

# AP<sup>®</sup> WORLD HISTORY

## 2009 SCORING GUIDELINES

### Question 1—Document-Based Question

**BASIC CORE** (competence)

**0–7 Points**

**1. Has acceptable thesis.**

**1 Point**

- The thesis must address at least two specific African responses to imperialism in a plausible fashion using evidence from the documents.
- Thesis statements such as “there were more reactions than actions” are not acceptable.
- Thesis statements that there were “positive and negative African reactions to” or “differing African views concerning” imperialism are not acceptable.
- The thesis must be explicitly stated in the introduction or in the specified conclusion of the essay.
- The thesis may appear as one sentence or as multiple contiguous sentences.
- A thesis that is split among multiple paragraphs is unacceptable.
- A thesis that merely restates the prompt is unacceptable.
- The thesis CANNOT count as a point for meaning, evidence, or grouping.

**2. Understands the basic meaning of the documents.  
(May misinterpret one document.)**

**1 Point**

- Students must address all nine of the documents.
- Students must demonstrate understanding of the basic meaning of at least eight documents.
- Students may demonstrate understanding of the basic meaning of documents by grouping them with others that show a similar African reaction to imperialism.
- Students may demonstrate the basic meaning of the documents by accurately discussing European actions.
- Restating or quoting the content of the documents separately does not demonstrate an adequate understanding of meaning.

**3. Supports thesis with appropriate evidence from all or all but one document.**

**2 Points**

**For 2 points:**

- Specific and accurate evidence of an African response to imperialism must be explicitly drawn from a minimum of eight documents.
- A document that is simply listed cannot count as evidence.

**For 1 point:**

- Specific and accurate evidence of an African response to imperialism must be explicitly drawn from a minimum of seven documents.
- A document that is simply listed cannot count as evidence.

**4. Analyzes point of view in at least two documents.**

**1 Point**

- Students must correctly analyze point of view in at least two documents.
  - Point of view explains why this particular person might have this particular opinion or what particular feature informs the person’s point of view.
  - Students must move beyond mere description by considering and explaining the tone, the characteristics of the author, the intended audience, and/or how the intended outcome may have influenced the author’s opinion.

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

- Students may challenge the veracity of the author’s opinion or point of view but must move beyond a mere statement of “bias” by providing some plausible analysis.
- Mere attribution is not sufficient. Attribution is copying or repeating information verbatim from the source line of the document.

#### 5. Analyzes documents by grouping them in two ways.

1 Point

- Students must explicitly and correctly group the documents in two ways.
- A minimum of two documents (used appropriately) constitutes a group or subgroup.
- Groupings must coherently address African responses to imperialism. Examples of such groupings include:
  - Violent resistance (Documents 4, 5, 7, 8, 9)
  - Nonviolent/call for resistance (Documents 2, 6, 7, 8)
  - Diplomacy/work with Europeans (Documents 1, 2, 3)
  - Accommodation to European demands (Documents 1, 4, 6, 7)
  - Resort to tradition or past ways (Documents 2, 3, 5, 6, 8)
- Documents grouped by “action and reaction,” location, or type of document are appropriate **only if** the student establishes a coherent and common African response for all documents within the group.

#### 6. Identifies and explains the need for one type of appropriate additional document or source.

1 Point

- Students must identify an appropriate additional document or source and explain how it will contribute to the analysis of African responses to imperialism.

#### Subtotal

7 Points

#### EXPANDED CORE (excellence)

0–2 Points

Expands beyond basic core of 1–7 points. A student **must** earn **7 points** in the basic core area before earning points in the expanded core area.

#### Examples:

- Provides more than two clear responses.
- Has a clear, analytical, and comprehensive thesis.
  - Goes well beyond the minimally acceptable thesis.
- Shows careful and insightful analysis of the documents.
  - Recognizes the historical context of the documents.
  - Analyzes all nine documents.
  - Explains corroboration and links between documents.
- Uses documents persuasively as evidence.
- Analyzes point of view in most or all documents.
  - Provides thoughtful analysis of the authors’ backgrounds, intended audiences, tones, or historical contexts.
- Includes groupings beyond the two required.
- Brings in accurate “outside” historical content.

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

- Explains why additional types of document(s) or sources are needed.
  - Identifies more than one type of appropriate additional document.
  - Provides a sophisticated explanation of why the additional document would be helpful.
  - Requests an additional document as an integral part of the essay and places the request into a broader analysis.

**Subtotal**

**2 Points**

**TOTAL**

**9 Points**

1A 10/4  
Write in the box the number of the question you are answering on this page as it is designated in the exam.

Part A

For years after the Berlin Conference, various European powers raced to occupy ~~land~~ + colonize land in Africa. It was a time of growth for Europe, but what was it for Africa? Africa's fate was being decided for it by the European invaders. Not all Africans just stood by + watched, however. There was a wide range of actions + reactions to the Scramble for Africa from the Africans themselves, from giving in peacefully to fighting back with all of their might.

Many Africans were afraid of European power, so they just gave in ~~the~~ to the Scramble ~~without~~ a fight. In 1886, the British government commissioned the Royal Niger Company to administer + develop the Niger River delta. Many African rulers just signed their land away (doc. 1). This document is official + provides no personal report, so it is possible that the rulers did not give in entirely peacefully, all we know is that they gave in. A personal record of the Niger River delta dealings would help ~~immensely~~ to tell how easily the rulers signed. Ashanti leader Prempeh I turned down a British offer of protectorate status, but he said that the Ashanti would always

Part A

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Write in the box the number of the question you are answering on this page as it is designated in the exam.

remain friendly with "all white men" (doc. 2). Ndansi Kumalo, an African veteran of the Ndebele Rebellion tells how at first his people surrendered to the British + tried to continue living their lives as they always had (doc. 4). Samuel Maherero, a Herero leader, wrote to another African leader about how the Herero people were trying to be obedient + patient with the Germans (doc. 7). Many people in Africa just gave in to the changes occurring all around them.

Not everywhere the Europeans went did they encounter this obedience + complacency. Many places people fought the invaders. The emperor of Ethiopia, Menelik II, wrote a letter to Great Britain, France, Germany, Italy, + Russia in 1891 telling them he would not just sit by + watch if they continued parcelling off Africa (doc. 3). Ndansi Kumalo, ~~after telling~~ tells how, after trying to live normally, his people could not stand the Europeans any more + they took up arms against the Europeans + rebelled (doc. 4). An Ethiopian painting of the Battle of Adowa shows the Ethiopians greatly overpowering the Italians

Write in the box the number of the question you are answering on this page as it is designated in the exam.

Part A

+ ~~beating~~ clearly winning the battle while suffering very few casualties (doc 5). This is an Ethiopian painting so the artist probably depicted the battle to make the Ethiopians look as good as possible. A document from the Italians about this battle would make it easier to ~~decide~~ pass judgement on it. The Ashanti queen mother, Yaa Asantewa, spoke to the Ashanti chiefs in 1900 telling them that if they would not fight the Europeans the Ashanti women would (doc 6). Samuel Mahonoo said in his letter to another African leader that they should fight the Germans as it is better to die fighting for freedom than to die from maltreatment, imprisonment, or something similar (doc 7). A German military officer said about the 1905 Maji Maji Rebellion that the chiefs told their people that they had a medicine that would make them invincible so they could fight the Europeans for as long as necessary (doc 8). An African chief, Mojimba, described a battle in 1887 on the Congo River, saying that the battle just kept going + going + that many many Africans were killed (doc 9). He also said

Part A

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that white men are very wicked. As an African who fought the Europeans & saw them kill many of his kin, Majimba naturally thinks that the Europeans are wicked! This account of the battle was also given 30 years after the battle so it might not be entirely accurate. A European account would help to see this battle more clearly.

The Scramble for Africa was a difficult time for Africans & they reacted differently, some accepting their fate & others fighting it.

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~~Throughout~~ Throughout history, colonization has been a main concern of many nations. In the 1880s there was a great desire by European powers to colonize and control Africa in order to gain resources. This became known as the Scramble for Africa. The hypocritical actions of the European powers led to an extreme contempt for the European colonizers among the African people, which triggered violent rebellions that eventually ~~led~~ helped lead Africa to liberty later on.

The Europeans' reason for colonizing was for resources that their own nations lacked. However, another given reason for colonizing other nations was described by Rudyard Kipling as "the white man's burden." This principle states that native, non-white people are wicked, sinful, and uncivilized, and that it is the duty of the Christian Europeans to convert them to Christianity and give them better lives. This belief is demonstrated in a <sup>European</sup> document that was sent to Africa to be signed by chiefs, that would give over their land and power to European control ~~to order~~ (Document 1). The document ~~states~~ ~~states~~ states that the chiefs are giving their territory up for the "bettering of our country and people." The European author(s) of this document were most likely upper-class politicians with the ~~same~~ desire to gain power from the Africans, as ~~they~~ he / they attempt to persuade the chiefs with an appealing, friendly-sounding offer that would in reality take away their freedoms. Another example of Europeans feeling superior is found in a German military newspaper in which the author describes an African ritual in a ~~poor~~ <sup>poor</sup> light, portraying them as pagan savages, when that was only their culture (Document 5). This was written by a German officer who most likely had been fighting the Africans and saw them as enemies, so he therefore portrayed them in a negative light. Overall, the Europeans



Write in the box the number of the question you are answering on this page as it is designated in the exam.

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saw the Africans as lesser and presented them with a message of prosperity and unity between Africa and Europe, although the colonizers only wanted resources out of the deal.

The initial African response to the European request was a respectful rejection to submit, but they showed interest in being friendly ~~and~~ trading partners. The response of Prempeh I, an Ashanti leader, stated that it was "a matter of ~~the~~ serious consideration," but later ~~states~~ says that "Ashanti must remain as of old and at the same time remain friendly with all white men" (Document 2). This essentially says that they desire to be independent, but on good terms with the Europeans, in a respectful manner. The author, Prempeh I, was an Ashanti leader who had been in a leadership position long enough to know the welfare of his people, and he determined that they were doing well on their own. The same ideas are expressed in a letter from Africa to the European powers. In addition to these it claims to be like the Europeans since it is a Christian nation and that they are protected by God (Document 3). This was written by Menelik II, the emperor of Ethiopia, who ~~was~~ knew the history of his country as proof that they should remain free, so he was probably educated based on that and the fact that he can <sup>read and</sup> write. Overall, the initial response to the European requests were negative, but respectful as well.

When the Europeans still tried to take control of Africa anyway, the response was violent. The African people were outraged at the actions of the Europeans, so they rebelled. Document 4 describes the European treatment of Africans as overbearing and slave-like, so the <sup>African</sup> people rebelled and the Europeans were taken back and ~~made~~ asked, "WHY SO SERIOUS?". Document 9 tells how the Europeans killed many Africans and plundered a village. "You call us uncivilized men, but you white

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men are much more wicked! You think because you have guns you can take away our land and our possessions, you have sickness in your heads, for this is not justice." (Document 4). Documents 6 and 7 state that the people are being mistreated and call on the Africans to fight the Europeans to the death rather than be enslaved and abused. All of these authors are natives who are seeing their homes being destroyed and their people mistreated, and they decided not to tolerate it. Document 5 depicts the result of the uprising. It is a picture of a battle in which the Africans won. The desire of the poorly treated Africans to take back their homes prevailed over the Europeans who wanted resources in the end. Finally, as a result of Europe's harsh treatment of the Africans, contrary to their statements, the Africans became victorious and opened the door for freedom later on. Another helpful document would have been an account of how the colonizers ~~actually~~ treated the Africans from their perspective, so that the reader does not only see <sup>the African</sup> ~~one~~ side of the story.

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Although the European powers felt as though they were doing great good to the African continent during the scramble for Africa, the actions of the Africans was that of rebellion & reactions showing much determination to rid Africa of the unjust ~~and~~ Europeans.

¶ The European powers felt as though their involvement in Africa was to better their many nations. For example the British government felt that what they were doing was fair & that their intentions were for the good of Africa because the Africans were never great industrialized countries & they felt they could change this by bettering their economy through imperialism. They felt also that they were being fair because they payed the chiefs & native owners (1). The German military felt like although the Africans denied the good they were doing, it was apparent that they did do good because they protected them & gave them better agricultural seasons to limit foreign import(s). ¶ Some African countries tried to <sup>respond with</sup> compromise while most

The Africans responded with great dismay towards the Europeans. The African leaders responded by first communicating with each other in such a way to unite against the Europeans & to no longer obey them. For they felt the European leaders were lying & attempting to imprison & treat people in bad ways (7). The African women responded by attempting to encourage the chiefs to fight the Europeans & be brave in their actions because before they felt as though they were to fight for their king (6). There were other countries

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Such as Ethiopia & ~~Asanti~~ Ashanti that either tried to compromise or deny in such a way that they could still be friendly with the Europeans. because they felt like the Europeans could provide protection or good land among sea ports because they had the power & militaristic weapons to do so. (2 & 3).

Although there were some positive & negative responses, the reactions to the European colonization & rule were at a majority negative. The Ethiopians later reacted by participating in a great battle with ~~Italy~~ Italy for they later felt as though the Italians were not improving their conditions but worsening them (5). Other nations reacted by first obeying but as time went on they began to get fed up with the unjust bullying of the Europeans so they fought them with & the Europeans killed many with their better military technology. (9 & 4).

The document of a African Economic leader would provide a better understanding. Then telling ~~whether~~ that even though the economy was getting better it was only prosperous for the Europeans because they were being greedy & treating the African people with many injustice ways.

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## 2009 SCORING COMMENTARY

### Question 1—Document-Based Question

#### Overview

The intent of the document-based question (DBQ) was to analyze African responses to European imperialism during the late nineteenth and early twentieth centuries. Unlike the pattern of most recent DBQs, these documents could not be simply “jigsawed” into categories of response. Many of the nine documents (most notably 3, 4, 6, and 7) had internal evidence that demonstrated multiple African responses. Given the richness and diversity of the sources, students could use individual documents in a variety of ways to represent different African responses to European imperialism. The multiple responses to be drawn from the documents included:

- Violent resistance (Documents 4, 5, 7, 8, and 9)
- “Nonviolent” calls for resistance (Documents 2, 6, 7, and 8)
- Diplomacy (Documents 1, 2, and 3)
- Accommodation/submission to European demands (Documents 1, 4, 6, and 7)
- Resort to tradition (Documents 2, 3, 5, 6, and 8)

Attribution for the individual documents was clear and provided ample opportunities for discussion of point of view. In addition, missing points of view provided opportunity for analysis of potential additional documents and sources. The background information was clear and informative; students did not confuse it with the documents.

Readers who scored this question were enthusiastic in their general agreement that this was an excellent DBQ. Students were given the opportunity to construct arguments in myriad ways with evidence of responses found internally within the same document(s). It was efficiently and accurately scored.

#### Sample: 1A

#### Score: 8

The thesis is in the introduction and provides two groupings: “giving in peacefully,” which eventually led “to fighting back” (1 point). The student demonstrates understanding of all documents (1 point), and all but one document is used as evidence (2 points). Document 3 is the only document not used as evidence; its meaning is restated. The student analyzes the point of view in Documents 1, 5, and 9 (1 point). The documents are placed in two main groupings: accommodation (Documents 1, 2, 4, and 7) and resistance (Documents 3, 4, 5, 6, 7, 8, and 9) (1 point). As can be seen, the student utilizes two documents (4 and 7) in both groups, providing evidence of multiple responses from within documents. The student requests an additional document that would help assess motivations of chiefs for signing the Niger River Company’s contract (1 point). The student received 1 expanded core point for good analysis of documents, more than two point-of-view analyses, and using documents in multiple groupings.

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

**Sample: 1B**

**Score: 4**

The thesis identifies only one African response, violent rebellions, so the essay did not receive the thesis point. The student demonstrates understanding of all documents (1 point). Documents 1 through 7 are used as evidence of an African response, but discussion of Documents 8 and 9 simply restates what is in the source line, thus scoring only 1 point for evidence. Point of view is acceptable and used in two documents, 1 and 2 (1 point). The student develops two acceptable groupings: “respectful rejection” (Documents 2 and 3) and violent reaction (Documents 4, 9, 6, 7, and 5) (1 point). An additional document is requested, but the essay did not receive the point because there is no explanation of how the document would contribute to understanding an African response.

**Sample: 1C**

**Score: 2**

The essay’s attempted thesis, located in the first paragraph, is unacceptable because it discusses only one response, rebellion. The student addresses all documents but misunderstands Document 8 (1 point). Evidence is provided for all but two documents, 1 and 8 (1 point). The student does not discuss point of view and explains only one grouping, a call to arms (Documents 7 and 6). The request for an additional document focuses on European actions and did not earn the point.