

# **2018 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 railroads affected the process of empire-building in Afro-Eurasia between 1860 and 1918.

### **Document 1**

Source: Petition in English to the British colonial government of India from the British-Indian Association, an organization consisting of high-caste Indians, 1866.

Railway travel for [Indian] natives has for a long time been full of the most bitter and serious grievances. The miseries suffered equal the horrors of the ‘middle passage.’

We would beg to draw your attention to the bad treatment of native passengers, with no distinctions being made between them. Indiscriminate abuse is lavished freely without regard to differences in rank and social scale. Passengers have often been struck and otherwise treated with great indignity. Passengers traveling in second class are not even allowed to get to the platform, but are made to herd with the masses outside. We would like to emphasize the painful fact that the most respectable natives are liable to personal ill-treatment and loss from their European fellow passengers in the second-class carriages. Native gentlemen of birth and respectability, in striving to avoid the large crowds to be found in third-class carriages, find themselves even worse off in a second-class seat. In a variety of ways attempts are incessantly made to degrade and insult second-class passengers.

We want to draw attention here to the present impossibility of native ladies of respectable birth and breeding taking advantage of railways. The honor of our wives and families is very dear and sacred to us, and the advent of the railway has cut off old modes of transit without providing adequate ones for respectable women.

### **Document 2**

Source: Shen Baozhen, Qing dynasty official and advocate of domestic reforms, memorandum to the Qing court, 1867.

What shall we do about telegraphs and railroads? The Qin dynasty built the Great Wall, and at the time it was considered a disaster, but later generations relied on it. If telegraphs and railroads are built, China will likewise enjoy great benefits from them in the future. Moreover, as the work of constructing them is enormous, it will be quite beneficial to the poor people now. However, although the foreigners plead with the Court to conclude a formal treaty permitting them to begin this work, this absolutely must not be done. Perhaps the government could give its generous permission, but only if the Western [interests] can devise a plan that would guarantee that no arable fields, houses, and ancestral graves would be harmed in the least. Otherwise, permission should decidedly not be given.

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### **Document 3**

Source: Ottoman government report concerning a proposal to build a railway from Damascus to Mecca, 1893.

Unless an alternative way, other than the Suez Canal controlled by the British, is found to connect the holy cities [of Mecca and Medina] to the rest of the empire, the Red Sea coast of Arabia might fall prey to the evils of those who strive to overthrow the very foundations of the caliphate.\* At present, Muslims going on pilgrimage must either use foreign ships, where they are subjected to humiliation, or travel by camel, a very challenging journey through months of drought. It has become necessary to construct a railway in this region, both to solve these problems and to show the power of the caliph. The railway has to be built solely by Muslim involvement, by obtaining a huge amount of finance from the Islamic world and recruiting Muslim engineers in its construction.

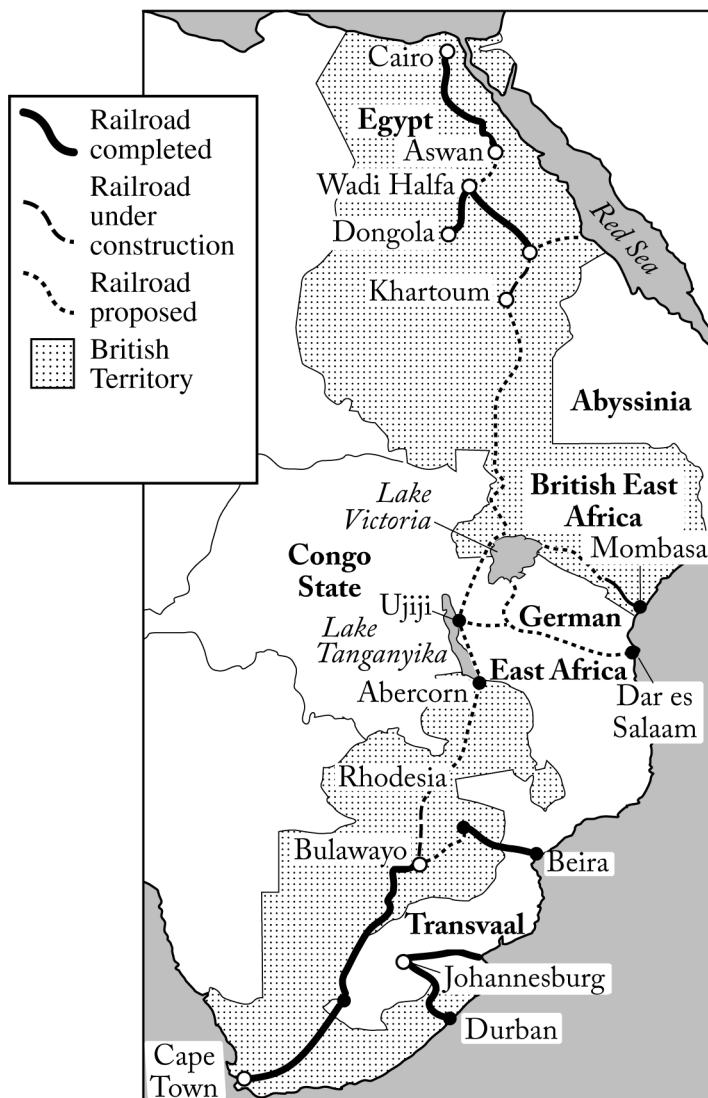
Our sultan must personally lead this highly significant undertaking. Muslims across the world hold our sultan in very high regard; therefore people of political and economic influence will not hesitate to allocate some of their assets to this cause when they see our sultan personally leading the initiative.

\*The Ottoman sultan claimed the title of caliph of all Muslims.

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### Document 4

Source: "The Cape to Cairo Railway, and Rhodes'\* Gigantic Proposal," article illustration from the *Auckland Weekly News*, a newspaper published in British New Zealand, 1899.



Sir George Grey Special Collections, Auckland Libraries, AWNS-18991110-8-4

\*Cecil Rhodes was a British imperialist and entrepreneur. The proposed railway in the illustration was never fully built.

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### **Document 5**

Source: Sir Henry Norman, English politician, editorial discussing the Trans-Siberian Railroad, *News Chronicle*. Published in London, 1901.

Since the Great Wall of China the world has never seen an undertaking of equal magnitude. Russia, single-handedly, has conceived it and carried it out. Its strategic results are already easy to foresee. It will consolidate Russian influence in the Far East in a manner yet undreamed of. But this will be by slow steps. The expectation that the railroad could be used to transport masses of soldiers from European Russia to China, either in response to an attack or for Russia herself to launch an attack, is yet far from becoming reality. The line and its organization would break down utterly under such pressure. But bit by bit it will grow in capacity, and the Powers that have enormous interests at stake in the Far East, if they continue to sleep as England has done of late, will wake to find a new, solid, impenetrable, self-sufficient Russia dominating China as she has dominated, sooner or later, every other Oriental land against whose frontier she has laid her own.

### **Document 6**

Source: Ernest Roume, governor of French West Africa, speech delivered before the colonial administrative council, Dakar, 1904.

We wish to truly open up to civilization the immense regions that the foresight of our statesmen and the bravery of our soldiers and explorers have passed down to us. The necessary condition for achieving this goal is the creation of lines of penetration, a perfected means of transportation to make up for the absence of natural means of communication that has kept this country in poverty and barbarism. True economic activity cannot even be conceived without railroads. It is, therefore, our duty as a civilized nation to take those steps that nature itself imposes and that are the only effective ones. It is now everyone's conviction that no material or moral progress is possible in our African colonies without railroads.

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### **Document 7**

Source: Lieutenant-Colonel R. Gardiner, British army officer, “Indian Railways,” magazine article published in London, 1913.

The effect of this vast movement of people, with the interactions it has brought about between what previously were great nationalities practically unknown to one another, is now beginning to be felt in the drawing together of the people of India with the recognition of common interests, common ideals and ambitions—in other words, the birth of a common national and patriotic sentiment—which, if well directed, would eventually mold India into a unified and loyal people, still the brightest gem in the imperial Crown.

**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., different factors led to the emergence and spread of new religions and belief systems, such as Buddhism, Confucianism, and Christianity.
- Develop an argument that evaluates how such factors led to the emergence or spread of one or more religions in this time period.
3. In the period 1450–1750, oceanic voyages resulted in the Columbian Exchange, which transformed the Eastern and Western Hemispheres.
- Develop an argument that evaluates how the Columbian Exchange affected peoples in the Americas in this time period.
4. In the period 1900 to 2001, people and states around the world adopted political ideologies such as communism, fascism, or nationalism to challenge the existing political and/or social order.
- Develop an argument that evaluates how one or more of these political ideologies challenged the existing political and/or social order.

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

**STOP**

**END OF EXAM**

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**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.”

<b>Points</b>	<b>Rubric</b>	<b>Notes</b>
<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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**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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**Question 1 — Document-Based Question (continued)**

<p><b>D: Analysis and Reasoning (0–2)</b></p>	<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>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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**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>If response is completely blank, enter -- for all four score categories A, B, C, and D.</p>	

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

4. Map included in a newspaper published in British New Zealand (1899)	<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>
5. Editorial from a British politician in a British newspaper about the construction of the Trans-Siberian Railroad (1901)	<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>
6. Speech delivered by governor of French West Africa to colonial administrative council (1904)	<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>
7. British army officer, magazine article published in London (1913)	<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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## 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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## 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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**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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**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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**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.