

2025



AP[®] World History: Modern

Sample Student Responses and Scoring Commentary Set 2

Inside:

Document-Based Question

- Scoring Guidelines
- Student Samples
- Scoring Commentary

Question 1: Document-Based Question, Spread of Industrialization Impact on Women

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the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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 the spread of industrialization provided women with new opportunities and/or challenges during the period circa 1850 to 1950.

Reporting Category	Scoring Criteria	
<p>Row A Thesis/Claim (0–1 points)</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.</p>
Decision Rules and Scoring Notes		
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Are not historically defensible. • Only restate or rephrase the prompt. • Do not respond to the prompt. • Do not establish a line of reasoning. • Are overgeneralized. 		<p>Responses that earn this point:</p> <ul style="list-style-type: none"> • Provide a historically defensible thesis or claim about the extent to which the spread of industrialization provided women with new opportunities and/or challenges during the period circa 1850 to 1950. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument.
<p>Examples that do not earn this point:</p> <p>Provide a restatement of the prompt</p> <ul style="list-style-type: none"> • <i>“The spread of industrialization provided women with new opportunities and challenges between 1850 to 1950.”</i> <p>Provide a historically defensible claim, but do not establish a line of reasoning</p> <ul style="list-style-type: none"> • <i>“Industrialization spread beyond Europe to Asia and the Americas in the period 1850 to 1950.”</i> <p>Does not establish a line of reasoning</p> <ul style="list-style-type: none"> • <i>“Women and children worked in factories.”</i> 		<p>Examples that earn this point:</p> <p>Establish a line of reasoning that evaluates the topic of the prompt</p> <ul style="list-style-type: none"> • <i>“While some women were provided with new opportunities for education and local leadership as industrialization spread, most women faced challenges and hardship.”</i> <p>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</p> <ul style="list-style-type: none"> • <i>“The global spread of industrialization created new opportunities for women to advance through literacy training and community leadership. It also presented challenges as women took on men’s roles in addition to their own housework and had to work to support their families.”</i> <p>Establish a line of reasoning</p> <ul style="list-style-type: none"> • <i>“Industrialization gave women new opportunities by creating jobs in the factories.”</i> [Minimally acceptable thesis/claim]
<p>Additional Notes:</p> <ul style="list-style-type: none"> • 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). • The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period. 		

Reporting Category	Scoring Criteria	
<p>Row B Contextualization</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Describes a broader historical context relevant to the prompt.</p>
<p>(0–1 points)</p>	<p>Decision Rules and Scoring Notes</p>	
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Provide an overgeneralized statement about the time period referenced in the prompt. • Provide context that is not relevant to the prompt. • Provide a passing phrase or reference. <p>Examples that do not earn this point:</p> <p>Do not provide context relevant to the topic of the prompt</p> <ul style="list-style-type: none"> • <i>“The Ottoman Empire was considered the ‘Sick Man of Europe.’”</i> <p>Provide a passing phrase or reference</p> <ul style="list-style-type: none"> • <i>“The Great Depression led to economic problems around the world.”</i> 	<p>Responses that earn this point:</p> <ul style="list-style-type: none"> • Accurately describe a context relevant to the spread of industrialization or women’s roles during the period 1850 to 1950. <p>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> • The social and economic effects of industrial capitalism • Meiji Restoration • Selective Westernization [Japan, Russia, Ottomans] • Second Industrial Revolution • Industrial Revolution in Britain • Marxism and Socialism • Women’s rights movements • Urbanization • The Great Depression • Industrialization in Latin America • Mass production of goods, assembly line production <p>Examples of acceptable contextualization:</p> <ul style="list-style-type: none"> • <i>“During the first Industrial Revolution in England, lower class women and children worked in the factories to supplement their families’ income.”</i> • <i>“The Second Industrial Revolution increased the production of consumer goods.”</i> [Minimally acceptable contextualization] 	
<p>Additional Notes:</p> <ul style="list-style-type: none"> • 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. • To earn this point, the context provided must be more than a phrase or reference. 		

Reporting Category	Scoring Criteria		
<p>Row C Evidence from Documents</p> <p>(0–2 points)</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Uses the content of at least three documents to address the topic of the prompt.</p>	<p>2 points Supports an argument in response to the prompt using at least four documents.</p>
Decision Rules and Scoring Notes			
<p>Responses that do not earn points:</p> <ul style="list-style-type: none"> Use evidence from less than three of the documents Misinterpret the content of the document Quote the content of the documents without providing an accompanying description Address documents collectively rather than considering separately the content of each document 	<p>Responses that earn 1 point:</p> <ul style="list-style-type: none"> Accurately describe—rather than simply quote—the content from at least three of the documents to address the topic of the spread of industrialization and its impact on women circa 1850–1950. <p>Examples of describing the content of a document:</p> <p>Describe evidence from the documents relevant to the topic but do not use that evidence to support an argument</p> <ul style="list-style-type: none"> [Document 2]: <i>“The postcard shows women working in a factory.”</i> [Document 7]: <i>“In South Africa communal land was removed from Black people’s control which impacted the lives of Black women.”</i> 	<p>Responses that earn 2 points:</p> <ul style="list-style-type: none"> Support an argument in response to the prompt by accurately using the content of at least four documents. <p>Examples of supporting an argument using the content of a document:</p> <ul style="list-style-type: none"> [Document 1]: <i>“The memoir recounts the story of Maria, a 40-year-old illiterate woman, and the advancement opportunities provided to her while working in a Russian cigarette factory, which included holding a leadership role as chairwoman and the chance to learn to read and write.”</i> [Uses evidence from the document to support an argument about women having opportunities to improve themselves as a result of the spread of industrialization] [Document 2]: <i>“The postcard shows women and girls being supervised by a male manager. This image reveals the reality that while women gained the opportunity to work, they remained in positions subservient to men.”</i> [Uses evidence from the document to support an argument about women continuing to serve in roles beneath men despite new opportunities resulting from the spread of industrialization] 	
<p>Additional Notes:</p> <ul style="list-style-type: none"> 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. 			

<p>Row C Evidence Beyond Documents</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point 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>Decision Rules and Scoring Notes</p>		
<p>(0–1 points)</p>	<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Provide evidence that is not relevant to an argument about the prompt. • Provide evidence that is outside the time period or region specified in the prompt. • Repeat information that is specified in the prompt or in any of the documents. • Provide a passing phrase or reference. 	<p>Responses that earn this point:</p> <ul style="list-style-type: none"> • Must use at least one specific piece of historical evidence relevant to the extent to which industrialization provided women with new opportunities and/or challenges during the period circa 1850 to 1950. <p>Examples of specific and relevant evidence beyond the documents that earn this point include the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> • The increase in women’s participation in the workforce during the First and Second World Wars • The effect of more women joining the workforce on the women’s suffrage movement • The spread of Marxist and/or Socialist ideas following industrialization • Specific reform movements such as the Tanzimat reforms in the Ottoman Empire or Japanese selective Westernization in response to Matthew Perry’s intrusion • Specific events that led to new opportunities or challenges for women, such as the Taiping Rebellion in China • Soviet campaigns to eradicate illiteracy in the Soviet Union through workers’ schools and evening adult literacy classes • Despite the spread of industrialization, traditional ideas about women’s roles persisted, including the continued influence of Confucian ideas on gender roles in China <p>Examples of evidence beyond the documents relevant to an argument about the prompt:</p> <ul style="list-style-type: none"> • <i>“In the years after the Russian Revolution, Bolshevik campaigns to eradicate literacy, through workers’ schools and adult literacy classes, began to offer women educational opportunities.”</i> [Provides a piece of evidence not in the documents relevant to an argument about the prompt] • <i>“Discontent with established power structures encouraged Marxist ideas, including ideas of gender equality between male and female workers, to spread across Europe and parts of Asia.”</i> [Provides a piece of evidence not in the documents relevant to an argument about the prompt]
<p>Additional Notes:</p> <ul style="list-style-type: none"> • Typically, statements credited as evidence will be more specific than statements credited as contextualization. • To earn this point, the evidence provided must be different from the evidence used to earn the point for contextualization. • To earn this point, the evidence provided must be more than a phrase or reference. • The point for evidence beyond the documents may be awarded for evidence that appears in any part of the response. 		

Reporting Category	Scoring Criteria	
<p>Row D Analysis and Reasoning Sourcing</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point For at least two documents, explains how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument.</p>
<p>(0–1 points)</p>	<p>Decision Rules and Scoring Notes</p>	
	<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> Explain sourcing for fewer than two of the documents. Identify the point of view, purpose, historical situation, and/or audience but fail to explain how or why it is relevant to an argument. 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. <p>Examples that do not earn this point:</p> <p>Identify the point of view, purpose, historical situation, and/or audience, but do not explain how or why it is relevant to an argument</p> <ul style="list-style-type: none"> “Document 3 was written for a Chinese audience and was published in a Chinese language journal while the author was living in exile in Japan.” <p>Summarize the content of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience</p> <ul style="list-style-type: none"> “In Document 6 Johanna Cornelius discusses the difficulties of working in a big city but also states that it is preferable to being a housewife in the country.” 	<p>Responses that earn this point:</p> <ul style="list-style-type: none"> 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. <p>Example of acceptable explanation of the relevance of the author’s point of view:</p> <ul style="list-style-type: none"> [Document 5]: “As a female labor activist, the author recounts the difficulty she experienced in the silk factories and is able to provide first-hand knowledge about the struggles women and children had in entering the workforce.” [Connects the point of view of the document relevant to an argument that industrialization posed challenges for women] <p>Example of acceptable explanation of the relevance of the author’s purpose:</p> <ul style="list-style-type: none"> [Document 1]: “Written during the first decade of the Soviet Union, this account was meant to highlight the success of the Russian Revolution and Communism’s role in improving women’s educational opportunities.” [Connects the purpose of the document relevant to an argument that industrialization provided women with new opportunities] <p>Example of acceptable explanation of the relevance of the historical situation of a source:</p> <ul style="list-style-type: none"> [Document 2]: “Following the Tanzimat reforms, elements of Westernization took place in the Ottoman Empire including industrialization, which resulted in an increase of women in the workplace.” [Connects the historical situation of the document relevant to an argument that industrialization posed both opportunities and challenges for women] <p>Example of acceptable explanation of the relevance of the audience:</p> <ul style="list-style-type: none"> [Document 4]: “As an official report published as a part of a comprehensive government survey, the likely audience was the Russian government, who would have been interested in understanding the breakdown of male to female laborers and the percentage who were still focused on agriculture verses industry as this could impact revenue and taxation.” [Connects the audience of the document relevant to an argument that industrialization posed both opportunities and challenges for women]

<p>Row D Analysis and Reasoning Complex Understanding</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point 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>Decision Rules and Scoring Notes</p>		
<p>(0–1 points)</p>	<p>Responses that earn this point: 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"> • Explaining multiple themes or perspectives to explore complexity or nuance; OR • Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR • Explaining both cause and effect, both similarity and difference, or both continuity and change; OR • 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. <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"> • Effectively using seven documents to support an argument that responds to the prompt; OR • Explaining how the point of view, purpose, historical situation, and/or audience of at least four documents supports an argument that responds to the prompt; OR • Using documents and evidence beyond the documents effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt. <p>Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> • Analyzing multiple variables, such as considering diverse or alternate perspectives or evidence, for example how even though some women were elevated to positions of leadership [Documents 1, 4], the lower-class women typically suffered due to the nature of the work and poverty [Documents 3, 5, 6]. [Explains nuance] • Using evidence from all seven documents effectively to support an argument that industrialization provided women with both challenges and opportunities; for example, using evidence from Documents 1 and 4 to illustrate the new social and political leadership roles women had access to during the period. Documents 2 and 7, however, highlight the continued inequality of gender relations at the time—both in the workplace and in domestic settings. Documents 3, 5, and 6 also illustrate the long hours and harsh working conditions women routinely faced in factory jobs. [Demonstrates complex understanding through effective use of evidence] • Using the documents and evidence beyond the documents to compare the challenges faced by women workers [as described in Documents 2, 3, 5, 6] with challenges faced by women workers in the globalized economy of the late 20th and early 21st century. For example, noting the similarities/continuities in terms of women workers making less money than men, struggling to balance work and family life, having limited access to education because of their need to work, and dealing with difficult working conditions in the factories. [Demonstrates complex understanding through effective use of evidence] 	

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. Vera Karelina, memoir, 1926	<ul style="list-style-type: none"> The author writes about her time as an organizer of women in the Factory Worker’s Society in the 1890s, explaining how each chapter of the society had a chairwoman and secretary with voting rights. She also describes the chairwoman, Maria Soldatova, as illiterate, but energetic and resourceful. The author recounts how Soldatova was elected chairwoman of the women’s assemblies and was later given the opportunity to learn to read and write. 	<ul style="list-style-type: none"> As a female Russian labor activist and revolutionary living in the Soviet Union under communist rule, the author supports the rights of women to be educated. [POV, historical situation] Written during the first decade of the Soviet Union, this account was meant to document the contributions of female organizers in the workers’ movement and to highlight the importance of education and literacy in workers’ lives. [purpose, historical situation]
2. Ottoman postcard of women and girls working in a silk factory, Bursa, 1903	<ul style="list-style-type: none"> The postcard portrays women and girls working in a silk factory. The women sit in two rows and are wearing Western style dresses in front of the machines, while the girls also sit in two rows facing the women. They are supervised by a man standing in at the back of the factory floor, with more men looking on from behind him. 	<ul style="list-style-type: none"> Following the Tanzimat reforms, elements of Westernization took place in the Ottoman Empire including industrialization, which resulted in an increase of women in the workplace. [historical situation] The postcard may have been intended to show Ottoman progress in its industrialization reforms during the early twentieth century. [purpose]
3. He-Yin Zhen, “What Women Should Know About Communism,” 1907	<ul style="list-style-type: none"> The author, a Chinese woman living in exile in Japan, wrote about the chronic exhaustion women faced while working long hours with no breaks in the factories of Shanghai. She blames the greed of capitalist factory owners for the plight of these women workers who can barely feed themselves with their meager wages. She concludes by criticizing capitalism and suggesting “practicing communism” as a solution. 	<ul style="list-style-type: none"> As a political exile living in Japan during the period of unrest in the Qing Dynasty, the author voices her support for poor women in China, implying that she is not only in political opposition to the Qing system but also opposes their capitalistic practices as she suggests the solution would be to practice communism. [POV, historical situation] As a female political activist, the author sought to influence revolutionaries and other women in the failing Qing Dynasty which saw increasing numbers of political opponents. [purpose, historical situation]
4. Russian Provincial Government Report, Vladimir District, 1912	<ul style="list-style-type: none"> The government report describes the percentage of men who were involved in manufacturing versus farming occupations. It also details the changes in women’s roles because of more men working in manufacturing, namely that women were beginning to take over farm work previously 	<ul style="list-style-type: none"> The report emphasizes women taking on “traditionally male tasks” during a period when women around the world were beginning to seek the right to vote. This report creates an awareness to government leaders about the changing roles of women in the countryside. [historical situation, purpose] As an official report published as a part of a comprehensive government survey, the likely audience was the Russian government, who would have been interested

	<p>done by men, as well as managing social obligations such as participating in and leading village councils.</p>	<p>in understanding the breakdown of male to female laborers and the percentage who were still focused on agriculture verses industry as this could impact revenue and taxation. [audience]</p>
<p>5. Toshio Takai, memoir describing events in the 1910s and 1920s, 1980</p>	<ul style="list-style-type: none"> The author, a Japanese female labor activist, recounts being recruited to work in the silk factory at the age of twelve, where workers were told the work was easy and pleasant. The author states she volunteered to work in order to help out her parents financially. She also describes the reality of the work as difficult and the wages less than promised by management because she had to pay for food and basic necessities. She remembers spending twelve hours each day collecting leftover thread that fell from the machines and her legs hurt so much that she stumbled around. 	<ul style="list-style-type: none"> As a female labor activist who wants to increase awareness about the terrible factory conditions, the author recounts the difficulty she experienced in the silk factories and is able to provide first-hand knowledge about the struggles women and children faced when entering the workforce. [purpose, POV] Following WWI and the decline of the Qing Dynasty in China, Japan experienced growth in the production of silk necessitating women and children to join the workforce. [historical situation]
<p>6. Johanna Cornelius, White South African labor activist, autobiographical statement, circa 1940</p>	<ul style="list-style-type: none"> The author, a female White South African labor activist, recounts her experiences of growing up on a farm but having to move to a big city [Johannesburg] to work in a clothing factory to earn a living in the clothing factories. She hoped to earn enough money to continue her studies, but the depression in the clothing industry resulted in her being laid off. Nevertheless, she rejects the argument that rural life was preferable for a woman over factory work and states that she does not want to be a “servant in the kitchen.” 	<ul style="list-style-type: none"> The time period recounted by the author reflects the realities of the Great Depression and how women lost employment opportunities in the factories when those closed and the struggle to find work in the cities. [historical situation] The author, who was elected to a leadership role in a major South African labor union representing workers in the garment industry, likely wrote this autobiographical statement to show her fellow union members—most of whom were likely women—that she understood their struggles and shared their perspective on life. To that end, she argues that women cannot and would not go back to the countryside and traditional gender roles. [purpose, POV]

<p>7. Ellen Kuzwayo, Black South African educator and women’s rights activist, describing the history of Johannesburg, autobiography published in 1985</p>	<ul style="list-style-type: none">• The author, a Black South African educator and women’s rights activist, is recalling what life was like in the early twentieth century for women after the gold boom. As Black men went to Johannesburg to work in the mines, Black women were initially able to meet the needs of their families by living on and cultivating communal lands; however, when the government began taking away Black communities’ access to their lands, Black women were faced with a host of new challenges and responsibilities. In response, many Black women moved to the cities themselves, often to become domestic workers in the homes of White employers.	<ul style="list-style-type: none">• Since the author is recounting her experiences as someone who not only lived through the changes happening to the Black South African community, but also as a women’s rights activist, she focuses on how South Africa’s apartheid policies affected the lives of Black women. [POV, historical situation]• Kuzwayo probably wanted to publish her autobiography to provide other Black South Africans—still living under apartheid at the time—with examples of how their community struggled but persevered through earlier times of hardship. [purpose, audience]
--	--	--

Throughout the period circa 1850 to 1950, numerous economic, social, political changes were sweeping the globe. Many of these changes involved the roles of women in society. For most of modern history, societies have been ruled patriarchally and women have had limited chances to contribute to society. Furthermore, men occupied most of the workforce because their strength was needed in manual labor. However, with Eli Whitney's invention of the cotton gin and interchangeable parts, previously labor intensive tasks could now be automated. This process of increased usage of technology in manufacturing and fabricating was called the industrial revolution. This revolution started in Great Britain, where vast coal reserves and other natural resources were perfect to fuel society's growing reliance on machines such as the steam engine. People flocked to cities in order to get jobs at factories, which needed throngs of unskilled workers, where they worked long hours and lived in cramped living conditions. As a result, societies rapidly urbanized, and wealth gaps were increasingly polarized between the wealthy investors in factories and the low-class factory workers. However, the increased adoption of capitalism and laissez faire economics also produced a more prominent middle class. All of these factors produced unique and difficult changes to how women contributed to society. In the time period circa 1850 to 1950, women had some new opportunities due to the spread of industrialization, such as the ability to become economically independent, but also faced many hardships such as unfair wages and treatment, and increased dangers and social pressure.

One way women experienced new opportunities in the time period circa 1850 to 1950 was their ability to become economically independent from men. Source 3 states poor women in China were being sent to factories because they were able to afford food for themselves due to this work. In this period of industrialization, factories provided work that women could do in order to provide for themselves and their family. This idea of women in the workforce, supporting themselves, was especially revolutionary in China, as traditional Confucian beliefs gave women little place in society, as they were expected to submit to their husbands or other men in their lives. Additionally, the author of source 6 states that she was able to earn her own money and support herself working in a factory. The reason the author wrote this text was to convince women that despite the hardships they faced in a newly industrialized economy, it was still far better than being stuck in the cult of domesticity. The ability for women to become independent from the men in their lives was one of the major social developments in the period of industrialization circa 1850 to 1950.

Despite new opportunities industrialization gave women, women also faced hardships such as poor treatment by factory owners, and were subjected to extreme danger every day. For example, in the US, the Triangle Shirtwaist fire killed and injured hundreds of women working in a textile factory, many of them young girls. This disaster is a perfect example of how many factory owners took advantage of their workers, especially women, by cutting corners in safety. Tragedies like the Triangle Shirtwaist fire sadly weren't uncommon, as the capitalist economy of the time period benefited owners who maximized profits and minimized costs. This often meant that factories were extremely unsafe places. Furthermore, the author of source 5 states that female textile workers in Japan were lied to about wages, exposed to terrible working conditions, and compares her experiences to being in hell. While women working in factories were able to make money for themselves, they were often taken advantage of by being given low wages and poor treatment. The author of this source wrote this because she wanted to shed light on the dark side of factories claiming to give women easy, well paying jobs. Additionally, Source 7 states that as men moved to work in factories, women were forced to not only take over domestic affairs, but also replace men in many positions of responsibility. The age of industrialization not only gave women new opportunities, it forced them to adapt to fill new gaps in society. Source 7 is also better understood under the context of Apartheid, where Black Africans were kept separate from whites. This meant

that many women of this time in South Africa not only faced discrimination based on their gender, but also their race.

In the latter half of the 18th century, the use of coal power and the steam engine in Britain to run factories that could mass produce goods began to expand its influence to the rest of the world. This was the Industrial Revolution, and it continued into the 19th and 20th century, where states across the globe discovered new ways to develop their economies and industrialize. Also, following the Industrial Revolution, thousands of men and women participated in rapid urbanization by migrating to locations with job opportunities available in factories.

While the spread of industrialization provided certain women with opportunities such as new leadership opportunities in their communities, other women were faced with the challenge of escaping factory life due to being provided low wages and being forced by factory owners to endure poor working conditions.

Document 1 is a memoir written by a Russian woman labor activist who worked as a political organizer among factory workers in St. Petersburg in the 1890s. In the document, the author describes how in the Factory Workers' Society at the time, one of the branches unanimously elected a woman to be chairwoman of her branch. It also describes that despite the woman was elected chairwoman despite her illiteracy. This document supports the idea that due to the spread of industrialization, a woman in an industrial society was provided a new leadership opportunity in their occupation.

Document 4 is a report from a provincial governorate of a district of the Russian Empire on the occupations of the rural population in that district. It reports a survey that over half of the male population of the district is involved in an occupation to do with manufacturing, leaving the women to take the leading roles in households. Not only that, but many women began to serve as village council leaders, members, or tax collectors, all of which were positions that used to be reserved for men. This document supports the idea that due to the spread of industrialization, several women were provided new leadership opportunities in their communities.

Document 2 is an Ottoman postcard depicting dozens of women and girls in organized columns at a silk factory in an Ottoman city in 1902, with a single male supervisor present near the center of the background of the image. When considering the girls with mild or even unhappy facial expressions, the crowded setting, the employment of child labor by the factory manager, and the stained background walls, the document supports the idea that due to the spread of industrialization, many women in industrial societies endured poor working conditions.

Document 5 is a memoir from a woman labor activist that describes events in the 1910s and 1920s. It depicts a recruiter for a female textile factory recruiting the author at twelve years old to work, where she is paid what amounts to less than one sen per day in exchange for being fed, clothed, and put to work for twelve hours, which causes her legs to become stiff and her feet to become swollen. This document supports the idea that due to the spread of industrialization, a young girl in industrial society was provided low wages and forced to work in poor conditions.

In the period 1850-1950, there were massive steps forward in industrialization. There were so many new factories that needed workers, that even women who previously only worked in the house, now were needed for jobs at these factories as well. The spread of industrialization greatly provided women with new opportunities but also provided many challenges as well. Women could now more easily access education and have jobs, but they also got paid very minimally and worked in terrible conditions, making it sometimes worse than just staying home and working around the house.

Initially, everything seemed great for the women, they could get jobs, they could get some education, and even sometime have positions of power. Before the Industrial Revolution, women often just stayed home, doing basic tasks and housekeeping. They had no power and were always at the mercy of men. They often had to listen to men and obey what they wanted. But, during the spread of industrialization, which required more and more workers for more and more factories, it seemed as though women were finally going to get out of the house and have more opportunities. And they did, women could now get jobs, get some education, and even have some social power. For example, Maria Soldatova became a chairwoman at a cigarette factory. She was a great addition to the Society even though she couldn't read or write. When she finally got the opportunity to learn, she didn't hesitate and began to study diligently. This shows just how much the women wanted it and took what they could get. It seemed all was well for the women right?

Well, they did get these opportunities, just probably not quite in the ways they wanted or first thought. These new jobs that were sold to the women to seem great on the from the outside, turned out to be not so great on the inside. The recruiters for the factories make it seem like easy and enjoyable work, they make it seem like it pays well, and that there are many bonuses. But when the women arrive at the factories it isn't all that it seemed. The work is everything but easy and enjoyable, forcing workers into long shifts, terrible conditions and no breaks. The pay wasn't quite as much as they thought either, the food, soap, toilet paper, and sandals made it so at the end of the day they were only making less 10% of what they originally were promised. This can be seen from the personal experience of Toshio Takai who dealt with this first hand. She described how she had to work for 12 hours a day, and her legs became stiff and her feet were always swollen. This just goes to show that even what opportunities the spread of industrialization gave to women, gave equally as many challenges.

Overall, the spread of industrialization heavily impacted many women's lives by giving them many new opportunities like jobs, but also resulted in many challenges like the terrible working conditions

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 identifying the economic opportunities and work-related hardships industrialization brought to women. In the last sentence of the first paragraph, the response claims “women had some new opportunities due to the spread of industrialization, such as the ability to become economically independent, but also faced many hardships such as unfair wages and treatment.”

Contextualization (0–1 points): 1

The response earned 1 point for contextualization. In the first five sentences of the first paragraph, the response references the traditional roles of men and women in society and the changes brought about by the “increased usage of technology in manufacturing and fabricating” of the Industrial Revolution and the rapid urbanization of society.

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

The response earned the first point for evidence from the documents by describing the content of Documents 3, 6, 5, and 7. The response accurately describes the contents of Document 3, “poor women in China were being sent to factories because they were able to afford food,” Document 6, “was able to earn her own money and support herself,” Document 5, “compares her experiences to being in hell,” and Document 7, describing how women replaced “men in many positions of responsibility.” Even though the response only needs to describe 3 documents to earn the first point for evidence from the documents, this response correctly uses 4 documents.

Document-Based Question 1 (continued)

The response earned the second point for evidence from the documents for supporting an argument with Documents 3, 6, 5, and 7. The response supports the argument that “women experienced new opportunities in the time period circa 1850 to 1950 was their ability to become economically independent from men” with Document 3, “factories provided work that women could do in order to provide for themselves and their family,” and Document 6, noting the importance of women’s ability “to earn her own money and support herself working in a factory.” The response supports the argument that “Despite new opportunities industrialization gave women, women also faced hardships such as poor treatment by factory owners, and were subjected to extreme danger every day” with Document 5 “female textile workers in Japan were lied to about wages, exposed to terrible working conditions, and compares her experiences to being in hell,” and with Document 7, “women were forced to not only take of domestic affairs, but also replace men in many positions of responsibility.”

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

The response earned 1 point for evidence beyond the documents in the third paragraph by using the “triangle shirtwaiste fire” to illustrate the danger women faced working in factories, tying those dangers to factory owners who were more interested in their own profit than the safety of their female workers.

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

The response earned 1 point for sourcing by accurately sourcing Documents 3, 6, 5, and 7. The response identifies the historical situation of Document 3 noting women working outside the home “was especially revolutionary in China, as traditional confucian beliefs gave women little place in society.” The response identifies that the author’s purpose in Document 6 was to convince “women that despite the hardships they faced in a newly industrialized economy” it was better than remaining on the farm. The response identifies the author’s purpose in Document 5, noting she “wanted to shed light on the dark side of factories.” The response identifies the historical situation of Document 7 to argue that women “faced discrimination based on their gender, but also their race.” Even though the response only needs to correctly provide sourcing for 2 documents to earn the point, this response correctly provides sourcing for 4 documents.

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

The response earned 1 point for complex understanding. The response provided sourcing for Documents 3, 6, and 5, and 7. Additionally, the response analyzes multiple variables such as the way women experienced new opportunities in the second paragraph and provides an alternate perspective that “Despite new opportunities industrialization gave women, women also faced hardships such as poor treatment by factory owners” in the third paragraph. The response also provides outside evidence throughout the essay (in addition to the effective use of evidence from the documents) to construct a nuanced 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 in the last sentence of the first paragraph regarding women’s participation in “rapid urbanization by migrating to locations with job opportunities available in factories.” In the second paragraph, the historically defensible claim regarding the spread of industrialization providing “certain women with opportunities such as new leadership opportunities in their communities” and subsequent challenges “of escaping factory life due to being provided low wages and being forced by factory owners to endure poor working conditions,” could also earn the point.

Contextualization (0–1 points): 1

The response earned 1 point for contextualization by referencing the start of industrialization in Great Britain and the “use of coal power and the steam engine in Britain to run factories that could mass produce goods began to expand its influence to the rest of the world,” at the beginning of the first paragraph. The discussion of larger historical themes (mass production, spread of industrialization) provides a broader context relevant to the prompt.

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

The response earned the first point for evidence from the documents by describing the content of Documents 1, 4, 2, and 5. The response accurately describes the content of the documents: Document 1, “in the Factory Workers’ Society at the time, one of the branches unanimously elected a woman to be chairwoman of her branch”; Document 4, “It reports a survey that over half of the male population of the district is involved in an occupation to do with manufacturing, leaving the women to take the leading roles in households”; Document 2, “When considering the girls with mild or even unhappy facial expressions, the crowded setting, the employment of child labor by the factory manager”; and Document 5, “It depicts a recruiter for a female textile factory recruiting the author at twelve years old to work.” Even though the response only needs to describe 3 documents to earn the first point for evidence from the documents, the response correctly uses 4 documents.

The response earned the second point for evidence from the documents by supporting an argument with Documents 1, 4, 2, and 5. The response supports the argument that the spread of industrialization provided new leadership opportunities with Documents 1 and 4. The response accurately supports the argument that with the spread of industrialization women experienced poor working conditions with Documents 2 and 5.

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

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

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

The response did not earn the point for sourcing. No attempts for sourcing were made.

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 of the extent to which the spread of industrialization provided women with new opportunities and/or challenges.

Sample: 1C

Thesis Score: 1

Contextualization Score: 1

Evidence from the Documents Score: 0

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 about how the spread of industrialization provided women with new opportunities and challenges. The last sentence of the first paragraph claims women had greater access to education and employment, however their pay and working conditions were bad, writing “Women could now more easily access education and have jobs, but they also got paid very minimally and worked in terrible conditions.” The response also has a successful historically defensible claim in the last paragraph regarding the spread of industrialization bringing new opportunities “like jobs” and challenges “like the terrible working conditions.”

Contextualization (0–1 points): 1

The response earned 1 point for contextualization by describing the social effects of industrialization, referencing women’s roles before industrialization and the subsequent changes women experienced during the spread of industrialization in the second through fifth sentences of the second paragraph.

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

The response did not earn the first point for evidence from the documents. The response successfully uses the content of only two documents, not the required minimum of three documents. The response accurately describes the content of Document 1 with “women could now get jobs, get some education, and even have some social power” and Document 5, noting it “described how she had to work for 12 hours a day.”

Document-Based Question 1 (continued)

The response did not earn the second point for evidence from the documents by supporting an argument successfully with 4 documents. The response supports an argument successfully with only Documents 1 and 5. The response supports an argument that with the spread of industrialization “women were finally going to get out of the house and have more opprotunities” with Document 1 and Document 5 “they did get these opprotunities, just probably not quite in the ways they wanted.”

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

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

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

The response did not earn the point for sourcing. The response does not attempt to provide sourcing from 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 of the extent to which the spread of industrialization provided women with new opportunities and/or challenges.