

2010 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 1/3

Directions: The following question is based on the accompanying Documents 1-10. (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This question is designed to test your ability to work with and understand historical documents.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.
- Identifies and explains the need for at least one additional type of document.

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

1. Using the following documents, analyze similarities and differences in the mechanization of the cotton industry in Japan and India in the period from the 1880s to the 1930s. Identify an additional type of document and explain how it would help your analysis of the mechanization of the cotton industry.

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Document 1

Source: Data gathered by British colonial authorities.

PRODUCTION OF COTTON YARN AND CLOTH IN INDIA

| Year | Hand-Spun Yarn (millions of pounds) | Machine- Spun Yarn (millions of pounds) | Handwoven Cloth (millions of yards) | Machine- Made Cloth (millions of yards) |
|------|--|--|--|--|
| 1884 | 150 | 151 | 1,000 | 238 |
| 1894 | 130 | 381 | 1,200 | 429 |
| 1904 | 110 | 532 | 1,286 | 545 |
| 1914 | 90 | 652 | 1,405 | 1,140 |

Document 2

Source: Data from the Japanese Imperial Cabinet Bureau of Statistics.

PRODUCTION OF COTTON YARN IN JAPAN (both hand spun and machine spun)

| Year | Millions of Pounds |
|------|--------------------|
| 1884 | 5 |
| 1894 | 117 |
| 1904 | 278 |
| 1914 | 666 |

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Document 3

Source: Two women recalling their girlhoods working in Japanese textile factories, circa 1900.

From morning, while it was still dark, we worked in the lamplit factory till ten at night. After work, we hardly had the strength to stand on our feet. When we worked later into the night, they occasionally gave us a yam. We then had to do our washing, fix our hair, and so on. By then it would be eleven o'clock. There was no heat even in the winter; we had to sleep huddled together to stay warm. We were not paid the first year. In the second year my parents got 35 yen,* and the following year 50 yen.

- - -

Soon after I went to work in the factory, my younger sister Aki came to work there too. I think she worked for about two years, and then took to her bed because of illness. At that time there were about thirty sick people at the factory. Those who clearly had lung troubles were sent home right away. Everyone feared tuberculosis and no one would come near such patients. Aki was also sent home, and died soon after. She was in her thirteenth year. Aki had come to the factory determined to become a 100-yen worker and make our mother happy. I can never forget her sad eyes as she left the factory sickly and pale.

*Japanese currency

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Document 4

Source: Buddhist priest from a rural area of Japan from which many farm girls were sent to work in the mills, circa 1900.

The money that a factory girl earned was often more than a farmer's income for the entire year. For these rural families, the girls were an invaluable source of income. The poor peasants during this period had to turn over 60 percent of their crops to the landlord. Thus the poor peasants had only bits of rice mixed with weeds for food. The peasants' only salvation was the girls who went to work in the factories.

Document 5

Source: Tsurumi Shunsuke, Japanese industrialist, circa 1900.

Where do the cheap workers come from? They all come from farming communities. People from families that are working their own land, or are engaged in tenant farming but have surplus workers, come to the cities and the industrial centers to become factory workers. Income from the farms provides for the family needs and subsistence of the parents and siblings. The person who takes employment in the factory is an unattached component of the family. All he or she has to do is earn enough to maintain his or her own living. That is why the workers' wages are low. This shows how important a force agriculture continues to be for the development of our nation's commerce and industry.

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Document 6

Source: Radhakamal Mukerjee, Indian economist, *The Foundation of Indian Economics*, 1916.

For the last few decades there has been a rapid decline of the handwoven cloth industry throughout the country on account of the competition of machine manufactures. Though many still wear clothing made from cloth woven on handlooms, large numbers of handloom weavers have been abandoning their looms.

The local textile industry owes its very existence, promotion, and growth to the enterprising spirit of native bankers and investors, who invest large capital as shareholders, investors, and financiers.

Document 7

Source: Data from “Industrialization and the Status of Women in Japan,” dissertation, 1973.

PERCENTAGE OF FEMALE COTTON TEXTILE LABORERS
India and Japan, selected years

| India | | Japan | |
|-------|-------------|-------|-------------|
| Year | Percent (%) | Year | Percent (%) |
| 1909 | 22.1 | 1920 | 80.0 |
| 1924 | 21.6 | 1925 | 80.6 |
| 1934 | 18.9 | 1930 | 80.6 |

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Document 8

Source: Photo from an official company history, Nichibo cotton mill, Japan, 1920s.



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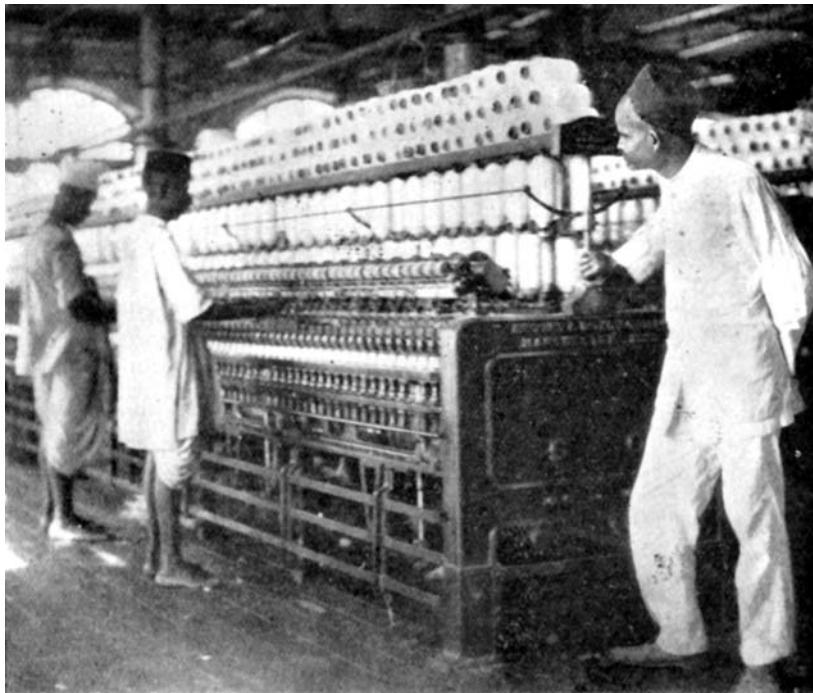
Document 9

Source: Report of the British Royal Commission of Labour in India, Calcutta, 1935.

Most of the workers in the cotton mills are recruited from among the small peasants and agricultural laborers of the villages, along with unemployed hand weavers. They live in small rented huts. The average worker remains in the same factory for less than two years. Wages are low, and there has been no significant change in wages over the last decades.

Document 10

Source: Arno S. Pearse, British official of the International Federation of Master Cotton Spinners' and Manufacturers' Associations. Photo from a report on Indian textile mills, 1935.



International Textile Manufacturers Federation.

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 continuities and changes over time.
- Analyzes the process of continuity and change over time.

2. Describe and explain continuities and changes in religious beliefs and practices in
ONE of the following regions from 1450 to the present.

Sub-Saharan Africa

Latin America/Caribbean

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Question 1 — Document-Based Question

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

1. Has acceptable thesis.

1 Point

- The thesis must explicitly state at least one similarity and one difference in the characteristics of the mechanization of the cotton industry in Japan and India as evidenced in the documents.
- The thesis must be explicitly stated in the introduction or the specified conclusion of the essay.
- The thesis may appear as one sentence or multiple sentences.
- A thesis that is split among multiple paragraphs is unacceptable.
- A thesis that merely restates the prompt is unacceptable.
- Thesis statements such as “there were more similarities than differences” are not acceptable.
- The thesis CANNOT count for any other point.

2. Understands the basic meaning of documents.

1 Point

(May misinterpret one document.)

- Students must address all 10 of the documents.
- Students must demonstrate understanding of the basic meaning of at least nine documents.
- Students may demonstrate understanding of the basic meaning of a document by grouping it in regard to a specified characteristic of the mechanization of the cotton industry.
- Restating or quoting the content of the documents separately does not adequately demonstrate an understanding of basic meaning.

3. Supports thesis with appropriate evidence from all or all but one document. 2 Points

For 2 points:

- Specific and accurate evidence of a characteristic of the mechanization of the cotton industry must be explicitly drawn from a minimum of nine documents.
- A document that is simply listed cannot count as evidence.

For 1 point:

- Specific and accurate evidence of a characteristic of the mechanization of the cotton industry must be explicitly drawn from a minimum of eight documents.
- A document that is simply listed cannot count as evidence.

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 by identifying a plausible tone, the characteristics of the author, the intended audience, and/or how the intended outcome may have influenced the author’s opinion.
 - Students may challenge the veracity of the author’s opinion or point of view but must move beyond a mere statement of “bias” by providing some plausible analysis.
 - Mere attribution is not sufficient. Attribution is copying or repeating information verbatim from the source line of the document.

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Question 1 — Document-Based Question (continued)

- 5. Analyzes documents by grouping them in three ways.** **1 Point**
- Students must explicitly and correctly group the documents in three ways.
 - A minimum of two documents (used appropriately) constitutes a group or subgroup.
 - Students may not receive credit for both the larger group and the subgroups within it.
 - No comparison within the paragraph or thesis is necessary to earn the grouping point.
 - Groupings must coherently address the characteristics of the mechanization of the cotton industry. Examples of such groupings include:
 - The growth of mechanization
 - Dominance of female labor in Japan
 - Dominance of male labor in India
 - A comparison of male and female labor between India and Japan
 - Peasant labor in Japan
 - Peasant labor in both India and Japan
 - Rural–urban migrations
 - Ex-handloom weavers in India
 - Differences between sources of labor (handloom versus peasant)
 - Harsh conditions of labor
 - Low wages
 - Beneficial and negative consequences of mechanization
- 6. Identifies and explains the need for one type of appropriate additional document or source.** **1 Point**
- Students must identify an appropriate additional document, source or voice and explain how the document or source will contribute to their analysis of the characteristics of the mechanization of the cotton industry.

Subtotal **7 Points**

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:

- Provides more than one similarity and difference.
- Provides consistent comparative analysis throughout the essay.
- Has a clear, analytical and comprehensive thesis.
 - Goes well beyond the minimally acceptable thesis.
- Shows careful and insightful analysis of the documents.
 - Recognizes the historical context of the documents.
 - Analyzes all 10 documents.
 - Explains corroboration and links between documents.
- Uses documents persuasively as evidence.
- Analyzes point of view in most or all documents.
 - Provides thoughtful analysis of author’s background, intended audience, tone or historical context.

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Question 1 — Document-Based Question (continued)

- Includes groupings beyond the three required.
- Brings in accurate and relevant “outside” historical content.
- Explains why additional types of document(s) or sources are needed.
 - Identifies more than one type of appropriate additional document.
 - Provides a sophisticated explanation of why the additional document is necessary.
 - Request for additional document is woven into the essay and integrated into a broader analysis.

Subtotal **2 Points**

TOTAL **9 Points**