AP® WORLD HISTORY
2014 SCORING GUIDELINE

Question 2

BASIC CORE (competence)

1. Has acceptable thesis **1 Point**

- The thesis accurately addresses and qualifies at least one change **AND** one continuity in the ways one of the specified regions participated in **interregional trade** during the period circa 1500 to 1750.
- The thesis must be explicitly stated in the introduction or specified conclusion of the essay.
- The thesis may appear as one sentence or as multiple consecutive sentences.
- A thesis that is split among multiple paragraphs, or merely restates the prompt, is unacceptable.
- The thesis may **not** be counted for credit in any other category.

2. Addresses all parts of the question, though not necessarily evenly or thoroughly. **2 Points**

For 2 points:

- The essay identifies one change **AND** one continuity in the ways one of the specified regions participated in **interregional trade** during the specified time period.
- A continuity must persist from the 16th century to the 18th century.

For 1 point:

- The essay identifies one change **OR** one continuity in the ways one of the specified regions participated in **interregional trade** during the specified time period.
- A continuity must persist from the 16th century to the 18th century.

3. Substantiates thesis with appropriate historical evidence. **2 Points**

For 2 points:

- The essay provides a minimum of **six** pieces of evidence to support discussion of trade within the time period.

For 1 point:

- The essay provides a minimum of **three** pieces of evidence that support discussion of trade within the time period.

4. Uses relevant world historical context effectively to explain change over time and continuity. **1 Point**

- The essay explains how world historical movements or processes influenced change or continuity in interregional trade
- **OR** the essay explains how change or continuity in interregional trade influenced global historical movements or processes
- **OR** the essay accurately addresses and qualifies trade in at least three regions of the world.

5. Analyzes the process of change over time and continuity. **1 Point**

- The essay provides a reason for a change **OR** a continuity in interregional trade in the time period.

Subtotal **7 Points**

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Question 2 (continued)

EXPANDED CORE (excellence) **0–2 Points**

Expands beyond basic core of 1–7 points. A student must earn **7 points** in the basic core area before earning points in the expanded core area.

Examples:

- Has a clear, analytical, and comprehensive thesis.
- Addresses all parts of the question comprehensively.
- Provides even and ample evidence of change and continuity.
- Analyzes both change and continuity throughout the essay.
- Provides ample world historical context.
- Explains intraregional trade as well as interregional trade.
- Provides reasons for both a change and a continuity.
- Provides extended analysis of change or continuity.

Subtotal **2 Points**

TOTAL **9 Points**

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Write in the box the number of the question you are answering on this page as it is designated in the exam.

2A

During the period of 1500 to 1750 Latin America and the Carribean became a hub for slaves from Africa and changed the goods they exported. Despite these changes they still relied on Spain and the remainder of western Europe for luxury and finished goods.

Initially slavery in Latin America consisted of the indigenous people being forced to work, this was seen in the colony Columbus established which forced the natives to wear collars with bells. Native slavery was not effective however as many slaves would soon die of disease as which they had little immunity to. This coupled with the efforts of men such as Bartolome de las Casas (a Catholic priest) who was staunchly anti-slavery, forced latin America to begin to import African slaves. Initially the number was small but as time went on and the profitability of African slaves was seen, the number grew. Slaves soon became one of the top imports of the Carribean and by the 1700's some colonies such as Cuba and Hispaniola had substantial slave populations where there had been none several decades prior.

Another change which occured for latin American trade in this period was the goods they exported. Initially following the conquest of the Aztecs and the colonization of the carribean the primary goal of settlers was to extract gold and other raw goods such as lumber and silver. it was found the area was good for growing crops such as tobacco and cotton, both of which were increasingly popular in seventeenth century Europe, and so along with begining to import slaves from west Africa the region began to export these crops to Europe. 'Sugar plantations' such as the Haciendas were established and production of crops continued to increase

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2 (A)

Write in the box the number of the question you are answering on this page as it is designated in the exam.

in the colonies

Despite these changes in the goods exported and imported, Latin America still heavily relied on Spain for finished goods. [illegible] it. Goods such as silverware, plates, fancy clothes, and many other were produced in Europe, often times from American resources, before being sent across the Atlantic. Whether or not this practice was deliberate or not, it remained in existence the period and kept the colonies reliant on Europe.

Globally during this period other regions such as British North America and Brazil saw an increase in the importation of slaves as well while colonies such as New France, British South Africa, and British Australia also relied on Europe for finished and luxury goods meaning the shifts seen in Latin America were not solely limited to the region.

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Number 2

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Latin America experienced much change From 1500 - 1750. Although some things refuse to change. From 1500 - 1750, Latin America saw change through increasing numbers of sugar plantations and slave labor, while all throughout this time period they were a colony of a European country ~~and was governed by white~~ and had the same social hierarchy.

After being discovered by Europeans in 1492, the New worlds life changed forever. Latin America became a huge resource for European countries and people all around the world. From 1500 - 1750, Latin America became largely inhabited by foreigners. Whereas before just indigenous people would've lived, now whites began to colonize the land. When Europeans found that sugar grew well in Latin America, it changed even more. Large plantations of sugar cane started to pop up in Latin America more and more as time progressed. Working on these plantations, were African slaves. Known as the Triangle Trade, Europeans shipped slaves from Africa to Latin America, the slaves worked the sugar plantations then the sugar was shipped back to Europe to be sold. Not only did Latin America change with factories and plantations, but there was also a large migration of Black slaves from Africa to Latin America because of

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Number 2

slavery and the use of slave labor on sugar plantions.

While all this change was occuring, one thing stayed constant; the ownership of Latin America. From the time it was discovered before 1500 to the time it became independent after 1750, Latin Amera was owned by a European country. The social class hierarchy also stayed the same. At the top were white creoles. Creoles were the white foreigners from the owner country who lived in and governed Latin America. Below them were the Mestizos and Milatos. These were mixes of the three main races present in Latin America; white, black, and hispanic. And at the bottom where the black and hispanic slave laborers. Throughout 1500-1750, Latin America was always owned by a European country and always had the same social hierarchy because it was instilled upon them by European countries and they had not enough fire power to fight back or revolt.

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2C 1 of 2

Write in the box the number of the question you are answering on this page as it is designated in the exam.

Interregional trade played a decisive role in Latin America and the Caribbean from 1500 to 1750. There were continuities such as slave labor and there were changes such as the end of imperialism. Trade in this area effected history more than most.

The Columbian Exchange will always be one of the most important trade systems/rates in world history. The issue is, it was completely dependant on slave labor. Haiti is a great example of effects from the Columbian Exchange. Haiti produced more sugar than any other colony in the world, and it was done by slaves from beginning to end. Slaves from Africa were sent to islands in the Caribbean, such as Haiti, where they worked to produce crops for European Powers. Imperialism was another continuity through most of this time period, as all trade led to one of the European super powers, one way or another.

Towards the end of that time period, a few things would start to change.

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2C 2 of 2

Slave uprisings became more and more common, as their movement towards freedom began. Also, as imperialism started its downfall, trade in this region, and all around the world, would be forever changed. All islands and colonies in this region were only allowed to trade with the imperial power that ruled them. As Independence movements began, trade with other countries increased, even if it had to be done through black markets.

Changes and continuities included, trade in Latin America and the Caribbean, mainly the Columbian Exchange, played a great role in shaping the world we live in today.

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AP® WORLD HISTORY
2014 SCORING COMMENTARY

Question 2

Overview

The intent of this question was for students to select one of the regions provided (Latin America, including the Caribbean; sub-Saharan Africa; Southeast Asia) and then identify and explain changes and continuities in the selected region's participation in interregional trade between circa 1500 and 1750. In particular, the question measured the historical thinking skill of chronological reasoning (Skill 2), especially the subskill of working with patterns of change and continuity over time. The question directly addresses the fourth theme of the course (Creation, Expansion and Interaction of Economic Systems) within a period when that theme is substantially related to many other historical developments of the period (1500 – 1750). The question addressed directly each of the four subpoints in the Curriculum Framework Key Concept 4.1.IV. The question is also tied to Curriculum Framework Key Concept 4.2.I B.

Sample: 2A
Score: 9

There is a clear thesis in the first paragraph, including both a change and a continuity in interregional trade (1 point). The essay addresses change and continuity; multiple changes are addressed toward the end of the second paragraph and in the middle of the third paragraph, while continuity is addressed in the fourth paragraph (2 points). The essay includes more than six scorable pieces of evidence (2 points). The essay includes strong world historical context in the final paragraph (1 point). The essay includes analysis multiple times in the second, third, and fourth paragraphs (1 point). Multiple explanations and well-articulated world historical context earned the two expanded core points (2 points).

Sample: 2B
Score: 4

The essay lacks an adequate thesis; the attempt to identify change is about production, while the attempt to identify a continuity is political. Change is adequately addressed at the bottom of the first page when increased plantation production is connected to trade, but continuity is not addressed (1 point). There are four pieces of adequate evidence (sugar, plantations, African slaves, and shipping sugar to Europe) (1point). There is adequate world historical context at the bottom of the first page when trade in Europe, the Americas, and Africa is addressed (1 point). The essay includes a reason for change in interregional trade in the extended discussion of the increased need for slaves because of the increased number of plantations, and at the bottom of the first page (1 point).

Sample: 2C
Score: 2

The essay lacks an adequate thesis; the attempt to identify continuity addresses production, not interregional trade, and the attempt to identify change is political not interregional trade. No points were earned for addressing continuity and change because the continuity attempts address production and imperialism, not interregional trade, while the change attempt is not within the time period. The acceptable evidence presented includes: sugar, slaves from Africa, crops for Europe, and colonies only trade with imperial powers (1 point). The world historical context addressed in the essay includes the interactions of three world regions: Africans sent to Caribbean islands to produce crops for Europe (1 point). The essay lacks analysis; no reason for change of interregional change is provided.

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