

AP[®] WORLD HISTORY

2010 SCORING GUIDELINES

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.
(May misinterpret one document.)**

1 Point

- 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.

AP[®] WORLD HISTORY

2010 SCORING GUIDELINES

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.

AP[®] WORLD HISTORY
2010 SCORING GUIDELINES

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

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

Part A

In the period from the 1880s to the 1930s, Japan and India both saw a great increase in the use of machines in the textile industry. Both countries had similar recruitment techniques, but differed greatly in who the workers were, and their working conditions.

Documents 1, 2, and 6 all show the increased use of machines in India and Japan. The Indian textiles chart (Doc1) shows how India ~~made~~ used more machines to create greater yarn and cloth amounts in 1914 as opposed to 1884. The chart shows how machine-spun yarn becomes of greater quantities as opposed to hand-spun yarn, as well as how the amount of machine-made cloth is quickly catching the amount of hand woven yarn, which shows how the use of machines is increasing. The Indian economist (Doc6) in 1916 talks of how handwoven cloth makers cannot compete with the machine-made cloth makers, and is thusly rapidly declining. This shows India's step towards a more mechanized cloth industry. As an economist, the author of this document may be over-stating the rise of mechanization because he would know that machines can make more cloth and boost India's economy, which would make him pro-machine as an economist. Compared with India's cloth textiles, Japan's chart of cotton yarn (Doc2) shows ^{that} Japan is rapidly entering the textile market by its great increase in pounds of yarn made. ~~However, sin~~ This is due to the increased use of machines in Japanese textile making, but since the chart groups both hand spun and machine spun together, a

Part A

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useful additional document would be a separation of hand spun and machine spun yarn made to compare and accurately account the increase of mechanization in Japan's textile industry.

Even though Japan and India were greatly similar in their increased use of machines in textile factories, documents ~~6~~⁴, 7, ~~8~~; and 10 show that the workers in these factories are different.

Documents 10 and 8 are both pictures of an Indian and a Japanese textile mill, respectively. The Indian mill (Doc 10) shows all male workers, indicating that many more men worked in Indian textile mills than women did. However, in contrast to India, the Japanese mill (Doc 8) shows quite a few women with one or two men, indicating that Japan was opposite of India and had more women workers than men, which is different from India. A comparative chart of female workers in the two countries (Doc 7) shows that less than a quarter of Indian textile laborers were female and that over three-fourths were women in Japan, which is a direct contrast in laborers of Indian mills to Japanese mills. The chart also shows how the percentage of Indian female workers goes down while the equivalent Japanese percentage goes slightly up. This shows the difference of workers between Indian and Japanese textile mills. Document ~~6~~⁴ provides a written source concerning the high percentage of female workers in Japanese mills. The document talks of how the girls in these factories were a great salvation for poor peasant families and that this fact of the girls' extra-income for these families would explain the high percentage of female-workers, of course, since the document is written by a buddhist priest,

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Part A

his idea would be that these girls in the factories are the families salvation and ~~pay~~ so he pays no attention to the negative side of the girls leaving home because Buddhism places individual meditation and salvation over family bonds. A useful document would be an opinion of one of these girls on being sent away.

Even though the people that were recruited were different, the methods and places that the textile mills used in India and Japan were similar. Documents 4, 5 and 9 talk about how workers are recruited from peasant families. Document 5 talks about how the cheap workers come from farming communities^{In Japan}. The person who leaves ~~this~~ their family is no longer a financial burden on the family and allows the family a little more breathing room which accounts for the farming families sending workers to Japanese mills. Document 4 says essentially the same ideas, but adds the component of extra income that can come from the unattached family members in Japan. The Indian mills (Doc 9) also sent people from farming communities. Most of the workers are peasants from agricultural villages and earn low wages, which is the same as Japanese mills.

Documents 3 and 9 show one of the most important differences between the two countries, their respective working conditions. The story of a Japanese mill worker (Doc 3) talks of long hours for work, no heat, and small amounts of food. There are also low wages, even no pay for the first year. When the high amount of sick people at the factory ~~that~~^{who} no one will go near is added, the

Part A

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working conditions in the Japanese mill are incredibly bad and barely livable. People also had to sleep together at the factory. This last fact by itself is directly contrasted by the huts Indian workers lived in (Doc 9). Indian workers live in their own hut and only works at one factory for two years as opposed to a Japanese worker who only gets paid ~~their~~ starting their second year. This shows much better living conditions for Indian workers than Japanese workers. Since the Indian document is written by a commissioner and not a worker, the author could be omitting bad details or glorifying the conditions to make his report look better. Two extra documents that would be helpful would be an account from an Indian worker and a report from a Japanese official to provide an all around comparison of ~~the~~ the countries.

In the end, mechanization of the textile industry saw a great rise from 1880 to the 1930s in both Japan and India who both recruited farming peasants to work in the mills. Japan used mainly female workers with worse working conditions than ~~the~~ Indian workers who were mostly male. A final helpful document would be a comparison of machines used in India over this time compared to those used in Japan to gauge the importance of mechanization in the textile industry of the two countries comparatively.

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

1 (part A)

The period from 1880 to 1930 saw the rise of the textile industry in areas such as Japan and India. In these regions, mechanization slowly replaced traditional hand-made textiles through better efficiency and exploitation of the workforce. The use of mechanized industries also saw the emergence of new family structures as well as changes in gender relations.

While the documents ~~may~~ describe the abandoning of traditional looms for mechanized factories, they do not substantially address why this transition occurred. A document addressing the pros and cons between the traditional and mechanized systems would be very useful in analyzing further the stimuli that led to the massive changes occurring simultaneously with the mechanization. While the documents describe the ~~strategies resulting from the exploitation of workers resulting from industrialization~~ mechanization of textiles, they do not address a global context. A document from a foreign trade partner detailing trade relations would shed more light on the causes for the industrial shift in a more global view.

1 (part A)

1B2045

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In Japan, the government began to sponsor large-scale industrial efforts in the 1800s, a support that can be traced back to the Meiji restoration with the purpose of bringing Japan out of isolation and up to speed with the West. Document 2, data from the Japanese government, details the sharp growth of cotton yarn output from 1884 to 1914, reflecting the huge government investment in industrialization and the zarbatsus, ~~formulated~~ huge industrial complexes, formulated for this purpose. Data gathered by British authorities (document 1) is specific to India but also details a similar jump in ~~mechanized~~ mechanized textile production from 1854 to 1914. The fact that India was a British colony supports this development as the British who were very industrialized supported increased cloth production so they could use it in their own factories and churn out finished goods. The Indian economist (Raddakamal Mukerjee, document 6) details this from a different point of view, describing the rise of mechanized textile production although he attributes it more to local 'native' investors. However, Mukerjee is most likely biased. By 1916, when the excerpt was composed, Indian nationalist movements were in full swing and it is natural for him to attribute the rise of Indian industry to Indians rather than to Europeans. India industrialized to provide raw cloth to England while Japan did at the prompt of their government.

1B3045

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1 (part A)

Mechanization of textiles ~~per~~ resulted in a huge change of family structure. The photo of a textile cotton mill in Japan (document 8), for example, shows ~~mostly~~ ~~workers~~ ~~that~~ workers that appear roughly the same age. This implies that families were no longer working as a group as they had previously in agriculture. Document 9, a report by the British Royal Commission of Enquiry in India, shows a similar change in India as it describes many workers originating as peasants in agricultural regions who leave ~~to~~ their families to come to factories and work in industry. ~~Document~~ Terumi Shunshuke (document 5) supports this outlook as he calls factory workers "an unmatched component of the family." No longer are members of a family working together on a farm to support each other as many now go to factories to support the family. However, Shunshuke, as a wealthy industrialist is biased against the lower class workers. He dismisses their abuses and low wages as he believes the industry workers only need to earn enough to support themselves. Lastly, document 3 also ~~to~~ supports the change in family structure as workers stayed in ~~in~~ or around the factory or in rented huts instead of with their family. Family structure changed as some members moved to industry such as mechanized cotton production to support their families.

1B40f5

(part A)

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The rise of mechanized textiles also saw changes in gender roles. In Japan, women played a huge role in the ~~modern~~ textile production. Document 7 shows that of the ~~textile~~ textile laborers in Japan, ~80% of them were women. That is a huge proportion and shows women as taking up a crucial role in mechanization of Japanese ~~textile~~ textiles. A Japanese Buddhist priest (document 4) supports this conclusion as he describes the wages earned by women being an invaluable source of income. This is a huge change for women's rights as families no longer turned only to men to provide income and support. Document 3 details the lives of two Japanese female industrial workers. However, they were not immune to abuses and Document (B) describes them as being taken advantage of possibly even more than men. Despite the heavy workload and low wages, the society and gender roles had changed so that wages earned by women brought them honor. While Japan utilized women as a large part of their ~~textile~~ textile workforce, India remained much more traditional in respect to the role of women. Document 7 shows that the number of women working in textile industries of India were far lower than the number in Japan. Document 10 also shows an ~~far~~ Indian factory with predominantly male laborers. The rise of mechanized textiles

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1 (part A)

industries in India did not result in ~~a large~~ significant changes in the role of women, unlike Japan which made them a large part of the workforce.

The industrial revolution brought sweeping changes to the regions it touched, and Japan and India are no exception. The mechanization of textiles arose to improve economies and brought with it huge ramifications. In the mechanization process, workers were abused and basic social elements such as family structure and, in Japan, gender roles, were changed fundamentally.

The mechanization of the cotton industry in Japan and India were greatly affected from 1880-1930. Overall, machine made cloth increased in both India and China, compared to hand woven cotton. The amount of women in the cotton industry increased in Japan through time, whereas India's percentage of female cotton laborers decreased over time. For both India and ~~Japan~~ Japan, working conditions were harsh and unstable.

According to the document 1, statistics show that British colonial authorities noted how machine spun yarn drastically increased from 1884-1914 in India, similar to how machine made cloth and handwoven cloth increased ~~like~~. Using the information in document 2, it shows that in Japan, the amount of cotton yarn production was enlarged just like India. Document 6 states that the reason for the decrease in handwoven yarn and cloth is due to the increasing competition of manufacturers in the industry in India.

Conditions in both the Indian and Japanese ~~work~~ cotton factories were both harsh and unhealthy. In document 3, women from Japan describe their recollections of working in the cotton factory. In Japan, women worked for an

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unhealthy amount of hours. One woman recalled that she worked from dark in the morning to past ten at night at the textile factories. Conditions were severe, especially in the colder weather. There was no heat put on in the factories and warmth was barely achieved when sleeping. The people who ran the Japanese factory would rarely supply food and people would turn sick. A second woman stated that illness was a large reason for the decrease in human labor. People who became sick were sent to bed or home. Contagious diseases such as tuberculosis ~~which~~ were hard to avoid if one worker was struck in the factory. Salaries were not great in the factories. For some people, wages weren't even given in the first year of work. But by the 2nd and 3rd year wages increased from about 35 yen to 50 yen in Japan's cotton factories. It is stated that the money for a factory girl was more than a farmer's income in some cases, though. For India, salaries were also low and ~~on~~ ~~on~~ there was rarely big changes to the wages per person in the industry, unlike Japan. Overall in the big picture, results show that through industrialization the cotton industry

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

1 page 3

boomed with machine production, rather than hand-woven cloths and yarns. in Japan and India Another similarity between Japan and Indian factories was the origin of the workers. A Japanese industrialist states the cheap workers were recruited from ~~urban~~ farming communities. Alike to the Indian workers, laborers were recruited from small peasants and agricultural populations who lived in small huts. in Japan

The mechanization ~~was~~ of the cotton industry was significantly changed from the 1880s to 1930s. Eli Whitney's introduction of the cotton gin helped to move along the shift from hand labor to machines in the cotton industry. His system of interchangeable parts greatly pertained to the increase in the use of machines in India + Japan as well.

AP[®] WORLD HISTORY 2010 SCORING COMMENTARY

Question 1

Overview

The intent of the question was to compare the characteristics of the mechanization of the cotton textile industry in Japan and India during the late-19th and early-20th centuries. Unlike most recent document-based questions (DBQs), these documents could not simply be classified in one category for analysis. Many of the 10 documents had internal evidence that represented multiple characteristics of mechanization. Given the richness and diversity of the sources, students could use individual documents in a variety of ways to represent different characteristics of mechanization in India and Japan and to provide multiple differences and similarities between the two. Documents could be grouped in a variety of ways: for example, in terms of growth in production, gender of the labor forces, traditional forms of production, and labor conditions in both India and Japan.

Attribution for the individual documents was clear and provided ample opportunities for discussion of point of view and analysis of potential additional documents and sources.

Readers were enthusiastic in their view that this was an exemplary DBQ in terms of both the question and the ease and reliability of applying the scoring guidelines. Students were given the opportunity to construct arguments in myriad ways, with evidence found internally within the same document(s). The question was very efficiently and accurately scored.

Sample: 1A

Score: 8

The essay earned all of the Basic Core points and an additional point from the Expanded Core. The thesis is in the introduction and clearly makes a case for a similarity as well as differences in the characteristics of mechanization of the cotton industry in India and Japan (1 point). All of the documents are understood (1 point) and are used for evidence (2 points). Points of view of the sources are provided for Documents 6 and 9, although 9 is marginally acceptable when the student discusses the veracity of the British commissioner (1 point). The essay successfully groups the documents in five ways: production (Documents 1, 2 and 6), men (Documents 8 and 10), women in Japan (Documents 4 and 7), peasant origins of workers (Documents 4, 5 and 9), and conditions of labor (Documents 3 and 9) (1 point). The student asks for three excellent additional documents: a document separating the Japanese hand- and machine-spun yarns for a better comparison with India, a report from an Indian worker, and a comparison of the actual machines used (1 point). The essay earned a point in the Expanded Core for a consistent comparison throughout, multiple additional documents, and a consistent utilization of the documents as evidence of the characteristics of mechanization of the cotton industry.

Sample: 1B

Score: 6

The essay earned 6 Basic Core points. There is an attempted thesis in both the introduction and the conclusion, but it is not successful because it does not provide any explicit differences. All of the documents are understood (1 point) and used for evidence (2 points). The essay provides a strong analysis of point of view for the source of Document 6 and a weaker but acceptable discussion of point of view for the source of Document 5 (1 point). The documents are successfully grouped in three ways: growth (Documents 1, 2 and 6), migration from rural to urban areas (Documents 5, 8 and 9) and women (Documents 3, 4, 7 and 10) (1 point). The student successfully asks for an additional document directly comparing traditional and mechanized systems of cotton production in order to address the reasons for the mechanization of cotton

AP[®] WORLD HISTORY
2010 SCORING COMMENTARY

Question 1 (continued)

production. In addition, the student notes the lack of a document about trade relations or about the global context for these changes (1 point).

Sample: 1C

Score: 2

The essay earned 2 Basic Core points. The thesis is in the first paragraph of the essay with a clearly defined similarity and difference (1 point). China is mistakenly identified in the introduction instead of Japan, but this error is later corrected; this can be overlooked within the “asset model” of scoring. The essay addresses seven of the 10 documents but does not address Documents 7, 8 or 10. The seven documents that are addressed are successfully used as evidence but did not meet the criteria for the evidence point which required a minimum of eight documents. The essay does not address the points of view for the sources of the documents. The seven documents are successfully grouped in three ways: production (Documents 1 and 2), conditions of labor (Documents 3, 4 and 9) and peasant laborers (Documents 5 and 9) (1 point). There is no attempt at identifying and explaining the need for an additional document.