

2018 AP® WORLD HISTORY FREE-RESPONSE QUESTIONS

Question 2, 3, or 4 (Long Essay)

Suggested writing time: 40 minutes

Directions: Answer Question 2 or Question 3 or Question 4.

In your response you should do the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
 - Describe a broader historical context relevant to the prompt.
 - Support an argument in response to the prompt using specific and relevant examples of evidence.
 - Use historical reasoning (e.g., comparison, causation, continuity or change over time) to frame or structure an argument that addresses the prompt.
 - Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.
2. In the period 600 B.C.E. to 600 C.E., different factors led to the emergence and spread of new religions and belief systems, such as Buddhism, Confucianism, and Christianity.
- Develop an argument that evaluates how such factors led to the emergence or spread of one or more religions in this time period.
3. In the period 1450–1750, oceanic voyages resulted in the Columbian Exchange, which transformed the Eastern and Western Hemispheres.
- Develop an argument that evaluates how the Columbian Exchange affected peoples in the Americas in this time period.
4. In the period 1900 to 2001, people and states around the world adopted political ideologies such as communism, fascism, or nationalism to challenge the existing political and/or social order.
- Develop an argument that evaluates how one or more of these political ideologies challenged the existing political and/or social order.

WHEN YOU FINISH WRITING, CHECK YOUR WORK ON SECTION II IF TIME PERMITS.

STOP

END OF EXAM

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Question 3 — Long Essay Question

"In the period 1450–1750, oceanic voyages resulted in the Columbian Exchange, which transformed the Eastern and Western Hemispheres.

Develop an argument that evaluates how the Columbian Exchange affected peoples in the Americas in this time period."

Maximum Possible Points: 6

Points	Rubric	Notes
A: Thesis/Claim (0–1)	<p>Thesis/Claim: Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning (1 point)</p> <p><i>To earn this point the thesis must make a claim that responds to the prompt, rather than merely restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.</i></p>	<p>The thesis statement must make a historically defensible claim about how the Columbian Exchange affected peoples in <u>the Americas</u> in the period 1450–1750, with some indication of the reasoning for making that claim.</p> <p><i>The thesis is <u>not</u> required to encompass the entire period, but it must identify a relevant development or developments in the period.</i></p> <p><i>Note: The phrase “peoples in the Americas” may mean Native American/Amerindian peoples OR Africans or Europeans living in the Americas during the time period.</i></p> <p><i>Examples:</i></p> <ul style="list-style-type: none">• “The Columbian Exchange had a profound impact on the Americas most notably by diversifying American populations through migrations of Europeans and enslaved Africans, but also by introducing new crops and domesticated animals.” (<i>Responds to the prompt with an evaluative claim that establishes a line of reasoning</i>)• “The Columbian Exchange had a negative effect on peoples in the Americas in the period 1450–1750 because many of them died from European diseases.” (<i>Responds to the prompt with a minimally acceptable claim that establishes a line of reasoning</i>)
B: Contextualization (0–1)	<p>Contextualization: Describes a broader historical context relevant to the prompt. (1 point)</p> <p><i>To earn this point the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or a reference.</i></p>	<p>To earn this point the essay must accurately describe a context relevant to the effects of the Columbian Exchange on the peoples in Americas in the period 1450–1750.</p> <p><i>Example:</i></p> <ul style="list-style-type: none">• “It is generally believed that the Americas were first settled by people from Siberia, who then remained isolated from the rest of the world for thousands of years.” (<i>Relates broader events and developments to the topic</i>)

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2018 SCORING GUIDELINES**

Question 3 — Long Essay Question (continued)

C: Evidence (0–2)	<p>Evidence: Provides specific examples of evidence relevant to the topic of the prompt (1 point)</p>	<p>To earn the first point the response must <u>identify at least two specific historical examples</u> relevant to the impact of the Columbian Exchange on peoples in the Americas in the period 1450–1750.</p> <p><i>Note: General assertions containing no specific information beyond what is provided in the introductory statement should <u>not</u> be credited as “specific historical examples.”</i></p> <p><i>Example (acceptable):</i></p> <ul style="list-style-type: none">“Europeans’ attempts to reach Asia by sailing west resulted in Europeans’ encountering the Americas.” <i>(Counts toward earning the point because there is a specific historical example relevant to the prompt)</i> <p><i>Example (unacceptable):</i></p> <ul style="list-style-type: none">“The Columbian Exchange was a direct outcome of the European oceanic voyages.” <i>(Does not count toward earning the point because there is no specific information beyond what is provided in the introductory statement)</i>
	<p>Supports an Argument: Supports an argument in response to the prompt using specific and relevant examples of evidence (2 points)</p>	<p>OR</p> <p>To earn the second point the response must <u>use at least two specific historical examples to support an argument</u> in response to the prompt.</p> <p><i>If a response has a multipart argument (e.g., the Columbian Exchange had a detrimental impact on Native Americans but a beneficial impact on Europeans settling in the Americas), then the response can earn the second point by using only one specific historical example for <u>each</u> part of the multipart argument (but the total number of examples used must still be at least two).</i></p> <p><i>Evidence used to support an argument might include:</i></p> <ul style="list-style-type: none">The introduction of Eastern Hemisphere diseases such as measles and smallpox leading to sharp declines in Amerindian populations soon after the arrival of the Europeans.The transfer of horses and cattle allowing Europeans to make a living in the grasslands of North and South America thereby driving out Native peoples living in these areas.The adoption of American crops (such as corn and potatoes) and Amerindian agricultural techniques (such as the <i>milpa</i> or altitude-dependent agriculture in the Andes) allowed both European immigrants and enslaved African populations in the Americas to grow.

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2018 SCORING GUIDELINES**

Question 3 — Long Essay Question (continued)

<p>D: Analysis and Reasoning (0–2)</p>	<p>Historical Reasoning: Uses historical reasoning (e.g., comparison, causation, continuity and change over time) to frame or structure an argument that addresses the prompt (1 point)</p> <p><i>To earn the first point the response must demonstrate the use of historical reasoning to frame or structure an argument about how the Columbian Exchange affected peoples in the Americas in the period 1450–1750</i></p> <p>OR</p> <p>Complexity: Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the prompt (2 points)</p> <p><i>To earn the second point the response must demonstrate a complex understanding of how the Columbian Exchange affected peoples in the Americas in the period 1450–1750.</i></p> <p><i>This understanding must be part of the argument, not merely a phrase or reference.</i></p>	<p>Essays must use historical reasoning to explain how the Columbian Exchange affected peoples in the Americas in the period 1450–1750.</p> <p><i>Examples of using historical reasoning might include:</i></p> <ul style="list-style-type: none">• Explaining how historical isolation led to peoples in the Western and Eastern hemispheres developing a different set of agricultural crops and practices, as well as different technologies and biological/immunological characteristics• Explaining how the population transfers following the European exploration and settlement of the Americas led to the technological, agricultural, and biological transfers of the Columbian Exchange• Explaining the differential impacts of the processes of the Columbian Exchange on Amerindian, European-American, and African-American populations in the Americas <p>OR</p> <p><i>Demonstrating complex understanding might include:</i></p> <ul style="list-style-type: none">• Explaining the nuance of an issue by analyzing multiple factors or by considering diverse or alternative perspectives or evidence, such as <u>constructing an argument</u> that complex processes such as the Columbian exchange could have different, sometimes disparate, effects on peoples in the Americas (for example, the demographic catastrophe in the aftermath of the initial contact versus the longer-term increased economic activity because of plantation agriculture)• Qualifying or modifying the main argument of the essay to demonstrate awareness of historical complexity, such as <u>constructing an argument</u> that explains how the processes of the Columbian Exchange had both intended and unintended effects (for example, the deliberate introduction of Afro-Eurasian crops and domesticated animals versus the unintended transfer of pathogens, disease vectors, and invasive species)
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**AP® WORLD HISTORY
2018 SCORING GUIDELINES**

Question 3 — Long Essay Question (continued)

	<ul style="list-style-type: none">Explaining relevant and insightful connections across time and space, such as <u>explaining how</u> some of the effects of the Columbian Exchange (the demographic effects from the transfer of pathogens) happened relatively quickly, while other effects (the demographic and ecological effects from the adoption of new crops) happened over many decades or centuries, or explaining significant regional variations in the effect of the Columbian exchange on peoples in the Americas, such as the near complete population collapse of Amerindian populations in the Caribbean versus the more limited impact in the major population centers in Mesoamerica and the Andes
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If response is completely blank, enter - - for all four score categories: A, B, C, and D.

AP® WORLD HISTORY 2018 SCORING GUIDELINES

Question 3 — Long Essay Question (continued)

Scoring Notes

Introductory notes:

- Except where otherwise noted, each point of these rubrics is earned independently; for example, a student could earn a point for evidence without earning a point for thesis/claim.
- **Accuracy:** The components of these rubrics require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam essays should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.

Note: Student samples are quoted verbatim and may contain grammatical errors.

A. Thesis/Claim (0–1 point)

Responses earn **1** point by responding to the prompt with a historically defensible thesis that establishes a line of reasoning about the topic. To earn this point the thesis must make a claim that responds to the prompt rather than simply restating or rephrasing the prompt. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.

The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.

The thesis must take a position on how the Columbian Exchange affected peoples in the Americas in the period 1450–1750.

The thesis is not required to encompass the entire period, but it must identify a relevant development or developments in the period.

Note: the phrase “peoples in the Americas” may mean Native American/Amerindian peoples OR Africans or Europeans living in the Americas during the time period.

Examples of acceptable theses (hypothetical):

- “The Columbian Exchange had a profound impact on the Americas most notably by diversifying American populations through migrations of Europeans and enslaved Africans, but also by introducing new crops and domesticated animals.” (*Responds to the prompt with an evaluative claim that establishes a line of reasoning*)
- “The Columbian Exchange had a negative effect on peoples in the Americas in the period 1450–1750 because many of them died from European diseases.” (*Responds to the prompt with a minimally acceptable claim that establishes a line of reasoning*)

AP® WORLD HISTORY 2018 SCORING GUIDELINES

Question 3 — Long Essay Question (continued)

Examples of unacceptable theses (hypothetical):

- “The Columbian Exchange transformed the lives of peoples living in the Americas in the period 1450–1750.” (*Offers a historically defensible claim, but includes no additional information beyond what is provided in the introductory statement and no indication of a line of reasoning*)
- “The Columbian Exchange affected the Americas by wiping out the Indians and giving Europeans an empty continent in which to settle.” (*Not a historically defensible claim*)
- “A strong desire to spread Christianity led Europeans to launch their transoceanic voyages in the 1400s.” (*Does not respond directly to the prompt because there is no clear link to the Columbian Exchange*)

B. Contextualization (0–1 point)

Responses earn **1** point by describing a broader historical context relevant to the prompt. To earn this point the response must relate the topic of the prompt to broader historical events, developments, or processes that occurred before, during, or continued after the time frame 1450–1750. This point is not awarded for merely a phrase or a reference.

To earn this point the essay must accurately describe a context relevant to the effects of the Columbian Exchange on the peoples in Americas in the period 1450–1750.

Example of acceptable contextualization (hypothetical):

- “It is generally believed that the Americas were first settled by people from Siberia, who then remained isolated from the rest of the world for thousands of years.” (*Relates broader events and developments to the topic*)

Examples of unacceptable contextualization (hypothetical):

- “Smallpox, influenza, and plague were ‘Old World’ diseases.” (*Potentially relevant, but is merely a reference and does not meet the requirement of “describe”*)
- “The Inca in South America, and the Aztecs in Mesoamerica had built the two largest Native American empires by 1450.” (*Potentially relevant, but has no clear link to the Columbian Exchange*)

C. Evidence (0–2 points)

Evidence

Responses earn **1** point by providing at least two specific examples of evidence relevant to the **topic** of the prompt. Responses can earn this point without earning the point for a thesis statement. To earn this point the response must identify specific historical examples of evidence relevant to the topic of the effects of the Columbian Exchange on the peoples in Americas in the period 1450–1750. These examples of evidence must be different from the information used to earn the point for contextualization.

Typically, statements credited as **contextualization** will be more general statements that place an argument or a significant portion of it in a broader context. Statements credited as **evidence** will typically be more specific information.

AP® WORLD HISTORY 2018 SCORING GUIDELINES

Question 3 — Long Essay Question (continued)

General assertions containing no specific information beyond what is provided in the introductory statement should not be credited as “specific historical examples.”

Example of a statement that counts toward earning 1 point for evidence (hypothetical):

- “Europeans’ attempts to reach Asia by sailing west resulted in Europeans’ encountering the Americas.” (*Counts toward earning the point because there is a specific historical example relevant to the prompt*)

Example of a statement that does not count toward earning 1 point for evidence (hypothetical):

- “The Columbian Exchange was a direct outcome of the European oceanic voyages.” (*Does not count toward earning the point because there is no specific information beyond what is provided in the introductory statement*)

OR

Supports an Argument

Responses earn **2** points if they support an **argument** in response to the prompt using specific and relevant examples of evidence. To earn the second point the response must use specific historical evidence to support an argument regarding how the Columbian Exchange affected peoples in the Americas in the period 1450–1750.

Example of successfully supporting an argument with evidence:

- “Within a few years of their arrival in Mexico and Peru, Spanish priests and conquistadors began to notice that large numbers of Indians were dying of infectious disease. Illustrated Aztec and Inca chronicles from the first years after the conquest also show many people sick or dying from smallpox. There were also outbreaks of measles and typhoid. Native Americans died from these diseases in disproportionately high numbers, which resulted in a dramatic decline in their populations across the Americas.” (*Uses multiple, specific pieces of evidence in accurate support of an argument that addresses the prompt*)

D. Analysis and Reasoning (0–2 points)

Historical Reasoning

Responses earn **1** point by using a historical reasoning skill to frame or structure an argument about the effects of the Columbian Exchange on the peoples in Americas in the period 1450–1750. To earn this point the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven, imbalanced, or inconsistent.

Examples of using historical reasoning might include:

- Explaining how historical isolation led to peoples in the Eastern and Western hemispheres developing a different set of agricultural crops and practices, as well as different technologies and biological/immunological characteristics

**AP® WORLD HISTORY
2018 SCORING GUIDELINES**

Question 3 — Long Essay Question (continued)

- Explaining how the population transfers following the European exploration and settlement of the Americas led to the technological, agricultural, and biological transfers of the Columbian Exchange
- Explaining the differential impacts of the processes of the Columbian Exchange on Amerindian, European-American, and African American populations in the Americas

OR

Complexity

Responses earn **2** points by demonstrating a complex understanding of the ways in which the Columbian Exchange affected peoples in the Americas in the period 1450–1750 by using evidence to corroborate, qualify, or modify an argument that addresses the question.

Demonstrating complex understanding might include:

- Explaining the nuance of an issue by analyzing multiple factors or by considering diverse or alternative perspectives or evidence, such as constructing an argument that complex processes such as the Columbian exchange could have different, sometimes disparate, effects on peoples in the Americas. (For example, the demographic catastrophe in the aftermath of the initial contact versus the longer-term increased economic activity because of plantation agriculture)
- Qualifying or modifying the main argument of the essay to demonstrate awareness of historical complexity, such as constructing an argument that explains how the processes of the Columbian Exchange had both intended and unintended effects. (For example, the deliberate introduction of Afro-Eurasian crops and domesticated animals versus the unintended transfer of pathogens, disease vectors, and invasive species)
- Explaining relevant and insightful connections across time and space, such as explaining how some of the effects of the Columbian Exchange (the demographic effects from the transfer of pathogens) happened relatively quickly, while other effects (the demographic and ecological effects from the adoption of new crops) happened over many decades or centuries. Or explaining significant regional variations in the effect of the Columbian exchange on peoples in the Americas, such as the near complete population collapse of Amerindian populations in the Caribbean versus the more limited impact in the major population centers in Mesoamerica and the Andes.