–1 points)**	**0 points** Does not meet the criteria for one point.	**1 point** Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: • Are not historically defensible. • Only restate or rephrase the prompt. • Do not respond to the prompt. • Do not establish a line of reasoning. • Are overgeneralized.	**Responses that earn this point:** • Provide a historically defensible thesis or claim that establishes a position on the extent to which economic factors led to the outbreak of the Mexican Revolution (1910–1920). The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument.
	Examples that do not earn this point: **Provide a historically defensible claim, but do not establish a line of reasoning** • *"Economic factors were critical in leading to the outbreak of the Mexican Revolution."* **Establish a line of reasoning, but do not provide a historically defensible claim** • *"Economic exploitation in Mexico led to the revolution because most of the Mexican people were enslaved on plantations."* **Do not focus on the topic of the prompt** • *"The Mexican Revolution is important to understand because it is the southern neighbor of the United States."*	**Examples that earn this point:** **Establish a line of reasoning that evaluates the topic of the prompt** • *"Mexico's inability to resist the political dominance of the United States and European powers was the most significant factor in leading to the revolution because foreign dominance prevented the Mexican government from enacting economic reforms."* • *"Ethnic tensions were just as important in leading to the Mexican Revolution as economic factors because much of the economic exploitation that was occurring in Mexico affected poor indigenous communities."* **Establish a line of reasoning that evaluates the topic of the prompt with analytic categories** • *"Although noneconomic factors such as government corruption and ethnic tensions contributed to the Mexican Revolution, economic factors such as labor exploitation and economic inequality were the most important factors in sparking the revolution."* **Establish a line of reasoning** • *"The government's policies led to the Mexican Revolution because the government refused to help workers."* (Minimally acceptable thesis/claim)
	Additional Notes: • The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs). • The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period.	

Reporting Category	Scoring Criteria	
Row B Contextualization **(0–1 points)**	**0 points** Does not meet the criteria for one point.	**1 point** Describes a broader historical context relevant to the prompt.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: • Provide an overgeneralized statement about the time period referenced in the prompt. • Provide context that is not relevant to the prompt. • Provide a passing phrase or reference.	**Responses that earn this point:** • Accurately describe a context relevant to the outbreak of the Mexican Revolution (1910–1920).
	Examples that do not earn this point: **Do not provide context relevant to the topic of the prompt:** • *"The 1910s were period of conflict, because World War I was going on at the same time as the Mexican Revolution."* **Provide a passing phrase or reference** • *"Neocolonialism hurt many economies in Latin America."*	**Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:** • Neocolonialism in Latin America • The spread of liberal economic ideas • The spread of industrialization • The development of new social classes **Examples of acceptable contextualization:** • *"Like many former Spanish colonies, after independence Mexico suffered from overreliance on foreign investment and capital, which hurt Mexico's ability to direct its own economic development."*
	Additional Notes: • The response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. • To earn this point, the context provided must be more than a phrase or reference.	

Reporting Category	Scoring Criteria		
Row C Evidence **(0–3 points)**	**Evidence from the Documents**		
	0 points Does not meet the criteria for one point.	**1 point** Uses the content of at least **three** documents to address the **topic** of the prompt.	**2 points** Supports an **argument** in response to the prompt using at least **six** documents.
	Decision Rules and Scoring Notes		
	Responses that do not earn points: • Use evidence from less than three of the documents. • Misinterpret the content of the document. • Quote, without an accompanying description, from the content of the documents. • Address documents collectively rather than considering separately the content of each document.	**Responses that earn 1 point:** • Accurately describe—rather than simply quote—the content from at least three of the documents to address the topic of economic factors and their contribution to the outbreak of the Mexican Revolution (1910–1920). **Examples of describing the content of a document:** **Describe evidence from the documents relevant to the topic but do not use that evidence to support an argument** • (Document 1) *"The finance minister tells strikers that unemployment is the result of supply and demand and is out of the government's hands."*	**Responses that earn 2 points:** • Support an argument in response to the prompt by accurately using the content of at least six documents. **Examples of supporting an argument using the content of a document:** • (Document 1): *"The finance minister tells strikers that unemployment is the result of supply and demand and is out of the government's hands, a position which probably increased people's discontent with the government because they were unwilling to help."* (Connects the contents of the document to an argument about the extent to which economic factors contributed to the outbreak of the Mexican Revolution) • (Document 2): *"The newspaper cartoon shows that the government was willing to use violence to put down popular protests against a rigged election system. Such oppressive government policies may have contributed to increased support for the eventual revolution."* (Connects the content of the document to an argument about the extent to which economic factors contributed to the outbreak of the Mexican Revolution)
	Additional Notes: • To earn two points, the six documents do not have to be used in support of a single argument—they can be used across sub-arguments or to address counterarguments.		

Row C (continued)	Evidence beyond the Documents:	
	0 points	**1 point**
	Does not meet the criteria for one point.	Uses at least one additional piece of the specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: • Provide evidence that is not relevant to an argument about the prompt. • Provide evidence that is outside the time period or region specified in the prompt. • Repeat information that is specified in the prompt or in any of the documents. • Provide a passing phrase or reference.	**Responses that earn this point:** • Must use at least one specific piece of historical evidence relevant to an argument about the extent to which economic factors led to the outbreak of the Mexican Revolution (1910–1920). **Examples of specific and relevant evidence beyond the documents that earn this point include the following, if appropriate elaboration is provided:** • Specific instances of European economic imperialism in Asia, Africa, and Latin America • Socialist revolts in Europe, including the Paris Commune, the Bolshevik Revolution, and the revolt in Germany at the end of the First World War • Revolutions in South America and Mexico against Spanish rule during the nineteenth century • The abolition of slavery in specific Latin American states in the nineteenth century, such as Cuba and Brazil • Specific instances of United States military interventions in Latin America, such as during the Spanish-American War • The Pancho Villa expedition in 1916 **Examples of evidence beyond the documents relevant to an argument about the prompt:** • *"Economic problems caused by industrialization and economic inequality led to revolts around the world, not just in Mexico, but also in Russia with the Bolshevik Revolution.* (Provides a piece of evidence not in the documents relevant to an argument about the prompt) • *"Although slavery was abolished throughout Latin America over the 1800s, new ways of exploiting labor were developed, including indentured labor. This meant that working conditions in Mexico remained very bad, leading to a lot of unhappiness with the Mexican government."* (Provides a piece of evidence not in the documents relevant to an argument about the prompt)
	Additional Notes: • Typically, statements credited as evidence will be more specific than statements credited as contextualization. • To earn this point, the evidence provided must be different from the evidence used to earn the point for contextualization. • To earn this point, the evidence provided must be more than a phrase or reference.	

Reporting Category	Scoring Criteria	
Row D Analysis and Reasoning **(0–2 points)**	**Sourcing**	
	0 points Does not meet the criteria for one point.	**1 point** For at least three documents, explains how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: • Explain sourcing for less than three of the documents. • Identify the point of view, purpose, historical situation, and/or audience but fail to explain how or why it is relevant to an argument. • Summarize the content or argument of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience. **Examples that do not earn this point:** **Identify the point of view, purpose, historical situation, and/or audience, but do not explain how or why it is relevant to an argument** • *"Document 7 shows how popular Zapata was among the common people and that many people in Mexico were sad that he was killed."* **Summarize the content of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience** • **"***Document 5 shows the extent to which various parts of Mexico's economy was controlled by capital from Britain, France and the US."*	**Responses that earn this point:** • Must explain how or why—rather than simply identifying—the document's point of view, purpose, historical situation, or audience is relevant to an argument that addresses the prompt for each of the three documents sourced. **Example of acceptable explanation of the significance of the author's point of view:** • (Document 3): *"As a diplomatic representative of the Diaz government, Godoy is focused only on the positive aspects of United States investment in Mexico and lavishes praise on Diaz."* (Identifies the point of view of the source and how this might be relevant to the extent to which economic factors contributed to the outbreak of the Mexican Revolution) **Example of acceptable explanation of the significance of the author's purpose:** • (Document 7): *"The* corrido *is meant to memorialize a hero of the revolution and to motivate the people to carry on his struggle, and to 'punish the rich' and make 'Indians owners of their lands,' both of which were major economic goals of the revolutionaries."* (Connects the purpose of the song to an argument about the extent to which economic factors contributed to the outbreak of the Mexican Revolution) **Example of acceptable explanation of the relevance of the historical situation of a source:** • (Document 6): *"Ricardo Magón uses the history of Native Americans, especially the taking of their land and their oppression by white colonizers to argue for a revolution that would take back the land and give it to the workers, pointing out the fundamental corruption that allowed Spanish elites to acquire the land that the native Americans now work."* (Provides sourcing regarding the historical situation of the document and connects that information to an argument about the extent to which economic factors contributed to the outbreak of the Mexican Revolution) **Example of acceptable explanation of the significance of the audience:** • (Document 3): *"In his speech, Consul Godoy is being deferential to the Chamber of Commerce because he is conscious of their influence in channeling United States investment to Mexico."* (Provides information about the audience of the government official that is relevant to an argument about the extent to which economic factors contributed to the outbreak of the Mexican Revolution)

Row D (continued)	Complexity	
	0 points Does not meet the criteria for one point.	**1 point** Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.

Decision Rules and Scoring Notes	
	Responses that earn this point: May demonstrate a complex understanding in a variety of ways, such as: • Explaining nuance of an issue by analyzing multiple variables. • Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects. • Explaining relevant and insightful connections within and across periods. • Confirming the validity of an argument by corroborating multiple perspectives across themes. • Qualifying or modifying an argument by considering diverse or alternative views or evidence. **Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided:** • Analyzing multiple variables, such as considering diverse or alternate perspectives or evidence, such as how, for instance, a response arguing that economic exploitation in Mexico often coincided with the oppression of ethnic minorities could use Documents 6 and 7 to show how some revolutionaries specifically appealed to Native histories of dispossession and complement this analysis with the description of the enslavement of Yaqui Indians in Document 4 in service of plantations producing materials for European and U.S. industry. (Explains nuance) • Explaining relevant and insightful connections across time and space, such as explaining similarities and differences between the motivating factors of the Mexican Revolution and other revolutions in the nineteenth and twentieth centuries. For instance, a response could draw explicit and insightful comparisons by bringing in outside information on the situation in Russia prior to the Bolshevik Revolution and then using the documents describing the situation of the peasants and workers in Mexico to show how economic problems fueled revolutionary movements in both countries. (Explains relevant and insightful connections) • Corroborating multiple perspectives, such as explaining how different documents corroborate an argument in spite of the differing perspectives of the authors. For instance, a response could use the praise of Diaz in Document 3, which celebrates the business relationship between the U.S. and Mexico and how Mexico enacted laws to benefit U.S. businesses, to corroborate the documents that show the problems and challenges faced by Mexican workers and peasants that result from the economic system that developed in Mexico. (Corroborates, qualifies, or modifies an argument by considering diverse or alternative views or evidence)

Additional Notes:
• This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.

Document Summaries

Document	Summary of Content	Explains the relevance of point of view (POV), purpose, situation, and/or audience by elaborating on examples such as:
1. Finance Minister Avendaño letter to striking workers, 1892	• The finance minister tells the strikers that the problems of the workers are not solvable by the government, as Mexican law prevents interference with business practices regarding wages, working conditions, etc.	• By telling striking workers the government is not going to intervene on their behalf, he makes it clear the government favors corporate interests and will not help the strikers. (audience) • Shows the economic philosophy of the Mexican government at the time being in favor of unfettered free markets and a noninterventionist, *laissez-faire* approach to industrial disputes which ultimately favored employers and corporate interests. (historical situation)
2. Posada newspaper cartoon showing suppression of protests against Díaz, 1892	• The cartoon shows mounted soldiers violently attacking street protesters demonstrating against a disputed presidential election.	• The artist shows the protesters sympathetically, meaning the cartoon was intended to criticize the government's actions against them. (purpose) • Published in a mass-produced and likely cheap news print called "Street Gazette," the cartoon is clearly addressing a very broad section of Mexico's public. Even those who were illiterate would have been able to see the violence and brutality of the government's suppression of protest in the cartoon. (POV/audience)
3. Mexican consul Godoy banquet toast at a United States Chamber of Commerce gala in New York City, 1908	• Praises the good business relations between the U.S. and Mexico and the economic progress foreign investment has allowed in Mexico. Glorifies President Díaz as the "right man in the right place, at the right time" for Mexico.	• As a diplomatic representative of the Diaz government, Godoy is focused only on the positive aspects of United States investment in Mexico and lavishes praise on Diaz. (POV) • Godoy wants to ensure the continued support of the United States for the Díaz government, so he presents a rosy picture of economic progress and social harmony under Díaz's rule. (purpose)
4. Turner travelogue discussing the slave-like condition of indigenous and Asian laborers in Yucatan, 1910	• Discusses how the production of henequen on plantations involves the use of forced labor from indigenous Mexicans and Asians and how the workers are effectively enslaved by debt servitude.	• By using the tradition of "muckraking" journalism during the United States Progressive Era, the author is trying to get people in the United States to be outraged by the use of what is in effect slavery in Mexico. (POV/purpose) • Since slavery had been abolished in the United States and the rest of the Western Hemisphere at the time the book was published, this author's use of the term "slavery" to describe the system of labor would be deliberately calculated to inflame public opinion. (historical situation)

5. Table showing foreign investment in Mexico in 1911, from a report by a United States Consul Marion Letcher to the Senate	• Shows that United States, British, and French investments play a very prominent role in Mexico's economy, eclipsing domestic Mexican investment in several key industries.	• The purpose of the report was to inform the Senate on the levels of United States business investment in Mexico. The Senate may have sought that information because of the perceived risk to United States investments in Mexico given the growing political instability there. (POV/purpose) • The table shows the heavy concentration of foreign investment in Mexico in those industries that relied on exploitation of Mexican natural resources (for example, mines, oil industry, rubber industry) or were most likely to be profitable (railways). This investment pattern is the hallmark of neocolonialism / economic imperialism. (historical situation)
6. Magón article on the right to property in the revolutionary newspaper *Rebirth*, 1911	• Attacks the concept of private property as opposed to sharing common resources by highlighting how the indigenous communities in Mexico have used land together. Advocates taking land from large landowners and returning it to the peasants.	• As an indigenous person himself, the author uses an idealized vision of the traditional indigenous communities using land and other resources in common to achieve social harmony, and advocates for changing the current economic and political situation along those communal lines. (POV) • Shows the possible influence of the spread of Marxist ideology in its attack on the idea of private property and advocating for a return to communalism. (historical situation)
7. *Corrido* commemorating the death of Revolutionary leader Emiliano Zapata, 1919	• Praises Zapata for fighting for the poor and promises his return. Highlights Zapata's role as a champion of the cause of the indigenous Mexicans against those of European ancestry (*gachupines*).	• Meant to inspire Zapata's followers to keep fighting for the cause of the revolution even after their leader's death. (purpose) • Folk songs were easy to distribute and reproduce and were an effective way of transmitting information or propaganda among populations that might not be literate. (audience)

Begin your response to each question at the top of a new page. Do not skip lines.

~~Rather~~ During the ~~20th century,~~ ~~school began to fig~~ 18th through the 20th century harsh working conditions caused by industrialization led to an outbreak of revolution as the working class fought for ~~fair~~ conditions. Oppressive governments ~~and imperialists were~~ toppled in France, ~~&~~ ~~India~~ ~~the US~~ and ~~in~~ ~~Latin American~~ ~~African Asian~~ Russia. Likewise, the ~~oppressive~~ failure of the ~~Mexican government~~ Mexican government under Porfirio Diaz to provide suitable working conditions and ~~the~~ role of the supporting government in ~~financing~~ the oppressive ~~regimes~~ industries for the pursuit of a profit of factories and plantations led to the outbreak of the Mexican Revolution.

Under ~~the Mexican gover~~ Porfirio Diaz, the Mexican government experienced an increase in capital and ~~3~~ industrialization at the expense of the working class. Document 5 shows how the Mexican government invested millions of dollars ~~in~~ plantations and factories ~~3~~ in order to expand the GDP of their country. Because ~~the Mexican Govinment~~ of this investment the Mexican government was able to experience an increase in foreign capital as described in Document 3. ~~This doument~~ Document 3 is a toast by a Mexican consul ~~given by the~~ to celebrate the good buisness relationship between the US and Mexico, so it may ~~not explain an~~ overstate the ~~values &~~ Mexican profitability. This toast also overlooks the situation of the working class at the time as ~~#~~ José Francisco discusses the flourishing condition of Mexico, however, a large portion of the population was not experiencing flourishing conditions, but poverty and oppression. Document 4 ~~discusses~~ the ~~slave like state of~~ use of a slavery like system to be used on plantations, where free laborers acquire a debt and then ~~being~~ are forced to work ~~with~~ off the debt with no hope of purchasing back their freedom. As this document was published by a US journalist meaning to highlight the barbaric nature of Mexico plantations it might overestimate the extent t which slavery is used on the plantations, but even so any form of working that resembles slavery is likely to anger the population and inspire them to fight for freedom from the opressive conditions. This ~~tot~~ likely played a ~~key~~ role in the motivation for the Mexico Revolution. Document 6 also ~~explores the population's view~~ confirms this view on the

Begin your response to each question at the top of a new page. Do not skip lines.

forced labor system inspiring the Mexican Revolution by discussing the way that Mexico elites took land from indigenous populations through use of the encomienda system. When Latin America was colonized by Spain, Spain granted Spanish citizens areas of land and the use of the indigenous, native populations as a labor force in return for the protection of the indigenous populations, and the spread of Catholicism. This led to very harsh working conditions for the native population as well as a decline in their population due to European diseases and slave like conditions on Mexico plantations. Ricardo Flors Magón uses this injustice to justify the right of the Native Americans to take back their land and end the corrupt labor system. As Ricardo is a Native American social reform activist, he will be bias towards his own ethnicity and possibly exaggerate the crimes to which Spaniards went to to obtain the land. The Mexican population was therefore very angry at the government officials for overlooking the poor working conditions among the working class in pursuit of a profit. Activists and laborers felt like it was the governments duty to provide them with fair working conditions and limit the cruel civel working policies of of industries. However, as documents 1 and 2 show, the government was not willing to put any restrictions on working conditions at the risk that it may harm the country's profits. Document 1 is a letter from the Mexico finance minister to the factory workers on strike expressing his condolences but providing no assistance to improve their working conditions. As the finance minister was more concerned with Mexico's profits, than the wellbeing of the working workers, he would provide no sympathy for their hardships, and therefore take no step to help them improve their lives. This policy of no government involvement would infuriate the general population, inspiring them to rebel. A similar situation inspired the Russian Revolution, as the harsh working conditions inspired the workers to

	Mandatory	Choose one		
	Question 1 ●	Question 2 ○	Question 3 ○	Question 4 ○

Begin your response to each question at the top of a new page. Do not skip lines.

revolt against their leader Tsar Nicolas who was making no effort to improve their conditions. This attitude of government indifference is also expressed in Document 2 which shows how the Mexican government chose to resort to violence

Mandatory
Question 1 | Question 2   Choose one
                Question 3   Question 4

Begin your response to each question at the top of a new page. Do not skip lines.

The growth in rising powers, such as the United States, lead to an increase in ideals of freedom and self determination. Becoming a world power became increasingly beneficial and in turn, pushed people in power to push their citizens' to become overworked with little compensation. Regardless of the economic prosperity seen in official documentation, the working class of Mexico were forced to rise up against their repressive government because of the harsh working conditions and corrupt leadership.

The consistent and blatant willfulness of the government to refuse to acknowledge the suffering of their people led to increased tension and, in the end, a revolution. Document 4 refers to the working conditions in Mexico to a type of slavery enforced service of debt. This alludes to the horride working conditions face by hundreds of mexicans and the thought process used to justify this treatment by the government. Documents 6 and 7 both highlight the people's perspective and their call to action; the abuse of power over the working class. Document 6 interprets the feeling of equality chased by these people as a natural urge to take what is rightfully theirs, leading to a unified goal and drive within the nations working class. These tensions also lead led to the glorification of local heros, as seen in document 7, that give the revolution a face to support instead of their corrupt government.

	Mandatory	Choose one		
	Question 1 ●	Question 2 ○	Question 3 ○	Question 4 ○

Begin your response to each question at the top of a new page. Do not skip lines.

The lack of political representation and illusion of political ~~power~~ rights, pushed the revolution into action as the people of Mexico fell under corrupt leadership. After allegide voter fraud, seen in doc. 2, the Street Gazette posted this illistration to further insentivize the people to push against their government. The corruption of the Mexican government ~~was~~ was rooted in achieving a higher global status. In doc. 3 we can see a Mexican counsul toasting to a prosperious nation, but in reality the nation is crumbling from the inside due to the startings of a revolution. Doc. 1 also gives insight into how the government sees its people; not as people with lives, but as easily replaccable machines.

Begin your response to each question at the top of a new page. Do not skip lines.

Economic factors led to the outbreak of the Mexican Revolution the mexican Revolution. The Mexican Revolution was where the people of mexico fought back their government. Economic factors like leaders cool lead to this revolt.

Factors such as the President led this people to go on strike. The President Porfirio Diaz sent a letter in 1892 from to the factory workers who had went on strike. "No laws permit this nor do any economic interests oblige the government to dictate salaries, or prices, or working hours." This shows how the President wouldn't help the mexican people with their work problems. So according to José Guadalupe Posada in 1892, "the governments suppression of street protests." This shows that people didn't like this man and they wanted him out of office.

Factors of the economy led to the mexican Revolution. Mexico was not only not taking care of its people but it was also trapping them. John Kenneth Turner talks about this by saying "Slavery in Mexico! Yes, I found it. I found it in Yucatan." This shows how mexico was forcing its people to work. He goes on to talk about how people have trapped these slaves by taking their land or because the slaves owe them something. They weren't just growing crops either they were growing a plant called henequen, which was very popular in the United States and Europe. So not only was the President an economic factor, but now so was Slavery.

Page 2

	Mandatory	Choose one		
	Question 1	Question 2	Question 3	Question 4
	●	○	○	○

Begin your response to each question at the top of a new page. Do not skip lines.

Economic factors aren't always out of the country you're in. Marion Letcher reported in 1911 the investment all these other countries where putting into Mexico. The numbers of what the U.S., British, and French put in were almost most always greatly more than what Mexico put into its self. All this money wasn't helping the Mexican People it was fueling their government to be able to use them more. Ricardo Flores Magón ~~little states~~ in 1911 states, "The return of the land to the peasants should be accomplished during the present uprising." This shows how the People wanted their land back and the government was doing nothing to help them.

Economic factors tore apart Mexico. By the end of the fight, all the People were tired and felt like their was no one left fighting for them. An anonymous author wrote in 1919, "The good Emiliano who loved the poor and wanted to give them freedom." This is talking about how the man who fought for them had died. This really ended the Revolution. Revolutions can start from any were but this one was from the economic factors like the non-careing president and the Peoples land being taken away and them turned into slaves.

Page 3

Question 1 — Document Based Question

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

Overview

The intent of this question was to assess students' ability to articulate and defend an argument based on evidence within historical documents. This Document-Based Question (DBQ) asked students to evaluate the extent to which economic factors led to the Mexican Revolution of 1910–1920. The question addressed Topic 7.1: Shifting Power After 1900 of the AP World History Course Framework, and specifically Key Concept KC-6.2.II.D. The question provided opportunities for students to demonstrate all four of the historical reasoning skills, with a central focus on the skill of Causation. Responses were also expected to demonstrate the disciplinary practices of Analyzing Historical Evidence (primary sources) and Argument Development. The six text-based documents and one image provided evidence of causes of the Mexican Revolution. They provided students with multiple perspectives on the origins of the event, allowing students to develop their own argument as to the extent of economic influence on the origins of the revolution. Responses were expected to evaluate the sources, to add relevant historical detail, and to utilize the pieces of evidence to support and qualify an argument. Students also were asked to contextualize their essays by providing a larger historical framework within which the Mexican Revolution was situated. Responses were asked to provide explanation or description of the primary source documents' point of view, historical situation, intended audience, and/or purpose. Students could also demonstrate complexity by creating nuanced arguments, extended discussions of key developments, and/or consistently corroborating documents by analyzing their commonalities and differences.

Sample: 1A
Thesis/Claim: 1
Contextualization: 1
Evidence: 3
Analysis and Reasoning: 2

Total Score: 7

A. Thesis/Claim (0–1 points): 1
The response earned the point for the last sentence of the first paragraph, which identifies two distinct factors ("the failure of the Mexican government under Porfirio Diaz to provide suitable working conditions" and "the role of the government in supporting the oppressive industries of factories and plantations for the pursuit of a profit") as reasons for the outbreak of the Mexican Revolution.

B. Contextualization (0–1 points): 1
The response earned the point in the first two sentences of the first paragraph by connecting the process of industrialization and that the working class's "faught for fair condition" to revolutions.

C. Evidence (0–3 points): 3

Evidence from the Documents
The response earned 1 point for using six sources, omitting only Document 7.

The response earned the second evidence point by making arguments about foreign influence (supported by Documents 5 and 3), unfavorable labor practices, (supported by Documents 4 and 6), and the government's failure to address poor working conditions in Mexico (supported by Documents 6, 1, and 2).

Question 1 — Document Based Question (continued)

Evidence Beyond the Documents
The response earned the point by explaining and analyzing the *encomienda* system (at the top of the second page), making a direct link tracing the original land and labor injustices through the colonial period up to the modern day, and tying these specifically back to Document 6 which "uses this injustice to justify the right of Native Americans to take back their land and end the corrupt labor system" in the twentieth century.

D. Analysis and Reasoning (0–2 points): 2

Document Sourcing
The response earned the point for successfully sourcing three or more documents. The analysis of Document 3 uses the celebratory purpose of the consul's toast to explain that "it may overstate" its positive description of the situation in Mexico. The analysis of Document 4 identifies the sensationalist purpose and foreign point of view of the author as possibly damaging his credibility but carefully judges the source still to be useful to the argument about poor labor conditions in Mexico. The analysis of Document 6 points out the Native American ethnic identity of the author as potentially influencing his point of view and possibly leading him to exaggerate the plight of the Mexican peasantry. Finally, the analysis of Document 1 uses the fact that the author is a government official to explain the disconnect between this author and his audience on the matter of labor practices.

Demonstrating Complex Understanding
The response earned the point for demonstrating complex understanding through interrelated use of evidence to corroborate multiple perspectives across course themes and weaving together documents in support of one another in a nuanced way. For instance, the investment data in the table (Document 5) is used to elaborate on the "increase in foreign capital" mentioned in the consul's toast from (Document 3), which is in turn explicitly contrasted with the poor conditions of the farmworkers described in Document 4. Similarly, the position and perspective of laborers and land reformers evident in Documents 4 and 6 are juxtaposed with the government's obdurate denial of workers' rights and, indeed, crackdown as shown in Documents 1 and 2. Overall, the response carries a nuanced line of multiple-causation reasoning consistently through the analysis of both documentary and outside evidence.

Sample: 1B
Thesis/Claim: 1
Contextualization: 1
Evidence: 2
Analysis and Reasoning: 0

Total Score: 4

A. Thesis/Claim (0–1 points): 1
The response earned the point at the end of the first paragraph, by identifying "harsh working conditions and corrupt leadership" as factors that led "the working class of Mexico" to revolt against the government "[r]egardless of the economic prosperity seen in official documentation."

B. Contextualization (0–1 points): 1
The response earned the point in the first paragraph for discussing "an increase in ideals of freedom and self determination" in the period before the Mexican Revolution. The response further states that "[b]ecoming a world power became increasingly beneficial and in turn, pushed people in power to push their citizens to become overworked with little compensation." Although these statements are vague, they are sufficient to have earned the contextualization point.

Question 1 — Document Based Question (continued)

C. Evidence (0–3 points): 2

Evidence from the Documents
The response earned 1 point for using six documents. Document 5 is omitted.

The response earned the second evidence point by successfully supporting claims or arguments with six documents. Documents 4, 6, and 7 are used in support of an argument that the Mexican government failed to help the lower classes, and Documents 1, 2, and 3 are used to support an argument that the government was corrupt and oppressive.

Evidence Beyond the Documents
The response did not earn the point as it does not discuss any relevant evidence beyond that provided in the documents.

D. Analysis and Reasoning (0–2 points): 0

Document Sourcing
The response did not earn the point for sourcing the documents. The response only offers a single instance of sourcing: identifying the purpose for Document 2 as being "to further incentivize the people" in their protest.

Demonstrating Complex Understanding
The response did not earn the point for demonstrating complex understanding. The response does not offer a complex or nuanced analysis of the evidence from the documents, nor does it make insightful connections to other periods or historical contexts.

Sample: 1C
Thesis: 0
Contextualization: 0
Evidence: 1
Analysis and Reasoning: 0

Total Score: 1

A. Thesis/Claim (0-1 points): 0
The response did not earn the point. The introductory paragraph includes a claim ("Economic factors like leaders lead to this revolt"), but it is not well articulated. The concluding paragraph specifies that the "economic factors" included "the non-careing president" and "the peoples land being taken away from and them turned into slaves," but these references are also vague and/or inaccurate.

B. Contextualization (0-1 points): 0
The response did not earn the point as there is no attempt at contextualization.

C. Evidence (0-3 points): 1

Evidence from the Documents
The response earned 1 point because it contains references to Documents 1, 2, 4, 5, 6, and 7. There is no reference to Document 3.

Question 1 — Document Based Question (continued)

The response did not earn the second evidence point. Only Documents 1, 2, 4, 5, and 7 (one short of the number required to earn the point) are linked to an argument or claim tied to the prompt. Documents 1 and 2 are used in support of claims that President Diaz "wouldn't help the Mexican people with their workproblems" and that the people "didn't like this man and they wanted him out of office." Document 4 is used to support the claim that the Mexican government was "trapping" Mexican people into slavery. Document 5 is used to argue that "[a]ll this money wasn't helping the Mexican people," and Document 6 is used to support a claim that "the people wanted their land back and the government was doing nothing to help them."

Evidence Beyond the Documents
The response did not earn the point as there is no attempt to provide evidence beyond the documents.

D. Analysis and Reasoning (0-2 points): 0

Document Sourcing
The response did not earn the point for sourcing as it makes no sourcing attempts.

Demonstrating Complex Understanding
The response did not earn the point for demonstrating a complex understanding as the quality of the argument did not meet the criteria for the complexity point.