

AP[®] WORLD HISTORY

2009 SCORING GUIDELINES

Question 3—Comparative

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

1. Has acceptable thesis. **1 Point**

- The thesis must include BOTH North America and Latin America/Caribbean.
- The thesis must address BOTH ideology and effects of ideology (although not necessarily defined).
- The thesis must show some notion that the student has understood “racial ideology” (may be general, such as racism or racial superiority).
- The thesis must identify a valid similarity OR difference.
- The thesis must be relevant to the time period, but the dates **need not** be explicitly cited.
- The thesis must be explicitly stated in the introduction or the conclusion of the essay.
- The thesis may appear as one sentence or as multiple sentences.
- A thesis that is split among multiple paragraphs or merely restates the prompt is unacceptable.
- The thesis CANNOT count for any other point.

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

For 2 points:

- Identifies at least one similarity AND one difference.
- Discusses BOTH ideologies and effects (but not necessarily evenly).
- Discusses BOTH regions (but not necessarily evenly).
- Students need not cover the entire time period but should compare relevant time periods.

For 1 point:

- Addresses BOTH regions.
- Identifies one similarity OR one difference.
- Discusses an ideology OR an effect.

3. Substantiates thesis with appropriate historical evidence. **2 Points**

For 2 points:

- Must provide four specific pieces of evidence (two from each region) to support the thesis.

For 1 point:

- Must provide two specific pieces of evidence (one from each region) to support the thesis.

4. Makes at least one direct, relevant comparison between/among societies. **1 Point**
(May discuss EITHER similarities or differences.)

5. Analyzes at least one reason for a similarity or difference identified in a direct comparison. **1 Point**

- Must give a reason why Latin America/Caribbean and North America were similar or different in either their ideologies or the effect of those ideologies.

Subtotal **7 Points**

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Question 3—Comparative (continued)

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:

- Has a clear, analytical, and comprehensive thesis.
- Addresses all parts of the question thoroughly (as relevant): comparisons, chronology, causation, connections, themes, interactions, content.
- Provides ample historical evidence to substantiate thesis.
- Relates comparisons to larger global context.
- Makes several direct comparisons consistently between or among societies.
- Consistently analyzes the causes and effects of relevant similarities and differences.
- Applies relevant knowledge of other regions or world historical processes.
- Discusses change over time (e.g., the hardening of racial ideologies).
- Recognizes nuances within regions.

Subtotal

2 Points

TOTAL

9 Points

Racial ideologies have immense effects and a huge impact on societies, especially those with varying races. This phenomena of racial prejudices and stereotypes changing social systems and structures can be seen in the time period between 1500 and 1830 in the regions of North America and of Latin America and the Caribbean. In both regions, the societal effects of racial ideologies can best be seen in the treatment of native people of the regions and slaves. But, because of the strong influence of differing European nations, and their differing standards, contrasting societal effects can be seen in the interactions between those who implemented the colonization of the regions.

The idea of European superiority and dominance drove the social structure of the "New World," or the regions comprised of North and Latin America and the Caribbean. Because of this dominant racial ideology, the native people in both regions were often the object of discrimination and oppression. The extent of their ill-treatment differed, as in North America they were simply pushed aside or confined to specific areas to live, and in the Caribbean and areas of Latin America, they were forced into servitude and labor. The dominant racial ideology of the European powers also fueled the slave trade that was prominent in the time between 1500 and 1830, which revolved around shipping slaves from Africa to the Americas in order to increase the production of the colonies. In both North and Latin America and the Caribbean, slaves were treated as livestock - bought, sold, and traded to do the job they are assigned. The racial ideology of European dominance directly influenced this social

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practice in both regions. As with the discriminating treatment of native peoples the continuing practice of slave trading in both regions was an indelible effect on society caused by racial ideologies.

The colonists of the New World, those who travelled from Europe to the Americas or those born in the Americas of European descent implemented the total colonization of both North America and Latin America and the Caribbean. In North America, there was a predominantly ~~Europe~~ British influence on society, as this was the European power who controlled the most territory. In Latin America and the Caribbean, it was a predominantly Spanish, but also ~~Portuguese~~ Portuguese influence. The British influence in North America provided colonists with the motivation to emulate themselves after their mother country. ~~It~~ An effect of this group goal was a societal move towards unity and equality among the colonists. ~~and~~ They did not discriminate against each other, only against the Native Americans and the enslaved African workers. In the Spanish controlled colonies of Latin America and the Caribbean, there was no such sense of unity. Prompted by the Spanish racial ideology of a true separation between those in power, the royal *sangre azul* (Blue Blood) and the commoners, translated into discrimination within the colonist populations. Those colonists born in the mother country of Spain were considered the social elite, followed by those directly descendant of original Spaniards, and finally followed by those of "mixed blood" who were children of native and Spanish parents. This racial hierarchy was strict, with specific names and

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segregations attributed to each category. This was starkly different than the colonists of North America, who had no such class system based on race. The differences between the British controlled colonies in North America and the Spanish controlled colonies of Latin America and the Caribbean felt substantial effects on society based directly off of the racial ideologies of their mother countries.

From 1500 to 1830, the regions of North America and Latin America and the Caribbean were dominated by their status as colonial powers. The regions were under foreign European control and were directly influenced by that control. The racial ideologies carried from the mother countries to the regions of the New World had societal effects on the social interactions between the colonists and the native people of the area, the slaves from Africa, and within the colonist groups. The regions of the New World were effected by the universally felt racial ideology of European dominance and supremacy in their discriminatory treatment of native people and their sustained practice of slave trading. They differed in their intercolonial relations, as the colonists in North America lived in a society of unity with a lack of discrimination and those of Spanish descent and influence in Latin America and the Caribbean furthered their discrimination on to each other. Racial ideologies in both of the regions during this time period most greatly affected society in terms of discriminatory practices, that were alike in some ways and different in others in both North America and Latin America and the Caribbean.

Between 1500 and 1830, people in North America viewed the ~~of~~ black population as inferior and as a resource to be used, while the Latin American colonies and those in the Caribbean had a much more rigid caste system, headed by those born in Europe. The North American ideologies resulted in little assimilation or miscegenation, while the Latin American + Caribbean peoples had a much greater assimilation. This was because of the multitiered caste system.

In Latin American + Caribbean colonies, ~~and~~ later, nations, interracial marriages could ~~move~~ move one up in society. ~~And~~ ^{old} members of the Indian nobility could gain a higher place by marrying a ~~white~~ white settler, and as a result miscegenation did occur. Marriages between the black population and Indians also occurred, as they were seen to benefit the children. ~~But~~ However in North America, things were different.

Marriage between blacks + whites was greatly discouraged, and even illegal in some places. For the whites, it was viewed as degrading and offered no social mobility to the black population. The children of such a marriage belonged in neither population.

~~and~~ As a result, ^{in the north} faced discrimination from both groups. Thus, miscegenation was rare, though not unheard of, and resulted in no assimilation.

The lack of assimilation in the north led to ~~of~~ great racial prejudices and a huge distinction between the two groups that took years and many lives to overcome. The nations in Latin America and the Caribbean present a striking contrast to this. In some nations, it was those of the lower classes, ^{and the color} who had no voice in North America, ~~who~~ ^{that} affected great social change.

The two very different ~~and~~ racial ideologies resulted in very different ~~levels~~ levels of assimilation. In the north the two populations were ~~separated~~ separated by a seemingly impassable gulf of racial prejudice. The nations in Latin America + the Caribbean had a different view: the different races ~~could~~ could ~~not~~ join for mutual benefit. These differing ideologies had a profound ~~and~~ impact on the culture and created two very different social climates.

Question # 3

3C

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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.

From 1500 to ~~1800~~ 1830 North American and Latin American/Caribbean racial ideologies effected their society because they had racial ladders that only allowed certain races to succeed.

North and Latin America/Caribbean had racial ladders that told which race was superior to the others. The people who colonized the land was at the top of the list and the African slaves were at the bottom. In North America the Europeans were superior and in Latin America the Spanish were superior. The Africans and natives were at the bottom ^{and} must to be considered because they worked the land and had to obey the more superior races. The racial ideologies in those areas lead to nationalism, which eventually lead to the American and Latin American Revolutions.

Racial ideology can make or break countries. It can either ~~build~~ build them up or tear them down. In this case it brought the people together to get rid of the rule of their mother country, they gained their independence. ~~build~~

AP[®] WORLD HISTORY

2009 SCORING COMMENTARY

Question 3—Comparative

Overview

This question asked students to compare the racial ideologies and social effects of those ideologies in two regions: North America and Latin America (including the Caribbean). The question focused on several important AP World History themes as expressed in the time period (1500–1830): racial and ethnic constructions; labor systems; state building and expansion; the interaction of cultures; migration and disease; and belief systems, philosophies, and ideologies. In fact, all of the themes were relevant to this question. Further, the question required students to articulate a reason for the similarities or differences between the two regions (analysis).

Sample: 3A

Score: 9

The thesis, located in the introductory paragraph, expresses both similarities and differences between North and Latin America and discusses both racial ideology (“racial prejudices and stereotypes”) and social effects (“treatment of native people . . . and slaves) (1 point). The student addresses both regions, as well as both racial ideas brought by Europeans, and consequences in a relatively sophisticated answer, identifying similarities and differences (2 points). The essay includes ample, appropriate historical evidence, showing understanding of the impacts of different European colonizers on the regions they controlled (2 points). The student makes clear, direct comparisons throughout, covering such areas as the differences between the ill-treatment of native peoples and African slaves in North America and Latin America (1 point). The relatively sophisticated analysis offers clear explanations for distinct racial regimes, connecting those differences to the reasons for differing social and political revolutions that occurred later (1 point). The essay earned 2 expanded core points for its clear, analytical thesis, sophisticated analysis, consistent comparisons, and ample evidence, and for relating ideology in the New World to the impact of European settlers’ ideas (world context).

Sample: 3B

Score: 5

The thesis is adequate, identifying both racial ideology (“viewed the black population as inferior”) and differing social effects in both regions (1 point). The essay focuses on differences between the two regions. The student does not mention a similarity but responds to other parts of the question (1 point). While more evidence is provided for North America, there is adequate evidence for both regions (2 points). The direct comparison identifies the key difference between racial blending in Latin America and racial separation in North America (1 point). There is no analysis.

Sample: 3C

Score: 3

The attempted thesis is comparative but addresses only racial effects (“racial ladders that only allowed certain races to succeed”) and not ideology. The student discusses both regions, ideology, social effects (who “was at the top of the list and . . . at the bottom”), and a similarity in the first sentence of the second paragraph, but no differences (1 point). The evidence includes one example from each region (1 point). The essay also includes an adequate comparison in the first sentence of the second paragraph (“North and Latin America/Caribbean had racial ladders that told which race was superior to the others”) (1 point). There is no analysis.