

**WORLD HISTORY: MODERN**

**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 four 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 two documents, explain how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Demonstrate a complex understanding of a historical development related to the prompt through sophisticated argumentation and/or effective use of evidence.

---

**Begin your response to this question at the top of a new page in the separate Free Response booklet and fill in the appropriate circle at the top of each page to indicate the question number.**

- Evaluate the extent to which economic motives were the leading cause of Japanese imperialism in the period circa 1900–1945.

**Document 1**

**Source:** “Why do Japan’s businessmen insist on war against Russia?,” editorial published in the *Tokyo Keizai zasshi* (*Tokyo Economist*), Japan’s leading business journal, 1903

“Today, we join the countless private Japanese entrepreneurs and industrialists who are advocating for a war against Russia over the Manchurian problem. In recent days, we have heard reports that Russia has introduced new regulations increasing the tax it levies on non-Russian ships docking at the harbor in Port Arthur,<sup>1</sup> so that Japanese ships would have to pay more than 12 times the amount of port tax that Russian ships do. If Russia occupies other parts of Manchuria [a region of East Asia to the north of Korea and to the northeast of China] and extends this method of levying taxes there, Japanese businesses may have to endure terrible hardships, possibly cutting us out of the Manchurian trade altogether.

In short, as long as Russia retains a foothold in Manchuria, we must recognize on the basis of her past record that she will do all in her power to hold Japan’s trade down. It is better to take the initiative and force a solution than to wait until circumstances have further forced our hand.”

<sup>1</sup> A major commercial hub and point of entry of foreign goods into Manchuria, Port Arthur had been leased by the Qing Empire to Russia since 1898.

**Document 2**

**Source:** Fumimaro Konoe, diplomat and advisor to the prime minister of Japan, “Reject the Anglo-American-Centered Peace,” essay published in the political magazine *Japan and the Japanese*, Tokyo, 1918

“As the history of England and France shows, they long ago occupied the less civilized regions of the world, made them into colonies, and had no problem monopolizing them for their own profit. Therefore, not only Germany but all late-developing countries were in the position of having no land to acquire.

England has lost no time in trumpeting its self-sufficiency, and now it, together with America, is advocating that other countries be denied access to colonies. Such are the contradictions between what England and America say and what they do. If the principle that no country should establish new colonies is carried out at the coming peace conference,<sup>2</sup> it would be a great economic blow to Japan. Germany’s need to overthrow this order was quite justified, though the means it chose were unfortunate because they were based on militarism. Nevertheless, as a Japanese I cannot help feeling deep sympathy for what Germany had to do.

Japan is limited in territory, poor in natural resources, and has a meager domestic market for manufactured products. If England closed off its colonies, how would we be able to assure our nation’s secure survival? In such a case, the need to ensure its survival would compel Japan to attempt to overthrow the status quo as Germany did before the war.”

<sup>2</sup> Konoe was a member of Japan’s delegation to the 1919–1920 Paris Peace Conference.

**Document 3**

**Source:** *Manifesto Against the Japanese Invasion of Manchuria*, published by The Allied Korean Organizations in New York, a community organization of Korean Americans, 1931

“Japan gained her foothold in the continent when she annexed Korea in 1910 regardless of her repeated solemn vows to recognize the sovereignty and independence of the Korean Kingdom. Japan violated so many treaties and agreements that it is absurd to believe that there is any sincerity in Japan’s motive to abide with or to live up to any kind of international treaties or agreements in which she has been or will be one of the participants. After the annexation of Korea under the pretext of Asia for Asians, Japan has been steadily looking for a chance to make Manchuria a second victim of her shameless imperialistic conquest. One major railroad in Manchuria was already built with Japanese capital, and another one is almost halfway completed. It is only a matter of time before the most fertile region of Manchuria would be entirely under the Japanese domination.”

**Document 4**

**Source:** Kanji Ishiwara, Japanese army officer stationed in Manchuria, “Personal Opinion on the Manchuria-Mongolia Problem,” essay written in 1931, shortly before he masterminded the diplomatic crisis that led to the Japanese occupation of Manchuria

“For a nation-state to play an active role in the world, its most essential requirement is a favorable national defense position. As American economic power advances, the United States will become the champion of the Western peoples. Our country must resist the encroachments of Russia to the north as it simultaneously confronts British and American power to the south. Northern Manchuria is of strategic value to Japan. If our country brings northern Manchuria under its influence, Russia will find it extremely difficult to advance to the east. It will not be difficult to block Russia simply by building up our strength in Manchuria and Mongolia. If our country is relieved of its burden to the north, it can then make bold plans for China and the South Sea region.

The Manchuria-Mongolia region is of enormous strategic importance with respect to the destiny and development of our country. If the Manchuria-Mongolia region is brought under our influence, then our control over Korea will be stabilized. If our country shows firm determination in resolving the Manchuria-Mongolia problem through force, it can assume a position of leadership toward China; it can promote China’s unity and stability; and it can guarantee peace in the East.”

**Document 5**

**Source:** Eliot Janeway, United States journalist, article published in the *New York Times*, 1937

“Japan’s new offensive in the Beijing region<sup>3</sup> is her answer to the question upon which the future of Asia apparently hinges: Who is to use the abundant raw materials of China? Both China and Japan greatly desire these materials. If Japan prevails in this, it will mean far more than the shrinking of China’s boundaries. The industrialization of China will be fatally hampered by the loss of this principal source of raw materials. Japan requires the products of this area for its own uses, but even if she did not, she would have had to strike here in order to prevent China’s industrialization and the unification which she fears would result from it.

The Shaanxi province has the very commodities that Japan needs most desperately. If Japan’s steel industry is to become self-sufficient, it will need the 300,000,000 tons of ore which lie in Shaanxi. Likewise, Japan is facing coal shortages. The coal her iron and steel industries use must be imported, and again Shaanxi is the nearest source.”

<sup>3</sup> A reference to the fighting during the Second Sino-Japanese War (1937–1945), in which Japan invaded China and fought against a coalition of Nationalist and Communist Chinese forces

**Document 6**

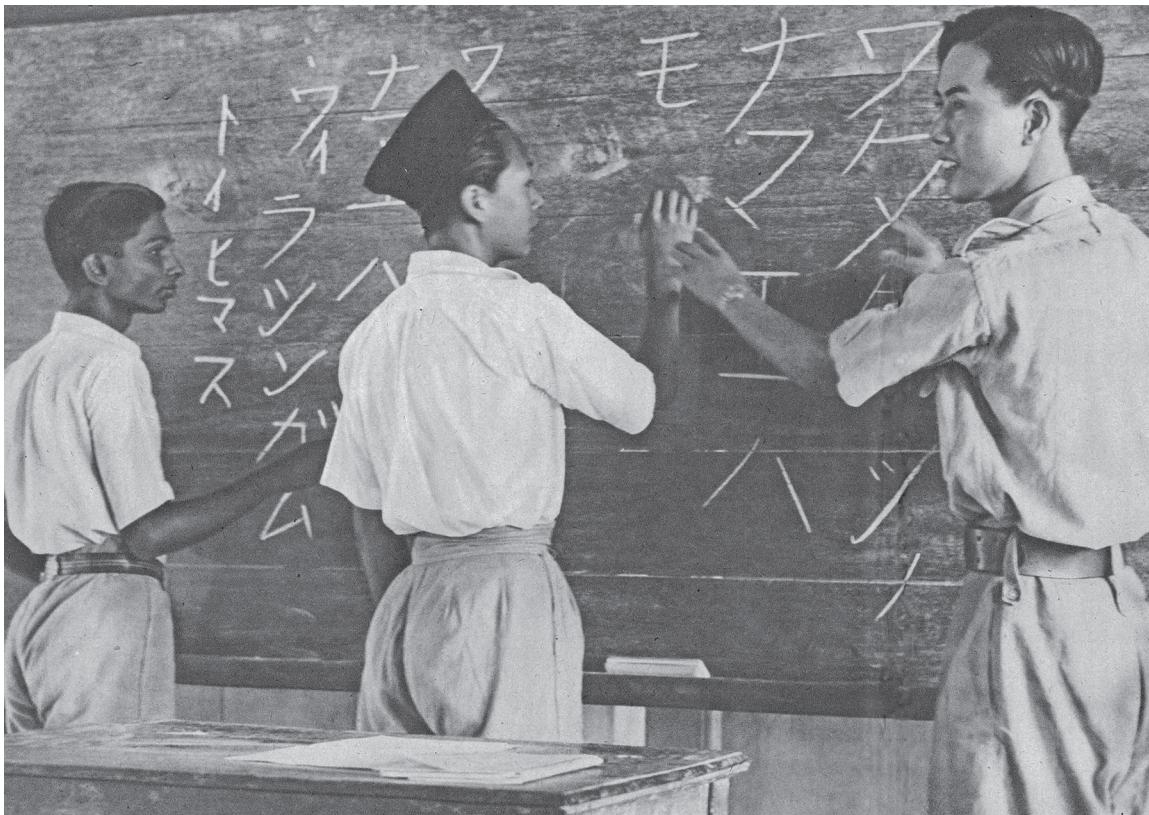
**Source:** Toichi Nawa, Japanese economist and professor at the Osaka University of Commerce, *The Japanese Cotton Spinning Industry and the Question of the Supply of Raw Cotton*, book published in Osaka, 1937

“Would it be possible, as many have suggested, for Japan to put North China under our control so that we have full access to her resources, including her rich cotton fields? The answer, in my view, is “no.” China is a backward society, based on a traditional pattern of landholding and lacking modern industries. It would require extraordinarily large expenditures to develop its economy, block interventions from third countries, and develop policies to mitigate Chinese resistance. It is highly doubtful that Japan has the necessary capital and resources to cope with such a monumental task.

The foreign trade statistics of the last few years show that the more we expand the productive capacity of our industries in preparation to extend Japanese rule to mainland Asia, the greater our dependence on the world market and the imports of raw materials becomes. The lure of empire building in Asia is therefore a grave danger for our country’s economic advance.”

**Document 7**

**Source:** Japanese language class being taught by a Japanese instructor at a Singaporean school, circa 1943. Photograph published in *Asahi Shimbun*, one of Japan's major daily newspapers.



Asahi Shimbun / Getty Images

*The British colony of Singapore fell to the Japanese armies in 1942.*

**END OF DOCUMENTS FOR QUESTION 1**

**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 at least two pieces of specific and relevant evidence.
  - Use historical reasoning (e.g., comparison, causation, continuity or change over time) to frame or structure an argument that addresses the prompt.
  - Demonstrate a complex understanding of a historical development related to the prompt through sophisticated argumentation and/or effective use of evidence.
2. In the period circa 1200–1750, religious traditions were used to establish and legitimize rulers and governments throughout Afro-Eurasia.  
Develop an argument that evaluates the extent to which religion was the main source of political legitimacy for rulers in Afro-Eurasia during this period.
3. In the period circa 1750–1900, discontent with monarchist and imperial rule spread around many parts of the world and led to significant political changes.  
Develop an argument that evaluates the extent to which discontent with monarchist or imperial rule was the main source of new political ideologies or systems of government during this period.
4. In the late twentieth century, globalization was driven by a variety of factors, including new technologies and economic and political change.  
Develop an argument that evaluates the extent to which globalization was primarily driven by economic factors during this period.

---

**Begin your response to this question at the top of a new page in the separate Free Response booklet and fill in the appropriate circle at the top of each page to indicate the question number.**

## Question 1: Document-Based Question, Japanese Economic Imperialism

7 points

### General Scoring Notes

- Except where otherwise noted, each point of these rubrics is earned independently; for example, a student could earn a point for evidence without earning a point for thesis/claim.
- **Accuracy:** The components of these rubrics require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam essays should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.

Evaluate the extent to which economic motives were the leading cause of Japanese imperialism in the period circa 1900–1945.

Reporting Category	Scoring Criteria	
Row A Thesis/Claim  [0-1 points]	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.
<b>Decision Rules and Scoring Notes</b>		
<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>Are not historically defensible.</li> <li>Only restate or rephrase the prompt.</li> <li>Do not respond to the prompt.</li> <li>Do not establish a line of reasoning.</li> <li>Are overgeneralized.</li> </ul> <p><b>Examples that do not earn this point:</b></p> <p><b>Provide a restatement of the prompt</b></p> <ul style="list-style-type: none"> <li><i>“Economic motives were the leading cause of Japanese imperialism in the period circa 1900–1945.”</i></li> </ul> <p><b>Provide a historically defensible claim, but do not establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li><i>“Japan became a major empire between 1900–1945.”</i></li> </ul> <p><b>Do not focus on the topic of the prompt</b></p> <ul style="list-style-type: none"> <li><i>“Japanese modernization during the Meiji Restoration led to significant social conflicts.”</i></li> </ul> <p><b>Establish a line of reasoning, but do not provide a historically defensible claim</b></p> <ul style="list-style-type: none"> <li><i>“The Japanese emperor resisted imperial expansion until attacks from neighboring countries forced his hand.”</i></li> </ul>	<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>Provide a historically defensible thesis or claim about the extent to which economic motives were the leading cause of Japanese imperialism in the period circa 1900–1945. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument.</li> </ul> <p><b>Examples that earn this point:</b></p> <p><b>Establish a line of reasoning that evaluates the topic of the prompt</b></p> <ul style="list-style-type: none"> <li><i>“Taking advantage of its newly industrialized economy, Japan established a colonial empire in order to compete with Western imperial powers.”</i></li> </ul> <p><b>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</b></p> <ul style="list-style-type: none"> <li><i>“The motives behind Japanese imperialism in the period 1900 to 1945 included the desire to secure natural resources for its economic products, the determination to demonstrate that it could rival European states as an imperial power, and a sense of Japanese cultural and racial superiority over other East and Southeast Asian peoples.”</i></li> </ul> <p><b>Establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li><i>“Japan established a colonial empire because it needed raw materials.”</i> [Minimally acceptable thesis/claim]</li> </ul>	
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion [which may not be limited to the first or last paragraphs].</li> <li>The thesis or claim must identify a relevant development[s] in the period, although it is not required to encompass the entire period.</li> </ul>		

Reporting Category	Scoring Criteria	
Row B Contextualization	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Describes a broader historical context relevant to the prompt.
<b>[0-1 points]</b>		
<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>Provide an overgeneralized statement about the time period referenced in the prompt.</li> <li>Provide context that is not relevant to the prompt.</li> <li>Provide a passing phrase or reference.</li> </ul> <p><b>Examples that do not earn this point:</b></p> <p><b>Do not provide context relevant to the topic of the prompt</b></p> <ul style="list-style-type: none"> <li><i>“Japan’s monarchy is the oldest in the world.”</i></li> </ul> <p><b>Provide an overgeneralized statement about the time period referenced in the prompt</b></p> <ul style="list-style-type: none"> <li><i>“The early twentieth century was a period of intense nationalism.”</i></li> </ul>		<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>Accurately describe a context relevant to economic motives and Japanese imperialism in the period circa 1900–1945</li> </ul> <p><b>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</b></p> <ul style="list-style-type: none"> <li>Japanese isolationist [<i>sakoku</i>] policies during the Tokugawa period</li> <li>Japanese contacts with the West during the late Tokugawa and Early Meiji periods</li> <li>Japanese industrialization and modernization during the Meiji Restoration</li> <li>The transformation of Japan with the Meiji abolition of the shogunate and samurai privileges</li> <li>The practice of European imperial expansion in China through the establishment of spheres of influence, conflicts like the Opium Wars, or the signing of the Unequal Treaties</li> <li>The growth of Japanese nationalism and notions of Japanese racial superiority</li> <li>Economic impacts of the Great Depression in Asia</li> <li>Rising anti-Western sentiment in Asia after the First World War</li> <li>Colonial competition and dissatisfaction with the Paris Peace Conference</li> <li>Opening of Japan by Commodore Matthew C. Perry</li> </ul> <p><b>Examples of acceptable contextualization:</b></p> <ul style="list-style-type: none"> <li><i>“The economic reforms of the Meiji period helped make many Japanese aware of the limited natural resources available in their country.”</i></li> <li><i>“The Meiji period turned Japan into a major industrial power.”</i> [Minimally acceptable contextualization]</li> </ul> <p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>The response must describe broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question that are relevant to the topic of the prompt.</li> <li>To earn this point, the context provided must be more than a phrase or reference.</li> </ul>

Reporting Category	Scoring Criteria		
Row C Evidence	Evidence from the Documents		
[0-3 points]	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Uses the content of at least <b>three</b> documents to address the <b>topic</b> of the prompt.	<b>2 points</b> Supports an <b>argument</b> in response to the prompt using at least <b>four</b> documents.
Decision Rules and Scoring Notes			
<b>Responses that do not earn points:</b> <ul style="list-style-type: none"> <li>Use evidence from less than three of the documents</li> <li>Misinterpret the content of the document</li> <li>Quote the content of the documents without providing an accompanying description</li> <li>Address documents collectively rather than considering separately the content of each document</li> </ul>	<b>Responses that earn 1 point:</b> <ul style="list-style-type: none"> <li>Accurately describe—rather than simply quote—the content from at least three of the documents to address the topic of economic motives and Japanese imperialism in the period circa 1900–1945.</li> </ul> <p><b>Examples of describing the content of a document:</b></p> <p><b>Describe evidence from the documents relevant to the topic but do not use that evidence to support an argument</b></p> <ul style="list-style-type: none"> <li>[Document 3]: “The authors argue that Japan has violated the sovereignty of Korea and broken many treaties.”</li> <li>[Document 6]: “Toichi Nawa states that Japan would have to invest a lot of money to develop the economy of North China.”</li> </ul>	<b>Responses that earn 2 points:</b> <ul style="list-style-type: none"> <li>Support an argument in response to the prompt by accurately using the content of at least four documents.</li> </ul> <p><b>Examples of supporting an argument using the content of a document:</b></p> <ul style="list-style-type: none"> <li>[Document 4]: “Ishiwara believes that by seizing Manchuria and Mongolia and their resources Japan can assume a leadership role in Asia, contain Russia (in the north), and deal with the Anglo-American challenge it faces to the south. This shows that Japanese leaders considered both economic and non-economic factors when advocating for imperial expansion.” [Uses evidence from the document to support an argument about economic motives as the leading cause of Japanese imperialism in the period circa 1900–1945]</li> <li>[Document 5]: “Janeway implies that Japan’s invasion of China was motivated by the need to control China’s economic resources, especially coal and steel.” [Uses evidence from the document to support an argument about economic motives as the leading cause of Japanese imperialism in the period circa 1900–1945]</li> </ul>	<b>Additional Notes:</b> <ul style="list-style-type: none"> <li>To earn two points, the four documents do not have to be used in support of a single argument—they can be used across sub-arguments or to address counterarguments.</li> </ul>

Row C [Continued]	Evidence beyond the Documents:	
	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Uses at least one additional piece of specific historical evidence [beyond that found in the documents] relevant to an argument in response to the prompt.
<b>Decision Rules and Scoring Notes</b>		
	<b>Responses that do not earn this point:</b> <ul style="list-style-type: none"> <li>Provide evidence that is not relevant to an argument about the prompt.</li> <li>Provide evidence that is outside the time period or region specified in the prompt.</li> <li>Repeat information that is specified in the prompt or in any of the documents.</li> <li>Provide a passing phrase or reference.</li> </ul>	<b>Responses that earn this point:</b> <ul style="list-style-type: none"> <li>Must use at least one specific piece of historical evidence relevant to the extent to which economic motives were the leading cause of Japanese imperialism in the period circa 1900–1945.</li> </ul> <p><b>Examples of specific and relevant evidence beyond the documents that earn this point include the following, if appropriate elaboration is provided:</b></p> <ul style="list-style-type: none"> <li>Specific information about internal reforms or industrialization in Japan during the Meiji Era [other than what is mentioned in the documents], for example, the establishment of a parliament, or the creation of government supported businesses [<i>zaibatsu</i>].</li> <li>The development of specific Japanese industries not mentioned in the documents, for example, the textile and chemical industries.</li> <li>The Japanese efforts to create the Greater East Asia Co-Prosperity Sphere to control Asian resources.</li> <li>Efforts by Western powers to embargo Japan, such as the American ban on the sale of oil to Japan.</li> <li>The defeat of European colonial powers by Germany during the Second World War, such as the conquest of France and the Netherlands and the effects this has on their colonial empires in places like Vietnam and Indonesia.</li> <li>Evidence from World War II events such as the bombing of Pearl Harbor, the Japanese invasion of the Philippines, or other imperialist actions of Japan not mentioned in the documents.</li> <li>Japanese atrocities or war crimes such as the use of Koreans as forced laborers, the trafficking of Korean “comfort women,” or the Rape of Nanjing.</li> </ul> <p><b>Examples of evidence beyond the documents relevant to an argument about the prompt:</b></p> <ul style="list-style-type: none"> <li><i>“The defeat of France and the Netherlands by Germany in 1940 gave Japan an opportunity to seize their Asian colonies, such as Vietnam and Indonesia.”</i> [Provides a piece of evidence not in the documents relevant to an argument about the prompt]</li> <li><i>“Many Japanese schools changed their curriculum in the 1930s to emphasize a form of old samurai beliefs, which was used to reinforce extreme nationalism and the idea of sacrificing for the empire.”</i> [Provides a piece of evidence not in the documents relevant to an argument about the prompt]</li> </ul>
<b>Additional Notes:</b> <ul style="list-style-type: none"> <li>Typically, statements credited as evidence will be more specific than statements credited as contextualization.</li> <li>To earn this point, the evidence provided must be different from the evidence used to earn the point for contextualization.</li> <li>To earn this point, the evidence provided must be more than a phrase or reference.</li> <li>The point for evidence beyond the documents may be awarded for evidence that appears in any part of the response.</li> </ul>		

Reporting Category	Scoring Criteria	
Row D Analysis and Reasoning [0-2 points]	Sourcing	
	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> For at least <b>two</b> documents, explains how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument.
Decision Rules and Scoring Notes		
<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>Explain sourcing for fewer than two of the documents.</li> <li>Identify the point of view, purpose, historical situation, and/or audience but fail to explain how or why it is relevant to an argument.</li> <li>Summarize the content or argument of the document without explaining the relevance of this summary to the point of view, purpose, historical situation, and/or audience.</li> </ul> <p><b>Examples that do not earn this point:</b></p> <p><b>Identify the point of view, purpose, historical situation, and/or audience, but do not explain how or why it is relevant to an argument</b></p> <ul style="list-style-type: none"> <li>[Document 2]: “The author is a conservative politician addressing other Japanese politicians.”</li> </ul> <p><b>Summarize the content of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience</b></p> <ul style="list-style-type: none"> <li>[Document 7]: “This photograph shows a young Japanese man, likely a soldier, instructing Singaporean school students in Japanese writing.”</li> </ul>	<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>Must explain how or why—rather than simply identifying—the document’s point of view, purpose, historical situation, or audience is relevant to an argument that addresses the prompt for each of the two documents sourced.</li> </ul> <p><b>Example of acceptable explanation of the relevance of the author’s point of view:</b></p> <ul style="list-style-type: none"> <li>Document 1]: <i>The article is published in a Japanese business newspaper and is therefore likely to emphasize the importance of economic growth and policy over other issues.</i> [Connects the point of view of the document to an argument about the importance of maintaining access to an important trading port that was necessary for the Japanese economy]</li> </ul> <p><b>Example of acceptable explanation of the relevance of the author’s purpose:</b></p> <ul style="list-style-type: none"> <li>[Document 6]: <i>The author is clearly trying to convince other Japanese military, government, and economic officials that seizing direct control over Northern China will not bring economic benefits to Japan.</i> [Connects the purpose of the document to an argument discussing current debates in Japan about imperial expansion in China]</li> </ul> <p><b>Example of acceptable explanation of the relevance of the historical situation of a source:</b></p> <ul style="list-style-type: none"> <li>[Document 4]: <i>In response to what they saw as a Western-dominated world status quo, Japanese nationalists like Ishiwara called for the creation of a Japanese empire on the Asian mainland. Conquering Manchuria, as Ishiwara makes clear in the document, would allow Japan to hold off Russian expansion and be able to focus on the threat from Britain and US.</i> [Connects the historical situation of the document to an argument about the political and military motivations for Japanese imperial expansion in mainland Asia]</li> </ul> <p><b>Example of acceptable explanation of the relevance of the audience:</b></p> <ul style="list-style-type: none"> <li>[Document 3]: <i>The manifesto is published in New York and appears to be an attempt to gain Western sympathy against the aggressive actions of Japan.</i> [Connects the audience of the document to an argument about other Asian peoples’ responses to Japanese imperial expansion]</li> </ul>	

Row D (continued)	<b>Complexity</b>	
<b>Decision Rules and Scoring Notes</b>		
	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Demonstrates a complex understanding of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence.</p>
	<p><b>Responses that earn this point:</b> May demonstrate a complex understanding through sophisticated argumentation that is relevant to the prompt. This may be done in a variety of ways, such as:</p> <ul style="list-style-type: none"> <li>• Explaining multiple themes or perspectives to explore complexity or nuance; OR</li> <li>• Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR</li> <li>• Explaining both cause and effect, both similarity and difference, or both continuity and change; OR</li> <li>• Explaining relevant and insightful connections within and across periods or geographical areas. These connections should clearly relate to an argument that responds to the prompt.</li> </ul> <p>May demonstrate a complex understanding through effective use of evidence relevant to an argument that addresses the prompt. This may be done in a variety of ways, such as:</p> <ul style="list-style-type: none"> <li>• Effectively using <b>seven</b> documents to support an argument that responds to the prompt; OR</li> <li>• Explaining how the point of view, purpose, historical situation, and/or audience of at least <b>four</b> documents supports an argument that responds to the prompt; OR</li> <li>• Using documents and evidence beyond the documents effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt.</li> </ul> <p><b>Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided:</b></p> <ul style="list-style-type: none"> <li>• Arguing that while the economic considerations behind Japanese expansion are clear [Documents 1, 4 and 5], as well as Japan's desire to exploit its colonies economically [Documents 2, 3], it was also obvious that ideology and ideas played an important role. These included Japanese nationalism [Documents 1, 4], feelings of racial superiority (Document 6), belief in their "mission" to help lead Asia [Documents 4, 6 and 7]. [Uses evidence from all seven documents to demonstrate a complex understanding]</li> <li>• Explaining how dissatisfaction with the post-WWI settlement and the Great Depression led not only Japan but also Germany and Italy to challenge the status quo by expanding their territory and rejecting political democracy. Responses could also analyze the role that economic factors played in imperial expansion by other states in the twentieth century and compare their situations with Japan's. [Explains relevant and insightful connections across geographical areas]</li> <li>• Explaining how economic factors in the age of imperialism motivated the expansion of other colonial empires such as the British in India or the Scramble for Africa by the Europeans compared to Japanese imperialism in the 20th century [Explains relevant and insightful connections across periods or geographical areas]</li> <li>• Explaining that, although Japan sought to build an empire to make it more economically self-sufficient, the warfare involved, especially starting with the invasion of China in 1937, did not promote self-sufficiency but instead created the need for more resources and drew Japan into further conquest, eventually leading to World War II and the dissolution of the Japanese Empire. [Explores nuance and considers alternative evidence]</li> </ul>	

**Additional Notes:**

- This complex understanding must be part of the argument and may be demonstrated in any part of the response.
- While it is not necessary for this complex understanding to be woven throughout the response, it must be more than merely a phrase or reference.
- To earn a point for complexity by using seven documents in support of an argument, there must be an attempt to use all seven documents to effectively support an argument, but the use of the documents may be unevenly or inconsistently developed, or the document use may be weaker in one or two instances.

Document Summaries		
Document	Summary of Content	Explains the relevance of point of view [POV], purpose, situation, and/or audience by elaborating on examples such as:
1. "Why do Japan's businessmen insist on war against Russia?," editorial in the <i>Tokyo Economist</i> , 1903	<ul style="list-style-type: none"> <li>The document describes a Russian tax increase on non-Russian ships using Port Arthur. Japanese businessmen are calling for war against Russia as a result and are also equally concerned that if Russia occupies parts of Manchuria and levies taxes there, Japanese businesses will be in trouble.</li> </ul>	<ul style="list-style-type: none"> <li>The essay explained why many of Japan's business leaders favored war with Russia, and also showed Russian policies as unfair or biased toward the Japanese. [purpose]</li> <li>The article is published in a Japanese business newspaper and is therefore likely to emphasize the importance of economic growth and policy over other issues. [POV]</li> </ul>
2. Fumimaro Konoe, "Reject the Anglo-American-Centered Peace," essay in <i>Japan and the Japanese</i> , 1918	<ul style="list-style-type: none"> <li>Konoe says that early colonial powers made themselves economically self-sufficient through building empires, but now England denies other countries access to its colonies and with America says they should not create their own empires. Reflecting on the injustice of this situation, Konoe argues that resource-poor countries like Japan may have to repeat Germany's attempt in WWI to overthrow this system if not given access to colonies.</li> </ul>	<ul style="list-style-type: none"> <li>Konoe believed that Japan was a resource-poor country that needed either trade with other colonial empires or its own colonies to support its economy; he found it unfair that Japan had no access to other colonial markets at a time when he asserted that England and America were trying to stop other countries from establishing their own empires. [POV]</li> <li>Konoe publicized his views before the first meetings of the Paris Peace Conference in 1919 in hopes of ensuring that the new international order it created did not discriminate against Japan's interests. [purpose, historical situation]</li> </ul>
3. Allied Korean Organizations of New York, <i>Manifesto against the Japanese invasion of Manchuria</i> , 1931	<ul style="list-style-type: none"> <li>The authors state that Japan has violated the sovereignty of Korea. In doing so Japan has broken many treaties. Despite Japan's promise of Asia for Asians, Japan instead continues to push for imperial conquests.</li> </ul>	<ul style="list-style-type: none"> <li>The authors are Korean Americans and therefore are influenced both by their Korean culture and potential enduring familial ties to Korea, but also by Western attitudes toward Japan. [POV]</li> <li>The manifesto is aimed to call out Japanese military expansion and criticize the conquest of Korea. [purpose]</li> <li>The manifesto is published in New York and appears to be an attempt to gain Western sympathy against the aggressive actions of Japan. [audience]</li> </ul>
4. Kanji Ishiwara, "Personal Opinion on the Manchuria-Mongolia Problem," 1931	<ul style="list-style-type: none"> <li>Ishiwara believes that by seizing Manchuria and Mongolia Japan can assume a leadership role in Asia, contain Russia in the north, and deal with the Anglo-American challenge it faces to the south.</li> </ul>	<ul style="list-style-type: none"> <li>Ishiwara had a nationalist worldview, likely influenced by Social Darwinism as well, that emphasized the competition between the great powers, and he believed that Japan must build its strength by annexing Manchuria and Mongolia. [POV]</li> <li>In response to what they saw as a Western-dominated world status quo, Japanese nationalists like Ishiwara called for the creation of a Japanese empire on the Asian mainland. Conquering Manchuria, as Ishikawa makes clear in the document will allow Japan to hold off Russian expansion and be able to focus on the threat from Britain and the United States. [historical situation]</li> </ul>
5. Eliot Janeway, article in the <i>New York Times</i> , 1937	<ul style="list-style-type: none"> <li>Janeway writes that the Japanese invasion of China is about who will control important economic resources like the Shaanxi iron</li> </ul>	<ul style="list-style-type: none"> <li>As an American journalist the author is trying to present an objective analysis of the benefits and challenges of controlling China's resources for both Japan and China. [POV]</li> </ul>

	<p>mines. Japan needs them for its own economy and also to control China, which might otherwise industrialize [a development Japan fears].</p>	<ul style="list-style-type: none"><li>At a time when the United States was being very isolationist, Janeway may have wanted to remind Americans that there are important events happening beyond their borders. [purpose, audience]</li></ul>
6. Toichi Nawa, <i>The Japanese Cotton Spinning Industry and the Question of the Supply of Raw Cotton</i> , 1937	<ul style="list-style-type: none"><li>The author argues that Japan cannot put North China under its control because China is too “backward” and would require an enormous number of resources to modernize. The author also notes that as Japan’s production increases, the more it is dependent on the world market.</li></ul>	<ul style="list-style-type: none"><li>The author is responding to the beginnings of the Second Japanese-Sino war just prior to the outbreak of the Second World War and increasing calls from within Japan to expand its territorial empire. [historical situation]</li><li>The author is likely trying to convince other Japanese military, government, and economic officials that seizing direct control over Northern China will not bring economic benefits. [purpose]</li></ul>
7. Photo of Japanese language class at Singaporean school, 1943	<ul style="list-style-type: none"><li>The document shows a photograph of a Japanese soldier teaching a Japanese language class at a school in Japanese-occupied Singapore. Two Singaporean students are learning how to write Japanese characters on the blackboard.</li></ul>	<ul style="list-style-type: none"><li>The photograph is published in one of Japan’s daily newspapers and so it emphasizes the positive benefits of Japanese rule over Singapore. [audience]</li><li>The image is likely intended to show the Japanese civilian population during the Second Sino-Japanese War that Japan is doing good things for the population of its occupied territories, such as providing education. [purpose]</li></ul>

Reporting Category	Scoring Criteria	
Row B Contextualization	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Describes a broader historical context relevant to the prompt.
<b>[0-1 points]</b>		
<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>Provide an overgeneralized statement about the time period referenced in the prompt.</li> <li>Provide context that is not relevant to the prompt.</li> <li>Provide a passing phrase or reference.</li> </ul> <p><b>Examples that do not earn this point:</b></p> <p><b>Do not provide context relevant to the topic of the prompt</b></p> <ul style="list-style-type: none"> <li><i>"The Prophet Muhammad was a merchant."</i></li> </ul> <p><b>Provide a passing phrase</b></p> <ul style="list-style-type: none"> <li><i>"Confucianism was all about filial piety and Buddhism was about following the eightfold path."</i></li> </ul>		<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>Accurately describe a context relevant to religion and political legitimacy in the period circa 1200–1750.</li> </ul> <p><b>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</b></p> <ul style="list-style-type: none"> <li>The spread of Islam across Eurasia and Africa as a result of the early Islamic conquests</li> <li>The power of Christian churches across Europe, such as the Catholic, Protestant, or Orthodox churches</li> <li>Confucianism and Neo-Confucianism in China and East Asia</li> <li>The Reformation and Wars of Religion in Europe</li> <li>Tolerance or conflict between Hindus, Muslims, and others in South Asia</li> <li>The Reconquista in Spain and Portugal</li> <li>The Crusades</li> <li>Theravada Buddhism in mainland Southeast Asia</li> </ul> <p><b>Example of acceptable contextualization:</b></p> <ul style="list-style-type: none"> <li><i>"The Crusades were military campaigns led by Christian rulers to recapture the holy lands from the Muslims."</i></li> <li><i>"Neo-Confucianism became prominent during the Song Dynasty."</i> [Minimally acceptable contextualization]</li> </ul> <p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>The response must describe broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question that are relevant to the topic of the prompt.</li> <li>To earn this point, the context provided must be more than a phrase or reference.</li> </ul>

Reporting Category	Scoring Criteria		
Row C Evidence [0-2 points]	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Provides specific examples of at least <b>two</b> pieces of evidence relevant to the <b>topic</b> of the prompt.	<b>2 points</b> Supports an <b>argument</b> in response to the prompt using at least <b>two</b> pieces of specific and relevant evidence.
<b>Decision Rules and Scoring Notes</b>			
<b>Responses that do not earn points:</b> <ul style="list-style-type: none"> <li>Identify a single piece of evidence.</li> <li>Provide evidence that is not relevant to the topic of the prompt.</li> <li>Provide evidence that is outside the time period or region specified in the prompt.</li> <li>Repeat information that is specified in the prompt.</li> </ul> <p><b>Examples that do not earn points:</b></p> <p><b>Provide evidence that is outside the region specified in the prompt</b></p> <ul style="list-style-type: none"> <li><i>"Cortés conquered the Aztec empire."</i></li> </ul> <p><b>Repeat information that is specified in the prompt</b></p> <ul style="list-style-type: none"> <li><i>"Afro-Eurasian rulers tied political legitimacy to religion in the period circa 1200 – 1750."</i></li> </ul>	<b>Responses that earn 1 point:</b> <ul style="list-style-type: none"> <li>Identify at least two specific historical examples relevant to religion and political legitimacy in the period circa 1200–1750.</li> </ul> <p><b>Examples of evidence that are specific and relevant include the following [two examples required]:</b></p> <ul style="list-style-type: none"> <li>The Confucian concepts of the Mandate of Heaven</li> <li>Yuan and Qing rulers' adoption and/or support for various belief systems, such as Confucianism, Buddhism, and Taoism, to bolster their rule over China and neighboring regions.</li> <li>Specific examples of Muslim rulers using religion to legitimize their rule, such as Ottoman sultans using the concept of jihad in their warfare against European Christian states or commissioning imperial mosques; Safavid rulers patronizing Shi'a religious scholars; different Mughal emperors applying the <i>jizya</i> poll tax to Hindus to achieve different types of legitimacy, etc.</li> <li>The Sunni-Shi'a conflict and the Ottoman-Safavid political and military rivalry in the Middle East</li> <li>The Protestant Reformation's challenge to the Catholic Church, including specific Protestant leaders, movements, or groups, such as Martin Luther, Calvinism, anabaptists, etc.</li> <li>The Catholic Counter-Reformation, including specific movements or events, such as the Jesuit Order or the Council of Trent</li> <li>Examples of rulers or policies demonstrating religious toleration to achieve political aims, such as Akbar, Elizabeth I, the Edict of Nantes</li> <li>Examples of rulers using religion to justify claims to absolute rule, for example Louis XIV and the Versailles system in France, Chinese emperors using the title Son of Heaven, or Ottoman sultans using the title of Caliph</li> </ul>	<b>Responses that earn 2 points:</b> <ul style="list-style-type: none"> <li>Use at least two specific historical examples to support an argument regarding the extent to which religion was the main source of political legitimacy for rulers throughout Afro-Eurasia in the period circa 1200–1750.</li> </ul> <p><b>Examples that successfully support an argument with evidence:</b></p> <ul style="list-style-type: none"> <li><i>"The primary cause of the Ottoman-Safavid conflict was the schism between Sunni Islam, adhered to by the Ottoman Empire, and Shia Islam, chosen as the state religion by the Safavids. This religious divide fueled animosity between the two empires and was used by their rulers to bolster support for their rule."</i> [Uses evidence to support an argument about how differences in religion played a significant role in political legitimacy for Islamic empires]</li> <li><i>"Many European rulers, including Louis XIV of France, used the concept of the divine rights of kings, the idea that the monarch was either himself divine or acted as God's representative on Earth, to strengthen their control over both church and state."</i> [Uses evidence to support an argument about how multiple rulers used the idea that they were ordained by God and thus had the right to rule]</li> </ul>	

	<ul style="list-style-type: none"><li>• The expulsion of Jewish communities from some European states and the reception of Jewish immigrants by the Ottoman Empire and other Muslim states in the Mediterranean</li></ul> <p><b>Example of a statement that earns one point for evidence:</b></p> <ul style="list-style-type: none"><li>• <i>"Akbar held debates among representatives of different religions at his court and even established a new imperial religion."</i></li></ul>	
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"><li>• Typically, statements credited as evidence will be more specific than statements credited as contextualization.</li><li>• If a response has a multipart argument, then it can meet the threshold of two pieces of evidence by giving one example for one part of the argument and another example for a different part of the argument, but the total number of examples must still be at least two.</li></ul>		

Reporting Category	Scoring Criteria		
Row D Analysis and Reasoning  [0-2 points]	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Uses historical reasoning [e.g., comparison, causation, continuity, and change] to frame or structure an argument that addresses the prompt.	<b>2 points</b> Demonstrates a complex understanding of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence.
<b>Decision Rules and Scoring Notes</b>			
	<b>Responses that do not earn points:</b> <ul style="list-style-type: none"> <li>May include evidence but offer no reasoning to connect the evidence to an argument.</li> <li>May assert the use of historical reasoning but does not use it to frame or structure an argument.</li> </ul>	<b>Responses that earn 1 point:</b> <ul style="list-style-type: none"> <li>Must demonstrate the use of historical reasoning to frame or structure an argument about the extent to which religion was the main source of political legitimacy for rulers throughout Afro-Eurasia in the period circa 1200–1750. The reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking specificity.</li> </ul>	<b>Responses that earn 2 points:</b> May demonstrate a complex understanding through sophisticated argumentation that is relevant to the prompt. This may be done in a variety of ways, such as: <ul style="list-style-type: none"> <li>Explaining multiple themes or perspectives to explore complexity or nuance; OR</li> <li>Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR</li> <li>Explaining both cause and effect, both similarity and difference, or both continuity and change; OR</li> <li>Explaining relevant and insightful connections within and across periods or geographical areas. These connections should clearly relate to an argument that responds to the prompt.</li> </ul> May demonstrate a complex understanding through effective use of evidence relevant to an argument that addresses the prompt. This may be done in a variety of ways that might include: <ul style="list-style-type: none"> <li>Explaining how multiple pieces of specific and relevant evidence [at least <b>four</b>] support a nuanced or complex argument that responds to the prompt; OR</li> <li>Using evidence effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt.</li> </ul>
	<b>Examples that do not earn points:</b> <b>Provide evidence but offer no reasoning to connect the evidence to an argument:</b> <ul style="list-style-type: none"> <li><i>“Martin Luther is considered the founder of the Protestant Reformation.”</i></li> </ul>	<b>Using a historical reasoning process to frame or structure an argument could include:</b> <ul style="list-style-type: none"> <li>Explaining how Ottoman rulers designed policies to utilize the various contributions of different religious groups in their empire—for example through allowing limited self-government of the <i>millets</i>, allowing non-Muslim merchants to practice their trade, recruiting slave soldiers from their non-Muslim communities through the <i>devshirme</i> system, etc., while at the same time applying the legal and political restrictions on non-Muslims stemming from the principles of <i>Shari'a</i> law.</li> </ul>	<b>Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided:</b> <ul style="list-style-type: none"> <li>Explaining how rulers across Eurasia connected their political legitimacy to divine right, including the continued significance of the Mandate of Heaven in China, Shintoism in Japan, and the divine right of kings in France and Russia. [Explains relevant and insightful connections across regions]</li> <li>Considering how Akbar's religious tolerance policies served to recognize the reality that most of his subjects were Hindu. In downplaying an Islamic identity for the Mughal Empire, Akbar legitimized Mughal rule while accommodating the majority religion.</li> </ul>