

AP[®] WORLD HISTORY

2011 SCORING GUIDELINES

Question 2 — Continuity and Change over Time

BASIC CORE (competence)

0–7 Points

1. Has acceptable thesis.

1 Point

- The thesis must accurately address and qualify change and continuity in long-distance migration during the time period.
 - The thesis does not have to directly address global issues.
 - The thesis does not have to contain specific dates but must accurately address migrations within the time period.
 - The thesis does not have to state the two regions.
- The thesis must be explicitly stated in the introduction or the specified conclusion of the essay.
- The thesis may appear as one sentence or as multiple consecutive sentences.
- If the thesis is repeated/restated in the conclusion it may count for credit beyond the thesis.
- An acceptable thesis that accurately qualifies change and continuity may also contain some inaccuracies.
- A thesis that is split among multiple paragraphs or merely restates the prompt is unacceptable.
- A statement that there were more changes than continuities does not constitute a thesis.
- The thesis may not be counted for credit in any other category.

2. Addresses all parts of the question, though not necessarily evenly or thoroughly.

2 Points

For 2 points:

- Essay addresses both change and continuity in long-distance migration that is relevant to the time period.

For 1 point:

- Essay accurately addresses either change or continuity in long-distance migration that is relevant to the majority of the time period.

May not be taken from the thesis unless the thesis is repeated at the end of the essay.

3. Substantiates thesis with appropriate historical evidence.

2 Points

For 2 points:

- Provides a minimum of five pieces of accurate evidence that relate to long-distance migration within the time period.

For 1 point:

- Provides a minimum of three pieces of accurate evidence that relate to long-distance migrations within the time period.

Groups of migrants may include mercenaries, missionaries, colonial elites, laborers, or merchants.

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Question 2 — Continuity and Change over Time (continued)

4. Uses relevant world historical context effectively to explain continuity and change over time. **1 Point**

- Essay accurately relates either change or continuity to a long-distance migration within a larger global process such as colonization, industrialization, globalization, or abolition.
- Essay accurately relates changes or continuities in long-distance migration between two specified regions to developments beyond these regions.

5. Analyzes the process of continuity and/or change over time. **1 Point**

- Analyzes the causes of either change or continuity in a long-distance migration in the time period.
- Analysis must be more than a discrete statement of evidence.

Subtotal **7 Points**

EXPANDED CORE (excellence) **0–2 Points**

Expands beyond basic core of 1–7 points. 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.
- Analyzes all issues of the question (as relevant): global context, chronology, causation, change, continuity, effects, content.
- Analyzes all aspects of the question thoroughly — there is balance in the discussion of change and continuity.
- Addresses all parts of the question evenly.
- Provides ample and accurate historical evidence to substantiate thesis.
- Provides links with relevant ideas, events, and trends in an innovative way.
- Examines long-distance migration beyond two specified world regions.
- May address global continuities and changes in long-distance migration.
- Provides a clear and concrete chronology of change.

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.

There were many changes in long distance migrations in the period from 1700 to 1900 in ~~the~~ Europe and the Americas such as ^{that in the beginning there was} the ~~forced~~ diaspora of Africans to the ~~Americas~~ ^{U.S.} ~~countries~~ ~~there~~ ~~is~~ but near the end of this period, the slave trade across the Atlantic was outlawed ~~by~~ so indentured servants especially from ~~East~~ East and South East Asia began migrating to the U.S.; there was continuity in long-distance migrations during this time in that there remained a steady flow of foreign migrants into the U.S. who seek economic gain. ~~too~~

There were changes in European migrations around the world. Before, the Irish population remained in Ireland developing culture, but that eventually changed to their migrations to the U.S. This migration was caused in part by a severe potato famine. Seeking a better life with a more constant food supply, many people migrated to the U.S. secondly, at first the British had many colonies without many of their own people in the colonies, but that changed to the British sending captives to Australia and New Zealand to begin a penal colony. The Irish response to their famine and poverty by migrating is different than how the French responded to their famine and poverty. Instead of migrating, the French revolutionized.

There were changes in the U.S. migrations around the world. Unlike ~~the~~ most of the rest of

the world, the U.S. received many migrants rather than provided many. Firstly, in the beginning of this time period, the US accepted many slave migrations to work on ~~mass~~ plantations of sugar, cotton, and tobacco, but that changed to the use of indentured servants who came not just from west Africa, but from other places in the world especially east and south East Asia. The outlaw of the slave trade was caused by the British who decided that it should be ended for economic reasons and who spent just as much ~~more~~ money as they earned from the profits of slave trade to stop it in the Atlantic Ocean. Also in the U.S., at first they accepted and welcomed many foreign migrants, but that changed to not allowing certain people to migrate there by passing acts such as the Chinese exclusion act. This type of act is similar to how China, in its days of isolation, kept out and restricted any foreign (especially Western) interference and interaction.

There were many continuities over this time period in both Europe and the U.S. Firstly, the main reason people migrate is for economic reasons and that remained throughout the time period. Even the Australian penal colonies had this incentive as Britain did not want to have to use tax money

to hold and secure prisoners. Secondly, the migrants bring culture w/ them which causes syncretism such as the creation of the Vodun religion in African slaves. Thirdly, world migrations in both the U.S. and ~~the~~ Europe at this time caused widespread disease. An example is the smallpox epidemic. The Africans especially had to acclimate to a new world in the U.S. Also, the U.S. and the Europeans had to worry about diseases like HIV and malaria when in Africa. Finally, there was and remained throughout the period a constant flow of migrants into the U.S no matter where they come from in the world. Another continuity is the flow of people ~~to~~ from Europe to Africa. At this time, Europe is still heavily imperialistic especially in Africa because it has gone uncolonized by a colonial force. Europe's economic interest in African goods caused this continuous, though relatively small, migration of Europeans to Africa to govern colonies, collect and sell goods as merchants, and even set up colonies who enjoy extraterritoriality. Colonies such as British South Africa and French Algeria are examples of this.

There were many changes and continuities in war

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Part B

~~The industrial revolution in the 18th and 19th centuries forever changed the world. The Industrial Revolution and the ~~abolishment~~ abolishment of slavery in the 18th — 20th centuries forever changed many aspects of the world. One of these aspects was long-distance migrations. The new technologies brought about by the industrial revolution made long-distance travels easier and faster. Also, the end of slavery ended the forced migrations of Africans into foreign lands to do labor. Although there were changes in long-distance migrations, one thing that remained the same was the Europeans traveling to distant lands in order to gain resources.~~

The industrial revolution produced technologies that greatly broadened the horizons of people throughout the world. For example, the invention of the steam engine allowed ships to not rely on the winds alone to take them to their destinations. The steam engine made journeys to foreign lands much more feasible and faster. A trip that would have taken days would then have only taken a matter of hours. Another thing that changed ^{long-distance} migrations during 1700-1900 was the end of slavery.

~~Abolitionism~~ During the 19th and 20th centuries, the majority of the world had abolished slavery. This ended the long-distance migrations forced upon the Africans. Prior to this time, Africans were sent along the Middle Passage and into the Americas and the Caribbean. There they would be forced to produce cash crops such as sugarcane and tobacco to be sent back to the old world. Africans were ~~seen as inferior~~ treated horrendously because they were seen as inferior and had no rights. After slavery ended, the lives of Africans in foreign lands improved. While they were still faced with racism, they were given more opportunities. ~~Some~~^{One} of these opportunities included the freedom to migrate to where they want. Despite all the changes, ~~that~~ ~~remained~~ in long-distance migrations, one thing that remained the same was European powers going to far away lands to gain resources.

Throughout history, the greed of Europeans ~~persuaded~~ drove them to other nations in order to exploit them and gain resources. During 1700s-1800s it was no different. The Dutch established a colony in South Africa in order to gain the lands' goods. Here the

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Part B

Boers industrialized the land by building railroads that made it easier ~~to~~^{to} extract ~~the~~ natural resources ~~from~~ the land. Similar actions were done in other parts of the world as well.

Since the beginning of history, people have migrated long-distances. Though many of the reasons for these migrations remained the same in the imperial countries, the methods of migrating ~~have~~ changed and forced-migrations ~~was~~ ended during the 18th - 20th centuries.

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

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Long distant migrations have been around from the begining of time. Hunters and gatherers were the first migrants in search of new food. Slowly after people started to settle down trade became a large part of migration that change the world. A major event that chang history forever was the exploration period. The sea was the new gateway to new lands and trade routes that made European a lot of money. This had people migrating all over the world but two major migrations that occurred was the movement of Africans to the Americas and also the movement of Europeans to the United States in the late 1800's, 1800's.

As sea trade started to flourish colonization became a large part of the economy in europe. Many of the colonies were set up in Latin America, African, and the United States. The colonies in the Americas ran on agriculture and to fuel the labor setres slaves from Africa were shipped over. This was a forced migration that was terrible for everyone

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involved. Hundreds upon hundreds of slaves were piled into a ship and had to make the journey across the Atlantic. This process was just on stop in the ~~trans~~ Columbian trade route. The majority of the slaves didn't survive the voyage, but the ones that did were sold to plantation owners. This process affected everyone from Europe all the way to Brazil and over to Africa. The main goal behind all of this horror was just to make money.

Another migration ~~was~~ that happened around the same time of the slave trade was the moving of colonists out west in the United States. The idea of Manifest Destiny was for the U.S. to reach from sea to sea and with the Louisiana Purchase the goal was almost succeeded. Lewis and Clark were sent to explore this vast land and that was just the start of the migration west. Americans wanted more land for farming and the west had it. Also an influence was the California gold rush in 1849, the idea of gold influenced many to migrate across country. At first,

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this was done on foot, but with the invention of the steam engine the world got smaller. Robert Fulton invented the steam boat which cut travel time down by over half, after that the steam locomotive was the gateway out west and the start to a new life of many Americans.

As the industrial revolution continued Europeans were looking for a new beginning. For many of them the migration took place to America in the late 1800's. With the ~~stare~~ steam ship traveling across sea was no problem and it was relatively a short voyage over. Many Europeans came over due to the shortage of jobs and food. The U.S. set an good opportunity for everyone. Many Europeans came through Ellis Island in New York, there they were given exams to see if they could become part of the United States. This migration impacted us greatly as a country due to the blending of many cultures and backgrounds. With ~~migrations are a great~~ in this said it had some negative affects because not everyone got along and diseases were

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brought over from other ~~and~~ nations.
Migration is one of the biggest
impacts on the world because it shows
who we are today. It affects food, architecture,
and even us as a person on how we
act. If it weren't for migrations the
United States wouldn't even be in existence.
Let alone ~~the~~ society because no matter what
way one looks at it ~~we~~ the world is what it
is today because of migrants.

AP[®] WORLD HISTORY

2011 SCORING COMMENTARY

Question 2

Overview

This year's question about continuity and change over time asked students to identify long-distance migrations from two different world regions and to analyze the changes and continuities in these migrations from 1700 to 1900. The open nature of the question allowed students to provide a variety of global examples within a rich time period and to demonstrate their understanding of global migrations. In addition, the focus of the question, demographic changes (migrations) in the 18th and 19th centuries, is a clearly identified topic and theme in the AP World History Course Description.

Sample: 2A

Score: 8

The student presents a clear thesis with qualification of both change and continuity within the first paragraph (1 point). The student clearly addresses change regarding the movement from the slave to indentured servant migration. Continuity is presented in a weaker manner regarding the continued migration of Europeans to Africa (2 points). The student provides clear evidence of change (potato famine, Australian penal colony, slaves, indentured servants, abolition, Chinese Exclusion Act, migrants to U.S.) in long-distance migrations throughout the essay but weaker evidence of continuity (Europeans to Africa) (2 points). The student presents a clear argument for global context for both change (abolition) and continuity (colonization) (1 point) and a clear argument for both change and continuity in long-distance migrations (1 point). The student received 1 expanded core point for evidence and analysis of global context for both change and continuity in long-distance migrations.

Sample: 2B

Score: 4

The student does not provide a clear, qualified statement of continuity or long-distance migrations within the time period. The student addresses change in the Atlantic slave trade but does not address continuity (1 point). The student provides a minimal three pieces of evidence, with two coming from the introduction (technologies making migration easier, end of slavery, Africans into Caribbean/Americas) (1 point). The student provides a global context regarding the Atlantic slave trade and its abolition (1 point) and analyzes the abolition of the slave trade and its effect on long-distance migrations from Africa (1 point).

Sample: 2C

Score: 2

The student does not provide a clear statement about change, continuity, or long-distance migrations within the time period and does not address either change or continuity within the essay. The student provides seven pieces of evidence of long-distance migration at a minimal level (European desire for money led to migrations, slave migration, forced African migration, European migration in the late 19th century, steamships, European shortage of food and jobs, opportunities in the United States) (2 points). There are attempts at global context (Atlantic slave trade, European migration, colonization, industrialization), but they are not connected to either change or continuity. The student makes no attempt at analysis.