Question 2

BASIC CORE (competence)

1. Has acceptable thesis.
   - The thesis accurately addresses and qualifies one continuity and one change in labor systems during the period circa 1450 to circa 1900.
   - The thesis must be explicitly stated in the introduction or specified conclusion of the essay.
   - The thesis may appear as one sentence or as multiple consecutive sentences.
   - A thesis that is split among multiple paragraphs, or merely restates the prompt, is unacceptable.
   - The thesis CANNOT be counted for credit in any other category.

2. Addresses all parts of the question, though not necessarily evenly or thoroughly.
   For 2 points:
   - The essay addresses one change AND one continuity in labor systems within the specified time period.
   - May not necessarily relate to the majority of the time period.
   
   For 1 point:
   - The essay addresses one change OR one continuity in labor systems within the specified time period.
   - May not necessarily relate to the majority of the time period.

   For 2 points:
   - The essay provides a minimum of seven pieces of evidence to support discussion of changes and continuity in labor systems within the time period.
   
   For 1 point:
   - The essay provides a minimum of five pieces of evidence that support discussion of change and/or continuity in labor systems within the time period.

4. Uses relevant world historical context effectively to explain change over time and/or continuity.
   - The essay explains how world historical movements or processes influenced labor system change or continuity,
   - OR the essay explains how labor systems change or continuity influenced global historical movements or processes,
   - OR relates discussion of change or continuity to similar processes in other world regions and/or other historical periods.

5. Analyzes the process of continuity and change over time.
   - The essay explains continuity and change in labor systems in one of the specified regions.

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:
- Has a clear, analytical, and comprehensive thesis.
- Addresses all parts of the question comprehensively.
- Provides even and ample evidence of change and continuity.
- Provides ample world historical context.
- Extensively explains multiple labor systems.
- Provides extensive analysis of change and continuity throughout the period 1450–1900.

Subtotal 2 Points

TOTAL 9 Points
The labor systems of Latin America between 1450-1900 stayed the same in that they were a small group of wealthy elites in control of many people, but there was a change by the abolition of slavery. However, these labor systems have always been focused on the production of agriculture.

Once the Spaniards and European Colonies arrived, the New World's labor systems like the encomienda forced indigenous and lower classes to work for the wealthy elite. This is because the empires held wealth with superior technologies. An example of the continuity of forced labor would be the Mista or encomienda system which forced the Natives to work, and then later for high investment and huge salaries as currency for culture forming by the lower classes. Even after the many revolutions in the 1800's forcing land redistribution, the power remained most from peninsular to creole or candidates to caudillos. That is why the poverty of Latin America's bond to the land and cause land reforms like in 1917 Mexico by Zapata. The systems change in the labor systems have change due to the need for slavery and the abolition.
of slavery. At first, the conquistadors took over the land, forced the natives to either farm sugarcane or work on plantations, but after warfare and disease decimated an estimated 50% of the population, they were forced to create triangular trade and slavery based on race for labor. Later in the 1800s, many European countries abolished slavery and the shaping of slaves. The last country to abolish slaves was Brazil in 1888. Therefore all of Latin America had to take the 12 million estimated slave labor and convert their labor system to something else. Although they already did not change the level of work they were doing.

A continent into labor systems is the agro men labor used to farm, the many wanted goods and mine the silver. This is because this is where chief exports and economic background. Along with foreign investment, it was hard to industrialize when foreign countries were funding the huge facility. The ruling elite in control of reforms did not because they also owned the huge haciendas and profited from exporting tea and goods. An example of this brutal labor was the sugar plantations in the Caribbean or to European production of many countries but gave them the nickname
Another example of the constant agricultural labor system employed in Latin America are the Encomienda system, which forced Native Americans to work on a plantation for a specified number of days per year. The corruption and foreign investment by the government and outside venture forced Latin American countries to be the producers for tropical products and fruit like sugar and tobacco.
Overview

The intent of this question was for students to select one of the regions provided (Latin America, including the Caribbean, or North America) and then to identify and explain changes and continuities in the selected region’s labor systems between circa 1450 and 1900. In particular the question measured the historical thinking skill of chronological reasoning (Skill 2), especially the subskill of working with patterns of change and continuity over time. The question directly addresses Periods 4 (1450–1750) and 5 (1750–1900). The question also directly addresses the fourth theme of the course (Creation, Expansion, and Interaction of Economic Systems) within a period when that theme is substantially related to many other historical developments of the period. The question most directly relates to Key Concepts 4.1 (the Atlantic System and the Columbian Exchange), 4.2 (New Forms of Social Organization and Modes of Production), 5.1 (Industrialization and Global Capitalism), and 5.2 (Imperialism and Nation-State Formation).

Sample: 2A
Score: 8

There is a clear thesis in the first paragraph that includes both a change and continuity in labor systems during the period 1450–1900 (1 point). The essay addresses change and continuity: continuity is addressed in the second paragraph, multiple changes and one continuity are addressed in the third paragraph, and continuity is addressed in the fourth paragraph (2 points). The essay includes more than seven pieces of evidence (2 points). The essay includes world historical context in the third paragraph — European abolitionism; the fourth paragraph — European benefit and influence over demand that impacted labor; and the fifth paragraph — outside demand for Latin American products (1 point). The essay includes analysis of both continuity and change in the second, third, and fourth paragraphs (1 point). Multiple explanations, well-articulated world historical context, and plentiful evidence earned an expanded core point (1 point).

Sample: 2B
Score: 5

The essay does not employ a specific or qualified thesis related to change and continuity in labor systems, rather, it lists different systems. The essay addresses change and continuity: change is addressed in the first, second, and fourth paragraphs; and continuity is addressed in the second and third paragraphs (2 points). The essay includes more than seven pieces of evidence (2 points). The essay includes world historical context in the second paragraph — slaves were brought to Latin America via “the trans-Atlantic trade” (1 point). The essay does not include analysis of change or continuity. Analysis requires more specificity, and the argument that the U.S. changed to a “globalized economy” needs to be situated more specifically in circumstances related to the U.S. or North America.

Sample: 2C
Score: 1

The essay does not provide a qualified thesis related to change and continuity in labor systems. The essay addresses change in the first paragraph when referencing the switch from Native American to African slave labor (1 point). The essay includes three pieces of evidence in the first paragraph. It does not meet the threshold of five specific pieces of evidence. The essay does not attempt to provide world historical context. The essay does not include analysis of change or continuity. The essay repeats the points scored in the first paragraph in subsequent paragraphs, but it does not introduce any new information about change or continuity.