

2003 AP[®] WORLD HISTORY FREE-RESPONSE QUESTIONS

WORLD HISTORY

SECTION II

Part A

(Suggested writing time—40 minutes)

Percent of Section II score—33 1/3

Directions: The following question is based on the accompanying Documents 1-9. The documents have been edited for the purpose of this exercise. Write your answer on the lined pages of the Section II free-response booklet.

This question is designed to test your ability to work with and understand historical documents. Write an essay that:

- Has a relevant thesis and supports that thesis with evidence from the documents.
- Uses all or all but one of the documents.
- Analyzes the documents by grouping them in as many appropriate ways as possible. **Does not simply summarize the documents individually.**
- Takes into account both the sources of the documents and the authors' points of view.

You may refer to relevant historical information not mentioned in the documents.

1. Using the documents, analyze the main features, including causes and consequences, of the system of indentured servitude that developed as part of global economic changes in the nineteenth and into the twentieth centuries. What **additional kind of document(s)** would help assess the historical significance of indentured servitude in this period?

Historical Background: Indentured servitude, employed in the seventeenth and eighteenth centuries to recruit labor from western Europe for North America, was revived in the nineteenth and early twentieth centuries, particularly after the success of antislavery movements in the 1800's.

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Document 1

Source: Herman Merivale, British Undersecretary of the Colonies, 1850's.

Indentured laborers are not voluntary immigrants in the ordinary sense, led by spontaneous desire of bettering their conditions; they are not slaves, seized by violence, brought over in fetters, and working under the lash. They have been raised, not without effort, like recruits for the military service.

Document 2

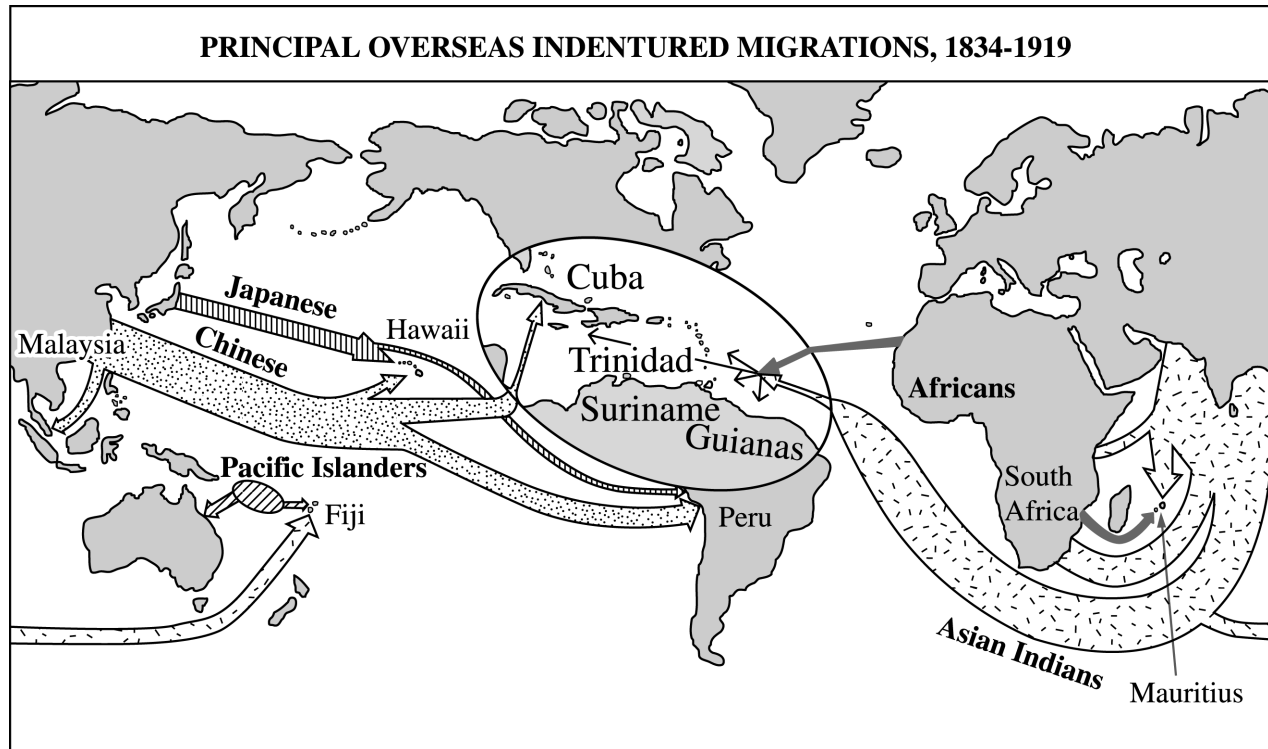
Source: Editorial in the *Natal Mercury*, Itongati, South Africa, on the visit of Sir George Grey, British colonial governor, June 6, 1855.

A clause was introduced at the public meeting setting forth the necessity of an "importation of foreign labor" for the exigencies of our tropical industry, more especially of the sugar enterprise; unfortunately that clause was struck out by the Town Council.

Next year, the quantity of labor that will be required to bring to a profitable result the large and increasing sugar cultivation now going on will be great beyond the possibility of its being supplied by our own natives, no matter how vigorous and how successful may be the measures of Government in the meantime for the better development of native industry. Every succeeding year, the demand for labor will increase in an almost geometrical ratio. In the island of Mauritius, there are not more than 60,000 acres under sugar cultivation, and for this small area—producing however, upwards of 100,000 tons of sugar annually,—not fewer than 60,000 laborers are required.

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Document 3



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Document 4

Source: Adapted from David Northrup, *Indentured Labor in the Age of Imperialism, 1834-1922*, 1995.

SELECTED INTERCONTINENTAL FLOWS OF INDENTURED OR CONTRACT LABOR, NINETEENTH AND EARLY TWENTIETH CENTURY

Origins	Destinations	Totals (rounded)
India to	British Guiana	239,000
	Trinidad	150,000
	Other Caribbean	130,000
	Suriname (Dutch Guiana)	34,000
	Mauritius	455,000
	Fiji	61,000
	South Africa	153,000
China to	Peru	117,000
	Cuba	138,000
	Other Caribbean	24,000
	Hawaii	34,000
Japan to	Hawaii	65,000
	Peru	18,000

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Document 5

Source: Newly arrived Asian Indian indentured laborers awaiting assignment to work on sugar plantations, Suriname (Dutch Guiana), 1885.



Photo and print collection of the Koninklijk Instituut voor Tall-, Land- en Volkenkunde, Leiden. Julius Eduard Muller, photographer.

Source: Asian Indian laborers harvesting sugar cane and European supervisor, Suriname (Dutch Guiana), 1920.



Photo and print collection of the Koninklijk Instituut voor Tall-, Land- en Volkenkunde, Leiden. Julius Eduard Muller, photographer.

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Document 6

Source: “General Statement of Asian Indian Immigration to Mauritius,” published by the British Government, 1949.

FORMER SLAVES AND ASIAN INDIANS IN MAURITIUS, 1835-1851					
Former Slaves			Asian Indians		
Year	Male	Female	Male	Male and Female	Female
1835	36,500	24,500		1,300	
1837	32,700	19,900		11,700	
1846	28,100	21,200	48,900		7,300
1848	28,200	21,700	47,000		9,300
1851	26,700	21,700	64,300		13,700

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Document 7

Source: British Guiana Indenture Agreement, 1895.

CONDITIONS OF SERVICE AND TERMS OF AGREEMENT WHICH THE RECRUITER IS AUTHORIZED TO OFFER ON BEHALF OF THE AGENT TO INTENDING EMIGRANTS.

Period of Service: Five years from date of allotment

Nature of Labor: Work in connection with the cultivation of the soil or the manufacture of the produce on any plantation.

Number of Days on which the Emigrant is Required to Labor in Each Week: Every day, except Sundays and authorized holidays.

Number of Hours in each Day during which Emigrant is Required to Labor without Extra Remuneration: Seven hours in the fields or ten hours in the factory buildings.

Monthly or Daily Wages or Task Work Rates.

Able-bodied adult of and above sixteen years of age, shall be paid one shilling for each day's work. Adult males, not able bodied, or minors (10-16), or females shall be paid 2/3's of a shilling for each day's work.

Condition as to Return Passage.

The emigrant on completing a continuous residence of ten years in British Guiana, and becoming entitled to a certificate of exemption from labor, shall, with family, if any, be provided with a free return passage back to Calcutta. After completing a continuous residence of five years and becoming entitled to a certificate of exemption from labor, the emigrant may return to India at his own cost. Blankets and warm clothing are supplied gratis on leaving India but not for the return voyage.

Other Conditions.

Rations shall be provided for the emigrant and family, if any, by the employer for three calendar months following the date of allotment, according to the scale sanctioned by the Government of British Guiana.

A suitable dwelling shall be assigned to the emigrant and family, if any, free of rent, and shall be kept in good repair by the employer; medicines, comforts, medical attendance, hospital accommodation and appropriate diet when sick shall be provided free of cost.

I agree to accept the person named on the face of this form on the above conditions.

Recruiter for British Guiana.

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Document 8

Source: *Documents of Indentured Labour*, South Africa, 1851-1917.

Office of the Protector of Immigrants

Ramana, Indentured to T.T. Poynton states:

I complain that I am not allowed proper time to eat my meals during the day. I have to commence work at about 5:30 in the morning and finish off about 8:30 p.m. daily. I work on Sundays up to 2 o'clock.

I am overworked and the wages paid me is not sufficient.

Whenever I stop away for a day in a month, it is deducted from my pay and I am told by my master that I will have to make up these days at the expiration of my indenture.

Ramana, X
(His Mark)

Document 9

Source: Statistics from various official government records.

SHARE OF TOTAL POPULATION IN SELECTED TERRITORIES DERIVING FROM INDENTURED MIGRATION	
Groups	1920-1921
Asian Indians in Mauritius	71%
Asian Indians in Trinidad	33%
Asian Indians in British Guiana	42%
Asian Indians in Fiji	40%
Japanese in Hawaii	43%
Chinese in Hawaii	9%

END OF PART A

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WORLD HISTORY SECTION II

Part B

(Suggested planning and writing time—40 minutes)

Percent of Section II score—33 1/3

Directions: You are to answer the following question. You should spend 5 minutes organizing or outlining your essay. Write an essay that:

- Has a relevant thesis and supports that thesis with appropriate historical evidence.
 - Addresses all parts of the question.
 - Uses historical context to show change over time and/or continuities.
2. Describe and analyze the cultural, economic, and political impact of Islam on ONE of the following regions between 1000 C.E. and 1750 C.E. Be sure to discuss continuities as well as changes.

West Africa
South Asia
Europe

Part C

(Suggested planning and writing time—40 minutes)

Percent of Section II score—33 1/3

Directions: You are to answer the following question. You should spend 5 minutes organizing or outlining your essay. Write an essay that:

- Has a relevant thesis and supports that thesis with appropriate historical evidence.
 - Addresses all parts of the question.
 - Makes direct, relevant comparisons.
3. Compare and contrast the roles of women in TWO of the following regions during the period from 1750 to 1914.

East Asia
Latin America

Sub-Saharan Africa
Western Europe

END OF EXAMINATION

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Question 1

**BASIC CORE (competence)
0-7 Points**

1) Has acceptable thesis. **1 Point**

Thesis must explicitly address the causes and consequences of the system of indentured servitude. Thesis need not be stated at the beginning of the essay and may be split.

2) Uses all, or all but one, of the documents. **1 Point**

There are 9 documents. Students must use 8 or 9 documents. (Doc. 5 is one document.)

3) Understands the basic meaning of documents cited in the essay. **1 Point**

Students must show understanding of the basic meaning of 7 or 8 documents.
(*May misinterpret one document.*)

4) Supports thesis with appropriate evidence from the documents. **1 Point**

Students must cite appropriately at least two documents — one in support of an analysis of the causes and one in support of an analysis of the consequences of the 19th and 20th century system of indentured servitude.

5) Analyzes bias or point of view in at least two documents. **1 Point**

Mere attribution is not sufficient. Includes effective analysis of the author's perspective.

6) Analyzes the documents by grouping them in three appropriate ways. **1 Point**

Possible groupings

1. *Causes*: Documents relating revival of indentured labor to decline of slave labor — Docs. 2, 3, 4, 6.
2. *Causes*: Documents relating to imperial facilitation of the movement of labor — Docs. 1, 2, 3, 4, 5, 6, 8, 9.
3. *Causes*: Documents situating indentured labor in demands of global economy — Docs. 2,3,4,5,6,7.
4. *Consequences*: Documents relating to working/living conditions of indentured laborers — Docs. 1, 5, 7, 8.
5. *Consequences*: Documents characterizing indentured laborers as “other” or subservient — Docs. 1, 2, 5, 7, 8.
6. *Consequences*: Documents relating to demographic/cultural shifts due to migration — Docs. 3, 4, 5, 6, 9.
7. *Consequences*: Documents characterizing gender distinctions within the labor force — Docs. 5, 6, 7.
8. *Consequences*: Documents comparing/contrasting slavery with indentured labor — Docs. 1,3,5,6,7, 8.

7) Identifies one type of appropriate additional document. **1 Point**

If a document is called for that is already represented, the student must appropriately explain why. Students may request an appropriate perspective other than those found in the documents.

Subtotal **7 Points**

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Question 1 (cont'd)

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.
- Shows careful and insightful analysis of the documents.
- Analyzes point of view or bias in a sophisticated fashion.
- Analyzes the documents in additional ways — e.g., particularly effective comparisons or syntheses.
- Develops more than three effective groupings.
- Brings in relevant “outside” historical content, beyond the historical background — i.e., situates indentured labor particularly well within the global economic system.
- Identifies more than one type of appropriate additional document.

Subtotal **2 Points**

Total **9 Points**