

**AP<sup>®</sup> WORLD HISTORY**  
**2006 SCORING GUIDELINES**

**Question 1—Document-Based Question**

**BASIC CORE** (competence) **0–7 Points**  
(Historical skills and knowledge required to show competence.)

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

- The thesis cannot be split and must be located in either the introductory paragraph or the conclusion.
  - It may be a number of contiguous sentences.
  - It cannot simply repeat the question.
- The thesis must address the social and economic effects of the global flow of silver as indicated in the documents.

**2. Understands the basic meaning of documents.** **1 Point**  
(May misinterpret one document.)

- There are eight documents. Students must address all documents in the essay and demonstrate understanding of the basic meaning of at least seven documents. Listing the documents separately or listing the documents as part of a group does sufficiently demonstrate an understanding of basic meaning.

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

**For 2 points:**

- Evidence must be drawn from seven or eight documents and be connected to the thesis.

**For 1 point:**

- Evidence must be drawn from six documents and must be connected to the thesis.

**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 of that individual by considering and explaining the tone, the characteristics of the author, the intended audience and/or how the intended outcome may have influenced the author's opinion.

Mere attribution is not sufficient. Attribution is copying or repeating the information from the source line of the document.

**5. Analyzes documents by grouping them in two or three ways, depending on the question.** **1 Point**

- Students must explicitly group the documents in at least two ways.

**6. Identifies and explains the need for one type of appropriate additional document or source.** **1 Point**

- Students must identify an appropriate additional document or source and explain how the document or source will contribute to an analysis of the effects of the silver trade.

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**Question 1—Document-Based Question (continued)**

**EXPANDED CORE** (excellence)

**0–2 Points**

(Historical skills and knowledge required to show excellence.)

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.
  - More sophisticated thesis, well beyond the minimum acceptable thesis.
- Shows careful and insightful analysis of the documents.
  - Recognition of temporal differences, change over time, or historical context of the documents.
  - Analysis of all eight documents.
- Analyzes point of view in more than two documents.
  - Thoughtful analysis of author’s background, intended audience, or historical context.
- Analyzes the documents in additional ways—groupings, comparisons, syntheses.
  - Inclusion of groupings beyond the two groupings required by the core.
  - Additional analysis of subgroupings within a larger group.
- Brings in relevant “outside” historical content.
  - Mercantilism and the global trade system.
  - Historical context of the silver trade.
- Identifies more than one type of appropriate additional document or provides a particularly sophisticated explanation of why the additional document is necessary.
  - Request(s) for additional document(s) woven into the body of the essay and integrated into the broader analysis.

The colonization of the Americas by Spain and the beginning of extensive silver mining in Japan greatly increased silver production. However, this increase of the supply of silver, while to some people seemed good, overall caused problems. Although the increase in silver mining appeared to benefit Japan and Spain <sup>the suppliers,</sup> as well as Ming China - the receiver - overall this increase caused worldwide problems. Based on the documents, the effects of the increase of silver production, while being beneficial to the middlemen that facilitated the trade, eventually weakened the states empires that supplied/received silver in vast quantities.

In China, though many people believed the increase of trade that increased the <sup>amount of</sup> silver in China was beneficial, overall the extreme amount that flowed in caused problems. Granted, the flow of some silver into China <sup>was</sup> not a bad thing <sup>in fact, it was needed</sup> when the Ming Dynasty decreed that all taxes and trade fees be paid in silver in the 1570's, the scarcity of silver ~~was~~ ~~caused~~ ~~harmful~~ the economy since people could not pay for their taxes and had to go through middlemen who supplied them with silver, decreasing the value of their produce (Doc 3). This problem, presented by Wang Xijue to his Ming Emperor in 1593, demonstrates the need for silver in Ming China. Xijue, being a court official, <sup>probably</sup> sees that a declining economy <sup>caused</sup> by this issue will <sup>maybe even cause</sup> cause there to be public grumbling, ~~perhaps causing~~ rebellions against the Ming. Therefore, in an effort to save his position, he informs the emperor of this problem. In addition, He Qiaoyuan,

also a court official of the Ming, describes the extreme amount of silver that the Ming, a country with little interest in <sup>international</sup> trade, would have flowing into it if it began to trade with the Europeans (DOC 7). Indeed, the price that would normally fetch silk yarn instead ~~is~~ is 2 or 3 times that amount in the Philippines (a Spanish colony), giving the Ming a hefty <sup>profit</sup> ~~revenue~~ if they began trading. However, though this ~~was~~ problem of the scarcity of silver was in need of a solution ~~that was~~ readily, the unrestricted ~~flow~~ <sup>Ming</sup> flow of silver into China ultimately hurt the Ming economy. Ye Chongji, a court official of Ming China, shows wisdom in his order to limit wedding expenses in silver (DOC 1). Although this would not affect the economy ~~at~~ at all, the basic ~~reason~~ reason to be frugal is one that the Ming empire should have used in their large transactions that would affect the economy. Furthermore, the ~~total~~ affect of silver taxes and transactions is shown in Xu Dangu's Ming's account of how the populous must go through a moneylender in order to buy things, since they must use silver instead of <sup>the</sup> traditional barter economic system (DOC 5). The increased impedience to the Chinese economy ~~that~~ would fill the pockets of moneylenders instead of benefiting the economy.

~~The~~ Likewise, the increase in silver production, while benefiting Spain early on, in time hurt the Spanish empire. Tomé de Mercado, a Spanish scholar, wrote how the high

prices of luxury goods caused silver to only flow out of Spain, hurting the economy (Doc 2). Mercurio wrote this account in 1571, yet already Ming ships ~~had~~ conducted extensive silver trade with the Spanish Empire via Manila. In addition, Antonio Vázquez de Espinosa, a Spanish priest, shows another side that the silver production affected in a negative way — the social side. Vázquez, writing about Potosí, the largest silver mine in Spanish colonial possessions, describes the terrible conditions that ~~the~~ Native Americans dealt with under labor in the mines. Although the encomienda system had already been dismantled in 1542, Vázquez shows the continuing manipulation of the Native American population by the Spanish. Vázquez, a Spanish priest, is obviously a priest resembling Bartolomé de las Casas in that he is sympathetic towards the Indians. And, as a priest, being part of the organization that protected the Indians most often, this reaction is not a surprise.

In contrast, the increase in silver production benefited the middle men that facilitated it more than the producers / consumers. For example, Ralph Fitch, a British merchant, describes the lucrative trade that the Portuguese conduct by being the facilitator of the ~~silver~~ silver flow from Japan to China <sup>in 1549</sup> (Doc 4). As a British merchant, Fitch is most likely attracted to the prospect of a British takeover of this market, and with the gradual buildup in British power taking place in the 17th century, he probably sees this as an opportunity for his work. In addition,

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Charles D'Avenant, an English scholar, describes the lucrative trade that England would come to conduct in 1697 in the trade of luxury goods for silver and gold - mostly coming from Spanish colonies (Doc A). Indeed, D'Avenant describes England's need for the continuation of this trade based on the high demand for luxury goods from Asia in Europe.

In conclusion, the increase in silver production in Japan and <sup>the</sup> Spanish Empire from 1500 to 1750 benefited not the consumer/supplier, but the middle men. In fact, the rich silver mines in Potosi and elsewhere did not benefit the Spanish Empire, while the English in this time period steadily rose to power. In addition, Ming China was not benefited by the flow of silver to it - it would fall in 1644, racked with economic problems, <sup>and a weak government unable to stop the Manchu invaders</sup>. Additional documents that could be useful would be documents for Ming peasants, to show their aspect on the restriction of taxes and sales to only be conducted in silver, in addition to their reactions to the economic problems (inflation) caused by the huge amount of silver that flowed to China. Also documents that would be useful would be the affects that <sup>huge</sup> silver mining caused in Japan in order to compare the effects of the production between Japan and Spain.

The global flow of silver from the mid-sixteenth century to the early eighteenth century had vast effects both socially and economically around the world. By this time an interregional trade network had been clearly established and world trade was booming. When China, a prominent trade nation, accepted silver as its currency and would only exchange for it, the importance of silver ~~increased~~ increased. This new, rapid scramble for silver proved to be both beneficial and ~~dead~~ disastrous. While ~~other~~ countries which ~~are~~ were lucky geographically in their supply of raw silver ~~the~~ could now trade prominently with China, demand created an increase of labor and social unrest. Reliance on silver both helped and hindered economies and societies, bringing about a wide array of effects shown through China, England, and Spanish countries (Spain and Portugal).

In China, the rapid flow of silver proved soon to be disastrous. China did not have the raw supply of silver to thoroughly support its masses and found itself completely reliant on ~~the~~ trade. The conditions of the working class fell as peasants and farmers found their goods of little value.

Due to the "scarcity of the silver coin" (Doc. 3) the government could not afford to reimburse its people in silver what it had taken in taxes. Laborers receive less in return for their work, prices fell, and "less land is put into cultivation." (Doc. 3) Reports of ~~this~~ this in peasant classes was only observed by officials, such as Wang Xiyue and Ye Chunji, officials during the Ming dynasty. These officials could afford to simply observe for a time, as they were above the social unrest of silver shortages. But as the economy and trade worsened, the attention of such officials was drawn closer. "The frugal man" could survive, whereas "the extravagant man" (Doc. 1) could not. It was growing clear that supply was running out. Chinese writers observed that now bills "must be paid with silver" (Doc. 5) no longer ~~with~~ with other goods such as rice, chicken, or soybeans. An economic crisis was beginning to rise which touched even the upper classes of China. As silver became a political issue, officials such as He Qiyang began to see the benefits the rest of the world was reaping. "Chinese silk yarn worth 100 bars of silver can be sold in the Philippines at a price



of 200 to 300 bars of silver" (Doc. 7) and the inequalities did not end there. Officials began to see China's own failing economy, and how foreign nations were profiting.

In Spain and Portugal abundant supplies of raw silver proved an advantage in trade at this time. "The Spanish ~~best~~ have silver mountains" (Doc. 7) or so it appeared to ~~entertain~~ the Chinese, who were so reliant on it. Spanish economies boomed for a while as they "use this ... silver to their great advantage in China." (Doc. 4). ~~Being~~ ~~silver~~ silver becomes the single good which can be traded for almost anything in China, and luxury goods flow into Spain and Portugal. But ~~with~~ the realization that silver can get them so much caused an increase in interest in mining for silver. Laborers are sent into mines to haul up silver climbing ladders "so tiring and distressing that even an empty-handed man can hardly get up them." (Doc. 6). While the wealth is huge, the turmoil to the people is growing as well. Priests, such as Antonio Vázquez de Espinosa, as they are apart from

material wealth begin to see the detriments of this silver trade. Other more objective observers, less reliant on trade and/or luxury goods, such as scholars like Tomás de Mercado, see that "high prices ruined Spain." (Doc. 2). Though silver provided ample trade it also created a substantial market and desire for Chinese luxury goods. The reliance was growing to be 2 way as "silver currency" flowed out to pay "for luxury goods" (Doc. 2). Europe seemed to remain the most neutral in this desperate silver trade, choosing to remain only involved enough to observe ~~English~~ British merchants were not entirely reliant on trade to or from the Asian worlds so merely ~~the~~ recorded how China received "nothing but silver" (Doc 4) and the Portuguese use this to "their great advantage in China." However, England could not remain completely unaffected as scholars such as Charles D'Avenant observed luxury goods especially spices and silks have become prominent in European culture. While Europe draws from Asia "nothing of solid use" it has "tasted of this luxury" (Doc 8) and it is not advisable for England to

pull out of this ~~the~~ silver trade. England could afford to remain more objective, but it could not pull out entirely. It had roots planted early on, and it would cause severe social disturbance to tear them up.

Yet despite any conjectures drawn from accounts of scholars, merchants, officials and priests it is impossible to know the full extent of the economic and social effects of silver without the voices of ~~the~~ the common people. It was the commoners, laborers, slaves, farmers and peasants which bore the full brunt of the trade. Their every day lives relied on day to day paychecks, which mandated how they survived. It is the rise and fall of poverty in the proletariat, the social unrest ~~or~~ or benefit of the commoners that would reveal the true effect of silver. The majority of all of these notions was the peasant class, and it is only their opinion that can completely analyze the effects of the flow of silver bullion.

The flow of silver ~~to~~ <sup>from</sup> the mid-sixteenth to early eighteenth century had ~~an~~ a wide range of social and economic effects. ~~the~~

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Silver was a major resource in the years 1500 to 1750. It was exported and imported throughout Europe and Asia. Society and economy were widely affected by the trading of silver in much of the world from 1500-1750.

During the time period of 1500-1750 China was largely ~~impacted~~<sup>affected</sup> in society and economy. In the document from Ye Chunji we learn that when planning a wedding, silver could be the only way to buy what was needed. From Wang Xijie it is said that because of the government's spending, the food prices, primarily grain, are going to soar because of seed prices. This created an endless loop of loss as the government taxes are high. Xu Dunqiu Ming writes of how the shops are changing. The city of Hangzhou dye shops accepted bartering for services, which became more. The stores are now requiring silver for payment, making the people need to borrow money. He Qiaoyuan analyzes how the Spanish do trade. He notices that the Chinese merchants, being unable to go over seas, sell things to the Spanish, who in turn sell the material for large amounts more. The Chinese documents state how their economy is growing to rely on silver, and that the stop of foreign trade is lowering profits of the merchant class and other classes as well.

The European economy and society is almost opposite of Chinese in some aspects. Tomás de Mercado analyzes how the economy of Spain was damaged by high prices, and hopes to avoid it happening to the Philippines. A British merchant, Ralph Fitch, watches the Portuguese do their trading circle. The Portuguese use China's stop of trade to sell their materials to the Japanese, then bring Chinese materials back to the West Indies and Europe. Antonio Vázquez, a Spanish priest, was in Potosí, a silver mine, and knew how much the Spanish use labor. He describes the West Indies area and the large amounts of silver there.

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Vazquez also notes that much silver is stolen from the mines. Charles D'Avellan writes about the trade with Asia. He reports how the countries import luxury items at the cost of gold and silver. Europe is ~~is~~ dependent on its trade with the Asian countries to support its monetary ventures. The Europeans also use what they import, and when it's gone, get more.

The effects of silver trade throughout the world in this time period expressed the seeming loss in profit on both sides of trade. The points of view of these documents are largely male and scholars or merchants.

A female or peasant document would be useful to determine how all the silver trade was affecting them

# AP<sup>®</sup> World History

## 2006 SCORING COMMENTARY

### Question 1—Document-Based Question

#### Overview

The document-based question asked students to use eight documents to analyze the social and economic effects of the silver trade while demonstrating specific analytical skills. The documents contained ample evidence to support a number of different thesis statements ranging from class divisions to the effects of inflation to globalizing international trade. Each of the documents offered a clear opportunity for point-of-view analysis. Moreover, the language of many documents prompted such analysis based on tone. None of the documents could be categorized as purely social or purely economic, which resulted in a variety of grouping opportunities. The need for additional documents was clear, given the absence of documentary evidence from Japan, Portugal, Chinese peasant farmers, or South American miners.

#### **Sample: 1A** **Score: 9**

The thesis in the first paragraph, spread across two sentences, addresses social and economic effects (1 point). All of the documents are addressed in the essay as is the meaning of each document (1 point). Evidence from each of the documents supports the thesis (2 points). Note that the reference to the *encomienda* system does not affect the use of evidence in the essay. The analysis of point of view is evident for Documents 4 and 6 (1 point). The documents are analyzed in three groups: Chinese, Spanish, and middlemen (1 point). Both suggestions for additional documents (Ming peasants and a Japanese perspective on silver mining) are appropriate and adequately explained (1 point). Expanded core points were earned for the use of historical context, the analytical nature of the thesis, and additional documents (2 points).

#### **Sample: 1B** **Score: 6**

The thesis, linking silver to trade connections as well as to increasing labor and social unrest, comprises the last two sentences of the first paragraph (1 point). All of the documents are addressed in the essay as is the meaning of each document (1 point). Evidence from each of the documents supports the thesis (2 points). The documents are analyzed in three groups: effects on China, the European advantage, and European observers (1 point). The additional document is well explained at the end of the essay (1 point). The essay attempts to discuss point of view, but the analysis does not meet the minimum standard.

#### **Sample: 1C** **Score: 4**

The essay lacks an acceptable thesis. All of the documents are addressed in the essay as is the meaning of each document (1 point). Evidence from each of the documents supports the thesis (2 points). There are two evident groups in the essay: China and Europe (1 point), but the analysis of point of view is absent. The suggestion for an additional document at the end of the essay did not earn a point because it does not explain how the perspective of a woman or a peasant would contribute to the analysis of social and economic effects.