



AP[®] World History: Modern

Sample Student Responses and Scoring Commentary Set 1

Inside:

Short-Answer Question 1

- Scoring Guidelines**
- Student Samples**
- Scoring Commentary**

Question 1: Short Answer Secondary Text**3 points****General Scoring Notes**

- Each point is earned independently.
- **Accuracy:** These scoring guidelines require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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 responses 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.
- **Describe:** Provide the relevant characteristics of a specified topic. Description requires more than simply mentioning an isolated term.
- **Explain:** Provide information about how or why a historical development or process occurs or how or why a relationship exists.

(A) Identify ONE claim that the author makes in the passage.

1 point**Examples that earn this point include the following:**

- The author claims that modern European empires fell rapidly.
- The author claims that nationalism was the cause of resistance to colonial empires.
- One claim that the author makes is that subject peoples were willing to remain subjugated by a colonial power if a significant number of them saw benefits from such subjugation.

(B) Explain how ONE development in the second half of the twentieth century could be used to support the author’s claim about nationalism in the **second paragraph**.

1 point**Examples that earn this point include the following:**

- Nationalist sentiments increased in the second half of the twentieth century and led revolutionaries to overthrow governments.
- The Indian independence movement was largely driven by nationalists who wanted to end British colonial rule.
- The Vietnamese resistance movement against French rule was an example of nationalist resistance that supports the author’s argument.
- Nationalist resistance in Africa supports the author’s claim because nationalist leaders such as Kwame Nkrumah led the struggle for independence based on self-governance and economic development.

- (C)** Explain how ONE development from the nineteenth or twentieth century could be used to challenge a claim that the author makes in the **first paragraph**. **1 point**

Examples that earn this point include the following:

- The author’s claim is challenged by the many examples of colonial resistance to imperial rule.
- The author’s claim is challenged by examples of European colonial powers managing to retain colonies well into the 1970 or 1980s (for example, the Portuguese maintaining control of Angola or Mozambique).
- Relatively few colonial subjects welcomed invitations to integrate politically with the imperial “motherland” or become full citizens (as demonstrated by the case of Senegal or Algeria in the French Empire).

Total for question 1 3 points

A) One claim made in the passage is empires had maintained their rule through acceptance by the conquered peoples not by using force or threatening to use force. basically subjects chose to remain in subjection as long as they saw subjection was benefitting them.

B) One development in the second half of the twentieth century that would support the authors claim about nationalism is the independence movements in Africa. Especially in Ghana, Nkrumah organized the Ghanaian revolution very well and had a post colonial idea. He had the idea of Pan Africanism (the idea that all African states should be united under one government) supporting his nationalist revolution.

C) One development in the nineteenth century that challenges the authors claim in the first paragraph is the colonization of African colonies, particularly in the Congo. Belgium in fact did rule by force because they forcefully exploited rubber from the Congo for their industrialized economy. This force was so bad that the extraction of rubber from the Congo ended up being one of the world's largest genocides because Belgium ruled by force.

- a) One claim that the author makes in the passage is that almost all European empires follow the same rules, one being that the empires rule through acceptance and not force.
- b) One development in the second half of the twentieth century that could be used to support the authors claim in the second paragraph would be the Mexican Revolution. Now in the second paragraph, the author explains how in order to resist a leader's/government's rule, there must be organization and courage, or else it does not work. The Mexican Revolution can be a great example of this due to its efficiency and effectiveness.
- c) One development from the nineteenth or twentieth century that could be used to challenge the claim that the author makes in the first paragraph is the Soviet Union (Russia) during the Cold War. Now, during the cold war, the rivalry against the US had very indirect battles. A lot of the wars involved dominating and expanding into other nations whether effective or not. Examples could include Afganistan, Vietnam and more. Now, their invasions were not accepted through the invaded nations, meaning that the Soviet Union was using force and threats to gain power and legitimacy.

A- One claim that the author makes in this passage is that European empires heavily depending on their colonies for the source of their power. But in the decolonization periods in the 1900s, like British colonies in South Africa, began the downfall of western power causing nationalism to decline. This further weakened the European states had on international power.

B- Nationalism began to trend in European colonies. An example would be Ghana, whose leaders inspired a democratic nation with it's interest in the people of Ghana. Their growing government deddiced to focus on their independant development, rather taking revenge on it's foregin colonizers. This shows that nationalism was heavily focused on rather than getting revenge for lost times, in the periods 1600s-1800s.

C- It could be argued that the idea of white man's burden was used to justify the benefits that colonies received during colonial times. Many native populations did not earn indiuiduals benefits. Instead, the native population was forced into a lower class were they were exploited for labor. Their rightful land was also exploited for resources like gold and salt, going to the West which did not benefit the colonies whatsoever.

Short Answer Question 1

Note: Student samples are quoted verbatim and may contain spelling and grammatical errors.

Overview

The intent of this question was for students to analyze a secondary source related to anti-imperial resistance and the fall of European colonialism. Part A asked students to identify one claim that the author makes in the passage. Part B asked students to explain how one development in the second half of the twentieth century could be used to support the author’s claim about nationalism in the second paragraph. Part C asked students to explain how one development from the nineteenth or twentieth century could be used to challenge a claim that the author makes in the first paragraph.

The question was focused on analyzing historical evidence and interpreting secondary sources.

The question tested content primarily from Topics 6.2, 6.3, and 8.5 of the course framework.

Sample: 1A

Score: 3

- a) The response earned 1 point for correctly identifying the claim that “empires had maintained their rule through acceptance ... not by using force.” The point could also be earned with the second phrase “subjects chose to remain in subjugation as long as they saw subjugation was benefitting them.”
- b) The response earned 1 point for explaining that Ghana’s independence movement and Nkrumah’s ideology of Pan Africanism supports a claim about the connection of ideology and nationalism in the second paragraph of the passage.
- c) The response earned 1 point for explaining how Belgium ruled the Congo by force, which challenges a claim made in the passage that empires ruled by acceptance rather than force.

Sample: 1B

Score: 2

- a) The response earned 1 point for identifying the claim that “empires rule through acceptance and not force.”
- b) The response did not earn the point because the example of the Mexican Revolution does not fall within the time period of the prompt.
- c) The response earned 1 point for explaining that the Soviet Union’s invasion of Afghanistan meant “that the Soviet Union was using force and threats to gain power and legitimacy” and challenges the claim in the first paragraph of the passage that empires did not maintain rule by force.

Short Answer Question 1 (continued)

Sample: 1C

Score: 1

- a) The response did not earn the point because while the statement “European empires heavily depending on their colonies for the source of their power” is historically accurate, it is not a claim made in the passage.

- b) The response earned 1 point for explaining that Ghana’s independence movement featured a “growing government” that “decided to focus on their independent development” in support of the claim in the second paragraph that resistance to colonial rule requires a vision of a better future.

- c) The response did not earn the point because the example of the native populations being exploited for labor does not challenge a claim in the first paragraph of the passage.