
AP[®] World History: Modern

Sample Student Responses and Scoring Commentary Set 1

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Short-Answer Question 3

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Question 3: Short Answer 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timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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.

[a] Identify ONE method Europeans used to expand their empires in the Americas in the period circa 1450–1750. **1 point**

Examples that earn this point include the following:

- Europeans used gunpowder weapons to conquer new territories in the Americas.
- The Spanish used the encomienda system to expand the areas in their empires under cultivation.
- Europeans used Christianity to help consolidate and justify their rule.

[b] Explain ONE way European colonialism affected Indigenous peoples in the Americas in the period circa 1450–1750. **1 point**

Examples that earn this point include the following:

- Indigenous communities experienced multiple waves of diseases, epidemics, or even demographic collapse.
 - Many Indigenous peoples adopted European and/or African cultural practices that formed new syncretic belief systems.
 - European colonial authorities used priests and missionaries to convert Indigenous people to Christianity.
 - The casta system resulted in a new social hierarchy involving Indigenous and mixed-race families.
 - Many Indigenous people were enslaved or forced to work in mines or on European-owned haciendas.
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- [c]** Explain ONE way European interactions with non-European peoples in the Americas contributed to the development of a global economy in the period circa 1450-1750. **1 point**

Examples that earn this point include the following:

- European interactions with Indigenous peoples in the Americas led to the Columbian Exchange, which led to the spread of crops, technologies, goods, and diseases between the two hemispheres.
- The Trans-Atlantic slave trade brought millions of enslaved Africans to the Americas and significantly expanded the Atlantic economy through plantations and cash crops.
- Silver mined in the Americas using Indigenous labor fueled the purchase of Asian goods by Europeans, especially after the establishment of trans-Pacific maritime trade from the Americas to East Asia.
- Economic exchanges in the North Atlantic, including the fur trade and commercial fishing, also connected the Americas to Afro-Eurasia in new ways.

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.

3a. One method was forced labor systems. European powers like Spain used coerced labor systems like the hacienda and mit'a to force ~~the~~ ^{Indigenous} Americans to work. In this manner, they expanded their empires territorially and economically.

3b. One way was population loss due to disease. When Europeans arrived ~~to~~ ^{at} the Americas, they spread diseases like smallpox that led to the Great Dying, the eradication of most Indigenous people. Thus, European colonialism caused sickness and death to befall peoples in the Americas.

3c. One way was through forced silver mining. Spanish conquerors, for instance, forced ~~the~~ non-Europeans to mine silver in places like Potosí, Bolivia. The Spaniards then sold the silver to China in exchange for luxury goods like silk. This proves that European interactions with non-Europeans in the Americas contributed to the global economic flow of silver.

End of response area for Question 3 or Question 4

Use a pen with black or dark blue ink only. Do NOT write your name. Do NOT write outside the box.

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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.

Europeans used many method to expand their empires in the Americas such as colonization. They would claim ^{land} that was not theirs, some unknowingly & some intentionally & start creating shelter & agriculture. This European colonialism affected Indigenous peoples in the Americas terribly. Not only were they losing their native lands & homes, but they were being killed off by the European's foreign diseases & because of their constant war with them. European interactions with non-European peoples in the Americas developed their global economy. They learned how to work with the soil in an agricultural aspect & different ways to kill animals for food. They also found Indigenous weapons and learned how to make them. They expanded their territory from Europe to the Americas as well.

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 method the Europeans used was the Columbian Exchange, which would give them to opportunity to try and convert indigenous peoples and trade for goods such as crops like maize.

(B) one way the Europeans affected the indiqtrous was by the bringing over of diseases such as smallpox. This killed off more than half the indigenous population, others were taken into servitude.

(C) The Columbian Exchange contributed to the global economy because not only were new crops introduced but also weaponry and material. This would influence Asia and the production of rice as well as the Europeans. The bringing over of items from the Americas it created new crops as well as new animals.

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

Students were expected to answer three questions about the conquest and colonization of the Americas by Europeans and its impact on the Indigenous population and the global economy. For part (1), students were to identify one method Europeans used to expand their empires in the Americas. For part (b), students were to explain how European colonization affected Indigenous societies in the Americas. Finally, for part (c), students were to explain how the interactions between Europeans and Indigenous American societies contributed to the development of a global economy in the period from 1450 to 1750.

The question tested content primarily from Unit 4 of the course framework, although students could also use knowledge from Unit 1 as background or contextual information in their responses regarding pre-Columbian states and societies in the Americas. The question primarily addressed content from Topics 4.2, 4.3, 4.4, 4.5, 4.6, and 4.7.

Sample: 3A

Score: 3

The response earned the point for part (a) because it identifies the use of “forced labor systems” such as the “hacienda and mit’a systems” as a method to expand the empire’s territory.

The response earned the point for part (b) because it explains how the transfer of diseases, such as “smallpox,” led to the deaths of many Native Americans as an effect on indigenous peoples.

The response earned the point for part (c) because it explains how “Spanish conquerors, for instance, forced non-Europeans to mine silver... then sold the silver to China” as an interaction that contributed to the development of a global economy.

Sample: 3B

Score: 2

The response earned the point for part (a) because it identifies “colonization” and the creation of “shelter and agriculture” as methods Europeans used to expand their empires in the Americas.

The response earned the point for part (b) because it explains how colonialism led to Native Americans “losing their native lands,” in addition to the impact of disease, as effects on indigenous peoples in the Americas.

The response did not earn the point for part (c) because “learning to work the soil” or “found indigenous weapons” does not clearly indicate an interaction between Europeans and non-Europeans. Additionally, there is no clear explanation of how these impacted the development of a global economy.

Short Answer Question 3 (continued)

Sample: 3C

Score: 1

The response did not earn the point for part (c) because the Columbian Exchange was not a method used to expand European empires in the Americas.

The response earned the point for part (b) because it explains how “diseases such as small pox” led to the deaths of many indigenous Americans as an effect of European colonialism.

The response did not earn the point for part (c) because it does not explain how the Columbian Exchange contributed to the creation of a global economy.