

2025



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# AP<sup>®</sup> World History: Modern

## Sample Student Responses and Scoring Commentary Set 1

### **Inside:**

#### Document-Based Question

- Scoring Guidelines
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**Question 1: Document-Based Question, Transportation/Communication Technologies in Africa**

**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the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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 new transportation and/or communication technologies affected African societies during the period circa 1850 to 1960.

Reporting Category	Scoring Criteria	
<p><b>Row A</b> <b>Thesis/Claim</b>  <b>(0–1 points)</b></p>	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.</p>
<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>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 new transportation and/or communication technologies affected African societies during the period circa 1850 to 1960. 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 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>“New communications technologies affected African societies.”</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>“Western colonial powers expanded their territories in Africa.”</i></li> </ul> <p><b>Provide a claim that is not historically defensible</b></p> <ul style="list-style-type: none"> <li>• <i>“Africa experienced rapid industrialization during the nineteenth century.”</i></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>“New transportation and communication technologies increased trade and contacts between African societies and other world regions.”</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>“Europeans used new technologies like railways, canals, and telegraphs to exercise more direct control over their colonial empires in Africa and to extract more natural resources and raw materials for their industrialized economies.”</i></li> </ul> <p><b>Establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li>• <i>“Railways and telegraphs helped Europeans control Africa.”</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	
<p><b>Row B</b> <b>Contextualization</b></p>	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Describes a broader historical context relevant to the prompt.</p>
<p><b>(0–1 points)</b></p>	<p><b>Decision Rules and Scoring Notes</b></p>	
	<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>“Many Africans adopted Islam through the influence of land-based empires and commercial networks.”</i></li> </ul> <p><b>Provide an overgeneralized statement about the time period</b></p> <ul style="list-style-type: none"> <li>• <i>“Europeans built many railways in Africa.”</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 transportation or communication technologies and African societies during the period circa 1850 to 1960.</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>• First Industrial Revolution</li> <li>• Second Industrial Revolution</li> <li>• Imperialism and Colonialism across Africa and Asia</li> <li>• The Transatlantic Slave Trade</li> <li>• The “civilizing mission,” “White Man’s Burden,” Social Darwinism</li> <li>• Anti-colonial resistance movements</li> <li>• Scramble for Africa, 1885 Berlin Conference</li> <li>• Decolonization</li> <li>• World Wars I and II</li> <li>• Migration of laborers from Asia to Africa</li> </ul> <p><b>Examples of acceptable contextualization:</b></p> <ul style="list-style-type: none"> <li>• <i>“European attitudes such as the civilizing mission and Social Darwinism contributed to efforts by some colonial states to build railways and spread new communication technologies in Africa.”</i></li> <li>• <i>“Industrialization in Europe contributed to the spread of new technologies to Africa.”</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		
<p><b>Row C Evidence from Documents</b></p> <p><b>(0–2 points)</b></p>	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Uses the content of at least <b>three</b> documents to address the <b>topic</b> of the prompt.</p>	<p><b>2 points</b> Supports an <b>argument</b> in response to the prompt using at least <b>four</b> documents.</p>
<b>Decision Rules and Scoring Notes</b>			
<p><b>Responses that do not earn points:</b></p> <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>	<p><b>Responses that earn 1 point:</b></p> <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 new transportation and/or communication technologies and African societies during the period circa 1850 to 1960.</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 4]: “Egypt built European-style cotton mills, hotels and storefronts.”</li> <li>• [Document 2]: “South African miners at the Kimberly Diamond Mine traveled up to 400 miles between their homes and the diamond mine.”</li> </ul>	<p><b>Responses that earn 2 points:</b></p> <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 3]: “Ashanti warriors attacked telegraph lines and blockaded roads, showing that Africans knew how important transportation and communication technologies were for maintaining Britain’s control of her colonies.” [Uses evidence from the document to support an argument about how Africans responded to the spread of European imperialism]</li> <li>• [Document 5]: “The report’s findings show that the introduction of the railway significantly affected South African society by leading to the spread of disease and the division of native and mixed-race groups along racial and ethnic lines.” [Uses evidence from the document to support an argument about how new transportation technologies caused public health issues and social division for African populations]</li> </ul>	
<p><b>Additional Notes:</b></p> <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>			

<p><b>Row C Evidence Beyond Documents</b></p>	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><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.</p>
<p><b>Decision Rules and Scoring Notes</b></p>		
<p><b>(0–1 points)</b></p>	<p><b>Responses that do not earn this point:</b></p> <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>	<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>• Must use at least one specific piece of historical evidence relevant to the extent to which African societies changed in response to European imperialism during the period circa 1850 to 1960.</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>• The Scramble for Africa, 1885 Berlin Conference</li> <li>• End of the Transatlantic Slave Trade</li> <li>• Indian and other indentured laborers</li> <li>• The participation of Africans in the First World War</li> <li>• The Zulu Rebellion against British colonial rule</li> <li>• Political and economic modernization movements in Egypt</li> <li>• Apartheid in South Africa</li> <li>• 19–20th century technologies/transportation infrastructure including the Maxim gun, quinine, airplanes, Suez Canal, etc.</li> <li>• Atrocities in places such as the Belgian Congo and Namibia connected to imperialism and/or resource extraction</li> <li>• European efforts to divide populations by ethnicity [example: Hutus and Tutsis in Rwanda]</li> <li>• Cecil Rhodes’ activities such as planning the Cape to Cairo Railway or creating DeBeers Mining</li> <li>• Specific European colonies not mentioned in the documents [examples: French West Africa, German Southwest Africa, Rhodesia]</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 extraction of natural resources in Africa often led to abuses against native populations such as in the Belgian Congo where the local people were forced to collect rubber and were punished severely if they failed to meet the production quotas.”</i> [Provides a piece of evidence not in the documents relevant to an argument about the prompt]</li> <li>• <i>“Europeans constructed railways across parts of Africa to strengthen their direct military rule over African populations such as the Cape to Cairo railway, which the British used to extend their control from Southern Africa northward.”</i> [Provides a piece of evidence not in the documents relevant to an argument about the prompt]</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>• 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	
<p><b>Row D</b> <b>Analysis and Reasoning Sourcing</b></p>	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><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.</p>
<p><b>(0–1 points)</b></p>	<p><b>Decision Rules and Scoring Notes</b></p>	
	<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 4 is an advertisement for Western tourists.”</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 5 discusses the overcrowded urban centers in South Africa.”</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 Temne authors are being careful with their language when they object to the new British taxes because they want to emphasize that they are loyal subjects to the empire. At the same time, they are firm in stating that they cannot pay the taxes.</i>” [Connects the point of view of the document relevant to an argument about how new transportation or communication technologies affected African societies]</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 4]: “<i>The purpose of the advertising brochure is to promote the services of the Peninsular and Oriental Steam and Navigation Company and to highlight for Western tourists the progress that Egypt has made.</i>” [Connects the purpose of the document relevant to an argument about how new transportation or communication technologies affected African societies]</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 2]: “<i>The photograph reflects the context of South Africa becoming a major mining center in the global economy, with the discovery of diamonds and gold. The development of a road network—shown in the photograph—facilitated both the movement of labor to these new mining centers and the export of the mining products to the rest of the world.</i>” [Connects the historical situation of the document relevant to an argument about how new transportation or communication technologies affected African societies]</li> </ul> <p><b>Example of acceptable explanation of the relevance of the audience:</b></p> <ul style="list-style-type: none"> <li>[Document 6]: “<i>The book was written for a Western, British audience who would most likely celebrate the expansion of the British imperial economy in Africa.</i>” [Connects the audience of the document relevant to an argument about how new transportation or communication technologies affected African societies]</li> </ul>

<p><b>Row D</b> <b>Analysis and Reasoning</b> <b>Complex Understanding</b></p>	<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>Decision Rules and Scoring Notes</b></p>		
<p><b>(0–1 points)</b></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 the building of new railways and telegraphs in Africa by Europeans increased the ability of Western societies to expand their intrusions into or control over African societies. This is shown by new and increased British taxation in Sierra Leone [Document 1, the large-scale mining operations in South Africa [Document 2], the use of telegraph lines to organize combat against Ashanti warriors [Document 3], the increasing flow of tourists and other travelers to Egypt [Document 4], the spread of diseases along railways [Document 5], increased trade by British trading firms in Kumasi in the Gold Coast [Document 6], and increased exports of cocoa from Nigeria [Document 7]. [Uses evidence from all seven documents to demonstrate a complex understanding]</li> <li>• Explaining that Westerners typically portrayed advances in transportation and communications as something that is bringing civilization and progress to Africa and is ultimately beneficial to Africans [using sourcing of Documents 2, 4, and 5 as examples of celebratory Western attitudes], whereas in reality such advances were often used to increase the oppression of colonized societies or to facilitate the ability of colonizing powers to suppress indigenous revolts [using sourcing of Documents 1 and 3 to illustrate these realities, sometimes as seen through African eyes], or had unintended negative consequences that were acknowledged even by the colonial authorities themselves [using sourcing of Document 5]. [Explaining how the point of view, purpose, historical situation, and/or audience of at least four documents supports an argument]</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:
<p>1. Bai Bureh, Letter to the British Authorities, Sierra Leone, 1896</p>	<ul style="list-style-type: none"> <li>Local leaders of the Temne people in Sierra Leone are arguing that the colonial British governor has imposed taxes that are too high for them to pay. The tax was imposed on houses to help finance the building of roads and a rail line.</li> </ul>	<ul style="list-style-type: none"> <li>The purpose of the letter was to convince the colonial government of Sierra Leone not to tax their subjects beyond what they are able to pay. [purpose]</li> <li>The Temne authors are being careful with their language when they object to the new British taxes because they want to emphasize that they are loyal subjects to the empire. At the same time, they are firm in stating that they cannot pay the taxes. [POV]</li> <li>The document reflects the increasing intrusiveness of Western colonial rule into the lives of colonized African peoples, as European empires expanded into the interior of the African. [historical situation]</li> </ul>
<p>2. William D. Mackenzie, Photograph of Kimberly Diamond Miners, South Africa, 1899</p>	<ul style="list-style-type: none"> <li>The photograph depicts two South African workers at the Kimberley diamond mines. The two workers are dressed in Western-style clothing and carry their tools and other belongings. They are shown standing on what appears to be an unpaved road. The caption indicates that the two workers are members of the Bechuana [Tswana] people of South Africa and have just been paid in the “golden coin of the British realm.” The workers are said to be traveling home “from 100 to 400 miles” on “their road.” The caption states that they consider themselves “heroes and wise men of their tribe.”</li> </ul>	<ul style="list-style-type: none"> <li>The author implies that participation in the colonial economy, in this case the Kimberley Diamond mine, benefitted South African workers. [POV]</li> <li>The audience of Mackenzie’s book was most likely Western readers interested in the British Empire in South Africa. Members of this audience would likely have interpreted the photograph and its caption as evidence of the economic benefits that British colonial rule was bringing to African people. [audience]</li> <li>The photograph reflects the context of South Africa becoming a major mining center in the global economy, with the discovery of diamonds and gold. The development of a road network—shown in the photograph—facilitated both the movement of labor to these new mining centers and the export of the mining products to the rest of the world. [historical situation]</li> </ul>

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<p>3. Telegrams between William Low, British Colonial official in Gold Coast, and Joseph Chamberlain, British Colonial Secretary, 1900</p>	<ul style="list-style-type: none"> <li>The first telegram describes how Ashanti attacks have interrupted communication [both telegraph and mail] in and out of the city of Kumasi. Ashanti troops have effectively blocked the main road leading to Kumasi. The government has dispatched troops from Lagos hoping that they would lift the Ashanti blockade of Kumasi.</li> <li>The second telegram informs that additional soldiers are being sent to counter the Ashanti uprising, including troops from Southern Nigeria and Frontier Police troops from as far as Sierra Leone.</li> </ul>	<ul style="list-style-type: none"> <li>These telegrams were sent during the context of a major revolt by the Ashanti against British rule in 1900; the revolt was representative of revolts or other significant acts of resistance by Africans against the expansion of European empires in Africa after the 1884 to 1885 Berlin Conference. [historical situation]</li> <li>The British writers of the telegrams believe that the Ashanti attacks are unlawful destruction of state property and communications infrastructure, and that those attacks should be forcibly put down. [POV]</li> </ul>
<p>4. Peninsular and Oriental Steam Navigation Company, Advertising Brochure, Egypt, 1908</p>	<ul style="list-style-type: none"> <li>Describes how European visitors to Egypt take a rail journey from the port of Alexandria to Cairo, during which they observe both the old Egypt [farms and rural scenes] and the new Egypt of cotton mills. Cairo itself has replaced many of the traditional old shops and “delightful residences of the elite” with new modern storefronts “displaying products of European industry” and hotels that feature “vibrant social life.”</li> </ul>	<ul style="list-style-type: none"> <li>The purpose of the advertising brochure is to promote the services of the Peninsular and Oriental Steam and Navigation Company and to highlight for Western tourists the progress that Egypt has made. [purpose]</li> <li>The audience for this advertisement would be middle- or upper-class Westerners, especially British citizens, interested in traveling to Africa or the Middle East; these potential customers of the P&amp;O company would probably have been interested in the modern amenities that have become available in Egypt, such as trains, modern shops, and hotels. [audience]</li> </ul>
<p>5. British Parliamentary Commission, report on tuberculosis in South Africa, 1914</p>	<ul style="list-style-type: none"> <li>The report discusses the spread of tuberculosis in South Africa. It discusses how the disease is worse along areas with railway lines. This is because the railways serve the needs of South Africa’s expanding mining industry, which has resulted in the “clustering of the African and mixed-race populations” into overcrowded towns and workers’ neighborhoods, where unsanitary living conditions, the unhealthy working conditions in the mines, and the adoption of “European vices” have increased the spread of the disease.</li> </ul>	<ul style="list-style-type: none"> <li>Being members of a parliamentary commission appointed to investigate the conditions leading to the spread of tuberculosis in South Africa, the authors collected data and attempted to present an objective picture of the problem, even if doing so meant placing blame for the situation on the colonial authorities in South Africa. [POV]</li> <li>The purpose of the document is to inform the colonial government about why tuberculosis is spreading in South Africa and how to improve public health. [purpose]</li> <li>The document represents the growing concern among European governments that industrialization, if left unregulated, is having deeply negative social effects by impoverishing the working classes and making them unhealthy and discontented. These concerns produced a series of government investigation of the living and working conditions in industrial settings [both in the metropolises and in colonies] such as the report on tuberculosis in South Africa, which led many governments to adopt economic, social, and urban reforms. [historical situation]</li> </ul>

<p>6. William Claridge and Hugh Clifford, <i>A History of the Gold Coast and Ashanti</i>, book published in London, 1915</p>	<ul style="list-style-type: none"> <li>The book discusses how the expansion of railway lines in the Gold Coast has led to increased commercial activities by European companies and has stimulated the development of the colony’s cocoa industry. The report also states that, with the slave trade banned and the gold mines in the colony mostly acquired by Europeans, the native inhabitants of the colony have to search for employment in new fields such as cocoa farming, rubber collection, harvesting timber, and general agriculture. The report also notes the fact that the colony was connected to Great Britain by a submarine cable in 1886, and that telegraph lines in the colonies have expanded to cover even the northern districts.</li> </ul>	<ul style="list-style-type: none"> <li>The book was written for a Western, British audience who would most likely celebrate the expansion of the British imperial economy in Africa. [audience]</li> <li>The authors of the book are British colonial officials who want to show the benefits of the expanding British imperial system for the infrastructure and economy of Africa. [POV, purpose]</li> <li>The expansion of Western imperialism brought local African economies into much closer or more direct contact with the global economy, in many cases by stimulating the development of new industries based on cash crops [such as cocoa] or industrial raw materials [such as rubber]. [historical situation]</li> </ul>
<p>7. Toyin Falola, memoir of growing up in Ibadan, Nigeria, in the 1950s and 1960s, published in 2004</p>	<ul style="list-style-type: none"> <li>The memoir recounts the author’s early memories of riding the trains to and from his native city of Ibadan. The author describes the importance of the railroads in connecting Ibadan economically to the rest of Nigeria and the rest of the world, by stating that the railroads helped export Ibadan’s cocoa to Lagos and, from there, to places like London and New York. The author then discusses how the growth of new infrastructure, including the railroads contributed to a social and demographic change in Ibadan, as new migrants to the city arrived both from elsewhere in Nigeria and from other countries, such as Lebanon, Syria, and India. These new migrants in effect “established their own new city,” with its new neighborhoods, shops [which the native inhabitants of Ibadan flocked to], and had amenities such as electricity and drinking water.</li> </ul>	<ul style="list-style-type: none"> <li>The memoir reflects the perspective of a Nigerian man who experienced significant changes during the twentieth century as economic modernization, globalization, and new technologies altered the economy and society of his place of birth. [POV, historical situation]</li> <li>The author is writing a history to document dramatic economic and social changes in African society during the twentieth century; in particular, he seems to want to present his native Ibadan as an economically vibrant and socially diverse city. [purpose]</li> </ul>

In the period 1750-1900, the second wave of imperialism rose over Africa. In what is known as the Scramble for Africa, European powers competed for colonial holdings in many areas of the continent. The Berlin Conference was a meeting where European countries negotiated which countries would get what land, yet no African leaders were present at the negotiations. As a result, the Europeans drew imposed boundaries that grouped rival cultures and groups together. These developments provide the context for new communication and transportation. However, from the period 1850-1960, new transportation led to increased exchange of goods and disease while new communication technologies changed the way that African states conducted warfare, yet these developments did not change many aspects of the colonial life created by the Europeans.

New communication systems, such as telegraphs, made it easier to communicate across distances. They were also implemented in warfare. This changed the way that African states conducted warfare, as it shifted to include attacks on these communication systems. Prior examples of African conflict against Europeans, such as Queen Nzinga's revolts, did not specifically focus on targeting communication infrastructure. However, as detailed in communications between British military officials, Ashanti warriors had targeted and attacked telegraph lines leading to the British sending additional troops to counter the attacks and restore communication (Document 3). The purpose of this document was to coordinate British response and military activity in the conflict against the Ashanti, and it thus serves to reason that the depictions of Ashanti attacks are accurate and detailed, as accurate reports would have been desired when planning military activities. Thus, new communication systems such as the telegraph changed the methods by which African states conducted warfare.

Moreover, one new form of transportation that was developed was the railroad system. This development affected African societies in two ways. The first was the spread of disease. As railways extended from city to city, they facilitated the movement of people from one place to another. However, as illustrated in a report to the British Parliament, this movement of people was increasingly directed towards urban centers as people congregated there in hopes of employment in labor centers, producing unhealthy labor standards and providing the breeding ground for tuberculosis (Document 5). The author's point of view comes from an unbiased, third party investigator issuing a report on the issue, and thus the source does not demonstrate the bias that someone who wants to promote the railroad industry would have. Thus, the development of new forms of transportation increased the spread of diseases amongst African societies.

Another way that railroads impacted African societies was the rise of trade. Similar to how railroads facilitated the movement of people, it also facilitated the movement of key goods. A book published by British colonial officials details how railways between cities have rapidly increased trade, and that one of the railways led to the establishment of European trading firms in one of the cities that the railway connected. (Document 6). The intended audience of this book was people in London, and so the authors would have had the desire to make their reports on Africa's history and trade as accurate as possible in order to educate the population accordingly. Moreover, a Nigerian historian recounted their childhood in a memoir and detailed how their home city saw railroads bring it millions of bags of cacao and send palm oil and peanuts to the Americas and Europe (Document 7). The point of view for this source comes from a historian with a first hand account of the issue, making it more accurate than second or third hand accounts and accurately detailing the widespread effects

to which an exchange in goods resulted from the construction of railways, a new form of transportation. As a result, the establishment of new forms of transportation in Africa facilitated the spread of diseases and the increased exchange of goods.

However, it is important to consider that new communication technologies and transportation did not change the aspects of colonial life imposed by Europeans. This can be seen through a two key lenses, without considering the documents. First, key independence movements such as Kwame Nkrumah's movements in Ghana and Algerian pushes for self-governance were seen on a widespread level. This reflects a continuity of resistance against European imperialism, which started in the period 1450-1750 with resistance against Portuguese trading empires along Africa's coast. New forms of technology and transportation did not make African societies content with European rule, evident by the movements and sentiment against them. Second, the territorial boundaries imposed by the Europeans did not change. New communication and railroads may have connected people in different ways, but the European geographical borders that grouped together rival cultural groups and created conflict remained intact. As a result of these two developments, not explicitly reflected in the documents, it is clear that key aspects of colonial life imposed by the Europeans onto the Africans did not change even amidst new communication and transportation.

Through a careful analysis of the issue, it is clear that new communication such as the telegraph changed the way that Africans conducted warfare while new transportation facilitated the spread of diseases and goods, but these developments did not change the poor boundaries and ill sentiment of the Europeans that characterized African societies.

Before 1850, Africa had little to no industrialization and many communication technologies had just been created but had not yet reached Africa. This caused many parts of Africa to be isolated and the different regions normally did not have contact with each other. However, as European countries began to industrialize and seek natural resources, they realized they could exploit Africa for these natural resources. Because of this, many European countries had imperialized most of Africa for their natural resources. This led to the growth of transportation and communication technologies in Africa which had major effects on the entire continent. From 1850 to 1960, transportation technologies had a significant positive impact on African societies as railways allowed for great economic success especially in trade, however even with the success, many obstacles to transportation technologies occurred as the British were met with resistance and as diseases spread on railways.

From 1850 to 1960, railways were by far the most impactful transportation technology installed into Africa. As shown in document 1, the British attempted to enforce greater taxes against African people to help fund the creation of rails and roads. Document 1 is from a leader in Sierra Leone that begs the British to not impose the taxes as they do not have the money for it. This shows the dire financial situation that many of the African people were in. However after the implementation of railways, the economy starts to improve which in some cases helped many African people. This improved economic success is shown in document 4, which details the landscape of the city of Cairo in Egypt. The perspective comes from a travel brochure advertising the city of Cairo as "in touch with Western civilization" and "attractive to many". This shows the westernization of the City of Cairo which helped its economy to improve as shown by the increase in tourism there. Document 7 also describes some of the economic benefits to the railways as it describes the changes to the city of Ibadan. The author describes how the trains brought new settlers to the city and how they created a "fully developed, well populated, and vibrant" city. This same economic success is shown in document 6 as well, which describes how after the completion of a railway to Kumasi and Accra, trade has significantly improved. Trading by railways was the most important and significant reasons for the implementation of the railways in the first place.

Despite the great success of transportation technologies during this period, many obstacles that discouraged the usage of them arose. One major example of this was the spread of diseases, particularly tuberculosis. In document 5, the members of a British team commissioned to investigate the spread of tuberculosis present their findings to Parliament. Their purpose in writing this document is to accurately detail the cause for the spread of Tuberculosis in South Africa. The document goes on to state that "It is evident that the rise of industry has produced exactly those conditions that can best account for the spread of tuberculosis in South Africa". This statement in the article supports that railways led to this spread as railways were one of the primary facilitators of South African industry. Other obstacles to technologies in Africa are shown in document 3, which details the Ashanti resistance to the implementation of telegraph lines by the British. This resistance by the Ashanti was to resist not just telegraph lines but all of the British imperialization that Africa was experiencing. There were many other resistance movements to British imperialism in Africa and it was not only the Ashanti. Overall, the resistance and obstacles to transportation

technologies did not pose too much of a threat as most of outcomes of railways were still positive.

New transportation and communication technologies affected African societies during the period circa 1850-1960 by giving workers easier transportation to their jobs, easier transportation for trading goods, and urbanization. These brought opportunities for good and bad things.

New transportation and communication technologies brought easier transportation for jobs. Document two according to the document "Shows two African employees of the Kimberly diamond mines going home from the mines". This tells us that employees had to walk back from their jobs. The document also states "they are traveling on their road from 100 to 400 miles to their distant homes. New transportation and communication technologies made it easier for people such as them to travel back and forth from their jobs which would increase the amount of money made.

New transportation and communication technologies also brought easier transportation for trading goods. Document 7 states "cocoa beans were brought to the city, to be carried by train to the port in Lagos for onward transmission to Europe. This explains that new transportation made trade more efficient. The text also states "Ibadan was also in the region producing palm oil and peanuts, which ended up in far-flung places such as New York and London". This explains more that goods were traded to far places because of the development of new transportation and communication technologies.

New transportation and communication technologies also brought urbanization. According to document 7 "The trains brought in new settlers to Ibadan. They created new neighborhoods defined by ethnicity and race. This shows us that because of better transportation more people were moving into cities which gave more job opportunities. Document 5 states "towns which first opened by the railways, the disease of tuberculosis has prevailed the longest and to the greatest extent. This shows that new transportation and communication technologies brought urbanization which also brought diseases and people.

In conclusion New transportation and communication technologies affected African societies during the period circa 1850-1960 by making it easier for people to travel to their jobs, easier trade which caused trade to far places such as New York and London which brought more diverse diets, and urbanization which brought diseases and more people. African societies were affected in many ways that helped and negatively affected them.

## Document-Based Question 1

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

### Overview

**NEW for 2025:** The question overviews can be found in the *Chief Reader Report on Student Responses on AP Central*.

### Sample: 1A

**Thesis Score: 1**

**Contextualization Score: 1**

**Evidence from the Documents Score: 2**

**Evidence Beyond the Documents Score: 1**

**Analysis and Reasoning: Sourcing Score: 1**

**Analysis and Reasoning: Complex Understanding Score: 1**

**Total Score: 7**

### Thesis/Claim (0–1 points): 1

The response earned 1 point for thesis by providing a historically defensible claim and a line of reasoning regarding new transportation and/or communication technologies affecting African societies. The thesis, which is in the last sentence of the first paragraph, states that, “from the period 1850-1960, new transportation led to increased exchange of goods and disease while new communication technologies changed the way that African states conducted warfare, yet these developments did not change many aspects of the colonial life created by the Europeans.”

### Contextualization (0–1 points): 1

The response earned 1 point for contextualization in the first paragraph by situating the topic of the prompt in the context of “the second wave of imperialism” and the Scramble for Africa. The response explains that “European powers competed for colonial holdings in many areas of the continent” and that “The Berlin Conference was a meeting where European countries negotiated which countries would get what land, yet no African leaders were present at the negotiations. As a result, the Europeans drew imposed boundaries that grouped rival cultures and groups together.”

**Document-Based Question 1 (continued)****Evidence from the Documents (0–2 points): 2**

The response earned the first point for evidence from the documents by accurately describing the content of four documents (Documents 3, 5, 6, and 7) in addressing the topic of the prompt. For Document 3, the response states that it “detailed in communications between British military officials [that] Ashanti warriors had targeted and attacked telegraph lines leading to the British sending additional troops to counter the attacks and restore communication.” For Document 5, the response states that it describes the development of railroads that were “increasingly directed towards urban centers as people congregated there in hopes of employment in labor centers, producing unhealthy labor standards.” For Document 6, the response states that it “details how railways between cities have rapidly increased trade, and that one of the railways led to the establishment of European trading firms in one of the cities that the railway connected.” For Document 7, the response states that it describes how “a Nigerian historian recounted their childhood in a memoir and detailed how their home city saw railroads bring it millions of bags of cocoa and send palm oil and peanuts to the Americas and Europe.” Even though a response only needs to describe three documents to earn the first Evidence point, this response correctly uses four documents.

The response earned the second point for evidence from the documents by using the content of four documents (Documents 3, 5, 6 and 7) to support an argument about the extent to which new transportation and/or communication technologies affected African societies in the period circa 1850 to 1960. In the second paragraph, the response makes the argument that “New communication systems, such as telegraphs, made it easier to communicate across distances,” and supports it with evidence from Document 3 stating that the document shows that “new communication systems such as the telegraph changed the methods by which African states conducted warfare.” In the third paragraph the response makes the argument that new transportation technologies affected African societies by helping spread disease and supports that argument with evidence from Document 5 to show that railways were “providing the breeding ground for tuberculosis.” In the fourth paragraph, the response makes the argument that railroads affected African societies by leading to an increase in trade. The response supports this argument with evidence from Document 6 stating that the railroad mentioned in that document “led to the establishment of European trading firms in one of the cities that the railway connected” and with evidence from Document 7, stating that that document detailed “the widespread effects to which an exchange in goods resulted from the construction of railways, a new form of transportation.”

**Evidence Beyond the Documents (0–1 points): 1**

The response earned 1 point for evidence beyond the documents. In the fifth paragraph, the response provides several pieces of evidence beyond the documents, relevant to the argument regarding continuities in African societies that is being developed in that paragraph. The response uses Kwame Nkrumah’s independence movement in Ghana and “Algerian pushes for self-governance” to support its claim that there was “a continuity of resistance against European imperialism” and it uses the fact that “territorial boundaries imposed by the Europeans did not change” as another piece of evidence of continuity in African societies during the period circa 1850 to 1960. Although only one piece of evidence beyond the documents is required to earn the point, this response provided three pieces and used them to support a nuanced argument about the prompt.

**Document-Based Question 1 (continued)****Analysis and Reasoning: Sourcing (0–1 points): 1**

The response earned 1 point for sourcing. In the second paragraph, the response explains how both the historical situation and the purpose of Document 3 are relevant for using the document to construct an argument that addresses the prompt. For historical purpose, the response states that “Prior examples of African conflict against Europeans, such as Queen Nzinga’s revolts, did not specifically focus on targeting communication infrastructure” and, for purpose, it states that, since the purpose of the document was to “coordinate British response and military activity in the conflict against the Ashanti,” its “depictions of Ashanti attacks are accurate and detailed, as accurate reports would have been desired when planning military activities.” In the third paragraph, the response explains the relevance of the author’s point of view in Document 5, stating that it is that of an “unbiased, third party investigator issuing a report on the issue, and thus the source does not demonstrate the bias that someone who wants to promote the railroad industry would have.” While it can be debated if the parliamentary commission on the spread of tuberculosis in South Africa was an unbiased source, the response is correct in stating that it was a “third party investigator,” not beholden to the railroad industry. In the fourth paragraph, the response explains the relevance of the author’s point of view in Document 7, correctly pointing out that the document is a “first hand account of the issue, making it more accurate than second or third hand accounts.” In addition to these three successful attempts at sourcing the documents, the response also attempts (in the fourth paragraph) to evaluate the relevance of the intended audience of Document 6, but that attempt was not credited because neither the identified audience (“people in London”) nor the stated relevance of the audience on the contents of the document (to accurately “educate the population”) is completely accurate. Although a response only needs to provide successful sourcing for two documents to earn the Sourcing point, this response accurately sources three documents—Documents 3, 5, and 7.

**Analysis and Reasoning: Complex Understanding (0–1 points): 1**

The response earned 1 point for complex understanding. The response offers a nuanced argument analyzing not only the different types of changes brought to African societies by the spread of new transportation and communication technologies, but also continuities (resistance to European imperialism, persistence of artificial colonial boundaries) that were not changed despite the introduction of these technologies. The response also contains several pieces of evidence beyond the documents that are not only accurate and relevant, but are also well woven into the structure of its overall argument.

**Document-Based Question 1 (continued)****Sample: 1B****Thesis Score: 1****Contextualization Score: 1****Evidence from the Documents Score: 2****Evidence Beyond the Documents Score: 0****Analysis and Reasoning: Sourcing Score: 0****Analysis and Reasoning: Complex Understanding Score: 0****Total Score: 4****Thesis/Claim (0–1 points): 1**

The response earned 1 point for thesis by providing a historically defensible claim and a line of reasoning regarding new transportation and/or communication technologies affecting African societies. The thesis, which is in the last sentence of the first paragraph, states that “From 1850 to 1960, transportation technologies had a significant positive impact on African societies as railways allowed for great economic success especially in trade, however even with the success, many obstacles to transportation technologies occurred as the British were met with resistance and as diseases spread on railways.”

**Contextualization (0–1 points): 1**

The response earned 1 point for contextualization in the first paragraph by situating the topic of the prompt in the context of European industrialization and competition for natural resources.

**Evidence from the Documents (0–2 points): 2**

The response earned the first point for evidence from the documents by accurately describing the content of six documents (Documents 1, 4, 7, 6, 5, and 3) in addressing the topic of the prompt. For Document 1, the response states that it discusses how “the British attempted to enforce greater taxes against African people.” For Document 4, the response states that it highlights Egypt’s “improved economic success” with “details the landscape of the city of Cairo in Egypt.” For Document 7, the response states that it outlines “some of the economic benefits to the railways as it describes the changes to the city of Ibadan.” For Document 6, the response states that describes how “after the completion of a railway to Kumasi and Accra, trade has significantly improved.” For Document 5, the response states that it involves “members of a British team commissioned to investigate the spread of tuberculosis” who “present their findings to Parliament.” For Document 3, the response states that it details “the Ashanti resistance to the implementation of telegraph lines by the British.” Even though a response only needs to describe three documents to earn the first Evidence point, this response correctly uses six documents.

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

The response earned the second point for evidence from the documents by using the content of five documents (Documents 1, 4, 7, 6, and 5) to support an argument about the extent to which new transportation and/or communication technologies affected African societies in the period circa 1850 to 1960. In the second paragraph, the response makes the argument that the hut tax harmed the inhabitants of Sierra Leone and supports it with evidence from Document 1 stating that the author of the document “begs the British to not impose the taxes as they do not have the money for it,” showing “the dire financial situation that many of the African people were in.” Also in the second paragraph, the response makes the argument that “after the implementation of railways, the economy starts to improve which in some cases helped many African people” and supports that argument with evidence from Document 4 (stating “the westernization of the City of Cairo ... helped its economy to improve as shown by the increase in tourism there”), Document 7 (stating that “the trains brought new settlers” to Ibadan), and Document 6 (stating that “after the completion of a railway to Kumasi and Accra, trade has significantly improved,” showing “economic success”). In the third paragraph the response makes the argument that the spread of transportation and communication technologies led to adverse effects and “obstacles that discouraged the usage of [these technologies].” The response supports this argument with evidence from Document 5 stating that the document “supports that railways led to this spread [of tuberculosis] as railways were one of the primary facilitators of South African industry.” Also in the third paragraph, the response attempts to use evidence from Document 3 to support an argument about the prompt, but the argument (“This resistance by the Ashanti was to resist not just telegraph lines but all of the British imperialization that Africa was experiencing.”) is not clearly articulated and the attempt was not credited toward earning the point. Even though a response only needs to use four documents in support of an argument to earn the second Evidence point, this response correctly uses five documents.

**Evidence Beyond the Documents (0–1 points): 0**

The response did not earn the point for evidence beyond the documents. Near the end of the third paragraph, the response attempts to provide evidence beyond the documents stating that “There were many other resistance movements to British imperialism in Africa and it was not only the Ashanti,” but this statement lacks the specificity required to earn the point.

**Analysis and Reasoning: Sourcing (0–1 points): 0**

The response did not earn the point for sourcing. In the second paragraph, the response attempts to explain the relevance of the historical situation of Document 4, but this attempt was unsuccessful because simply referring to the “Westernization of the City of Cairo” was not sufficiently distinct from the information already provided in the source line and the document text (the response also mentions that the brochure advertised Cairo as being “in touch with Western civilization” and “attractive to many” but these are direct quotations from the document. In the third paragraph, the response attempts to explain the relevance of the purpose of Document 5, but this attempt was also unsuccessful because the response only adds the qualifier “accurately” to the information already provided in the source line and the document text.

**Document-Based Question 1 (continued)****Analysis and Reasoning: Complex Understanding (0–1 points): 0**

The response did not earn the point for complex understanding. While the response addresses both positive and negative impacts of communication and transportation technologies on African societies, the analysis does not reach the level of nuance and sophistication needed to earn the point.

**Sample: 1C****Thesis Score: 1****Contextualization Score: 0****Evidence from the Documents Score: 1****Evidence Beyond the Documents Score: 0****Analysis and Reasoning: Sourcing Score: 0****Analysis and Reasoning: Complex Understanding Score: 0****Total Score: 2****Thesis/Claim (0–1 points): 1**

The response earned 1 point for thesis by providing a historically defensible claim and a line of reasoning regarding new transportation and/or communication technologies affecting African societies. The thesis, which is in the first paragraph, states that “New transportation and communication technologies affected African societies during the period circa 1850-1960 by giving workers easier transportation to their jobs, easier transportation for trading goods, and urbanization.” Even though the first component of the line of reasoning (“by giving workers easier transportation to their jobs”) is based on a partial misunderstanding of Document 2, the remainder of this statement contained enough of a minimally acceptable thesis to earn the point.

**Contextualization (0–1 points): 0**

The response did not earn the point for contextualization as the response does not attempt to situate the topic of the prompt in a broader historical context.

**Evidence from the Documents (0–2 points): 1**

The response earned the first point for evidence by accurately describing the content of three documents (Documents 2, 7, and 5) in addressing the topic of the prompt. For Document 2, the response states that it “tells us that employees had to walk back from their jobs.” For Document 7, the response states that it “explains more that goods were traded to far places,” For Document 5, the response states that new transportation technologies “also brought diseases and people.”

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

The response did not earn the second point for evidence from the documents. The response only uses two documents successfully in support of an argument about the prompt. In the third paragraph, the response makes the argument that “New transportation and communication technologies also brought easier transportation for trading goods” and supports that argument with evidence from Document 7, stating that the goods transported by railroad through Ibadan show that “new transportation made trade more efficient” and that, because of the railroads, “goods were traded to far places.” In the fourth paragraph, the response makes the argument that “New transportation and communication technologies also brought urbanization” to Africa, and supports that argument with evidence from Document 7 (because of the railroads in Ibadan “more people were moving into citys which gave more job opportunites) and from Document 5 (using the document’s reference to “towns which [were] first open by the railways” as evidence for urbanization). The response also attempts (in the second paragraph) to use the contents of Document 2 to support the argument that “New transportation and communication technologies made it easier for people such has them [the Kimberley diamond miners] to travel back and fourth from their jobs which would increase the amount of money made”) but this argument appears to be based on a misunderstanding of the document. Even if the attempt to use Document 2 had been successful, the response would still not have met the minimum requirement of four documents being used to support an argument and therefore would still not have earned the second point for Evidence from the Documents.

**Evidence Beyond the Documents (0–1 points): 0**

The response did not earn the point for evidence beyond the documents. The response does not provide any relevant evidence beyond that which is found in the documents.

**Analysis and Reasoning: Sourcing (0–1 points): 0**

The response did not earn the point for sourcing as it does not attempt to explain the relevance of authorial point of view, purpose, historical situation, or intended audience for any of the documents.

**Analysis and Reasoning: Complex Understanding (0–1 points): 0**

The response did not earn the point for complex understanding. There is no attempt to demonstrate a complex understanding through sophisticated argumentation and/or effective use of evidence.