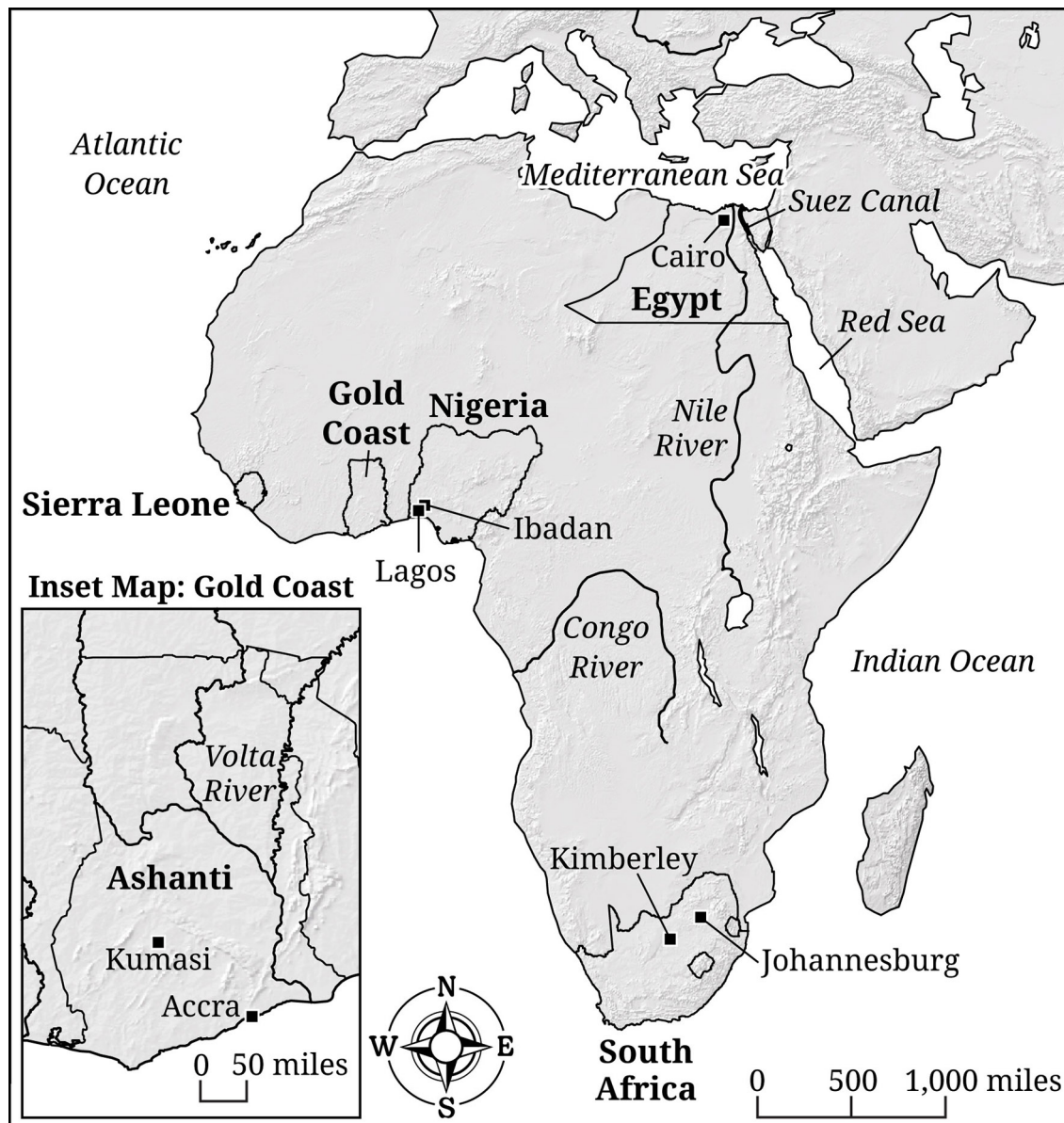


1. Evaluate the extent to which new transportation and/or communication technologies affected African societies during the period circa 1850 to 1960.

Note: The map shows some of the locations mentioned in the documents and is provided as a reference. The map is NOT one of the seven documents.

The space for your response is below the map.



In your response you should do the following:

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using at least four documents.
- Use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- For at least two documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Demonstrate a complex understanding of a historical development related to the prompt through sophisticated argumentation and/or effective use of evidence.

Document 1

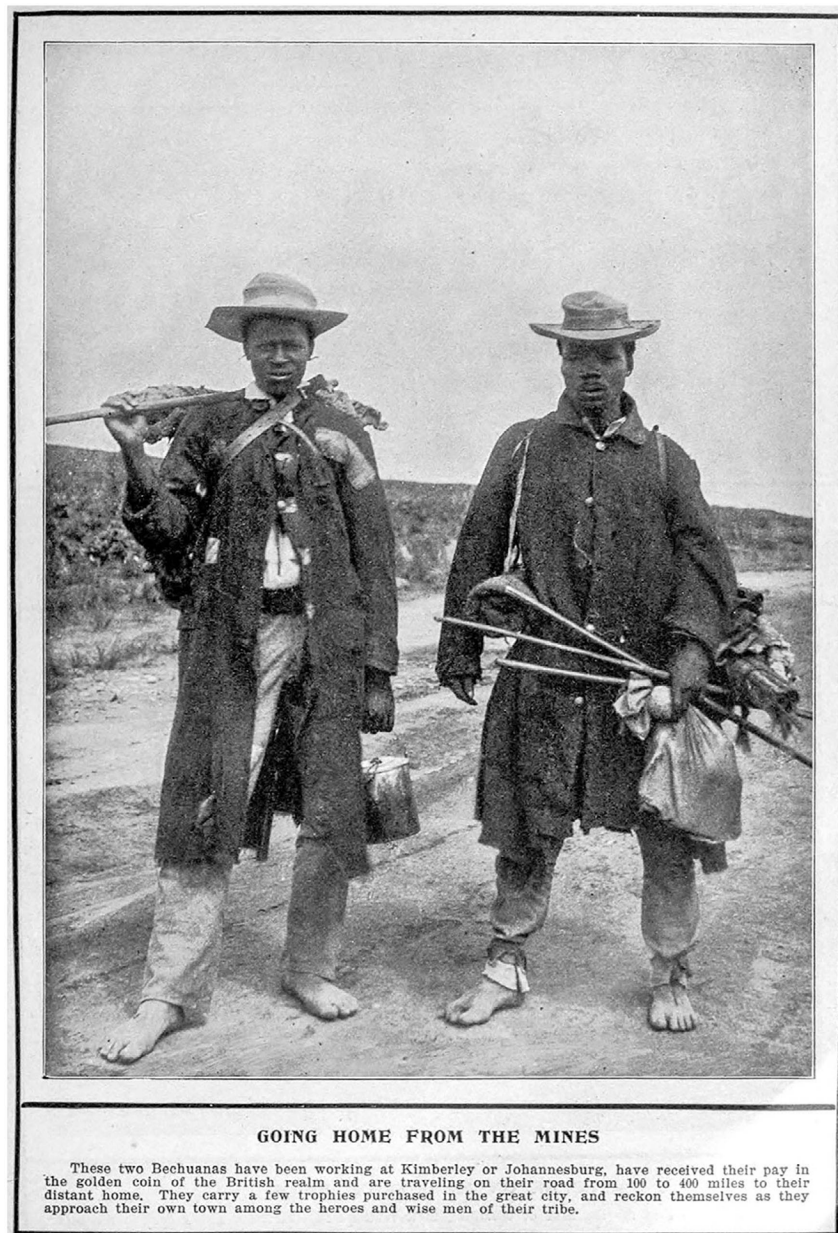
Source: Bai Bureh and other leaders of the Temne people in Sierra Leone (in West Africa), letter to the British colonial authorities of Sierra Leone, 1896

“We received a letter from the colonial Governor sent to tell us that the British Queen now takes the whole of Temne country. We read the Governor’s letter and we now know the law that the Governor puts on us; namely, that we are to pay a tax on our houses each year so the Government can build roads and a rail line.¹ ... But we must inform you that we are not able to pay a tax for our own houses because we have no power and no money to do so. So please tell the Governor we beg him not to impose the tax and to consider the old agreement he made with our fathers.”

1: The British colonial authorities attempted to impose a “hut tax” on each African household in Sierra Leone to raise money for transportation projects.

Document 2

Source: William Douglas Mackenzie, Protestant minister born in South Africa who later emigrated to the United States, image from his illustrated book *South Africa: Its History, Heroes and Wars*, published in Chicago, 1899



The photograph shows two African employees of the Kimberley Diamond mines in South Africa. The caption reads: "GOING HOME FROM THE MINES. These two Bechuanas [members of the Tswana people of southern Africa] have been working at Kimberley or Johannesburg, have received their pay in the golden coin of the British realm, and are traveling on their road from 100 to 400 miles to their distant home. They carry a few trophies purchased in the great city, and reckon themselves as they approach their own town among the heroes and wise men of their tribe."

Document 3

Source: Exchange of telegrams between William Low, British colonial official in Gold Coast (present-day Ghana), and British Colonial Secretary Joseph Chamberlain in London, 1900

“[April 30, 1900; Low to Chamberlain]: Update on the fighting against the Ashanti¹ — Ashanti warriors launched a serious attack on a telegraph clerk while he was repairing telegraph lines that had previously been severed by the Ashanti. Other telegraph clerks report Ashanti troops have effectively blockaded the main road to the city of Kumasi since April 25th. Government troops from Lagos [in Nigeria] were sent to Kumasi. We hope that they will succeed in reopening communications.

[May 1, 1900; Chamberlain to Low]: In response to your telegram of April 30th, we will be sending 250 more troops from southern Nigeria to Kumasi to counter Ashanti attacks. I will also send 50 additional Frontier Police from Sierra Leone to the Ashanti territories for protection of British life and property.”

1: The Ashanti Empire was an African state adjacent to the British Gold Coast colony, whose rulers fought five wars of resistance against British colonial expansion during the nineteenth century.

Document 4

Source: Peninsular and Oriental Steam Navigation Company (P&O), a British shipping company that provided passenger and freight service from Great Britain to many parts of the world, an advertising brochure for travelers on P&O's ships to Egypt, 1908

“As we leave the ship at Alexandria and board the train to Cairo, we may observe simple farm and rural scenes but also, here and there, the huge new cotton mills that remind us that Egypt is progressive and up to date.

Cairo has changed greatly since 1882,¹ and it is inevitable that, in a country so closely in touch with Western civilization, many traditional local shops have been replaced by storefronts with large windows displaying products of European industry. In the west end of Cairo huge hotels and commercial buildings have replaced the former delightful residences of the elite. In the hotels, the vibrant social life of modern Cairo is in full swing, making the city attractive to many.”

1: Beginning in 1882, Great Britain effectively controlled Egypt without formally colonizing the country.

Document 5

Source: British Parliamentary Commission appointed to investigate the spread of tuberculosis in South Africa, report of its findings presented to the British Parliament, 1914

“In those towns which were the first to be opened up by the railway, the disease of tuberculosis has prevailed the longest and to the greatest extent.

The opening up of South Africa as a result of the development of diamond and gold mining has led to the creation of labor centers and the clustering of the African and mixed-race populations in towns and in separate workers’ quarters, where the conditions of housing and general health have been bad in the extreme. For the first time, increasing numbers of Africans are crowding into urban centers in search of work that dire economic conditions and expanding needs are forcing them to undertake.

With these changes have come changes in habits, in clothing, and in diet, the adoption of European vices, and exposure to unhealthy conditions of labor in mines and elsewhere.... 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.”

Document 6

Source: William Claridge and Hugh Clifford, British colonial officials employed in the colony of Gold Coast (present-day Ghana), *A History of the Gold Coast and Ashanti*, book published in London, 1915

“The completion of the railway from [the port] of Sekondi to Kumasi in 1903 has been followed by the construction of another line from [the port of] Accra to the cocoa-bearing districts, and these two lines have enormously facilitated trade. The first line has also been responsible for the establishment of numerous European trading firms in Kumasi, which has become a great trading center.

The abolition of the slave trade and the acquisition of most of the gold-bearing lands in the colony by European entrepreneurs has caused the local people to seek work in timber, rubber collecting, and agriculture, which the Government has encouraged by holding agricultural shows and providing traveling instructors to assist farmers with expert advice.

A submarine cable to England was connected in July 1886, and telegraphic communication between different parts of the country has been extended even to the northern districts.”

Document 7

Source: Toyin Falola, Nigerian historian and public intellectual, memoir about his childhood in the 1950s and 1960s, published in 2004

“The trains on which I sometimes took joy rides after skipping school were part of the changes that the British had introduced to Nigeria before I was born. By the 1930s, the new railway system had connected Ibadan, my home city, to the rest of the country.

Ibadan was in the heartland of the cocoa-growing belt. Millions of cocoa bags were brought to the city, to be carried by train to the port in Lagos for onward transmission to Europe. Ibadan was also in the region producing palm oil and peanuts, which ended up in far-flung places such as New York and London....

The trains brought new settlers to Ibadan. They created new neighborhoods defined by ethnicity, race, and education. The old city, whose native residents called each other ‘Mesiogo,’ had remained intact, but the new immigrants had established their own new city, which had become fully developed, well populated, and vibrant. The Mesiogo would travel from the old to the new city to shop, buying goods from the Lebanese, Syrians, and Indians as well as from the Igbo, Edo, Urhobo, and Ibibio immigrants from other parts of Nigeria who had flocked to the city. The new areas were the first to acquire the modern amenities of electricity and pipe-borne water.”

Answer Question 2 or Question 3 or Question 4.

In your response, you should do the following:

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using at least two pieces of specific and relevant evidence.
- Use historical reasoning (e.g., comparison, causation, continuity or change over time) to frame or structure an argument that addresses the prompt.
- Demonstrate a complex understanding of a historical development related to the prompt through sophisticated argumentation and/or effective use of evidence.

-
2. In the period circa 1200 to 1450, Buddhism, Hinduism, and Confucianism included ideas about social structures, gender roles, and political authority that influenced societies across Asia.

Develop an argument that evaluates the extent to which one or more of these belief systems shaped societies and/or political systems in Asia during this period.

-
3. In the period circa 1450 to 1750, economic, political, and religious rivalries led many imperial states around the world to expand their territories and influence.

Develop an argument that evaluates the extent to which economic rivalries were the primary motivation for the expansion of European empires during this period.

-
4. During the twentieth century, medical and scientific discoveries affected life expectancies, access to resources, and social and economic structures, which reshaped individual lives as well as entire societies.

Develop an argument that evaluates the extent to which medical and scientific discoveries benefited individuals and/or societies during this period.

STOP
END OF EXAM

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	
Row A Thesis/Claim (0–1 points)	0 points Does not meet the criteria for one point.	1 point Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.
Decision Rules and Scoring Notes		
	Responses that do not earn this point: - 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.	Responses that earn this point: 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.
	Examples that do not earn this point: Provide a restatement of the prompt <i>“New communications technologies affected African societies.”</i> Provide a historically defensible claim, but do not establish a line of reasoning <i>“Western colonial powers expanded their territories in Africa.”</i> Provide a claim that is not historically defensible <i>“Africa experienced rapid industrialization during the nineteenth century.”</i>	Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt <i>“New transportation and communication technologies increased trade and contacts between African societies and other world regions.”</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <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> Establish a line of reasoning <i>“Railways and telegraphs helped Europeans control Africa.”</i> [Minimally acceptable thesis/claim]
	Additional Notes: - 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	
Row B Contextualization	0 points Does not meet the criteria for one point.	1 point Describes a broader historical context relevant to the prompt.
(0–1 points)	Decision Rules and Scoring Notes	
	Responses that do not earn this point: • 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. Examples that do not earn this point: Do not provide context relevant to the topic of the prompt • <i>“Many Africans adopted Islam through the influence of land-based empires and commercial networks.”</i> Provide an overgeneralized statement about the time period • <i>“Europeans built many railways in Africa.”</i>	Responses that earn this point: • Accurately describe a context relevant to transportation or communication technologies and African societies during the period circa 1850 to 1960. Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: • First Industrial Revolution • Second Industrial Revolution • Imperialism and Colonialism across Africa and Asia • The Transatlantic Slave Trade • The “civilizing mission,” “White Man’s Burden,” Social Darwinism • Anti-colonial resistance movements • Scramble for Africa, 1885 Berlin Conference • Decolonization • World Wars I and II • Migration of laborers from Asia to Africa Examples of acceptable contextualization: • <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> • <i>“Industrialization in Europe contributed to the spread of new technologies to Africa.”</i> [Minimally acceptable contextualization]
	Additional Notes: • 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		
Row C Evidence from Documents	0 points Does not meet the criteria for one point.	1 point Uses the content of at least three documents to address the topic of the prompt.	2 points Supports an argument in response to the prompt using at least four documents.
(0–2 points)	Decision Rules and Scoring Notes		
	Responses that do not earn points: - 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	Responses that earn 1 point: - 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. Examples of describing the content of a document: Describe evidence from the documents relevant to the topic but do not use that evidence to support an argument [Document 4]: “Egypt built European-style cotton mills, hotels and storefronts.” [Document 2]: “South African miners at the Kimberly Diamond Mine traveled up to 400 miles between their homes and the diamond mine.”	Responses that earn 2 points: - Support an argument in response to the prompt by accurately using the content of at least four documents. Examples of supporting an argument using the content of a document: [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] [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]
	Additional Notes: 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.		

Row C Evidence Beyond Documents	0 points Does not meet the criteria for one point.	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.
Decision Rules and Scoring Notes		
(0–1 points)	Responses that do not earn this point: • 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.	Responses that earn this point: • 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. Examples of specific and relevant evidence beyond the documents that earn this point include the following, if appropriate elaboration is provided: • The Scramble for Africa, 1885 Berlin Conference • End of the Transatlantic Slave Trade • Indian and other indentured laborers • The participation of Africans in the First World War • The Zulu Rebellion against British colonial rule • Political and economic modernization movements in Egypt • Apartheid in South Africa • 19–20th century technologies/transportation infrastructure including the Maxim gun, quinine, airplanes, Suez Canal, etc. • Atrocities in places such as the Belgian Congo and Namibia connected to imperialism and/or resource extraction • European efforts to divide populations by ethnicity [example: Hutus and Tutsis in Rwanda] • Cecil Rhodes’ activities such as planning the Cape to Cairo Railway or creating DeBeers Mining • Specific European colonies not mentioned in the documents [examples: French West Africa, German Southwest Africa, Rhodesia] Examples of evidence beyond the documents relevant to an argument about the prompt: • <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] • <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]
Additional Notes: • 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	
Row D Analysis and Reasoning Sourcing	0 points Does not meet the criteria for one point.	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.
(0–1 points)	Decision Rules and Scoring Notes	
	Responses that do not earn this point: - 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. Examples that do not earn this point: Identify the point of view, purpose, historical situation, and/or audience, but do not explain how or why it is relevant to an argument “Document 4 is an advertisement for Western tourists.” Summarize the content of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience “Document 5 discusses the overcrowded urban centers in South Africa.”	Responses that earn this point: - 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. Example of acceptable explanation of the relevance of the author’s point of view: [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] Example of acceptable explanation of the relevance of the author’s purpose: [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] Example of acceptable explanation of the relevance of the historical situation of a source: [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] Example of acceptable explanation of the relevance of the audience: [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]

Row D Analysis and Reasoning Complex Understanding	0 points Does not meet the criteria for one point.	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.
(0–1 points)	Decision Rules and Scoring Notes	
		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: - 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. 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: - 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. Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided: - 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] - 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]

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. Bai Bureh, Letter to the British Authorities, Sierra Leone, 1896	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.	- 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] - 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] - 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]
2. William D. Mackenzie, Photograph of Kimberly Diamond Miners, South Africa, 1899	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.”	- The author implies that participation in the colonial economy, in this case the Kimberley Diamond mine, benefitted South African workers. [POV] - 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] - 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]

3. Telegrams between William Low, British Colonial official in Gold Coast, and Joseph Chamberlain, British Colonial Secretary, 1900	- 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. - 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.	- 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] - 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]
4. Peninsular and Oriental Steam Navigation Company, Advertising Brochure, Egypt, 1908	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.”	- 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] - 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&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]
5. British Parliamentary Commission, report on tuberculosis in South Africa, 1914	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.	- 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] - 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] - 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]

6. William Claridge and Hugh Clifford, <i>A History of the Gold Coast and Ashanti</i>, book published in London, 1915	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.	- The book was written for a Western, British audience who would most likely celebrate the expansion of the British imperial economy in Africa. [audience] - 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] - 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]
7. Toyin Falola, memoir of growing up in Ibadan, Nigeria, in the 1950s and 1960s, published in 2004	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.	- 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] - 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]

Reporting Category	Scoring Criteria	
Row B Contextualization (0–1 points)	0 points Does not meet the criteria for one point.	1 point Describes a broader historical context relevant to the prompt.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: - 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. Examples that do not earn this point: Do not provide context relevant to the topic of the prompt <i>“Zheng He’s maritime exploration of the Indian Ocean connected China to the wider world.”</i> Provide a passing phrase or reference <i>“Zen Buddhism was practiced in Japan.”</i>	Responses that earn this point: - Accurately describe a context relevant to belief systems, societies, or political systems in Asia during the period circa 1200 to 1450. Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - Chinese neo-Confucianist traditions and their spread to Heian Japan and Korea - Various branches and schools of Buddhist thought - The spread of Hinduism and Buddhism into Southeast Asia - The role of patriarchy on society and the state in many Asian societies - Rejection of Legalism in China - Buddhism in Tang China - Hindu merchants in SE Asia - The Song Dynasty’s economic “miracle” and the Song Emperors’ support for Confucianism and Daoism Example of acceptable contextualization: <i>“Buddhism spread from its original home in South Asia, first to China, and from there even further east to Korea and Japan.”</i> <i>“Throughout the 1200s, many new Buddhist and Hindu states developed in Southeast Asia.”</i> [Minimally acceptable contextualization]
	Additional Notes: - 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.	