
AP[®] World History

Sample Student Responses and Scoring Commentary

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2019 SCORING GUIDELINES

Question 1 — Document-Based Question

Maximum Possible Points: 7

“Evaluate the extent to which the Portuguese transformed maritime trade in the Indian Ocean in the sixteenth century.”

Points	Rubric	Notes
A: Thesis/Claim (0-1)	<p>Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning. (1 point)</p> <p><i>To earn this point, the thesis must make a claim that responds to the prompt rather than restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.</i></p>	<p>The thesis must take a position on the extent to which the Portuguese transformed maritime trade in the Indian Ocean in the sixteenth century and indicate some reason for taking that position.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • “Although the arrival of the Portuguese was a very important change in Indian Ocean maritime trade in the sixteenth century, it did not completely transform the trade, as the Portuguese never extended their control beyond a few ports and had to compete with Indian merchants and regional states such as the Ottoman Empire and the Sultanate of Aceh.” (<i>Responds to the prompt with an evaluative claim that establishes a line of reasoning.</i>) • “The Portuguese transformed maritime trade in Indian Ocean in the sixteenth century by taxing non-Portuguese ships that traded in the region.” (<i>Responds to the prompt with a minimally acceptable claim that establishes a line of reasoning.</i>)
B: Contextualization (0-1)	<p>Describes a broader historical context relevant to the prompt. (1 point)</p> <p><i>To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or reference.</i></p>	<p>To earn the point, the essay must accurately describe a context relevant to Portuguese impact and/or maritime trade in the Indian Ocean in the period before or during the arrival of the Portuguese.</p> <p><i>Note: The context has to be relevant to maritime trade in the Indian Ocean.</i></p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • “For centuries before the arrival of European merchants, the Indian Ocean had been the center of flourishing trade routes connecting India to East and Southeast Asia as well as with East Africa, Egypt, and Arabia.” (<i>Relates broader events and developments to the topic.</i>) • “Portugal’s naval advances such as stronger ships allowed the Portuguese to engage in transoceanic trade. (<i>Relates broader events and developments to the topic.</i>)

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Question 1 — Document-Based Question (continued)

C: Evidence (0-3)	<p>Evidence from the Documents: Uses the content of at least three documents to address the topic of the prompt. (1 point)</p> <p>OR</p> <p>Supports an argument in response to the prompt using at least six documents. (2 points)</p>	<p><i>To earn 1 point, the response must accurately describe — rather than simply quote — the content from at least three of the documents to address the topic of how the Portuguese affected maritime trade in the Indian Ocean in the sixteenth century.</i></p> <p><i>Example:</i></p> <ul style="list-style-type: none"> (Document 3): “The anonymous Portuguese court official is arguing that Portugal should do all it can to prevent Turkish merchants from establishing direct trade between India and the Ottoman Empire.” (<i>Describes the document accurately, and thus is credited as addressing the topic, but does not explicitly tie the description to an argument in response to the prompt.</i>) <p>OR</p> <p><i>To earn 2 points, the response must accurately describe —rather than simply quote — the content from at least six documents. In addition, the response must use the content from the documents to support an argument in response to the prompt.</i></p> <p><i>Example:</i></p> <ul style="list-style-type: none"> (Document 6): “The Venetian trader Cesare Federici’s account shows how in Cambay the Portuguese are almost completely dependent on their Hindu brokers to carry out their trade, showing that the Portuguese adapted to existing Indian Ocean trade.” (<i>Accurately describes and connects the content of the document to an argument about how the Portuguese transformed maritime trade in the Indian Ocean in the sixteenth century.</i>)
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Question 1 — Document-Based Question (continued)

	<p>Evidence beyond the Documents: Uses at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt. (1 point)</p> <p><i>To earn this point, the evidence must be described, and must be more than a phrase or reference. This additional piece of evidence must be different from the evidence used to earn the point for contextualization.</i></p>	<p><i>Typically, statements credited as evidence from outside the documents will be more specific details relevant to an argument, analogous to the function of evidence drawn from the documents. Typically, statements credited as contextualization will be more general statements that place an argument or a significant portion of it on a broader context.</i></p> <p><i>Note: The specific outside evidence must be clearly relevant to the expansion of, or limits to, Portuguese influence in the Indian Ocean.</i></p> <p><i>Examples could include the following, with appropriate elaboration:</i></p> <ul style="list-style-type: none"> • Portuguese advances in navigational technology, such as the development of caravels and carracks • Ottoman–Christian wars and rivalries in the Mediterranean, such as the battle of Lepanto • Safavid empire as another regional power checking the expansion of Portugal in the Indian Ocean • Political fragmentation of India as Delhi sultanates fail
D: Analysis and Reasoning (0-2)	<p>Sourcing: For at least three documents, explains how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument. (1 point)</p> <p>See document summaries for examples of possible sourcing.</p>	<p><i>To earn this point, the response must explain — rather than simply identify — how or why the document’s point of view, purpose, historical situation, or audience is relevant to an argument that addresses the prompt for each of the three documents sourced.</i></p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • (Document 5): “Being a Muslim scholar, Zainudeen Makhdoom al Sageer is understandably hostile to the Portuguese trade pass system that targeted mostly Muslim traders, calling it a ‘system of persecution,’ and saying it allowed the Portuguese to ‘unjustly’ become rich.” <i>(Provides sourcing regarding the point of view of the document relevant to an argument addressing the prompt.)</i> • (Document 2): “This Portuguese government official would have wanted to emphasize the positive effects of the Portuguese establishing trading posts there.” <i>(Provides sourcing regarding point of view of the document relevant to an argument addressing the prompt.)</i>

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Question 1 — Document-Based Question (continued)

<p>Complexity: Demonstrates a complex understanding of the historical development that is the focus of prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question. (1 point)</p> <p><i>This understanding must be part of the argument, not merely a phrase or reference.</i></p>	<p><i>Examples of demonstrating a complex understanding for this question might include:</i></p> <ul style="list-style-type: none">• Considering the totality of the evidence and perspectives presented in the documents as demonstrated by creating a <u>complex argument</u>, while at the same time recognizing that some documents <u>corroborate</u>, <u>qualify</u>, or <u>modify</u> the overall argument• Explaining the nuance of an issue by <u>analyzing multiple factors</u> or by considering <u>diverse or alternative perspectives</u> or evidence, such as constructing an argument that explains how the Portuguese both disrupted existing trade patterns and connections in the Indian Ocean, but also provided Indian merchants and manufacturers with new business opportunities, such as new trading partnerships and new export markets• Explaining relevant and insightful connections across time and space, such as <u>explaining</u> similarities or differences in the pattern of sixteenth-century Portuguese imperialism in the Indian Ocean compared to patterns in other locations such as Brazil, West Africa, Japan, China, or the spice islands of Southeast Asia
<p>If response is completely blank, enter - - for all four score categories A, B, C, and D.</p>	

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Question 1 — Document-Based Question (continued)

Document Summaries and Possible Sourcing

Document	Summary of Content	Explains the relevance of point of view, purpose, situation, and/or audience by elaborating on examples such as:
1. Muslim merchants advice to the ruler of Calicut, (1500)	<ul style="list-style-type: none"> Expresses Muslim merchants' opposition to the Hindu ruler of Calicut welcoming the Portuguese and warns the ruler to be cautious 	<ul style="list-style-type: none"> Written 50 years after the events, Portugal has consolidated its presence in the region and the Portuguese historian is recording the spread of Portuguese power (situation). Written by Muslim merchants concerned that the Portuguese will become their political and economic rivals (POV).
2. Duarte Barbosa, account of Calicut (1516)	<ul style="list-style-type: none"> Describes past wealth and independence of Muslim merchants in Calicut but states that most of the Muslim merchants have left 	<ul style="list-style-type: none"> Portuguese government official on the Malabar coast likely would have wanted to emphasize positive effects of the Portuguese establishing trading posts (POV/purpose). Written in the very early years of the Portuguese establishing a presence in India, the account seeks to emphasize the Portuguese achievement of already displacing the Muslims (situation).
3. Anonymous Portuguese court official's advice to King Sebastian (mid-1560s)	<ul style="list-style-type: none"> Cautions king against free trade treaty with the Ottoman Empire due to competition from Ottoman merchants 	<ul style="list-style-type: none"> The Ottoman Empire's westward expansion has brought it into conflict with several Western European countries, including Portugal, over control of Mediterranean and Indian Ocean trade (situation). As private advice offered to the king of Portugal by a high-level government official, the letter offers a frank analysis of the dangers Ottomans pose to Portugal's spice monopoly and the many advantages Ottoman merchants would enjoy if allowed to compete freely (audience/purpose).
4. Sultan Alauddin of Aceh, letter to the Ottoman sultan (1566)	<ul style="list-style-type: none"> Describes Portuguese threat to Acehnese pilgrims and merchants and requests Ottoman help in defense 	<ul style="list-style-type: none"> An address to a fellow Muslim ruler; uses Islamic rhetoric and appeals to shared Muslim values (audience). The Ottoman Empire's success in fighting against European powers has boosted its military prestige and other Muslim rulers are asking the Ottomans for military assistance (situation).

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Question 1 — Document-Based Question (continued)

<p>5. Zainudeen Al Sageer, address to southern Indian Muslims (circa 1570)</p>	<ul style="list-style-type: none"> Describes Portuguese system of safe conduct passes, opposing it but also noting it has been accepted by Calicut merchants 	<ul style="list-style-type: none"> A religious scholar, perhaps wishing to emphasize the negative aspects of the arrival of the Portuguese on maritime commerce in Calicut (POV) Describes successful Portuguese efforts to implement the safe passage pass (<i>cartaz</i>) in South Asia (situation)
<p>6. Cesare Federici, <i>The Voyage and Travel to East India</i> (1587)</p>	<ul style="list-style-type: none"> Describes local-agent broker system for trade in Cambay, as well as the low-price and low-quality pepper exchange at Cochin 	<ul style="list-style-type: none"> As Venetians were generally rivals of the Portuguese in trade, Federici may have intended this account to point to the limitations of the commercial power and reach of the Portuguese in India (POV/purpose). As Federici's account was published in Venice and likely intended for a Venetian merchant audience, it may have emphasized the potential commercial opportunities in India, for example, by suggesting that only low-quality pepper is being sold to the Portuguese, while the high-quality pepper remains available for purchase in India (audience).
<p>7. Inlaid box made in Gujarat for export to Portugal (circa 1600)</p>	<ul style="list-style-type: none"> Shows a box inlaid with ivory and precious hardwoods, decorated with a hunting scene 	<ul style="list-style-type: none"> As an object made specifically for export to Portugal, the box illustrates how important Portuguese (and therefore European) markets had become to some Indian craftspeople (situation). As a precious and likely very expensive object, the box shows the increased luxury goods consumption of European elites, who had enough economic resources not only to buy such items but also to influence to their design and artistic style (audience).

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Question 1 — Document-Based Question (continued)

Scoring Notes

Introductory notes:

- Except where otherwise noted, each point of these rubrics is earned independently, e.g., a student could earn a point for evidence without earning a point for thesis/claim.
- **Accuracy:** The components of this rubric require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, the essay may contain errors that do not detract from the 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.
- Student samples (when available) are quoted verbatim and may contain grammatical errors.

A. Thesis/Claim (0-1 point)

Responses earn 1 point by responding to the prompt with a historically defensible thesis that establishes a line of reasoning about the topic. To earn this point, the thesis must make a claim that responds to the prompt rather than simply restating or rephrasing the prompt. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.

The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.

The thesis must take a position on the extent to which the Portuguese transformed maritime trade in the Indian Ocean in the sixteenth century and indicate some reason for taking that position.

Examples of acceptable theses:

- “Although the arrival of the Portuguese was a very important change in Indian Ocean maritime trade in the sixteenth century, it did not completely transform the trade, as the Portuguese never extended their control beyond a few ports and had to compete with Indian merchants and regional states such as the Ottoman Empire and the Sultanate of Aceh.” (*Responds to the prompt with an evaluative claim that establishes a line of reasoning.*)
- “The Portuguese brought a few changes to the Indian Ocean trading networks but most Indian goods, including spices, continued to be traded locally, or to Middle Eastern and Chinese markets, as they had been for centuries before.” (*Responds to the prompt with an evaluative claim that establishes a line of reasoning.*)
- “The Portuguese transformed maritime trade in Indian Ocean in the sixteenth century by taxing non-Portuguese ships that traded in the region.” (*Responds to the prompt with a minimally acceptable claim that establishes a line of reasoning.*)

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Question 1 — Document-Based Question (continued)

Example of unacceptable theses:

- “In the sixteenth century, the arrival of the Portuguese completely transformed maritime trade in the Indian Ocean region.” (*Merely repeats the wording of the prompt with a minor qualification, which does not amount to indicating a line of reasoning.*)
- “Portuguese merchants came to dominate Indian Ocean trade by organizing themselves into powerful joint-stock companies.” (*Not a historically defensible claim.*)
- “Despite its small size and population, Portugal used its location on the Atlantic Ocean to transform itself into a major maritime power” (*Does not respond to the prompt directly.*)

B. Contextualization (0-1 point)

Responses earn 1 point for contextualization by describing a broader historical context relevant to the prompt. To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or reference.

To earn the point, the essay must accurately describe a context relevant to Portuguese impact and/or maritime trade in the Indian Ocean in the period before or during the arrival of the Portuguese.

Examples of acceptable contextualization:

- “For centuries before the arrival of European merchants, the Indian Ocean had been the center of flourishing trade routes connecting India to East and Southeast Asia as well as with East Africa, Egypt, and Arabia.” (*Relates broader events and developments to the topic.*)
- “Portugal’s naval advances such as stronger ships allowed the Portuguese to engage in transoceanic trade.” (*Relates broader events and developments to the topic.*)

Examples of unacceptable contextualization:

- “The Indian Ocean sea trade before 1500 has been described as a maritime equivalent of the overland Silk Roads.” (*While potentially relevant, this statement does not sufficiently describe how this context was relevant to Portuguese maritime trade in the Indian Ocean in the sixteenth century.*)
- “Portugal’s naval advances made it a major player in European political rivalries.” (*While potentially relevant, this statement does not sufficiently describe how this context was relevant to Portuguese maritime trade in the Indian Ocean in the sixteenth century.*)

C. Evidence (0-3 points)

a) Document Content — Addressing the Topic (1 point)

In order to achieve the first point, the response must use the content of at least **three** documents to address the **topic** of the prompt (1 point). To earn 1 point for evidence from the documents, the response must accurately describe — rather than simply quote — the content from at least three of the documents to address the topic of how the Portuguese transformed maritime trade in the Indian Ocean in the sixteenth century.

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Question 1 — Document-Based Question (continued)

Examples of describing the content of a document:

- (Document 3): “The anonymous Portuguese court official is arguing that Portugal should do all it can to prevent Turkish merchants from establishing direct trade between India and the Ottoman Empire.” *(Describes the document accurately, and thus is credited as addressing the topic, but does not explicitly tie the description to an argument in response to the prompt.)*
- (Document 4): “The letter by the ruler of Aceh asks the Ottoman sultan for help against the attacks of the Portuguese.” *(Describes the document accurately, and thus is credited as addressing the topic, but does not explicitly tie the description to an argument in response to the prompt.)*

b) Document Content – Supporting an Argument (1 point)

In order to achieve the second point for evidence from the documents, the response needs to support an **argument** in response to the prompt by accurately using the content of at least **six** documents.

Examples of supporting an argument using the content of a document:

- (Document 4): “The ruler of Aceh, Alauddin al Kahar, wrote to the Ottoman sultan complaining of the devastating impact the Portuguese had on the long distance trade from ‘all the ports of Indonesia,’ as well as on the pilgrimage from Aceh to Mecca. Alauddin’s letter describes the Portuguese wreaking havoc on Acehnese ships by intercepting them in the ocean, attacking and sinking them, or capturing and enslaving the passengers. This shows how long-established trade routes were completely disrupted by the Portuguese.” *(Accurately describes and connects the content of the document to an argument about the extent to which the Portuguese transformed maritime trade in the Indian Ocean in the sixteenth century.)*
- (Document 6): “The Venetian trader Cesare Federici’s account shows how in Cambay the Portuguese are almost completely dependent on their Hindu brokers to carry out their trade, showing that the Portuguese adapted to existing Indian Ocean trade.” *(Accurately describes and connects the content of the document to an argument about the extent to which the Portuguese transformed maritime trade in the Indian Ocean in the sixteenth century.)*

c) Evidence beyond the Documents (1 point)

The response must use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument that addresses how the Portuguese transformed maritime trade in the Indian Ocean in the sixteenth century (1 point). To earn this point, the evidence must be described, and it must be more than a phrase or reference. This additional piece of evidence must be different from the evidence used to earn the point for contextualization.

Typically, statements credited as **contextualization** will be more general statements that place an argument or a significant portion of it in a broader context. Statements credited as **evidence from outside the documents** will typically be more specific details relevant to an argument, analogous to the function of evidence drawn from the documents.

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Question 1 — Document-Based Question (continued)

Examples of providing an example or additional piece of specific evidence beyond the documents relevant to an argument that addresses the prompt:

- “Much like the Ottoman Empire, the Safavid Empire of Iran was a major Muslim state whose power served as a check to Portuguese expansion in the Indian Ocean region.” (*Provides a piece of evidence not in the documents relevant to an argument that addresses the prompt.*)
- “Although spices remained the main commodity drawing Portuguese merchants to India, Indian cotton textiles were also imported and became increasingly popular in Europe.” (*Provides a piece of evidence not in the documents relevant to an argument that addresses the prompt.*)

D. Analysis and Reasoning (2 points)

Document Sourcing (0-1 point)

For at least **three** documents, the response explains how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument that addresses the prompt (1 point). To earn this point, the response 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 addressing the prompt for each of the three documents sourced.

Example of acceptable explanation of the significance of the author’s point of view:

- (Document 2): “Duarte Barbosa, a Portuguese official stationed at a trading post on the Malabar coast, described the great wealth and independence from political authority that Muslim traders in Calicut had enjoyed before the arrival of the Portuguese. Barbosa states that Muslims would have taken over the whole Malabar coast ‘if the king of Portugal had not discovered India’ and ‘made himself master there,’ a statement that demonstrates how the as a Portuguese government official he is biased against Muslims and is willing to trumpet Portuguese achievements. (*Provides sourcing regarding the point of view of the document relevant to an argument addressing the prompt.*)

Example of acceptable explanation of the significance of the author’s purpose:

- (Document 1): “Since the Muslim merchants of Calicut were desperately trying to convince the Hindu ruler of Calicut to act against the Portuguese, they used a much more direct language than one would expect to see in an address by subjects to their king. For example, they state that the ruler is dishonoring himself by his actions and is emboldening the Portuguese to hold him in contempt.” (*Provides sourcing regarding the purpose of document relevant to an argument addressing the prompt.*)

Example of acceptable explanation of the relevance of the historical situation of a document:

- (Document 7): “The fact that Gujarati artists and craftsmen were showing figures wearing European attire in their decorative scenes shows how important maritime trade between Portugal and India had become for both countries.” (*Provides sourcing regarding the situation in which this trade good was produced relevant to an argument addressing the prompt.*)

Example of acceptable explanation of the significance of the audience:

- (Document 4): “The letter by the ruler of Aceh, being an appeal to a fellow Muslim ruler, repeatedly flatters the Ottoman sultan, calls the Portuguese “infidels,” and emphasizes the danger they pose to the Muslim pilgrimage to Mecca.” (*Provides sourcing regarding the audience of the letter relevant to an argument addressing the prompt.*)

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Question 1 — Document-Based Question (continued)

Demonstrating Complex Understanding (0-1 point)

The response demonstrates a complex understanding of how the Portuguese affected Indian Ocean maritime trade in the sixteenth century, using evidence to corroborate, qualify, or modify an argument that addresses the question.

Demonstrating a complex understanding might include:

- Considering the totality of the evidence and perspectives presented in the documents as demonstrated by creating a complex argument, while at the same time recognizing that some documents corroborate, qualify, or modify the overall argument
- Explaining the nuance of an issue by analyzing multiple factors or by considering diverse or alternative perspectives or evidence, such as constructing an argument that explains how the Portuguese both disrupted existing trade patterns and connections in the Indian Ocean, but also provided Indian merchants and manufacturers with new business opportunities, such as new trading partnerships and new export markets
- Explaining relevant and insightful connections across time and space, such as explaining similarities or differences in the pattern of sixteenth-century Portuguese imperialism in the Indian Ocean compared to other locations such as Brazil, West Africa, Japan, China, or the spice islands of Southeast Asia

This understanding must be part of the argument, not merely a phrase or reference.

Circle the question number that you are answering on this page.

1 of 4

IA

Mandatory

1

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2 or 3 or 4

In the sixteenth century, rising technological innovations led to an increase in trade and exploration. European countries struggled to rise in power and sought new trade routes to increase both their empirical power as well as improve their economy. As many Europeans did not have the proper geography to grow cash crops themselves (namely sugar and spices) they sought to acquire them for cheaper by removing the middle man in the middle east and create their own direct trading line. The Portuguese first found a way to achieve spices by traveling along the coast of Africa, around the Cape of Good Hope, and arriving at their trading posts. Despite the personal loyalty between established merchants and empires making ~~it~~ them deal unequally with portuguese traders, the Portuguese greatly transformed maritime trade in the Indian Ocean by removing trade from the traditional Muslim merchants and by imparting trade regulations and restrictions on other empires.

The Portuguese removed the Muslim merchants from the trading equation and thus increased their own impact. Muslim merchants had traditionally held the power in the Indian Ocean. As shown by Mansa Musa's ~~pi~~ pilgrimage to Mecca, the islamic faith had been greatly influential in Africa. Merchants and Kings sharing the same religion had established a feeling of brotherhood and allowed for easier business transactions. The islamic faith had spread to various countries and indeed led Muslim merchants to be "very loyal to [the Hindu ruler of Calicut]" (Doc 1). This particular advice given to the Calicut ruler is influenced by the growing power of the Portuguese and demonstrates the fear Muslim merchants had that their power and influence was waning. By replacing

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2 of 4 **1A**

Mandatory

1

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Muslim merchants who were "rich" and "[live] well" (Doc 2), the Portuguese were able to step into the vacuum of merchants. However, when Barbosa claims that there are "very few of [the Muslim merchants] remain [ing] today", he is influenced by his desire to keep his job as a government official and probably felt obligated to tell what his ruler wanted to ~~hear~~ hear. Additionally, the Portuguese were aware that the alliance between the Turks and the local Muslims made the Turks "better informed" and "better organized" than the Portuguese (Doc 3). Thus, removing Muslim merchants from trading power was essential in improving Portuguese trade. By accomplishing their goal, the Portuguese increased the change they caused on the Indian Ocean trading network by removing its traditional trading powers.

Furthermore, the Portuguese greatly changed the maritime trade in the Indian Ocean by creating new roles for empires who wanted to trade ~~in it~~ by means of the ocean. Continuing in their removal of Muslim merchants, the Portuguese King was warned to ~~not~~ create a peace treaty with the Ottoman Empire. The two years it took the Portuguese to complete a trade run would be seen as unnecessary if the Ottomans could trade within India as they would require "less than half" of what the Portuguese went through (Doc 3). Thus, by preventing existing trade agreements (Ottomans and Muslims) to continue, the Portuguese set themselves up to hold a monopoly on products and become the most important players in the spice trade. Additionally, the Portuguese created ~~an~~ an embargo where they would claim any goods passing through "their"

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3 of 4

IA

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Waters unless the ship in question had bought a pass. The Portuguese would "take possession of as many [ships] as they can" and sink others with cannon fire, "capturing and enslaving" and Muslims on board (Doc 4). Considering that Syah al-Kahar ~~was~~ wanted to create an alliance with the Ottoman Sultan, it is possible that his description of the Portuguese's treatment toward Muslims is exaggerated as al-Kahar's rhetoric implies the Ottomans should feel as he does. However, not all ships were subjected to the harsh treatment described by al-Kahar. Al-Sageer claims that the toll (once paid) allowed the Calicut to "resume trading with Gujarat" (Doc 5). This implies that the Portuguese kept their word and allowed these empires with passes to pass. And they indeed would as Al-Sageer says the Portuguese "unjustly acquired vast wealth" from the toll they created. Sageer might feel that the wealth was acquired unjustly because that wealth came at the expense of Calicut's merchants. The Portuguese changed the trading system in the Indian Ocean by causing trade to become limited even as it expanded. They managed to have other empires at their mercy. As demonstrated by the elaborate box made in India for the Portuguese (Doc 7), Portuguese power grew and impacted the Indian Ocean trade in such a way that empires felt they must obey the tiny but mighty nation.

Despite the many changes the Portuguese impacted on the Indian Ocean ~~base~~ trade, one continuity that remained was the loyalty between merchant and empire. Despite using brokers to conduct trade for them, the Portuguese received inferior products as merchants rebelled in the only way they

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4 of 4 (1A)

Mandatory ①	Circle one 2 or 3 or 4
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could; quietly. Returning with the "worst produce [for] the Portuguese" the Cochin traders took advantage of the Portuguese in the way that the Portuguese had over other empires (Doc 6). This demonstrates a (small) way that the Portuguese were unable to transform the maritime trade as they were unable to control loyalty. In this manner, despite the "traditional" Muslim merchants having been displaced by Portuguese traders, the Hindu merchants in India who "traditionally handled all transactions at the port" continued to do so. Nevertheless, the Portuguese greatly transformed the maritime trade in the Indian Ocean albeit not completely changed.

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1.05 **IB**

Mandatory

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Navigational technologies such as the compass and lateen sail encouraged marine trade after their popularization. With these technologies, Explorers such as Diaz rounded the Cape of Good Hope in Africa and introduced the Indian Ocean trade network to Europe.

The Portuguese in particular took an interest in Asian spices resulting in many investments towards the spice trade. The Portuguese impacted the Indian Ocean trade network greatly by implementing persecutory restrictions in addition to piracy covered up by safety procedures. Furthermore, the Portuguese impacted Indian Ocean trade by involving European influence and commodity preference in India.

As a result of Portugals desire for profits, restrictions were made towards muslims to limit trade for arabs, and increase oppertunities for portugese. Portugal set up a monopoly of the spice trade and felt Turks would steal

2.05 [IB]

Mandatory

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Portuguese profits and take control over the spice trade (doc 3). Portuguese court officials made it challenging for Turk travel to India. They did this because they believed travel of the turks would cause suffering of the kings profits and therefore their position. To prevent a decrease in their personal power, officials restricted the Turks to their own markets. Additionally, Portuguese monopolies in South Asia intimidated many muslims encouraging them to leave India (doc 2). Portugal's presence ~~and~~ ~~the~~ drained muslim economies and resulting in treaties to negotiate, however the Indian Ocean spice trade was still predominantly led by the portuguese (doc 5). This led to a greater influence of Portugal on India and south east Asia.

Furthermore, Portuguese presence in the Indian ocean altered the trade network by making unsafe

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3.05 **IB**

Mandatory

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to trade as an attempt to monopolize the region. The Maldivian Islands are a mandatory thoroughfare in the trade network. Due to this convenience, Portuguese set up safety checkpoints to search ships. However, Muslim merchants refer to the activity as piracy. Merchants write about theft, on behalf of the Portuguese, of Muslim ships to feed Portugal's ports. (Doc 1) These merchants may be attempting to demonize the Portuguese in order to demonopolize the region from these Europeans to reinstate local trade, however there are tremendous inconsistencies throughout Muslim testimony. Alauddin Riayat, a ruler of the Muslim state Sultanate of Aceh, records instances where Muslim ships are raided with the products stolen and the crew enslaved or drowned. (Doc 4) According to Muslims, the Portuguese discouraged diverse markets and made the Indian Ocean trade network very unstable and unsafe.

Circle the question number that you are answering on this page.

4.05 (1B)

Mandatory

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Circle one

2 or 3 or 4

Portugal's reach into the Indian Ocean trade network reaches further than restrictions and "safety checkpoints." The Portugese also changed the Indian ocean trade network by developing agreements with European economies and commodities with European influence. Cesare Federici, a Venetian trader, writes about Portugese and Indian interactions where shoddy products are exchanged for lower prices. (Doc 6). His attempt to expose the portugese is an attempt at disvalidating their products in Europe. Cesare does this in order to promote Italian trade in the Indian Ocean which would in turn benefit him personally. While low end products may be an occurrence on Portugese trade ships, high end luxury products are also a common commodity as seen by decorative, ornate boxes arriving in Portugal. (Doc 7). Further more, Portugal strengthens its bond with the Indian ocean trade networks by sky-rocketing the demand for Asian spices in Portugal.

Circle the question number that you are answering on this page.

5.055 **IB**

Mandatory

1

Circle one

2 or 3 or 4

which not only encourages culinary syncretism in Portugal, but also validates and justifies the need to be involved in the Indian Ocean trade network.

Portugal greatly impacted the Indian Ocean trade Network by monopolizing their trade which had negative effects on predating traders such as Turks and Muslims. Additionally, the portugese shifted the trade network by influencing Asian trading ports while diversifying portugese markets.

Circle the question number that you are answering on this page.

1 of 2 1C

Mandatory

1

Circle one

2 or 3 or 4

The Portuguese heavily transformed and influenced the Indian Ocean maritime trade system in the sixteenth century. The Portuguese implemented their ideas by getting close with the ruler of Calicut and when that didn't work they used force by sinking ships and charging fees to pass.

The Portuguese go to Calicut as merchants and eventually take over. They establish a trading post on the Malabar Coast and the King of Portugal takes over Calicut. King Sebastian of Portugal denies the Turks access to trade freely so that Portugal can continue trading with Muslims.

The Portuguese settle in the Maldive Islands where ships from Indonesia have to pass through to make it to Mecca and the Red Sea. They begin sinking and capturing Muslim and Ottoman ships to steal the goods. The Portugal also enslave any of the survivors. The governors of the Ottoman empire and Muslim leaders begin to arm their ships to protect themselves.

The Portuguese begin to start taxing the ships that pass through the Maldives. Any ship that does not pay for the pass gets sunk or seized by the Portuguese. The Portuguese began to become very wealthy and they acquired a large amount of Muslim slaves. The prince of Calicut eventually gives in to the Portuguese and allows them to build a fort in Calicut. Muslims ships can now pass through but only 4 every year are allowed.

Circle the question number that you are answering on this page.

2 of 2 1C

Mandatory

①

Circle one

2 or 3 or 4

In conclusion, the portugol transformed and influenced the maritime trade system in the Indian Ocean by force. They took over trading cities, destroyed Muslim trade ships, and imposed taxes to get their way. Now the Portuguese are dominant in the region and are very wealthy.

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2019 SCORING COMMENTARY

Question 1 — Document-Based Question

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

Overview

The intent of this question was to assess students' ability to articulate and defend an argument based on evidence within historical documents. This Document-Based Question (DBQ) asked students to evaluate the extent to which the Portuguese transformed maritime trade in the Indian Ocean in the sixteenth century. The question addressed Key Concepts 4.1, 4.2, and 4.3 of the AP World History Course Framework, notably the early modern expansion of transoceanic voyaging and the changes brought to Indian Ocean trading networks with the establishment of a Portuguese trading-post empire. The question also addressed the use of mercantilist practices and armed trade for profit and for the reinforcement of state power, as well as fluctuations in the relative political and economic power of elite groups. The question provided opportunities for students to demonstrate all four of the historical reasoning skills, with a central focus on the skill of explaining Continuity and Change over Time. Responses were also expected to demonstrate the disciplinary practices of Analyzing Historical Evidence (primary sources) and Argument Development. The six text-based documents provided evidence of trade relationships as interpreted by local Malabar Coast residents (merchants and scholars), as viewed from a European perspective (Portuguese government officials as well as a private trader), and as seen by a Sumatran ruler. The final document was an image of an artifact illustrating the Portuguese luxury-goods trade in the Indian Ocean. Responses were expected to evaluate these various primary sources, to add additional relevant historical detail, and to utilize the pieces of evidence singly and in combination to support and qualify a historical argument, as well as to contextualize that argument within broader historical developments.

Sample: 1A

Score: 7

The response earned 1 point for thesis/claim because it identifies two different categories of transformation brought about by the Portuguese “removing trade from the ‘traditional’ Muslim merchants” and “imparting trade regulations and restrictions on other empires.” This is preceded by a statement that acknowledges obstacles and ongoing resistance to Portuguese domination. The response also earned 1 point for contextualization because it discusses (in the introductory paragraph) some geographic, economic, and political factors that led to European interest in overseas exploration and the spice trade. Further historical context is provided by the discussion (in the second paragraph) of the unifying role of Islam in Indian Ocean trade before the arrival of the Portuguese.

The response earned 2 points for using evidence from the documents because the contents of all seven documents are both described accurately and also used explicitly in support of the argument — for example, the use of Documents 1, 2, and 3 to show Portuguese displacement of Muslim commercial rivals in India is followed by the statement “[t]hus, removing Muslim merchants from trading power was essential in improving Portuguese trade.” The response also earned 1 point for using evidence beyond the documents because it includes several details not mentioned in the documents (sailing around the Cape of Good Hope, Mansa Musa’s pilgrimage to Mecca, etc.) that are relevant to the essay’s argument in response to the prompt.

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Question 1 — Document-Based Question (continued)

The response earned 1 point for document sourcing because it accurately explains how the author’s point of view, purpose, intended audience, and/or the historical situation in which the document was produced are relevant to the contents of Documents 1, 2, 4, and 5. For Document 1, the response offers analysis of the historical situation (near the bottom of page 1); for Document 2, analysis of both the historical situation and the author’s point of view/purpose (top of page 2); for Document 4, analysis of the document’s purpose (top of page 3); and, for Document 5, analysis of the author’s point of view (middle of page 4).

The response earned 1 point for demonstrating a complex understanding because it uses multiple documents to provide a strongly corroborated argument for each of the categories of analysis that is attempted, but also demonstrates a recognition of historical complexity and nuance, acknowledging both changes that occurred as a result of the arrival of the Portuguese, but also continuities with previous periods. Furthermore, the response demonstrates an ability to recognize and analyze the agency of multiple historical actors, pointing out that local intermediaries often modified or limited the Portuguese merchants’ freedom of action (Document 6 is used insightfully to that effect on pages 3–4).

Sample: 1B

Score: 4

The response earned 1 point for thesis/claim because it identifies several effects of the arrival of the Portuguese on Indian Ocean trade (“implimenting persecutionary restrictions,” “piracy covered up as saftey procedures,” and “involving European influence and commodity prefrence in India.”) The response also earned 1 point for contextualization because it mentions (at the beginning of the introductory paragraph) some historical developments relevant to early Portuguese maritime exploration, for example, the use of lateen sails and the rounding of the Cape of Good Hope by Bartolomeu Dias.

The response earned 2 points for using evidence from the documents because all seven documents are successfully described, and six of the seven documents are sufficiently well linked to claims or arguments made in the response. (The exception is Document 1, which is used on page 3, but it is not clear how its use is connected to the argument). However, the response did not earn the point for using evidence beyond the documents because the only specific evidence outside of the documents is in the introductory paragraph (compasses, lateen sails, Bartolomeu Dias’s navigation), where it was credited toward the contextualization point.

The response did not earn the point for document sourcing. There are minimally developed successful sourcing attempts for Document 6 (for purpose, on page 4) and Document 1 (for purpose, on page 3); however, the third sourcing attempt, for Document 3 (on page 2) is insufficiently developed and involves a misinterpretation of the document’s point of view. The response did not earn the point for demonstrating a complex understanding because the argument is a straightforward change-over-time narrative that neglects substantial continuities and nuances that could be gleaned from the documents, and the various pieces of the argument in the response are somewhat disjointed rather than being effectively integrated.

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Question 1 — Document-Based Question (continued)

Sample: 1C

Score: 2

The response earned 1 point for thesis/claim because it mentions two Portuguese approaches to influencing Indian Ocean trade — alliances with local rulers (“getting close with the Ruller of Calicut”) followed by the use of force “by sinking ships and charging fees to pass.” Although not well developed, that is a historically defensible claim that addresses the prompt. However, the response did not earn the point for contextualization because it contains no attempt to provide relevant historical context for its claims or arguments.

The response earned 1 point for using evidence from the documents because the contents of Documents 2, 3, 4, and 5 are sufficiently well described. However, because the descriptions of these documents are not clearly connected, either explicitly or implicitly, to an argument relevant to the prompt, the response did not earn the second evidence point. Similarly, the response did not earn the points for evidence beyond the documents or for sourcing of the documents because it did not contain clearly identifiable attempts to address either task.

The response did not earn the point for complexity because the argument attempts are not sufficiently accurate or detailed to demonstrate a complex understanding.