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# AP World History

## Sample Student Responses and Scoring Commentary

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# AP<sup>®</sup> WORLD HISTORY

## 2018 SCORING GUIDELINES

### 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
<b>A: Thesis/Claim</b> (0–1)	<p><b>Thesis/Claim:</b> 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"> <li>• “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>)</li> <li>• “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>)</li> </ul>
<b>B: Contextualization</b> (0–1)	<p><b>Contextualization:</b> 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"> <li>• “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>)</li> </ul>

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**Question 3 — Long Essay Question (continued)**

<b>C: Evidence (0–2)</b>	<p><b>Evidence:</b> Provides specific examples of evidence relevant to the <b>topic</b> 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"> <li>• “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)</li> </ul> <p><i>Example (unacceptable):</i></p> <ul style="list-style-type: none"> <li>• “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)</li> </ul>	
	<b>OR</b>	<p><b>Supports an Argument:</b> Supports an <b>argument</b> in response to the prompt using specific and relevant examples of evidence (2 points)</p>	<p><b>OR</b></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"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>

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**Question 3 — Long Essay Question (continued)**

<p><b>D: Analysis and Reasoning (0-2)</b></p>	<p><b>Historical Reasoning:</b> 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 style="text-align: center;"><b>OR</b></p> <p><b>Complexity:</b> 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"> <li>• Explaining how historical isolation led to peoples in the Western and Western hemispheres developing a different set of agricultural crops and practices, as well as different technologies and biological/immunological characteristics</li> <li>• 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</li> <li>• Explaining the differential impacts of the processes of the Columbian Exchange on Amerindian, European-American, and African-American populations in the Americas</li> </ul> <p style="text-align: center;"><b>OR</b></p> <p><i>Demonstrating complex understanding might include:</i></p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• 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)</li> </ul>
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**Question 3 — Long Essay Question (continued)**

		<ul style="list-style-type: none"><li>• 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</li></ul>
<b>If response is completely blank, enter - - for all four score categories: A, B, C, and D.</b>		

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### 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*)

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### 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.

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### 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

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### 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.

Circle the question number that you are answering on this page.

1 or 3

Mandatory 1	Circle one 2 or 3 or 4
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3A

In 1453, Sultan Mehmed II led the Ottoman Turks and invaded the city of Constantinople. This cut off Europeans from trade with China and its luxury goods like porcelain and silk. ~~Reason~~ To avoid being double taxed by both the Venetians and Ottomans to reach China, explorations were sent out to find a new way to China. Instead, the Americas were found and trade began. The Columbian Exchange led to new social hierarchies as rats began to mix and the ~~death of native populations through disease.~~ <sup>spread of disease and religious practices to the native population.</sup>

The Columbian Exchange resulted in both Europeans coming to the Americas with new items and leaving ~~the~~ <sup>the new world with</sup> crops like potatoes and tomatoes. However, while people like the Spaniards were in the Americas, they married the local populations. This created new social hierarchies like creoles, Europeans born in the Americas, mestizo, a mixture of Spanish and natives, ~~and the peninsular Europeans~~ <sup>eventually</sup> ~~and the peninsular Europeans~~ <sup>remained</sup> on top. ~~However, this differed from the Americas~~ ~~where there was a~~ ~~caste system~~ <sup>caste system</sup> as this is very similar to the caste system, brought by the nomadic Aryans, to India. Those at the bottom of this new social hierarchy, were treated with less respect and subjugated to European

2 of 3

Circle the question number that you are answering on this page.

Mandatory 1	Circle one 2 or 3 or 4
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3A

imperialism.

Moreover, the Columbian Exchange brought disease over to the Americas and killed native populations. The immune Europeans, brought over diseases such as smallpox and influenza along with the horses they brought over.

This killed much of the native population, eventually resulting in a lack of labor. This lack of labor and ~~to~~ the end of the "Hacienda" Encomienda system would eventually result in the Atlantic Slave Trade. Similarly, the Bubonic Plague in the 1300s in Europe was also spread over trade routes. It was spread by the Mongols over the Silk Road and eventually led to the death of over half of the European population. The native populations gained new ~~stuff~~ items but also suffered the consequence of disease.

The Europeans, in the process of conducting the Columbian Exchange, brought Catholicism with them. They forced their religious beliefs on to the natives. The Spanish enforced the religion as shown through the Spanish Inquisition. However, the natives, not quite ready to give up their ~~polytheistic~~ <sup>polytheistic</sup> beliefs, took on some aspects of Catholicism while maintaining their own culture. They would secretly practice pagan

Circle the question number that you are answering on this page.

3 or 3

Mandatory 1	Circle one 2 or 3 or 4
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3A

beliefs while praying to the virgin Mary. This religious syncretism is a continuity throughout ~~the~~ history. It can be seen with the development of neo-Confucianism, Vodun, and even Christianity itself took on aspects of Judaism:

~~The~~ From 1450-1750, the Columbian Exchange led to the development of inter-racial ~~relationships~~ <sup>relationships</sup>, resulting in a social hierarchy. It also led to ~~the~~ religious syncretism by the native population as they took on some of the European ~~socialism~~ <sup>Catholicism</sup>, as well as the spread of diseases such as the small pox in the Americas which killed many native people.

Circle the question number that you are answering on this page.

1 or 2

Mandatory 1	Circle one 2 or 3 or 4
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3B

In the Americas during the period 1450-1750 greatly affected the social structure of the area. New forms of political rankings were added. New forms of coerced labor were added and new ideas were formed by the people.

In the Americas new social rankings resulted from the Columbian exchange. An example of this is the Mulattoe people. Mulattoe was a social ranking of a person who had both descent from Spanish conquistadors and African coerced slaves. Creoles were also a new example of social identity. These were people of pure Spanish descent. Mestizos were also a new social rank. These were people of Creole and Native American descent.

New forms of coerced labor were added as a result <sup>of</sup> ~~in~~ the Columbian exchange. A large part of the Columbian exchange was the slave trade from Africa. Many of these slaves worked on plantation sites in the Caribbean islands. On these islands sugar cane was grown and processed into sugar by coerced slaves.

The Columbian exchange brought new ideas into the area. New forms of Christianity were brought and diffused into the native people. The ideas of the enlightenment were also brought over in the exchange. These ideas encouraged the Haitian revolts against Spaniards at the sugar cane farms. These revolts allowed them to become free from the rule of the Spaniard.



Circle the question number that you are answering on this page.

1 of 1

Mandatory

1

Circle one

2 or 3 or 4

3C

Even though the Columbian Exchange brought some negative effects to the Americas, the Americas were greatly influenced by these exchanges.

First of all, the Americas received goods from different places from the eastern countries-cities. The exchange was consisted of exchange of spices, raw material, rum, goods, and slaves. In the Americas there would be productions of plants like corn, cocoa, squash, and other production that were used wisely in Europe. In the other side, European countries would bring raw material, manufactured goods, and other non-native plants.

Secondly, culture and religion were brought upon the Americas. For example Christianity came from European countries like Spain and Rome which strongly believed in Christianity. From Christianity Catholicism was created which now a days is one of the most popular religions. There was also culture brought to the Americas. Like the Afro-African culture beats and music which influences most of the music created. Another example of brought culture is pizza which comes from Italy but has been modified through the years in the Americas.

The Columbian exchange was a great trade web made and has definitely change to a good country

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## 2018 SCORING COMMENTARY

### Question 3 — Long Essay Question

#### Overview

This question allowed students to demonstrate their knowledge of the effects of the Columbian Exchange on peoples in the Americas in the period 1450–1750. The question primarily addressed Key Concept 4.1. of the AP World History Curriculum Framework, with some crossover possible (but not required) into Key Concepts 4.2 and 4.3. The main key understanding tested by the question concerned the various impacts of the global interconnectedness that followed the European exploration, conquest, and settlement of the Americas. The question primarily targeted the historical reasoning skills of Causation and Contextualization and the disciplinary practice of Argument Development, although responses that demonstrated historical understanding by deploying the reasoning skills of Comparison and Continuity and Change Over Time were also credited. The phrase “peoples in the Americas” in the question prompt was interpreted to mean Native American peoples *or* European settlers *or* African slaves (or any combination of those groups), and the question did not specify any particular category of effects (e.g., demographic, cultural, etc.). Therefore, the question presented students with a very broad spectrum of opportunities to demonstrate their knowledge of any of the effects of the Columbian Exchange on the Western Hemisphere.

#### Sample: 3A

#### Score: 6

The response earned 1 point for the thesis/claim because the statement “The Columbian Exchange led to new social hierarchies as races began to mix and the spread of disease and religious practices to the native population” is both historically defensible and establishes a line of reasoning related to the prompt.

The response earned 1 point for contextualization. Contextualization occurs throughout the first paragraph, where the response describes how disruptions in trade in the Mediterranean and high taxes levied by the Venetians on trade to India and China compelled European explorers to “find a new way to China,” which in turn helped to create the Columbian Exchange from 1450 to 1750.

The response earned 2 points for using evidence because the argument that racial intermarriage “created new social hierarchies” is supported by multiple pieces of evidence (Creoles, mestizos, mulattoes, and Peninsulares.) Evidence (smallpox, influenza, horses) is also used to demonstrate how diseases “killed much of the native population, eventually resulting in a lack of labor.”

The response earned 1 point for using historical reasoning, which can be found in the second and third paragraphs. The discussion on the effort to end the “cruel Encomienda system” and the discussion of those people who were at the “bottom” of a “new social hierarchy” demonstrates the use of historical reasoning (causation) to frame an argument.

The response earned 1 point for demonstrating a complex understanding because the essay’s three body paragraphs build up to a multifaceted argument about the effects of the Columbian Exchange. Complexity of argument and depth of historical knowledge and applicability are evident in the abundant corroborating evidence and explanation.

Thesis: 1

Contextualization: 1

Evidence: 2

Analysis and Reasoning: 2

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**Question 3 — Long Essay Question (continued)**

**Sample: 3B**  
**Score: 3**

The response earned 1 point for the thesis/claim because it makes the following claims: “In the Americas during the period 1450–1750 [the Columbian Exchange] greatly affected the social structure of the area. New forms of political rankings were added. New forms of coerced labor were added and new ideas were formed by the people.” These statements adequately provide a defensible claim regarding the societal and political structures in the Americas.

The response did not earn a point for using contextualization because the argument that Enlightenment ideals “encouraged the Haitian revolts against Spaniards at the sugar cane farms” is historically inaccurate (France, not Spain). A point could have been earned if the response had discussed how Enlightenment ideals spread from Europe and influenced Haiti’s revolt against France.

The response earned 2 points for using evidence because the response includes multiple examples (mulattoes, Creoles, mestizos, slave trade from Africa, slaves, and Christianity) to support arguments regarding “new social rankings” in the Americas, new “forms of coerced labor,” and the introduction of new ideas to the Americas. Support for the argument is evident throughout each of the three paragraphs.

The response did not earn the point for using historical reasoning because no attempt is made.

The response did not earn the point for demonstrating a complex understanding because no attempt is made to construct historical complexity.

Thesis: 1  
Contextualization: 0  
Evidence: 2  
Analysis and Reasoning: 0

**Sample: 3C**  
**Score: 1**

The response did not earn the point for the thesis/claim because the statement, “Even though the Columbian Exchange brought some negative effects to the Americas, the Americas were greatly influenced by these changes,” does not provide a specific reason as to how the Americas were impacted negatively. To earn this point, the response needed to include a specific example or examples of how people of the Americas were negatively affected by the Columbian Exchange in the period 1450–1750.

The response did not earn the point for contextualization because the statement that the Columbian Exchange brought “pizza which comes from Italy but has been modified through the years in the Americas” does not explain how people were impacted by such an occurrence and refers to a time period that is not adjacent to the period 1450–1750.

The response earned 1 point for using evidence because there are numerous examples of evidence (spices, rum, slaves, corn, cocoa, squash, European culture) related to the impact of the Columbian Exchange on the peoples of the Americas. Though the essay contains multiple examples of evidence, the response does not use these pieces of evidence to support an argument in response to the prompt.

The response did not earn the point for using historical reasoning because no attempt is made to construct historical reasoning.

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**Question 3 — Long Essay Question (continued)**

The response did not earn the point for demonstrating a complex understanding because no attempt is made to construct historical complexity.

Thesis: 0

Contextualization: 0

Evidence: 1

Analysis and Reasoning: 0