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# AP World History

## Sample Student Responses and Scoring Commentary

### **Inside:**

#### **Document-Based Question**

- Scoring Guideline**
- Student Samples**
- Scoring Commentary**

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## 2018 SCORING GUIDELINES

### Question 1 — Document-Based Question

**Maximum Possible Points: 7**

“Evaluate the extent to which railroads affected the process of empire-building in Afro-Eurasia between 1860 and 1918.”

Points	Rubric	Notes
<b>A: Thesis/Claim (0-1)</b>	<p>Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning. (1 point)</p> <p><i>To earn this point the thesis must make a claim that responds to the prompt rather than restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.</i></p>	<p>The thesis must take a position on the extent to which railroads affected the process of empire-building in Afro-Eurasia between 1860 and 1918 and indicate some reason for taking that position.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>• “Although railroad construction in Asia and Africa greatly facilitated the development of European colonial empires, it also aided in the emergence of nationalist movements against European rule.” <i>(Responds to the prompt with an evaluative claim that establishes a line of reasoning)</i></li> <li>• “The construction of railroads in Afro-Eurasia helped European imperialism because it allowed Europeans to increase their political power in Asia and Africa.” <i>(Responds to the prompt with a minimally acceptable claim that establishes a line of reasoning)</i></li> </ul>
<b>B: Contextualization (0-1)</b>	<p>Describes a broader historical context relevant to the prompt. (1 point)</p> <p><i>To earn this point 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. This point is not awarded for merely a phrase or reference.</i></p>	<p>To earn the point the response must accurately describe a context relevant to the role of railroads in the process of empire-building in Afro-Eurasia in the nineteenth and twentieth centuries.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>• “Railroads played an important role in the Industrial Revolution because they provided a faster and more efficient method of overland transport than had ever existed before. <i>(relates broader events and developments to the topic)</i></li> <li>• “Industrial Revolution technologies aided Europeans in the creation of large empires by linking places together at cheaper cost.” <i>(relates broader events and developments to the topic)</i></li> </ul>

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**2018 SCORING GUIDELINES**

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

<b>C: Evidence (0-3)</b>	<p><b>Evidence from the Documents:</b>          Uses the content of at least <b>three</b> documents to address the <b>topic</b> of the prompt. (1 point)</p> <p><b>OR</b></p> <p>Supports an <b>argument</b> in response to the prompt using at least <b>six</b> documents. (2 points)</p>	<p><i>To earn 1 point the response must accurately describe — rather than simply quote — the content from at least three of the documents to address the topic of railroads and imperialism in Afro-Eurasia in the nineteenth and early twentieth centuries.</i></p> <p><i>Example:</i></p> <ul style="list-style-type: none"> <li>• (Document 1) “In its petition to the British colonial government, the British-Indian Association complains that Europeans in second-class carriages treat them poorly.” <i>(Describes the document accurately, and thus is credited as addressing the topic, but does not explicitly tie the description to an argument in response to the prompt)</i></li> </ul> <p><b>OR</b></p> <p><i>To earn 2 points the response must accurately describe — rather than simply quote — the content from at least six documents. In addition, the response must use the content from the documents to support an argument in response to the prompt.</i></p> <p><i>Example:</i></p> <ul style="list-style-type: none"> <li>• (Document 5): “The editorial to the <i>News Chronicle</i> in 1901 arguing for Britain and other European powers to protect their interests in Asia against the future Russian expansion that would follow the construction of the Trans-Siberian Railroad illustrates that railroads facilitated the expansion of empires.” <i>(Accurately describes and connects the content of the document to an argument about the effects of railroads on empire-building in Afro-Eurasia)</i></li> </ul>
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**2018 SCORING GUIDELINES**

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

	<p><b>Evidence beyond the Documents:</b>          Uses at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt. (1 point)</p> <p><i>To earn this point the evidence must be described, and it must be more than a phrase or reference. This additional piece of evidence must be different from the evidence used to earn the point for contextualization.</i></p>	<p><i>Statements credited as evidence from outside the documents will typically be more specific details relevant to an argument, analogous to the function of evidence drawn from the documents.</i></p> <p><i>Typically, statements credited as contextualization will be more general statements that place an argument or a significant portion of it on a broader context.</i></p> <p><i>Example:</i></p> <ul style="list-style-type: none"> <li>• “Like the European powers, Japan developed an extensive railway network in Korea to facilitate its imperial control.” (<i>Provides a piece of evidence not in the documents relevant to an argument that addresses the prompt</i>)</li> </ul>
<p><b>D: Analysis and Reasoning (0-2)</b></p>	<p><b>Sourcing:</b> For at least <b>three</b> documents, explains how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument. (1 point)</p> <p>See document summaries for examples of possible sourcing.</p>	<p><i>To earn this point the response must explain — rather than simply identify — how or why 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.</i></p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>• (Document 3): “Because the Ottoman sultan had to approve the proposals mentioned in Document 3, the report attempts to flatter the sultan by emphasizing his supposed popularity among Muslims across the world and how the construction of a railroad from Damascus to Mecca would only increase that popularity.” (<i>Provides sourcing regarding the audience of the government report relevant to an argument addressing the prompt</i>)</li> <li>• (Document 5): “As a politician, Sir Henry Norman is critical of Britain ‘continuing to sleep’ in terms of responding to Russian imperial expansion in East Asia, and he is interested in persuading the British government and public opinion to adopt a different policy.” (<i>Provides sourcing regarding the POV of the author relevant to an argument addressing the prompt</i>)</li> </ul>

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**2018 SCORING GUIDELINES**

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

<p><b>Complexity:</b> Demonstrates a complex understanding of the historical development that is the focus of prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question. (1 point)</p> <p><i>This understanding must be part of the argument, not merely a phrase or reference.</i></p>	<p><i>Examples of demonstrating a complex understanding for this question might include:</i></p> <ul style="list-style-type: none"><li>• Considering the totality of the evidence and perspectives presented in the documents as demonstrated by creating a <u>complex argument</u>, while at the same time recognizing that some documents <u>corroborate</u>, <u>qualify</u> or <u>modify</u> the overall argument</li><li>• Explaining the nuance of an issue by <u>analyzing multiple factors</u> or by considering <u>diverse or alternative perspectives or evidence</u>, such as constructing an argument that explains how European railroad construction simultaneously strengthened colonial authority in Africa and Asia while also contributing to growing tensions with indigenous communities and eventually leading to the development of nationalist movements</li><li>• Explaining relevant and insightful connections across time and space, such as <u>explaining how</u> railroads and other new types of communication were used to strengthen nation states in the nineteenth century (e.g., European states, United States, Meiji Japan) or in premodern times (e.g., the Roman road networks or the Mongol postal system.)</li></ul>
<p><b>If response is completely blank, enter - - for all four score categories A, B, C, and D.</b></p>	

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**2018 SCORING GUIDELINES**

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

**Document Summaries and Possible Sourcing**

<b>Document</b>	<b>Summary of Content</b>	<b>Explains the relevance of point of view, purpose, situation, and/or audience by elaborating on examples such as:</b>
1. British-Indian Association petition to the British colonial government (1866)	<ul style="list-style-type: none"> <li>• Claims that high-caste Hindus are subject to abuse from European passengers on second-class carriages and are forced to interact with the masses outside the train platforms. Women’s respectability is also jeopardized.</li> </ul>	<ul style="list-style-type: none"> <li>• Imposition of direct British rule following the Indian Rebellion of 1857. (situation)</li> <li>• High-caste Hindus complaining about the lack of traditional deference shown to them because of their social status. (POV)</li> <li>• Since the purpose is to get the government to act, the petition uses hyperbole (the analogy to the Middle Passage).</li> </ul>
2. Qing dynasty official memorandum to the court (1867)	<ul style="list-style-type: none"> <li>• Argues that the Qing government should build railroads but should not do so by giving concessions to Western companies, unless they meet very stringent criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• Memorial written in the context of the Self-Strengthening movement and following the Taiping Rebellion. (situation)</li> <li>• The official wants to modernize China without antagonizing the rural population. (purpose)</li> <li>• May infer that the official advocates setting a very high bar for giving Westerners permission to build railways because he is in favor of the Chinese building the railways. (purpose)</li> </ul>
3. Ottoman government report (1893)	<ul style="list-style-type: none"> <li>• Argues that the construction of a railroad from Damascus to Mecca would aid Muslims in traveling to the holy cities of Mecca and Medina and would increase the prestige of the Ottoman sultan in the Muslim world. It would also decrease reliance on foreign/Western ships.</li> </ul>	<ul style="list-style-type: none"> <li>• Report written during a period when the Ottoman Empire considered the extent of reforms needed to address growing Western political and economic dominance. (situation)</li> <li>• Report intended to convince the sultan to construct a railroad and flatter him. (purpose/audience)</li> </ul>

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**2018 SCORING GUIDELINES**

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

<p>4. Map included in a newspaper published in British New Zealand (1899)</p>	<ul style="list-style-type: none"> <li>The map shows a proposed railway advocated by the imperialist Cecil Rhodes to connect Cairo to the South African port of Cape Town</li> </ul>	<ul style="list-style-type: none"> <li>Published during period of European colonial expansion in Africa (situation)</li> <li>Intended for British officials and settlers in New Zealand; highlighting a grand imperial project elsewhere in the British Empire to instill pride in British imperial achievements (audience/purpose)</li> </ul>
<p>5. Editorial from a British politician in a British newspaper about the construction of the Trans-Siberian Railroad (1901)</p>	<ul style="list-style-type: none"> <li>Argues that the construction of the Trans-Siberian Railroad will allow Russia to dominate East Asia unless the other European powers protect their interests there</li> </ul>	<ul style="list-style-type: none"> <li>Great Game between Russia and Britain in Central Asia (situation)</li> <li>Intended to influence public and government opinion by criticizing British inaction on the issue (purpose/audience)</li> </ul>
<p>6. Speech delivered by governor of French West Africa to colonial administrative council (1904)</p>	<ul style="list-style-type: none"> <li>Argues that the construction of railroads in French territory in West Africa is not only necessary for economic reasons but also to lift Africa out of “poverty and barbarism”</li> </ul>	<ul style="list-style-type: none"> <li>Influence of ideas of European cultural superiority and “civilizing mission vis-a-vis its imperial subjects and territories (situation)</li> <li>Attempting to convince colonial administrative council to approve the construction of railroads, which would be in Roume’s best interests as governor (purpose)</li> </ul>
<p>7. British army officer, magazine article published in London (1913)</p>	<ul style="list-style-type: none"> <li>Argues that the construction of railways in India is helping to unify the numerous ethnic and religious groups of India into a more cohesive political and cultural community loyal to Great Britain</li> </ul>	<ul style="list-style-type: none"> <li>British army officer intending to maintain British rule in India as Indian nationalist movements continue to grow (POV/situation)</li> <li>Intended to influence the British government and public (audience)</li> </ul>

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## 2018 SCORING GUIDELINES

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

#### Scoring Notes

Introductory notes:

- Except where otherwise noted, each point of these rubrics is earned independently, e.g., a student could earn a point for evidence without earning a point for thesis/claim.
- **Accuracy:** The components of this rubric require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, the essay may contain errors that do not detract from the 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.

**Note: Student samples (when available) are quoted verbatim and may contain grammatical errors.**

#### A. Thesis/Claim (0–1 point)

Responses earn 1 point by responding to the prompt with a historically defensible thesis that establishes a line of reasoning about the topic. To earn this point the thesis must make a claim that responds to the prompt rather than simply restating or rephrasing the prompt. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.

The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.

The thesis must take a position on the extent to which railroads affected the process of empire-building in Afro-Eurasia in the period 1860–1918 and indicate some reason for taking that position.

#### Examples of acceptable theses:

- “Although railroad construction in Asia and Africa greatly facilitated the development of European colonial empires, it also aided in the emergence of nationalist movements against European rule.” (*Responds to the prompt with an evaluative claim that establishes a line of reasoning*)
- “The construction of railroads had a limited impact on empire-building in Afro-Eurasia because the development of advanced military weaponry and European control over maritime trade were more significant.” (*responds to the prompt with an evaluative claim that establishes a line of reasoning*)
- “The construction of railroads in Afro-Eurasia helped European imperialism because it allowed Europeans to increase their political power in Asia and Africa.” (*Responds to the prompt with a minimally acceptable claim that establishes a line of reasoning*)

#### Example of unacceptable theses:

- “The construction of railroads greatly affected European imperialism in Afro-Eurasia in the nineteenth and twentieth centuries.” (*Merely repeats the wording of the prompt with a minor qualification, which does not amount to indicating a line of reasoning*)
- “Railroads came to Asia and Africa too late to save the European colonial empires there from collapsing.” (*Not a historically defensible claim*)

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## 2018 SCORING GUIDELINES

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

“Railroad construction in Afro-Eurasia influenced the development of European empires in Asia and Africa and the development of the Qing and Ottoman empires.” (*While it provides a few concrete examples of empires, the sentence does not respond to the prompt directly, nor does it establish a line of reasoning.*)

#### B. Contextualization (0–1 point)

Responses earn a point for contextualization by describing a broader historical context relevant to the prompt. To earn this point, the response must accurately and explicitly connect the context of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or reference.

To earn the point the essay must accurately describe a context relevant to railroads in the process of empire-building in Afro-Eurasia in the nineteenth and early twentieth centuries.

#### Examples of acceptable contextualization:

- “Railroads played an important role in the Industrial Revolution because they provided a faster and more efficient method of overland transport than had ever existed before. (*Relates broader events and developments to the topic*)
- “Industrial Revolution technologies aided Europeans in the creation of large empires by linking places together at cheaper cost.” (*Relates broader events and developments to the topic*)

#### Examples of unacceptable contextualization:

- “Railroads were a part of the Industrial Revolution.” (*Potentially relevant, but neither “describes” how railroads were part of that context, nor offers language that could plausibly be interpreted as relevant to empire.*)
- “European powers held a series of conferences in the late nineteenth century to defuse tensions between them and avert war.” (*While the broader historical events described are potentially connected to empire, the response offers no language that could plausibly be interpreted as relevant to railroads.*)

#### C. Evidence (0–3 points)

##### a) Document Content — Addressing the Topic (1 point)

In order to achieve the first point, the response must use the content of at least **three** documents to address the **topic** of the prompt (1 point). To earn 1 point for evidence from the documents, the response must accurately describe — rather than simply quote — the content from at least three of the documents to address the topic of railroads and imperialism in Afro-Eurasia in the nineteenth and early twentieth centuries.

#### Example of describing the content of a document:

- (Document 1): “In its petition to the British colonial government, the British-Indian Association complains that Europeans in second-class carriages treat them poorly.” (*Describes the document accurately, and thus is credited as addressing the topic, but does not explicitly tie the description to an argument in response to the prompt*)

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## 2018 SCORING GUIDELINES

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

#### b) Document Content — Supporting an Argument (1 point)

In order to achieve the second point for evidence from the documents, the response needs to support an **argument** in response to the prompt by accurately using the content of at least **six** documents (2 points).

#### Examples of supporting an argument using the content of a document:

- (Document 2): “By explaining how the construction of railroads could simultaneously strengthen the Qing Empire economically and yet could also weaken it if Western powers were allowed to build railroads without considering the effects on China’s rural population, the memorandum to the Qing court demonstrates that railroads could have a tremendous impact on the development and survival of empires in Afro-Eurasia.” (*Connects the contents of the document to an argument about the effects of railroads on empire-building in Afro-Eurasia*)
- (Document 4): “The editorial to the *News Chronicle* in 1901 arguing for Britain and other European powers to protect their interests in Asia against the future Russian expansion that would follow the construction of the Trans-Siberian Railroad illustrates that railroads not only facilitated the expansion of empires, but could also threaten them by generating tensions with other states.” (*Connects the content of the document to an argument about the effects of railroads on empire-building in Afro-Eurasia*)

#### c) Evidence beyond the Documents (1 point)

The response must use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument that addresses the effects of railroads on empire-building in Afro-Eurasia in the nineteenth and twentieth centuries (1 point). To earn this point the evidence must be described, and it must be more than a phrase or reference. This additional piece of evidence must be different from the evidence used to earn the point for contextualization.

Typically statements credited as **contextualization** will be more general statements that place an argument or a significant portion of it in a broader context. Statements credited as **evidence from outside the documents** will typically be more specific details relevant to an argument, analogous to the function of evidence drawn from the documents.

#### Examples of providing an example or additional piece of specific evidence beyond the documents relevant to an argument that addresses the prompt:

- “Like the European powers, Japan developed an extensive railway network in Korea to facilitate its imperial control.” (*Provides a piece of evidence not in the documents relevant to an argument that addresses the prompt*)
- “Western transnational companies advocated for the creation of railroads in Latin America because it suited their economic interests, much as they did in Afro-Eurasia.” (*Provides a piece of evidence not in the documents relevant to an argument that addresses the prompt*)

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## 2018 SCORING GUIDELINES

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

#### D. Analysis and Reasoning (2 points)

##### Document Sourcing (0–1 point)

For at least **three** documents, the response explains how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument that addresses the prompt (1 point). To earn this point the response 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 addressing the prompt for each of the three documents sourced.

##### Example of acceptable explanation of the significance of the author’s point of view:

- (Document 5): “As a politician, Sir Henry Norman is critical of Britain ‘continuing to sleep’ in terms of responding to Russian imperial expansion in East Asia, and he is interested in persuading the British government and public opinion to adopt a different policy.” *(Provides sourcing regarding the POV of the author relevant to an argument addressing the prompt)*

##### Example of acceptable explanation of the significance of the author’s purpose:

- (Document 2): “By cautioning the Qing court against allowing Western investors to build railroads in China, while supporting the building of new transportation and communication infrastructure in general, Shen Baozhen is trying to convince the Qing government to modernize China using the country’s own resources, a position shared by many Qing officials at the time.” *(Provides sourcing regarding the purpose of the memorandum relevant to an argument addressing the prompt)*

##### Example of acceptable explanation of the relevance of the historical situation of a document:

- (Document 6): “Ernest Roume’s speech to the colonial assembly illustrates how Europeans justified their imperialism in Africa by claiming that what they were doing was bringing ‘progress’ and ‘civilization’ to a land mired in ‘poverty’ and ‘barbarism.’” *(Provides sourcing regarding the historical situation of the document relevant to an argument addressing the prompt)*

##### Example of acceptable explanation of the significance of the audience:

- (Document 3): “Because the Ottoman sultan had to approve the proposals mentioned in Document 3, the report attempts to flatter the sultan by emphasizing his supposed popularity among Muslims across the world and how the construction of a railroad from Damascus to Mecca would only increase that popularity.” *(Provides sourcing regarding the audience of the government report relevant to an argument addressing the prompt)*

##### Demonstrating Complex Understanding (0–1 point)

The response demonstrates a complex understanding of the effects of railroads on empire-building in the nineteenth and twentieth centuries, using evidence to corroborate, qualify, or modify an argument that addresses the question.

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## 2018 SCORING GUIDELINES

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

Demonstrating a complex understanding might include:

- Considering the totality of the evidence and perspectives presented in the documents as demonstrated by creating a complex argument, while at the same time recognizing that some documents corroborate or qualify or modify the overall argument
- Explaining the nuance of an issue by analyzing multiple factors or by considering diverse or alternative perspectives or evidence, such as constructing an argument that explains how European railroad construction simultaneously strengthened colonial authority in Africa and Asia while also contributing to growing tensions with indigenous communities and eventually leading to the development of nationalist movements
- Explaining relevant and insightful connections across time and space, such as explaining how railroads and other new types of communication were used to strengthen nation states in the nineteenth century (e.g., European states, United States, Meiji Japan) or in premodern times (e.g., the Roman road networks or the Mongol postal system)

This understanding must be part of the argument, not merely a phrase or reference.

Circle the question number that you are answering on this page.

1A  
1 of 3

Mandatory

1

Circle one

2 or 3 or 4

Railroads extensively affected the process of empire-building in Afro-Eurasia as a means of transportation of goods, people and ideas. Railroads had an impact on every aspect of society; they served as ways to transport soldiers and military technology for expansion, they spread racial ideologies and a sense of nationalism.

Since 1453, when Constantinople was taken by the Ottoman Empire, cutting off Europeans from trade with India and Southeast Asia, the European nations have tried to find ways engage in economic transactions with Asia. Even after when explorers like Vasco da Gama and Bartholomew Dias found a route around the African continent, Europe didn't play a major role in Indian Ocean trade until their development of and adoption of advanced technologies like the astrolabe and later Industrial revolution technologies like the steam boat. Despite all their development, European nation mostly implemented port cities activities in Melaka, Java and Calicut (eventually Hong Kong) with indirect rule through an economic viewpoint (British East India Co. + Dutch East Indies Co.).

In 1847 the Indian soldiers under the indirect rule of the British East India Company rebelled, the Sepoy Rebellion, causing the British Royalty (Queen Victoria) to set up a direct form of rule in India, the 'Raj'. This led to the spread of European technology (namely railroads) to the region. As shown in document 1, railway travel in India was discriminatory in its treatment of the Indians ~~and was discriminatory~~ regardless of their social status or caste. This document was written by high-caste Indians who, despite having

Circle the question number that you are answering on this page.

1A  
2 of 3

Mandatory ①	Circle one 2 or 3 or 4
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a western education and being at the top of the Hindu social structure, were feeling the effect of railroads. This is further -ed by the fact that Europeans felt a sense of duty because of their superiority, to bring order to the uncivilized barbarians of Afro-Eurasia. As stated in document 6 - written by the French governor of (French colonized) West Africa, likely to promote railroads in Africa (into the central region) to connect European spheres of influence (which were claimed at the 1884 Berlin Conference) - railroads are the perfect, non-natural means of communication by which true economic activity in sub-Saharan Africa can be achieved. In a sense, railroads were both a way to foster transregional trade, and economic prosperity within a state through jobs. As depicted in document 2, by a Qing dynasty official, likely to convince the government to industrialize and adopt new technologies (like the Japanese had) in their current economic state (being exploited by westerners through unequal treaties) - construction projects would promote jobs for the poor. As a government project, railroads also helped foster a sense of nationalism. As shown in document 3, released by the Ottoman government, likely from the perspective of hope for economic gain and political reverence (in a time where their global influence had been diminished by European technology) - the railroad from Mecca to Medina, the 2 holy muslim cities, would foster a sense of community across the Dar a Salam (muslim nation). In India as well, railroads would foster a sense of nationalism between the regions of the subcontinent. As shown in document 7, the railroads

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1A

3 of 3

Mandatory <u>1</u>	Circle one 2 or 3 or 4
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in imperial India connected the region like never before, due to the fact that for most its history the region's been largely decentralized and culturally separate (except large empires like the Mughals). The railroads, most importantly, proved to be a helpful tool in the development of a strong military. As shown in document 5 - written by an English politician likely to encourage British military action an expansion in East Asia (not just economic), to prevent Russian domination - railroads could be used to transport soldiers quickly. This mobility ensures ability to consolidate holding far away and protect economic and political interest when state - building across large region like shown in document 4.

Circle the question number that you are answering on this page.

1B  
1 of 4

Mandatory <u>1</u>	Circle one 2 or 3 or 4
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The invention of the steam engine allowed for more efficient movement of peoples, goods, and ideas around the world and among empires. The key use of the steam engine can be found in the use of the railroad and trains. For large-land based empires in Afro-Eurasia the train and steam engine allowed for a tighter control of their territory and the movement of goods and people.

The British Empire controlled much of Africa and in order to rule the interior peoples and exploit the natural resources they constructed railroads to effectively and quickly move troops and raw and manufactured goods around. Document 4 is a map of the Eastern half of Africa and shows the territory controlled by the British and the railroads put in place as well as those planned as being put in place in 1899. The plan proposed would connect Cape Town, South Africa with Cairo, Egypt and would allow for efficient movement ~~the~~ through British and German territories. The plan was introduced by Cecil Rhodes, a well-known British entrepreneur, explorer, and imperialist. As an imperialist, Rhodes would have greatly benefitted from the proposed railway system along with the British and German states. It would have allowed for tighter control by the colonialist/imperialist governments and increased their empires' power. Document 6 corroborates

Circle the question number that you are answering on this page.

1 B  
2 of 4

Mandatory

①

Circle one

2 or 3 or 4

This theory that the railroads would lead to more control from the imperialist governments. Document 6 is from Ernest Roume, a French governor of west Africa in 1909 and he proposed that the railroads would help bring the country/region out of "poverty and barbarism" and that it is the French government's "duty as a civilized nation" to ~~construct~~ <sup>construct</sup> railroads. By increasing the "lines of penetration" into the "immense regions" of French west Africa, Roume's hopes to increase the amount of raw goods flowing out of Africa and into the French government. This would be made possible by building railroads and would greatly increase the power of the French state. ~~As shown~~ <sup>As shown</sup> by these two documents, railroads would increase the power and wealth of the imperialist empires that were present in Africa.

Railroads were not only wanted in Africa however. Other empires besides the Europeans were interested in the use of railroads such as the Chinese and Ottomans. Document 2 is a memorandum to the Qing court in 1867 written by a dynasty official advocating for domestic reforms. In it, they argue that by building railroads: "China will likewise enjoy great benefits from them in the future." They also argue that the railroads will be "quite beneficial to the poor people now." This reveals that there would be both short and long term benefits to the construction of railroads in the Qing Empire. Likewise,

Circle the question number that you are answering on this page.

1B  
3 of 4

Mandatory

①

Circle one

2 or 3 or 4

In Document 3 the author argues that, "to construct a railway in this region, both to solve these problems and to show the power of the Caliph" would be beneficial to the Ottoman empire. The problems referred to in the quote are in order for Muslims to get to Mecca and Medina they must either suffer embarrassment as foreign ships or travel the dangerous roads by camel. The author is a government report writer in 1893

addressing a proposal for a railroad from Damascus to Mecca. ~~Both the Qing official and Ottoman report reveal that railroads were not only used by European powers and that they could be used for reasons other than control and exploitation. The railroad provided key functions to maintaining and benefitting empires and empire building.~~

There are, however, some drawbacks to the railroads as demonstrated in Documents 1 and 5. Document 1 is a petition from high-caste Indians to the British government in 1866 and addresses the problem that second-class and third-class citizens were not given due respect when on trains. They claim, "the natives suffered equal the horrors of the 'middle passage'", referring to the transportation of slaves across the Atlantic Ocean. This Document goes to show that the railroads had negative effects on the native populations of imperialist colonies. Another

Circle the question number that you are answering on this page.

1B  
4 of 4

Mandatory ①	Circle one 2 or 3 or 4
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negative effect brought about by the railroads is increased rivalry among large empires. As seen in Document 5: "Powers that have enormous interests at stake in the Far East... will make to find a new, solid, impenetrable, self-sufficient Russia<sup>200</sup>. This document is from Sir Henry Norman, an English politician in 1901 who was discussing the Trans-Siberian Railroad and its benefits to Russia and drawbacks for other imperialist powers.

To conclude, Railroads allowed for greater control of colonies by imperialist nations as well as better transportation for large empires and their people while at the same time creating class and race conflict as well as increasing the tensions and rivalries among powerful nations.

Circle the question number that you are answering on this page.

1C  
1 of 2

Mandatory ①	Circle one 2 or 3 or 4
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In Afro-Eurasia, between 1860 and 1918 railroads greatly benefited the process of Empire-Building. The use and construction of railroads did so by allowing different regions of the world interact, provide reliable transportation, allowed the poor to work, and drew ideas and ambitions together. Railroads expanded all the way from Cairo to Capetown South Africa as an example of how "unbarbaric" railroads made the world.

Both document 7 and document 6 support that people of the world were brought together by railroads. In doc 7, it is stated that nationalities that were practically unknown to each other were finally learning to be drawn together between common ideas and ambitions with all of this, countries such as India were molded into a unified state, as a beneficial cause of railroads. Doc #6 suggests that the railroads kept the different regions in which they were built from remaining barbaric with beneficial and effective steps.

Transportation wise, railroads were the best. Doc #3 suggests that the railroads that were built from Damascus to Mecca (Proposed) would allow for Muslims to have another source of transportation for Pilgrimage besides using foreign ships or riding on Camel, which were ineffective and made Muslims

Circle the question number that you are answering on this page. 1C

2 of 2

Mandatory

1

Circle one

2 or 3 or 4

Subjected to humiliation. Doc #4, which represents a map of the Railway "Cape to Cairo" which was a proposed railway from Cairo all the way to Cape town. Although never fully built, the railroad would have provided long distance, and east ~~west~~ transportation, making it beneficial even despite the railway bisecting lands between British territory.

Railways require large and long amounts of construction. Document 2 suggests that the building of these railways would have provided a sustainable position of work for the poor.

Shen Bao zhen, who was a Qing dynasty official proposed this, as well as compared railways to the Great Wall, saying later generations would benefit from them. Document #1 also supports this, stating that modes of transit would be viable for masses, and that these railways would help with masses out.

Railways allowed civilization to interact as a whole they allowed the poor to obtain income, allowed muslims to have a way of migrating without humiliating themselves, and for transit, communication between people who were not even aware each other existed.

All of this lead to great advances aside from trade, and work making it beneficial.

# AP<sup>®</sup> WORLD HISTORY

## 2018 SCORING COMMENTARY

### Question 1 — Document-Based Question

#### Overview

The intent of this question was to assess students' ability to articulate and defend an argument based on historical documents. This DBQ asked students to evaluate the extent to which railroads affected the process of empire-building in Afro-Eurasia between 1860 and 1918. The question addressed Key Concepts 5.1, 5.2, 5.4, 6.1, and 6.2 of the AP World History Curriculum Framework, with a particular focus on the topics of imperialism and nationalism, technologies associated with industrialization and their political effects, and international political and economic rivalries in the late nineteenth century. The question primarily addressed the historical reasoning skills of Causation and Contextualization and the disciplinary practices of Analyzing Historical Evidence (primary sources) and Argument Development. The seven documents provided students with opportunities to examine the effects of railroads on empire-building from a wide variety of angles and frames of historical inquiry (political history, economic history, social history). The documents were written from multiple perspectives, including those of overseas European empires (British and French), an expanding overland empire (Russia), and Asian empires (Qing China and the Ottoman Empire) seeking to use railroads in their own modernization programs and to forestall European encroachment. The documents also provided perspectives of both colonizers and colonial subjects and addressed major interimperial rivalries, such as the Scramble for Africa and the Great Game.

#### Sample: 1A

#### Score: 6

The response earned 1 point for thesis/claim because it claims that railroads served the empire-building project by transporting people (including soldiers) and ideologies like racism or nationalism.

The response earned 1 point for contextualization in the second paragraph because it describes a broader historical context of navigational, industrial, and transport technology relevant to the role of railroads in the process of empire-building in Afro-Eurasia in the nineteenth and twentieth centuries.

The response earned 2 points for using evidence from the documents because all seven documents are used to support an argument in response to the prompt. The response earned 1 point for using evidence beyond the documents because it discusses the use of railroads and the spread of British culture and empire in the specific instance of the British Raj.

The response earned 1 point for document sourcing because it explains for documents 1, 6, 2, 3, 7, and 5 how the documents' purpose, audience, point of view, or historical situation is relevant to the argument. The response discusses the historical situation of these documents by linking them to background developments like social Darwinism, the Berlin Conference, Japanese industrialization, diminishing Ottoman influence, South Asian decentralized traditions, and English/Russian rivalry.

The response did not earn the point for demonstrating a complex understanding because although it introduces some limited nuance in sourcing discussion for individual documents, the complexity of the argument as a whole is insufficient. The central claim about railroads helping to strengthen the empire is a fairly simple argument. It is certainly plausible, but nonetheless lacking the complex qualification or interrelated corroboration that

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## 2018 SCORING COMMENTARY

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

characterizes the more complex responses to this prompt. Furthermore, the abrupt and occasionally absent transitions between documents and ideas detract from the response's ability to present a coherent and complex argument.

Thesis: 1

Contextualization: 1

Evidence: 3

Analysis and Reasoning: 1

#### **Sample: 1B**

**Score: 4**

The response earned 1 point for thesis/claim because it claims that railroads promoted greater centralized control of movement in the empire.

The response earned 1 point for contextualization because it describes a broader historical context of transportation technology and European expansion relevant to the role of railroads in the process of empire- building in Afro-Eurasia in the nineteenth and twentieth centuries.

The response earned 2 points for using evidence from the documents because, although document 7 is absent from the essay, the remaining six documents are used to support an argument in response to the prompt. The response did not earn the point for using evidence beyond the documents because the nondocument discussion in this essay is quite limited and mostly lacking in specific historical evidence; the tangential reference to the Middle Passage is only loosely connected to the topic of the essay.

The response did not earn the point for document sourcing because although it analyzes the sourcing of document 4 and attempts to analyze the sourcing of document 6, it does not meet the required three-document threshold for this point.

The response did not earn the point for demonstrating a complex understanding because the mechanical links between documentary evidence and the thesis of the essay only demonstrate a straightforward, competent argumentation lacking in nuance.

Thesis: 1

Contextualization: 1

Evidence: 2

Analysis and Reasoning: 0

#### **Sample: 1C**

**Score: 2**

The response earned 1 point for thesis/claim because it claims in the introduction that railroads benefited empire- building by promoting interregional interaction, creating jobs, and providing transportation.

The response did not earn the point for contextualization because it is not attempted.

The response earned 1 point for using evidence from the documents because, although the contents of documents 2, 3, 6, and 7 are used to address the topic, only documents 4 and 7 are used to support an argument

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**2018 SCORING COMMENTARY**

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

in response to the prompt. The response did not earn the point for using evidence beyond the documents because it is not attempted.

The response did not earn the point for document sourcing because it is not attempted.

The response did not earn the point for demonstrating a complex understanding because it is not attempted.

Thesis: 1

Contextualization: 0

Evidence: 1

Analysis and Reasoning: 0