

2006 AP[®] WORLD HISTORY FREE-RESPONSE QUESTIONS

WORLD HISTORY SECTION II

Note: This exam uses the chronological designations B.C.E. (before the common era) and C.E. (common era). These labels correspond to B.C. (before Christ) and A.D. (anno Domini), which are used in some world history textbooks.

Part A (Suggested writing time—40 minutes) Percent of Section II score—33 $\frac{1}{3}$

Directions: The following question is based on the accompanying Documents 1-8. 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This question is designed to test your ability to work with and understand historical documents.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:

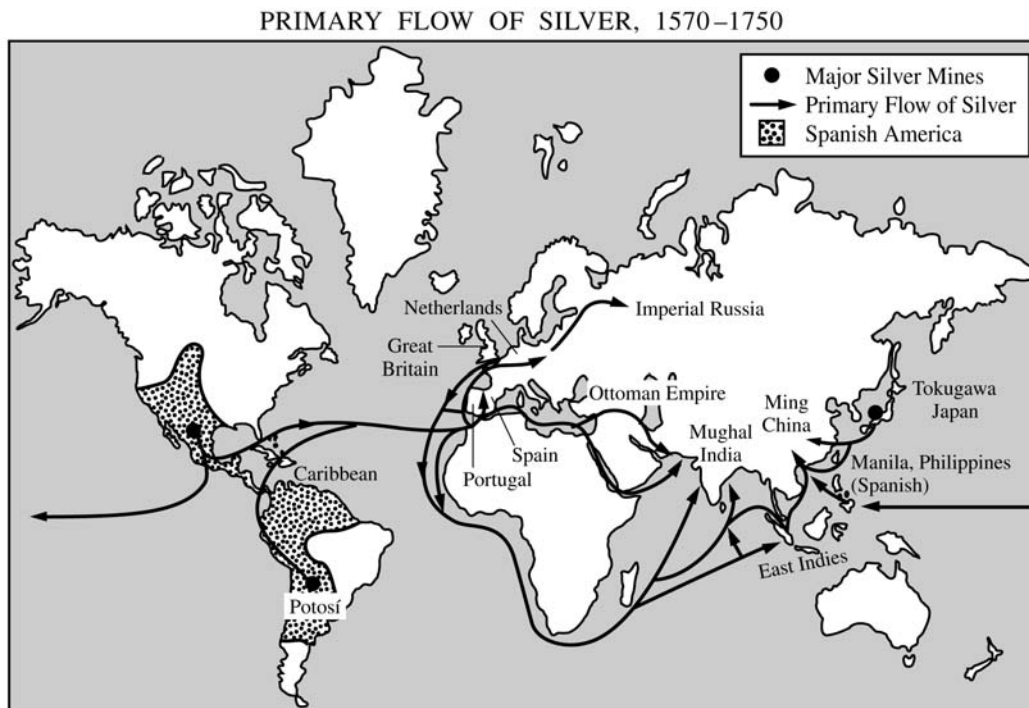
- Has a relevant thesis and supports that thesis with evidence from the documents.
- Uses all of the documents.
- Analyzes the documents by grouping them in as many appropriate ways as possible. Does not simply summarize the documents individually.
- Takes into account the sources of the documents and analyzes the authors' points of view.
- Explains the need for at least one additional type of document.

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

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1. Using the documents, analyze the social and economic effects of the global flow of silver from the mid-sixteenth century to the early eighteenth century. Explain how another type of document would help you analyze the effects of the flow of silver bullion in this period.

Historical Background: Spanish colonial America and Tokugawa Japan led the world in silver production from 1500 to 1750. In the early 1570's, the Ming Chinese government required that all domestic taxes and trade fees be paid in silver.



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Document 1

Source: Ye Chunji, county official during the Ming dynasty, order issued to limit wedding expenses, 1570's.

The frugal man with only one bar of silver currency can have something left over, whereas the extravagant man with a thousand can still not have enough.

Document 2

Source: Tomás de Mercado, Spanish scholar, *Manual of Deals and Contracts*, Seville, 1571.

High prices ruined Spain as the prices attracted Asian commodities and the silver currency flowed out to pay for them. The streets of Manila in the Spanish territory of the Philippines could be paved with granite cobblestones brought from China as ballast* in Chinese ships coming to get silver for China.

*A heavy substance used to improve the stability of a ship.

Document 3

Source: Wang Xijue, Ming dynasty court official, report to the emperor, 1593.

The venerable elders of my home district explain that the reason grain is cheap despite poor harvests in recent years is due entirely to the scarcity of silver coin. The national government requires silver for taxes but disburses little silver in its expenditures. As the price of grain falls, tillers of the soil receive lower returns on their labors, and thus less land is put into cultivation.

Document 4

Source: Ralph Fitch, British merchant, an account of his travels to the East Indies, published in 1599.

When the Portuguese go from Macao, the most southern port city in China, to Japan, they carry much white silk, gold, perfume, and porcelain and they bring from Japan nothing but silver. They have a great ship that goes to Japan every year, and brings back more than 600,000 coins' worth of Japanese silver. The Portuguese use this Japanese silver to their great advantage in China. The Portuguese bring from China gold, perfume, silk, copper, porcelain, and many other luxury goods.

Document 5

Source: Xu Dunqiu Ming, writer, in his essay in *The Changing Times*, about the commercial city of Hangzhou, 1610.

In the past, the dye shops would allow customers to have several dozen pieces of cloth dyed before settling accounts and charging the customers. Moreover, customers could pay for dyeing the cloth with rice, wheat, soybeans, chickens, or other fowl. Now, when you have your cloth dyed you receive a bill, which must be paid with silver obtained from a moneylender.

Document 6

Source: Antonio Vázquez de Espinosa, a Spanish priest, *Compendium and Description of the West Indies*, 1620's.

The ore at Potosí silver mine is very rich black flint, and the excavation so extensive that more than 3,000 Indians worked away hard with picks and hammers, breaking up that flint ore; and when they have filled their little sacks, the poor fellows, loaded down with ore, climb up those ladders or rigging, some like masts and others like cables, and so trying and distressing that even an empty-handed man can hardly get up them.

So huge is the wealth that has been taken out of this range since the year 1545, when it was discovered, up to the present year of 1628, that merely from the registered mines, according to most of the accounts in the Spanish royal records, 326,000,000 silver coins have been taken out.

This does not count the great amount of silver taken secretly from these mines to Spain, paying no 20 percent tax or registry fee, and to other countries outside Spain, including the Philippines and China.

Document 7

Source: He Qiaoyuan, Ming dynasty court official, report to the emperor on the possibility of repealing the 1626 ban on foreign trade, 1630.

The Spanish have silver mountains, which they mint into silver coins. When Chinese merchants trade in Southeast Asia and the Indian Ocean, they trade the goods we produce for the goods of others. But when they go to Luzon (Philippines) they only return with silver coins. Chinese silk worth 100 bars of silver can be sold in the Philippines at a price of 200 to 300 bars of silver there. Moreover, porcelain from the official pottery works as well as sugar and fruit from my native province, are currently desired by the foreigners.

Document 8

Source: Charles D'Avenant, an English scholar, "An Essay on the East-India Trade" regarding the debate on a bill in Parliament to restrict Indian textiles, 1697.

Since we were supplanted in the spice-trade by the Dutch, our chief investments or importations from the East Indies have been in dyed cotton cloth, silks, drugs, cotton-yarn, and wool; part of which commodities are for our own use, but a much greater part, in times of peace, were brought to London for sale to France, Germany, the Netherlands, Spain, Italy, and our colonies.

For Europe draws from Asia nothing of solid use; only materials to supply luxury, and only perishable commodities, but sends to Asia gold and silver, which is there buried and never returns.

But since Europe has tasted of this luxury, since the custom of a hundred years has made Asian spices seem necessary to all degrees of people, since Asian silks are pleasing everywhere to the better sort, and since their dyed cotton cloth is useful wear at home, and in our own colonies, and for the Spaniards in America, it can never be advisable for England to quit this trade, and leave it to any other nation.

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 world historical context to show change over time and/or continuities.
- Analyzes the process of change over time and/or continuity.

2. Analyze the cultural and political changes and continuities in ONE of the following civilizations during the last centuries of the classical era.

Chinese, 100 C.E. to 600 C.E.

Roman, 100 C.E. to 600 C.E.

Indian, 300 C.E. to 600 C.E.

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Question 1—Document-Based Question

BASIC CORE (competence)

(Historical skills and knowledge required to show competence.)

0–7 Points

1. Has acceptable thesis.

1 Point

- The thesis cannot be split and must be located in either the introductory paragraph or the conclusion.
 - It may be a number of contiguous sentences.
 - It cannot simply repeat the question.
- The thesis must address the social and economic effects of the global flow of silver as indicated in the documents.

2. Understands the basic meaning of documents.

1 Point

(May misinterpret one document.)

- There are eight documents. Students must address all documents in the essay and demonstrate understanding of the basic meaning of at least seven documents. Listing the documents separately or listing the documents as part of a group does sufficiently demonstrate an understanding of basic meaning.

3. Supports thesis with appropriate evidence from all or all but one document.

2 Points

For 2 points:

- Evidence must be drawn from seven or eight documents and be connected to the thesis.

For 1 point:

- Evidence must be drawn from six documents and must be connected to the thesis.

4. Analyzes point of view in at least two documents.

1 Point

- Students must correctly analyze point of view in at least two documents.
 - Point of view explains why this particular person might have this particular opinion OR what particular feature informs the author's point of view.
 - Students must move beyond mere description of that individual by considering and explaining the tone, the characteristics of the author, the intended audience and/or how the intended outcome may have influenced the author's opinion.

Mere attribution is not sufficient. Attribution is copying or repeating the information from the source line of the document.

5. Analyzes documents by grouping them in two or three ways, depending on the question.

1 Point

- Students must explicitly group the documents in at least two ways.

6. Identifies and explains the need for one type of appropriate additional document or source.

1 Point

- Students must identify an appropriate additional document or source and explain how the document or source will contribute to an analysis of the effects of the silver trade.

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Question 1—Document-Based Question (continued)

EXPANDED CORE (excellence)

0–2 Points

(Historical skills and knowledge required to show excellence.)

The basic core score of **7** must be achieved before a student can earn expanded core points.

Examples:

- Has a clear, analytical, and comprehensive thesis.
 - More sophisticated thesis, well beyond the minimum acceptable thesis.
- Shows careful and insightful analysis of the documents.
 - Recognition of temporal differences, change over time, or historical context of the documents.
 - Analysis of all eight documents.
- Analyzes point of view in more than two documents.
 - Thoughtful analysis of author's background, intended audience, or historical context.
- Analyzes the documents in additional ways—groupings, comparisons, syntheses.
 - Inclusion of groupings beyond the two groupings required by the core.
 - Additional analysis of subgroupings within a larger group.
- Brings in relevant “outside” historical content.
 - Mercantilism and the global trade system.
 - Historical context of the silver trade.
- Identifies more than one type of appropriate additional document or provides a particularly sophisticated explanation of why the additional document is necessary.
 - Request(s) for additional document(s) woven into the body of the essay and integrated into the broader analysis.