

AP[®] WORLD HISTORY 2015 SCORING GUIDELINES

Question 2

BASIC CORE (competence)

0-7 Points

1. Has acceptable thesis.

1 Point

- The thesis accurately addresses and qualifies one continuity and one change in labor systems during the period circa 1450 to circa 1900.
- 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 **CANNOT** be counted for credit in any other category.

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

1-2 Points

For 2 points:

- The essay addresses one change **AND** one continuity in labor systems within the specified time period.
- May not necessarily relate to the majority of the time period.

For 1 point:

- The essay addresses one change **OR** one continuity in labor systems within the specified time period.
- May not necessarily relate to the majority of the time period.

3. Substantiates thesis with appropriate historical evidence.

1-2 Points

For 2 points:

- The essay provides a minimum of **seven** pieces of evidence to support discussion of changes and continuity in labor systems within the time period.

For 1 point:

- The essay provides a minimum of **five** pieces of evidence that support discussion of change **and/or** continuity in labor systems within the time period.

4. Uses relevant world historical context effectively to explain change over time and/or continuity.

1 Point

- The essay explains how world historical movements or processes influenced labor system change or continuity,
- **OR** the essay explains how labor systems change or continuity influenced global historical movements or processes,
- **OR** relates discussion of change or continuity to similar processes in other world regions and/or other historical periods.

5. Analyzes the process of continuity and change over time.

1 Point

The essay explains continuity and change in labor systems in one of the specified regions.

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.
- Provides ample world historical context.
- Extensively explains multiple labor systems.
- Provides extensive analysis of change and continuity throughout the period 1450–1900.

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.

The Labor systems of ~~North~~^{Latin} America between 1450-1900 stayed the same in that ~~they stayed~~ ~~large~~ they ~~were~~ was a small group of wealthy elites in control of many people, ~~farmed~~ ~~land~~ ~~people~~ but it change by the abolition of ~~the~~ slavery. However, ~~that~~ the labour systems have always been focused on the production of agriculture.

Once the Spaniards and European colonize the New world the labor systems like the encomenda, forced indigenous and lower classes ~~to~~^{were} obligated to work for the wealthy elite. This is because the emense power for the peninsulars held with superior technologies. An example of the continuing forced labor would be the Mit'a or encomenda system which forced the Natives to work, and ten later for ~~high~~ investment and huge technologies encourage monoculture farming ~~and~~ by the lower classes. even after the many revolutions in the 1800s ~~the~~ ~~land~~ ~~redistribution~~, the power was transferred from peninsular ~~to~~ creole or caudillos to caudillos. That is why the peasantry of Latin America is bound to the land, and cause land reforms like in 1917 Mexico by Zapata. ~~The system has~~

Change into labour systems have change due to the need for slavery and the abolition

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

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of ~~the~~ slavery. At first ~~the~~ conquistadors took over they they forced the Mestizo ethnic form sugar or work on plantations, but after warfare and disease decimated an estimated 50% of the population, they were forced to use the Triangular trade and ~~the~~ ^{Chattel} slavery based on race for labor. Later in the 1800s many European countries abolished slavery and the shipping of slaves. ~~This caused~~ The last country to abolish slaves were Brazil in 1888. Therefore all of the Latin America had to take the 12 million enslaved slave labor and convert their labor system to something else although they barely did not change the level of work they were doing.

A contrast into labor systems ~~rather~~ agrarian labor used to farm the many wanted goods and mine the silver. This is because this is their chief exports and economic background. Along with foreign investment, it was hard to industrialize when foreign countries were funding the huge ~~factories~~ ^{factories} and the ruling elite in control of reforms did not because they also owned the huge haciendas and profited from exporting their goods. An example of ~~the~~ the ~~the~~ brutal labor was the sugar plantations in the Caribbean ~~or~~ or the ~~the~~ tropical production ~~of~~ of many countries that gave them the nickname

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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.

'Banana Republic'. Another example of the constant agricultural labor system employed in Latin America are the Economic System that forced Natives to work on a plantation for a certain number of days a year. The corruption and foreign investment by the government and outside ventures force Latin American countries to be the producers for tropical products and fruit like sugar and tobacco.

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During the time period 1450 - 1900 in North America, the labor systems adopted ranged from plantations and slavery to eventual industrialization and paid labor. The various labor systems utilized during this time period allowed the inhabitants of North America to satisfy their economies within the time period and trade effectively with other regions.

Towards the beginning of this time period, in the late fifteenth century, the "New World" was first being "discovered" by Europe. Among the first ^{of the} labor systems in North America was slavery, as slaves were brought by the trans-Atlantic trade following the Columbian exchange. Slave labor was used more commonly on plantations in North America, fostering the eventual development of the cotton industry in the eighteenth and nineteenth century. Also used in North America around the seventeenth century was indentured servitude; those who could not afford to travel to the New World on their own dime would go along with someone more affluent and serve ~~as their servant~~ them for a fixed amount of time before liberation. Indentured servitude was abolished before slavery, however, because at the time indentured servitude was abolished, North Americans still ^{generally} believed in ~~the~~ white superiority over blacks. Once slaves were emancipated in the late nineteenth century, a popular method of labor was sharecropping, in which emancipated slaves could work their previous owners' land for a small wage, still on plantations, and still fostering the cotton industry. Following soon after the abolition of slavery, in the later nineteenth century, came the industrial revolution. As ~~the~~ the United States industrialized, paid factory labor

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became common in the North and resulted in the use of child labor and in ~~poor~~ ^{lower-class} women's labor, ^{in textile industries.} The evolution of labor systems in the United States began with slave labor, widening over time to abolish slavery and employ a more diverse work force to satisfy a globalized economy.

Over time, though the work force has evolved in diversity, the types of labor have, for the most part, stayed the same. The manufacturing of textiles in the North from cotton grown in the South was a consistency ~~through~~ from the eighteenth century through the nineteenth, whether or not it was, at the time, industrial. The North of the United States was reliant on resources from the South. Also, over time, the growing of corn ~~and~~ as a cash crop had yet to cease. As the United States expanded, corn and cotton were brought with it to make profit of the fertile land expanded into.

Though the work force ~~has been~~ ^{was} liberated and diversified over the time period of 1450-1900, in North America, certain fundamental aspects of systems ~~have~~ ^{had} not changed. The South remained largely ~~and~~ ~~and~~ agricultural, while the North remained industrial. Slavery involved into sharecropping, and the work force eventually grew to include women and children.

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Latin America began with a great need of labor systems in 1450. The use of native Americans was used as their labor source, as time went on closer to the 1900s the use of African slaves was permitted.

Latin America and the Caribbean needed a labor force due to their location. Close to the water, they were constantly importing and exporting goods. As time went on the need for a labor force continued. Slaves were continued to be used from 1450-1900s. Although we have seen changes in the type of labor force, labor force always continued.

Labor forces in Latin America in 1450-1900 changed tremendously due to the type of labor needed. In the beginning Native Americans were used as the main source of labor. They were believed to be the strongest and hardest working. This assumption was proven false, therefore over time African slaves were adopted to do the

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labor intensive work needed for the country.

although we may believe over time labor forces diminished, they became more and more needed.

We see the transition of native american workers to african workers during this time in latin america.

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2015 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; or North America) and then to identify and explain changes and continuities in the selected region's labor systems between circa 1450 and 1900. 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 Periods 4 (1450–1750) and 5 (1750–1900). The question also 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. The question most directly relates to Key Concepts 4.1 (the Atlantic System and the Columbian Exchange), 4.2 (New Forms of Social Organization and Modes of Production), 5.1 (Industrialization and Global Capitalism), and 5.2 (Imperialism and Nation-State Formation).

Sample: 2A

Score: 8

There is a clear thesis in the first paragraph that includes both a change and continuity in labor systems during the period 1450–1900 (1 point). The essay addresses change and continuity: continuity is addressed in the second paragraph, multiple changes and one continuity are addressed in the third paragraph, and continuity is addressed in the fourth paragraph (2 points). The essay includes more than seven pieces of evidence (2 points). The essay includes world historical context in the third paragraph — European abolitionism; the fourth paragraph — European benefit and influence over demand that impacted labor; and the fifth paragraph — outside demand for Latin American products (1 point). The essay includes analysis of both continuity and change in the second, third, and fourth paragraphs (1 point). Multiple explanations, well-articulated world historical context, and plentiful evidence earned an expanded core point (1 point).

Sample: 2B

Score: 5

The essay does not employ a specific or qualified thesis related to change and continuity in labor systems; rather, it lists different systems. The essay addresses change and continuity: change is addressed in the first, second, and fourth paragraphs; and continuity is addressed in the second and third paragraphs (2 points). The essay includes more than seven pieces of evidence (2 points). The essay includes world historical context in the second paragraph — slaves were brought to Latin America via “the trans-Atlantic trade” (1 point). The essay does not include analysis of change or continuity. Analysis requires more specificity, and the argument that the U.S. changed to a “globalized economy” needs to be situated more specifically in circumstances related to the U.S. or North America.

Sample: 2C

Score: 1

The essay does not provide a qualified thesis related to change and continuity in labor systems. The essay addresses change in the first paragraph when referencing the switch from Native American to African slave labor (1 point). The essay includes three pieces of evidence in the first paragraph. It does not meet the threshold of five specific pieces of evidence. The essay does not attempt to provide world historical context. The essay does not include analysis of change or continuity. The essay repeats the points scored in the first paragraph in subsequent paragraphs, but it does not introduce any new information about change or continuity.