
AP[®] World History: Modern

Sample Student Responses and Scoring Commentary

Inside:

Short-Answer Question 3

- Scoring Guidelines
- Student Samples
- Scoring Commentary

Question 3: No Stimulus**3 points****General Scoring Notes**

- Each point is earned independently.
- **Accuracy:** These scoring guidelines require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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 responses 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.
- **Describe:** Provide the relevant characteristics of a specified topic. Description requires more than simply mentioning an isolated term.
- **Explain:** Provide information about how or why a historical development or process occurs or how or why a relationship exists.

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- (A)** Identify ONE technological development that directly contributed to the Columbian Exchange. **1 point**

Examples that earn this point include the following:

- The spread of navigation technologies, such as astrolabes, made it possible for Europeans to voyage around the world.
- New ship designs, such as caravels, increased European voyages across oceans.
- Cartographic advances helped Europeans better navigate open seas.

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- (B)** Identify ONE benefit of the transfer of crops and/or domesticated animals during the Columbian Exchange for the populations involved. **1 point**

Examples that earn this point include the following:

- Domesticated animals from Europe led to more efficient farming in the Americas.
 - More diverse nutrients benefited populations.
 - The spread and use of new crops from the Americas that were more productive or more reliable led to population growth in Afro Eurasia.
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- (C)** Explain ONE way in which the transfer of crops and/or domesticated animals during the Columbian Exchange affected the environment. **1 point**

Examples that earn this point include the following:

- The spread of European agricultural techniques led to deforestation in some regions of the Americas.
- The spread of Eurasian grazing animals, such as cattle and sheep, led to overgrazing in some regions.
- The Columbian exchange allowed the spread of invasive species, such as rats and rabbits, which altered ecosystems.
- Emphasis on cash crop agriculture (monoculture) decreased biodiversity and led to soil exhaustion.

Total for question 3 3 points

Important: After you have completed your response to either Question 3 or Question 4, completely fill in the circle that corresponds to the question you answered.

Question 3

Question 4



Write your answer to **SHORT-ANSWER QUESTION 3** or **4** on this page only. Do NOT write outside the box. Do not skip lines.

A. One technological development that contributed to the Columbian Exchange was the creation of the compass. This allowed sailors/explorers to navigate the seas. It facilitated more transoceanic connections like the Columbian Exchange.

B. One benefit of the transfer of crops was the increase of populations. In Europe, potatoes were brought from the New World which allowed farmers there to grow them. Potatoes were easy and cheap to grow ~~so that~~ ^{allowing} peasants, farmers ~~could~~ to feed their families. Due to the abundance of the potato crop, families could have more children that would survive.

C. The adoption of plantation farming negatively affected the environment. The Columbian Exchange brought ~~things like~~ cash crops like tobacco from the ~~the~~ New World to the Old World. To grow these crops, plantations were adopted as a mass growing technology. This meant there needed to be land for large fields of cash crops, high in demand in Europe. The soil would deteriorate and trees were cut down to make room. It was a major change in the previous ways of farming before there was a need for large plantations to accommodate the demands.

End of response area for Question 3 or Question 4

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Important: After you have completed your response to either Question 3 or Question 4, completely fill in the circle that corresponds to the question you answered.

Question 3

Question 4



Write your answer to **SHORT-ANSWER QUESTION 3 or 4** on this page only. Do NOT write outside the box. Do not skip lines.

A) The development of ~~the~~ ^{advanced} ~~increased~~ maritime technology such as the astrolabe & star charts led to simpler navigation of the seas.

B) The Columbian exchange provided a ~~wide~~ way for New World crops to travel back to Europe. A benefit of ~~these~~ the New World crops was that they were easy to grow & fed tons of people reducing death by starvation. ~~in the Americas.~~

C) The transfer of crops to Europe during the Columbian exchange led to change of farming as more people farmed potatoes ~~in~~ ~~the~~. The demographics of the environment became more potatoe full.

End of response area for Question 3 or Question 4

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Important: After you have completed your response to either Question 3 or Question 4, completely fill in the circle that corresponds to the question you answered.

Question 3

Question 4



Write your answer to **SHORT-ANSWER QUESTION 3 or 4** on this page only. Do NOT write outside the box. Do not skip lines.

- a. One technological development that directly contributed to the Columbian exchange was ~~the compass. It navigated ships to the various locations in Europe, the Americas, and Africa.~~ refrigeration. It allowed foods ~~and~~ to last longer without spoiling, allowing them to reach their destination and continue the ~~ex~~change process.
- b. One benefit of the transfer of crops like wheat and maize was that they were easy to grow, meaning that there was a lot of it to feed the population. The change of diet introduced by these new foods allowed people to live healthier lives, therefore living longer. ~~and~~
- c. The transfer of the horse allowed for faster travel. Messengers could ride by horseback to deliver messages faster and outrun bandits, while hunters could catch their prey faster, allowing them to gather more food. This created stability because everything was made more convenient and the speed that information could travel greatly increased.

End of response area for Question 3 or Question 4

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Short Answer Question 3

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

Overview

The responses to this question were expected to demonstrate understanding of the Columbian Exchange by identifying technological developments that caused or contributed to the trade network that was established. Part B required responses to identify a benefit of the transfer of crops and/or domesticated animals for the populations of people involved. Part C asked for an explanation of how the transfer of crops and/or animals would impact the environment.

Sample: 3A

Score: 3

- a) The response earned 1 point by identifying the compass as a technological innovation that contributed to the Columbian Exchange.
- b) The response earned 1 point by identifying how the transfer of potatoes to Europe led to increased population.
- c) The response earned 1 point by explaining how plantation agricultural techniques resulted in soil deterioration and trees being cut down.

Sample: 3B

Score: 2

- a) The response earned 1 point for identifying the astrolabe as a technological development that contributed to the Columbian Exchange.
- b) The response earned 1 point for identifying “New World crops” in Europe “reducing death by starvation.”
- c) The response did not earn the point as it does not explain an effect of potatoes on the environment.

Sample: 3C

Score: 1

- a) The response did not earn the point because “refrigeration” did not directly contribute to the Columbian Exchange.
- b) The response earned 1 point because it correctly identifies “wheat and maize” as crops that benefitted the population by allowing people “to live healthier lives, therefore, living longer.”
- c) The response did not earn the point because it does not explain how the horse affected the environment.