

2019 AP[®] WORLD HISTORY FREE-RESPONSE QUESTIONS

WORLD HISTORY

SECTION II

Total Time—1 hour and 40 minutes

Question 1 (Document-Based Question)

Suggested reading and writing time: 1 hour

It is suggested that you spend 15 minutes reading the documents and 45 minutes writing your response.
Note: You may begin writing your response before the reading period is over.

Directions: Question 1 is based on the accompanying documents. The documents have been edited for the purpose of this exercise.

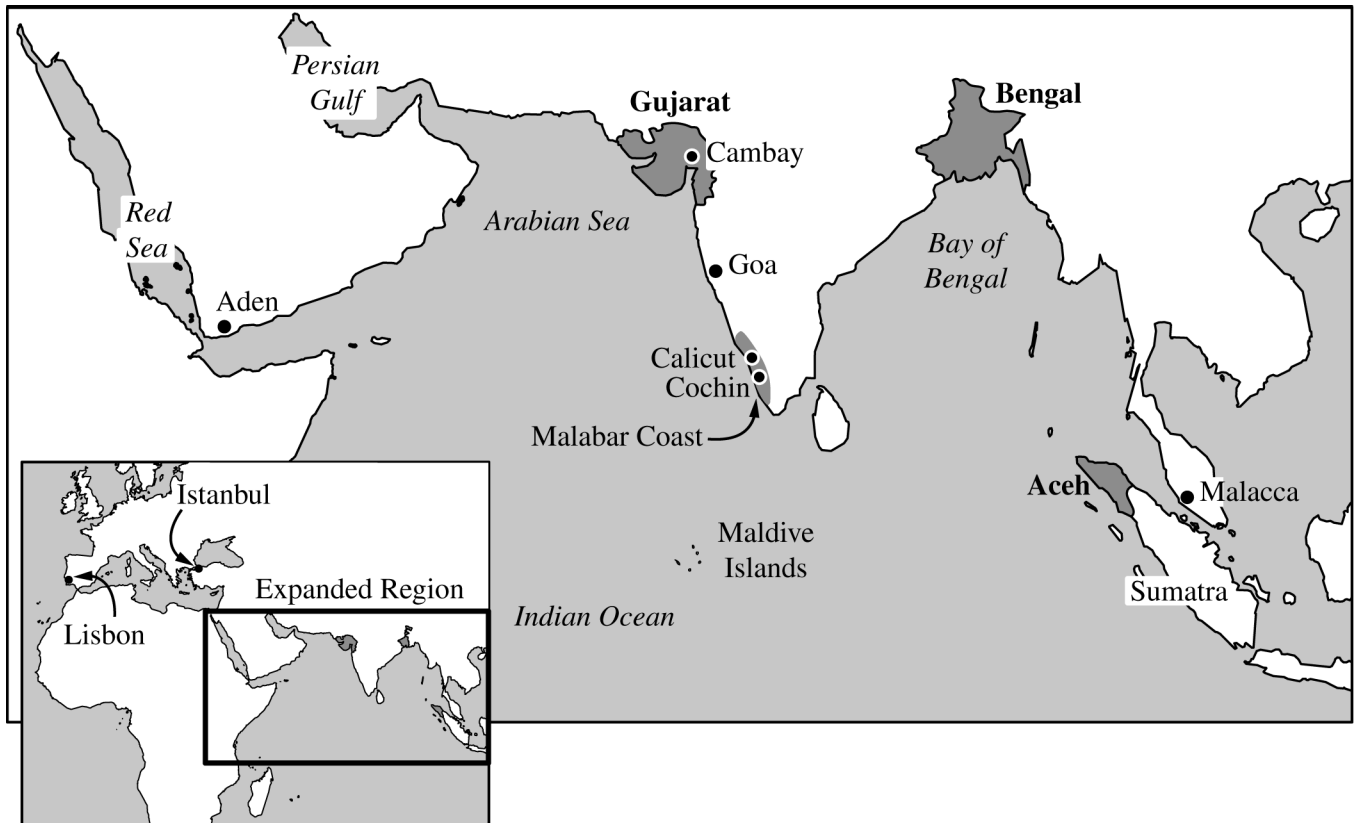
In your response you should do the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using at least six documents.
- Use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- For at least three documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

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1. Evaluate the extent to which the Portuguese transformed maritime trade in the Indian Ocean in the sixteenth century.

Note: The map below shows some of the locations mentioned in the documents and is provided as a reference. The map is **NOT** one of the seven documents. The documents begin on the next page.



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Document 1

Source: Advice given in 1500 by the Muslim merchants of Calicut to the Hindu ruler of Calicut concerning the arrival of the second Portuguese expedition to the city. Recorded in the *History of the Discovery and Conquest of India by the Portuguese* by Fernão Lopes de Castanheda, a Portuguese historian, published in 1551.

Your Majesty: we are astonished that you should lower yourself by receiving these Portuguese enemies into your kingdom, who seem to be pirates rather than merchants. We, your Muslim subjects, have always been loyal to you and have brought valuable foreign merchandise to this country and have exported its native products to increase your revenue greatly. You appear to forget all this, by receiving those newcomers into your favor as if your own numerous and faithful subjects were incompetent for the purpose. In this you dishonor yourself, and embolden these strangers to hold your power in contempt.

The true intent of the Portuguese in coming into these seas is to take possession of your city, and not to trade for spices as they pretend. The place you have given them for a trading post, they will convert into a fort, from where they will make war on you when you least expect it. We say these things to you out of good will rather than out of any desire for profit; for if you do not listen to our advice, there are other cities on India's Malabar Coast from which we can conduct our trade in spices.

Document 2

Source: Duarte Barbosa, government official employed in a Portuguese trading-post on the Malabar Coast, travel narrative published in Portugal in 1516.

The Muslims in Calicut are rich, and live well, and they used to control all the sea trade from that town. Indeed, if the king of Portugal had not discovered India, Malabar would already have been in the hands of the Muslims.

In addition to the local Muslims, there are also foreign Muslims in Calicut such as Arabs, Persians, and Gujaratis. They are great merchants, sail to all parts of the world with their goods, and have their own Muslim leader who rules over them and disciplines them as necessary, without the Hindu king of Calicut meddling with them. And before the king of Portugal discovered the country, the Muslim traders were so numerous and powerful in the city of Calicut that the Hindus did not dare to enter into disputes with them.

And after the king of Portugal made himself master there, and these Muslims saw that they could not defend their position there, they began to leave Calicut, so that very few of them remain today.

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Document 3

Source: Anonymous Portuguese court official's letter of advice to King Sebastian of Portugal regarding a proposal to conclude a peace treaty and establish free trade with the Ottoman Empire, mid-1560s.

If the Turks were allowed to travel freely to India, and establish their own trading-posts, and trade in merchandise wherever they wished, Your Majesty's own profits would suffer greatly. If that were to happen, all of the business handled by our merchants would immediately fall to the Turks because their empire is much closer to India. The duration of their voyages, their transportation costs, the risks they would face, and the damage they would sustain to their ships and their merchandise would be less than half of that suffered by our own ships.

Portugal's state monopoly in pepper and other controlled spices would also be threatened by allowing the Turks to establish trade in India. Even now, when they have not been able to openly compete against us, it is known that they conduct trade in secret, carrying spices to Persia, Bengal, Southeast Asia, and China, and especially to their own markets, despite our efforts to stop them.

Thus, if the Turks are allowed to operate freely, their ties with local Muslims would make them even better informed and better organized than us, so that they could send as much pepper as they wanted by means of the Red Sea and Persian Gulf, and become masters of the lion's share of the trade in spices.

Document 4

Source: Alauddin Riayat Syah al-Kahar, ruler of the Sultanate of Aceh, a Muslim state on the island of Sumatra, Indonesia, letter to the Ottoman sultan Suleiman I, 1566.

It is our firm belief that if your Majesty better understood the circumstances of Aceh and our long struggle against the miserable Portuguese infidels, your Imperial compassion would be awakened. As you know, the pilgrim and merchant vessels from all the ports of Indonesia must pass through the Maldive Islands on their way to Mecca and the Red Sea, and between all 24,000 Maldive Islands, there are just four channels where a ship can pass safely. The infidel Portuguese wait around the entrances of these channels. When our ships arrive there, the Portuguese stop and take possession of as many as they can. Any ship they cannot capture they sink with cannon fire, either leaving the Muslims aboard to drown, or capturing and enslaving them.

The Portuguese have even dared attack Ottoman ships belonging to your Majesty. For example, in the year 1565, your officials came to Aceh and left for Istanbul loaded with pepper, silk, cinnamon, cloves, and other products from Indonesia. Portuguese vessels intercepted the ship at the Maldives and sank it. Five hundred Muslims drowned and the rest were enslaved.

So, we request that your Imperial Majesty grant us siege cannons and ask that you instruct the Ottoman governors of Egypt and Aden to allow our representatives to come to your Majesty's illustrious court and obtain all the horses, armor, and other weapons that we will need for our defense against the Portuguese.

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Document 5

Source: Zainudeen Makhdoom Al Sageer, Muslim religious scholar and historian from Calicut, southern India, address to southern Indian Muslims, written circa 1570.

After the Portuguese had established themselves in Cochin on the Malabar Coast, they forced every vessel, however small, to carry a safe conduct pass, which was issued for a certain fee. The Portuguese, in imposing this toll, claimed that it would improve commerce. To enforce the toll, they seized the cargo and crew of any ship that did not have its pass!

In addition to this system of persecution, the Portuguese deployed ships all over the Indian Ocean to lie in wait and intercept vessels. In this way, they unjustly acquired vast wealth and captured countless prisoners.

Soon, as a result of his lengthy conflict with the Portuguese, the ruler of our city of Calicut almost entirely exhausted his treasure and resources and his kingdom became strained to the limit. Because he was tired of war, the prince entered into a treaty in 1515 allowing the Portuguese to build a fort in Calicut in exchange for allowing his subjects to send four ships every year to Arabian ports. Afterward, the Portuguese set about building their fortifications, while the merchants of Calicut prepared four ships loaded with pepper and ginger for dispatch to the Arabian coast and, at the same time, resumed trading with Gujarat and other foreign ports while carrying with them the passes from the Portuguese.

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Document 6

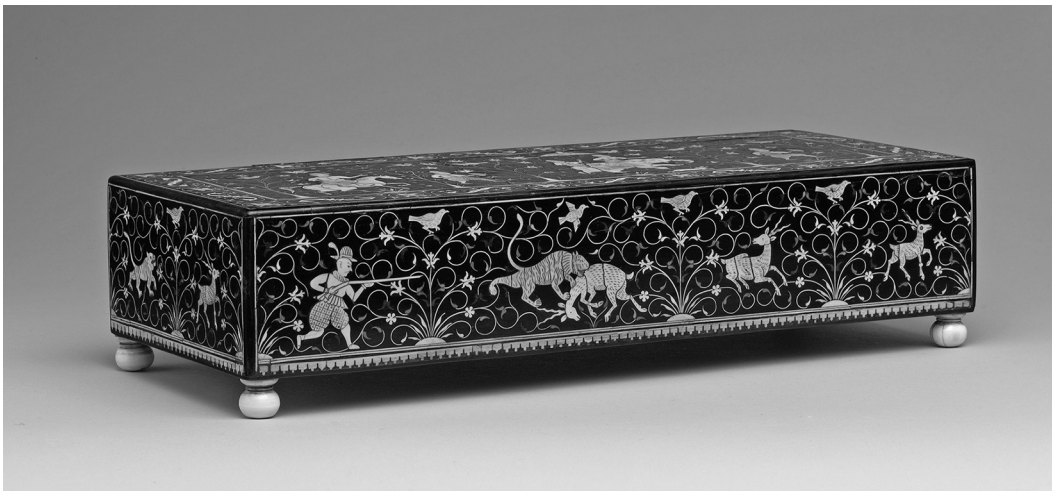
Source: Cesare Federici, Venetian trader, *The Voyage and Travel to East India*, published in Venice, 1587.

In the city of Cambay in northwestern India, Hindu brokers of great authority have traditionally handled all transactions at the port, and the Portuguese merchants observe this custom. Every foreign merchant who does business in the country has his own broker who works with him in buying and selling his merchandise. When a new fleet of ships sails into port at Cambay, the brokers come to the dock and the foreign merchants give them all their cargo. The merchants carefully note all the bundles and packs of goods that they are giving to the brokers, and the brokers command their servants to take the merchants and lodge them in one of the many houses kept for this purpose; the broker says to the merchant, “Go and take your rest, while I conduct your trade.”

After Goa, Cochin is the most important base the Portuguese have in southwestern India. Much of the merchandise destined for the kingdom of Portugal originates there. Inland from Cochin is the pepper-producing region. But the pepper that goes to Portugal from Cochin is not as good as the pepper that goes to Arabia and Persia because the Portuguese had made a contract with the king of Cochin to buy the pepper at a very low price. Because of that, the Indian pepper growers bring their worst produce to the Portuguese and sell them pepper that is green and full of filth.

Document 7

Source: Inlaid box made in Gujarat, India, for export to Portugal, circa 1600. Teak, ebony, and other precious hardwoods, with ivory details.



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END OF DOCUMENTS FOR QUESTION 1

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Question 2, 3, or 4 (Long Essay)

Suggested writing time: 40 minutes

Directions: Answer Question 2 or Question 3 or Question 4.

In your response you should do the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using specific and relevant examples of evidence.
- Use historical reasoning (e.g., comparison, causation, continuity or change over time) to frame or structure an argument that addresses the prompt.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

2. In the period 600 B.C.E. to 600 C.E., the rise of large-scale empires led to increasing regional and transregional trade.

Develop an argument that evaluates the extent to which the rise of one or more empires contributed to an increase in trade in this time period.

3. In the period 600 to 1450 C.E., trade networks expanded and economic productive capacity increased. Technological innovations and transfers often contributed to this process.

Develop an argument that evaluates the extent to which technological innovations or transfers led to increased economic growth in this period.

4. In the period after 1900, the role of the state in the economy varied, with many states adopting policies to control or manage their economies.

Develop an argument that evaluates the extent to which one or more states controlled their economies in this time period.

WHEN YOU FINISH WRITING, CHECK YOUR WORK ON SECTION II IF TIME PERMITS.

STOP

END OF EXAM

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2019 SCORING GUIDELINES

Question 1 — Document-Based Question

Maximum Possible Points: 7

“Evaluate the extent to which the Portuguese transformed maritime trade in the Indian Ocean in the sixteenth century.”

Points	Rubric	Notes
A: Thesis/Claim (0-1)	<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 the Portuguese transformed maritime trade in the Indian Ocean in the sixteenth century and indicate some reason for taking that position.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> “Although the arrival of the Portuguese was a very important change in Indian Ocean maritime trade in the sixteenth century, it did not completely transform the trade, as the Portuguese never extended their control beyond a few ports and had to compete with Indian merchants and regional states such as the Ottoman Empire and the Sultanate of Aceh.” (<i>Responds to the prompt with an evaluative claim that establishes a line of reasoning.</i>) “The Portuguese transformed maritime trade in Indian Ocean in the sixteenth century by taxing non-Portuguese ships that traded in the region.” (<i>Responds to the prompt with a minimally acceptable claim that establishes a line of reasoning.</i>)
B: Contextualization (0-1)	<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 essay must accurately describe a context relevant to Portuguese impact and/or maritime trade in the Indian Ocean in the period before or during the arrival of the Portuguese.</p> <p><i>Note: The context has to be relevant to maritime trade in the Indian Ocean.</i></p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> “For centuries before the arrival of European merchants, the Indian Ocean had been the center of flourishing trade routes connecting India to East and Southeast Asia as well as with East Africa, Egypt, and Arabia.” (<i>Relates broader events and developments to the topic.</i>) “Portugal’s naval advances such as stronger ships allowed the Portuguese to engage in transoceanic trade. (<i>Relates broader events and developments to the topic.</i>)

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2019 SCORING GUIDELINES

Question 1 — Document-Based Question (continued)

C: Evidence (0-3)	<p>Evidence from the Documents: Uses the content of at least three documents to address the topic of the prompt. (1 point)</p> <p>OR</p> <p>Supports an argument in response to the prompt using at least six 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 how the Portuguese affected maritime trade in the Indian Ocean in the sixteenth century.</i></p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • (Document 3): “The anonymous Portuguese court official is arguing that Portugal should do all it can to prevent Turkish merchants from establishing direct trade between India and the Ottoman Empire.” (<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>) <p>OR</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"> • (Document 6): “The Venetian trader Cesare Federici’s account shows how in Cambay the Portuguese are almost completely dependent on their Hindu brokers to carry out their trade, showing that the Portuguese adapted to existing Indian Ocean trade.” (<i>Accurately describes and connects the content of the document to an argument about how the Portuguese transformed maritime trade in the Indian Ocean in the sixteenth century.</i>)
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Question 1 — Document-Based Question (continued)

	<p>Evidence beyond the Documents: 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 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>Typically, statements credited as evidence from outside the documents will be more specific details relevant to an argument, analogous to the function of evidence drawn from the documents. 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>Note: The specific outside evidence must be clearly relevant to the expansion of, or limits to, Portuguese influence in the Indian Ocean.</i></p> <p><i>Examples could include the following, with appropriate elaboration:</i></p> <ul style="list-style-type: none"> • Portuguese advances in navigational technology, such as the development of caravels and carracks • Ottoman–Christian wars and rivalries in the Mediterranean, such as the battle of Lepanto • Safavid empire as another regional power checking the expansion of Portugal in the Indian Ocean • Political fragmentation of India as Delhi sultanates fail
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">D: Analysis and Reasoning (0-2)</p>	<p>Sourcing: 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. (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"> • (Document 5): “Being a Muslim scholar, Zainudeen Makhdoom al Sageer is understandably hostile to the Portuguese trade pass system that targeted mostly Muslim traders, calling it a ‘system of persecution,’ and saying it allowed the Portuguese to ‘unjustly’ become rich.” <i>(Provides sourcing regarding the point of view of the document relevant to an argument addressing the prompt.)</i> • (Document 2): “This Portuguese government official would have wanted to emphasize the positive effects of the Portuguese establishing trading posts there.” <i>(Provides sourcing regarding point of view of the document relevant to an argument addressing the prompt.)</i>

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Question 1 — Document-Based Question (continued)

<p>Complexity: 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"> • 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 • 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 the Portuguese both disrupted existing trade patterns and connections in the Indian Ocean, but also provided Indian merchants and manufacturers with new business opportunities, such as new trading partnerships and new export markets • Explaining relevant and insightful connections across time and space, such as <u>explaining</u> similarities or differences in the pattern of sixteenth-century Portuguese imperialism in the Indian Ocean compared to patterns in other locations such as Brazil, West Africa, Japan, China, or the spice islands of Southeast Asia
<p>If response is completely blank, enter - - for all four score categories A, B, C, and D.</p>	

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2019 SCORING GUIDELINES

Question 1 — Document-Based Question (continued)

Document Summaries and Possible Sourcing

Document	Summary of Content	Explains the relevance of point of view, purpose, situation, and/or audience by elaborating on examples such as:
1. Muslim merchants advice to the ruler of Calicut, (1500)	<ul style="list-style-type: none"> Expresses Muslim merchants' opposition to the Hindu ruler of Calicut welcoming the Portuguese and warns the ruler to be cautious 	<ul style="list-style-type: none"> Written 50 years after the events, Portugal has consolidated its presence in the region and the Portuguese historian is recording the spread of Portuguese power (situation). Written by Muslim merchants concerned that the Portuguese will become their political and economic rivals (POV).
2. Duarte Barbosa, account of Calicut (1516)	<ul style="list-style-type: none"> Describes past wealth and independence of Muslim merchants in Calicut but states that most of the Muslim merchants have left 	<ul style="list-style-type: none"> Portuguese government official on the Malabar coast likely would have wanted to emphasize positive effects of the Portuguese establishing trading posts (POV/purpose). Written in the very early years of the Portuguese establishing a presence in India, the account seeks to emphasize the Portuguese achievement of already displacing the Muslims (situation).
3. Anonymous Portuguese court official's advice to King Sebastian (mid-1560s)	<ul style="list-style-type: none"> Cautions king against free trade treaty with the Ottoman Empire due to competition from Ottoman merchants 	<ul style="list-style-type: none"> The Ottoman Empire's westward expansion has brought it into conflict with several Western European countries, including Portugal, over control of Mediterranean and Indian Ocean trade (situation). As private advice offered to the king of Portugal by a high-level government official, the letter offers a frank analysis of the dangers Ottomans pose to Portugal's spice monopoly and the many advantages Ottoman merchants would enjoy if allowed to compete freely (audience/purpose).
4. Sultan Alauddin of Aceh, letter to the Ottoman sultan (1566)	<ul style="list-style-type: none"> Describes Portuguese threat to Acehnese pilgrims and merchants and requests Ottoman help in defense 	<ul style="list-style-type: none"> An address to a fellow Muslim ruler; uses Islamic rhetoric and appeals to shared Muslim values (audience). The Ottoman Empire's success in fighting against European powers has boosted its military prestige and other Muslim rulers are asking the Ottomans for military assistance (situation).

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2019 SCORING GUIDELINES

Question 1 — Document-Based Question (continued)

5. Zainudeen Al Sageer, address to southern Indian Muslims (circa 1570)	<ul style="list-style-type: none"> Describes Portuguese system of safe conduct passes, opposing it but also noting it has been accepted by Calicut merchants 	<ul style="list-style-type: none"> A religious scholar, perhaps wishing to emphasize the negative aspects of the arrival of the Portuguese on maritime commerce in Calicut (POV) Describes successful Portuguese efforts to implement the safe passage pass (<i>cartaz</i>) in South Asia (situation)
6. Cesare Federici, <i>The Voyage and Travel to East India</i> (1587)	<ul style="list-style-type: none"> Describes local-agent broker system for trade in Cambay, as well as the low-price and low-quality pepper exchange at Cochin 	<ul style="list-style-type: none"> As Venetians were generally rivals of the Portuguese in trade, Federici may have intended this account to point to the limitations of the commercial power and reach of the Portuguese in India (POV/purpose). As Federici's account was published in Venice and likely intended for a Venetian merchant audience, it may have emphasized the potential commercial opportunities in India, for example, by suggesting that only low-quality pepper is being sold to the Portuguese, while the high-quality pepper remains available for purchase in India (audience).
7. Inlaid box made in Gujarat for export to Portugal (circa 1600)	<ul style="list-style-type: none"> Shows a box inlaid with ivory and precious hardwoods, decorated with a hunting scene 	<ul style="list-style-type: none"> As an object made specifically for export to Portugal, the box illustrates how important Portuguese (and therefore European) markets had become to some Indian craftspeople (situation). As a precious and likely very expensive object, the box shows the increased luxury goods consumption of European elites, who had enough economic resources not only to buy such items but also to influence to their design and artistic style (audience).

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2019 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.
- 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 the Portuguese transformed maritime trade in the Indian Ocean in the sixteenth century and indicate some reason for taking that position.

Examples of acceptable theses:

- “Although the arrival of the Portuguese was a very important change in Indian Ocean maritime trade in the sixteenth century, it did not completely transform the trade, as the Portuguese never extended their control beyond a few ports and had to compete with Indian merchants and regional states such as the Ottoman Empire and the Sultanate of Aceh.” (*Responds to the prompt with an evaluative claim that establishes a line of reasoning.*)
- “The Portuguese brought a few changes to the Indian Ocean trading networks but most Indian goods, including spices, continued to be traded locally, or to Middle Eastern and Chinese markets, as they had been for centuries before.” (*Responds to the prompt with an evaluative claim that establishes a line of reasoning.*)
- “The Portuguese transformed maritime trade in Indian Ocean in the sixteenth century by taxing non-Portuguese ships that traded in the region.” (*Responds to the prompt with a minimally acceptable claim that establishes a line of reasoning.*)

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2019 SCORING GUIDELINES

Question 1 — Document-Based Question (continued)

Example of unacceptable theses:

- “In the sixteenth century, the arrival of the Portuguese completely transformed maritime trade in the Indian Ocean region.” (*Merely repeats the wording of the prompt with a minor qualification, which does not amount to indicating a line of reasoning.*)
- “Portuguese merchants came to dominate Indian Ocean trade by organizing themselves into powerful joint-stock companies.” (*Not a historically defensible claim.*)
- “Despite its small size and population, Portugal used its location on the Atlantic Ocean to transform itself into a major maritime power” (*Does not respond to the prompt directly.*)

B. Contextualization (0-1 point)

Responses earn 1 point for contextualization by describing a broader historical context relevant to the prompt. 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.

To earn the point, the essay must accurately describe a context relevant to Portuguese impact and/or maritime trade in the Indian Ocean in the period before or during the arrival of the Portuguese.

Examples of acceptable contextualization:

- “For centuries before the arrival of European merchants, the Indian Ocean had been the center of flourishing trade routes connecting India to East and Southeast Asia as well as with East Africa, Egypt, and Arabia.” (*Relates broader events and developments to the topic.*)
- “Portugal’s naval advances such as stronger ships allowed the Portuguese to engage in transoceanic trade.” (*Relates broader events and developments to the topic.*)

Examples of unacceptable contextualization:

- “The Indian Ocean sea trade before 1500 has been described as a maritime equivalent of the overland Silk Roads.” (*While potentially relevant, this statement does not sufficiently describe how this context was relevant to Portuguese maritime trade in the Indian Ocean in the sixteenth century.*)
- “Portugal’s naval advances made it a major player in European political rivalries.” (*While potentially relevant, this statement does not sufficiently describe how this context was relevant to Portuguese maritime trade in the Indian Ocean in the sixteenth century.*)

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 how the Portuguese transformed maritime trade in the Indian Ocean in the sixteenth century.

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2019 SCORING GUIDELINES

Question 1 — Document-Based Question (continued)

Examples of describing the content of a document:

- (Document 3): “The anonymous Portuguese court official is arguing that Portugal should do all it can to prevent Turkish merchants from establishing direct trade between India and the Ottoman Empire.” *(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.)*
- (Document 4): “The letter by the ruler of Aceh asks the Ottoman sultan for help against the attacks of the Portuguese.” *(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.)*

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.

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

- (Document 4): “The ruler of Aceh, Alauddin al Kahar, wrote to the Ottoman sultan complaining of the devastating impact the Portuguese had on the long distance trade from ‘all the ports of Indonesia,’ as well as on the pilgrimage from Aceh to Mecca. Alauddin’s letter describes the Portuguese wreaking havoc on Acehnese ships by intercepting them in the ocean, attacking and sinking them, or capturing and enslaving the passengers. This shows how long-established trade routes were completely disrupted by the Portuguese.” *(Accurately describes and connects the content of the document to an argument about the extent to which the Portuguese transformed maritime trade in the Indian Ocean in the sixteenth century.)*
- (Document 6): “The Venetian trader Cesare Federici’s account shows how in Cambay the Portuguese are almost completely dependent on their Hindu brokers to carry out their trade, showing that the Portuguese adapted to existing Indian Ocean trade.” *(Accurately describes and connects the content of the document to an argument about the extent to which the Portuguese transformed maritime trade in the Indian Ocean in the sixteenth century.)*

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 how the Portuguese transformed maritime trade in the Indian Ocean in the sixteenth century (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.

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Question 1 — Document-Based Question (continued)

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

- “Much like the Ottoman Empire, the Safavid Empire of Iran was a major Muslim state whose power served as a check to Portuguese expansion in the Indian Ocean region.” (*Provides a piece of evidence not in the documents relevant to an argument that addresses the prompt.*)
- “Although spices remained the main commodity drawing Portuguese merchants to India, Indian cotton textiles were also imported and became increasingly popular in Europe.” (*Provides a piece of evidence not in the documents relevant to an argument that addresses the prompt.*)

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 2): “Duarte Barbosa, a Portuguese official stationed at a trading post on the Malabar coast, described the great wealth and independence from political authority that Muslim traders in Calicut had enjoyed before the arrival of the Portuguese. Barbosa states that Muslims would have taken over the whole Malabar coast ‘if the king of Portugal had not discovered India’ and ‘made himself master there,’ a statement that demonstrates how the as a Portuguese government official he is biased against Muslims and is willing to trumpet Portuguese achievements. (*Provides sourcing regarding the point of view of the document relevant to an argument addressing the prompt.*)

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

- (Document 1): “Since the Muslim merchants of Calicut were desperately trying to convince the Hindu ruler of Calicut to act against the Portuguese, they used a much more direct language than one would expect to see in an address by subjects to their king. For example, they state that the ruler is dishonoring himself by his actions and is emboldening the Portuguese to hold him in contempt.” (*Provides sourcing regarding the purpose of document relevant to an argument addressing the prompt.*)

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

- (Document 7): “The fact that Gujarati artists and craftsmen were showing figures wearing European attire in their decorative scenes shows how important maritime trade between Portugal and India had become for both countries.” (*Provides sourcing regarding the situation in which this trade good was produced relevant to an argument addressing the prompt.*)

Example of acceptable explanation of the significance of the audience:

- (Document 4): “The letter by the ruler of Aceh, being an appeal to a fellow Muslim ruler, repeatedly flatters the Ottoman sultan, calls the Portuguese “infidels,” and emphasizes the danger they pose to the Muslim pilgrimage to Mecca.” (*Provides sourcing regarding the audience of the letter relevant to an argument addressing the prompt.*)

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2019 SCORING GUIDELINES

Question 1 — Document-Based Question (continued)

Demonstrating Complex Understanding (0-1 point)

The response demonstrates a complex understanding of how the Portuguese affected Indian Ocean maritime trade in the sixteenth century, using evidence to corroborate, qualify, or modify an argument that addresses the question.

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, 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 the Portuguese both disrupted existing trade patterns and connections in the Indian Ocean, but also provided Indian merchants and manufacturers with new business opportunities, such as new trading partnerships and new export markets
- Explaining relevant and insightful connections across time and space, such as explaining similarities or differences in the pattern of sixteenth-century Portuguese imperialism in the Indian Ocean compared to other locations such as Brazil, West Africa, Japan, China, or the spice islands of Southeast Asia

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