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# AP<sup>®</sup> World History: Modern

## Sample Student Responses and Scoring Commentary

### Inside:

#### Document-Based Question

- Scoring Guidelines
- Student Samples
- Scoring Commentary

**Question 1: Document-Based Question, Imperialism and Asian and African economies**

**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the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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 European imperialism affected economies in Africa and/or Asia in the nineteenth and early twentieth centuries.

Reporting Category	Scoring Criteria	
<p><b>Row A</b> <b>Thesis/Claim</b>  <b>(0-1 points)</b></p>	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.</p>
<b>Decision Rules and Scoring Notes</b>		
<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>• Are not historically defensible.</li> <li>• Only restate or rephrase the prompt.</li> <li>• Do not respond to the prompt.</li> <li>• Do not establish a line of reasoning.</li> <li>• Are overgeneralized.</li> </ul>		<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>• Provide a historically defensible thesis or claim that establishes a position on the extent to which European imperialism affected economies in Africa and/or Asia in the nineteenth and early twentieth centuries. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument.</li> </ul>
<p><b>Examples that do not earn this point:</b></p> <p><b>Provide a historically defensible claim, but do not establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li>• <i>“Europeans imported raw materials from Asia and Africa.”</i></li> </ul> <p><b>Establish a line of reasoning, but do not provide a historically defensible claim</b></p> <ul style="list-style-type: none"> <li>• <i>“European imperialism did not greatly alter the traditional trading practices of African kingdoms and states.”</i></li> </ul> <p><b>Do not focus on the topic of the prompt</b></p> <ul style="list-style-type: none"> <li>• <i>“The First and Second World War strongly influenced anti-colonial efforts in Africa and Asia.”</i></li> </ul>		<p><b>Examples that earn this point:</b></p> <p><b>Establish a line of reasoning that evaluates the topic of the prompt</b></p> <ul style="list-style-type: none"> <li>• <i>“States in Africa and Asia often saw their global trade heavily disrupted by European imperialism.”</i></li> <li>• <i>“Asian states often tried to prevent European imperialism from disrupting their economies but failed in doing so.”</i></li> </ul> <p><b>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</b></p> <ul style="list-style-type: none"> <li>• <i>“While European Imperialism certainly forced African and Asian economies to change, these changes often benefited local elites and Europeans.”</i></li> </ul> <p><b>Establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li>• <i>“European Imperialism often negatively affected African economies.”</i> (Minimally acceptable thesis/claim)</li> </ul>
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• 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).</li> <li>• The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period.</li> </ul>		

Reporting Category	Scoring Criteria			
<p>Row B Contextualization  (0-1 points)</p>	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Describes a broader historical context relevant to the prompt.</p>		
<b>Decision Rules and Scoring Notes</b>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>• Provide an overgeneralized statement about the time period referenced in the prompt.</li> <li>• Provide context that is not relevant to the prompt.</li> <li>• Provide a passing phrase or reference.</li> </ul> <p><b>Examples that do not earn this point:</b></p> <p><b>Do not provide context relevant to the topic of the prompt:</b></p> <ul style="list-style-type: none"> <li>• <i>“States during the First World War produced propaganda to convince soldiers to fight.”</i></li> </ul> <p><b>Provide a passing phrase or reference</b></p> <ul style="list-style-type: none"> <li>• <i>“European Imperialism often perpetuated racial prejudice.”</i></li> </ul> </td> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>• Accurately describe a context relevant to the extent to which European imperialism affected economies in Africa and/or Asia in the nineteenth and early twentieth centuries.</li> </ul> <p><b>Examples of relevant context that earn this point include the following if appropriate elaboration is provided:</b></p> <ul style="list-style-type: none"> <li>• European extraction economies, such as mining operations in Africa, developed.</li> <li>• European nations competed with one another for influence and territory in Africa and Asia.</li> <li>• Anti-imperialist movements were often strongly influenced by nationalism, such as in Thailand.</li> <li>• European nations often completed infrastructure projects in imperialized regions, such as the British building railroads in India.</li> <li>• The use of fossil fuels contributed to high demand for energy sources.</li> <li>• New imperialist, ideas such as the civilizing mission and Social Darwinism in the nineteenth and twentieth centuries, led European nations to take more direct control over states in Africa and Asia.</li> </ul> <p><b>Examples of acceptable contextualization:</b></p> <ul style="list-style-type: none"> <li>• <i>“European nations in the late nineteenth century divided up Africa between them during the Berlin Conference.”</i></li> </ul> </td> </tr> </table>			<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>• Provide an overgeneralized statement about the time period referenced in the prompt.</li> <li>• Provide context that is not relevant to the prompt.</li> <li>• Provide a passing phrase or reference.</li> </ul> <p><b>Examples that do not earn this point:</b></p> <p><b>Do not provide context relevant to the topic of the prompt:</b></p> <ul style="list-style-type: none"> <li>• <i>“States during the First World War produced propaganda to convince soldiers to fight.”</i></li> </ul> <p><b>Provide a passing phrase or reference</b></p> <ul style="list-style-type: none"> <li>• <i>“European Imperialism often perpetuated racial prejudice.”</i></li> </ul>	<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>• Accurately describe a context relevant to the extent to which European imperialism affected economies in Africa and/or Asia in the nineteenth and early twentieth centuries.</li> </ul> <p><b>Examples of relevant context that earn this point include the following if appropriate elaboration is provided:</b></p> <ul style="list-style-type: none"> <li>• European extraction economies, such as mining operations in Africa, developed.</li> <li>• European nations competed with one another for influence and territory in Africa and Asia.</li> <li>• Anti-imperialist movements were often strongly influenced by nationalism, such as in Thailand.</li> <li>• European nations often completed infrastructure projects in imperialized regions, such as the British building railroads in India.</li> <li>• The use of fossil fuels contributed to high demand for energy sources.</li> <li>• New imperialist, ideas such as the civilizing mission and Social Darwinism in the nineteenth and twentieth centuries, led European nations to take more direct control over states in Africa and Asia.</li> </ul> <p><b>Examples of acceptable contextualization:</b></p> <ul style="list-style-type: none"> <li>• <i>“European nations in the late nineteenth century divided up Africa between them during the Berlin Conference.”</i></li> </ul>
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<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• To earn this point, the context provided must be more than a phrase or reference.</li> </ul>				

Reporting Category	Scoring Criteria		
Row C Evidence	<b>Evidence from the Documents</b>		
0-3 points	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Uses the content of at least <b>three</b> documents to address the <b>topic</b> of the prompt.	<b>2 points</b> Supports an <b>argument</b> in response to the prompt using at least <b>six</b> documents.
<b>Decision Rules and Scoring Notes</b>			
<b>Responses that do not earn points:</b> <ul style="list-style-type: none"> <li>Use evidence from less than three of the documents.</li> <li>Misinterpret the content of the document.</li> <li>Quote, without an accompanying description, of the content of the documents.</li> <li>Address documents collectively rather than considering separately the content of each document.</li> </ul>	<b>Responses that earn 1 point:</b> <ul style="list-style-type: none"> <li>Accurately describe—rather than simply quote—the content from at least three of the documents to address the topic of European imperialism and/or economies in Africa and/or Asia in the nineteenth and early twentieth centuries.</li> </ul> <b>Examples of describing the content of a document:</b> <b>Describe evidence from the documents relevant to the topic but do not use that evidence to support an argument</b> <ul style="list-style-type: none"> <li>(Document 2) <i>“The graph shows that there was a big reversal in the trade between 1810 and 1830, with India exporting less cloth to Britain and importing much more cloth from Britain.”</i></li> </ul>	<b>Responses that earn 2 points:</b> <ul style="list-style-type: none"> <li>Support an argument in response to the prompt by accurately using the content of at least six documents.</li> </ul> <b>Examples of supporting an argument using the content of a document:</b> <ul style="list-style-type: none"> <li>(Document 5): <i>“The account by the Congolese refugee shows how the Belgian colonizers’ harsh demands for rubber production led to starvation and violence among the native population. The account shows the extent of economic disruption brought to African society by imperialism.”</i> (Connects the content of the document to an argument about the great extent to which European imperialism disrupted or even destroyed some African economies)</li> <li>(Document 6): <i>“Ndansi Kumalo’s account shows the devastation of traditional African economies by imperialism, by relating how the Ndebele were forced into wage work for the White settlers in mines and farms, where they were subjected to high taxes.”</i> (Connects the content of the document to an argument about the extent to which imperialism transformed and disrupted traditional African economic activities)</li> </ul>	
<b>Additional Notes:</b> <ul style="list-style-type: none"> <li>To earn 2 points, the response does not have to use the six documents in support of a single argument—they can be used across sub-arguments or to address counterarguments.</li> </ul>			

<b>Row C (continued)</b>	<b>Evidence Beyond the Documents:</b>	
	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Uses at least one additional piece of the specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.</p>
	<b>Decision Rules and Scoring Notes</b>	
	<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>• Provide evidence that is not relevant to an argument about the prompt.</li> <li>• Provide evidence that is outside the time period or region specified in the prompt.</li> <li>• Repeat information that is specified in the prompt or in any of the documents.</li> <li>• Provide a passing phrase or reference.</li> </ul>	<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>• Must use at least one specific piece of historical evidence relevant to an argument about the extent to which European imperialism affected economies in Africa and/or Asia in the nineteenth and early twentieth centuries.</li> </ul> <p><b>Examples of specific and relevant evidence beyond the documents that earn this point include the following if appropriate elaboration is provided:</b></p> <ul style="list-style-type: none"> <li>• British investment projects, such as the building of railroads in India and Africa</li> <li>• Large-scale European-driven infrastructure projects, such as the building of the Suez Canal</li> <li>• Economic modernization initiatives taken by Asian and African states, such as the Meiji Restoration in Japan</li> <li>• The forced expulsion of ethnic groups from traditional land, such as during the Herero genocide or the displacement of Arab and Berber populations in French Algeria</li> <li>• The use of military force to require Asian and African states to alter their trading patterns, such as during the Opium Wars</li> </ul> <p><b>Examples of evidence beyond the documents relevant to an argument about the prompt:</b></p> <ul style="list-style-type: none"> <li>• <i>“The British opium trade in China eventually led to the Opium wars, during which Britain used its military to force China to agree to unequal trade agreements.”</i> (Provides a piece of evidence not in the documents relevant to an argument about the prompt)</li> <li>• <i>“Local elites often cooperated with European forces for their own benefit, even though those agreements did not necessarily benefit their subjects. For instance, Egypt cooperated with France and Britain to build the Suez Canal, but many Egyptian workers suffered and died during the construction.”</i> (Provides a piece of evidence not in the documents relevant to an argument about the prompt)</li> </ul>
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• Typically, statements credited as evidence will be more specific than statements credited as contextualization.</li> <li>• To earn this point, the evidence provided must be different from the evidence used to earn the point for contextualization.</li> <li>• To earn this point, the evidence provided must be more than a phrase or reference.</li> </ul>		

Reporting Category	Scoring Criteria	
Row D Analysis and Reasoning  0-2 points	<b>Sourcing</b>	
	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> 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.
	<b>Decision Rules and Scoring Notes</b>	
<b>Responses that do not earn this point:</b> <ul style="list-style-type: none"> <li>Explain sourcing for less than three of the documents.</li> <li>Identify the point of view, purpose, historical situation, and/or audience but fail to explain how or why it is relevant to an argument.</li> <li>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.</li> </ul>	<b>Responses that earn this point:</b> <ul style="list-style-type: none"> <li>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.</li> </ul> <b>Example of acceptable explanation of the significance of the author’s point of view:</b> <ul style="list-style-type: none"> <li>(Document 1): <i>“The author of Document 1 was a manager of a Dutch-government-owned sugar factory in Indonesia. As a manager, it would have been his duty to report to his superiors about the damage that the Dutch Cultivation System has inflicted on the availability of Indonesian labor for his factory.”</i> (Connects the point of view of the author to an argument about the negative influence of Dutch imperial policies on the economy of Java)</li> </ul> <b>Example of acceptable explanation of the significance of the author’s purpose:</b> <ul style="list-style-type: none"> <li>(Document 7): <i>“The purpose of the account is to document the cruelty of the Germans and the economic hardships placed on Africans working on the cotton plantations. Because the account was given to African historians after Tanzania became independent, they would likely have wanted to emphasize the negative aspects of European imperialism.”</i> (Connects a plausible speculation regarding the purpose of the source to an argument about the extent to which European imperialism affected African economies)</li> </ul> <b>Example of acceptable explanation of the relevance of the historical situation of a source:</b> <ul style="list-style-type: none"> <li>(Document 4): <i>“The Ndebele ruler, whose territory was probably under a lot of pressure from White settlers as well as from neighboring African groups, likely thought that he had no choice but to trade away the right to mine raw materials in his country to the English in exchange for guns and a steamboat with which he could defend himself.”</i> (Connects the historical situation of the document to an argument about an economic change in Africa brought about by European imperialism)</li> </ul>	
<b>Examples that do not earn this point:</b>  <b>Identify the point of view, purpose, historical situation, and/or audience, but do not explain how or why it is relevant to an argument</b> <ul style="list-style-type: none"> <li><i>“The author of Document 5 was a victim of the violence in the Belgian Congo.”</i></li> </ul> <b>Summarize the content of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience</b> <ul style="list-style-type: none"> <li><i>“In Document 2, the graphs show that Indian exports to Britain are declining while British exports to India are rising.”</i></li> </ul>		

<b>Row D (continued)</b>	<b>Complexity</b>	
	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> 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.</p>
	<b>Decision Rules and Scoring Notes</b>	
	<p><b>Responses that earn this point:</b> May demonstrate a complex understanding in a variety of ways, such as:</p> <ul style="list-style-type: none"> <li>• Explaining nuance of an issue by analyzing multiple variables.</li> <li>• Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects.</li> <li>• Explaining relevant and insightful connections within and across periods.</li> <li>• Confirming the validity of an argument by corroborating multiple perspectives across themes.</li> <li>• Qualifying or modifying an argument by considering diverse or alternative views or evidence.</li> </ul> <p><b>Demonstrating complex understanding might include any of the following if appropriate elaboration is provided:</b></p> <ul style="list-style-type: none"> <li>• Analyzing multiple variables, such as considering diverse or alternate perspectives or evidence. For example, a response may explore multiple economic impacts of European imperialism on native societies, including physical exploitation of native labor, collapse of traditional economic activity, restructuring and realignment of elites, changes to gender roles as a result of new economic demands, etc. (Explains nuance)</li> <li>• Explaining relevant and insightful connections across time and space. For example, a response may compare the effects of European imperialism seen in Documents 4 and 6 with the effects of imperialism in other colonial settings where large numbers of White settlers encroached on the territories of native peoples—such as in Australia or Algeria. Or a response may compare the exploitation of native labor for the extraction of resources, as seen in Documents 1, 5, and 7, with the exploitation of native labor through indirect imperialism in Latin America through forced labor systems such as indenture and debt servitude. (Explains relevant and insightful connections)</li> <li>• Corroborating multiple perspectives, such as explaining how European imperialism’s economic effects were complex and affected different segments of Asian and African societies in different ways. For example, a response might argue that, in addition to its destructive or disruptive economic effects, European imperialism in some cases benefitted parts of native societies through increased trade (Document 3), limited economic modernization (Document 1), strengthening of native elites (Document 4) or economic recovery after the initial disruption (Document 6). (Corroborates, qualifies or modifies an argument by considering diverse or alternative views or evidence)</li> </ul>	
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.</li> </ul>		



## 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. T.G. Edwards, manager of a Dutch sugar factory in Java, letter to the Dutch colonial government on labor shortages, 1858	<ul style="list-style-type: none"> <li>Reports on the negative effects of the imposition of the Dutch Cultivation System on the availability of Javanese labor for the sugar factory. Because of the demands of the Cultivation System, Javanese workers are subject to multiple labor demands, and the factory cannot get workers despite offering good wages.</li> </ul>	<ul style="list-style-type: none"> <li>The author of Document 1 was a manager of a Dutch-government-owned sugar factory in Indonesia. As a manager, it would have been his duty to report to his superiors about the damage that the Dutch Cultivation System had inflicted on the availability of Indonesian labor for his factory. (POV, purpose)</li> <li>The Cultivation System was an attempt by the Dutch colonial authorities in the East Indies to force the native population to produce cash crops for the Dutch. This reflected a general push to make colonies more profitable for Europe by extracting raw materials or commodities for export. (situation)</li> </ul>
2. British East India Company, data reported to the British Parliament regarding the textile trade with India, 1810-1830	<ul style="list-style-type: none"> <li>The graphs show divergent trends for Indian textile exports to Britain and British textile exports to India: Indian exports to Britain are declining while British exports to India are rising. The drop in Indian exports to Britain is particularly sharp for the calico and muslin cloth category, while the rise in British export to India is particularly great for the plain cotton cloth category.</li> </ul>	<ul style="list-style-type: none"> <li>As Great Britain was becoming an increasingly industrialized country during this period, the purpose of the EIC providing this data to Parliament may have been in part to show that it was playing its part in providing markets for British industrial goods, the most important one of which was cotton textiles. (purpose)</li> <li>Because of the system of Company Rule in India, the EIC, rather than the British government, had effective control of large parts of the Indian subcontinent. That explains why it was the EIC's responsibility to collect such trade information and report it to the British Parliament. (situation)</li> </ul>
3. Bankim Chandra Chatterjee, <i>The Cultivators of Bengal</i> , article published in the Bengali press, 1872	<ul style="list-style-type: none"> <li>States that the growing trade between India and Britain has led to an expansion of Indian agriculture, as India has become an exporter of agricultural commodities to Britain. Acknowledges that the Indian cotton industry has collapsed because of cheap British cloth imports but suggests that the collapse can be managed by Indian weavers being more open to adopting other trades, such as cultivating rice.</li> </ul>	<ul style="list-style-type: none"> <li>The publication of this perspective on the economic impact of India's trade with Great Britain in an Indian (Bengali) newspaper was likely meant in part to challenge the Indian audience's notions of rigid caste distinctions. By emphasizing that the 'reluctance to give up hereditary trades' has become an economic liability, the author is urging Indians to loosen the rigid restrictions in their society in order to make India more adaptable to economic change. (audience, purpose)</li> <li>The article suggests that Chatterjee shared the position of many educated Indian intellectuals at the time that India could benefit socially and economically from British rule. He emphasizes the economic benefits of trade with Britain and the opportunities trade may bring for modernizing Indian society. (POV, situation)</li> </ul>

<p>4. King Lobengula Khumalo, Contract with an English company over mining rights in Ndebele territory, 1888</p>	<ul style="list-style-type: none"> <li>The ruler of the Ndebele enters into a contract with three British business associates of Cecil Rhodes’ mining company, awarding them exclusive mining rights in his territories, in exchange for a monthly payment, English rifles, and a promise to deliver a steamboat with guns on the Zambezi River.</li> </ul>	<ul style="list-style-type: none"> <li>The Ndebele ruler, whose territory was probably under a lot of pressure from White settlers as well as from neighboring African groups, likely thought that he had no choice but to trade away the right to mine raw materials in his country to the English in exchange for guns and a steamboat with which he could defend himself. (POV, situation)</li> <li>By emphasizing that “various [other] persons and companies” have sought the rights to mine in his territories, King Lobengula may have wanted to convey to Cecil Rhodes’ company that his company must abide by its obligations under the contract. (purpose, audience)</li> </ul>
<p>5. Moyo, Congolese refugee, testimony for a Belgian investigation into abuses related to rubber collection in the Congo, 1904</p>	<ul style="list-style-type: none"> <li>Describes the hardships on the native population produced by the Belgian authorities’ cruel system of extracting rubber by imposing rubber production quotas on Congolese villages. The villagers found it harder and harder to meet the quota, needing to go further and further into the jungle to find rubber trees. As more members of village society, including women, had to work to make the rubber quota, cultivation of food crops was abandoned, and starvation set in. The authorities did not reduce the quota and only provided token payments for the rubber.</li> </ul>	<ul style="list-style-type: none"> <li>The Belgian authorities’ system of rubber extraction from the Congo reflects both the prevalent racial views in late-nineteenth-century Europe that saw Africans as racially inferior, and thus they were subjected to inhumane working conditions. Europeans also recognized the economic importance of strategic natural resources such as rubber to Europe’s industrializing economies. (situation)</li> <li>As an eyewitness account of a refugee from the atrocities it describes, Moyo’s account is likely credible in its description of the devastating economic and social toll of the Belgian rubber quota systems on Congolese villages. (POV)</li> </ul>
<p>6. Ndansi Kumalo, account of living conditions of the Ndebele in the 1890s, given to a British anticolonial activist, published in 1936</p>	<ul style="list-style-type: none"> <li>Outlines the shifts in Ndebele economic activities after the end of the unsuccessful Ndebele revolt in 1897; the Ndebele had lost their cattle (traditional source of wealth) during the revolt and were forced into paid work for the White settlers, in mines and in agriculture. In addition to that, the Ndebele were subjected to heavy taxes by the British colonial government, including a rent tax for allegedly living on White settlers’ land.</li> </ul>	<ul style="list-style-type: none"> <li>As an oral history narrative recorded decades after the events it describes, Ndansi Kumalo’s account represents a long-term assessment of the social and economic effects of the Ndebele revolt on the Ndebele people. As such it focuses on big changes, such as, the transition from subsistence cattle raising to wage work, especially in mining, and the transition to being integrated into the White-settler dominated economy of South Africa through the paying of taxes and using money. (audience, POV)</li> <li>The context of the economic and social changes described in the document is the growing rate of White settlement in interior parts of southern Africa during the late nineteenth and early twentieth century, encroaching on the lands of native peoples such as the Ndebele. The discovery of gold, diamonds, and other resources in various parts of the region exacerbated this process. (situation)</li> </ul>

<p>7. Anonymous Tanzanian participant in Maji Maji uprising, account of conditions on German cotton plantations during the 1900s, published in 1967</p>	<ul style="list-style-type: none"> <li>• Describes the labor obligations imposed on Africans by the German colonizers’ creation of cotton plantations in the first decade of the twentieth century. African villagers were required to work on the cotton plantations on allotted days of the week. Work conditions on the plantations were brutal, and Africans were also subjected to paying taxes in addition to their forced labor obligations. This led to Africans hating German rule.</li> </ul>	<ul style="list-style-type: none"> <li>• The purpose of the account is to document the cruelty of the Germans and the economic hardships placed on Africans working on the cotton plantations. Because the account was given to African historians after Tanzania became independent, they would likely have wanted to emphasize the negative aspects of European imperialism. (purpose, audience)</li> <li>• As a relative latecomer to European imperialism in Africa, Germany was eager to show that it could bring “progress” to its African colonies, which often meant starting economic activities in the colonies that would be profitable to the German colonialists. The cotton plantations in Tanzania (Tanganyika) were an example of such enterprises, where resource extraction was accomplished at the cost of harsh economic exploitation of the African workers. (situation)</li> </ul>
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As the industrial revolution grew in European countries, the need for raw goods from workers was exasurbated, and so European powers, after losing their American colonies in various wars of independence, turned to the thrawing Indian Ocean and Africa to participate in industrial-powered imperialism. ~~While~~ Prior to the ~~19th century~~ <sup>second wave of imperialism,</sup> Europe had been present in the Indian Ocean. The Dutch East India company exploited Indonesia for spices, the ~~Bar~~ Portugese established trading posts and shipping services through joint-stock companies, and the British East India Company established trading relations with the ~~the~~ declining Mughal Empire. However, this changed during the Indian Revolt, or sepoy rebellion, where the British East India Company was replaced with the British government, and with the fruits of the Industrial Revolution, many countries, such as the Dutch, replaced their joint-stock companies with stricter government-based colonial control. Companies that remained now had the ability to impose further economic ~~import~~ and direct imperialism upon their colonies in the quest for raw goods. Out of this new stricter imperialism, it is clear that ~~the~~

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European Imperialism affected Asian and African economies via creating exploitation-based economies and economies reliant on Europe. Afro-Asian Economies, under European colonialism, were based in exploitation.

In Document 1, T.G. Edwards describes that workers in Java are subject to forced government labor under the Dutch Cultivation System. This shows that ~~the Dutch colonial powers~~ <sup>(1, 5, 6, 7)</sup> exploited workers in Africa and Java and those workers were subject to many labor demands. However, it is important to consider that Edwards works as a manager of a government factory, so his descriptions of how badly this labor issue is may be inflated so he can cause change to earn himself profit. In Document 5, Moyo states that workers got no pay for their labor and that if they failed then they would be killed. This proves that Belgian exploitation was rampant in Congo, and that the slavery conditions imposed led to mass killings by white colonial rulers, preventing essential economic activities such as the cultivation of food (5). A piece of outside evidence is that the Belgian government conquered the Congo by false and tricky treaties with local chiefs, allowing the Belgian government to essentially do whatever it wanted with no little outcry or punishment from other world powers. This

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Affects the sourcing, as there is importance of Moyo experiencing these actions firsthand and reporting them establishes his purpose as for the Belgian government to stop this exploitation. In document 6, Kumalo states that the Ndebele were not used to working for wages. This is caused by colonial exploitation by the British where slave labor was used. This shows that the British often did not pay Africans a ~~high~~ wage, and exploited them for their labor. It is however, important to recognize that this account was ~~written~~ published by ~~more~~ more than 40 years after these events, which could have led to Kumalo's memory fading on the event, which takes away part of this account's verity. Another thing to consider about Kumalo's account is that he mentions a rebellion, which enforces the idea that ~~the~~ colonized people were not happy with their exploitation. (6). A piece of outside evidence this relates to is that ~~many~~ a large part of imperialism's justification was through "the white man's burden" stating that ~~the~~ non-white people, especially Africans, were inherently "uncivilized" and needed European intervention to "civilize" them. It is likely that the ~~European~~ British regarded

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The rebellion or the Ndebele revolt as another case of Africans needing to be "civilized," when it was really a revolt to protect Africans from an European exploitation. In Document 7, it is stated that ~~Africans~~<sup>Tanzanians</sup> were often whipped and were not provided with break in as very hard and laborous work, and that the German government was hated for its cruel exploitative practices, and that to protest this exploitation Tanzanians risked their lives to end it in the Tanzanian uprising (1). It is important to consider that, like document 6, this is also an interview published well after the time ~~it~~<sup>the participant</sup> was interviewed about. Also, due to the source's anonymity, there is no way to check the truthfulness about their personal claims, only by comparing it to others.

European imperialism also affected economies by making Asian and African colonies reliant on Europe ~~for~~ (2, 3, 4). Source 2 from the British East India company shows that India was reliant on Britain for finished goods. This graph ~~proves~~<sup>shows</sup> that India was not able to industrialize under British rule, and therefore acts as a raw goods exporter and market for British profit. India was reliant on Britain for finished goods. (2). Source 3, ~~shows~~

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a different outlook on British Imperialism, conflicting with previous sources on if European rule was exploitative or beneficial. Chatterjee argues that while India cotton weaving has collapsed, Indian workers should just move to another job, and that Agriculture has expanded due to British rule, ~~is~~ making India reliant on British rule to continue to have ~~an~~ a ~~work~~ large agricultural economy (3.) However, Chatterjee's opinion as an Indian intellectual may be influenced by the fact that most Indian intellectuals ~~did not~~ went to England for their education, and so ~~they~~ <sup>Chatterjee</sup> may have taken on English ideas about imperialism if he did get schooled in England as most Indian scholars did. Another important thing to note is that Chatterjee is not working these said weaving and agricultural job, but is working a middle class job that makes him a secondary source on the matter. In Document 4, it is shown that Khumalo is reliant on the British to supply him with guns and ships to defend his territories, showing that the Europeans superior military technology not only allowed for easy conquering, but for the negotiations with local elites (4). This source relates ~~not~~ ~~to~~ to ~~be~~ Document 5, where

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Moyo describes that there are corrupt officials willing to take the pay which ultimately lead to massive worker exploitation. One piece of outside evidence is that Rhodes, who ~~was~~ Khumalo is ~~speaking~~ contracting with, was known for being so massively exploitative that African countries are still suffering the affects.

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Economic Imperialism occurred after the Industrial Revolution, where industrialized <sup>nations</sup>, particularly in Western Europe, exploited the labor and resources of non-industrialized nations in Africa and Asia. It was for the benefit for themselves, either by ~~gather~~ exploiting the labor of indigenous peoples to gather resources, or to expand markets to yield the most profit. In this process, the economies of the colonized (Asia and Africa) <sup>mostly</sup> declined.

In Document 1, it can be seen that the economy of Java in ~~the~~ Southeast Asia declined due to the Dutch's forceful labor system. All of the <sup>local</sup> Javanese workers were to work in sugar fields, only benefiting the ~~colonial government~~ Dutch. In this way, the economy Java declined, as shown by the failure of a private factory owner to employ workers. The failure of private businesses to flourish on Java caused the economy to decline.

However, in ~~India~~ <sup>Also</sup>, the <sup>Indian</sup> economy <sup>declined</sup> improved. Document 2 shows that less <sup>textiles</sup> ~~goods~~ from India went to Great Britain than Great Britain <sup>textiles</sup> ~~goods~~ went to India. This is because Great Britain was industrialized, and could produce better quality of goods in mass production. This resulted in British textiles outcompeting Indian textiles. In this way, India's economy ~~improved~~ declined, particularly in the textile industry of India.

However, Document 3 shows that only the textile industry declined India, whereas the whole of India's economy benefited. Trade <sup>activity</sup> increased as agricultural products, such as

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silk, rice, and indigo was exported to & Great Britain. In this way, <sup>the</sup> agriculture ~~was~~ industry was able to benefit from British imperialism. This was because India's economy is largely agrarian-based, as it has not industrialized yet.

Furthermore, the African state of Zimbabwe was able to benefit its economy from European imperialism. Document 4 shows that Zimbabwe ~~was~~ traded gave free economic privileges in the mines to Britain, in return for military technology. This was because Zimbabwe was not industrialized yet, like India, and needed to rely on the British for technology. Although Britain received greater economic prosperity due to this trade agreement, Zimbabwe still had economic benefits.

On the other hand, European imperialism brought declination in the economies of many African states. For example, Document 5 shows how the Belgian government reaped the economic benefits of the Congo by setting up strict labor regulations. The local Congolese worked in rubber plantations, and received no pay and were threatened to death if they do not ~~myield~~ rubber gather enough rubber. This harsh treatment prevented any Congolese to have other economic activities, thus, damaging the Congolese economy.

Similarly, Document 7 shows the harsh treatment of Tanzanian laborers, that ~~were~~ given worked on the German cotton plantations. Much like many ~~in~~ colonies, the Tanzania had not industrialized, and was exploited by the more

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powerful Germany. As stated in Document 7, ~~Tanzania~~ did not receive any economic benefit, as they were taxed as well. ~~Lastly~~ <sup>Additionally,</sup> Document 6 shows ~~the~~ Zimbabwe suffering under British imperialism. Although local Zimbabwe workers received pay and was able to recover ~~some of~~ stability in their lives, ~~this~~ was temporary. Taxes imposed by the British government <sup>was</sup> greatly detrimental to the economy of Zimbabwe. This resulted in the Zimbabwe people to have no net profit.

Lastly, China ~~can be~~ suffered under European imperialism. Having not industrialized, China's economy was manipulated by multiple European countries. Instead of being reaped of resources, it instead ~~was~~ suffered greatly from market commerce. European nations used opium to sell to China's people. This was successful because millions of Chinese got addicted to this drug, and China's government could not do anything, having not industrialized. In this way, the economy of China declined by European imperialism.

In conclusion, many nations fell prey to European imperialism and declined in their economies. Although some, like India, improved their overall economy, most economies fell. It is a common theme that Europeans abuse their superiority <sup>over</sup> of non-industrialized and weaker states for solely their benefit, while the non-industrialized state is exploited and damaged.

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The extent to which European imperialism affected economies in Africa & Asia in the 19<sup>th</sup> & early 20<sup>th</sup> centuries was quite immense seeing as it affected their trade, ~~agriculture~~ & labor forces as seen in the documents. In the time of European imperialism many countries would/could end up falling to the power of those very powerful countries like Europe & their political systems which largely affected their everyday lives.

To begin with, European imperialism impacted countries who had any ties with them & largely changed the ways in which some of their trading systems worked. Indian journalist & intellectual, Bankim Chandra Chatterjee's article, "The Cultivators of Bengal" was published in India, 1872 & spoke of their trade & economic relations with England. This included talk about their agricultural commodities such as rice/silk, & indigo etc. Indian agriculture expanded as trade increased after the establishment of British rule which grew & expanded the demand for agricultural commodities. (Doc 03) This shows how imperialism in Europe helped to expand connections with India & increase their economy because they helped grow the need for Indian agricultural commodities with England. This helped their economy grow & expand while also helping to strengthen their overall usage of goods around the globe leading to an increase in economy.

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Secondly, European imperialism ~~was~~ largely impacted labor forces throughout African & Asian countries which largely affected their economy through work wages. In 1904, a Congolese refugee, Moyo, gave testimony to the Belgian government about the condition of the native Belgian Congo population, which led to be quite negative especially when it came to wages in labor forces. His testimony is valuable in showing the horrible mistreatment he & his people went through. So with his testimony his purpose could have been to expose the horrible labor & to advocate for better working conditions. Rubber slowly got scarce & with it went their pay slowly getting smaller & smaller until they eventually got no pay. All money "made" went to the chief. Along with that, they were worked in terrible conditions, living & working in the face of danger for nothing at all. (DOC 05) This shows how imperialism took away their power & their control which quickly decreased their economy. Instead all money went to those in power who didn't work for it. Decrease in rubber plants made labor terrible because soon the Belgian Congo villagers got little salt & cloth from their government & their economy get no chance to revive itself. Similarly, Ndansi Kumalo's oral memoir of his experience in the 1890's, speaks of how he & his people of the Ndebele ethnic group got scammed & used for labor by "the white" people. Their

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Rebellion had been shut down but they were thankfully offered work in the farms & mines of white people. At first all was good but they were still getting used to working for a wage. Soon they had gotten their livelihoods somewhat back to normal. Then came the taxes. With it all their hard work was for nothing. (Doc 04) As a voice to represent the Ndebele the purpose of his memo was to show the economical decline that his people were facing in labor forces because of the imperialism of Europeans (who they referred to as the whites). It shows how their fight & revolt meant nothing to Europeans. Only got power (along with money) taken away. Also from the Ndebele people was their ~~king~~ ruler, Lobengula Khumalo who made a contract with an English business man, Cecil Rhodes, concerning the mining company in 1893. After having gone through so many negative experiences with the ~~English~~ <sup>English</sup>, this contract had finally allowed for the Matabele (Ndebele) people to get their money's worth along with 11000 England made piffies. That wasn't the end of it because they were also promised steamboats & guns. (Doc 04) After the reconciliation between the Ndebele & the English, this contract's purpose could have been to show that the English did have some sort of interest in the people they worked with & felt it was correct to right their wrong & return their money.

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In conclusion, European imperialism did impact have a large effect on African countries & its economies more than it did Asian ones. Although large, not all the effects were positive but they worked to get their best especially when it came to their trade & labor.

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## 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 provided by a select set of historical documents. The Document-Based Question (DBQ) asked students to evaluate the extent to which European imperialism had an impact on the economies of Africa and/or Asia. Responses were expected to address the time frame of the 19<sup>th</sup> through the early 20<sup>th</sup> centuries and to demonstrate the historical thinking skill of causation. The question addressed Topics 6.2 and 6.5 and Key Concepts 5.1, 5.2, and 5.4 of the AP World History Course Framework.

### 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 1 point for thesis/claim at the top of the second page, specifying that imperialism shaped the region “via exploitation-based economies and economies reliant on Europe.”

### B. Contextualization (0–1 points): 1

The response earned 1 point for contextualization in the first paragraph for a wide-ranging discussion of imperial, colonial, and economic developments relevant to Asia, Africa, and Europe. Multiple specific examples (such as the Industrial Revolution, the American wars of independence, the reference to a “second wave of imperialism,” etc.) show a clear grasp of changes over time in the global balance of power, in European imperial expansion, and in economic activity. Multiple statements relate this context directly to the argument, for instance, the statement that “many countries . . . replaced their joint-stock companies with stricter government-based colonial control,” so that the context and thesis are effectively developed and mutually intertwined throughout the entire first paragraph.

### C. Evidence (0–3 points): 3

#### Evidence from the Documents

The response earned 2 points for evidence by using all seven documents to support an argument in response to the prompt. The documentary evidence is organized and sequenced in such a manner that each piece of evidence is corroborated by other source material.

## Question 1—Document-Based Question (continued)

### Evidence Beyond the Documents

The response earned 1 point for evidence beyond the documents for the detailed discussion of the White Man’s Burden concept at the end of page 3. There are additional scorable examples in the introduction, such as the mentions of the Indian Revolt, British-Mughal trade, or the transition from East India Company control to government control. The elaboration on Cecil Rhodes at the closing of the response is another instance.

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

#### Document Sourcing

The response earned 1 point for sourcing the documents. The response notes plausibly that the factory manager’s descriptions in Document 1 “may be inflated” for reasons of personal gain, that the witness’s firsthand experience of suffering described in Document 5 helps clarify his purpose, and that the long delay between the events described in Document 6 and the recording of the memoir brings the veracity of the document into question. The “false and tricky treaties with local chiefs” in the Congo mentioned at the end of the second page, or the practice of Indian elites receiving education in Britain serve effectively as historical-situation sourcing analysis for Documents 5 and 3, respectively; alternatively, these details could qualify as evidence beyond the documents if more had been necessary to earn the point. The White Man’s Burden and “civilization” discussions similarly function to situate Document 6. Finally, the response zeroes in on the anonymous nature of the speaker in Document 7 to analyze point of view.

#### Demonstrating Complex Understanding

The response earned 1 point for complexity. Already in the introductory paragraph, the response demonstrates a complex understanding of the causes and consequences of European imperialism, as well as the interconnections between imperialism and economic activity. Throughout the response, evidence from the documents as well as additional evidence is marshaled and deployed in a sophisticated fashion that acknowledges contradictions and effectively qualifies and corroborates the argument. The sourcing analysis, in particular, shows an advanced understanding of the nature of historical evidence, weighing credibility and modifying the argument accordingly.

#### Sample: 1B

#### Thesis/Claim: 1

#### Contextualization: 1

#### Evidence: 3

#### Analysis and Reasoning: 0

#### Total Score: 5

### A. Thesis/Claim (0–1 points): 1

The response earned 1 point for thesis/claim in the first paragraph, by asserting that “exploiting the labor of indigenous peoples to gather resources” and “expand[ing] markets to yield the most profit” led to a decline in the “economies of the colonized (Asia and Africa).”

## Question 1—Document-Based Question (continued)

### B. Contextualization (0–1 points): 1

The response earned 1 point for contextualization through the introductory paragraph’s statement connecting the Industrial Revolution and imperialism.

### C. Evidence (0–3 points): 3

#### Evidence from the Documents

The response earned 2 points for evidence by supporting the argument with information from each of the seven documents.

#### Evidence Beyond the Documents

In addition, the response earned 1 point for evidence beyond the documents for using (on page 3) the British opium trade in China as an example of economic damage done to an Asian society by European imperialism.

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

#### Document Sourcing

The response did not earn the point for sourcing the documents because it does not attempt sourcing analysis of any documents.

#### Demonstrating Complex Understanding

The response did not earn the point for complexity. There is no attempt to demonstrate a complex understanding of the extent to which European imperialism affected economies in Africa and/or Asia.

#### Sample: 1C

**Thesis/Claim: 1**

**Contextualization: 0**

**Evidence: 1**

**Analysis and Reasoning: 0**

**Total Score: 2**

### A. Thesis/Claim (0–1 points): 1

The response earned 1 point for thesis/claim by establishing trade and labor forces as economic categories of analysis for an argument about the impact of European imperialism in Asia and Africa. The concluding paragraph includes a slightly different comparative claim (about European imperialism having a greater economic impact in Africa than in Asia), which could have earned the thesis point as well.

## Question 1—Document-Based Question (continued)

### B. Contextualization (0–1 points): 0

The response did not earn the point for contextualization. The second sentence of the first paragraph contains an attempt to situate imperialism historically, but it is too vague and overgeneralized to.

### C. Evidence (0–3 points): 1

#### Evidence from the Documents

The response earned 1 point for evidence by using Documents 3, 4, 5, and 6 to address the topic. These four documents are also used as evidence in support of various claims and arguments. However, because the response does not address Documents 1, 2, and 7, it did not meet the requirements to earn the second evidence point.

#### Evidence Beyond the Documents

The response did not earn the point for evidence beyond the documents because it provides no additional pieces of specific historical evidence relevant to the prompt.

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

#### Document Sourcing

The response did not earn the point for sourcing the documents. The response did successfully analyze the authors' purpose in Documents 5 (“to expose the horrible labor & to advocate for better working conditions”) and 6 (“as a voice to represent the Ndebele, the purpose of his memoir was to show the economical decline that his people were facing”), but the attempt at sourcing analysis for Document 4 (at the bottom of page 3) inaccurately represents the nature of the contract.

#### Demonstrating Complex Understanding

The response did not earn the point for complexity. There is no attempt to demonstrate a complex understanding of the extent to which European imperialism affected economies in Africa and/or Asia.