

## **2017 AP® WORLD HISTORY FREE-RESPONSE QUESTIONS**

### **Question 2 or Question 3**

**Suggested writing time: 35 minutes**

**Directions:** Choose EITHER question 2 or question 3.

In your response you should do the following.

- **Thesis:** Present a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.
  - **Application of Historical Thinking Skills:** Develop and support an argument that applies historical thinking skills as directed by the question.
  - **Supporting the Argument with Evidence:** Utilize specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument.
  - **Synthesis:** Extend the argument by explaining the connections between the argument and one of the following.
    - A development in a different historical period, situation, era, or geographical area.
    - A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history).
    - A different discipline or field of inquiry (such as economics, government and politics, art history, or anthropology).
2. Describe and explain a significant continuity and a significant change in labor migration in the period 1450–1750 C.E. (*Historical thinking skill: Continuity and Change*)
3. Describe and explain a significant continuity and a significant change in the global balance of political power in the period 1900 C.E. to the present. (*Historical thinking skill: Continuity and Change*)

WHEN YOU FINISH WRITING, CHECK YOUR WORK ON SECTION II IF TIME PERMITS.

**STOP**

**END OF EXAM**

**AP® WORLD HISTORY  
2017 SCORING GUIDELINES**

**Question 2 — Long Essay Question**

**Maximum Possible Points: 6**

“Describe and explain a significant continuity and a significant change in labor migration in the period 1450–1750 C.E.” (*Historical thinking skill: Continuity and Change*)

Please note:

- Each point of the rubric is earned independently, e.g., a student could earn the point for synthesis without earning the point for thesis.
- Unique evidence from the student response is required to earn each point, e.g., evidence in the student response that qualifies for either of the targeted skill points could not be used to earn the point for thesis.

<b>Points</b>	<b>Scoring Criteria</b>	<b>Notes</b>
A: Thesis 0-1	<b>Thesis:</b> Presents a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion. (1 point)	<ul style="list-style-type: none"><li>• Must address at least one continuity <u>and</u> at least one change in labor migrations <u>and</u> have some explanatory element for each.</li><li>• Does NOT have to mention specific migrations.</li><li>• <i>Sample: A continuity during this period in labor migration was the forced movement of artisans, manual laborers, and prisoners by states to build empires, while a major change was the development of North American colonies where free, forced, and indentured migrant laborers were used to build new economies.</i></li></ul>
B: Argument Development: Using the Historical Thinking Skill 0-2	<b>Argument Development — Describes:</b> Describes a historical continuity AND a change. (1 point)	<ul style="list-style-type: none"><li>• Must <u>describe/identify</u> at least one relevant example of continuity <u>and</u> one example of change in labor migration in the period 1450–1750 C.E.</li><li>• <i>Samples: European colonization of the Americas, regional migration within the Americas, trans-Atlantic slave trade, importance of growing sea-based trade networks shaping migrations.</i></li></ul>
	<b>Argument Development — Explains:</b> Explains the reasons for a historical continuity AND a change. (1 point)	<ul style="list-style-type: none"><li>• Must <u>explain a cause</u> for at least one relevant example of continuity <u>and</u> a cause for one relevant example of change in labor migration in the period 1450–1750 C.E. and connect them back to the argument.</li></ul>

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2017 SCORING GUIDELINES**

**Question 2 — Long Essay Question (continued)**

<b>C: Argument Development: Using Evidence 0-2</b>	<p><b>Using Evidence — Examples:</b> Addresses the topic of the question with specific examples of relevant evidence. (1 point)</p> <ul style="list-style-type: none"> <li>Must <u>address</u> the topic of the question by referring to at least TWO specific examples or pieces of relevant evidence reflecting labor migrations. Essays can earn this point without having a stated thesis or a relevant argument.</li> <li><i>Samples: trans-Atlantic slave trade, trans-Saharan slave trade, debt or indentured servitude in the Atlantic world, slavery in the Indian Ocean; free Europeans to the Americas, rural to urban migrations in Europe, Ottoman Empire slave soldiers, Chinese migrations throughout Southeast Asia.</i></li> </ul>
<b>Synthesis 0-1</b>	<p><b>Using Evidence — Effective Substantiation:</b> Utilizes specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument. (1 point)</p> <ul style="list-style-type: none"> <li>Must <u>both</u> present a significant amount of relevant evidence <u>and</u> clearly and consistently link that evidence to an argument about continuity <u>or</u> change in labor migration in the period 1450–1750 C.E.</li> </ul>
<b>Synthesis 0-1</b>	<p><b>Synthesis:</b> Extends the argument by explaining the connection between the argument and either a development in a           <ul style="list-style-type: none"> <li><b>different historical period</b></li> <li><b>geographical area</b></li> <li>a <b>course theme</b> and/or approach that is not the focus of the essay or</li> <li>a <b>different discipline</b>. (1 point)</li> </ul> </p> <ul style="list-style-type: none"> <li>(Period) may offer a relevant connection between the in-period continuity and/or change in labor migration and developments in other periods, e.g. during 1750–1900 C.E. or 1945–2000.</li> <li>(Geography) not allowable because prompt is global.</li> <li>(Theme) may connect the continuity and/or change in labor migration in this period to a course theme or approach that is NOT economic history. Examples might include migrations driven by religious or environmental factors.</li> <li>(Discipline) may connect the argument to a different discipline, such as political science, sociology, or demography, to extend a discussion of the continuity and/or change in labor migration.</li> </ul>
<b>If response is completely blank, enter -- for all four score categories A, B, C, and D.</b>	